

DISSERTATION  
IDENTIFICATION OF PERCEPTION AND PREFERNCES OF BEHAVIOR  
RELATIVE TO PHILOSOPHY, IMPLEMENTATION,  
AND DESIGN OF WORKFORCE EDUCATION IN KOREA:  
A PROVIDER AND PARTICIPANT COMPARISON

Submitted by  
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In partial fulfillment of the requirements  
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Colorado State University  
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WE HEREBY RECOMMEND THAT THE DISSERTATION PREPARED UNDER OUR SUPERVISION BY KWANG HO BAEK ENTITLED IDENTIFICATION OF PERCEPTION AND PREFERNCES OF BEHAVIOR RELATIVE TO PHILOSOPHY, IMPLEMENTATION, AND DESIGN OF WORKFORCE EDUCATION IN KOREA: A PROVIDER AND PARTICIPANT COMPARISON BE ACCEPTED AS FULFILLING IN PART REQUIEIMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

Committee on Graduate Work

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## ABSTRACT OF DISSERTATION

### IDENTIFICATION OF PERCEPTION AND PREFERENCES OF BEHAVIOR RELATIVE TO PHILOSOPHY, IMPLEMENTATION, AND DESIGN OF WORKFORCE EDUCATION IN KOREA: A PROVIDER AND PARTICIPANT COMPARISON

Throughout the industrial age, organizations in Korea succeed in creating a massive production system. However, on the verge of transition from industrial age to information age, organizations in Korea failed to establish systematic HRD education programs only by focusing on improving technical abilities through utilization of training and adoption of numerous well-known foreign methods without considering a fundamental issue such as development of a fundamental philosophical base of HRD education, a systematic implementation of HRD education, and development of a HRD education design in regards to unique characteristics of organization culture.

An examination is provided that identifies similarities and differences in perceptions and preferences between and among HRD practitioners and labor forces in organizations of Korea. Especially, the study focused on investigating and comparing the perceptions and the preferences on philosophy, design and implementation of HRD education to create most optimal HRD education program in and among age, gender, tenure, work position and work type.

The findings suggest that there are relative weak relationships to predict taxonomies on philosophy, implementation and design of HRD education in regards to three categories of the six predictor variables: (1) category that is consisted of workforce and HRD practitioner of sub-levels, (2) gender that is composed of male and female sub-levels, and (3) generation, which is consisted of age, tenure, work position, and work type

sub-level elements. The findings, however, reconfirm the literature review, which indicates the negligence of HRD practices in Korean businesses in relation to creating a study of philosophies as a basis of developing a better education program. Furthermore, the findings also indicate non-strategic implementation of the HRD education in business organizations in Korea by utilizing foreign developed models or theories without constructing own education designs in regards to implications of the unique Korean business cultures, gender and generation elements.

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## DEDICATION

This work is dedicated to the people who have been a guide of my life.

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and I am lucky to have my mother and father who truly live for their family and would give me the world if I asked for it.

“이미 해버린 일에 대한 후회보다 하고 싶었던 일을 안했을때의 후회가 더 크다”  
“やった事の後悔よりやりたかった事をやらなかった時の後悔の方がもっと大きい。”

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## CHAPTER I

### INTRODUCTION

The advent of the 21<sup>st</sup> century and the globalization of the Korean economy have forced all employees, not just managers, to become more internationally aware. Meanwhile, in response to economic recessions, industries around the world, including those in Korea, have fiercely attempted to reduce the size of their organizations through lay-offs, downsizing, and early retirement. Business enterprises are challenged by changes in both strategic trends and labor force demographics.

A number of industries in the United States, Japan, and Korea face issues beyond foreign competition and enterprise interaction. It is well known that the entire business sector in Korea has experienced serious economic recession since 1997. Korean organizations struggle with numerous internal and external issues resulting from economic recession, including downsizing, technology changes, foreign competition, militant union strikes, and intergeneration/gender conflicts. These issues impede innovation through structural reorganization and development of workforce education programs. Korean industries responded to the recession with massive workforce layoffs, forcing those at middle-management level, workers in their 40s and 50s, to go through the ordeal of early retirement and unemployment.

Continuous changes in Korean business conditions require leaders to accomplish complex tasks simultaneously. They are required to reduce structure, right-size human capital, and compete fiercely through increased reliance on technical systems. On the other hand, they deal with diversity issues related to the gradual ascension of workers of different generations, genders, and backgrounds, integrating non-corporate subcultures

into the functional corporate culture. Workers from diverse backgrounds create unconventional subcultures in corporations by bringing their unique work preferences and styles to the corporate work environment.

To cope with these changes and promote business success, Human Resource Development (HRD) practitioners in Korea must realign HRD with business objectives and improve workforce performance through utilization of new education strategies and programs (Cho, 1999). According to Cho, “an important assignment for Korean HRD practitioners is to make the successful transition from conventional trainers to performance specialists by determining training needs of workforces accordingly with their work performances in an organization.”

In order to make the transition from conventional trainers to performance specialists, HRD practitioners in Korea need to develop a philosophical orientation, fundamental basis for designing and delivering workforce education programs. Jacobsen (1999) states that one of the critical aspects in providing successful workforce education is to develop educational strategies and methodologies directly based on a concrete philosophical background.

#### *Rationale for Study: Discussion*

Monetary investment in workforce education in Korea has greatly increased in the past decade. According to the Korean Management Association’s 1994 study, 598 companies in Korea earned a total 207,946,066 won (with an exchange rate of roughly 1 dollar to 1200 won) while spending 332,390 million won on workforce education programs. The Korean Management Association’s study indicated that companies in

Korea invested in workforce education to prepare for the era of unlimited global competition anticipated in the 21st century.

The early stages of most workforce education programs in Korean business sectors consisted of needs-based training, with little to no systematic development of a model for workforce education. Due to the understanding of the importance of systematic workforce education, however, an initial attempt at creating a model was made through the application of the Instruction System Design (ISD).

The ISD, which was developed in the 1970s in the United States and reconstructed for the uniqueness of the Japanese culture during the 1980s, was employed in Korean business sectors during the 1990s. Workforce education programs based on the original ISD were a major failure, causing unscreened mimicking of foreign models (Kwon, 1998). Kwon stated that workforce education based on the original ISD was merely a practice of foreign-developed models or theories, lacking consideration for their implications in the unique business culture of Korea.

The Gold Star Instructional Systems Design (G-ISD) model was the first systematic workforce education model created with consideration for indigenous business cultures of Korea. The G-ISD model, based on the original ISD model, emphasized the goals of customer satisfaction and quality management innovation (Chun, 1993). Gold Star believed that employment of the G-ISD model led to the development of high quality and systematic education processes with high rates of field-practitioner participation and positive engagement of employees. However, scrutiny of the outcomes of many GS education programs, including quality indications based on the G-ISD model, revealed

low transfer rates from knowledge acquired to real worksite operation even when learning goals were accomplished in the education programs (Chun, 1993).

There are certain questions that HRD practitioners need to consider when developing and delivering workforce education. According to Cho (1997), there are five reasons behind the G-ISD failure. First, workers are most familiar with performing in a framed pre-existing structure designed for prompt outcomes. Second, while HRD practitioners know how to critique, they often criticize without developing alternative workforce education. Third, though HRD practitioners understand and acknowledge organizational problems, they refuse to take initiative or responsibility for solving target issues. Fourth, workers are not accustomed to cooperating; rather, because of strict rank structures, they are used to a process and reward system encouraging individualism. Finally, workers are inclined to be defensive, which causes them to avoid exerting themselves as team members; they are fonder of individual rewards than team awards.

#### *Knowledge Transfer Based on Philosophy*

Just as teachers cannot perform unless they possess knowledge, knowledge-based education cannot be practiced effectively without both educational strategies and methodologies that are directly based on a strong philosophy (Jacobsen, 1999). A philosophy provides the grounding principles that create distinct processes and consequences of workforce education. It is also broad enough to embrace the diverse values of each member of the organization (Cho, 1997). Cho states that the philosophy of workforce education is a barometer that reflects a complete education culture, the fundamental premises, concepts, values, and goals for executing education. In this sense,

no matter how much education is intended to be practical, it proves useless if it lacks fundamental philosophical groundings.

Industries in Korea have emphasized uniformity and standardization of education as much as the massive production of merchandise. This is due to their focus on providing short-term education instead of long-term education that nurtures competent employees. Utilization of strategic development can adapt organizations to respond effectively to rapid changes in business environment (Cho, 1997). Furthermore, every industry workforce is provided identical education programs because homogeneous thoughts and behaviors are emphasized as optimal characteristics of organization members. This implies that many industries in Korea are still saturated with ideas of the manufacturing era that nourished massive production and standardization.

Managers of globalized industries have attempted innovations as they enter the world of a rapid transformation and unpredictability. Human Resource (HR) sectors in Korean industries, however, continue to emphasize standardized forms of education and still do not effectively cultivate workforces that assist industrial innovation. They continue to copy well-known educational programs and processes, without restructuring the contents of foreign education systems to be culturally appropriate (Cho, 1997). No matter how effective the programs introduced are, it remains difficult to achieve optimal outcomes with cultivation of culturally inappropriate programs that are filtered through the standardized forms of education.

#### *Diversity*

The proliferation of multinational corporations certainly creates new dimensions along with issues of interdependency in the business world. Workforces the world over

are thrust into being part of foreign-owned companies or dealing with foreign suppliers, customers, and co-workers. Hoerr (1989) stated that the multicultural workforce resulting from globalization, combined with the rising popularity of team-based management techniques, have raised practical concerns with the management of multicultural teams.

Blake (1991) mentioned that a properly managed, diverse workforce helps organizations by providing better management decision-making and greater employee creativity. An unmanaged diverse workforce, however, causes increased turnover or interpersonal conflicts. Employees who differ in both gender and generation may also have problems with communication and may not share the same cognitive processes in performing their tasks. Miller (1995) emphasized that human intelligence originates in our society or culture. That is, individuals gain their cognition not only by interacting with the available social environment, but also, by being a member of a cohort that either helps develop an assumption of their diverse ideas, values, beliefs, perspectives, customs, experiences, languages, and cultures or distorts any information being exchanged. However, employees from different social environments may be harder for managers to motivate because they exhibit diverse needs.

According to Deal and Kennedy (1984), in order to stay competitive and deal with diverse cultural issues, organizations must adapt to their environment. This includes shifting organizational norms from traditional to concepts of workforce diversity. Muller and Parham (1998) suggest that workforce diversity should be understood as a presence in an organization of men and women of different cultures, races, ethnicities, sexual orientations, physical abilities, and ages.

It is not unusual to find studies of HRD fields in the United States that discuss generation and gender as important factors affecting job efficiency (Barley, 1992; Bays, 1991; Bielby & Baron, 1986; Boston, 1990; Burke, 1994; Carli, 1989; Cho, 1996; Cox, 1991; Fine & Ryan, 1990; Tulgan, 1995). Moreover, numerous studies on generation and gender issues provide compelling rationale for considering these unique characteristics in developing and practicing culture-efficient education programs (Boyer, 1994; Carrell, 1997; Caudron, 1997; Chatterjee & McCarey, 1991; Cho, 1999; Conti, 1998; Knoke and Ishio, 1998; Rothfeder, 1998).

It is not until recent years that Korean organizations have adopted a pattern of diversity awareness (Cho, 1997; Cho, 1999; Oh & Koh, 1999). However, HRD practitioners in Korea have failed to respond to changing workforce needs and present continuous follow-up by including diversity aspects as a new paradigm or new model of HRD education (Cho, 1996; Kim, 1999; Kwon, 1998; Oh & Hong, 2000).

In Korea's business arena, diversity issues are narrowed down to gender and generation for the purpose of studying the relatively homogenous organization cultures, compared to those of the United States.

*Generation.* More than ever before, managers are required to deal with diversity to best optimize their employees' performance (Kanter, 1986; Kelly & Streeter, 1992; Sorohan, 1993; Subich, Cooper, Bartett, & Arthur, 1986). In managing and developing employees from diverse cultural backgrounds, organization leaders struggle to harness the energies, talents, and differences of an increasingly diverse workforce (Carrell, 1997). Kim (1999) states that Korean business managers have started to recognize the necessity for examining characteristics of generation and gender as both criteria for classifying

subculture and important factors for creating optimal performance in an organization. However, he also indicates that research on intergeneration and gender issues are still limited to certain academic fields such as education and sociology, which focus on juvenile issues involving people less than 18 years of age. There are few studies on behavioral idiosyncrasies or suitable management systems concerning intergeneration and gender issues in Korean organizations.

According to “Generation at Work” by Zemke et al. (1999), there are two factors necessary for education programs to handle issues of intergenerational communication and deployment successfully. Aggressive communication may occur with issues of generational differences, which itself takes a giant step toward resolving potential conflicts since generational issues often originate from unarticulated assumptions and subconscious criteria. Another possibility for handling intergenerational issues is the tactical categorization of intergenerational workforces based on experiences, skills, and viewpoints to strengthen project teams, customer contact functions, and, at times, whole departments and units. Negligent organizations and HRD practitioners homogenize employees fitting these categories into an indiscriminating template to create employee predictability. Perceptive organizations, on the contrary, value intergenerational differences and transform the differences into organizational strengths.

The number of generation issues affecting Korean industries has not allowed the successful development and practice of workforce education programs. However, studies on generation as a criterion for classifying subcultures of an organization are slowly gaining importance in Korean industries. In fact, industries have begun to recognize the

necessity for examining generational characteristics and are trying to differentiate managerial styles in response to the characteristics of each generation (Kim, 1999).

*Gender.* Korean enterprises require a major paradigm shift regarding the relations and differences between females and males, which are still generally ignored in most organizations. Koonece (1997) stated that most organizations tend to be predominately male and considered the norm before women arrived in great numbers and assumed positions of authority in the workforce. Women were not there when the rules were set, so, in that sense, women and men's styles are not considered equally valid. A paradoxical aspect of organizational development practices in Korea can easily be exemplified with regard to gender issues.

Many organizational developments and practices in a number of enterprises, even in Korea, emphasize participatory teamwork rather than top-down chains of command, nurturing rather than coercive management and leadership styles, and environmental consciousness rather than man's conquest of nature (Eisler, 1995). However, few organizations in Korea have considered the value of gender-related issues or practices. The issues that are associated with women have been considered peripheral in Korean organizations. This is slowly changing, as managers begin to accept the differences of half of the human population and consider women's issues as an important analytical category (Eisler, 1995).

#### *Statement of Issues*

Education systems, even with enormous monetary investment in workforce education, produce a malformation of education routines and cultures. This is because Korean management systems and education do not keep up with changes in workforce

demographics and values. In addition, HRD practitioners in Korean industries have only imitated the methodology of foreign-based education programs, to draw instant attention from learners, without considering the unique characteristics of indigenous cultures or understanding fundamental philosophical issues of HRD education (Cho, 1997).

HRD practices in Korean businesses have been negligent in creating a philosophical orientation as a basis of developing a better education program. According to Cho (1997), although numerous workforce education programs are designed and practiced in the Korean organizations, Korean organizations do not have a philosophical scale to measure effectiveness or efficiency of workforce education. Consequently, industries in Korea have created inefficient forms of education by adopting only tangible methodological elements, lacking a philosophical basis (Cho, 1997).

Furthermore, contrary to pervasive recognition of both gender and generation as important issues in Human Resource Development fields in the U.S., HRD practices in Korea still fail to consider gender and generation as elements for optimizing workforce productivity or main characteristics of sub-organization cultures (Kim, 1999). In addition, there are indications that research concerning generation and gender issues in Korea is nothing more than a prescriptive analysis, limited to certain academic fields and making no progress on practical levels (Jung, 1993; Cho, 1996; Kim, 1999). Research on generational issues is mostly examined through academic viewpoints of demography, political science, sociology, and education fields (Kim, 1996; Park, 1992, 1995, 1996; Jung, 1993; Jung, 1996; Cho, 1990; Ju, 1994; Chae, 1994).

This study examines the following issues:

- The rapid changes in Korean society and learning styles relative to generations and genders.
- Korean organizations do not provide workforce education with respect to the unique characteristics of each generation and gender. (No attempt has been made to assess formally generation and gender issues in organizations, and HRD practitioners in Korea do not include these elements as workforce education factors that facilitate or impede efficiency of workforce education.)
- There is no fundamental philosophical basis for workforce education programs.
- HRD practitioners need to address generation and gender in Korean business cultures by taking into consideration education philosophies.

HRD practitioners in Korea need to acquire consistent individualized teaching styles based on a sound philosophical background, grasp the unique characteristics of hierarchy in subcultures, and present directions for HRD practices with consideration for generation and gender. Therefore, this study will examine characteristics of sub-organization culture and the establishment of educational philosophy to direct optimal workforce education.

#### *Problem Statement*

The problem for the study is to identify perceptions and preferences of HRD education providers and workforce members relative to philosophy, design, and implementation of workforce education in Korea.

### *Research Hypotheses*

H1: There will be a difference in preferences of HRD practitioners toward philosophy, design, and implementation of workforce education pertaining to age, gender, generation, tenure, work type, and position level in Korea.

H2: There will be a difference in perceptions of HRD practitioners regarding philosophy, design, and implementation of workforce education pertaining to age, gender, generation, tenure, work type, and position level in Korea.

H3: There will be a difference in preferences of workforces toward philosophy, design, and implementation of workforce education pertaining to age, gender, generation, tenure, work type, and position level in Korea.

H4: There will be a difference in perceptions of workforces regarding philosophy, design, and implementation of workforce education, pertaining to age, gender, generation, tenure, work type, and position level in Korea.

H5: There will be a difference in preferences between workforces and HRD practitioners toward philosophy, design, and implementation of workforce pertaining to age, gender, generation, tenure, work type, and position level in Korea.

H6: There will be a difference in perceptions between workforces and HRD practitioners regarding philosophy, design, and implementation of workforce education, pertaining to age, gender, generation, tenure, work type, and position level in Korea.

### *Purpose of the Study*

The purpose of this study is to gain understanding of the similarities and differences in perceptions and preferences of HRD practitioners and workforce members. Specifically, the purpose of this research is to investigate and compare the perceptions

and preferences regarding philosophy, design, and implementation of workforce education pertaining to gender, generation, and workforce types in Korea.

#### *Limitations to the Study*

There are multiple limitations to this study:

- Selection: problems are created because participants are assigned to the research, not randomly chosen.
- Close-ended questionnaire: utilization of only close-ended questions for the research limits potential responses.
- Control of extraneous experience/environment variables: research participants are instructed to finish and turn in the questionnaires before leaving work for the day; the extraneous experience and environment variables, like interaction among the participants, may affect the research
- Equivalence of groups on participation characteristics: the equivalence of groups on participation characteristics may not take much control because the participants were anyone who was accessible for the research.

#### *Delimitation of the Study*

**Sampling Method:** the sampling method was based on convenience. However, the researcher controlled a certain level of internal validity by randomly picking the participants from a participant list, provided by the target organization.

**Representative Population:** a total of more than 500 workers and HRD practitioners from both service and manufacturing areas participated in the research.

**Response/Return Rate:** the large volume of the questionnaire may undermine the research response rate. However, research participants in Korea show a relatively high

response rate, due to certain cultural aspects that obligate them to any event relating to the organization where they belong.

Convenience Sampling: the convenience sampling used for the research affects the external validity of the research. There is a certain amount of control of external validity, though, from the random selection of participants from an available labor force list, presented by the target organization.

## CHAPTER II

### REVIEW OF LITERATURE

Over the past three decades, Korea's economy has developed at a remarkably fast rate. The country is known as one of the Asian "four tigers." This high-growth period was characterized by substantial increases in investments in physical and human capital.

Economic growth in Korea began in the early 1960s as a typical labor-surplus economy, with a scarce endowment of natural resources and a small domestic market. The government established economic growth as its primary goal and began to mobilize the nation's resources toward this end. During the initial stage of export, there occurred mobilization into labor-intensive manufacturing industries such as textiles, footwear, and garments. Using its abundant supply of labor, Korea achieved an extremely rapid economic expansion.

During the 1970s, the Korean government began to undertake a fundamental structural change toward the development of heavy chemical industries. The government used commercial loans through nationalized banks to reward companies that conformed to state policies. After the early 1970s, these "policy loan" incentives were provided to firms to invest in state-targeted heavy manufacturing industries. In response to such growth-minded policies, these firms expanded their economic activities, most of them following strategies based strongly on low-product costs.

By the 1990s, a shift toward more technologically advanced products was underway, and high technology and service industries were able to compete successfully with industries of more developed economies.

From 1970 to 1999, the labor force in Korea more than doubled, from 10 million to 21 million. Labor force participation increased from 47 percent to 60.5 percent (Lee, Ra, Ball, & Phan, 2000). However, economic recession, which began in 1997, forced the government to enact tight money policies and impose Korean chaebols (conglomerates) in order to increase organizational efficiency and profits. According to Korea's *Human Resource Development* magazine, 70 percent of survey respondents had cut their training investment 12.5 percent by June 1998, compared with 1997 investments.

#### *Workforce Employment and Unemployment Rate*

With high economic performance, Korea succeeded in absorbing the massive new labor force that entered the market. Korea has experienced very low unemployment rates thanks to rapid economic growth. However, according to the annual report on the economically active population from the National Statistic Office 2000 (NSO), the financial crisis that started at the end of 1997 brought an unexpected halt to the growth process. The crisis forced the government to agree to a rescue package with the International Monetary Fund (IMF). In addition, the 2000 yearbook of labor statistics by the Ministry of Labor indicated that unemployment rates increased from 2.5 percent to a peak of 8.5 percent in early 1999, and more than one million Koreans were thrown into poverty. The difficult economic and social situation forced the authorities to implement a wide range of macroeconomic and structural reforms quickly, notably in the areas of labor market policies and social safety nets. In response to these reforms, the economy has now turned the corner, permitting the unemployment rate to fall rapidly to about 5 percent, while short-term prospects point to a continuation of the economic recovery.

Although unemployment rates in 1999 went down, it is unlikely to return to the 2 percent rate recorded in the mid-1990s.

Table II-1

*Employment Trend, By Age*

	1990			1999		
	Total	Male	Female	Total	Male	Female
Total	100.0	100.0	100.0	100.0	100.0	100.0
15-19	3.2	2.1	4.8	1.8	1.4	2.2
20-24	10.4	6.4	16.2	7.3	4.3	11.6
25-29	14.0	16.1	11.2	12.4	12.8	11.9
30-39	27.9	30.7	23.8	28.9	31.7	24.8
40-49	21.6	22.3	20.7	25.0	25.5	24.4
50-59	15.7	15.9	15.4	14.7	15.1	14.1
60+	7.2	6.5	7.9	9.9	9.2	11.0

*Note.* Unit: Percent.

Source: National Statistical Office. (2000). *Annual Report on the Economically Active Population Survey*.

*Discussion on Human Resource Development (HRD)*

In the 1960s, the Korean government established a vast economic development plan and restructured the HRD education system in order to supply the workforces necessary to implement the plan. As a result, most formal HRD education was provided within the state education system and was systematically planned and standardized. During the 1970s, the government implemented a fundamental structural change within the heavy-chemical industry. This rapid structural change heightened the industrial demand for skilled workers.

Table II-2

*Unemployment Rates by Age and Gender*

	1990		1997	
	Male	Female	Male	Female
Total	2.9	1.8	2.8	2.3
15-19	10.2	8.7	11.6	8.7
20-24	9.2	4.5	8.9	6.2
25-29	4.9	1.9	4.9	2.8
30-34	2.2	1.0	2.3	1.6
35-39	1.7	0.8	1.8	1.6
40-44	1.8	0.6	1.8	1.6
45-49	1.4	0.4	1.5	1.0
50-54	1.7	0.3	1.6	0.9
55-59	1.4	0.2	1.6	0.3
60-64	0.6 (60+)	0.2 (60+)	1.3	0.7
65+			0.8	0.2

*Note.* Unit: Percent.

Source: Ministry of Labor. (1991, 1998). *Yearbook of Labor Statistics*.

Before exploring HRD education in the Korean business environment, an understanding of various definitions and classifications associated with HRD will help provide guidelines for the discussion.

*Definition of HRD*

Hwang (1999) defined Human Resource Development (HRD) as “overall attempts that maintain learning activities in an organization to elevate job achievement of members in an organization, survival rates and prosperity of organization.” According to House (1967), HRD is “a certain attempt to improve job performance of incumbents by changing attitudes of employees and increasing capabilities of job achievement by elevating knowledge and technology on tasks through activities of learning.” Furthermore, Nadler and Wiggs (1986) defined HRD as “a methodology that focuses on improving required skills, knowledge and attitudes of workforces in achieving tasks for the first time

or improving current activities of job and task performance.” Moreover, Gilley and Egglund (1989) stated that HRD consists of “well structured learning activities in an organization to improve job performance and individual development for the purpose of renovation in job, individual, and organization.”

Common focuses are concerned with improving job performance and exemplifying workforce development and improvement as related to business survival and prosperity. Therefore, it can be understood that HRD emphasizes the promotion of workforce learning.

#### *Categorization of HRD*

The HRD classification of Nadler and Nadler (1991) identifies three categories: training, education, and development. Training is a learning activity to increase the efficiency of job performance. It is an activity that helps workers master necessary skills with regard to factors like quality improvement, equipment extension, job inefficiency, changes of work process, and job composition changes.

Education is a learning process that prepares planned activities required for job performance in the near future. It has a close relationship with career development, which provides learning programs for future potential activities of job performance. Career development is “well structured and planned endeavors that give balance between an individual's career desire and the demands of an organization on workforces” (Oh, Lee, & Hong, 2000). For example, education provides learning activities for acquiring required skills that are necessary for an individual’s career development and promotion. Essentially, education means the development of workforces in general ways.

Development is not directly related to present or particular future job performances, but is learning activities for an individual's improvement. Development, divided into individual development and organizational development, consists of activities that both improve the individual's capabilities and develop the individual's potential in a certain situation. According to Gelley and Egglund (1989), development can be categorized into individual development, career development, and organization development. Gelley and Egglund's development classification method primarily emphasizes mutual relations between organization and individual. The importance of three elements of Gelley and Egglund is emphasized because each element examines different characteristics in an organization's culture as well as has common targets called "individual's efficiency."

Therefore, Gilley and Egglund (1989) consider that individual performance improvement is a core aspect of HRD. Individual development is usually expressed in terms of training, development of new knowledge and job function, or improvement of present job efficiency. It is mostly practiced by unofficial on-the-job (OJT) training methods. Related to development of competency in future job performance, career development consists of two activities: individual and organization. Individual activity consists of career planning and awareness. Organization activity, on the other hand, includes job allotment, efficiency assessment, development of career resource center, etc. Organizational development is an activity that improves efficiency of the organization through utilization of potential capabilities of workforces and improvement of effectiveness. The objectives of organizational development are to develop solutions to pursue efficiency of an organization with regard to organizational structure, culture,

process, and strategy through preparation of the organization. In general, development of both individuals and organizations overlaps in many ways.

However, according to conclusions drawn by Anderson (1999), there is a debate regarding the differentiation between technical ability, generally acquired through “training,” and intangible human qualities, generally developed through “education.” It is important for HRD professionals in Korea to possess a clear understanding of the interrelation and characteristics of training and education in developing philosophies of HRD education and activating systematic HRD programs.

Training and education have often been treated synonymously. However, those two elements delineate different concepts. According to Anderson (1999), training is acquiring skills that allow standard job performance. Therefore, training is often defined as an experience, discipline, or regiment that allows workforces to learn a new predetermined behavior. It is a process of gathering information and practicing technical-oriented skills necessary to perform a particular task.

Education, on the other hand, focuses on developing leaders and decision-makers (Anderson, 1999). It allows the development of creativity and ability in decision-making. Where training deals with the acquisition of a special skill to perform a particular task, education addresses the internal nature of a problem to be solved by raising numerous possibilities rather than one correct answer (Anderson, 1999).

In practice, however, it is not easy to make definite distinctions between training and education, because people need to have specialized expertise or skills to utilize creative decision-making. Anderson (1999) also indicated that HRD practitioners should understand that training and education do not function independently of one another.

Every aspect of training can be understood in education, which encompasses broader areas. In fact, training can be viewed as a subset of education. Study terminology, therefore, is used interchangeably, applying both “training” and “education.” However, the term “training,” is used as part of the education or to indicate a certain learning activity in the education process that promotes necessary skills in job performances. “Education” is used as a general term.

In short, HRD can be thought of as the systematic learning activities centered on improving an individual’s work efficiency. Therefore, HRD needs to maintain mutual close relations between individual and organization development in order to heighten the possibility of learning activity success.

Most HRD processes in Korean organizations have focused on improving technical abilities through the utilization of training and adoption of numerous well-known foreign methods, without considering the development of a philosophical foundation or the unique characteristics of organization subcultures. Provision of culture-specific and efficient education programs, especially with regard to gender and generation, must start HRD practitioners establishing a concrete philosophical background. It is time for Korean organizations to explore the fundamental issues, develop new paradigms, and apply long-term education programs to keep up with the requirements of the information age.

#### *HRD Workforce Education in Korea*

In the last few decades, the monetary investment of Korean organizations in workforce education has been nothing but simple subsidiary action in response to monetary economic growth. According to Korea’s *Human Resource Development*

magazine, 70 percent of survey respondents had cut their training investments 12.5 percent by June of 1998, as compared with 1997 when the Korean government enacted tight money policies (Cho, 1999).

Table II-3

*Annual Participation Rate in Adult Learning Programs, Age, and Gender, 1996*

	Participation Rate	Work Place Training	Learning at Institutes	Cultural Arts Programs	Job Training	Mass-Media Lectures	Others
Total	17.37	9.08	3.47	3.13	2.24	3.79	0.38
15-19	19.36	10.79	7.77	2.06	1.43	2.19	0.15
20-24	24.83	13.51	10.80	2.81	1.96	3.93	0.28
25-29	25.69	15.29	8.01	3.13	1.57	5.47	0.50
30-34	22.76	13.36	3.87	4.30	1.72	5.61	0.61
35-39	20.62	11.35	2.95	4.28	2.12	4.80	0.55
40-44	17.16	8.23	1.90	4.00	2.52	3.87	0.43
45-49	15.79	7.44	1.58	3.19	3.27	3.70	0.46
50-54	12.47	5.64	1.14	2.40	2.87	2.97	0.26
55-59	10.27	4.03	0.39	2.33	3.26	2.14	0.15
60-64	8.61	2.37	0.26	1.81	3.45	1.87	0.15
65+	3.43	0.42	0.11	1.20	1.25	0.68	0.07
Men	21.62	13.18	3.35	2.45	3.73	3.78	0.42
Women	13.49	5.34	3.58	3.74	0.88	3.79	0.35

*Note.* Unit: Percent.

Source: National Statistical Office. (1996). *Report on the Social Statistics Survey.*

*Participation of Adults in Education*

Little data exists on the adult participation in HRD workforce education in Korea. The most reliable data comes from the social statistics survey conducted by the National Statistics Survey in 1996.

According to the survey, the participation rate of people more than 15 years old in lifelong learning (workplace education at private institutes, liberal arts education, job training, learning through TV, radio, etc.) was 17.37 percent. Overall, people who were young and male were more likely to engage in lifelong learning than those who were older and female.

The results of the survey showed that the chances of adult learning increased with educational qualifications; those with higher education qualifications were most likely to have access to adult learning. (See Table II-4.) Occupation also affects adult participation in lifelong learning; those in managerial, professional, and clerical posts undertook more education than other groups.

The survey conducted by the National Statistic Office in 1996 indicated that, overall, more men than women participated in education. Young, employed males with high educational levels were more likely to participate in workplace education and for a longer period than older, unemployed people with low educational levels were. Nevertheless, the adult participation rate in formal education in Korea increased. In 1999, students more than 25 years old accounted for 33.5 percent of all the students in higher education, compared to 17.8 percent in 1989. Of those who participated in HRD education programs, the proportion of adult workers who took the HRD education programs to improve themselves increased from 24.8 percent to 95.0 percent during the period from 1990 to 1999, while younger people who took initial education programs decreased from 75.2 percent to 24.8 percent in the same period. In addition to age, a number of factors influence participation in education programs. Such factors include firm size and type, the industrial sector, labor market status, occupation, educational level, and gender.

Table II-4

*Annual Participation Rate in Adult Learning Programs, Educational Level, and Occupation (1996)*

	Participation Rate	Work Place Training	Learning at Institutes	Cultural Arts Programs	Job Training	Mass-Media Lectures	Others
Total	17.37	9.08	3.47	3.13	2.24	3.79	0.38
Educational							
Primary Graduate	4.28	0.54	0.17	0.82	2.38	0.59	0.08
Junior High School	8.29	2.32	0.66	1.83	2.39	2.09	0.22
High School	18.53	9.07	3.52	3.60	2.19	4.25	0.27
College	41.82	27.54	10.68	6.55	2.01	8.87	1.23
Occupation							
Managerial Professional	44.56	32.50	9.43	6.69	2.35	8.26	1.19
Clerical	39.53	29.33	11.49	4.17	1.88	5.30	0.67
Sales & Service	11.38	0.27	0.30	1.65	11.61	1.24	0.05
Agriculture & Fishing	13.67	0.27	0.30	1.65	11.61	1.24	0.05
Production	12.67	7.15	1.59	1.62	1.86	2.73	0.23

Source: National Statistical Office. (1996). *Report on the Social Statistics Survey*.

*Education Profile of the Adult Workforce*

A population and housing census by the National Statistical Office (2000) revealed that education levels have improved in Korea over the past three decades. The proportion of the labor force with completed college educations rose from 6.7 percent to 23.7 percent between 1980 and 1999. The number of high school graduates almost doubled from 21.8 percent to 43.0 percent during the same period. Examining the skill levels held by those in the labor force indicated the quality of the labor supply. Labor force education levels are shown in Table II- 5.

Table II-5

*Labor Force by Education Attainment*

	1980	1985	1990	1995	1999
Primary school graduate & under	51.3	37.7	29.1	21.4	18.5
Middle school graduates	20.2	21.1	19.5	16.3	14.3
High school graduates	21.8	30.9	37.7	43.2	43.0
College, university graduate & over	6.7	10.3	13.7	19.1	23.7

*Note.* Unit: Percent.

Source: National Statistical Office. (2000). *Population & Housing Census*.

The high education level of the labor force supported the claim that a well-trained professional workforce contributes to improved productivity and enhances the quality of industry in Korea (National Statistical Office, 2000).

*Changes in Occupational Mix and Skill Intensity*

Structural changes in the Korean economy have been accompanied by changes in the profile of the workforce. The percentage of professionals and associate professionals rose, while both skilled and unskilled production workers declined, from 1993 to 1999. The number of sales, service workers, and skilled agricultural workers also declined during the same period (National Statistical Office, 2000).

This information indicates that this trend will continue over the next decade; the percentage of professionals and associate professionals will continue to rise while agricultural workers and unskilled production workers will continue to decline (Jang, 1998).

### *The Impact of Demographic Change*

The other factor important in gauging the nation's skill development needs is the change in the demographic structure of the population and its possible impact on HRD.

The Korean workforce is aging. In 1990, 54 percent of the population (male: 52.5 percent; female 55.5 percent) was 25 years old and older. By 1998, the percentage of the workforce more than 25 years old in Korea had increased to 60.9 percent (male: 59.4 percent; female: 62.4 percent) (National Statistic Office, 2000). Furthermore, population projections indicate that by 2010, the percentage will raise to 67 percent. By 2020, more than 69 percent of the population is likely to be more than 25 years of age. In addition, projections of the National Statistics Office indicate that 72.5 percent of the population will be more than 25 years old by 2030 and that there will be about the same number of people in younger age groups (below 45 years old) as in older age groups (more than 45 years old).

In summary, demographic changes in Korean workforces include greater proportions of older workers and female workers. The change in the demographic structure of the population will have tremendous ramifications for Korea's HRD, if Korea is to meet its changing job competency requirements. There will be a shift from vocational secondary education, entry-level education, and further education for young people toward greater retraining and skill acquirement amongst adults.

### *Enactment of the Basic Law for HRD*

With the enactment of the basic law for vocational training in 1976, the Korean government encouraged private companies to provide in-plant training.

Table II-6

*Changes in Occupation, 1993-1999*

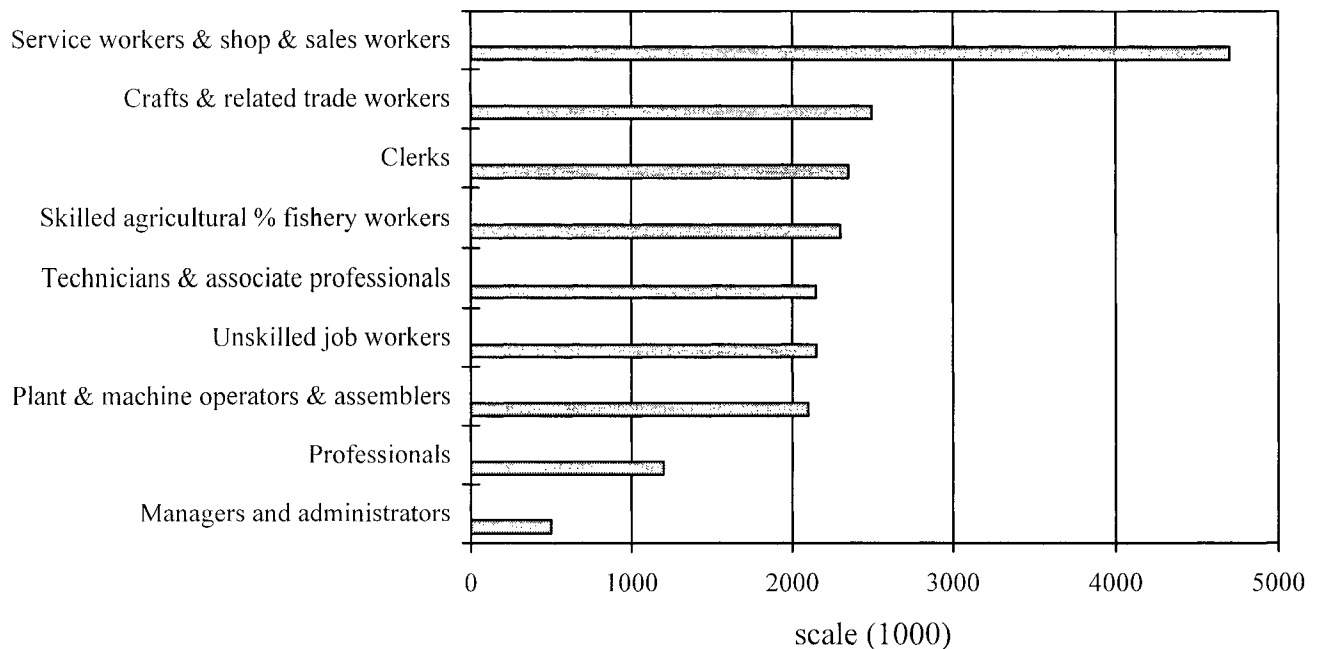
	1993	1994	1995	1996	1997	1998	1999
Total (persons) *	19328	19905	20432	20817	21106	19994	20281
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Managers & administrators	2.7	2.7	2.6	2.6	2.5	2.6	2.4
Professionals	4.6	4.1	4.8	4.9	4.7	5.5	5.2
Associate professionals	7.7	8.6	9.0	9.5	10.3	10.6	11.5
Clerical workers	12.5	12.2	12.3	12.3	12.2	12.1	10.9
Sales & service workers	20.9	21.6	21.9	22.5	23.0	23.7	23.8
Agriculture skilled workers	13.2	13.0	11.7	11.1	10.8	11.8	10.9
Skilled production workers	14.6	13.7	15.8	15.5	15.0	12.7	12.8
Machine operators	12.8	12.9	10.7	10.5	10.3	10.5	10.4
Laborers & related workers	11.0	11.2	11.2	11.1	11.2	10.5	12.1

*Note.* Unit: Persons, Percent.

Source: National Statistical Office. (2000). *Economically Active Population CD*.

Large companies in certain industries were required to provide in-plant training for a certain number of their employees. These companies were obliged to pay an education fee if they did not provide in-plant training, or if their training did not meet government regulations. This mandate was applied initially to firms with more than 500 employees; this number was decreased to 150 employees in 1991, and in 1995 to 100 employees in the manufacturing sector (Lee, Ra, Ball, & Phan, 2000). Such a compulsory in-plant training system, which was designed to concentrate on the basic training of new entrants to the labor market at the embryonic stage of industrial development, contributed to the provision of the necessary manpower and thereby sustained the rapid economic growth of

Korea, but it did not meet the changing demands for industrial manpower. In addition, the law constrained enterprises from providing upgrade training to their employees.



Source: Lee, Y. H., Ra, Y. S., Ball, K., & Phan, O. (2000). *Adult Retraining and Reskilling in Korea and Australia*. Seoul, Korea: Korea Research Institute for Vocational Education and Training (KRIVET)

Figure II-1. *Occupational employment share, by occupational grouping, 1999*

*Reasons for Undertaking HRD Workforce Education*

The survey of workers by Lee et al. (2000) indicates that the reasons workers participate in education are different depending on both age and gender group. In 1990 and 1998, age groups who responded to the survey indicated the primary motivator for participating in workforce education programs was to meet supervisor or manager requests (49.2 percent).

The next highest motivators were potential for promotion and obtaining a certificate, followed by self-motivation. This implies that education programs are not related to career advancement.

Groupings by gender show slight differences in the motivations of males and females. The primary motivator of the male group was to meet a request by their supervisor or manager.

Table II-7

*Population Profile of People, By Gender*

Age	1990			1998		
	Males	Females	Persons	Males	Females	Personals
0-4	7.9	7.2	7.6	8.2	7.3	7.7
5-9	9.2	8.5	8.9	7.7	6.8	7.3
10-14	9.4	9.0	9.2	7.2	6.8	7.0
15-19	10.4	10.1	10.2	8.8	8.4	8.7
20-24	10.6	9.7	10.1	8.7	8.3	8.5
25-29	9.9	10.0	10.0	9.8	9.5	9.6
30-34	9.8	9.6	9.7	9.1	8.8	9.0
35-39	7.6	7.2	7.4	9.5	9.2	9.3
40-44	6.0	5.7	5.8	8.0	7.8	7.9
45-49	5.1	5.0	5.0	5.7	5.6	5.6
50-54	4.6	4.7	4.6	4.7	4.7	4.7
55-59	3.5	4.0	3.7	4.3	4.5	4.4
60-64	2.3	3.1	2.7	3.4	4.0	3.7
65-69	1.7	2.4	2.1	2.2	3.1	2.6
70-74	1.1	1.7	1.4	1.4	2.3	1.8
75-79	0.6	1.1	0.9	0.8	1.5	1.2
80+	0.3	1.0	0.7	0.5	1.4	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number (000's)	21770.9	21619.5	43390.0	23396.4	23033.4	46429.8

*Note.* Unit: Percent.

Source: National Statistics Office. (2000). *Korea Statistical Yearbook*, Population by Single Year of Age and Sex, 1992, 1999.

The secondary motivator for the male group was to meet labor-management agreements, followed by other reasons such as self-motivation, next-in-line training, and obtaining promotions or a certificate. The primary motivator for females was the same as that of males, but the secondary motivator of females was self-motivation, followed by others such as labor-management agreement, next-in-line training, promotion, and obtaining a certificate.

According to the survey of workers, the primary motivator of adults undertaking an education course was to meet requests by their supervisor or manager. This motivation is reflected in the high proportion of people in the 25-34 age group and 45-54 age group. The secondary motivator was promotion or obtaining a certificate, followed by interest and personal development. People in the 35-44 age group showed more interest in taking an education course in order to obtain a certificate or promotion, and men showed more interest in this area than women did.

The outcome of the education revealed that the relevance of the education for qualification or promotion differs according to age. Relevant relationships between the education and qualification or promotion were shown more in the 35-44 age group than in other groups, and men benefited from the education for qualification or promotion more than women did. In addition, the survey showed that about 66.3 percent of workers had undertaken some sort of education during the previous 12 months. About 37.7 percent of those took a course of job upgrade training, 34.2 percent in corporate culture training, 24.2 percent in training for a target group, 18.7 percent in computer literacy training, and 5.2 percent in education for internationalization.

Overall, the survey of Korean workforces indicated that older workforces are concerned with promotion more than younger workforces. In addition, males showed more interest in keeping agreements between labor and management, while females revealed interest in self-motivation.

Lee et al. (2000) also indicated that workers who are male, young, and with higher educational qualifications are more likely to receive training than workers who are female, old, and with lower educational qualifications. Men receive more training in general knowledge, skills, and job-specific training than women do, while women receive more training in corporate culture than men do. Moreover, in the case of job-upgrade training, a greater proportion of men received training than women: 41 percent as opposed to 32.6 percent. The proportion of workers trained also rose as firm size increased: 26 percent of employees in small firms (5-99 employees) received job upgrade training, whereas 62.9 percent of employees in large firms, with more than 1000 employees, received training.

#### *Primal Target Sections of HRD Workforce Education*

Research of Oh et al. (2000) stated that primal target sections that were emphasized for HRD were workforces in sales (33.1 percent), new technology development (18.5 percent), and technicians (11.6 percent). In addition, large organizations employing more than 1000 persons put relatively high priority on HRD in workforces of trade sections, as compared to other sections.

The next five years of short- and medium-term perspectives points to a reduction in numbers of workers and the necessity of HRD education in sections of trade (28.5 percent), technicians (8.6 percent), and management (7.1 percent). Meanwhile, relative

increases are expected in sections of new technology development (24.2 percent), professional skilled workforces, and professionals in international affairs.

Table II-8

*Reasons for Undertaking Training*

	Total	Type A	Type B	Type C	Type D	Type E	Others	No Answer
Total	682	11.7	12.3	1.9	49.2	8.2	12.0	4.7
Age								
24	47	16.8	13.3	-	49.9	1.7	14.7	3.6
25-34	428	11.1	7.7	1.8	53.1	5.9	13.8	6.6
35-44	165	8.9	25.0	2.4	37.9	13.7	9.8	2.3
45-54	41	21.0	3.2	2.7	55.8	12.7	4.5	-
55	1	-	100.0	-	-	-	-	-
Gender								
Men	367	11.1	14.2	1.6	48.0	8.3	11.9	4.9
Women	315	12.9	8.7	2.3	51.3	8.0	12.2	4.4
Type A: Self-motivated Type B: Labor-management agreement Type C: For promotion or obtaining a certificate Type D: Requested by supervisors or managers Type E: Next-in line training								

Source: Lee, Y. H., Ra, Y. S., Ball, K., & Phan, O. (2000). *Adult Retraining and Reskilling in Korea and Australia*. Seoul, Korea: Korea Research Institute for Vocational Education and Training (KRIVET).

*Methods of HRD*

Responses of workers who received HRD, according to Lee et al. (2000), indicated that the methods of education were divided into three categories: in-house, on-line, and external education. Moreover, just over half of those surveyed received in-house and about 49 percent received external, while only 0.9 percent of those received on-line education. Workers in larger firms received more external education than workers in smaller firms did. (The proportion of employees receiving external education increases

steadily as firm size increases.) The research by Lee et al. (2000) also stated that about 2 percent of workers in large firms with more than 1000 employees received on-line education, while only 0.3 percent of workers in small firms (with 5-99 employees) received on-line education.

More than half of the workers in manufacturing, wholesale and retail, and banking, finance, and insurance sectors received in-house education, while more than half of those in other services received external education. It should be noted that about 7.7 percent of workers in banking, finance, and insurance received on-line education, compared to less than 2 percent in other industrial sectors. Furthermore, managers and administrators, professionals, and technicians received commissioned training, while sales, service, and production workers received more in-house training than commissioned training.

#### *Organization Structure of HRD*

Oh et al. (2000) indicated that 31 percent of organizations operate completely independent HRD departments, but this varies according to the size of the organization. In addition, table II-10 exhibited that 47 percent of HRD departments were operated by department managers and 18 percent of HRD departments were run by executive levels. In more than 60 percent of large-scale businesses employing more than 300 persons, department heads ran HRD departments.

Table II-9

*Changes of Core HRD Targets Based on Size of Organization*

		5-49 persons	50-299 persons	300-999 persons	More than 1000	Total
New Technology	Present	22 (12.8)	42 (21.8)	23 (25.8)	4 (10.3)	91 (18.5)
	Future	29 (17.0)	58 (30.1)	27 (30.7)	5 (12.8)	119 (24.2)
Technique of Job Site	Present	26 (15.1)	22 (11.4)	8 (9.0)	1 (2.6)	57 (11.6)
	Future	20 (11.7)	16 (8.3)	5 (5.7)	1 (2.6)	42 (8.6)
Function of Job site	Present	16 (9.3)	9 (4.7)	2 (2.2)		27 (5.5)
	Future	13 (7.6)	8 (4.1)	4 (4.5)		25 (5.1)
Management of Office Work	Present	16 (9.3)	18 (9.3)	12 (13.5)	4 (10.3)	50 (10.1)
	Future	13 (7.6)	15 (7.8)	5 (5.7)	2 (5.1)	35 (7.1)
Sales Sector	Present	68 (39.5)	52 (26.9)	23 (25.8)	20(51.3)	163 (33.1)
	Future	58 (33.9)	43 (22.3)	21 (23.9)	18(46.2)	140 (28.5)
Information Technology	Present	11 (6.4)	13 (6.7)	7 (7.9)		31 (6.3)
	Future	15 (8.8)	11 (5.7)	5 (5.7)	2 (5.1)	33 (6.7)
Core Specialized Sector	Present	8 (4.7)	31 (16.1)	10 (11.2)	9 (23.1)	58 (11.8)
	Future	12 (7.0)	34 (17.6)	9 (10.2)	10(25.6)	65 (13.2)
Internationalization	Present	5 (2.9)	6 (3.1)	4 (4.5)	1 (2.6)	16 (6.5)
	Future	11 (6.4)	8 (4.1)	12 (13.6)	1 (2.6)	32 (6.5)
Total	Present	172 (100)	193 (100)	89 (100)	39(100)	493 (100)
	Future	171 (100)	193 (100)	88 (100)	39(100)	491 (100)

*Note.* Unit: Persons, Percent.

Source: Oh, Y. H., Lee Y. H., & Hong, S. Y. (2000). *A Scheme to Promote Human Resource Development in Enterprises*. Seoul, Korea: Korea Research Institute for Vocational Education & Training (KRIVET).

According to table II-11, 47 percent of organizations that did not have HRD departments employed a professional who could take care of issues only when education was required. Finally, 38 percent of organizations without official HRD departments had a certain department that was assigned to HRD tasks, and 14.8 percent of organizations had neither a HRD department nor assigned professionals. In addition, more than 71 percent of organizations employing more than 300 employees also employed HRD professionals. However, smaller enterprises with fewer than 300 employees appointed a person who could take care of HRD issues only when necessary. One third of smaller businesses, with 50 or fewer employees, had neither HRD departments nor HRD professionals. Thirty organizations out of 151 (19.9 percent) did not know how to handle HRD issues even with the existence of an assigned HRD department.

Table II-10

*Operation Condition of Specialized HRD Department Based on Size of Organization*

Classification	5-49 persons	50-299 persons	300-999 persons	More than 1000	Total
Control by Executive	9 (47.4)	5 (47.4)	10 (7.8)	4 (14.3)	28 (18.5)
Control by Department Head	1 (5.3)	23 (35.9)	14 (35.0)	14 (50.0)	52 (34.4)
Control by Department Manager	9 (47.4)	36 (56.3)	16 (40.0)	10 (35.7)	71 (47.0)
Total	19 (100)	64 (100)	40 (100)	28 (100)	151 (100)

Note. Unit: Persons, Percent.

$\chi^2=22.712$  \*\*\*  $df=6$  \*\*\* $p<.001$

Source: Oh, Y. H., Lee Y. H., & Hong, S. Y. (2000). *A Scheme to Promote Human Resource Development in Enterprises*. Seoul, Korea: Korea Research Institute for Vocational Education & Training (KRIVET).

Table II-11

*Existence of Practitioners Based on Size of Organization*

Classification	5-49 persons	50-299 persons	300-999 persons	More than 1000	Total
HRD Practitioner Exists	32 (19.9)	61 (42.1)	44 (71.0)	8 (72.7)	145 (38.3)
Assign Practitioner When Required	80 (49.7)	81 (55.9)	14 (22.6)	3 (27.3)	178 (47.0)
No HRD Department/ Practitioner	49 (30.4)	3 (2.1)	4 (6.5)		56 (14.8)
Total	161 (100)	145 (100)	62 (100)	11 (100)	379 (100)

Note. Unit: Persons, Percent.

$\chi^2 = 94.077$  \*\*\*\*  $df=6$  \*\*\*\*  $p < .0001$

Source: Oh, Y. H., Lee Y. H., & Hong, S. Y. (2000). *A Scheme to Promote Human Resource Development in Enterprises*. Seoul, Korea: Korea Research Institute for Vocational Education & Training (KRIVET).

*Business Environment Changes in Organizations of Korea*

Lee (1999) indicates that numerous organizations in recent business arenas replaced conventional systems that were vertical and had a hierarchical up-down communication style with team-centered, horizontal structures and flexible production systems where decision-making comes from the bottom (Table II-12). This new organization setup is recognized as “high-trust and high-skill” through its provision of various education programs to develop workers’ capacities. Lee (1999) states, however, that corporations still need to make more investments in employee education under the new conditions and those individual workers must improve their job competencies through education continuously.

Table II-12

*Changes of Job for Changes of Organization and Management*

Classification	Old System	New System
Organization of Job Site	Hierarchical Functional/Specialized	Horizontal Multifunctional/Team Network
Job Design	Stranded Organization Narrow Span	Flexible Wide Span
Job Competency of Workforce	Specialized	Multifunctional Cooperative
Management of Workforce	System of Command and Control	System of Self-Regulation
Communication	Top-Down	Bilateral
Responsibility of Decision Making	Centralization of Authority	Decentralization of Authority
Direction	Standardization/ Fixed Procedure	Continuous alteration
Self-Regulation of Workforce	Low	High
Workforce Comprehensibility of Organization	Narrow Span	Wide Span

Source: Lee, Y. H. (1999). *Job Competence of 21<sup>st</sup> Century for an Occupation of 21<sup>st</sup> Century*. Seoul, Korea: Korea Research Institute for Vocational Education & Training (KRIVET).

A number of business organizations in Japan and Germany could be equipped with new work environments relatively easily by promoting skilled workforces through accommodating well-structured education systems like those in the U.S., which utilize traditional control through hierarchical lines of work and receive strong pressure to change work organization (Oh, Lee, & Hong, 2000).

Meanwhile, Korean organizations, which have experienced remarkable economic growth under a mass production system, undergo economic crises with little opportunity for corresponding changes in a systematic reconstruction of the organization structure.

Organizations in Korea need to both adapt to the rapidly changing economic environment and increase competitive power in the business world by creating new organization environments that develop well-educated and skilled workforces.

#### *Changes in the Manner of Employment*

The rapid advancement of new technologies and the globalization of trade and labor markets are having a significant impact on the nature of work, the way it is organized and the skills it requires. These changes comprise the growth of the service sector, including a shift to casual or part-time work, occupational change, and the emergence of new occupations. During the rapid industrialization of the last three decades, the proportion of high-skilled workers increased, while the proportion of unskilled workers declined.

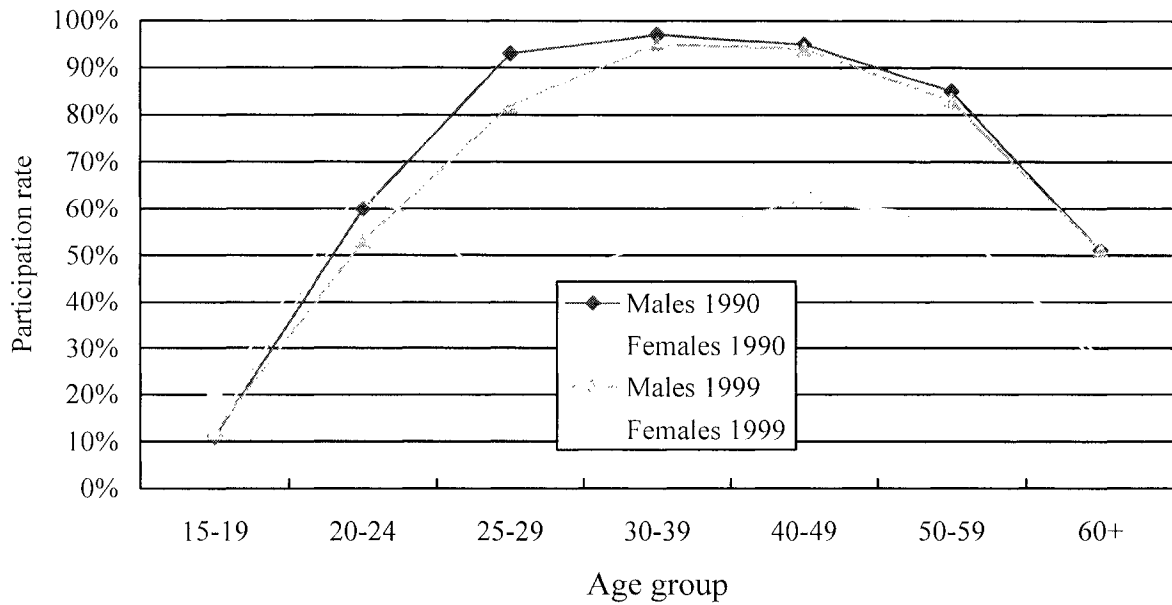
Analysis of employment status by a degree of labor market duality by gender, age, and education suggested that younger, higher-educated men performed most regular jobs but non-regular work is high among women, older workers, and the less educated (Lee, Ra, Ball, & Phan, 2000).

Furthermore, employment patterns differ with age and gender. For males more than 30, employment declines gradually with age. In 1999, only a small percentage of the 60-64 age group was still in the labor force. With an obvious prediction of men aged 60 to 63 years, there has been a decline in labor force employment for men in all age groups since 1999.

Lee et al. (2000) stated that the situation for women is also different. In sharp contrast to men, labor market employment for women in the 25-49 and 60-64 age groups increased during the 1990s. Women's labor force employment in 1999 reached a peak of

63.0 percent in the 40-49 age group, followed by 60.8 percent in the 20-24 age group.

The women's labor force employment rate is M-shaped.



H., Ra, Y. S., Ball, K., & Phan, O. (2000). *Adult Retraining and Reskilling in Korea and Australia*. Seoul, Korea: Korea Research Institute for Vocational Education and Training (KRIVET).

Figure II-2. *Labor force employment rates*

#### *Required Attainment of Employees in Korea*

It appears that the skills most required of employees in Korean organizations are attaining creativity (25.7 percent), capability of information gathering and assessment (24.4 percent), and personal relations techniques (14.5 percent) (Oh, Lee, & Hong, 2000). Moreover, it is important to promote manager awareness of the necessity of HRD, as a survey indicates that only 4.3 percent of Korean organizations actually systematically

operate HRD and 24 percent of Korean organizations do not have plans to activate HRD (Oh, Lee, & Hong, 2000).

Table II-13

*Core Development of Attainment Targets Based on Size of Organization*

		5-49 persons	50-299 persons	300-999 persons	More than Persons	Total
Information Collection	Present	46 (26.6)	46 (23.7)	21 (23.3)	8 (21.1)	121 (24.4)
	Future	46 (26.7)	50 (25.9)	24 (26.7)	12 (30.8)	132 (26.7)
Computer	Present	16 (9.2)	15 (7.7)	9 (10.0)	3 (7.9)	43 (8.7)
	Future	18 (10.5)	17 (8.8)	6 (6.7)	3 (7.7)	44 (8.9)
Foreign Language	Present	18 (10.4)	22 (11.3)	10 (11.1)	6 (15.8)	56 (11.3)
	Future	23 (11.9)	23 (11.9)	16 (17.8)	5 (12.8)	67 (13.6)
Interpersonal Relationship	Present	30 (17.3)	23 (11.9)	12 (13.3)	7 (18.4)	72 (14.5)
	Future	24 (14.0)	19 (9.8)	10 (11.1)	5 (12.8)	58 (11.7)
Creativity	Present	32 (18.5)	56 (28.9)	26 (28.9)	13 (34.2)	127 (25.7)
	Future	35 (20.3)	57 (29.5)	29 (32.2)	12 (30.8)	133 (26.9)
Safety Awareness	Present	23 (13.3)	27 (13.9)	9 (10.0)		59 (11.9)
	Future	23 (13.4)	24 (12.4)	5 (5.6)		52 (10.5)
General Education	Present	8 (4.6)	5 (2.6)	3 (3.3)	1 (2.6)	17 (3.4)
	Future	3 (1.7)	3 (1.6)		2 (5.1)	8 (1.6)
Total	Present	173 (100)	194 (100)	90 (100)	38 (100)	495 (100)
	Future	172 (100)	193 (100)	90 (100)	39 (100)	494(100)

*Note.* Unit: Persons, Percent.

Source: Oh, Y. H., Lee Y. H., & Hong, S. Y. (2000). *A Scheme to Promote Human Resource Development in Enterprises*. Seoul, Korea: Korea Research Institute for Vocational Education & Training (KRIVET).

### *Direction of Future HRD Education*

The guidelines for future HRD in Korean organizations are to be presented based on research in Korean organizations, including environmental changes, theoretical consideration of HRD, HRD system changes, analysis of current HRD operating systems, current development status of HRD, and workforce participation rate.

First, changes of CEOs' perceptions of HRD should precede any planning of HRD programs. One of the points that HRD addresses in Korean organizations is that HRD is still recognized as an expense rather than an investment for the improvement of workforces and organizations. Wong (1997) indicated that highly competitive organizations invest both time and money in HRD. The success of HRD requires CEO support. This suggests that CEOs who understand HRD is not an expense but an investment also believe HRD is imperative for improving business. In order to reform, managers must recognize the importance of HRD to the establishment and success of long-term business visions.

Second, HRD education for workforces in Korea should be based on individuals' intent on self-development. A required 40-hour workweek, reduced from previous work schedules, increases free time for workers and allows them to invest in individual development. This reflects a required change in HRD education trends in Korea. HRD practitioners in Korea need to decrease incentives in companies intent on workforce education while increasing responsibilities of workforce self-development to heighten employment activity (Baek & Um, 1998). The success of workforce self-development activities depends on strong support from the organizations.

Third, it is necessary to renovate HRD systems. Organizations in Korea need to reappraise existing HRD systems. They need to recognize HRD as an important strategy, which increases competitive power of corporations. Oh and Koh (1999) indicated that only one-third of organizations operated specialized HRD departments, and more than half of the HRD departments were without professionals who could oversee education programs. In addition, organizations with fewer than 50 persons have neither specialized departments nor professional personnel for HRD. Therefore, there is a great need for organizations in Korea to create specialized departments and experts for the design and implementation of education programs. It is also necessary for the organizations to construct organization cultures that both promote learning environments and derive voluntary development of self-capabilities in members of organizations by directly associating HRD with job performance.

Fourth, it is important to provide equal opportunities for education. The preponderance of HRD programs only in certain sections impedes the development of organization culture, lowers workforce morale, and weakens competitive capability. A major priority of HRD in Korean organizations is to provide equal opportunities to general workers, especially considering the issues of gender and generation, which are becoming increasingly prominent.

Fifth, most HRD methods in Korean organizations enforce in-house training and seminars. Only 5 percent of Korean organizations use education programs that take advantage of information technology through cyber education (Oh, Lee, & Hong, 2000).

Sixth, HRD institutions, colleges, and networks must be constructed for the active utilization of cyber education, which upgrades information through processing technology and information-communication.

Finally, critical to education programs is the meticulous selection of education targets and methods. Unfortunately, many HRD programs in Korea do not last more than six months, as most of the organizations import popular education programs from other organizations without verifying their effectiveness. Development of HRD programs should occur with great attention paid to organization culture and objectives. HRD programs that do not consider culture and objectives reduce workforce motivation to participate in education programs, and lose the interrelationship between education and performance.

Furthermore, it is critical for HRD practitioners to establish their own philosophy. Without a firm understanding of one's own philosophy, HRD practitioners cannot develop effective HRD programs that reflect organization culture and objectives. Cho (1999) stated that, currently, HRD professionals in Korea are not well structured for providing the systematic education procedures and support necessary for the reconstruction of businesses and implementation of strategic visions. Development of HRD programs should consider characteristics of organizations' culture and screening efficiency of the education program.

Further, it is necessary for HRD practitioners in Korea to make the successful transition from conventional trainers to performance specialists, by reestablishing a personal working philosophy. They also need to respond better to unique demands from

diverse generation and gender layers of workforces and to focus better on business objectives, goals, and targets (Cho, 1999).

The economic crisis in Korea provides HRD practitioners with a good opportunity to increase CEO awareness of the value of HRD. As Cho (1999) stated, although HRD is currently beginning to be recognized as a strategic business partner, it is not structured well enough to provide adequate support to the organizations in which it exists.

#### *Working Personal Philosophy and Education Style*

Lee (2001) stated that Korean organizations need to stop simply imitating well-known training programs and start their own training programs, inclusive of the unique aspects of organization culture. Furthermore, to aid the process, HRD practitioners in Korea must create learning arenas that allow the acquirement of intangible human qualities through education instead of only technological ability through training. To do so, HRD practitioners need to implement effectively HRD education programs with a theory-based understanding of the unique characteristics and preferences of workers of different genders and generations and how these elements affect the success of the education program.

#### *Relationship of Philosophy to Education*

According to Zinn (1998), when an education provider practices education, certain beliefs about life are applied to the education; those beliefs constitute the basis for a philosophy of education. These beliefs about education provide guidelines for the selection of instructional content, establishment of teaching/learning objectives, selection or development of instructional material, interaction with learners, and evaluation of education outcomes.

HRD practitioners who engage in adult education are constantly confronted by questions as to “what, why, who, and how” regarding development, provision, practice, evaluation, etc. The answers to these questions can be found through thought and education theory. Elias and Merriam (1995) mentioned, “theory without practice leads to an empty idealism, and action without philosophical reflection leads to mindless activism.” Merriam (1982) also stated, “philosophy contributes to professionalism. Having a philosophic orientation separates the professional continuing educator from the paraprofessional in that professionals are aware of what they are doing and why they are doing it. A philosophy offers goals, values, and attitudes to serve for it. It thus can be motivating, inspiring, and energizing to the practitioner.” In addition, Boggs (1981) suggested that philosophy provides “the means where adults . . . not only get information but also interpret it, organize it, and use it in making decisions and in taking action.” Cunningham (1982) stated, “it is not problematic that inconsistencies occur when a thoughtfully conceived system of values is put into practice. What is worrisome is that educators develop and operate programs without a clearly visualized set of values in which the adult learner and societal well-being are central concerns.”

The clarification of one’s personal philosophy of education may have the following benefits:

1. Provide guidelines of decision-making and policy setting (Merriam & Brockett, 1997).
2. Help distinguish what is worthwhile from what is trivial (Maxcy, 1980).
3. Develop methods of critical thinking (Phenix, 1958).

4. Promote flexibility and consistency in working with adult learners (Hiemstra, 1988).
5. Develop vision: increase personal meaning in the individual adult educator's life (Apps, 1973).
6. Help to recognize and resolve conflicts with life philosophy and between beliefs and actions (Phenix, 1958).
7. Provide insights on relationships between education providers and learners, between learner and subject matter, and between subject matter and the world at large (Maxcy, 1980).
8. Clarify how the education provider's work relates to important problems of individuals and society (Apps, 1973).
9. Help the education providers react better both in considering questions and in responding answers concerning education programming (Apps, 1973).
10. Help individuals understand themselves in relation to resolving conflicts, becoming self-directed, and taking a leadership role in a workplace (Apps, 1973).

The role of an educational provider may include delivering information with lectures, demonstrating new skills, assisting learners in planning learning activities, facilitating learning processes, introducing learners to available resources, providing a series of trial-and-error experiences, and guiding learners to possible ways of facilitating learning. In all of these processes, the educator acts in accordance with his or her individual belief system.

### *Development of Philosophy*

The stances taken on the development of HRD educational philosophy are threefold. The first option is to construct a unique philosophy in an eclectic manner by engaging in an analysis of personal values and choosing certain elements from different theories in accordance with one's professional action as an HRD education provider. A second option is to examine already espoused prevailing philosophies of adult education. A third option is to choose one particular theory as a framework upon which to build a personal educational philosophy.

*Individual methods.* In order to guide HRD practitioners in the development of an educational philosophy, Roth (1987) provided a number of questions. For example: "Should your training programs be accessible to all employees who want and can benefit from them; should you develop training programs that can be adapted to the individual learning styles of the trainees; and should the goals and objectives of the training department reflect the broad purposes and mission of the company"? In addition, Hiemstra (1988) provided a Personal Philosophical Worksheet to help develop philosophical beliefs, directions of professional practice, and teaching processes. The worksheet consists of two major sections. The first section is concerned with philosophical beliefs and asks the instructor to address such areas as philosophical systems or guiding thoughts, meanings and the nature of reality and humanity. The second section, concerned with professional practice, asks educators to take the philosophical beliefs addressed in the first section and translate them into educational aims, methods, and content.

## PHILOSOPHICAL BELIEFS

Philosophical System:

Meaning:

What is Reality?

Nature of Being Human:

## PROFESSIONAL PRACTICE

Educational Aims:

Educational Methods:

Educational Contents:

Heimstra, R. (1988). Translating Personal Values and Philosophy into Practical Action. In R. Brockett (Ed.), *Ethical Issues in Adult Education*. (pp. 178-194). New York: Teachers College Press.

*Prevailing philosophies.* Many efforts have been made to provide some philosophical guidance for educators; a number of scholars have developed and advocated a single philosophical model. However, as another method in identifying a personal philosophy for HRD practitioners, Elias and Merriam (1995) provided a comprehensive overview of prevailing philosophies, which are categorized as follows: liberal, progressive, behaviorist, humanistic, radical, and analytic. Following descriptions of the five philosophies are presented based on the work of Elias and the Merriam (1995).

*Liberal adult education.* Liberal adult education is the predominant philosophy of education from the time of Greek thought to the rise of modern science in the 18th and 19th centuries. In the liberal philosophical orientation, truth is viewed absolute, and educational values are based on definite disciplines and studies.

## PHILOSOPHICAL BELIEFS

Philosophical System: I draw eclectically on several systems. However, the humanism model provides the foundation upon which rests most of what I do as a teacher. I also try very hard to be consistent with the tenets of this foundation not only in what I do as a professional but also in my role as spouse, parent, and community member.

Meaning: I believe that intellect is what distinguishes humans from animals and that we have the potential to expand that intellect throughout life. I also believe that there are a large number of concrete facts basic to our being able to perform as capable adult education professionals.

What is Reality? The reality that I embrace rests on an assumption that all humans are, essentially, good and have potential for continuous growth and development as individuals. This growth can include such features as intellectual improvement, enhanced interrelationship abilities, and expanding civic literacy skills.

Nature of Being Human: I adhere to basic humanistic notions that the dignity of each human being must be respected. I also respect each person's desire for autonomy and independence but recognize that such desire is in a constant state of fluctuation.

## PROFESSIONAL PRACTICE

Educational Aims: I believe that educational aims should center on helping adults reach their maximum potential in any learning setting. This should include both development of personal intellect and the translation of new knowledge into practical skills and behaviors.

Educational Methods: I encourage considerable self-direction and student involvement in all aspects of a course. I also use learning contracts as a means for students to plan individual routes through the learning experiences.

Educational Contents: I provide learners with some basic parameters of what the course should cover in order to meet professional expectations regarding mastery of the subject matter. However, there are so many ways to achieve mastery. Students are involved in some needs assessment activities at the beginning of the course and provide me with input to help in my preparation of curricular material, activities, and experiences for the remainder of the course.

Heimstra, R. (1988). Translating Personal Values and Philosophy into Practical Action. In R. Brockett (Ed.), *Ethical Issues in Adult Education*. (pp. 178-194). New York: Teachers College Press.

The emphasis in the liberal philosophy is liberal learning, organized knowledge, and development of the intellectual powers of the mind. The process of liberal education is oriented toward conceptual and theoretical understanding rather than mere transmission and absorption of factual knowledge or development of technical skills. It stresses development of intellectual power of the mind and emphasizes content mastery with the educator viewed as an expert and an authority.

Other processes that liberal arts educators have emphasized are intuition and contemplation. People continue to search for truth, desire to develop their moral characters, strive for spiritual religious visions, and seek the beauty in life.

*Progressive adult education.* This emphasizes such concepts as the relationship between education and society, experience centered education, vocational education, and democratic education. The philosophical basis of progressivism is pragmatism. It accepts the methods of science for understanding humans and solving the problems of humans. Adult educators with a progressive view see education as a lifelong process and have long fought restricting the definition of education only to schooling. It stresses an experiential, problem-solving approach to learning.

The prominent teaching method of progressive educators is the scientific method of arriving at knowledge. This can also be termed as the problem-solving method, the projected method, or the activity method. The progressive education tends to promote scientific learning as the ideal form of learning. Because of this approach, critics see the progressive theory as best adapted to science learning and less suitable for other forms of learning.

*Behaviorist adult education.* This emphasizes such concepts as control, behavioral modification, learning through reinforcement, and management by objectives. The behaviorism-oriented philosophy is allied to realism, empiricism, and positivism through scientific observation and the measurement of facts.

On the individual level, behaviorist education emphasizes the acquisition of job skills so that a person can “survive” in our society. The objective of behaviorism is a behavior change. The behavioral objectives specify the behavior to be exhibited by learners after completing a unit of instruction. The “instructional objectives” consist of three elements: (1) the relevant conditions or stimuli under which a learner is expected to perform; (2) the behavior a learner is to perform, including a general reference to the product of the learner’s behavior; and (3) a description of the criteria by which the behavior will be judged acceptable or unacceptable, successful or unsuccessful.

Advocates of behavioral objectives maintain that learning outcomes can be measured objectively and precisely, thus revealing how much progress has been made on the part of the learner. Evaluation based on behavioral objectives eliminates subjective, capricious estimates of the learner’s performance.

Behaviorism’s impact on education has resulted in the development of several specific instructional methodologies. Competency-based education can be viewed as an instructional method as well as a concept. So, too, can criterion-referenced instruction. Other methods associated with behaviorism are programmed instruction, computer-based or computer-assisted instruction, mastery learning, teaching machines, contract learning, Personalized System of Instruction (PSI), Individually Guided Education (IGE), and Individually Prescribed Instruction (IPI). Whatever the method, the responsibility for

learning lays primarily with the learner. Herman (1977) noted several other commonalities:

All of these programs are based on the principles of operant conditioning and on the assumption that learning is acquired through repeated reinforcement of behavior. They all define learning in behavioral terms, and almost all shape the learner's behavior through gradual progression toward the goal. They provide for constant and immediate feedback, liberal positive reinforcement, and self-pacing insures that no student must fail just because he learns less quickly than others do.

*Humanistic adult education.* The emphases of humanistic adult education are freedom and autonomy, trust, active cooperation, participation, and self-directed learning. There is numerous adult education practices connected with the humanistic philosophy: group dynamic, group relations training, group processes, sensitivity workshops, encounter groups, and self-directed learning. Humanistic adult education recognizes and focuses upon the freedom and the dignity of the individual. Humanism particularly emphasizes the emotional and affective dimensions of the personality. In this particular stance, humanistic educators are more closely allied with a number of contemporary existentialist thinkers.

Existentialism is a contemporary expression of humanistic thought that has had a great influence on a number of adult educators, especially Carl Rogers. This philosophical movement is deeply concerned with the freedom and integrity of the individual in the face of increased bureaucratization in society and its institutions as well as the gamut of human relations. Existentialists emphasize awareness, consciousness, perception, and the total meaning-structure of the individual, his vision of life and death, his work choice, and other aspects of his relation to life.

An understanding of the humanistic orientation toward human nature can be captured through comparison of the behaviorist and humanist views of research:

1. Scientific versus intuitive: behaviorists use rigorous scientific methods and precise language in their experimentation; humanists are more concerned with intuition, understanding, and subjective experience than objectification.
2. Means versus ends: behaviorists are more concerned with the means of changing behavior; humanists emphasize the ends toward which change should be directed.
3. External behavior versus internal emotion: behaviorists are concerned with observable external behavior of man as opposed to internal and often not clearly discerned emotions.
4. Behavior change versus insight: in learning situations as well as therapeutic treatment, behaviorists look for changes in overt behavior whereas humanists aim for achieving insight into problem solving.
5. Manipulation versus humanization: behaviorists manipulate people or the environment to produce an effect; humanists “attempt to sensitize people to their uniquely human characteristics and possibilities.”

In humanistic education, the educator does not necessarily know best, especially when working with adult learners. The philosophical assumption of individual freedom, responsibility, and natural goodness underpin the learner-centered emphasis in humanistic education. Humanistic education is learner-centered not only with regard to the responsibility for learning but also in terms of the self-development of each learner. Furthermore, emotion, attitudes, and physical aspects are as important as intellectual development.

The role of the educator in a humanistic setting is that of facilitator, helper, and partner in the learning process. The educators do not simply provide information; the educator's role is to create conditions within which students learn. In order to be a facilitator, one must trust the students to assume responsibility for their learning.

Humanistic educators view the act of learning as a highly personal endeavor. A learner "learns" what he or she perceives to be necessary, important, or meaningful. The meaning one gleanes from a subject depends on personal goals, interest, attitudes, beliefs, etc. The importance of self-concept can promote or inhibit learning respectively.

One of the best ways to foster growth and cooperation amongst learners is through groups. Discussions, small group projects, committees, and teams as instructional techniques are not new to education.

The humanistic emphasis upon the individual person at the center of the educational process also reflects democracy's spirit of individualism. Humanism also promotes cooperation and communication among individuals as a method of interpersonal growth; cooperation is a necessity for making democracy work. Humanism, unlike other philosophies of education, holds that education consists of the voluntary focus on individual growth toward self-actualization.

*Radical adult education.* Education based on radical philosophy proposes education as a force for achieving radical social changes. Education from this viewpoint is closely connected with social, political, and economic understanding of culture.

In presenting a view of the nature of man and society, radical-oriented education challenges the traditional view. The primary function of education is transmitting the culture and its societal structures from generation to generation. Radicalism seeks not to

transmit but to change the culture and its structures because, according to radicalism, these are currently destructive to human freedom and oppressive to human dignity. However, its major weakness is its failure to take into account the pluralistic nature of most cultures.

*Analytic adult education.* In the past twenty years, a predominant force in educational philosophy in English-speaking countries has been the work of analytic philosophers. The beginning of modern analytic philosophy took place in the development of scientific realism.

Analytic philosophers in education have attempted to build a solid philosophical foundation through careful analysis and argumentation. It emphasizes the need for clarifying concepts, arguments, and policy statements used in adult education. This approach finds practical application not in a particular education practice or program, but rather in attempts to establish a sound philosophic basis for the field of adult education.

#### *Choosing a Particular Theory in Developing a Working Philosophy*

In order to construct a working philosophy, Apps (1973) emphasizes the importance of utilizing not only philosophy but also applying a scientific approach to find answers to questions. This means the setting up of specific guidelines for developing a framework of philosophy by accepting an accumulation of ideas from other general theories and educational philosophies based on a systematic analysis of one's own "working philosophy." In advocating the approach of Apps, Lindeman (1961) stated:

Each of us must be allowed to possess two or three philosophies at the same time, for the purpose . . . of saving our thought from the deadly formality of consistency. No one can write about education, particularly adult education, without deserting at various points all schools of pedagogy, psychology, and philosophy. Incongruities are obvious; one cannot, for example, be determinist

and at the same time advocate education; nor can idealism be made to fit the actualities of life without recognition of the material limitations, which surround living organisms. One cannot make use of these opposed points of view if they are conceived to be mutually exclusive.

Apps provided a systematic framework that helps HRD practitioners to identify and practice their beliefs in adult education. He suggested four categories to be used for the identification and practice of beliefs:

1. The Learner. Development of a working philosophy of adult education requires analyzing beliefs of learners.
2. Overall purpose of Adult Education. Adult education has an overall purpose—the establishment of goals and objectives based on one’s own belief system, used to determine what adult education is trying to accomplish, why, and whether it is necessary.
3. Content or Subject Matter. Scrutiny of adult education is required on the contents or subject matter to clarify what is to be learned, the sources of the content, and what is believed about the role of content in adult education.
4. Learning Process. Beliefs about how adults learn, providing opportunities for learning, and the role of instructional objectives in adult education must be closely examined.

Furthermore, Apps (1976) suggested a belief analysis process consisting of four phases:

1. Identifying beliefs held about adult education, by asking oneself the questions posed above as well as other relevant questions;
2. Searching for contradictions among beliefs held;

3. Discovering basis for beliefs, including sources of beliefs and evidence that supports beliefs; and
4. Making judgment about basis for the particular beliefs held.

Raths et al. (1966) proposed another alternative of formulating a personal philosophy of education, which incorporates the values and clarification process. It begins with the following list of criteria that indicate important aspects that are indeed valued:

1. PRIZING one's belief behaviors
  - a. Prizing and cherishing
  - b. Publicly affirming, when appropriate
2. CHOOSING one's beliefs and behaviors
  - a. Choosing from alternatives
  - b. Choosing after considering consequences
  - c. Choosing freely
3. ACTING on one's beliefs
  - a. Acting
4. ACTING with a pattern, consistency, and repetition

The methods that are provided to help HRD practitioners construct a working philosophy of education offer several different options. However, all methods are interrelated in a certain way in developing a personal philosophy. It is because HRD practitioners cannot totally ignore personal beliefs and value systems by neither adopting only prevailing philosophies nor utilizing only arbitrary decisions of personal beliefs and

values discerning comprehensive prevailing philosophies in the process of development of philosophy.

Philosophy of Adult Education Inventory (PAEI) is a method utilized for the current study in identifying and measuring the personal philosophy of HRD practitioners in organizations of Korea.

*Philosophy of Adult Education Inventory (PAEI)*

The PAEI is an instrument that was developed by Lorraine Zinn based on Elias and Merriam's framework of philosophy to help educators and begin a process of philosophical inquiry and reflection on their beliefs and actions. It was used to identify educators' own beliefs regarding adult education, which has resulted in better understanding and communication, improved working relationships among co-workers, more effective planning and decision-making, and a better fit between the adult educator's purposes and the needs of the adult learner. It is designed to be self-administered and self-scored, and guidelines are provided for interpreting their scores.

The PAEI is practically based on an earlier assessment instrument, the Training Style Inventory (Brostrom, 1979), designed as a tool to assist individuals who work in a training capacity to clarify their individual teaching styles or orientations. The Training Style Inventory offers the trainer examples of choices that might be made in the process of planning, conducting, and evaluating training activities. The combined responses to the inventory result in a profile of the trainer, indicating the extent to which that person approaches training from a humanist, behaviorist, functionalist, and/or structuralist orientation.

In general, most HRD practitioners who are involved in education may either have their own belief systems or share more than two prevalent philosophical orientations. Typical combinations of philosophical orientation may be liberal and behavioral or progressive and humanistic (Elias & Merriam, 1995). According to Zinn (1975), in order to develop personal philosophy, educators might need to clarify further their beliefs and compare contradictions among philosophies when they find their scores on philosophical orientation equal among them. Once the educators have determined their own personal philosophical orientation, they needed to construct in-depth testimonies of their adult education philosophy. Zinn (1998) indicates that educators also need to list their testimonies in accordance with the items, which they rated as one among fifteen items of the PAEI for the construction of in-depth adult education philosophy. Then they could consider rearranging them into categories: beliefs about the learner; the purpose of adult education; content or subject matter; the learning process; and the role of the adult educator, which were proposed by Apps. Finally, educators need to elaborate on a few areas, if their statements of beliefs are not covered by the items on the inventory.

At the end of the PAEI, Zinn provides categories of information that assist educators in interpreting their scores as well as information on the purpose of education, learner, educators, key words, methods, people, and practices associated with each specific philosophy.

The empirical indication of McKenzie (1981) on the practical application of the PAEI, which was to determine a relationship between the philosophical orientations of adult educators and their experiences as educators in different adult education contexts, presented some differences that seemed related to the different contexts in which the

respondents functioned as adult educators. He also observed, “many adult educators merely either accept patterns of practice or corresponding theoretical assumptions without testing these patterns critically. It is not altogether uncommon for some adult educators to be enthusiastic about techniques, procedures, instructional aids, and fads while at the same time avoiding a critical examination of the philosophical grounds of practice.”

### *Consequences of Personal Philosophy*

Podesch (1986) identified that the most frequently adopted values and philosophies are in five classifications presented by Elias and Merriam (1995): liberal, behaviorist, humanistic, analytic, and radical. He also noted that the two strongest philosophies among the five mainstream values were behaviorist and humanistic, which embody values such as progress, change, optimism, individualism, self-reliance, practicality, productivity, technology, and measurability.

Liberal adult education, however, was historically associated with the “elites,” without consideration for women, who make up half the population in business. Values such as progress, change, newness, optimism, activity, practicality, efficiency, measurability, and technology were not represented in the liberal education tradition. Radical adult education runs against current American value patterns. Bent on political consciousness and social action, radical philosophy emphasizes knowledge as power and a partnership between teachers and students.

HRD practitioners who find their personal orientations tend more toward liberal, radical, or analytic philosophies, which are less representative of both generation and gender population, may experience more conflicts and dilemmas than those individuals

whose philosophies are more in tune with current preferences toward business values. Yet, there is nothing wrong with changing philosophies underlying the field of adult education. Assuming all philosophical perspectives are appropriately considered and implemented, where necessary, the organizational climate should be healthy. However, despite understanding the possibilities regarding philosophical approaches to education and training, a successful manager must recognize that the organizational climate can vary dramatically depending upon whether or not an organization is humanist and progressive in its management style or liberal and behaviorist (Matuszowicz, 2000).

#### *Philosophical Orientation and Education Style*

In order to establish clear beliefs about teaching, HRD practitioners need to get answers regarding such aspects as practitioner views on the nature of learners, the purpose of the curriculum, the role of practitioner, and the practitioner's mission in education (Conti, 1998). One method of doing this is to assess the practitioner's own teaching styles. Assessment of their own teaching styles will enlighten HRD practitioners about effective methods for education and adults' learning styles. Teaching style refers to the distinct qualities displayed by an education provider that is consistent in every situation regardless of the content of education (Conti, 1998).

In recent years, there has been increasing attention to education style (Heimlich & Norland, 1994), which may be defined as the operational behavior of the educationist's educational philosophy. A study by Conti and Welborn (1986) revealed that teaching style makes a significant difference in a learner's achievement. Further, it is believed that the practice of an individual teaching style is generated from direct reflections of the practitioner's educational philosophy. Therefore, identification or establishment of

individual teaching styles requires thorough examination of one's perspectives on learning and teaching approaches in educational settings.

According to Conti (1998), current educational practice can be divided into two categories, teacher-centered and learner-centered. The teacher-centered approach, which is based on behaviorism, is currently the dominant approach in most fields in the United States that are related to education. Behaviorism, based on the teacher-centered learning, assumes that learners need to have stimuli in the environment to change their dispositions from passive to active. Teacher-centered learning also assumes that environmental elements like reality and learning motivation can be derived either from basic organic drives or from a tendency to respond in accordance with prior conditions. Thus, humans are controlled by their environment, and HRD practitioners or education institutions need to reinforce the fundamental values that are necessary for the growth of the learners.

In the teacher-centered approach, learning is defined as a change in behavior. Therefore, the only acceptable forms of learning are measurable behavioral objectives. Evaluating the learner with either a criterion-referenced or a norm-referenced test assesses the attainment of the learning competencies.

On the other hand, the learner-centered approach is closely associated with the objectives of humanists like Abraham Maslow and Carl Rogers. The learner-centered approach assumes that people are naturally good and possess unlimited potential for individual growth. Furthermore, reality is established by interactions with surrounding environments and interpretations of one's own. Consequently, behavior is the result of personal perceptions. Motivation is the result of proactive attempts to achieve and

maintain order in life. Therefore, individual experience takes an important role in the learning process.

In education and learning processes, learner-centered education focuses on the development of a critical awareness of individual feelings and values on subject matters rather than presenting a body of information. Learners take responsibility for what they learn and the education providers take a helper role. Learning activities often focus on the acquisition of problem-solving skills, the enhancement of self-concept, or the development of interpersonal skills. Since learning is a highly personal act, it is best measured by self-evaluation and constructive feedback from the teacher and other learners (Conti, 1998).

As education providers, HRD practitioners can neither randomly select teaching styles nor change teaching styles whenever they feel like it. Instead, effective teaching styles must be developed and utilized in relation to the development of fundamental education philosophy backgrounds, because teaching style is an implementation of the practitioners' beliefs about teaching. Therefore, education providers' ethical, spiritual, and political beliefs will provide clues to possible elements of their educational philosophies (Conti, 1998).

The study of philosophy and teaching styles helps HRD practitioners in Korea figure out the most appropriate and preferred individual education philosophy and teaching styles. It also guides HRD practitioners when applying effective philosophy and teaching styles with correct understanding.

### *Diversity and HRD in Korean Organizations*

Diversity management has been a significant issue in organizations in the United States. Changes in organizational demographics, combined with employers' concerns about motivating performance across diverse workforces, has created compelling demands for understanding and recognizing the value of diversity. To respond to changing workplace needs, a diversity model was created for workforces in the United States during the late 1980s and practiced in the 1990s (Soni, 2000).

In the past couple of years, most large organizations in Korea have glimpsed the diversity issues facing each workforce. However, organizations in Korea failed to present a new paradigm (or a new model) of HRD education to respond to changing workforce needs. Moreover, in favor of acknowledging homogeneity of organization cultures in Korea, they ceased processes only to the level of developing general cultural awareness training in response to most often mentioned diversity, gender, and generation issues (Soni, 2000). Very little empirical evidence exists about whether organizational members in Korea, in fact, subscribe to the value of both gender and generation in initiating diversity management. According to numerous pundits, different genders and various generations exhibit unique characteristics and different preferences in learning methods, work motivation, and job performance. Failure to include both gender and generation factors will lead to unsuccessful development and practice of HRD education programs.

The increased diversity concerns in organizations of Korea, in terms of gender and generation, compel many workplaces to reconsider current HRD systems, requiring HRD practitioners to advise organizations on how to manage the new mixture of organization culture, which is created by different genders and generations. Unfortunately,

response to the data on the value attributed to diversity by organization members, the support of employer-sponsored diversity management initiatives, and the application of the values of gender and generation elements in development of HRD education programs remain minimal (Soni, 2000).

Diversity management is necessary to increase awareness of characteristics, similarities, and dissimilarities between groups to improve workforce effectiveness. Nevertheless, it is not good enough to pause developmental processes of diversity in the stage of only acquiring awareness among employees of organizations. It is time for actual utilization of both gender and generation factors as a part of the development of HRD education programs. Tsui and O'Reilly (1989) suggested that similarity and dissimilarity in the demographic characteristics of workforces might affect such outcomes as job attitude, turnover rates, and work performance. According to Locke (1976), race, ethnicity, and gender-based biases influence the psychological well being of those who are subjected to these attitudes, and in turn influence job satisfaction. Moreover, the most frequent criticism of diversity initiatives was that, although diversity goals are informed and educated, they are seldom practiced in agencies' day-to-day management. This is because diversity education ended with the improvement of awareness, without continuous follow-ups to include diversity aspects as a part of HRD education (Soni 2000). Therefore, heightened awareness and diversity sensitivity still needs to be applied in developing every aspect of HRD education programs, such as philosophy, paradigm, curriculum, programs, and even practice of HRD education.

In order to point the way toward creating culture-specific HRD education programs in Korean organizations, numerous issues regarding generation and gender was

examined. For the purpose of the study, diversity elements in Korea are narrowed to focus on the two most apparent factors, gender and generation, considering the somewhat homogenous workforce.

### *Gender and HRD*

*Definitions and theories.* Gender identity is defined as the sex that a person associates with herself or himself. Most often, biological sex and gender identity match (Baron & Byrne, 1994).

There are numerous theories that define gender identity. According to psychoanalytic theory, a child initiates perceptions of him or herself by identifying with same-sex parent (Freud, 1963). Cognitive developmental theory assumes that gender identification starts with cognitive development. Once a child identifies him or herself as masculine or feminine, the child starts to learn gender-appropriate roles that are consistent with the chosen gender. Thus, sex typing occurs when the child learns what it means to be male or female in a given culture (Baron & Byrne, 1994).

Social learning theory suggests that a child models certain behaviors of the same-sex parent. Over time, a child generalizes the matched behaviors to others and assumes interrelation and causality between behavior and gender. Gender schema theory suggests that cultural definitions of sex-appropriate behaviors are formed through continuous information organization processes from childhood, which are called “generalized readiness” (Bem, 1984). In general, identification of gender, according to Baron and Byrne (1994), starts mostly from psychological theories, which conceptualize identities by biological elements, XX versus XY chromosomes. Furthermore, well-developed gender identity, which constitutes the beginning of gender-typed behavior, is formed

through learning experiences continued in later childhood. Gender-typed behavior in adolescence and adulthood becomes a part of each individual's social identity.

*Gender differences.* Gender identity studies indicate the social influence on how maleness and femaleness are defined. Studies of varying social groups also provide evidence that the characteristics associated with each sex could vary when cultural influences are different. Nevertheless, such findings do not rule out the possibility of some built-in, controlled behavioral and psychological differences between the sexes (Baron & Byrne, 1994).

Gender differences are found in the ways people interact with others. For example, women show more tendencies toward sharing rewards or devoting themselves in order to help others, in comparison to men (Leventhal & Anderson, 1970; Major & Deaux, 1982). In managerial roles, women often use leadership styles characterized as connective and interactive to get a job done. Women prefer collaboration, consultation, and negotiation, as opposed to men, who traditionally value competition, individual achievement, and demands (Lipman-Blumen, 1988; Rosener, 1990). According to Josephs et al. (1992), these gender differences are related to people's self-esteem. For men, self-esteem is involved in individual personal achievements, while for women, self-esteem is a function of interpersonal attachments to specific others. In addition, societal expectations about appropriate gender-based behaviors have influenced men and women to respond differently in the work context (Baron & Byrne, 1994). According to the examination of Subich et al. (1986), men expressed more interest in the novel jobs than women expressed, had a higher expectation of success, and placed great importance on salary. Women, in contrast, tended to focus on whether job performance could provide

them personal satisfaction. Furthermore, the learning experiences of people of different gender roles, behaviors, cognition, and cultures lead to different interests in occupations and the factors influencing responses. Women in the workplace still find their progress lags behind in comparison to men. However, smart companies understand that breaking down gender-based barriers facing women employees represent more than a moral imperative (Sorohan, 1993).

*Learning styles and preferences.* Behavioral and cognitive patterns of women and men workforces differ in various situations, including learning processes (Baron and Byrne, 1994). The identified gender roles extend to actual social activities and a form of stereotypes that are suitable for one or the other gender (Chatterjee & McCarey, 1991). In addition, identified gender roles lead each gender to take different paths or preferences in the process of learning by interacting with surrounding societal culture. Feingold (1993) states that gender differences are often found and remain relatively constant over generations. That is, males are constantly superior in general knowledge and quantitative reasoning, while females are better in performance of perceptual speed.

The epistemological reflection model (Severiens & Ten Dam, 1998) on gender describes that men use mastering, impersonal, and individual patterns in reasoning, while women just as often use the receiving pattern in learning environments.

According to Severiens and Ten Dam (1998), each gender shows different preferences in learning patterns. In general, men are in favor of mastering, impersonal, and individual learning patterns, while women prefer the receiving, interpersonal, and inter-individual patterns.

The mastering pattern exhibits higher frequency of expressing ideas, looking for argument, and questioning authority. The impersonal pattern includes tendencies of certainty and problem solving. People of impersonal patterns focus on thinking and have command of knowledge, and expect to be challenged by peers and counterparts. People of individual patterns value their own perspectives above others' perspectives. These people prefer to set their own learning goals and directions; HRD practitioners who work with people of individual patterns are expected to provide such a situation. On the other hand, the receiving, interpersonal, and inter-individual patterns that women demonstrate are very different. In receiving patterns, people listen and expect to receive information from their providers with minimal interaction. They want to be evaluated based on their knowledge of the material, and peers are considered important because of preferences toward social contact and support in learning processes. People with interpersonal patterns focus on uncertain knowledge domains. Openness and beliefs are considered important and treated as equally valid. They collect ideas and share thoughts with peers. HRD practitioners are expected to stimulate personal involvement and tests are considered a method that incorporates individual differences. People characterized by inter-individual patterns prefer constructing goals by interacting with peers and expressing individual perspectives; HRD practitioners are expected to stimulate the exchange of opinions. They also share information and respect personal perspectives.

Unfortunately, current dominant learning theories in adult education often do not pay attention to gender factors. In fact, prevailing theories of learning and teaching show evidence of distinct biases toward certain values and cultural norms, which are often inconsistent with the experiences of women and men. For example, it is common to find

that women are described simplistically as “collaborative” learners; this characterization only reinforces the dominant stereotypes about women’s orientation toward others, rather than providing insight into women’s diversity and the particular kinds of relationships that might be beneficial (Hayes & Flannery, 2000).

*Dispositional disparity between genders.* Males and females do indeed differ in some respects. For example, males tend to be more aggressive than females (Baron & Richardson, 1994), and the two sexes often use different techniques for influencing others (Carli, 1989).

In many cultures, males are assumed to possess such desirable traits as decisiveness, forcefulness, confidence, ambition, and rationality. In contrast, females are assumed to have less desirable traits such as passivity, submissiveness, indecisiveness, emotionality, and dependence (Deaux & Lewis, 1984). Some positive characteristics are included, too, such as warmth, nurturance, sensitivity, and understanding. In managerial roles, women tend to get things done by means of leadership styles characterized as connective and interactive. That is, women prefer collaboration, consultation, and negotiation rather than the more masculine traditions of competition, individual achievement, and demands (Lipman-Blumen, 1988; Rosener, 1990). Other research indicates that these gender differences are related to the person’s self-esteem that is linked to individual personal achievements, while for women, self-esteem is a function of interpersonal attachments to specific others. Overall, however, the traits assigned to females are less desirable and less suited for many value roles such as leadership and authority than the traits assigned to males (Heilman, Martell, & Simon, 1988). Furthermore, some women even describe themselves as more anxious, gregarious,

trusting, and nurturing than men; men describe themselves as more assertive than women (Baron & Byrne, 1994).

Consequently, men and women also present differences in preferences of job positions. Subich et al. (1986) examined the responses of men and women regarding occupational possibilities, finding that men expressed interest in novel jobs more than women expressed, had a higher expectation of success, and placed much more importance on salary. On the other hand, women tend to focus whether the job would be personally satisfying to them.

*Issues on gender disparity.* Females are perceived as less suited for high-level jobs than males, because they are viewed as possessing fewer of the desirable traits that are required for successful performance.

In general, most organizations want to hire people whose characteristics most closely resemble those of the organization's culture; this is assumed to lead to more effective job performance. This is a reasonable point of view, but in the context of gender stereotypes, it turns out to be highly segregating to females, as stated by numerous pundits.

First, leaders are characterized as bold, assertive, tough, and decisive. In contrast, few people want or expect leaders to be kind, sensitive, emotional, and nurturing. To the extent that females are subject to traditional gender stereotypes, then, they face problems in efforts to launch and advance their careers.

Table II-14

*Male Versus Female Role Characteristics*

Male Characteristics	Female Characteristics
Leadership abilities	Gentle
Assertive	Tender
Dominant	Compassionate
Strong personality	Warm
Forceful	Sympathetic
Aggressive	Sensitive
Willing to take a stand	Soothes hurt feelings
Independent	Affectionate
Will to take risks	Understanding
Defends beliefs	Loves children

Source: Martin, C. L. (1987). A ratio measure of sex stereotyping. *Journal of Personality and Social Psychology*, 52, 489-499.

Second, theories of organizational behaviors indicate different career outcomes for men and women due to the inequality of social power according to gender (Knoke & Ishio, 1998). That is, job positions of female workers are exposed to fewer chances for internal career advancement. Moreover, many of the problems that women encounter are problems of “fit” with the informal organization. One example of this discrimination is the lack of mentoring and informal networks for women within organizations. Supervisors need training in the mentoring process. One of the functions of mentors is to provide job-related and developmental feedback (Soni, 1997).

Third, according to Hopkins (1980), subjective discrimination occurs when an individual or group perceives its own situation as discriminatory, regardless of whether such discrimination actually exists. She further argued that subjective discrimination should not be neglected, as other research indicates the presence of discrepancy acts and disparate treatment toward females; the “glass ceiling” is still practiced (Bays, 1991; Fine,

Fern, & Ryan, 1990). Subjective discrimination was found to be a source of stress for women and may cause low self-esteem, withdrawal, and negligence (Davidson & Cooper, 1983).

Fourth, recent longitudinal data analysis of participation rates of women in HRD education, performed by Knoke and Ishio (1998), indicate that women show far less participation compared to that of male counterparts. Theories of segregation and segmentation indicated that women worked at job positions requiring less frequent skill improvement training, as compared to male workers. Numerous documents confirmed the persistent confinement of women in such low-skill, culturally devalued economic locations as clerical, machine operating occupations, retailing, and personal services industries (Bielby & Baron, 1986; Boston, 1990; Kilbourne et al., 1994). Men had relatively easy access to such economic sectors as science technology and knowledge-based positions (Barley, 1992). The economic sectors occupied primarily by male workforces include manufacturing, communication, and finance, as well as professional, managerial, and even some skilled craft occupations. Females who occupied periphery positions further lagged behind because the focus of training in organizations was on the positions where knowledge- and science-based job performance was practiced (Lillard and Tan, 1992).

The final factor impeding the progress of females involves their own expectations. In general, women seem to hold lower expectations about their careers than men do. They expect to receive lower starting and peak salaries (Jackson, Garnder, and Sullivan, 1992; Major and Konar, 1984). Furthermore, they view their lower salaries as being somehow fair (Jackson & Grabski, 1988). Jackson et al. (1992) indicated several reasons for

females holding the lower expectations. Females are expected to take more time out from work because of other roles such as childrearing. This tends to lower their expectations for peak career salaries (Major & Konar, 1984). Women place less importance on job outcomes, including salary (Major & Konar, 1984). Women recognize that they generally earn less than men do. Therefore, their lower expectations may simply reflect their recognition of current reality and its likely impact upon their own salaries (Major & Konar, 1984); women tend to compare themselves with other disadvantaged group members rather than with relatively advantaged males (Crocker & Major, 1989). To the extent they do, it is not surprising that their expectations are relatively low and that they view less pay as being fair with respect to both starting and peak salaries (Jackson, Gardner, & Sullivan, 1992).

*Organization environment regarding gender issues in Korea.* It is no longer socially acceptable for companies to refuse to hire anyone based on sex (Kelley & Streeter, 1992). However, women are still assigned to tasks and informed that gender was the primary criterion for their being chosen (Turner, Partkanis, & Hardway, 1991).

Johnson (1991) found that, fortunately, the devaluation of female roles in specific professions decreases with the increase of the percentage of women in the workforce. However, due to the slow-changing perceptions of gender discrepancy, women in Korea have not been fortunate enough to receive such fair treatment.

In Korea, even with the tight labor market and relatively stronger demands for female labor, organizations consistently segregate females not only by widening the wage gap between men and women workers (Seguino, 1997), but also by practicing gender-discriminating hiring procedures based on job applications' restrictions and structures

that differentiate employment opportunities for women and men (Nam, 1991). Nam found that 65 percent of organizations exhibit segregated gender preferences toward the workforce even with the enactment of the Equal Opportunity Act (EOA) of 1988, which prohibited the practice of gender-based discrimination.

Another indication of the discrimination present in Korean organizations was the limiting of access to HRD education opportunities by excluding workforces involved in “female jobs” such as mental processing, transportation, and food processing (Seguino, 1997). In addition, despite decades of increasing labor force participation, management of women employees in organizations is far behind that of males in rates of pay, promotion, benefits, and other economic rewards (Blau & Beller, 1988; Corcoran & Duncan, 1979; Kibourne, England, Farkas, Berib, & Weir, 1994; Parcel & Mueller, 1983). Unfortunately, little study has been undertaken with vivid empirical evidence about the existence of a gender gap in relation to Korean companies providing job-training programs.

The gender wage gap and unequal opportunities are in part the result of gender inequalities, which are shaped by the labor market, the state, and stern gender roles in Korean society. More rigid enforcement of EOA legislation and changes of employer mindsets are required to eliminate gender discrimination in regard to marriage-bar, maximum-age limitation in application, and equal opportunities in all fields for accessing job training, which helps increase economic alternatives and status.

There are four unique characteristics of Korean organizations to consider in order to provide guidelines for culture-specific HRD education and to improve female work status.

First, Korea exhibits distinctive socio-economic features and institutional arrangements that may not comply with those of other countries. For example, economic growth was accomplished through a variety of government-designed labor market policies to reduce labor conflict and raise productivity. The policies have included a mixture of trade union repression, conciliation, and provision of ideological incentives for workers with rapid industrialization (You, 1995).

Second, pervasive patriarchal norms that sanction a social and economic hierarchy performed a critical role through compliance with economic development strategies that the Korean state has pursued (You, 1995).

Third, as an extension of patriarchy, female employees in Korea must also confront the responsibilities of household and childrearing, this has been detrimental to females' career development. Despite increased female labor force participation and shifts in public opinion toward more egalitarian gender role attitudes, expectations of females regarding responsibilities as mothers and wives in the family sphere hinder job advancement in organizations because housework and primary childrearing still remain predominantly a women's duty (Hochschild, 1989). Consequently, a fundamental implication is that the dual role of women as mothers and employees may lead employers to be reluctant to invest in skills improvement for women workers whose family situations appear to reduce women's commitment to work and cause them to retire before the investment of the firm is reimbursed.

Finally, corporate familialism in Korea is important to consider in terms of gender. For males, it means long-term employment, in favor of workplace harmony and respect for management's indisputable authority. Women, on the other hand, are expected to be

obedient and accept subordinate positions in the hierarchical organizational structure (Yoon, 1993).

*Future consideration.* Systems and norms in most organizations were established before women arrived in great numbers and positions of authority. In that sense, the systems and norms currently practiced are not equally valid in terms of gender. Therefore, in regards to gender discrepancy in Korean organizations, numerous aspects should be included in providing the direction of developing HRD education programs.

Suggestions are based on indications of both Koonce (1997) and Boyer (1994). Koonce (1997) suggests that men tend to view conversations as “negotiations” in which they try to achieve status and maintain independence. For men, interaction is, on a certain level, a contest of power and will. Their goal is to avoid being the “weakest” in an organization. Women, however, tend to view conversation as a way to connect with other people. Conversation for women is about finding commonality and building networks of connection and intimacy, and they feel comfortable with teamwork. However, these values can backfire for women in that they often cause women’s true worth to be overlooked. Areas for improvement include:

1. Women and men can learn from each other’s styles. Men can learn to be more inclusive, to ask for people’s input without feeling it compromises their status, to apologize when they do something wrong, and to admit when they make a mistake without feeling it lessens their power. Women can benefit from men’s tendency to accept hierarchy. Sometimes, they need to have the authority to tell people what they need to do.

2. It is much easier for information to travel down a hierarchy than up. Often, lower-level employees have a perspective that higher-ranking people do not have. Therefore, managers of either gender need to ask lower-ranked people for input; because those people might see things, they do not.
3. Men can learn from women about being inclusive and asking people for their opinions. Women can benefit by learning that there is such a thing as getting too much input and deliberating too long.
4. Women can learn from men to engage in dynamic opposition and not take it personally. However, this varies by culture. In Asian culture, both men and women resist expressing disagreement and opposition. However, confrontation and opposition are common in Mediterranean, Israeli, African American, South American, French, and German cultures.

Contrary to popular prejudice, Boyer (1994) suggests that men talk more than women do, at least in formal settings like the workplace. Men also volunteer to answer questions more frequently, and express themselves more assertively. Considering these tendencies, HRD practitioners need to follow several steps to provide equal opportunities in education sessions:

1. Make sure the room designated for education provides physical comforts and encourages interaction through furnishing the room with movable seating.
2. Tell participants that everyone is expected to participate but not to dominate.
3. Include equal numbers of men and women in education sessions.
4. Wait for responses more than ten seconds after providing questions, since women usually take more time to raise their hands.

5. Decrease social loafing or participation rate by maintaining constant eye contact.
6. Listen actively to both men and women; research shows that more attention is given when men speak.
7. Use gender-neutral language.

However, the most fundamental issue that should not be ignored in Korean organizations is to develop HRD education programs and gender-sensitive HRD programs through mindset changes of employers, HRD practitioners, and employees themselves. A successful transition from old HRD programs, in the massive production age, to new HRD programs, in the information age, cannot be accomplished without strong support from employers and a sense of necessity from HRD practitioners. Changes in employee mindsets are also necessary. However, it is important to note that men may not feel the necessity to understand the needs of their women counterparts, because recognizing the gender factor may reduce their chances of getting better jobs or promotions.

#### *Generation and HRD*

Research on generation issues, originating with the study performed by Mannheim (1952), generally occurred in the fields of sociology and education. Generation studies were initiated in the United States in the early 1980s to handle issues of the baby-boomers, born in the 1960s. Kanter (1986) pointed out the importance of generation studies in U.S businesses by emphasizing the necessity of understanding the values, capabilities, and needs of workers born in the 1970s. In the 1990s, characteristics and management of Generation X, which followed the baby boomers, became the focus

of investigations into generation issues (Hall & Richer, 1990; Bradford & Raines, 1992; Burke, 1994).

Since the 1960s, studies of U.S. workforce composition have sprung from demographic changes in the participation rates of women and different ethnic groups, ages, and education levels, as well as changing senses of values about “interest about career, sense of justice, interest about relevant work,” etc.

Issues of generation management are introduced in correspondence to the increasing component ratio of Generation X’ers in the Korean workforce (Cho, 1996). However, characteristics of the new generation in Korea are primarily discussed only in the fields of sociology and political science, compared with the relatively meager research in business sectors on marketing—and even this focuses more on consumer culture and characteristics than on those of workforce members. Research on behavioral characteristics, human resource development, and management of an organization related to generations has not been systematically implemented in Korean organizations (Kim, 1999).

#### *Definition of Generation*

Park (1996) defined generation, among various conceptualizations of generation, as “shared historic, cultural, and social experience by getting born in a similar time and cultural span. Therefore, a generation represents a cohort that shows relatively resembling characters, consciousness structure, behavioral types, and lifestyles.” In addition, he defined “generation difference as differences in emotion, consciousness structures, behavioral types, and lifestyles, which are based on experiences of the historic events and socio-cultural events” (Park, 1996).

According to “Generation at Work” by Zemke, Raines, and Filipeczack (2000), a generation is defined by the coincidence of birth, common taste, attitudes, and experiences. In addition, a generational cohort is a product of its time and tastes, which encompass such myriad economic, social, sociological, and demographic circumstances.

The study of Troll and Kertzer (1970), which proposed methods to conceptualize generation, can be summarized as follows:

1. Discrete time span. Discrete time span, one of the oldest standards for categorizing generation, classified one span of generation by every 30 years. The concept of the discrete time span, suggested by Mannheim (1952), is used as the most general category in defining generation.
2. Rank descent. In the principle of ranked descent, generation is defined as a people of the same degree of relationship. The categorization of generation in an organization maintains that the one who started the business is “the first generation,” and the offspring of the founders are “the second generation.”
3. Cohort. Generation as a peer group standard is regarded as age-homogeneous group. A cohort consists of those who were born in an equal period of time and experienced equal historic events. The concept of the cohort is intended for use as a subsidiary concept by many investigators, in cases in which they did not find apparent differences or characteristics among generations.
4. Development stage. The development stage combines the concepts of both ranked descent and age-homogeneous cohort. This approach grasps generation from the viewpoint of the task-homogeneous cohort. Furthermore, there is a concept that understands meaning of developmental stages including concepts

of task-homogeneity cohort, ranked descent, and age homogeneity all together (Acock, 1984). According to the viewpoint of developmental stage by Acock (1984), symptoms of disparity among generations are a normal portion in developmental progress that affect each age. In general terms, generation as a developmental stage can be understood with the concept of the cohort, those who share important life events in a given period of time. However, the developmental stage is constrained by the concept of age strata, the effects of age as it changes. The concept of generation as a developmental stage considers both similarities and disparities among age strata concerning aging as a progress of continuity. Concepts of the developmental stage are often used in research comparing the differing values of new and old generations (Cho, 1990).

5. *Zeitgeist*. The most recent viewpoint on generation includes the *zeitgeist* concept. According to the viewpoint of *zeitgeists*, generation can be understood as the entire contents of a culture, including historical styles, politics, values, etc. Contrary to age-homogeneous or task-homogeneous concepts (Manheim, 1952), *zeitgeists* define generation as a matter of actuality. Therefore, inclusion of different age and task cohorts in a generation is allowed, as long as those cohorts share the *zeitgeist* viewpoint.

Synthesis of these discussions suggests that peer groups within an organization and developmental stage can be considered as a concept and a categorization of generation. The developmental stage, a constituent concept of age- and task-homogeneity, provides barometers categorizing unique characteristics of generations in

different generations of incumbents that take an equal class of work positions and perform identical tasks in an organization.

Research on the existence of generation gaps in Korean organization is not recognized in all aspects of generations, but is recognized when it is viewed as a selective series, which consist of common and differentiated characteristics of generations.

*Viewpoints on generation gaps.* There has been much discussion about generation differences regarding consciousness and behavior. Generation gaps and conflicts are inevitable phenomena among people who are born in different historic periods or people in different socialization steps (Bengtson, Furlong, & Laufer, 1983). Debaters on generation have attempted to figure out whether differences among generations exist or are an ephemeral phenomenon. In response to these efforts, the research of Bengtson et al. (1983) presented three viewpoints about discontinuity phenomenon among generations.

First, during the 1960s, segmentation of viewpoints between young and old generations became prominent, as rapid cultural changes created new dimensions of disparate values in U.S. society. It was believed that the gaps between different age groups could not be alleviated.

The second viewpoint does not recognize differences among generations. Bengtson et al. (1983) insisted that differences among generations were nothing but a fantasy. That is, segmentation among generations in the U.S. in the 1960s did not represent existing value disparities among generations but rather a social phenomenon triggered by ephemeral conditions. According to this viewpoint, therefore, differences among generations do not exist.

The third viewpoint promotes the idea that the generation gap is a phenomenon of partial changes. That is, most value changes among generations are a series of selective phenomenon that reflect partial differences in values or attitudes. Each generation keeps characteristics received from parents, making minute accommodations or changes.

*Research on sub-organizational culture in each generation.* Conflicts between old and new generational value systems in the fast-changing society of Korea cause discord in the business arena. Meanwhile, a recent increase in the proportion of workers with values of the new generation leads to numerous issues regarding workforce management.

In Korea, recent studies on generation have been primarily conducted in the fields of sociology, politics, lifestyles of generation, and media effects on generation (Park, 1996, 1995, 1993, 1992; Cho, 1990; Korea Society Association, 1990; Korea Institute for Youth Development, 1994; Korea Socio-Cultural Research Center, 1994; Jung, 1996; Seoul University, 1996; Shin Han Jong-Hap Institute, 1993; Chae, 1994; Ju, 1994; Cho, 1996; Han Kook Newspaper, 1990). In addition, Park (1996) suggested there is a necessity to pursue comparative studies among generations instead of the recent tendencies of generation studies in Korea, which only focus on the characteristics of the new generation. This study investigates previous studies on generations in Korea focusing on criteria for categorization of generation and cultural characteristics of generation.

*Research on criteria for categorization of generation.* Numerous studies on generation in Korea presented general standards by examining population poll statistics (Park, 1996, 1995, 1992; Jung, 1993; Cho, 1996; Shin Han Jong-Hap Institute, 1993). However, standards for categorizing generation in a certain age strata vary in Korea.

Park (1996) defined people born in the 1970s as “new generation.” However, he also expressed that the categorization of generation is “for convenience’s sake.” Jung (1993) categorized three types of generations in Korea: “pre-Korean war generation,” born before the 1950s; “democratic generation,” born from 1950 to 1961; and “new generation,” born after 1962. The Association of Korean Society (1990) classified generation as “new generation” and “old generation.” Further, Shin-Han Jong-Hap Institute (1993) labeled the “new kids generation” for those born in the mid 1970s; the “youth generation,” for those born in the early 1970s; the “baby boomer generation,” for those born in the early 1960s; and the “new grade generation,” for those born in the post-Korean War period. Cho (1996) categorized generation according to the “prior-independence generation,” born in 1945; the “independence generation,” born after the Independence; the “baby boomer generation,” born in the early 1960s; the “young man generation,” born from the mid 1960s to early 1970s; and the “teen generation,” born after the 1980s. In addition, he reclassified people who were born before the 1980s as “older generation” and, after the 1980s, as “new generation.”

The previous categorizations of generation, classified by age, prove inadequate in describing generations because those studies were based mainly on specific historic events and socioeconomic background (Kim, 1999). In addition, there is not only no concordant opinion on the labeling names of generations, but also no agreement on the number of categories or whether generations should be divided into two categories—new generation and old generation—or into several categories of generation.

A new method of generation classification, by value system, was added in order to overcome the shortcoming of categorization of generation by age. According to Kim

(1996), labeling generations as “new generation” or “older generation” by age does not represent the unique characteristics of each generation. That is, people of the same age may maintain different value systems. For example, people in their 50s can have the values and behaviors of 20-year-olds. With regard to value systems, Kim (1996) classified generation into three cohorts—“a cohort that has traditional sense of values,” “a cohort that has western sense of values,” and “a cohort that has mixed sense of values”—based on four items: clothing preferences, awareness about latency of sex life, judgment about permission on lascivious materials, and recognition of work and leisure. Further, he defined the “new generation” as a cohort that has a “western sense of values.” This research was differentiated from other studies because it assumed the categorization of generation according to value system, not age. However, Kim (1996) limited the categories of the study by ignoring the variable of population census (Kim 1999). Meanwhile, Cho’s research (1990) classified generation by using a hierarchical cluster analysis to eliminate the limitations of previous studies on the categorization of generation. Value variables of the research include politics, consciousness of society, and standard of lifestyle. Consciousness of society included such subordinate items as necessity of union, propriety of payment increase, necessity of teachers’ union, seriousness of school disturbance, necessity of student’s campaign, opinions on unification of three political parties, preferences of the United States, and preferences of Korea. Standard of lifestyle labeled such subordinate items as viewpoints of exertion, noble and the mean of work, reliance of law, modeling, SaBu-IIChe (an esteemed teacher and father are a single body), priority of collectivism, viewpoints on the way of consumption, sexual relations before marriage, and equal rights of genders. The research

on similarity and dissimilarity of value aspects among age groups proved that 40-year-olds were the dividing line between new and old generations. The significance of Cho's research (1990) can be found in the consideration of population poll statistics regarding the labeling of generational characteristics (Kim, 1999).

With age-oriented research, there are no consistencies among studies; they tend to be divided according to the investigator's convenience. Concerning value-oriented research, Kim (1996) narrowed down the study focus by overly limiting numbers of items on a sense of values and ignoring the statistics of population poll variables. While studies performed by Kim (1996) and Cho (1990) divided generation by sense of values, Cho (1990) classified generation according to the age and sense of value variables at the same time.

According to Zemke, Raines, and Filipczack (2000), classification of generation in the United States are four categorizations considering birth year, events, and trends. (See Table II-15.)

Previous research on generations in Korea was conducted with only the age factor as a variable in classifying generation; it failed to lead to mutual agreement on specific age criteria in categorizing generations.

In addition, studies on generation in Korea are mainly focused on the sociology or political science fields, targeting either general societal problems or adolescent issues. Research on generation gaps in organizations does not satisfy the organizational demands of generation (Kim, 1999). For this study, three generational categories were used—new, middle, and old—based on Kim's study (1999), which considered both age and value systems presented by the previous studies on generation issues in Korea.

*Cultural characteristics in generation.* Research on generation in Korea tends to focus mainly on only the new generation, instead of looking at the characteristics of each of the three generations (Kim, 1996; Seoul National University Social Science Research Institute, 1993; Jung, 1996; Cho, 1996; Han Kook Newspaper, 1990). In addition, while it focuses on value systems and expressions of consumption of teenagers, it lacks an emphasis on employees (Kim, 1999). Therefore, there is still a great necessity to study the cultural characteristics of each generation of workers in Korean corporations.

A term for a new generation is prescribed first by the media, not according to academic terminology (Kim 1999). According to Park (1996), there were two coexisting ways of using the term “new generation” in Korean society in the mid-1990s. New generation can have a negative image, created by the media or by the old generation. Representative forms of such a negative image are heavy makeup, over-consumption, political indifference, egoism, self-indulgence, and low sense of responsibility (Kim 1999). The media, however, does not necessarily portray the negative characteristics of the new generation. Research indicates that the young generation—contrary to the authoritative, collectivistic, hierarchically focused older generation—prefers individualism, liberalism, idiosyncrasy, and rejection of unfair authority (Park, 1996). Future studies must maintain neither a positive nor a negative image of the new generation, but rather a consistently objective viewpoint.

Research performed by the School of Education Research Institute at Seoul National University (1996) labeled the characteristics of new and old generations by dividing them into three categories: “value of new generation,” delineating the unique characteristics of the new generation; “traditional value,” displaying the characteristics of

the older generation; and “common value,” encompassing the characteristics shared by the new and older generations. The new generation appears to value such characteristics as respect for idiosyncrasy, active expression of own personality and preference of leisure time. While the traditional values of older generations expresses 'relativity' that prefers to have 'rank order' that respects age and an opinion of higher rank, 'dependency' that respects acquaintances and households, and 'formality' that takes a serious view of rules and procedures.

Meanwhile, common values across generations include: “acquaintance,” differentiating treatment of people according to whether or not they’re familiar; “uniformity,” aligning individuals with the opinions of the cohorts they belong to; “rationalism,” following logical principles in relation to people and tasks; “pluralism,” respecting various opinions of society development; “laissez-faire,” preferring the sharing of tasks with a cohort; “susceptibility,” taking a more serious view of intuition than analysis; and “economist,” emphasizing economical aspects in processing tasks.

Research at the School of Education Research Institute at Seoul University (1996) showed that the new generation exhibited strong inclinations for leisure time and expression of individual personality, while the older generation took a serious view of rank order, dependence on another person, and formality. Both generations, however, exhibited characteristics of laissez-faire, susceptibility, rationalism, pluralism, and economism. Contrary to general belief, uniformity and the aspect of acquaintance are not traditional values of only the older generations; they are shared, too, by the new generation (Kim, 1999).

Table II-15

*Categorization of Generation in the U.S.*

Popular Names Generation	The Veterans	The Baby Boomers	Generation X'ers	The Nexters
Also Known as...	Traditionalists WW II Generation The Silent Generation Senior	Boomers	X'ers Twenty-something Baby Busters Post-Boomers	Millennial Generation Y Generation 2001 Nintendo Generation Net Generation Internet Generation
Birth Years	1922-1943	1943-1960	1960-1980	1980-2000
Defining Events and Trends	Patriotism Families The Great Depression WW II New Deal Korean War Golden Age of Radio Silver Screen Rise of labor unions	Prosperity Children in the spotlight Television Suburbia Assassinations Vietnam Civil Rights Movement Cold War Women's Liberation The Space Race	Watergate Nixon resign Latchkey kids Stagflation Single-parent homes MTV AIDS Computer Challenger disaster Fall of Berlin Wall Wall Street frenzy Persian Gulf Glasnost, Perestroika	Computer Schoolyard violence Oklahoma city booming Multiculturalism Girl's Movement

Source: Zemke, R., Raines, C., & Filopczack, B. (2000). *Generations at Work*. New York: AMACOM.

In addition, older generations were exposed to the aspects of new value systems, as with the new generation. These findings exhibit that both new and older generations can be exposed to new or older aspects of value systems as they share many aspects of traditional values. However, Park's research (1992, 1996) indicated that older generations have a higher tendency to show conservative, authoritative, spiritual, workaholic characteristics, while the new generation is more anti-authoritative, individualistic, materialistic, and focused on leisure time.

Cho (1990) found that the new generation is much more strongly inclined toward individualism and equality of sexes, compared to older generations. In addition, research performed at the Korea Society Institute (1990) revealed that both new and older generations share a sense of values, though new generations are prone to progressive and change-oriented tendencies and older generations are more conservative and equilibrium-oriented. According to Cho's research (1996), new generations show strong tendencies toward self-orientation, self-respect, and ostentation. In addition, they challenge existent social structures, traditional values, and authority systems established by older generations. Furthermore, new generations prefer consumption to production and leisure-time to work, while older generations value economic wealth and positional power as their primary objectives in life. Older generations also concern issues of the 'way of living' when they make a living.

Discussion about the middle generation as a new cohort, which belongs to neither the new generation nor the older generation, has begun recently (Korea Society Association, 1990; Cho, 1996). The middle generation is labeled in many ways, such as the "sandwich generation," "chameleon generation," "new thirty," and "386 generation"

(Cho, 1996). The middle generation, as the term exhibits, portrays unique characteristics that do or do not belong to the new or old generations. The middle generation takes a middle position among generations with regard to value systems, moral principles, consumption patterns, and lifestyles. The middle generation is the cohort that takes middle management positions by mitigating either joining new generation or respecting requests of older generations in the business arena (Cho, 1996). However, those in the middle generation are criticized by both the new and older generations for their vacillation between sympathizing and anti-authoritative contemplation of the new generation while compromising undemocratic traditional practice of superior older generation in organization arena. The middle generation is thus a “sandwich” generation, which suffers difficulties because of the disparity of value systems between new and older generations. One positive aspect of the middle generation is that they are the linking-pin in organizations, able to connect, integrate, and harmonize disparities among generations through their commingling of aspects of both the new and older generations (Putti, 1992; Jones & Crandall, 1991; Lovelace, 1986; Cho, 1996). That is, role of middle generation as linking-pin may resolve discord in the organization by conveying both intentions of superiors and ideas and complaints of subordinates.

*Generation and direction of HRD.* Existent studies on personnel management stay on the level of conceptual research and presentation of generation (Kim, 1999). Consequently, the design and enforcement of efficient workforce educations, considering the unique characteristics of each generation, are expected to be insufficient. A series of studies have shown that research on characteristics of generation and human resource management (HRM) mainly focused on baby boomers and lacked substantiated studies

on generational characteristics related to HRM (Hall and Richter, 1990; Bradford and Raines 1992; Burke, 1994). Furthermore, Cho's research (1996) indicated that previous studies on generation provided only conceptual direction on management of the new generation in organizations of Korea.

Bradford and Raines (1992) proposed guidelines for motivating a generation that establishes specific responsibilities or target standards; both of which provide opportunities for individual development or compensation. Burke (1994) suggested that ways to motivate each generation were required including a new HRM compensation as job circulation, rearrangement of job, reduction of office hours, and provision of short-term tasks. The research on characteristics of each generation and its management by Hall and Richter (1990) concluded that organizations need to apply different management styles because the unique characteristics of each generation induce different preferences in directions of management.

According to Cho (1996), management of the new generation is important in Korea because the new generation not only takes critical roles in developing and successfully managing organizations, but also improves the understanding between generations. It is necessary to consider specific and preferential solutions to grasp the constantly changing desires of the new generation. Suitable management is required to respond to anti-authoritative and individualistic inclinations of the new generation. For example, new generation may respond well to managers if the managers have expert knowledge, provide suitable compensation, and utilize self-regulating work achievement systems. Future directions of HRM and HRD, considering the indications of previous studies, can be presented as follows:

First, the new generation has strong interests in such questions as “Why do people seek success?” and “What is the meaning of success?” while the older generation is interested in achievement, success, position, and power. In addition, the new generation is interested in the business ethics and corporate objectives, as well as aspects of the validity of accomplishing these objectives. HRD should seriously focus on the development of the individual and put priority on in-house promotion (Kim, 1999).

Second, those in the new generation tend to act according to their own individual value systems. That is, the new generations do not care about opinions of others they consider right by themselves, and sometimes achieve whistle blower's role.

Appropriate HRD directions in response to these characteristics of the new generation are the offering of suitable career paths attentive to varying value systems and the encouragement of each person—not the firm or corporation—to take responsibility for his or her own career management.

Third, the new generation is interested in actualizing self through work and tends to view the company as an arena where one can express self-identity. Therefore, it is important to provide methods that emphasize both psychological and material compensation and a secure sense of responsibility and autonomy through self-regulating task cohorts in task achievement processes.

Fourth, the new generation displays a tendency that either seeks autonomy or accepts authority. However, they respect authority only when the existent authority induces interest to them. Otherwise, they may ignore and challenge the authority. Therefore, it is necessary to establish various career paths and acquire flexible management skills.

Fifth, the new generation shows low interest in promotion, high interest in money, and a serious view on entrepreneurship. Therefore, it is important to offer various career paths for job satisfaction, support chances for autonomous activities, create new business areas, and provide opportunities for entrepreneurship.

Sixth, it is necessary to design assessment and compensation systems that evaluate and define task attribution and achievement, due to the new generation's preference toward compensation according to task accomplishment instead of potential possibilities.

Seventh, new generations seek to fulfill their job performances, prefer acquiring specialties in their profession, and give more emphasis on their own tasks than the interests of the company. In addition, the new generation prefers entrepreneurship and self-owned businesses to belonging to a company. Therefore, it is necessary to provide education programs that facilitate entrepreneurship in both inner and outer organization arenas. Furthermore, the new generation seeks balance between work at the company and family at home. In company life, the new generation believes people should not "live to work" but rather "work to live." Therefore, it is important to design career paths balanced between workload and family and considerate of opinions held by employees' households.

As previously discussed, management systems must be mended according to the age and value systems of the new generation (Kim 1999). This means that future directions of HRM and HRD should also be differentiated according to age and value system of labor forces in business sectors in Korea. Furthermore, HRM and HRD education must be redirected to account for the unique preferences and value systems of

sub-organizational cultural cohorts. This study aims to classify categories of sub-organization cultures, with consideration for organizational hierarchy, and to indicate suitable directions for education programs to take, based on the characteristics of different generations.

## CHAPTER III

### METHODS AND PROCEDURES

The purpose of this study is to understand the similarities and differences in perceptions and preferences of HRD practitioners and workforces regarding workforce education. The study focuses especially on investigating and comparing the perceptions and preferences regarding philosophy, design, and implementation of workforce education to create the most optimal HRD education programs pertaining to category, gender, age, generation, tenure, type of work, and position level.

Clarification of preferences and perceptions of HRD practitioners and labor forces on philosophy, design, and implementation of workforce education will help in the reassessment of workforce education issues; the reconstruction of workforce education relative to diversity elements such as, age, gender, generation, tenure, work type, and position level; the construction of individual philosophy in workforce education; the development of culture-specific workforce education in Korean business; and the selection and implementation of the most appropriate workforce education in a Korean organization.

The purpose of this chapter is to describe the research method used to address the six hypotheses presented.

#### *Methods*

The responses of HRD practitioners and workforces in Korean organizations were examined regarding their preferences and perceptions of current workforce education relative to philosophy, design and implementation. Comparison was also made pertaining

to age, position level, tenure, genders, generations, and types of work. A survey instrument was utilized that addressed the following hypotheses:

H1: There will be a difference in preferences of HRD practitioners toward philosophy, design, and implementation of workforce education, pertaining to gender, age, tenure, generation, position levels, and types of work in Korea.

H2: There will be a difference in perceptions of HRD practitioners regarding philosophy, design, and implementation of workforce education, pertaining to gender, age, tenure, generation, position levels, and types of work in Korea.

H3: There will be a difference in preferences of workforces toward philosophy, design, and implementation of workforce education, pertaining to gender, age, tenure, generation, position levels, and types of work in Korea.

H4: There will be a difference in perceptions of workforces regarding philosophy, design, and implementation of workforce education, pertaining to gender, age, tenure, generation, position levels, and types of work in Korea.

H5: There will be a difference in preferences between workforces and HRD practitioners toward philosophy, design, and implementation of workforce education, pertaining to gender, age, tenure, generation, position levels, and types of work in Korea.

H6: There will be a difference in perceptions between workforces and HRD practitioners regarding actual philosophy, design, and implementation of workforce education, pertaining to gender, age, tenure, generation, position levels, and types of work in Korea.

### *Subjects*

A purposive sampling was utilized for the survey. The purposive sampling method is the procedure for selecting a sample based on participants, or groups of participants, who are judged appropriate or especially informative for the purpose of the research (Gliner & Morgan, 2000). The participants were handpicked from the accessible population so that they presumably would be representative of the population.

Preliminary information suggested that there might be up to 920 participants in numerous fields. It was estimated that 120 would qualify as HRD practitioner participants, 800 would qualify as workforce participants from two position classifications, and two categories of business (see Table III-1). Approximate estimates were that 220 participants were of management level, 700 were of non-management level, 460 were from manufacture fields, and 460 were from service fields. The goal was to attain as many participants for the study as possible, in order to increase statistical significance.

Table III-1

#### *Position Levels and Types of Work in Korea*

	Categories	Participant #	Levels/Types
Position Level	Management	220	Deputy manager, director of department, assistant manager of department, manager of department, and executive level
	Non-management	700	Employee level and chief of section
Type of Work	Manufacture	460	Manufacturing, construction, information, communication, technology, etc.
	Service	460	Distribution/sales, banking/insurance, research institute, etc.

### *Procedure*

For the purpose of the survey, participants were identified from organizations' employee rosters. One hundred percent of qualified participants were surveyed. There was no involvement of organization personnel in recruiting participants other than providing rosters, and clarification of who may qualify as potential participants for the survey. The researcher asked participating target organizations to announce to workforces and HRD practitioners that this study was to be conducted, and to invite participants.

Participation in the survey was voluntary. Therefore, workers who decided not to participate in the survey could withdraw from the survey and stop participating at any time without penalty or loss of benefits to which they might otherwise be entitled. Information provided by the workers and HRD practitioners was kept confidential. Participants were asked not to sign the survey, nor to provide any information that would identify them, the section in which they work, or for whom they work. The only person to examine the completed surveys was the researcher.

The researcher was on site to provide instruction and to disseminate and collect surveys. Participants of the survey received a separate cover letter before the survey forms. The cover letter explained the purpose of the survey and the benefits to participants and included an informed consent form asking for participants' understanding of and agreement to terms.

The survey consisted of a closed-end, multiple-choice questionnaire, administered directly by the researcher. The researcher was the only person to administer the survey. The researcher met with each work section as a group for approximately fifteen minutes to give instructions, answer questions, and distribute the survey. The researcher

administered the survey to all labor group workers and HRD practitioners in a target organization. There was no coercion involved in the process of conducting the survey. Ethical requirements for the subjects who participated in the survey were minimal. Human subjects' approval was obtained from the Colorado State University Human Research Committee. Respondents were not asked any questions that could later identify them. After the researcher provided instructions, participants were given the questionnaires and asked to complete them any time before leaving work that day. Survey participants were instructed to return completed survey forms directly to the researcher at a designated place. They were also asked not to discuss the survey with their peers, supervisors, or managers. It took each participant approximately forty-five minutes to complete the questionnaire. Data for the study was collected over a period of nine weeks.

The statistical reliability of this study was tested, before administering the survey, using test-retest reliability. In order to obtain the test-retest reliability of this study, the researcher used a sample of persons who were not participants in the study but who would profile the target population. The test-retest reliability was established by administering the questionnaires to this group.

After an interval of forty-five minutes following survey completion, the researcher administered the survey to the same group. Then the researcher determined the reliability coefficient based on the scores of the two administrations using a correlation between sets of scores. The reliability of the instrument was determined to be high and acceptable if the reliability coefficient was above .80. However, a reliability coefficient above .60 was considered marginally acceptable (Gliner & Morgan, 2000), and for this study became the statistical reliability threshold.

### *The Variables*

The independent variables were workforces, gender, age, tenure, position levels, and types of work. The dependent variables were perceptions and preferences relative to philosophy, design, and implementation of workforce education.

The dependent variables for this study were: 1) Perceptions of HRD practitioners relative to philosophy, design, and implementation of workforce education; 2) Preferences of HRD practitioners relative to philosophy, design, and implementation of workforce education; 3) Perceptions of organization labor forces relative to philosophy, design, and implementation of workforce education; 4) Preferences of organization labor forces relative to philosophy, design, and implementation of workforce education; and 5) Similarity and differences of both perceptions and preferences between HRD practitioners and labor forces regarding philosophy, design, and implementation of workforce education.

### *Instrument*

A combination of questions adapted from the Philosophy of Adult Education Inventory (PAEI) and Principle of Adult Learning Scale (PALS), as well as questions developed specifically for workforce education design, were utilized as the instrument administered to both HRD practitioners and workforces. Questions related to demographics were also included.

Table III-2

*Independent and Dependent Research Variables*

Classification of D.Vs.	Preferences of HRD practitioners and workforces relative to philosophy, design, and implementation of workforce education
	Perceptions of HRD practitioners and workforces relative to philosophy, design, and implementation of workforce education
Classification of I.Vs.	<p>Category</p> <ol style="list-style-type: none"> <li>1. HRD practitioners</li> <li>2. Workforce</li> </ol>
	<p>Gender</p> <ol style="list-style-type: none"> <li>1. Male</li> <li>2. Female</li> </ol>
	<p>Types of Work</p> <ol style="list-style-type: none"> <li>1. Manufacture</li> <li>2. Service</li> </ol>
	<p>Age</p> <ol style="list-style-type: none"> <li>1. Less than 25 yrs</li> <li>2. Between 25–29yrs</li> <li>3. Between 30–34yrs</li> <li>4. Between 35-39yrs</li> <li>5. Between 40-44yrs</li> <li>6. Between 45-50yrs</li> <li>7. More than 51yrs</li> </ol>
	<p>Tenure</p> <ol style="list-style-type: none"> <li>1. Less than 3yrs</li> <li>2. Between 3-5yrs</li> <li>3. Between 6-10yrs</li> <li>4. Between 11-15yrs</li> <li>5. Between 16-20yrs</li> <li>6. More than 21yrs</li> </ol>
	<p>Position Level</p> <ol style="list-style-type: none"> <li>1. Management level</li> <li>2. Non-management level</li> </ol>

The instrument that was utilized for the study was a closed-end, multiple-choice questionnaire, with direct administration. The closed-end questionnaires were used to determine the preferences and perceptions of HRD practitioners and workforces in HRD education and to make direct comparisons between HRD practitioners and workforces, pertaining to age, tenure, position level, generation, gender, and various work types.

Direct administration of surveys, as described by Fraenkel and Wallen (1996), is applied when the researcher has access to most of the selected sample and the survey is “administered to all members of the group at the same time and usually in the same place” (p. 371). Direct administration was also selected because it usually brings a high response rate, has a low-cost benefit, and provides the opportunity for the researcher to answer participants’ questions.

The format and contents of the survey for this study were modeled after existing instruments, the Philosophy of Adult Education Inventory (PAEI) and Principle of Adult Learning Scale (PALS), which were each developed and tested by Zinn (1998) and Conti (1998). The language and contents of the instrument were modified and translated to suit the population and context of private sectors in Korea.

The original survey of the PAEI and the PALS contained 75 and 44 Likert-scaled questions, respectively, concerning perceptions of education providers relative to philosophies and teaching styles. The modified PAEI of this study included 75 Likert-scaled questions of perceptions and 75 Likert-scaled questions of preferences for both HRD practitioners and workforces. The original PALS was also modified to measure preferences and perceptions of learning and teaching styles of HRD practitioners and workforces.

Therefore, the modified PAEI survey contained 150 questions for HRD practitioners and 150 questions for workforces, which were each divided into 75 Likert-scaled questions for perceptions and preferences. The modified PALS survey contained 72 Likert-scaled questions for HRD practitioners and 72 Likert-scaled questions for workforces, to measure both preferences and perceptions concerning workforce education in Korea. In addition, 40 Likert-scaled questions were provided for HRD practitioners and workforces to identify preferences and perceptions of workforce education design, along with separate questions related to demographics.

#### *Data Processing and Analysis*

The research approaches for data processing and analysis were threefold. First, three one-way ANOVA were used with HRD practitioners and workforces, respectively, to determine preferences of philosophy, design, and implementation and perceptions of philosophy, design and implementation. This allowed for the identification of the simple differences between HRD practitioners and workforces. Post-hoc was to be applied as a follow-up when statistical significance was found. Second, multiple regression analysis was used to examine age and tenure factors. Finally, following data analysis, multiple regressions was run on three dummy variables—gender, position level, and work type—crosschecking within each group and among different groups, to determine similarities and differences in the perceptions and preferences of HRD practitioners and workforces.

Nominal numbers of demographics and participants were determined from information derived from the survey. Care was taken to assess whether or not a participant or group could be identified if a group factor fell low enough. If identification became a possibility, it was determined that the category of analysis would be dropped or

subsumed by another, to insure that no information could be traced back to individuals or groups.

The null hypothesis for this study was that there are no statistically significant differences between the samples of HRD practitioners and organization workforces. The SPSS 10.1 Windows software program is used for data entry, analysis, and interpretation.

#### *Assumptions of the Study*

The following assumptions were made while conducting the study:

1. The review of literature provided an accurate reflection of generation, gender, and philosophy elements in the Korean business arena.
2. HRD practitioners and workforces selected for the study were appropriate subjects.
3. The processes for the development of the questionnaire were appropriate and adequate for the study.
4. The questionnaire and experiment were administrated in a clear and understandable manner.
5. The participants surveyed provided accurate and truthful responses to the survey questions.
6. The survey did not allow any person to evaluate specifically another individual or group.
7. The survey contained no questions that asked for the evaluation of a target organization or the management and executives of a target firm.
8. The information that was collected by the research will never be able to be associated with any particular individual who complete the survey.

9. All results from the study were aggregated and analyzed by group categories such as gender, age, position level, types of work and tenure.
10. The name of a target organization will not be used in association with any data or results reported because of this study.
11. Information provided by study findings will contribute to the identification of preferences and perceptions of HRD practitioners and workforces relative to philosophy, design, and implementation of workforce education in Korea.
12. The findings of this study will provide HRD practitioners, CEOs, and all those associated with organizations valuable guidelines for practicing workforce education.
13. It is important for HRD practitioners to provide culture-specific educations that improve job performance efficiency through study and understanding of the characteristics of gender, generation, tenure, position level, and types of work.

### *Limitations*

#### *External Validity*

External validity measures the ability of the research findings to generalize the population associated with the research predications and questions. Findings with high external validity would be applicable to groups and environments different from those of the study. The population and ecological generalizability was attempted with participants at large. A major limitation of this study was the utilization of the purposive sampling method. The purposive sampling, which is a non-probability sampling, undermined the ability to generalize the sample and limited the external validity of the study.

### *Internal Validity*

Internal validity refers to the ability of the researcher to infer that a relationship is causal. A concern of this study was controlling equivalence of groups on participant characteristics considering selection and interaction with participant assignment. The researcher's direct control of the survey and the sociodemographic portion of the survey were used to account for some equivalence variables but cannot fully account for all individual differences.

### *Instrument Reliability and Validity*

Instrument reliability assesses the capability of the dependent variables by looking into measuring tools. Reliability implies stability and consistency as well as low measurement error. It is the responsibility of the researcher to examine the instrumentation, data analysis, and instrument to determine the possible error in measuring the variables of the research. The reliability of this study was tested by utilizing test-retest reliability.

Instrument validity is the correlation between the construct of interest and the variables being measured. There are several ways to obtain validity; face validity, content validity, and criterion validity (Gliner & Morgan, 2000).

For the purpose of this study, validity of the PAEI and the PALS (the survey instrument) was examined. The researcher took the following steps to examine the instrument reliability and validity of the research: 1) Basis of survey construction, 2) Utilized and accepted in juried publications and, 3) Recommendation of utilizing various instruments to measure similar variables.

As stated previously, the PAEI, developed by Zinn and based on the theory of Elias and Merriam (1995), has already been tested and proven for reliability and validity. The PALS, too, has been used in numerous formal studies to predict the relationship of teaching styles and student achievement in education programs. The validity of the instrument was examined using face validity based on the analysis.

## CHAPTER IV

### RESULTS

The study was designed to compare similarities and differences in perceptions and preferences between and among HRD practitioners and workforces in Korean organizations. The study especially focused on investigating and analyzing the perceptions and preferences of philosophy, design, and implementation of HRD education, in order to classify optimal HRD education programs pertaining to six independent variables—category, age, gender, tenure, work position, and work type.

#### *Methods*

The researcher predicted and compared the responses of HRD practitioners and labor forces regarding perceptions and preferences of various types of education philosophy, design, and implementation. The study's six hypotheses were:

1. H1: There will be a difference in preferences of HRD practitioners toward philosophy, design, and implementation of workforce education, pertaining to age, gender, generation, tenure, work types, and position level in Korea.
2. H2: There will be a difference in perceptions of HRD practitioners regarding actual philosophy, design, and implementation of workforce education, pertaining to age, gender, generation, tenure, work types, and position level in Korea.
3. H3: There will be a difference in preferences of labor forces toward philosophy, design, and implementation of workforce education, pertaining to age, gender, generation, tenure, work types, and position level in Korea.

4. H4: There will be a difference in perceptions of labor forces regarding actual philosophy, design, and implementation of workforce education, pertaining to age, gender, generation, tenure, work types, and position level in Korea.
5. H5: There will be a difference in preferences between labor forces and HRD practitioners toward philosophy, design, and implementation of workforce education, pertaining to age, gender, generation, tenure, work types, and position level in Korea.
6. H6: There will be a difference in perceptions between labor forces and HRD practitioners regarding actual philosophy, design, and implementation of workforce education, pertaining to age, gender, generation, tenure, work types, and position level in Korea.

#### *Sample*

The sample for the study was collected in two different sessions, for reliability assessment and the main study.

The sample for the reliability assessment consisted of 65 respondents—20 HRD practitioners and 45 workforce respondents. The size of the sample was stipulated by category, age, gender, tenure, work type, and position level (see Tables IV-1 & IV-2). The reliability of the questionnaires was assessed with the utilization of test and retest reliability (discussed in Chapter 3).

The sampling size for the main study was 598 participants total. The sample consisted of 120 HRD practitioners and 478 workforce members from 21 business organizations in Korea. The frequency of independent variables for the main study was

stipulated by six independent variables—category, age, gender, tenure, work type, and position level (see Tables IV-3 & IV-4).

Table IV-1

*Statistics of Test and Retest Reliability*

		CATEGORY	AGE	GENDER	TENURE	WORKPOSI	WORKTYPE	
P R A C T I O N E R	N	Available	20	20	20	20	20	
		Missing	0	0	0	0	0	
	Mean		2.00	5.15	1.00	4.60	2.00	1.10
	Std. Error of Mean		.000	.221	.000	.222	.000	.069
	Median		2.00	5.00	1.00	5.00	2.00	1.00
	Mode		2	5	1	5	2	1
	Std. Deviation		.000	.988	.000	.995	.000	.308
	Variance		.000	.976	.000	.989	.000	.095
	Range		0	4	0	4	0	1
	Minimum		2	3	1	2	2	1
	Maximum		2	7	1	6	2	2
	Sum		40	103	20	92	40	22
	W O R K F O R C E	N	Available	45	45	45	45	45
			Missing	0	0	0	0	0
Mean			1.00	3.00	1.24	2.62	1.44	1.24
Std. Error of Mean			.000	.234	.065	.225	.075	.065
Median			1.00	3.00	1.00	2.00	1.00	1.00
Mode			1	3	1	1	1	1
Std. Deviation			.000	1.567	.435	1.512	.503	.435
Variance			.000	2.455	.189	2.286	.253	.189
Range			0	5	1	5	1	1
Minimum			1	1	1	1	1	1
Maximum			1	6	2	6	2	2
Sum			45	135	56	118	65	56

Table IV- 2

*Frequency Table of Test and Retest Reliability*

			Frequency	Percent	Valid Percent	Cumulative Percent	
P R A C T I O N E R	Category	Available	Practitioner	20	100.0	100.0	100.0
	Age	Available	Between 30-34 years	2	10.0	10.0	10.0
			Between 35-39 years	1	5.0	5.0	15.0
			Between 40-44 years	10	50.0	50.0	65.0
			Between 45-50 years	6	30.0	30.0	95.0
			More than 51 years	1	5.0	5.0	100.0
			Total	20	100.0	100.0	
	Gender	Available	Male	20	100.0	100.0	100.0
	Tenure	Available	Between 3-5 years	1	5.0	5.0	5.0
			Between 6-10 years	1	5.0	5.0	10.0
			Between 11-15 years	6	30.0	30.0	40.0
			Between 16-20 years	9	45.0	45.0	85.0
			More than 21 years	3	15.0	15.0	100.0
			Total	20	100.0	100.0	
	Position Level	Available	Manager Level	20	100.0	100.0	100.0
Work Type	Available	Manufacture	18	90.0	90.0	90.0	
		Service	2	10.0	10.0	100.0	
		Total	20	100.0	100.0		
W O R K F O R C E	Category	Available	Workforce	45	100.0	100.0	100.0
	Age	Available	Less than 25 years	9	20.0	20.0	20.0
			Between 25-29 years	10	22.2	22.2	42.2
			Between 30-34 years	11	24.4	24.4	66.7
			Between 35-39 years	6	13.3	13.3	80.0
			Between 40-44 years	5	11.1	11.1	91.1
			Between 45-50 years	4	8.9	8.9	100.0
			Total	45	100.0	100.0	
	Gender	Available	Male	34	75.6	75.6	75.6
			Female	11	24.4	24.4	100.0
			Total	45	100.0	100.0	
	Tenure	Available	Less than 3 years	15	33.3	33.3	33.3
			Between 3-5 years	8	17.8	17.8	51.1
			Between 6-10 years	9	20.0	20.0	71.1
			Between 11-15 years	6	13.3	13.3	84.4
Between 16-20 years			6	13.3	13.3	97.8	
More than 21 years			1	2.2	2.2	100.0	
Total	45	100.0	100.0				
Position Level	Available	Non-Manager Level	25	55.6	55.6	55.6	
		Manager Level	20	44.4	44.4	100.0	
		Total	45	100.0	100.0		
Work Type	Available	Manufacture	34	75.6	75.6	75.6	
		Service	11	24.4	24.4	100.0	
		Total	45	100.0	100.0		

Table IV-3

*Statistics of the Main Study*

CATEGORY			AGE	GENDER	TENURE	WORKPOSI	WORKTYPE
	N	Available	478	478	478	478	478
		Missing	0	0	0	0	0
	Mean		2.83	1.43	2.54	1.32	1.65
	Std. Error of Mean		.063	.023	.061	.021	.022
W	Median		3.00	1.00	3.00	1.00	2.00
O	Mode		2	1	3	1	2
R	Std. Deviation		1.383	.495	1.326	.465	.477
K	Variance		1.913	.245	1.758	.217	.227
F	Skewness		.882	.297	.667	.795	-.644
O	Std. Error of Skewness		.112	.112	.112	.112	.112
R	Kurtosis		.716	-1.920	.030	-1.374	-1.593
C	Std. Error of Kurtosis		.223	.223	.223	.223	.223
E	Range		6	1	5	1	1
	Minimum		1	1	1	1	1
	Maximum		7	2	6	2	2
	Sum		1351	682	1214	629	790
	Percentiles	25	2.00	1.00	1.00	1.00	1.00
		50	3.00	1.00	3.00	1.00	2.00
		75	4.00	2.00	3.00	2.00	2.00
	N	Available	120	120	120	120	120
		Missing	0	0	0	0	0
	Mean		3.90	1.15	3.51	1.75	1.48
P	Std. Error of Mean		.129	.033	.132	.040	.046
R	Median		4.00	1.00	3.50	2.00	1.00
A	Mode		3	1	3	2	1
C	Std. Deviation		1.411	.359	1.449	.435	.501
T	Variance		1.990	.129	2.101	.189	.251
I	Skewness		.217	1.985	-.135	-1.169	.101
T	Std. Error of Skewness		.221	.221	.221	.221	.221
I	Kurtosis		-.264	1.974	-.660	-.644	-2.024
O	Std. Error of Kurtosis		.438	.438	.438	.438	.438
N	Range		6	1	5	1	1
E	Minimum		1	1	1	1	1
R	Maximum		7	2	6	2	2
	Sum		468	138	421	210	177
	Percentiles	25	3.00	1.00	3.00	1.25	1.00
		50	4.00	1.00	3.50	2.00	1.00
		75	5.00	1.00	5.00	2.00	2.00

Table IV-4

*Frequency Table of the Main Study*

			Frequency	Percent	Valid Percent	Cumulative Percent	
P R A C T I O N E R	Age	Available	Less than 25 years	5	4.2	4.2	4.2
			Between 25-29 years	11	9.2	9.2	13.3
			Between 30-34 years	34	28.3	28.3	41.7
			Between 35-39 years	34	28.3	28.3	70.0
			Between 40-44 years	18	15.0	15.0	85.0
			Between 45-50 years	13	10.8	10.8	95.8
			More than 51 years	5	4.2	4.2	100.0
			Total	120	100.0	100.0	
	Gender	Available	Male	102	85.0	85.0	85.0
			Female	18	15.0	15.0	100.0
			Total	120	100.0	100.0	
	Tenure	Available	Less than 3 years	16	13.3	13.3	13.3
			Between 3-5 years	9	7.5	7.5	20.8
			Between 6-10 years	35	29.2	29.2	50.0
			Between 11-15 years	29	24.2	24.2	74.2
			Between 16-20 years	20	16.7	16.7	90.8
			More than 21 years	11	9.2	9.2	100.0
			Total	120	100.0	100.0	
	Position Level	Available	Non-Manager Level	30	25.0	25.0	25.0
			Manager Level	90	75.0	75.0	100.0
			Total	120	100.0	100.0	
Work Type	Available	Manufacture	63	52.5	52.5	52.5	
		Service	57	47.5	47.5	100.0	
		Total	120	100.0	100.0		
W O R K F O R C E	Age	Available	Less than 25 years	75	15.7	15.7	15.7
			Between 25-29 years	145	30.3	30.3	46.0
			Between 30-34 years	133	27.8	27.8	73.8
			Between 35-39 years	75	15.7	15.7	89.5
			Between 40-44 years	24	5.0	5.0	94.6
			Between 45-50 years	15	3.1	3.1	97.7
			More than 51 years	11	2.3	2.3	100.0
			Total	478	100.0	100.0	
	Gender	Available	Male	274	57.3	57.3	57.3
			Female	204	42.7	42.7	100.0
			Total	478	100.0	100.0	
	Tenure	Available	Less than 3 years	136	28.5	28.5	28.5
			Between 3-5 years	96	20.1	20.1	48.5
			Between 6-10 years	155	32.4	32.4	81.0
			Between 11-15 years	53	11.1	11.1	92.1
			Between 16-20 years	19	4.0	4.0	96.0
			More than 21 years	19	4.0	4.0	100.0
			Total	478	100.0	100.0	
	Position Level	Available	Non-Manager Level	327	68.4	68.4	68.4
			Manager Level	151	31.6	31.6	100.0
			Total	478	100.0	100.0	
Work Type	Available	Manufacture	166	34.7	34.7	34.7	
		Service	312	65.3	65.3	100.0	
		Total	478	100.0	100.0		

*Data Analysis*

*Test-Retest Reliability*

Table IV-5, with the results of the two administrations of the questionnaires for the assessment of test-retest reliability, shows the relatively high correlations for both HRD practitioners ( $r = .94$ ,  $df = 18$ ,  $p < .01$ ) and workforces ( $r = .84$ ,  $df = 43$ ,  $p < .01$ ). The correlations between philosophy, design, and implementation of HRD education for both HRD practitioners and workforces are also relatively high (see Tables IV-6 & IV-7).

Table IV-5

*Correlations of Test 1 and Test 2*

			TEST1	TEST2
PRACTITIONER	TEST1	Pearson Correlation	1.000	.942
		Sig. (2-tailed)	.	.000
		N	20	20
	TEST2	Pearson Correlation	.942	1.000
		Sig. (2-tailed)	.000	.
		N	20	20
WORKFORCE	TEST_W1		TEST_W1	TEST_W2
		Pearson Correlation	1.000	.843
		Sig. (2-tailed)	.	.000
	TEST_W2		45	45
		Pearson Correlation	.843	1.000
		Sig. (2-tailed)	.000	.
	N	45	45	

*Note.* Correlation is significant at the 0.01 level (2-tailed).

Table IV- 6

*Correlations of Philosophy, Implementation & Design (HRD practitioners)*

		PHILO_1	IMPLEM_1	DESIGN_1	GENE_1	PHILO_2	IMPLEM_2	DESIGN_2	GENE_2
P R A C T I T I O N E R	PHILO_1	1.000	.772	.745	-.117	.968	.737	.791	-.144
	Pearson Correlation								
	Sig. (2-tailed)	.	.000	.000	.623	.000	.000	.000	.544
	N	20	20	20	20	20	20	20	20
	IMPLEM_1	.772	1.000	.801	-.009	.729	.947	.771	-.008
	Pearson Correlation								
	Sig. (2-tailed)	.000	.	.000	.969	.000	.000	.000	.973
	N	20	20	20	20	20	20	20	20
	DESIGN_1	.745	.801	1.000	-.049	.788	.838	.879	-.072
	Pearson Correlation								
	Sig. (2-tailed)	.000	.000	.	.838	.000	.000	.000	.763
	N	20	20	20	20	20	20	20	20
	GENE_1	-.117	-.009	-.049	1.000	-.100	-.033	-.087	.717
	Pearson Correlation								
	Sig. (2-tailed)	.623	.969	.838	.	.674	.891	.714	.000
	N	20	20	20	20	20	20	20	20
	PHILO_2	.968	.729	.788	-.100	1.000	.738	.766	-.144
	Pearson Correlation								
	Sig. (2-tailed)	.000	.000	.000	.674	.	.000	.000	.544
	N	20	20	20	20	20	20	20	20
	IMPLEM_2	.737	.947	.838	-.033	.738	1.000	.734	-.001
	Pearson Correlation								
	Sig. (2-tailed)	.000	.000	.000	.891	.000	.	.000	.998
	N	20	20	20	20	20	20	20	20
DESIGN_2	.791	.771	.879	-.087	.766	.734	1.000	-.094	
Pearson Correlation									
Sig. (2-tailed)	.000	.000	.000	.714	.000	.000	.	.694	
N	20	20	20	20	20	20	20	20	
GENE_2	-.144	-.008	-.072	.717	-.144	-.001	-.094	1.000	
Pearson Correlation									
Sig. (2-tailed)	.544	.973	.763	.000	.544	.998	.694	.	
N	20	20	20	20	20	20	20	20	

Note. Correlation is significant at the 0.01 level (2-tailed).

Table IV-7

*Correlations of Philosophy, Implementation & Design (Workforce)*

		PHILO_1	IMPLEM_1	DESIGN_1	GENE_1	PHILO_2	IMPLEM_2	DESIGN_2	GENE_2	
W O R K F O R C E	PHILO_1	Pearson Correlation	1.000	.608	.538	.002	.804	.484	.528	.040
		Sig. (2-tailed)	.	.000	.000	.991	.000	.001	.000	.796
		N	45	45	45	45	45	45	45	45
	IMPLEM_1	Pearson Correlation	.608	1.000	.747	-.120	.646	.839	.826	-.133
		Sig. (2-tailed)	.000	.	.000	.433	.000	.000	.000	.385
		N	45	45	45	45	45	45	45	45
	DESIGN_1	Pearson Correlation	.538	.747	1.000	-.241	.630	.714	.830	-.239
		Sig. (2-tailed)	.000	.000	.	.110	.000	.000	.000	.114
		N	45	45	45	45	45	45	45	45
	GENE_1	Pearson Correlation	.002	-.120	-.241	1.000	-.031	-.225	-.283	.744
		Sig. (2-tailed)	.991	.433	.110	.	.840	.138	.060	.000
		N	45	45	45	45	45	45	45	45
	PHILO_2	Pearson Correlation	.804	.646	.630	-.031	1.000	.701	.664	-.051
		Sig. (2-tailed)	.000	.000	.000	.840	.	.000	.000	.742
		N	45	45	45	45	45	45	45	45
	IMPLEM_2	Pearson Correlation	.484	.839	.714	-.225	.701	1.000	.827	-.248
		Sig. (2-tailed)	.001	.000	.000	.138	.000	.	.000	.100
		N	45	45	45	45	45	45	45	45
	DESIGN_2	Pearson Correlation	.528	.826	.830	-.283	.664	.827	1.000	-.225
		Sig. (2-tailed)	.000	.000	.000	.060	.000	.000	.	.138
		N	45	45	45	45	45	45	45	45
	GENE_2	Pearson Correlation	.040	-.133	-.239	.744	-.051	-.248	-.225	1.000
		Sig. (2-tailed)	.796	.385	.114	.000	.742	.100	.138	.
		N	45	45	45	45	45	45	45	45

*Note.* Correlation is significant at the 0.01 level (2-tailed).

*Multiple Regression*

Originally, multiple regressions was suggested for predicting six normally distributed criteria from a combination of six independent variables; this would help

assess value inclinations and HRD education among the 150 Likert-scaled philosophy of education items, 72 Likert-scaled implementation of HRD education items, and 40 Likert-scaled design of HRD education items on the questionnaire. Stepwise multiple regressions were utilized for the analysis of multiple regressions. However, multiple regressions showed that a weak relationship existed between the predictor variables and the criterion variables. The adjusted  $R^2$  scores also indicated very low variance of prediction from the combination of predictor variables (see Tables IV-8 & IV-9). However, the predictor variables demonstrated certain relationship patterns with each category of the criterion variables. For instance, philosophy criterion variables exhibited a relationship mostly with age predictor variables; implementation criterion variables, with age and work types; and design criterion variables, with work types.

Particularly with regard to the perceptions of HRD education of HRD practitioners and workforces in sub levels of philosophy criterion variable, the behavioral, liberal, and humanistic philosophy variables showed a relationship with the age predictor variable; the progressive philosophy criterion variable, with the gender predictor variable; and the radical philosophy criterion variable, with the gender and category predictor variables. Among implementation criterion variables, factors 2, 3, and 4 showed a relationship with work types predictor variables; factors 5 and 7, with both work type and gender predictor variables; and factor 1, with predictor variables of both work type and position level. Furthermore, based on the learner vs. HRD practitioner view, both diversity and philosophy of design of HRD education criterion variables showed a relationship with work type predictor variables; education type and satisfaction in design

of HRD education, with category predictor variables; and delivery methods in design of HRD education, with gender predictor variables.

On the other hand, pertaining to preferences of HRD education of HRD practitioners and workforces in philosophy criterion variables, behavioral, liberal, humanistic, radical philosophy criterion variables showed a relationship with age predictor variables. However, progressive philosophy criterion variable did not reveal a relationship with any predictor variables. Regarding factors 1, 2, 3, 4, and 6 of the implementation criterion variables, age and work type predictor variables exhibited the most frequent relationship; factor 5 criterion variable of implementation, with work type predictor variables; and factor 7, with both category and work position predictor variables.

With the design of HRD education, learner vs. practitioner-based and delivery method criterion variables exhibited a relationship with work type predictor variables; diversity criterion variable, with both age and work type predictor variables; education type, with gender; satisfaction criterion variables, with position level predictor variables; and philosophy of design criterion variables, with age, work type, and position level predictor variables.

Analyses of perceptions and preferences regarding philosophy, design, and implementation of HRD education in Korean business loci shows that both gender and work type predictor variables have the most frequent relationships with all three criteria variables of philosophy, design, and implementation pertaining to perceptions of HRD education. On the other hand, preferences of three criterion variables—philosophy, design, and implementation of HRD education—show the most frequent relationships with age, work type, and gender predictor variables.

In general, predictor variables fail to prove the statistical significance of all three criteria —philosophy, design, and implementation. Nevertheless, both gender and work type predictor variables are revealed as the most frequently related to both perceptions and preferences of HRD education pertaining to the three criterion variables.

### *Analysis of Hypotheses*

The six hypotheses suggested that there would be differences between perceptions and preferences of HRD education pertaining to category, age, gender, tenure, position level, and work type. However, data analysis did not provide answers for the six hypotheses formulated for the study.

In an ideal world, not all hypotheses are rejected. Nevertheless, all the hypotheses in this study were rejected. The following explains the reasons for rejecting all six of the study's hypotheses: First, statistical data of the study only quantitatively presented no statistically significant differences of the hypotheses without understating causes of rejection of all six hypotheses.

Utilization of only quantitative statistical analyses of the study failed to present statistical significance of hypotheses and even limited prospective of finding causes of rejection of all six hypotheses. This is because the utilization of qualitative methods, which can ascertain the meaning of quantitative data, is never considered adequate for predictor criterion variables with whether or not there is any extraneous variable involved. Second, the research uses only categorical predictor variables to understand criterion variables. For instance, considering the age variable as categorical instead of interval, by clustering it into category 7, undermines the understanding of the statistical significance

of criterion variables. Finally, the large number of questionnaires administered for the study reduced the attention of participants over time.

Based on the rejection of all six hypotheses in the study and an absence of differentiating responses of participants on questions, inferences are proposed pertaining to perceptions and preferences of types of philosophy, implementation, and design of workforce education for both HRD practitioners and workforces in Korean business organizations.

The inferences are that workforces and HRD practitioners in Korean organizations either share almost identical information on HRD workforce education philosophy, design, and implementation or lack the same information in ascertaining their preferences and perceptions regarding HRD workforce education.

One inference sharing almost identical information on HRD workforce education reiterates an indication of the literature reviews that identify an absence of philosophy, implementation, and designs of workforce education in HRD field. The literature review also illustrated that the absence of the workforce education in HRD fields is substituted by import and implementation of well-known foreign-based HRD education programs without screening to fit into organization cultures in Korea.

The other inference, moreover, lack of information on HRD workforce education infers that the empirical data of the study did not fail to analyze preferences and perceptions of HRD workforce education but ran into the existence of indifferent responses on most questions. This means that statistically insignificant study results are the effects not of insignificant predictor variables or criterion variables, but rather of participants' lack of knowledge in differentiating question meanings.

Table IV-8

*Multiple Regression of Perception*

D.V		I.V Predictors	Method	Regression Coefficients	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std Error of the Estimate	
P E R C E P T I O N	Philosophy	Philo_Perc	Age <sup>1</sup>	Stepwise	.635	.121	.015	35.51	.013
		Behavioral	Age	(Criteria:	.131	.114	.013	7.80	.011
		Liberal	Age	Probability-	.110	.101	.010	7.43	.008
		Humanistic	Age	of-F-to-enter	.126	.109	.012	7.84	.010
		Progressive	Gender <sup>2</sup>	<= .050,	-2.003	.121	.015	7.95	.013
		Radical	Gender Gender x Category <sup>3</sup>	Probability-	-2.340	.139	.019	8.07	.018
	Implementation	Imp_Perc	Work type	>= .100).	-2.011 x 1.729	.162	.026	8.05	.023
		Factor 1	Work type <sup>4</sup>		-6.778	.139	.019	23.50	.018
		Factor 2	Work type		-1.185	.108	.012	5.70	.010
		Factor 3	Work type		1.122	.145	.021	5.68	.018
		Factor 4	Work type		-1.568	.132	.017	5.72	.016
		Factor 5	Category Work type		-.690	.107	.011	3.12	.010
		Factor 6	Work type		-.890	.111	.012	3.51	.011
		Factor 7	Category Work type		-.825	.113	.013	2.51	.011
			Work type		-.631	.165	.027	2.49	.024
			Work type		-.953	.140	.020	3.28	.018
			Category Work type		-.848	.117	.014	3.92	.012
	Design	Des_Perc	Work type		.861	.146	.021	3.91	.018
		Education Type	Category		-3.694	.126	.016	14.12	.014
		Learner/ Practitioner	Work type		.626	.134	.018	1.86	.016
		Delivery Method	Gender		-.467	.125	.016	1.80	.014
Diversity		Work type		-.574	.111	.012	2.50	.011	
Philosophy		Work type		-2.164	.127	.016	8.23	.014	
Satisfaction		Category		-.341	.084	.007	1.97	.005	
			.398	.135	.018	1.18	.017		

Note. Factor 1: Learner-Centered Activity  
 Factor 2: Personalizing Instruction  
 Factor 3: Relating to Experience  
 Factor 4: Assessing Learner's Needs  
 Factor 5: Climate Building  
 Factor 6: Participant in the Learning Process  
 Factor 7: Flexibility Personal Development

<sup>1</sup> Age: ①less than 25 yrs; ②between 25-29yrs;③between 30-34yrs;④between 35-39yrs;⑤between 40-44yrs; ⑥between 45-50yrs; ⑦more than 51yrs

<sup>2</sup> Gender: ①male; ②female

<sup>3</sup> Category: ①workforce; ② practitioner

<sup>4</sup> Work Type: ①manufacture; ②service

<sup>5</sup> Position Level: ①non-manager level; ②manager level

Table IV-9

*Multiple Regression of Preference*

D.V		I.V Predictors	Method	Regression Coefficients	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std Error of the Estimate		
P R E F E R E N C E	Philosophy	Philo_Pre	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).	.559	.111	.012	.011	34.19		
		Behavioral		.094	.087	.008	.006	7.40		
		Liberal		.107	.096	.009	.008	7.57		
		Humanistic		.134	.126	.016	.014	7.24		
		Progressive		Variables Entered/Removed						
		Radical		.141	.125	.016	.014	7.64		
	Implementation	Imp_Pre		Age	-5.808	.139	.019	.018	21.31	
				Work type	.380	.184	.034	.031	21.17	
		Factor 1		Age	.0898	.123	.015	.014	4.6809	
				Work type	-.962	.158	.025	.022	4.6614	
		Factor 2		Age	-1.798	.165	.027	.025	5.43	
				Work type	.0777	.191	.036	.033	5.41	
		Factor 3		Age	-.992	.152	.023	.022	3.06	
				Work type	.0547	.194	.038	.035	3.04	
		Factor 4		Age	.0508	.127	.016	.015	3.00	
				Work type	-.750	.171	.029	.026	2.99	
		Factor 5		Work type	-.457	.089	.008	.006	2.49	
		Factor 6		Age	.0464	.111	.012	.011	3.00	
		Work type		-.610	.148	.022	.019	2.99		
	Design	Des_Pre		Age	.908	.125	.016	.014	4.07	
				Work Position	.776	.150	.022	.019	4.06	
		Education Type		Age	.188	.141	.020	.018	13.25	
				Work type	-3.716	.170	.029	.026	13.19	
		Learner/Practitioner		Gender	-.479	.129	.017	.015	1.79	
				Work type	-.357	.094	.009	.007	1.84	
		Delivery Method		Work type	-.680	.138	.019	.017	2.38	
				Age	.09494	.124	.015	.014	7.83	
		Diversity		Work type	-1.935	.149	.022	.019	7.81	
Age			.05636	.108	.012	.010	1.88			
Philosophy	Work type	-.416	.152	.023	.020	1.87				
	Work Position	-.585	.186	.034	.030	1.86				
Satisfaction	Work Position	.261	.107	.011	.010	1.19				

*Description of Generation Demographics*

Descriptive statistics were utilized to analyze demographics of generation from part four of the questionnaire.

*Classification of generation.*

The nominal numbers of classification of generation were categorized from 1 to 4. Category 1 classifies those in two generations; category 2, three generations; category 3, more than three generations; and category 4, no classification of generation. Most respondents classified generations in category 2. The most frequent responses among 302 out of 478 workforce respondents on the question of classification generation was category 2, three generations. Moreover, 86 out of 120 HRD practitioners responded generation as three classifications [(Workforce:  $M = 2.0$ ,  $SD = .68$ ), (HRD practitioner:  $M = 2.1$ ,  $SD = .58$ )] (see Table IV-10 and Table IV-24).

Table IV-10

*Classification of Generation*

CATEGORY		Classification	Frequency	Percent	Valid Percent	Cumulative Percent
Workforce	Available	2 Generations	100	20.9	21.3	21.3
		3 Generations	302	63.2	64.3	85.5
		More than 4 Generations	52	10.9	11.1	96.6
		No Classification of Generation	16	3.3	3.4	100.0
		Total	470	98.3	100.0	
	Missing System	8	1.7			
	Total	478	100.0			
Practitioner	Available	2 Generations	12	10.0	10.2	10.2
		3 Generations	86	71.7	72.9	83.1
		More than 4 Generations	17	14.2	14.4	97.5
		No Classification of Generation	3	2.5	2.5	100.0
		Total	118	98.3	100.0	
	Missing System	2	1.7			
	Total	120	100.0			

*Criteria of generation.*

Generation criteria were categorized from 1 to 5. Category 1 indicated age; category 2, tenure; category 3, work position; category 4, value system; and category 5, other. Most respondents [(workforces:  $n = 199$ ), (HRD practitioners:  $n = 62$ )] showed that the most important criterion for classifying generation was viewpoint preference.

[(Workforce:  $M = 2.0$ ,  $SD = .68$ ) (HRD practitioner:  $M = 2.1$ ,  $SD = .58$ )] (see Table IV-11 and Table IV-24).

Table IV-11

*Criteria of Generation*

CATEGORY		Criteria	Frequency	Percent	Valid Percent	Cumulative Percent
Workforce	Available	Age	118	24.7	26.3	26.3
		Tenure (total year of career)	58	12.1	12.9	39.2
		Class of Position	70	14.6	15.6	54.8
		Value System	199	41.6	44.3	99.1
		Others	4	.8	.9	100.0
		Total	449	93.9	100.0	
	Missing	System	29	6.1		
	Total		478	100.0		
Practitioner	Available	Age	26	21.7	23.4	23.4
		Tenure (total year of career)	12	10.0	10.8	34.2
		Class of Position	10	8.3	9.0	43.2
		Value System	62	51.7	55.9	99.1
		Others	1	.8	.9	100.0
		Total	111	92.5	100.0	
	Missing	System	9	7.5		
	Total		120	100.0		

*Generation and age.*

The scores for age of the new generation ranged from 18-to-40 years old.

[(Workforce:  $M = 27.9$ ,  $SD = 3.72$ ), (HRD practitioner:  $M = 28.9$ ,  $SD = 3.7$ )]. The mean age of the middle generation in the workforce ranged from 28.5-to-38.2 years old.

However, the mean age of the middle generation of HRD practitioners ranged from 29.74-to-40.70 years old. Standard deviations of workforces were, respectively, 4.03 and 5.43. Standard deviations of HRD practitioners were, respectively, 4.08 and 5.18. The maximum ages of the old generation in the workforce and HRD practitioners were 60 and 51 years old, respectively. [(Workforce:  $M = 39.3$ ,  $SD = 5.18$ ), (HRD practitioner:  $M = 41.5$ ,  $SD = 5.15$ )] (see Table IV-24 and Tables IV-12-15).

Table IV-12

*New Generation and Age*

CATEGORY		Age	Frequency	Percent	Valid Percent	Cumulative Percent
Workforce	Available	18	1	.2	.3	.3
		20	23	4.8	6.4	6.6
		21	2	.4	.6	7.2
		22	3	.6	.8	8.0
		23	7	1.5	1.9	10.0
		24	7	1.5	1.9	11.9
		25	79	16.5	21.9	33.8
		26	13	2.7	3.6	37.4
		27	11	2.3	3.0	40.4
		28	27	5.6	7.5	47.9
		29	13	2.7	3.6	51.5
		30	137	28.7	38.0	89.5
		31	1	.2	.3	89.8
		32	9	1.9	2.5	92.2
		33	6	1.3	1.7	93.9
		35	19	4.0	5.3	99.2
		36	1	.2	.3	99.4
40	2	.4	.6	100.0		
	Total		361	75.5	100.0	
	Missing	System	117	24.5		
	Total		478	100.0		
Practitioner	Available	19	1	.8	1.0	1.0
		20	7	5.8	6.7	7.7
		21	1	.8	1.0	8.7
		22	1	.8	1.0	9.6
		23	1	.8	1.0	10.6
		25	9	7.5	8.7	19.2
		26	2	1.7	1.9	21.2
		27	1	.8	1.0	22.1
		28	4	3.3	3.8	26.0
		29	4	3.3	3.8	29.8
		30	57	47.5	54.8	84.6
		31	1	.8	1.0	85.6
		32	3	2.5	2.9	88.5
		33	1	.8	1.0	89.4
		34	2	1.7	1.9	91.3
		35	9	7.5	8.7	100.0
			Total		104	86.7
	Missing	System	16	13.3		
	Total		120	100.0		

Table IV- 13

*Middle Generation and Age 1*

CATEGORY		Age 1	Frequency	Percent	Valid Percent	Cumulative Percent
Workforce	Available	3	2	.4	.6	.6
		19	1	.2	.3	.8
		20	10	2.1	2.8	3.7
		21	6	1.3	1.7	5.4
		22	1	.2	.3	5.7
		23	3	.6	.8	6.5
		24	5	1.0	1.4	7.9
		25	46	9.6	13.0	21.0
		26	41	8.6	11.6	32.6
		27	9	1.9	2.5	35.1
		28	14	2.9	4.0	39.1
		29	20	4.2	5.7	44.8
		30	121	25.3	34.3	79.0
		31	36	7.5	10.2	89.2
		32	5	1.0	1.4	90.7
		33	8	1.7	2.3	92.9
		34	5	1.0	1.4	94.3
		35	13	2.7	3.7	98.0
		36	3	.6	.8	98.9
		40	3	.6	.8	99.7
43	1	.2	.3	100.0		
	Total	System	353	73.8	100.0	
	Missing		125	26.2		
	Total		478	100.0		
Practitioner	Available	20	6	5.0	5.8	5.8
		21	1	.8	1.0	6.8
		22	1	.8	1.0	7.8
		23	1	.8	1.0	8.7
		24	1	.8	1.0	9.7
		25	3	2.5	2.9	12.6
		26	6	5.0	5.8	18.4
		27	2	1.7	1.9	20.4
		28	3	2.5	2.9	23.3
		29	3	2.5	2.9	26.2
		30	41	34.2	39.8	66.0
		31	18	15.0	17.5	83.5
		33	2	1.7	1.9	85.4
		35	9	7.5	8.7	94.2
		36	3	2.5	2.9	97.1
		40	3	2.5	2.9	100.0
			Total	System	103	85.8
	Missing		17	14.2		
	Total		120	100.0		

Table IV-14

*Middle Generation and Age 2*

CATEGORY		Age 2	Frequency	Percent	Valid Percent	Cumulative Percent
Workforce	Available	6	1	.2	.3	.3
		7	1	.2	.3	.6
		22	1	.2	.3	.8
		23	1	.2	.3	1.1
		25	2	.4	.6	1.7
		27	3	.6	.8	2.5
		28	1	.2	.3	2.8
		29	4	.8	1.1	3.9
		30	25	5.2	7.0	11.0
		31	2	.4	.6	11.5
		32	2	.4	.6	12.1
		33	3	.6	.8	13.0
		34	6	1.3	1.7	14.6
		35	57	11.9	16.1	30.7
		36	10	2.1	2.8	33.5
		37	8	1.7	2.3	35.8
		38	15	3.1	4.2	40.0
		39	17	3.6	4.8	44.8
		40	140	29.3	39.4	84.2
		41	1	.2	.3	84.5
		42	2	.4	.6	85.1
		43	2	.4	.6	85.6
		44	4	.8	1.1	86.8
		45	33	6.9	9.3	96.1
		46	1	.2	.3	96.3
		48	2	.4	.6	96.9
		49	2	.4	.6	97.5
50	8	1.7	2.3	99.7		
55	1	.2	.3	100.0		
	Total		355	74.3	100.0	
	Missing	System	123	25.7		
	Total		478	100.0		
Practitioner	Available	30	5	4.2	4.9	4.9
		31	1	.8	1.0	5.8
		32	1	.8	1.0	6.8
		33	1	.8	1.0	7.8
		35	14	11.7	13.6	21.4
		36	1	.8	1.0	22.3
		37	1	.8	1.0	23.3
		38	7	5.8	6.8	30.1
		39	3	2.5	2.9	33.0
		40	30	25.0	29.1	62.1
		42	1	.8	1.0	63.1
		43	1	.8	1.0	64.1
		44	2	1.7	1.9	66.0
		45	24	20.0	23.3	89.3
		48	1	.8	1.0	90.3
		49	1	.8	1.0	91.3
		50	9	7.5	8.7	100.0
	Total		103	85.8	100.0	
	Missing	System	17	14.2		
	Total		120	100.0		

Table IV-15

*Old Generation and Age*

CATEGORY		Age	Frequency	Percent	Valid Percent	Cumulative Percent
Workforce	Available	8	1	.2	.3	.3
		22	1	.2	.3	.6
		25	1	.2	.3	.8
		26	1	.2	.3	1.1
		28	1	.2	.3	1.4
		30	22	4.6	6.2	7.6
		31	3	.6	.8	8.5
		32	3	.6	.8	9.3
		33	2	.4	.6	9.9
		34	2	.4	.6	10.5
		35	32	6.7	9.1	19.5
		36	25	5.2	7.1	26.6
		37	7	1.5	2.0	28.6
		38	14	2.9	4.0	32.6
		39	4	.8	1.1	33.7
		40	141	29.5	39.9	73.7
		41	27	5.6	7.6	81.3
		42	3	.6	.8	82.2
		43	2	.4	.6	82.7
		44	2	.4	.6	83.3
		45	27	5.6	7.6	90.9
		46	10	2.1	2.8	93.8
		48	2	.4	.6	94.3
		50	18	3.8	5.1	99.4
		51	1	.2	.3	99.7
		60	1	.2	.3	100.0
			Total	353	73.8	100.0
	Missing System	125	26.2			
	Total	478	100.0			
Practitioner	Available	30	4	3.3	3.8	3.8
		32	1	.8	1.0	4.8
		34	1	.8	1.0	5.8
		35	7	5.8	6.7	12.5
		36	7	5.8	6.7	19.2
		38	3	2.5	2.9	22.1
		39	6	5.0	5.8	27.9
		40	29	24.2	27.9	55.8
		41	3	2.5	2.9	58.7
		42	1	.8	1.0	59.6
		43	1	.8	1.0	60.6
		44	1	.8	1.0	61.5
		45	20	16.7	19.2	80.8
		46	6	5.0	5.8	86.5
		49	1	.8	1.0	87.5
		50	11	9.2	10.6	98.1
		51	2	1.7	1.9	100.0
			Total	104	86.7	100.0
	Missing System	16	13.3			
	Total	120	100.0			

*Generation and tenure.*

The scores for tenure of the new generation ranged from 1 to 17 years [(Workforce:  $M = 4.4$ ,  $SD = 2.65$ ), (HRD practitioner:  $M = 28.9$ ,  $SD = 3.7$ )]. The mean tenure of the middle generation in the workforce ranged from 5 to 11 years. The mean tenure of the middle generation in HRD practitioners ranged from 6 to 13 years. Standard deviations of workforces were, respectively, 2.59 and 4.56. Standard deviations of HRD practitioners were, respectively, 2.50 and 4.16. The maximum tenures of the old generation in the workforce and HRD practitioners were 30 and 25 years, respectively. [(Workforce:  $M = 12.0$ ,  $SD = 4.81$ ), (HRD practitioner:  $M = 13.5$ ,  $SD = 4.09$ )] (see Table IV-24 and Tables IV-16-19).

Table IV-16

*New Generation and Tenure*

CATEGORY		Tenure	Frequency	Percent	Valid Percent	Cumulative Percent	
Workforce	Available	1	23	4.8	6.2	6.2	
		2	51	10.7	13.8	20.0	
		3	112	23.4	30.3	50.3	
		4	17	3.6	4.6	54.9	
		5	97	20.3	26.2	81.1	
		6	8	1.7	2.2	83.2	
		7	15	3.1	4.1	87.3	
		8	6	1.3	1.6	88.9	
		10	38	7.9	10.3	99.2	
		15	2	.4	.5	99.7	
		17	1	.2	.3	100.0	
			Total		370	77.4	100.0
			Missing System		108	22.6	
	Total		478	100.0			
Practitioner	Available	1	2	1.7	1.8	1.8	
		2	6	5.0	5.5	7.3	
		3	29	24.2	26.6	33.9	
		5	48	40.0	44.0	78.0	
		7	9	7.5	8.3	86.2	
		8	1	.8	.9	87.2	
		10	12	10.0	11.0	98.2	
		15	2	1.7	1.8	100.0	
			Total		109	90.8	100.0
			Missing System		11	9.2	
			Total		120	100.0	

Table IV-17

*Middle Generation and Tenure 1*

CATEGORY		Tenure 1	Frequency	Percent	Valid Percent	Cumulative Percent	
Workforce	Available	1	10	2.1	2.8	2.8	
		2	36	7.5	9.9	12.7	
		3	74	15.5	20.4	33.1	
		4	49	10.3	13.5	46.7	
		5	75	15.7	20.7	67.4	
		6	45	9.4	12.4	79.8	
		7	16	3.3	4.4	84.3	
		8	10	2.1	2.8	87.0	
		9	3	.6	.8	87.8	
		10	34	7.1	9.4	97.2	
		11	8	1.7	2.2	99.4	
		15	2	.4	.6	100.0	
			Total	362	75.7	100.0	
			Missing System	116	24.3		
			Total	478	100.0		
Practitioner	Available	1	1	.8	.9	.9	
		2	2	1.7	1.9	2.8	
		3	17	14.2	15.7	18.5	
		4	12	10.0	11.1	29.6	
		5	27	22.5	25.0	54.6	
		6	22	18.3	20.4	75.0	
		7	6	5.0	5.6	80.6	
		8	4	3.3	3.7	84.3	
		10	15	12.5	13.9	98.1	
		13	1	.8	.9	99.1	
		15	1	.8	.9	100.0	
			Total	108	90.0	100.0	
			Missing System	12	10.0		
			Total	120	100.0		

Table IV-18

*Middle Generation and Tenure 2*

CATEGORY		Tenure 2	Frequency	Percent	Valid Percent	Cumulative Percent
Workforce	Available	1	1	.2	.3	.3
		2	2	.4	.6	.8
		3	8	1.7	2.2	3.0
		4	7	1.5	1.9	5.0
		5	23	4.8	6.3	11.3
		6	14	2.9	3.9	15.2
		7	21	4.4	5.8	20.9
		8	21	4.4	5.8	26.7
		9	2	.4	.6	27.3
		10	135	28.2	37.2	64.5
		11	2	.4	.6	65.0
		12	10	2.1	2.8	67.8
		13	9	1.9	2.5	70.2
		14	5	1.0	1.4	71.6
		15	71	14.9	19.6	91.2
		16	3	.6	.8	92.0
		17	2	.4	.6	92.6
		18	1	.2	.3	92.8
		20	21	4.4	5.8	98.6
		23	1	.2	.3	98.9
		25	1	.2	.3	99.2
		30	3	.6	.8	100.0
			Total		363	75.9
	Missing	System	115	24.1		
	Total		478	100.0		
Practitioner	Available	5	3	2.5	2.8	2.8
		6	1	.8	.9	3.7
		7	6	5.0	5.6	9.3
		8	3	2.5	2.8	12.0
		10	39	32.5	36.1	48.1
		12	3	2.5	2.8	50.9
		13	2	1.7	1.9	52.8
		14	1	.8	.9	53.7
		15	35	29.2	32.4	86.1
		20	14	11.7	13.0	99.1
		25	1	.8	.9	100.0
			Total		108	90.0
	Missing	System	12	10.0		
	Total		120	100.0		

Table IV-19

*Old Generation and Tenure*

CATEGORY		Tenure	Frequency	Percent	Valid Percent	Cumulative Percent
Workforce	Available	1	1	.2	.3	.3
		2	2	.4	.6	.8
		3	5	1.0	1.4	2.2
		4	2	.4	.6	2.8
		5	21	4.4	5.8	8.6
		6	11	2.3	3.0	11.6
		7	15	3.1	4.1	15.7
		8	16	3.3	4.4	20.2
		9	6	1.3	1.7	21.8
		10	105	22.0	29.0	50.8
		11	31	6.5	8.6	59.4
		12	4	.8	1.1	60.5
		13	9	1.9	2.5	63.0
		14	8	1.7	2.2	65.2
		15	60	12.6	16.6	81.8
		16	19	4.0	5.2	87.0
		17	1	.2	.3	87.3
		18	3	.6	.8	88.1
		19	2	.4	.6	88.7
		20	34	7.1	9.4	98.1
		21	1	.2	.3	98.3
		23	1	.2	.3	98.6
		25	1	.2	.3	98.9
30	4	.8	1.1	100.0		
	Total		362	75.7	100.0	
	Missing System		116	24.3		
	Total		478	100.0		
Practitioner	Available	5	1	.8	.9	.9
		6	1	.8	.9	1.9
		7	3	2.5	2.8	4.6
		8	2	1.7	1.9	6.5
		9	2	1.7	1.9	8.3
		10	30	25.0	27.8	36.1
		11	10	8.3	9.3	45.4
		12	1	.8	.9	46.3
		13	3	2.5	2.8	49.1
		14	2	1.7	1.9	50.9
		15	24	20.0	22.2	73.1
		16	10	8.3	9.3	82.4
		18	1	.8	.9	83.3
		20	16	13.3	14.8	98.1
		21	1	.8	.9	99.1
		25	1	.8	.9	100.0
			Total		108	90.0
	Missing System		12	10.0		
	Total		120	100.0		

*Generation and position level.*

The scores for work criteria were categorized from 1 to 6. Out of the workforce, 228 workers considered the employee level new generation. However, out of the HRD practitioners, 54 responded that the deputy manager level corresponded with the new generation. [(Workforce:  $M=1.36$ ,  $SD = .56$ ), (HRD practitioner:  $M = 1.58$ ,  $SD = .55$ )]. Workforces responded that the Deputy Manager ( $n = 203$ ) and Director of Department ( $n = 173$ ) corresponded with the middle generation. The mean of the middle generation in workforces was, respectively, 2.06 and 3.23. The standard deviation of the middle generation in workforces was, respectively, .65 and .79. The mean of the middle generation in HRD practitioners was, respectively, 2.32 and 3.55. The standard deviation of the middle generation in HRD practitioners was, respectively, .60 and .72. Furthermore, both the workforce and HRD practitioners responded that the Assistant Manager of Department [(workforce:  $n = 148$ ), (HRD practitioner  $n = 43$ )] corresponded with the old generation [(Workforce:  $M=4.1$ ,  $SD = .89$ ), (HRD practitioner:  $M = 4.4$ ,  $SD = .79$ )] (see Table IV-24 and Tables IV-20-23).

Table IV-20

*New Generation and Position Level*

CATEGORY		Position Level	Frequency	Percent	Valid Percent	Cumulative Percent
Workforce	Available	Employee Level (Manager & Chief of section)	228	47.7	67.1	67.1
		Deputy Manager	102	21.3	30.0	97.1
		Director of Department	8	1.7	2.4	99.4
		Assistant Manager of Department	2	.4	.6	100.0
		Total	340	71.1	100.0	
	Missing Total	System	138	28.9		
			478	100.0		
Practitioner	Available	Employee Level (Manager & Chief of section)	46	38.3	44.7	44.7
		Deputy Manager	54	45.0	52.4	97.1
		Director of Department	3	2.5	2.9	100.0
		Total	103	85.8	100.0	
		Missing Total	System	17	14.2	
				120	100.0	

Table IV-21

*Middle Generation and Position Level 1*

CATEGORY		Position Level 1	Frequency	Percent	Valid Percent	Cumulative Percent
Workforce	Available	Employee Level (Manager & Chief of section)	55	11.5	16.9	16.9
		Deputy Manager	203	42.5	62.3	79.1
		Director of Department	63	13.2	19.3	98.5
		Assistant Manager of Department	5	1.0	1.5	100.0
		Total	326	68.2	100.0	
	Missing Total	System	152	31.8		
			478	100.0		
Practitioner	Available	Employee Level (Manager & Chief of section)	4	3.3	3.9	3.9
		Deputy Manager	64	53.3	62.7	66.7
		Director of Department	31	25.8	30.4	97.1
		Assistant Manager of Department	3	2.5	2.9	100.0
		Total	102	85.0	100.0	
	Missing Total	System	18	15.0		
			120	100.0		

Table IV-22

*Middle Generation and Position Level 2*

CATEGORY		Position Level 2	Frequency	Percent	Valid Percent	Cumulative Percent	
Workforce	Available	Employee Level (Manager & Chief of section)	3	.6	.9	.9	
		Deputy Manager	41	8.6	12.9	13.8	
		Director of Department	173	36.2	54.4	68.2	
		Assistant Manager of Department	83	17.4	26.1	94.3	
		Manager of Department	17	3.6	5.3	99.7	
		Executive Level	1	.2	.3	100.0	
		Total	318	66.5	100.0		
		Missing	System	160	33.5		
		Total		478	100.0		
	Practitioner	Available	Deputy Manager	4	3.3	4.1	4.1
Director of Department			45	37.5	45.9	50.0	
Assistant Manager of Department			40	33.3	40.8	90.8	
Manager of Department			9	7.5	9.2	100.0	
Total			98	81.7	100.0		
Missing			System	22	18.3		
Total			120	100.0			

Table IV-23

*Old Generation and Position Level*

CATEGORY		Position Level	Frequency	Percent	Valid Percent	Cumulative Percent
Workforce	Available	Deputy Manager	10	2.1	3.0	3.0
		Director of Department	74	15.5	22.6	25.6
		Assistant Manager of Department	148	31.0	45.1	70.7
		Manager of Department	79	16.5	24.1	94.8
		Executive Level	17	3.6	5.2	100.0
		Total	328	68.6	100.0	
		Missing	System	150	31.4	
	Total		478	100.0		
Practitioner	Available	Director of Department	14	11.7	13.5	13.5
		Assistant Manager of Department	43	35.8	41.3	54.8
		Manager of Department	41	34.2	39.4	94.2
		Executive Level	6	5.0	5.8	100.0
		Total	104	86.7	100.0	
	Missing	System	16	13.3		
Total		120	100.0			

Table IV-24

*Statistics of Generation*

		CLASS	CRIT	NG& Age	NG& Ten	NG& WP	MG & Age1	MG& Age2	MG & Ten1	MG & Ten2	MG & WP1	MG & WP2	OG & Age	OG & Ten	OG & WP	
W O R K F O R C E	N	Available	470	449	361	370	340	353	355	362	363	326	318	353	362	328
		Missing	8	29	117	108	138	125	123	116	115	152	160	125	116	150
	Mean		1.97	2.81	27.88	4.44	1.36	28.50	38.21	5.03	10.99	2.06	3.23	39.34	11.98	4.06
	Std. Error of Mean		.031	.060	.196	.138	.030	.215	.288	.136	.239	.036	.044	.276	.253	.049
	Median		2.00	3.00	29.00	3.00	1.00	30.00	40.00	5.00	10.00	2.00	3.00	40.00	10.00	4.00
	Mode		2	4	30	3	1	30	40	5	10	2	3	40	10	4
	Std. Deviation		.678	1.275	3.720	2.650	.561	4.035	5.434	2.586	4.555	.649	.787	5.185	4.816	.892
	Variance		.459	1.625	13.836	7.022	.315	16.279	29.531	6.686	20.746	.422	.619	26.879	23.196	.795
	Skewness		.702	-.373	-.163	1.383	1.455	-1.361	-1.194	.986	.842	.286	.274	-.540	.708	.068
	Std. Error of Skewness		.113	.115	.128	.127	.132	.130	.129	.128	.128	.135	.137	.130	.128	.135
	Kurtosis		1.283	-1.498	.271	2.189	2.249	8.746	6.159	.716	1.756	.322	.524	4.372	1.092	-1.187
	Std. Error of Kurtosis		.225	.230	.256	.253	.264	.259	.258	.256	.255	.269	.273	.259	.256	.268
	Range		3	4	22	16	3	40	49	14	29	3	5	52	29	4
	Minimum		1	1	18	1	1	3	6	1	1	1	1	8	1	2
	Maximum		4	5	40	17	4	43	55	15	30	4	6	60	30	6
Sum		924	1260	10066	1642	464	10059	13563	1822	3991	670	1027	13888	4336	1331	
P R A C T I T I O N E R	N	Available	118	111	104	109	103	103	103	108	108	102	98	104	108	104
		Missing	2	9	16	11	17	17	17	12	12	18	22	16	12	16
	Mean		2.09	3.00	28.94	5.16	1.58	29.74	40.70	5.77	12.81	2.32	3.55	41.54	13.51	4.38
	Std. Error of Mean		.054	.122	.370	.251	.054	.402	.511	.241	.400	.059	.073	.505	.394	.078
	Median		2.00	4.00	30.00	5.00	2.00	30.00	40.00	5.00	12.00	2.00	3.50	40.00	14.00	4.00
	Mode		2	4	30	5	2	30	40	5	10	2	3	40	10	4
	Std. Deviation		.585	1.286	3.770	2.625	.552	4.078	5.183	2.505	4.161	.600	.720	5.148	4.091	.791
	Variance		.342	1.655	14.210	6.892	.304	16.627	26.860	6.273	17.317	.360	.518	26.503	16.738	.625
	Skewness		.772	-.652	-.953	1.422	.201	-.363	-.062	1.032	.434	.576	.241	-.056	.389	-.058
	Std. Error of Skewness		.223	.229	.237	.231	.238	.238	.238	.233	.233	.239	.244	.237	.233	.237
	Kurtosis		2.185	-1.309	.910	2.556	-.953	1.212	-.455	1.176	-.299	.415	-.291	-.401	-.570	-.482
	Std. Error of Kurtosis		.442	.455	.469	.459	.472	.472	.472	.461	.461	.474	.483	.469	.461	.469
	Range		3	4	16	14	2	20	20	14	20	3	3	21	20	3
	Minimum		1	1	19	1	1	20	30	1	5	1	2	30	5	3
	Maximum		4	5	35	15	3	40	50	15	25	4	5	51	25	6
Sum		247	333	3010	562	163	3063	4192	623	1383	237	348	4320	1459	455	

## CHAPTER V

### CONCLUSION

The major objective of this research was to ascertain similarities and differences in perceptions and preferences between and among HRD practitioners and workforces on philosophy, design, and implementation of HRD education pertaining to category, age, gender, tenure, position level, and work type.

Research results, however, indicate relatively weak relationships for predicting taxonomies of HRD education on philosophy, design, and implementation in three categories of the six-predictor variables: (1) Category with workforce and HRD practitioner sub-levels; (2) Gender category, with male and female sub-levels; and (3) Generation category, with age, tenure, position level, and work type sub-levels.

This chapter includes analysis of MANOVA (Multivariate Analysis of Variance), to identify potential underlying issues that cause low predictability in analyses of multiple regressions. It also examines closely interactions among the predictor variables and the criterion variables, which may magnify similarities and differences of perceptions and preferences in variables of HRD education. The existence of underlying issues is indicated by certain relationship patterns between predictor variables and criterion variables, even with the low prediction of relationships shown by the multiple regression analyses. At the same time, from the statistical point of view, utilization of the MANOVA is feasible for data analysis for this study, which includes both multivariate dependent variables and categorical independent variables.

To probe possible underlying extraneous variables, sub-levels of the predictor variables were examined to determine differences among predictor variables regarding

criterion variables, perceptions and preferences of philosophy, design, and implementation of HRD education in Korean organizations.

This chapter also summarizes the research conducted, conclusions drawn, potential application, research limitations, and recommendations for future research.

### *Research*

Inferences of the research were proposed with utilization of four elements. The first element was modeled after an existing instrument, the Philosophy of Adult Education Inventory (PAEI), which was developed by Zinn (1983) for the assessment of adult education philosophy. The second element was also modeled after an existing instrument; the Principle of Adult Learning Scale (PALS), developed by Conti (1998) for the assessment of adult learning patterns, which was used to examine the implementation of HRD education. The contents of both the first and second elements were examined and restated for use as assessment tools for HRD education programs. The third and fourth elements, design of HRD education and demographics of generation research, respectively, were developed based on sources of literature reviews.

### *Literature Review*

Literature reviewed in preparation for this study addressed the importance of establishing a philosophical basis for HRD education in order for it to be successful. The literature exposed the current negligence of Korean HRD practices, regarding their failure to study workforce education philosophies in order to improve education programs. In the past, business organizations in Korea have implemented HRD education programs only non-strategically, using foreign-developed models or theories without reconstructing them for Korea's culture-specific business arena.

Relevant literature reveals that current Korean education systems deform workforce routines and cultures. This occurs because Korean management and education systems do not keep up with changes in workforce demographic proportions and the value systems of organization members. Education systems in Korean organizations are merely combinations of foreign education programs, applied without establishing a sound, culture-specific philosophical basis.

Literature also indicates that, contrary to the pervasive recognition that gender and generation issues require consideration for the creation of effective workforce education programs; HRD practices in Korea still do not award them proper attention. For the most part, research concerning gender and generation issues in Korea has been nothing more than a prescriptive analysis, limited to certain academic fields, without making progress on practical levels or examining the real conditions of sub-organization cultures in Korean industries.

In summary, research in Korea about the philosophy, design, and implementation of HRD education has thus far failed to account for gender and generation adequately in the creation of education programs.

#### *Analysis of MANOVA (Multivariate Analysis of Variance)*

The purpose of MANOVA is to compare two or more groups using the means of a linear composite dependent variable (Gliner & Morgan, 2000). The MANOVA combines several dependent variables in such a way that new linear composite variables are formed. The multivariate F tests of the MANOVA are to see if the groups differ in respect to these new composite variables.

Contrary to multiple regressions that show weak relationships between predictor variables and criterion variables, the MANOVA indicates numerous significant effects for both perceptions and preferences of philosophy, design, and implementation of HRD education pertaining to comparisons of predictor variables. Therefore, examination of sub-levels of criterion variables by probing interactions of sub-levels of predictor variables and criterion variables is required. Furthermore, it is necessary to apply analyses of the MANOVA to eliminate underlining extraneous variables that cause low predictability by closely examining interaction between predictor variables and criterion variables.

#### *Perceptions of Philosophy, Implementation, and Design*

The MANOVA was used for this study to analyze perceptions of HRD education philosophy, design, and implementation (see Table V-1).

The 7x2 MANOVA, combinations of age and work type indicated that work type, a main effect and interaction effect of age x work type, has significant effects on criterion variables. Work type significantly affects perceptions of both implementation (Wilks' lambda = .981, F= 5.420, df= 1/596, p=. 020) and design (Wilks' lambda = .981, F= 7.983, df= 1/596, p=. 005). The mean score of work type shows that labor forces in the manufacturing arena perceive more on implementation (M=121.166) and design (M= 68.712) criterion than other work types. Interaction effects of age and work type, however, exhibit significant effects on all three factors—philosophy (Wilks' lambda = .938, F= 2.401, df= 6/596, p=. 027), implementation (Wilks' lambda = .938, F= 2.790, df= 6/596, p=. 011), and design (Wilks' lambda = .938, F= 3.349, df= 6/596, p=. 003). The mean score of the interaction effects of age and work type shows that workers in

manufacturing who are more than 51 years old positively perceive implementation ( $M=140.333$ ) and design ( $M=86.000$ ) variables. However, workers in the service arena who are more than 51 years old perceived philosophy ( $M=236.462$ ) more positively.

In the 2x6 MANOVA of work type and tenure, work type significantly affects perceptions of both implementation (Wilks' lambda = .985,  $F= 4.391$ ,  $df= 1/596$ ,  $p=. 037$ ) and design variables (Wilks' lambda = .985,  $F= 5.448$ ,  $df= 1/596$ ,  $p=. 020$ ) of HRD education. The mean score of work type shows that labor forces in manufacturing are more aware of both the implementation ( $M= 119.209$ ) and design aspects ( $M= 66.768$ ).

In the 2x6 MANOVA of position level and tenure, interaction effects of position level x tenure are significant on perception of implementation (Wilks' lambda = .960,  $F= 2.476$ ,  $df= 4/596$ ,  $p=. 043$ ) variables. The mean score of the interaction effects of position level and tenure shows manager-level workers who have worked more than 21 years perceive implementation ( $M= 123.567$ ) more positively.

In the 2x2 MANOVA of gender and work type, work type most significantly affects perception of both implementation (Wilks' lambda = .982,  $F= 10.974$ ,  $df= 1/596$ ,  $p=. 005$ ) and design (Wilks' lambda = .982,  $F= 7.230$ ,  $df= 1/596$ ,  $p=. 007$ ) variables. The mean score of work type shows that workers in manufacturing are most aware of both implementation ( $M= 119.410$ ) and design ( $M= 66.345$ ).

In the 2x2 MANOVA of gender and work position, gender most significantly affects perceptions of philosophy (Wilks' lambda = .978,  $F= 9.669$ ,  $df= 1/596$ ,  $p=. 002$ ). The mean score of gender shows that male workers ( $M= 212.600$ ) are more aware of HRD education philosophy than female workers.

In the 2x6 MANOVA of gender and tenure, both a main effect gender and interaction effects of gender x tenure show statistical significances on criterion variables. Gender most significantly affects perceptions of philosophy (Wilks' lambda = .975, F= 9.521, df= 1/596, p=. 002) and gender x tenure interaction effect shows most significantly on perceptions of both philosophy (Wilks' lambda = .954, F= 2.867, df= 5/596, p=. 014) and implementation (Wilks' lambda = .954, F= 2.527, df= 5/596, p=. 028). The mean score of gender shows that males are more aware of philosophy ( $M= 214.489$ ); the interaction of gender and tenure indicates that males who have worked more than 21 years are most aware of HRD education philosophy ( $M= 230.667$ ) and implementation ( $M=123.936$ ).

In the 2x2 MANOVA of position level and work type, both a main effect work type and interaction effect of position level x work type show statistical significance on criterion variables. Work type significantly affects perceptions of both implementation (Wilks' lambda = .983, F= 8.964, df= 1/596, p=. 003) and design (Wilks' lambda = .983, F= 7.896, df= 1/596, p=. 005). Position level x work type interaction effects show most significantly on perceptions of philosophy (Wilks' lambda = .984, F= 9.095, df= 1/596, p=. 005). The mean score of work type indicates that workers in manufacturing are most aware of both implementation ( $M=119.073$ ) and design ( $M=66.629$ ). The mean score of position level x work type shows that manufacturing workers at the non-manager level are more aware of philosophy ( $M=215.815$ ) than workers at the manager level and in the service arena.

Table V-1

*Perceptions of Philosophy, Design, and Implementation*

P E R C E P T I O N	D.V Criterion Variables	I.V Predictor Variables	
		Effects	Subgroups with Highest Mean Score
Philosophy	Philosophy	Work type x Position level	Non-manager level of manufacturing
		Gender	Male
		Gender x Tenure	Males who have worked more than 21 years
		Age x Work type	Service workers more than 51 years old
	Implementation	Work type	Manufacturing
		Position level x Tenure	Managers who have worked more than 21 years
Design	Age x Work type	Manufacturing workers more than 51 years old	
	Work type	Manufacturing	
		Age x Work type	Manufacturing workers more than 51 years old

*Perceptions of philosophy*

Subcategories of perceptions of philosophy are analyzed with the MANOVA (see Table V-2).

The MANOVA indicates in the 6x2 combination of tenure and work type that their interaction has a statistically significant effect on perceptions of both behavioral (Wilks' lambda = .924, F= 2.484, df= 5/596, p= .031) and progressive (Wilks' lambda = .924, F= 3.795, df= 5/596, p= .002) philosophies. The mean score of the tenure x work type shows that service workers who have worked more than 21 years prefer both behavioral ( $M=45.350$ ) and progressive ( $M=45.600$ ) philosophy.

In the 2x2 MANOVA of gender and work type, gender most significantly affects perceptions of progressive philosophy (Wilks' lambda = .981, F= 5.762, df= 1/596, p=.017). The mean score of gender shows that males are more aware of progressive philosophy than other philosophies ( $M=42.333$ ).

In the 2x6 MANOVA of gender and age, work type most significantly affects perceptions of progressive philosophy (Wilks' lambda = .979, F= 6.411, df= 1/596, p=.

017). The mean score of work type shows that workers in manufacturing rate higher in their perceptions of progressive philosophy ( $M=41.556$ ) than those in service.

In the 2x2 MANOVA of gender and category, category most significantly affects perceptions of radical philosophy (Wilks' lambda = .977,  $F= 5.135$ ,  $df= 1/596$ ,  $p=. 024$ ). The mean score of category shows that HRD practitioners are more aware of radical philosophy than other philosophies ( $M=44.794$ ).

In the 2x6 MANOVA of gender and tenure, gender x tenure has significant interaction effects on perceptions of liberal (Wilks' lambda = .929,  $F= 2.802$ ,  $df= 5/596$ ,  $p=. 016$ ), progressive (Wilks' lambda = .929,  $F= 3.531$ ,  $df= 5/596$ ,  $p=. 004$ ), and radical (Wilks' lambda = .929,  $F= 2.559$ ,  $df= 5/596$ ,  $p=. 026$ ) philosophies. The mean score of gender x tenure shows that males who have worked more than 21 years perceive liberal ( $M=46.556$ ), progressive ( $M=45.444$ ), and radical ( $M=47.370$ ) philosophies more than other philosophies. However, females most perceptive of liberal ( $M=42.500$ ), progressive ( $M=41.250$ ) and radical ( $M=43.750$ ) philosophies have worked 16 to 20 years.

In the 2x6 MANOVA of category and tenure, category most significantly affects perceptions of progressive philosophy (Wilks' lambda = .964,  $F= 4.909$ ,  $df= 1/596$ ,  $p=. 027$ ). The mean score of category indicates that most HRD practitioners perceive radical philosophy ( $M=44.929$ ) more than other philosophies as compared to workforces.

In the 7x2 MANOVA of age and position level, both a main effect age (Wilks' lambda = .922,  $F= 2.265$ ,  $df= 6/596$ ,  $p=. 036$ ) and interaction effects of age and position level (Wilks' lambda = .933,  $F= 2.681$ ,  $df= 5/596$ ,  $p=. 021$ ) show significant effects on perception of humanistic philosophy. The mean score of age on perceptions of humanistic philosophy shows that workers between 45 and 50 years old ( $M= 48.083$ ) are

more aware of humanistic philosophy. However, as indicated by the interaction of age and position level, those most aware of humanistic philosophy ( $M= 47.067$ ) are managers who are more than 51 years old.

In the 2x2 MANOVA of gender and position level, both main affects position level (Wilks' lambda = .974,  $F= 7.066$ ,  $df= 1/596$ ,  $p=. 026$ ) and interaction effects of gender and position level (Wilks' lambda = .980,  $F= 7.270$ ,  $df= 1/596$ ,  $p=. 007$ ) has significant effects on perception of humanistic philosophy. The mean score of position level shows that non-managerial workers perceive progressive philosophy ( $M=40.429$ ). However, mean score of the interaction effects between gender and work position exhibited a different conclusion. Males in managerial level ( $M=41.213$ ) perceive progressive more than non-managerial level contrary to females in non-managerial level ( $M=39.683$ ) who respond to progressive philosophy the most.

Table V-2

*Perceptions of Philosophy*

P E R C E I V E D O P I O N H Y P O T H E S I S	D.V Criterion Variables	I.V Predictor Variables	
		Effects	Subgroup with Highest Mean Score
	Liberal	Gender x Tenure	Males who have worked more than 21 years
	Behavioral	Tenure and Work type	Workers who have worked more than 21 years
	Progressive	Gender x Tenure	Males who have worked more than 21 years
		Category	HRD Practitioners
		Tenure and Work type	Workers who have worked more than 21 years
		Work type	Manufacturing
		Gender	Male
	Humanistic	Position level	Non-managerial level
		Gender x Position level	Males at managerial level
		Age	Between 45 and 50 years old
		Age x Position level	Managers more than 51 years old
	Radical	Gender x Tenure	Males who have worked more than 21 years
		Category	HRD Practitioners

### *Perceptions of implementation*

Subcategories of perceptions of implementation are analyzed with the MANOVA (see Table V-3). In the 2x6 MANOVA of position level and tenure, position level x tenure has significant interaction effects on perceptions of both factor 1 (Wilks' lambda = .912, F= 4.441, df= 4/596, p=. 002) and factor 6 (Wilks' lambda = .912, F= 3.186, df= 4/596, p=. 013). The mean score of position level x tenure shows that managerial workers who have worked 6 to 10 years are more aware of factor 1 ( $M=28.306$ ), and managerial workers who have worked more than 21 years are more aware of factor 6 ( $M= 13.467$ ) than other factors.

In the 2x7 MANOVA of category and age, category most significantly affects perceptions of both factor 1 (Wilks' lambda = .969, F= 7.987, df= 1/596, p=. 005) and factor 7 (Wilks' lambda = .969, F= 6.243, df= 1/596, p=. 013). The mean score of category shows that HRD practitioners perceive both factor 1 ( $M= 28.121$ ) and factor 7 ( $M=17.490$ ).

In the 2x6 MANOVA of category and tenure, category most significantly affects perceptions of both factor 1 (Wilks' lambda = .967, F= 5.574, df= 1/596, p=. 019) and factor 7 (Wilks' lambda = .967, F= 5.186, df= 1/596, p=. 023). The mean score of category shows that HRD practitioners perceive both factor 1 ( $M= 27.458$ ) and factor 7 ( $M=17.218$ ).

In the 2x2 MANOVA of gender and position level, position level most significantly affects perceptions of factor 7 (Wilks' lambda = .975, F= 4.017, df= 1/596, p=. 045). The mean score of the position level shows that managerial workers perceive factor 7 ( $M=17.046$ ) more.

In the 2x2 MANOVA of category and work type, category exhibits statistically significant effects on perceptions of both factor 5 (Wilks' lambda = .952, F= 10.473, df= 1/596, p=. 001) and factor 7 (Wilks' lambda = .952, F= 4.399, df= 1/596, p=. 036). Category x work type interaction significantly affects perceptions of factor 1 (Wilks' lambda = .974, F= 10.562, df= 1/596, p=. 001), factor 4 (Wilks' lambda = .974, F= 7.005, df= 1/596, p=. 008), and factor 6 (Wilks' lambda = .974, F= 4.142, df= 1/596, p=. 042). The mean score of category shows that more workforce members perceive factor 5 ( $M=9.246$ ) and more HRD practitioners perceive factor 7 ( $M=17.109$ ). The mean score of the interaction effects of category and work type show that HRD practitioners who work in service arena are more aware of factor 1 ( $M=27.982$ ). On the other hand, workers in manufacturing are more aware of factor 4 ( $M=13.651$ ) and factor 6 ( $M=13.048$ ).

In the 6x7 MANOVA of tenure and age, tenure x age has significant interaction effects on perceptions of factor 1 (Wilks' lambda = .819, F= 1.932, df= 13/596, p=. 024). The mean score of tenure x age shows that workers between 40 and 44 years of age who have worked 11 to 15 years are more aware of factor 1 ( $M=29.333$ ).

In the 2x2 MANOVA of gender and work type, work type significantly affects all seven perceptions of implementation—factor 1 (Wilks' lambda = .967, F= 5.824, df= 1/596, p=. 016), factor 2 (Wilks' lambda = .967, F= 10.592, df= 1/596, p=. 001), factor 3 (Wilks' lambda = .967, F= 6.134, df= 1/596, p=. 014), factor 4 (Wilks' lambda = .967, F= 7.056, df= 1/596, p=. 008), factor 5 (Wilks' lambda = .967, F= 4.952, df= 1/596, p=. 026), factor 6 (Wilks' lambda = .967, F= 15.120, df= 1/596, p=. 000), and factor 7 (Wilks' lambda = .967, F= 7.580, df= 1/596, p=.006). The mean score of the seven perceptions of implementation shows that manufacturing workers respond to all factors

of implementation (factor 1:  $M=27.111$ , factor 2:  $M= 26.940$ , factor 3:  $M=12.859$ , factor 4:  $M=13.330$ , factor 5:  $M= 9.295$ , factor 6:  $M=13.026$ , factor 7:  $M=16.912$ ).

Table V-3

*Perceptions of Implementation*

	D.V Criterion Variables	I.V Predictor Variables				
		Effects	Subgroups with Highest Mean Score			
P E R C E P T I O N O F	I M P L E M E N T A T I O N	Factor1 <sup>1</sup>	Work type	Service		
			Tenure x Age	Workers between 40 and 44 years old who have worked 11 to 15 years		
			Category x Work type	HRD Practitioners in Service		
			Category	HRD Practitioners		
			Position level x Tenure	Managers who have worked 6 to 10 years		
			Factor2 <sup>2</sup>	Work type	Manufacturing	
			Factor3 <sup>3</sup>	Work type	Manufacturing	
	T E N U R E	O R I E N T A T I O N	Factor4 <sup>4</sup>	Work type	Manufacturing	
				Category x Work type	Workers in manufacturing	
				Factor5 <sup>5</sup>	Work type	Manufacturing
				Category	Workers	
				Factor6 <sup>6</sup>	Work type	Manufacturing
				Category x Work type	Workers in manufacturing	
				Position level x Tenure	Managers who have worked more than 21 years	
F L E X I B I L I T Y	P E R S O N A L D E V E L O P M E N T	Factor7 <sup>7</sup>	Work type	Manufacturing		
			Category	HRD Practitioners		
			Position level	Manager		

*Perceptions of design*

Subcategories of perceptions of HRD education design are analyzed with the MANOVA (see Table V-4). The MANOVA indicates in the 2x6 combination of category and tenure that the predictor variable, category, significantly affects perceptions of education types (Wilks' lambda = .969,  $F= 12.736$ ,  $df= 1/584$ ,  $p=. 000$ ), learner-and-practitioner-based learning (Wilks' lambda = .969,  $F= 4.497$ ,  $df= 1/584$ ,  $p=. 034$ ), and

<sup>1</sup> Learner-Centered Activity  
<sup>2</sup> Personalizing Instruction  
<sup>3</sup> Relating to Experience  
<sup>4</sup> Assessing Learner's Needs  
<sup>5</sup> Climate Building  
<sup>6</sup> Participant in the Learning Process  
<sup>7</sup> Flexibility Personal Development

satisfaction (Wilks' lambda = .969,  $F= 6.304$ ,  $df= 1/584$ ,  $p=. 012$ ). The mean score of the perceptions of education types ( $M=6.861$ ), learner-and-practitioner-based learning ( $M=6.788$ ), and satisfaction ( $M=3.756$ ) indicates that HRD practitioners do perceive these three design factors.

In the 2x2 MANOVA of gender and work type, work type significantly affects perceptions of both learner-and practitioner-based learning (Wilks' lambda = .978,  $F= 10.568$ ,  $df= 1/584$ ,  $p=. 001$ ) and diversity elements (Wilks' lambda = .978,  $F= 6.117$ ,  $df= 1/584$ ,  $p=. 014$ ). The mean score of work type shows that workers in manufacturing rate higher in their perceptions of learner-and-practitioner-based learning ( $M=6.803$ ) and diversity elements ( $M= 33.870$ ) than those in the service arena.

In the 2x2 MANOVA of category and work type, category most significantly affects perceptions of both education types (Wilks' lambda = .961,  $F= 10.161$ ,  $df= 1/584$ ,  $p=. 002$ ) and satisfaction (Wilks' lambda = .961  $F= 13.406$ ,  $df= 1/584$ ,  $p=. 002$ ). The mean score of category shows that HRD practitioners rate higher in their perceptions of education types ( $M=6.774$ ) and satisfaction ( $M= 3.797$ ) than those in service.

In the 2x7 MANOVA of category and age, category most significantly affects perceptions of education types (Wilks' lambda = .978,  $F= 9.676$ ,  $df= 1/584$ ,  $p=. 002$ ), learner-and-practitioner-based learning (Wilks' lambda = .978,  $F= 4.414$ ,  $df= 1/584$ ,  $p=. 036$ ), and satisfaction (Wilks' lambda = .978,  $F= 5.059$ ,  $df= 1/584$ ,  $p=. 025$ ). The mean score of category shows that HRD practitioners rate higher than workers do in their perceptions of education types ( $M=6.864$ ), learner-and-practitioner-based learning ( $M=6.802$ ), and satisfaction ( $M= 3.778$ ).

In the 2x7 MANOVA of work type and age, work type x age has significant interaction effects on perceptions of education types (Wilks' lambda = .905, F= 2.890, df= 6/584, p=. 009), education delivery methods (Wilks' lambda = .905, F= 2.957, df= 6/584, p=. 008), diversity elements (Wilks' lambda = .905, F= 2.207, df= 6/584, p=. 041), philosophies (Wilks' lambda = .905, F= 2.883, df= 6/584, p=. 009), and satisfaction (Wilks' lambda = .905, F= 2.332, df= 6/584, p=. 031). The mean score of the interaction effects of work type x age shows that manufacturing workers who are more than 51 years old perceive education types ( $M=9.333$ ), education delivery methods ( $M=13.667$ ), diversity elements ( $M=41.333$ ), philosophies ( $M=8.667$ ), and satisfaction ( $M= 5.000$ ).

Table V-4

*Perceptions of Design*

P E R C E P T I O N S	D.V Criterion Variables	I.V Predictor Variables	
		Effect	Subgroup with Highest Mean Score
E D I G N	Types	Work type x Age	Manufacturing workers more than 51 years old
		Category	HRD Practitioners
I M P L E M E N T A T I O N	L/P	Category	HRD Practitioners
		Work type	Manufacturing
D E S I G N	Delivery	Work type x Age	Manufacturing workers more than 51 years old
		Work type x Age	Manufacturing workers more than 51 years old
D I V E R S I T Y	Diversity	Work type	Manufacturing
		Work type x Age	Manufacturing workers more than 51 years old
P H I L O S O P H Y	Satisfaction	Work type x Age	Manufacturing workers more than 51 years old
		Category	HRD Practitioners

*Preferences of philosophy, implementation, and design*

The MANOVA is utilized for analyzing the preferences of HRD education philosophy, design, and implementation (see Table V-5).

The MANOVA indicates in the 2x2 combination of work type and position level that the predictor variable, work type, significantly affects preferences of implementation (Wilks' lambda = .979, F= 10.125, df= 1/596, p=. 002) and design (Wilks' lambda = .979,

F= 10.319, df= 1/596, p=. 001). Work type indicates mean score of manufacturing fields on preference of both implementation ( $M= 111.213$ ) and design ( $M=64.349$ ) is higher than mean score of service section.

In the 2x6 MANOVA of work type and tenure, both work type and tenure showed significant effects on criterion variables. Work type proves significant to preferences of both implementation (Wilks' lambda = .980, F= 6.586, df= 1/596, p=. 011) and design (Wilks' lambda = .980, F= 6.001, df= 1/596, p=. 015). The mean score of work type shows that manufacturing workers rate higher than service workers do in their preferences of both implementation ( $M=112.160$ ) and design ( $M=64.854$ ). Furthermore, tenure is significant to preferences of both philosophy (Wilks' lambda = .957, F= 2.854, df= 5/596, p=. 015) and implementation (Wilks' lambda = .957, F= 2.387, df= 5/596, p=. 037). The mean score of tenure indicates that workers with more than 21 years experience rate highest in preferences of both philosophy ( $M=221.625$ ) and implementation ( $M=125.725$ ).

In the 2x2 MANOVA of gender and work type, work type significantly affects preferences of both implementation (Wilks' lambda = .015, F= 9.887, df= 1/596, p=. 002) and design (Wilks' lambda = .015, F= 7.546, df= 1/596, p=. 006). The mean score of work type shows that manufacturing workers rate higher than service workers do in preferences of both implementation ( $M=110.725$ ) and design ( $M= 63.696$ ).

In the 7x2 MANOVA of age and category, category significantly affects preferences of implementation (Wilks' lambda = .982, F= 8.924, df= 1/596, p=. 003). The mean score of category indicates that HRD practitioners prefer general factors of HRD education implementation more than workers ( $M= 115.585$ ) do.

In the 7x2 MANOVA of age and work type, work type significantly affects preferences of both implementation (Wilks' lambda = .982, F= 7.645, df= 1/596, p=. 006) and design (Wilks' lambda = .982, F= 7.821, df= 1/596, p=. 005). The mean score of work type shows that workers in manufacturing prefer both implementation ( $M=114.523$ ) and design ( $M= 66.367$ ) elements.

In the 7x2 MANOVA of age and gender, age (Wilks' lambda = .941, F= 3.366, df= 6/596, p=. 003) and interaction effects of age and gender (Wilks' lambda = .955, F= 2.616, df= 4/596, p=. 034) show significant effects on preference of philosophy. The mean score of age on preference of philosophy shows that workers more than 51 years of age ( $M= 238.687$ ) prefer philosophical aspects. However, the interaction effects of age and gender indicate that females between 45 and 50 years of age prefer philosophical aspects ( $M= 243.000$ ) the most.

Table V-5

*Preferences of Philosophy, Design, and Implementation*

P R E F E R E N C E	D.V Criterion Variables	I.V Predictor Variables	
		Effect	Subgroup with Highest Mean Score
	Philosophy	Tenure	More than 21 years
		Age	More than 51 years old
		Age x Gender	Females between 45 and 50 years old
	Implementation	Work type	Manufacturing
		Category	HRD Practitioner
	Design	Work type	Manufacturing

*Preferences of philosophy*

Preferences regarding philosophy are analyzed using MANOVA (see Table V-6). The MANOVA indicates in the 2x2 combination of work type and position level that interaction effects of work type x work position are statistically significant on preferences of behavioral (Wilks' lambda = .972, F= 4.300, df= 1/596, p=. 039), progressive (Wilks'

lambda = .972,  $F= 9.821$ ,  $df= 1/596$ ,  $p=. 002$ ), and radical (Wilks' lambda = .972,  $F= 4.065$ ,  $df= 1/596$ ,  $p=. 044$ ) philosophies. The mean score of work type x position level shows that non-managerial workers in manufacturing prefer behavioral ( $M=42.648$ ) and progressive ( $M=41.784$ ) philosophies. However, managers in the service arena prefer radical philosophy ( $M=43.277$ ).

In the 2x6 MANOVA of work type and tenure, tenure significantly affects preferences of progressive (Wilks' lambda = .935,  $F= 2.865$ ,  $df= 5/596$ ,  $p=. 002$ ), humanistic (Wilks' lambda = .935,  $F= 3.333$ ,  $df= 5/596$ ,  $p=. 002$ ), and radical (Wilks' lambda = .935,  $F= 2.516$ ,  $df= 5/596$ ,  $p=. 029$ ) philosophies. The mean score of tenure shows that workers with more than 21 years experience prefer progressive ( $M=43.325$ ), humanistic ( $M=45.150$ ), and radical ( $M=45.675$ ) philosophies.

In the 2x6 MANOVA of work position and tenure, tenure significantly affects preferences of liberal (Wilks' lambda = .932,  $F= 3.134$ ,  $df= 5/596$ ,  $p=. 008$ ), behavioral (Wilks' lambda = .932,  $F= 2.635$ ,  $df= 5/596$ ,  $p=. 002$ ), progressive (Wilks' lambda = .932,  $F= 3.507$ ,  $df= 5/596$ ,  $p=. 002$ ), and humanistic (Wilks' lambda = .932,  $F= 4.092$ ,  $df= 5/596$ ,  $p=. 002$ ) philosophies. The mean score of tenure shows that workers with more than 21 years experience prefer liberal ( $M=46.800$ ), behavioral ( $M=44.267$ ), progressive ( $M=44.300$ ), and humanistic ( $M=45.333$ ) philosophies.

In the 2x2 MANOVA of position level and gender, both position level and gender are significant to criterion variables. Both position level (Wilks' lambda = .974,  $F=6.877$ ,  $df= 1/596$ ,  $p=. 009$ ) and gender (Wilks' lambda = .974,  $F=10.655$ ,  $df= 1/596$ ,  $p=. 001$ ) significantly affect preferences of progressive philosophy. The mean score of position level shows that workers at the non-managerial level are prone more to progressive

philosophy ( $M=40.215$ ) than other philosophies. In addition, the mean score of gender indicates that males show a high preference toward progressive philosophy ( $M=40.524$ ).

In the 2x6 MANOVA of category and tenure, both category and tenure are significant to criterion variables. Category is significant to preferences of radical philosophy (Wilks' lambda = .949,  $F=5.235$ ,  $df= 1/596$ ,  $p=. 022$ ) and tenure is significant to preferences of all five philosophies—liberal (Wilks' lambda = .949,  $F=2.918$ ,  $df= 5/596$ ,  $p=. 013$ ), behavioral (Wilks' lambda = .949,  $F=2.812$ ,  $df= 5/596$ ,  $p=. 016$ ), progressive (Wilks' lambda = .949,  $F=3.770$ ,  $df= 5/596$ ,  $p=. 002$ ), humanistic (Wilks' lambda = .949,  $F=4.163$ ,  $df= 5/596$ ,  $p=. 001$ ), and radical (Wilks' lambda = .949,  $F=2.283$ ,  $df= 5/596$ ,  $p=. 045$ ). The mean score of category shows that HRD practitioners are prone more to radical philosophy ( $M=44.365$ ) than other philosophies. In addition, the mean score of tenure indicates that workers with more than 21 years experience accept all five philosophies—liberal ( $M=46.900$ ), behavioral ( $M=44.057$ ), progressive ( $M=44.160$ ), humanistic ( $M=45.818$ ), and radical ( $M=46.292$ ).

In the 2x2 MANOVA of category and gender, a main effect category (Wilks' lambda = .981,  $F= 3.993$ ,  $df= 1/596$ ,  $p=. 046$ ) and interaction effects of category and gender (Wilks' lambda = .976,  $F= 4.925$ ,  $df= 1/596$ ,  $p=. 027$ ) show statistically significant effects on preference of radical philosophy and behavioral philosophy respectively. The mean score of category indicates that HRD practitioners prefer radical philosophy ( $M= 43.975$ ). However, the interaction effects of category and gender indicate that male workers prefer behavioral philosophy to other philosophies ( $M= 42.245$ ).

In the 2x7 MANOVA of category and age, age significantly affects preferences of liberal (Wilks' lambda = .909,  $F= 2.665$ ,  $df= 6/596$ ,  $p=. 015$ ), progressive (Wilks' lambda

= .909,  $F = 4.191$ ,  $df = 6/596$ ,  $p = .000$ ), and humanistic (Wilks' lambda = .909,  $F = 3.067$ ,  $df = 6/596$ ,  $p = .002$ ) philosophies. The mean score of age shows that workers more than 51 years old prefer liberal ( $M = 49.355$ ), progressive ( $M = 47.664$ ), and humanistic ( $M = 48.418$ ) philosophies.

In the 2x7 MANOVA of work type and age, age significantly affects preferences of progressive (Wilks' lambda = .918,  $F = 3.242$ ,  $df = 6/596$ ,  $p = .004$ ) and humanistic (Wilks' lambda = .918,  $F = 2.584$ ,  $df = 6/596$ ,  $p = .018$ ) philosophies. The mean score of age shows that workers more than 51 years old prefer both progressive ( $M = 47.295$ ), and humanistic ( $M = 48.359$ ) philosophies.

In the 2x7 MANOVA of gender and age, age significantly affects preferences of liberal (Wilks' lambda = .923,  $F = 2.592$ ,  $df = 6/596$ ,  $p = .017$ ), behavioral (Wilks' lambda = .923,  $F = 2.166$ ,  $df = 6/596$ ,  $p = .045$ ), progressive (Wilks' lambda = .923,  $F = 4.151$ ,  $df = 6/596$ ,  $p = .000$ ), and humanistic (Wilks' lambda = .918,  $F = 2.691$ ,  $df = 6/596$ ,  $p = .014$ ) philosophies. The mean score of age shows that workers more than 51 years old prefer liberal ( $M = 49.187$ ), behavioral ( $M = 46.937$ ), progressive ( $M = 47.687$ ), and humanistic ( $M = 47.750$ ) philosophies.

#### *Preferences of implementation*

Preferences regarding implementation are analyzed using the MANOVA (see Table V-7). The MANOVA indicates in the 2x7 combination of position level and age that the predictor variable, work position, is significant to preferences of factor 5 (Wilks' lambda = .968,  $F = 4.247$ ,  $df = 1/596$ ,  $p = .040$ ). The mean score of position level shows that non-managerial workers are prone more to factor 5 ( $M = 9.521$ ).

Table V-6

*Preferences of Philosophy*

	D.V Criterion Variables	I.V Predictor Variables	
		Effect	Subgroup with Highest Mean Score
P R E F E R E N C E S O F O F	Liberal	Age	Workers more than 51 years old
		Tenure	Workers who have worked more than 21 years
	Behavioral	Age	Workers more than 51 years old
		Category	HRD Practitioners
		Category and Gender	Male workers
		Tenure	Workers who have worked more than 21 years
		Work type x Position level	Non-managerial level in manufacturing
	Progressive	Age	Workers more than 51 years old
		Tenure	Workers who have worked more than 21 years
		Position level	Non-managerial level
		Gender	Male
		Work type x Position level	Non-managerial level in manufacturing
	Humanistic	Age	Workers more than 51 years old
		Tenure	Workers who have worked more than 21 years
Radical	Category	HRD Practitioners	
	Category and Gender	Male workers	
	Tenure	Workers who have worked more than 21 years	
	Work type x Position level	Managerial level in service	

In the 2x7 MANOVA of work type and age, work type significantly affects preferences of factor 1 (Wilks' lambda = .969, F= 5.833, df= 1/596, p=. 016), factor 2 (Wilks' lambda = .969, F= 12.132, df= 1/596, p=. 001), factor 3 (Wilks' lambda = .969, F= 8.940, df= 1/596, p=. 003), and factor 5 (Wilks' lambda = .969, F= 5.880, df= 1/596, p=. 016). The mean score of work type shows that workers in manufacturing rate higher than service workers do in preferences of factor 1 (M=23.448), factor 2 (M=26.669), factor 3 (M=13.024), and factor 5 (M=9.170).

In the 2x6 MANOVA of category and tenure, category significantly affects preferences of factor 1 (Wilks' lambda = .966, F= 10.840, df= 1/596, p=. 001), factor 2 (Wilks' lambda = .966, F= 7.261, df= 1/596, p=. 007), and factor 7 (Wilks' lambda = .966, F= 6.304, df= 1/596, p=. 012). The mean score of category shows that HRD

practitioners rate higher than workers do in preferences of factor 1 ( $M=23.588$ ), factor 2 ( $M=26.064$ ), and factor 7 ( $M=17.386$ ).

In the 2x2 MANOVA of category and position level, position level significantly affects preferences of factor 5 (Wilks' lambda = .973,  $F= 23.809$ ,  $df= 1/596$ ,  $p=. 050$ ). The mean score of position level shows that workers at the non-managerial level rate higher than managers do in preferences of factor 5 ( $M=8.820$ ).

In the 2x2 MANOVA of work type and category, category significantly affects preferences of both factor 1 (Wilks' lambda = .959,  $F= 5.639$ ,  $df= 1/596$ ,  $p=. 018$ ) and factor 7 (Wilks' lambda = .959,  $F= 7.533$ ,  $df= 1/596$ ,  $p=. 006$ ). Interaction effects of work type and category show most significantly on preferences of factor 1 (Wilks' lambda = .975,  $F= 4.556$ ,  $df= 1/596$ ,  $p=. 033$ ), factor 3 (Wilks' lambda = .975,  $F= 6.375$ ,  $df= 1/596$ ,  $p=. 012$ ), and factor 7 (Wilks' lambda = .975,  $F= 5.596$ ,  $df= 1/596$ ,  $p=. 015$ ). The mean score of category on preferences of implementation shows that HRD practitioners are prone more to factor 1 ( $M= 23.217$ ) and factor 7 ( $M= 17.441$ ) than other factors. In addition, the mean score of the interaction effects of work type and category shows that HRD practitioners in the service arena exhibit preferences of factor 1 ( $M= 23.561$ ) and factor 7 ( $M= 18.088$ ), and workers in manufacturing prefer factor 3 ( $M= 12.655$ ) more.

In the 2x7 MANOVA of category and age, category significantly affects preferences of factor 1 (Wilks' lambda = .961,  $F= 14.602$ ,  $df= 1/596$ ,  $p=. 000$ ), factor 2 (Wilks' lambda = .961,  $F= 9.297$ ,  $df= 1/596$ ,  $p=. 002$ ), factor 4 (Wilks' lambda = .961,  $F= 4.290$ ,  $df= 1/596$ ,  $p=. 039$ ), and factor 7 (Wilks' lambda = .961,  $F= 8.343$ ,  $df= 1/596$ ,  $p=. 004$ ). The mean score of category shows that HRD practitioners prefer factor 1 ( $M=24.130$ ), factor 2 ( $M=26.629$ ), factor 4 ( $M=12.788$ ), and factor 7 ( $M=17.819$ ).

In the 2x2 MANOVA of gender and position level, position level significantly affects preferences of factor 1 (Wilks' lambda = .964,  $F= 4.319$ ,  $df= 1/596$ ,  $p=. 038$ ). The mean score of position level shows that managers ( $M=23.023$ ) rate higher in their preferences of factor 5 ( $M=21.774$ ) than non-managers.

In the 2x7 MANOVA of gender and work type, work type significantly affects preferences of factor 1 (Wilks' lambda = .964,  $F= 5.909$   $df= 1/596$ ,  $p=. 015$ ), factor 2 (Wilks' lambda = .964,  $F= 15.682$ ,  $df= 1/596$ ,  $p=. 000$ ), factor 3 (Wilks' lambda = .964,  $F= 12.080$ ,  $df= 1/596$ ,  $p=. 001$ ), factor 4 (Wilks' lambda = .964,  $F= 7.754$ ,  $df= 1/596$ ,  $p=. 006$ ), and factor 6 (Wilks' lambda = .964,  $F= 6.191$ ,  $df= 1/596$ ,  $p=. 013$ ). The mean score of work type shows that workers in manufacturing maintain preferences toward factor 1 ( $M=22.715$ ), factor 2 ( $M=25.790$ ), factor 3 ( $M=12.431$ ), factor 4 ( $M=12.249$ ), and factor 6 ( $M=12.304$ ).

In the 2x2 MANOVA of work type and position level, both work type and position level show significant effects on criterion variables. Work type significantly affects preferences of factor 1 (Wilks' lambda = .965,  $F= 5.390$ ,  $df= 1/596$ ,  $p=. 021$ ), factor 2 (Wilks' lambda = .965,  $F= 15.739$ ,  $df= 1/596$ ,  $p=. 000$ ), factor 3 (Wilks' lambda = .965,  $F=12.440$ ,  $df= 1/596$ ,  $p=. 000$ ), factor 4 (Wilks' lambda = .965,  $F=7.952$ ,  $df= 1/596$ ,  $p=. 005$ ), factor 5 (Wilks' lambda = .965,  $F= 4.599$ ,  $df= 1/596$ ,  $p=. 032$ ), and factor 6 (Wilks' lambda = .965,  $F= 5.402$ ,  $df= 1/596$ ,  $p=. 020$ ). Position level significantly affects preferences of both factor 1 (Wilks' lambda = .966,  $F= 4.891$ ,  $df= 1/596$ ,  $p=. 027$ ) and factor 7 (Wilks' lambda = .966,  $F= 7.974$ ,  $df= 1/596$ ,  $p=. 005$ ). The mean scores of work type shows those in the manufacturing arena maintain preferences toward factor 1 ( $M=22.813$ ), factor 2 ( $M=25.829$ ), factor 3 ( $M=12.487$ ), factor 4

( $M=12.308$ ), factor 5 ( $M=8.761$ ), and factor 6 ( $M=12.307$ ). The mean score of position level indicates that managers prefer both factor 1 ( $M=22.791$ ) and factor 7 ( $M=17.056$ ).

Table V-7

*Preferences of Implementation*

	D.V Criterion Variables	I.V Predictor Variables		
		Effect	Subgroup with Highest Mean Score	
P R E F E R E N C E T C A T E O R Y	I M P L E M E N T A T I O N	Factor1	Work type	Manufacturing
			Position level	Manager
			Category	HRD Practitioners
	Factor2	Work type x Category	HRD Practitioners in service	
		Work type	Manufacturing	
		Category	HRD Practitioners	
	Factor3	Work type	Manufacturing	
		Work type x Category	HRD Practitioners in service	
		Work type	Manufacturing	
	Factor4	Work type	Manufacturing	
		Category	HRD Practitioners	
		Work type	Manufacturing	
	Factor5	Position level	Non-manager	
		Work type	Manufacturing	
Position level		Manager		
Factor7	Category	HRD Practitioners		
	Work type x Category	Workers in manufacturing		

*Preferences of design*

Preferences regarding HRD education design is analyzed using MANOVA (see Table V-8). The MANOVA indicates in the 2x2 combination of position level and category that the predictor variable, position level, significantly affects preferences of satisfaction (Wilks' lambda = .974,  $F= 6.366$ ,  $df= 1/590$ ,  $p=. 012$ ). The mean score of position level on preferences of satisfaction shows that managers are satisfied with the current education design ( $M= 3.547$ ).

The MANOVA indicates in the 2x2 combination of work type and position level that the predictor variable, position level, significantly affects preferences of both education type (Wilks' lambda = .970,  $F= 4.034$ ,  $df= 1/590$ ,  $p=. 045$ ) and satisfaction

(Wilks' lambda = .970, F= 7.153, df= 1/590, p=. 025). The mean score of position level on preferences of both education types and satisfaction criterion variables indicate that managers are satisfied with the current education types ( $M= 6,599$ ;  $M= 3.513$ ).

In the 2x2 MANOVA of gender and work type, gender significantly affects preferences of both education type (Wilks' lambda = .968, F= 5.436, df= 1/590, p=. 020) and philosophy (Wilks' lambda = .968, F= 5.096, df= 1/590, p=. 024). The mean score of gender shows that males maintain preferences toward the current education types ( $M=6.558$ ) and philosophies ( $M=6.005$ ).

In the 2x7 MANOVA of position level and age, both position level and age significantly affect criterion variables. Both work position (Wilks' lambda = .977, F=9.195, df= 1/590, p=. 003) and age (Wilks' lambda = .900, F= 3.101, df= 1/590, p=. 005) are significant regarding preferences of philosophy. The mean scores of position level shows that non-managers ( $M=6.929$ ) prefer the current philosophies. The mean score of age indicates that workers more than 51 years old ( $M=8.750$ ) prefer the current philosophies as well.

Table V-8

*Preferences of Design*

P R E F E R E N C E S	D.V Criterion Variables	I.V Predictor Variables	
		Effect	Subgroup with Highest Mean Score
D E S I G N	Types	Gender	Male
		Position level	Manager
O F	L/P Delivery Diversity Philosophy		N/A
			N/A
			N/A
O F	Satisfaction	Position level	Non-manager
		Age	More than 51 years old
		Gender	Male
		Position level	Manager

### *Comparison of Multiple Regression and the MANOVA*

A comparison of the multiple regression and MANOVA analyses is provided because the MANOVA not only provides numerous statistical significances but also presents slightly different interaction patterns between predictor variables pertaining to criterion variables.

#### *Philosophy of HRD Education*

Multiple regressions indicate that age predictor variables take the prime role in determining overall perceptions of philosophy. The MANOVA, on the other hand, suggests that the age predictor is not the only variable that predicts philosophy criterion variables; other predictor variables—work type, position level, gender, and tenure—are significant as well.

In sub-levels of philosophy, workers who perceive behavioral philosophy as the best-working theoretical background for HRD education are, in general, males who have more than 21 years experience. Liberal philosophy is also highly identified by male workers with more than 21 years experience. Humanistic philosophy is perceived most by non-managerial workers between 45 and 50 years old and male managers more than 51 years old. Progressive philosophy is perceived most by male HRD practitioners who are more than 51 years old and have more than 21 years experience. Finally, radical philosophy is identified most frequently by male HRD practitioners who have worked more than 21 years.

However, preferences toward philosophy in relation to predictor variables and criterion variables have a rather different inclination. In general, females between 45 and 50 years of age and who have more than 21 years experience identify preferences on the

existing philosophy. Behavioral philosophy is preferred by non-managerial male workers more than 51 years old and with more than 21 years experience. Workers more than 51 years old with more than 21 years experience prefer liberal and humanistic philosophy. Progressive philosophy is preferred by non-managerial male workers with more than 21 years experience in the manufacturing arena. Radical philosophy is preferred by male HRD practitioners at both managerial and non-managerial levels and with more than 21 years work experience.

In summary, philosophy criterion variables can be summarized: Males more than 51 years old in service arena and more than 21 years work experience perceive what philosophy is and what roles philosophy plays in HRD education. Workers at the non-managerial level in the manufacturing arena are also aware of various philosophical concepts. However, workers more than 51 years old with more than 21 years experience appear indifferent to philosophy (see Tables V-9 & 10).

#### *Implementation of HRD Education*

The implementation of HRD education, according to multiple regressions, is perceived according to work type and category. However, research about sub-predictor variables using the MANOVA identifies other numerous predictor variables concerning sub-levels of implementation criterion variables.

In factor 1, learner-centered activity is perceived by both practitioners and workers in the manufacturing and service fields at the same time. Workers from 40 to 44 years old with 11 to 15 years experience identified learner-centered activity; factor 2, personalized instruction, and factor 3, relating to experience, is perceived by workers of different types at any position level; factor 4, assessing learner's needs, is perceived by

workers in manufacturing fields; both factor 5, climate building, and factor 6, participant in the learning process, are perceived as important by workers in manufacturing fields; and factor 7, flexibility personal development, is acknowledged only by HRD practitioners and managers in manufacturing.

Table V-9

*Perceptions of Philosophy*

	D.V Criterion Variables	Multiple Regression I.V Predictor Variables	MANOVA	
			I.V. Predictor Variables	
			Effect	Subgroup with Highest Mean Score
P E R C E P T I O N  P H I L O S O P H Y	Philo_Perc	Age	Work type x Position level	Non-managers in manufacturing
			Gender	Male
			Gender x Tenure	Males who have worked more than 21 years
			Age x Work type	More than 51 years old in Service
	Behavioral	Age	Tenure and Work type	Workers who have worked more than 21 years
	Liberal	Age	Gender x Tenure	Males who have worked more than 21 years
	Humanistic	Age	Position level	Non-manager
			Gender x Position level	Males at managerial level
			Age	Between 45 and 50 years old
			Age x Position level	Managers more than 51 years old
	Progressive	Gender	Gender	Male
			Gender x Tenure	Males who have worked more than 21 years
			Category	HRD Practitioners
			Tenure and Work type	Workers who have worked more than 21 years
	Radical	Gender	Gender x Tenure	Males who have worked more than 21 years
		Gender x Category	Category	HRD Practitioners
			Manufacturing	

Table V-10

*Preferences of Philosophy*

		Multiple Regression	MANOVA	
		D.V Criterion Variables	I.V Predictor Variables	I.V Predictor Variables
			Effect	Subgroup with Highest Mean Score
P R E F E R E N C E	P H I L O S O P H Y	Philo_Pre	Age	More than 51 years
			Age x Gender	Females between 45 and 50 years old
			Tenure	More than 21 years
	Behavioral	Age	Age	Workers more than 51 years old
			Category	HRD Practitioners
			Category and Gender	Male workers
			Tenure	Workers who have worked more than 21 years
	Liberal	Age	Age	Workers more than 51 years old
			Tenure	Workers who have worked more than 21 years
	Humanistic	Age	Age	Workers more than 51 years old
			Tenure	Workers who have worked more than 21 years
	Progressive	N/A	Age	Workers more than 51 years old
			Tenure	Workers who have work more than 21 years
			Position level	Non-manager
			Gender	Male
	Radical	Age	Work type x Position level	Non-managers in manufacturing
			Category	HRD Practitioners
			Category and Gender	Male workers
			Tenure	Workers who have worked more than 21 years
				Work type x Position level

Interestingly, preferences toward implementation, identified by age and work type according to multiple regressions, are identified by category and work type predictor variables in the MANOVA. Factor 1, learner-centered activity, is preferred by HRD practitioners and managers who are in the service arena; factor 2, personalizing instruction, is preferred by HRD practitioners in manufacturing fields; factor 3, relating to experience, is preferred in both manufacturing and service (see Tables V-11 & 12.). It also identified HRD practitioners as an important factor for implementation criterion

variables. Factor 4, assessing learner's needs, is the preferred practice by HRD practitioners in manufacturing fields; factor 5, climate building, is believed required by non-managers in manufacturing fields; factor 6, participant in the learning process, is rated important in manufacturing fields; and factor 7, flexibility personal development, is thought necessary by both HRD practitioners and workers.

The research shows that the implementation in HRD education is identified not by the workforces actually involved in learning process, but mostly by HRD practitioners and managers in manufacturing arena. In addition, workers in service arena do not have much chance in receiving HRD education and do not have preferences on implementation of HRD education. This insinuates that workers in service arena either do not have systematic education delivery methods or are not aware of the implementation concept itself.

#### *Design of HRD Education*

The design of HRD education, according to the multiple regressions, is generally perceived according to work type and category. However, research on sub-predictor variables using the MANOVA identifies other numerous predictor variables concerning sub-levels of implementation criterion variables.

With perceptions of design, most sub-levels of criterion variables are involved with workers in manufacturing. Only HRD practitioners and managers show satisfaction with current HRD education design, and only HRD practitioners and managers feel the necessity for better HRD education design as regards the 7 sub-levels of criterion variables.

Empirical data in perception and preferences of design in HRD education induce conclusions that HRD practitioners and managers do not develop the design of the HRD education even if they understand the necessity of the design. Workers in Korean business organizations, regardless of the existence of HRD education design, may not have the chance to participate in the process of developing the design and do not receive systematic HRD education based on a concrete HRD education design.

Table V-11

*Perceptions of Implementation*

	D.V Criterion Variables	Multiple Regression I.V Predictor Variables	MANOVA	
			I.V Predictor Variables	
			Effect	Subgroup with Highest Mean Score
P E R C E P T I O N	Imp_Perc	Work type	Work type	Manufacturing
			Position level x Tenure	Managers who have worked more than 21 years
			Age x Work type	More than 51 years old in manufacturing
	Factor 1	Work type	Work type	Manufacturing
			Tenure x Age	Between 40 and 44 years old with 11 to 15 years experience
			Category x Work type	HRD Practitioners in service
			Category	HRD Practitioners
			Position level x Tenure	Managers who have worked 6 to 10 years
	Factor 2	Work type	Work type	Workers
	Factor 3	Work type	Work type	Workers
	Factor 4	Work type	Work type	Workers
			Category x Work type	Workers in manufacturing
			Category	Workers
	Factor 5	Work type	Work type	Manufacturing
			Category x Work type	Workers in manufacturing
			Position level x Tenure	Managers who have worked more than 21 years
	Factor 6	Work type	Work type	Manufacturing
			Category	HRD Practitioners
			Work type	Manufacturing
	Factor 7	Work type	Work type	Manufacturing
			Category	HRD Practitioners
Position level			Manager	

Table V-12

*Preferences of Implementation*

	D.V Criterion Variables	Multiple Regression	MANOVA	
		I.V Predictor Variables	I.V Predictor Variables	
			Effect	Subgroup with Highest Mean Score
P R E F E R E N C E  I M P L E M E N T A T I O N	Imp_Pre	Age	Category	HRD Practitioner
		Work type	Work type	Manufacturing
	Factor 1	Age	Position level	Manager
		Work type	Work type	Manufacturing
	Factor 2	Age	Work type x Category	HRD Practitioners in service
		Work type	Category	HRD Practitioners
	Factor 3	Age	Category	HRD Practitioners
		Work type	Work type	Manufacturing
	Factor 4	Age	Work type	Manufacturing
		Work type	Work type x Category	HRD Practitioners in service
	Factor 5	Age	Category	HRD Practitioners
		Work type	Work type	Manufacturing
	Factor 6	Age	Work type	Manufacturing
		Work type	Work type	Manufacturing
	Factor 7	Category	Work type	Manufacturing
		Position level	Category	HRD Practitioners
Position level			Position level	Manager
		Work type x Category	Workers in manufacturing	

In general, analyses with the use of the MANOVA allowed exploration of the relationships between predictor variables and criterion variables, through consideration of more specific sub-levels of numerous variables. However, it also presents a couple of discrepancies, compared to analyses with the use of multiple regressions. For instance, predictor variables that relate to one of the criterion variables—perception of liberal philosophy—vary according to analyses with multiple regressions and the MANOVA, respectively. Multiple regression analysis indicates age is a predictor variable that correlates to liberal philosophy, but analysis with the MANOVA identifies gender and tenure as predictor variables that correlate to liberal philosophy. Replacement of the age predictor variable with the tenure predictor variables in the MANOVA is not the issue

considering potential high correlations between two variables. However, studying the gender predictor variable to determine whether or not there is a correlation to liberal philosophy requires two different sets of statistical analyses.

First, comparison of the main effects of gender x tenure of the 2 x 2 MANOVA and the main effects of gender x age of the 2x2 MANOVA is required by eliminating the interaction effects from both sides of the analyses. If there are statistical differences between the two analyses of the main effects, a second step of analysis is required. This second step involves looking into how gender predictor variables interact with each sub-level of the age and tenure predictor variables. Note that this process is not included in the research because the research is aimed only at determining similarities and differences in perceptions and preferences of HRD education pertaining to the predictor variables (see Tables V-13 and 14).

Table V-13

*Perceptions of Design*

		Multiple Regression	MANOVA			
		I.V Predictor Variables	I.V Predictor Variables			
D.V Criterion Variables						
P E R C E P T I O N	D E S I G N	Des_Perc	Work type	Work type	Manufacturing	
			Age x Work type	More than 51 years old in manufacturing		
		Education Type	Category	Category	HRD Practitioners	
				Work type x Age	More than 51 years old in manufacturing	
		Learner/ Practitioner	Work type	Work type	Manufacturing	
				Category	HRD Practitioners	
		Delivery Method	Gender	Work type x Age	More than 51 years old in manufacturing	
		Diversity	Work type	Work type x Age	More than 51 years old in manufacturing	
				Work type	Manufacturing	
		Philosophy	Work type	Work type x Age	More than 51 years old in manufacturing	
Satisfaction	Category	Category	HRD Practitioners			
		Work type x Age	More than 51 years old in manufacturing			

Table V-14

*Preferences of Design*

		Multiple Regression	MANOVA			
		I.V Predictor Variables	I.V Predictor Variables			
D.V Criterion Variables						
P R E F E R E N C E	D E S I G N	Des_Pre	Age	Work type	Manufacturing	
			Work type			
		Education Type	Gender	Gender	Male	
				Position level	Manager	
		Learner/Practitioner	Work type	N/A		
		Delivery Method	Work type	N/A		
		Diversity	Age Work type	N/A		
				Age	Age	More than 51 years old
		Philosophy	Work type	Gender	Male	
				Position level	Position level	Non-manager
Satisfaction	Position level	Position level	Manager			

### *Research Conclusion*

The research avoids establishing taxonomies for contextualizing western learning theory in the development of culturally sensitive HRD education in Korean business organizations. This is because statistical data from multiple regressions does not support strong correlations between predictor variables and criterion variables. One of the significant reasons why multiple regression exhibits low prediction between predictor variables and criterion variables may be the existence of extraneous variables that may interact with predictor variables without the knowledge of the researcher. The extraneous variables may be rooted in predictor variables in business organizations, such as education level, family issues, proportion of gender and generation in the organization, inadequate research timeframe and interaction with other participants regarding the responses of the questionnaire, etc.

The research reconfirms neglect of studying philosophies as a basis for developing a better HRD education. Furthermore, the research points out the non-strategic implementation of HRD education in Korean organizations using foreign models without constructing designs specific to unique characteristics of cultures, gender, and generation in business sectors of Korea.

The analysis with the MANOVA supports one of the major objectives of the research, by ascertaining perceptions and preferences of both HRD practitioners and workforces on philosophy, design, and implementation of HRD education pertaining to category, age, gender, tenure, work position and work type. The research findings mostly illustrate an unevenly distributed knowledge of philosophies among workers, irregularly based HRD education delivery methods, and unsystematic HRD education designs in

Korea. In addition, unofficial post-research interviews with HRD practitioners and workers in Korea reflected their current acknowledgement of the necessity of HRD education. The majority of the HRD practitioners stated, “We recognize building systematic HRD education in business organizations is an important task. However, it is not the right time for the development of HRD education. It is time to utilize the most up-to-date HRD education programs from foreign sources and adapt to the fast-changing business environments to keep up with the numerous demands from ins and outs.” In addition, workers in Korean business organizations claimed, “I do not have problems comprehending content of the questionnaire. However, I cannot tell the difference between what each question presents.”

Based on the remarks from both workers and research findings, it is possible to conjecture that HRD education philosophy, design, and implementation methods pertaining to age, gender, tenure, work type, position level, and category have been neither systematically established nor provided in a proper manner.

#### *Potential Research Applications*

The literature reviews and the research findings emphasize the necessity of establishing a solid knowledge background in philosophy, design, and implementation of HRD education, in order to provide culture-sensitive education for the various groups in each Korean organization. The research indicates that workers more than 51 years old with more than 20 years work experience perceive most to the philosophical issues surrounding HRD education. However, it also suggests that older workers with many years of work experience did not actually acquire their knowledge of philosophy through official, organized HRD education sessions but rather through daily work experiences.

Statistically insignificant responses on philosophy of HRD education indicate also that younger workers do not have sufficient experience establishing their own philosophy. The research findings on implementation of HRD education suggest that only managers and HRD practitioners believe that delivery methods of education were proper for the workforces who receive HRD education. The research findings on design of HRD education also suggest that the labor forces only in manufacturing fields acknowledge the importance of design elements. Moreover, only HRD practitioners and managerial levels exhibit preferences on directions of the design elements in the practice of current HRD education.

The research indicates a need for a paradigm shift in HRD educational practices in Korean business organizations. This paradigm shift must consist of three elements.

First, HRD education should be provided in order for HRD practitioners to grasp basic knowledge of philosophy, design, and implementation elements of HRD education. Common sense indicates that HRD practitioners' understanding of the content is crucial if HRD education and learning encounters are to carry any meaning or value.

Second, managers and HRD practitioners need to encourage workforces to participate actively in the entire development process of education sessions. This is because diverse workforces who attend HRD education bring to the education setting a variety of prior experiences and preformed ideas about what it means to be a learner. Therefore, educational and learning activities need to be restructured to reflect reasonably the meanings and values of diverse workforces throughout the involvement in entire education session development.

Third, HRD practitioners and managers need to include the growing issues of culture specificity, gender, and generation as elements of building strategic HRD education programs that fit the needs of particular groups and organizations. Implicit characteristics in effective practice are developing a mindset of HRD practitioners concerning the interests of workforces. Workforces who participate in HRD education programs are never willing to accept presenting HRD education, if the HRD education does not fit into their own interests and concerns of a particular cohort.

These three elements of the potential paradigm shift, in summary, indicate that HRD education can indeed have meaning for workers when it is specialized and specified not only for the purpose of the education but also for the learners who actually attend the education sessions. Current HRD education practices—applications of foreign theory-based HRD education without considering unique organization cultures in business arena of Korea—will never lead to optimum learning outcomes because learners will fail to recognize the importance of the learning issues and will not understand the subjects required to learn a particular topic.

#### *Research Limitations*

There are multiple limitations to the study. The following critique identifies evolving factors, which affected the research:

1. Participant responses were undermined by the large number of questionnaires. It created high dropout rates during the research process and decreased participant attention while filling out the questionnaires.

2. Utilization of only a quantitative research method weakened the impact of the research. An important aspect of the study of human resources was the limitation of quantitative measurements in HRD aspects.
3. The research is also limited ranges of numbers in the demographic questions through utilization of only nominal scales instead of normal distributed interval scales in categorizing age and tenure factors.
4. The research does not account for extraneous variables that potentially undermined participant responses during the research process.

#### *Recommendation for Future Research*

The research is limited in comparison to the study's original proposal by only describing simple differences and comparing perceptions and preferences of HRD education on philosophy, design, and implementation. It is because the research could not establish statistically significant relationships between predictor variables and criterion variables, and extraneous cultural variables may influence the philosophy, design, and implementation of HRD education. Regardless, the research points to potential future directions for HRD education research in Korea. As mentioned as a study limitation, the use of only quantitative measurements for the research did not allow the exploration of relationships of multiple predictor variables and criterion variables. One suggestion for future research of HR aspects is the inclusion of interviews generally adopted from qualitative studies. Use of qualitative research may allow interviews with participants who responded with either the highest or lowest scores of significant predictor variables. Cross-examination of the responses from both quantitative and qualitative research may allow predicting a particular criterion variable, which may be involved with extraneous

variables. Use of a focus-group study is another option to consider for future research, instead of attempting to generalize characteristics of 21 organizations, which were used for this study of Korean business organizations. Specification of cultural issues in a target group may increase the possibility of eliminating cultural extraneous variables, which may disrupt the survey process.

Hopes for the research to develop the taxonomy and present future directions of the HRD education in private sectors in Korea were not fulfilled. The researcher is comforted, however, by the thought that this study is virtually the first attempt at establishing the direction of HRD education in private sectors of Korea. This research may be seen, then, as a stepping-stone to future HRD education research studies and reports.

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## APPENDIX A

## **Questionnaire for HRD Practitioners' Value Inclination & HRD Education**

How do you do? I am a Ph.D. candidate of Human Resource Development in School of Education at Colorado State University.

The questionnaire, as data for my doctoral dissertation, is designed to investigate your **preferences and perceptions of philosophy, design and implementation of workforce education**. Your responses of the questionnaire are to invaluable data for the survey. Furthermore, the survey is developed as wish to help establish direction of HRD education in Korea Corporation of 21st century. **So, please respond all questions** even if substance of question contains some difficulty and certain amounts of volumes.

There are **no 'right' or 'wrong' answers** on this questionnaire. So, feel free to present your ideas and opinions. Furthermore, there are some similar questions in the questionnaire but please respond every question without omitting it. According to the figure law article 13 in Korea, participants of the survey will be pledged that disadvantage does not return to individuals because responses of the survey are not constructed for canalization of individual units but for the purpose of research.

If you have any question regarding the questionnaire, please feel free to contact me at any time to following address. I will do my best to respond your questions.

Thank you very much.

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The following is contents about data for analyzing statistics of population. This section of the questionnaire is very important for the study. Therefore, please respond without omitting any question.

**1. Age**

- ① below 25 yrs      ② between 25-29yrs      ③ between 30-34yrs      ④ between 35-39yrs  
⑤ between 40-44yrs      ⑥ between 45-50yrs      ⑦ above 51yrs

**2. Gender**

- ①Male                      ②Female

**3. Tenure**

(Total year of Career: Please indicate years of work including former company)

- ① below 3yrs                      ② between 3-5yrs                      ③ between 6-10yrs  
④ between 11-15yrs                      ⑤ between 16-20yrs                      ⑥ above 21yrs

**4. Class of Position**

- ① Non-Manager Level ( Employee Level, Manager and Chief of Section))  
② Manager Level (Above Deputy Manager Level

**5. Category of Business**

- ① Manufacture ( e.g., manufacturing, construction, information, communication, and technology etc)  
② Service (e.g., banking/insurance, distribution/sales, research institute etc)

**PART 1**

The presented contents of questionnaire are to measure your perceptions and preferences of philosophical orientation in HRD education. Each of the fifteen (15) items on the Inventory begins with an incomplete sentence, followed by different options that might complete the sentence. To the right of each option is a scale from 1 to 6.

To complete the Inventory, read each sentence stem and each optional phrase the completes it. On the 1-6 scale, CIRCLE the number that most closely indicates how you feel about each option. The scale goes from 1 (strongly Agree) to 6 (Strongly Disagree).

Strongly Agree	<b>SA</b>	<b>(1):</b>	Agree with out exception
Moderately Agree	<b>MA</b>	<b>(2):</b>	Agree with minimum exception
Agree	<b>A</b>	<b>(3):</b>	Agree more times than disagree
Disagree	<b>D</b>	<b>(4):</b>	Disagree more times than agree
Moderately Disagree	<b>MD</b>	<b>(5):</b>	Disagree with minimum exception
Strongly Disagree	<b>SD</b>	<b>(6):</b>	Disagree without exception

	<b>S</b>	<b>M</b>	<b>A</b>	<b>D</b>	<b>M</b>	<b>S</b>
	<b>A</b>	<b>A</b>			<b>D</b>	<b>D</b>
<b>1. WHEN I PLAN AN EDUCATIONAL ACTIVITY, I:</b>						
1-1. Identify, in association with leaders, significant social, cultural, and/or political issues, and plan learning activities around them. ....	1	2	3	4	5	6
1-2. Clearly identifies the results I want and construct a program that will achieve those results. ....	1	2	3	4	5	6
1-3. Start with a plan that organizes issues of what, when and how. ....	1	2	3	4	5	6
1-4. Assess learner's needs and develop valid learning activities based on the learner's needs. ....	1	2	3	4	5	6
1-5. Consider main interests of learners and plan how to effectively deal with them. ....	1	2	3	4	5	6
<b>2. PARTICIPANTS OF WORKFORCE EDUCATION LEARN BEST:</b>						
2-1. When the new knowledge is generated from a problem-solving approach. ....	1	2	3	4	5	6
2-2. When the well-structured learning activity is practiced through practice and repetition. ....	1	2	3	4	5	6
2-3. When they have more chances discuss with other learners and a group coordinator considering learning topics. ....	1	2	3	4	5	6
2-4. When they can explore freely without the constraints of systems and rules. ....	1	2	3	4	5	6
2-5. When they are provided knowledge from an "expert" who understand their problems. ....	1	2	3	4	5	6
<b>3. THE MAIN PURPOSE OF CURRENT WORKFORCE EDUCATION IS:</b>						
3-1. To facilitate learner's personal development. ....	1	2	3	4	5	6
3-2. To increase learners' awareness of the need for social change and help to learners to facilitate such change. ....	1	2	3	4	5	6
3-3. To acquire conceptual and theoretical understanding. ....	1	2	3	4	5	6
3-4. To develop the learners' capability to any solve problem. ..	1	2	3	4	5	6
3-5. To improve learners' competency and increase specific knowledge and skills. ....	1	2	3	4	5	6
<b>4. MOST WORKFORCES GAIN KNOWLEDGE:</b>						
4-1. When they consistently pursue their goals, and through the of problem solving. ....	1	2	3	4	5	6
4-2. When they develop critical and reflective thinking relative to important social, cultural, and political issues. ....	1	2	3	4	5	6
4-3. Through a trial-and-feedback process. ....	1	2	3	4	5	6
4-4. Through the process of self-discovery rather than the process of teaching. ....	1	2	3	4	5	6
4-5. Through a comprehensive education process. ....	1	2	3	4	5	6

	S A	M A	A	D	M D	S D
<b>5. DECISIONS ABOUT WHAT TO INCLUDE IN A LEARNING ACTIVITY:</b>						
5-1. Is made by learners who participated in the learning activity through out the consultation with a facilitator. ....	1	2	3	4	5	6
5-2. Is made based on consideration of an education provider relative to what learners know and what the education provider believe they should know at the end of the activity. ....	1	2	3	4	5	6
5-3. Is based on consideration of critical social, political, and/or cultural situation. ....	1	2	3	4	5	6
5-4. Is based on the learner's needs, interests, and problems. ....	1	2	3	4	5	6
5-5. Is based on prudent analysis of the material that is taught by an education provider. ....	1	2	3	4	5	6
<b>6. AS AN EDUCATION PROVIDER, I PLAN INSTRUCTION:</b>						
6-1. By considering objectives and expected outcomes of education and by considering the most efficient methods for learners. ....	1	2	3	4	5	6
6-2. By identifying any problem that can be resolved by the instruction. ....	1	2	3	4	5	6
6-3. By clarifying the content, concepts, and/or theoretical principles of learning. ....	1	2	3	4	5	6
6-4. By clarifying key social, cultural, and/or political issues that affect the lives of the learners. ....	1	2	3	4	5	6
6-5. By letting learners to identify what and how to learn it. ....	1	2	3	4	5	6
<b>7. AS AN EDUCATION PROVIDER, I AM MOST SUCCESSFUL IN SITUATIONS:</b>						
7-1. That is unstructured and flexible enough to consider learners' interests of learning. ....	1	2	3	4	5	6
7-2. That is fairly structured, clearly identified objectives and built-in feedback of learning to the learners. ....	1	2	3	4	5	6
7-3. Where I can focus on practical skills and knowledge that can be put to use in solving problems. ....	1	2	3	4	5	6
7-4. Where the focus of learning material is clearly identified and the subject matter is logically organized. ....	1	2	3	4	5	6
7-5. Where learners are aware of social and/or political issues and have a will to apply the influence of such issues on their daily lives. ....	1	2	3	4	5	6
<b>8. IN PLANNING AN EDUCATIONAL ACTIVITY, I CREATE:</b>						
8-1. Learning environments that can deal with real world problems by learner's own capabilities. ....	1	2	3	4	5	6
8-2. Learning environments that learners reexamine their own beliefs and values and elicit critical questions. ....	1	2	3	4	5	6
8-3. Well controlled learning environments where learners can be attracted and controlled to accomplish objectives. ....	1	2	3	4	5	6
8-4. Learning environments that present a clear framework of the content and the concepts to be taught and learned. ....	1	2	3	4	5	6
8-5. Learning environments that support self-discovery and interaction. ....	1	2	3	4	5	6
<b>9. THE LEARNERS' FEELINGS DURING THE LEARNING PROCESS:</b>						
9-1. Is brought up to truly involve learners in learning. ....	1	2	3	4	5	6
9-2. Provide energy that can be focused on problems or questions. ..	1	2	3	4	5	6
9-3. Affect the learners in the way they approach their learning. ..	1	2	3	4	5	6
9-4. Are used by an education provider to achieve the learning objectives. ....	1	2	3	4	5	6
9-5. Reduce efficiency of the learning by diverting the learners' attention. ....	1	2	3	4	5	6
<b>10. THE BEST TEACHING METHOD IS:</b>						
10-1. Problem-solving and presentation of practical challenges to the learner. ....	1	2	3	4	5	6
10-2. Focused on emphasizing practice and feedback to the learner. ..	1	2	3	4	5	6
10-3. Non-directive learning that encourage the learners to take responsibility for their own learning. ....	1	2	3	4	5	6

	S A	M A	A	D	M D	S D
10-4. Involving learners in dialog and examination of controversial issues. ....	1	2	3	4	5	6
10-5. Decided by the subject or content of learning that is taught. ..	1	2	3	4	5	6
<b>11. UNINTEREST OF LEARNERS IN LEARNING SUBJECT REPRESENTS:</b>						
11-1. Ignorance of learners how serious the consequences of not understanding or not learning the subject may be. ....	1	2	3	4	5	6
11-2. Learners do not see any benefit from the learning for improving their daily lives. ....	1	2	3	4	5	6
11-3. Lack of understanding on the subject and incompetence of an education provider that cannot draw attention from the learners. ....	1	2	3	4	5	6
11-4. Inadequate practice or feedback during the learning process. ..	1	2	3	4	5	6
11-5. That learners believe the learning subject is not critical or they are not ready to learn it. ....	1	2	3	4	5	6
<b>12. DIFFERENCES AMONG LEARNERS:</b>						
12-1. Are not needed to be considered as long as the learners gain knowledge through the learning experience. ....	1	2	3	4	5	6
12-2. Amplify efficiency of learning by pursuing their own ways on their own time. ....	1	2	3	4	5	6
12-3. Are usually based on different life experiences and lead them to utilize different applications and skills to their own situation. ....	1	2	3	4	5	6
12-4. Originate from own cultural and social backgrounds and diversity should be respected even when they recognize common needs and problems. ....	1	2	3	4	5	6
12-5. Do not undermine effectiveness of learning as long as each learner receives adequate opportunity for practice and reinforcement. ....	1	2	3	4	5	6
<b>13. EVALUATION OF LEARNING OUTCOMES:</b>						
13-1. Is not important and may be impossible because effects of learning may appear with the passage of time. ....	1	2	3	4	5	6
13-2. Is built into the learning system, so that learners can improve their performance with continuous feedback. ....	1	2	3	4	5	6
13-3. Is best performed by the learners themselves, for their own purposes. ....	1	2	3	4	5	6
13-4. Inform an education provider the leverage of learner's conceptual understanding of new material. ....	1	2	3	4	5	6
13-5. Is best accomplished when the learner resolve problems either in the learning setting or the real world. ....	1	2	3	4	5	6
<b>14. AS AN EDUCATION PROVIDER, I:</b>						
14-1. Help learning through structured learning activities with well-directed feedback. ....	1	2	3	4	5	6
14-2. Provide systematical helps to learners in gaining knowledge and understanding theories and concepts. ....	1	2	3	4	5	6
14-3. Help learners identify and learn to solve problems better. ....	1	2	3	4	5	6
14-4. Help to increase learners' awareness of environmental, social, and political issues and helps them learn how to have an impact on these situations through education. ....	1	2	3	4	5	6
14-5. Indirectly facilitates learning activities. ....	1	2	3	4	5	6
<b>15. WHEN LEARNERS HAVE NOT LEARNED WHAT WAS TAUGHT:</b>						
15-1. I did not provide learning effectively. ....	1	2	3	4	5	6
15-2. I repeat the education process. ....	1	2	3	4	5	6
15-3. I consider learners have learned something else that they consider just as interesting or useful. ....	1	2	3	4	5	6
15-4. I consider the learners do not understand significance of learning. ....	1	2	3	4	5	6
15-5. I consider it is because learners are unable to make practical application of new knowledge to solve problems in their daily lives. ....	1	2	3	4	5	6

	S	M	A	D	M	S
	A	A			D	D
<b>16. WHEN PLAN AN EDUCATIONAL ACTIVITY AS AN EDUCATION PROVIDER, I SHOULD MORE FOCUS ON:</b>						
16-1. Identifying, in association with leaders, significant social, cultural, and/or political issues, and plan learning activities around them. ....	1	2	3	4	5	6
16-2. Clearly identifying the results I want and construct a program that will achieve those results. ....	1	2	3	4	5	6
16-3. Start with a plan that organizes issues of what, when and how. ....	1	2	3	4	5	6
16-4. Assessing learner's needs and develop valid learning activities based on the learner's needs ....	1	2	3	4	5	6
16-5. Considering main interests of learners and plan how to effectively deal with them. ....	1	2	3	4	5	6
<b>17. PARTICIPANTS OF WORKFORCE EDUCATION MUST BE LEARNING BETTER:</b>						
17-1. When the new knowledge is generated from a problem-solving approach. ....	1	2	3	4	5	6
17-2. When the well-structured learning activity is practiced through practice and repetition. ....	1	2	3	4	5	6
17-3. When they have more chances discuss with other learners and a group coordinator considering learning topics. ....	1	2	3	4	5	6
17-4. When they can explore freely without the constraints of systems and rules. ....	1	2	3	4	5	6
17-5. When they are provided knowledge from an "expert" who understand their problems. ....	1	2	3	4	5	6
<b>18. THE MAIN PURPOSE OF WORKFORCE EDUCATION SHOULD BE:</b>						
18-1. Facilitating learner's personal development. ....	1	2	3	4	5	6
18-2. Increasing learners' awareness of the need for social change and help to learners to facilitate such change. ....	1	2	3	4	5	6
18-3. Acquiring conceptual and theoretical understanding. ....	1	2	3	4	5	6
18-4. Developing the learners' capability to any solve problem. ....	1	2	3	4	5	6
18-5. Improving learners' competency and increase specific knowledge and skills. ....	1	2	3	4	5	6
<b>19. MOST OF WHAT WORKFORCES SHOULD BE GAINING MORE KNOWLEDGE:</b>						
19-1. When they consistently pursue their goals, and through the process of problem solving. ....	1	2	3	4	5	6
19-2. When they develop critical and reflective thinking relative to important social, cultural, and political issues. ....	1	2	3	4	5	6
19-3. Through a trial-and-feedback process. ....	1	2	3	4	5	6
19-4. Through the process of self-discovery rather than the process of teaching. ....	1	2	3	4	5	6
19-5. Through a comprehensive education process. ....	1	2	3	4	5	6
<b>20. DECISIONS ABOUT WHAT TO INCLUDE IN A LEARNING ACTIVITY:</b>						
20-1. Should be made by learners who participated in the learning activity through out the consultation with a facilitator. ....	1	2	3	4	5	6
20-2. Should be made based on consideration of an education provider relative to what learners know and what the education provider believe they should know at the end of the activity. ....	1	2	3	4	5	6
20-3. Should be based on consideration of critical social, political, and/or cultural situation. ....	1	2	3	4	5	6
20-4. Should be based on the learner's needs, interests, and problems. ....	1	2	3	4	5	6
20-5. Should be based on prudent analysis of the material that is taught by an education provider. ....	1	2	3	4	5	6
<b>21. GOOD EDUCATION PROVIDER SHOULD PLAN INSTRUCTION:</b>						
21-1. By considering objectives and expected outcomes of education and by considering the most efficient methods for learners. ....	1	2	3	4	5	6
21-2. By identifying any problem that can be resolved by the instruction. ....	1	2	3	4	5	6

	S	M	A	D	M	S
	A	A			D	D
21-3. By clarifying the content, concepts, and/or theoretical principles of learning. ....	1	2	3	4	5	6
21-4. By clarifying key social, cultural, and/or political issues that affect the lives of the learners.....	1	2	3	4	5	6
21-5. By letting learners to identify what and how to learn it. ....	1	2	3	4	5	6
<b>22. EDUCATION PROVIDERS SHOULD BE MOST SUCCESSFUL IN SITUATIONS:</b>						
22-1. That is unstructured and flexible enough to consider learners' interests of learning.....	1	2	3	4	5	6
22-2. That is fairly structured, clearly identified objectives and built-in feedback of learning to the learners.....	1	2	3	4	5	6
22-3. Where they can focus on practical skills and knowledge that can be put to use in solving problems.....	1	2	3	4	5	6
22-4. Where the focus of learning material is clearly identified and the subject matter is logically organized.....	1	2	3	4	5	6
22-5. Where learners are aware of social and/or political issues and have a will to apply the influence of such issues on their daily lives. ....	1	2	3	4	5	6
<b>23. IN PLANNING AN EDUCATIONAL ACTIVITY, AS EDUCATION PROVIDERS SHOULD TRY MORE TO CREATE:</b>						
23-1. Learning environments that can deal with real world problems by learner's own capabilities.....	1	2	3	4	5	6
23-2. Learning environments that learners reexamine their own beliefs and values and elicit critical questions.....	1	2	3	4	5	6
23-3. Well controlled learning environments where learners can be attracted and controlled to accomplish objectives.....	1	2	3	4	5	6
23-4. Learning environments that present a clear framework of the content and the concepts to be taught and learned. ....	1	2	3	4	5	6
23-5. Learning environments that support self-discovery and interaction. ....	1	2	3	4	5	6
<b>24. THE LEARNERS' FEELINGS DURING THE LEARNING PROCESS:</b>						
24-1. Should be brought up to truly involve learners in learning. ..	1	2	3	4	5	6
24-2. Must be Provided energy that can be focused on problems or questions.....	1	2	3	4	5	6
24-3. Must be affect the learners in the way they approach their learning .....	1	2	3	4	5	6
24-4. Should be used by an education provider to achieve the learning objectives.....	1	2	3	4	5	6
24-5. Must be reducing efficiency of the learning by diverting the learners' attention.....	1	2	3	4	5	6
<b>25. THE BEST TEACHING METHOD OF AN EDUCATION PROVIDER SHOULD BE:</b>						
25-1. Problem-solving and presentation of practical challenges to the learner.....	1	2	3	4	5	6
25-2. Focused on emphasizing practice and feedback to the learner.....	1	2	3	4	5	6
25-3. Non-directive learning that encourage the learners to take responsibility for their own learning.....	1	2	3	4	5	6
25-4. Involving learners in dialog and examination of controversial issues. ....	1	2	3	4	5	6
25-5. Decided by the subject or content of learning that is taught. ....	1	2	3	4	5	6
<b>26. UNINTEREST OF LEARNERS IN LEARNING SUBJECT SHOULD BE REPRESENTING:</b>						
26-1. Ignorance of learners how serious the consequences of not understanding or not learning the subject may be.....	1	2	3	4	5	6
26-2. Learners do not see any benefit from the learning for improving their daily lives. ....	1	2	3	4	5	6
26-3. Lack of understanding on the subject and incompetence of an education provider that cannot draw attention from the learners. ....	1	2	3	4	5	6
26-4. Inadequate practice or feedback during the learning process.....	1	2	3	4	5	6
26-5. That learners believe the learning subject is not critical or they are not ready to learn it.....	1	2	3	4	5	6

	S A	M A	A	D	M D	S D
<b>27. DIFFERENCES AMONG LEARNERS:</b>						
27-1. Should not be needed to be considered as long as the learners gain knowledge through the learning experience.....	1	2	3	4	5	6
27-2. May amplify efficiency of learning by pursuing their own ways on their own time.....	1	2	3	4	5	6
27-3. Should be usually based on different life experiences and lead them to utilize different applications and skills to their own situation. ....	1	2	3	4	5	6
27-4. May originate from own cultural and social backgrounds and diversity should be respected even when they recognize common needs and problems. ....	1	2	3	4	5	6
27-5. May affect effectiveness of learning as long as each learner receives adequate opportunity for practice and reinforcement...	1	2	3	4	5	6
<b>28. EVALUATION OF LEARNING OUTCOMES:</b>						
28-1. May not important and may be impossible because effects of learning may appear with the passage of time.....	1	2	3	4	5	6
28-2. May built into the learning system, so that learners can improve their performance with continuous feedback.....	1	2	3	4	5	6
28-3. May best performed by the learners themselves, for their own purposes.....	1	2	3	4	5	6
28-4. May Inform an education provider the leverage of learner's conceptual understanding of new material.....	1	2	3	4	5	6
28-5. Should be best accomplished when the learner resolve problems either in the learning setting or the real world. ....	1	2	3	4	5	6
<b>29. EDUCATION PROVIDERS SHOULD TRY MORE TO:</b>						
29-1. Help learning through structured learning activities with well-directed feedback. ....	1	2	3	4	5	6
29-2. Provide systematical helps to learners in gaining knowledge and understanding theories and concepts. ....	1	2	3	4	5	6
29-3. Help learners identify and learn to solve problems better. ....	1	2	3	4	5	6
29-4. Help to increase learners' awareness of environmental, social, and political issues and helps them learn how to have an impact on these situations through education.....	1	2	3	4	5	6
29-5. Indirectly facilitate learning activities. ....	1	2	3	4	5	6
<b>30. IN THE END, IF LEARNERS HAVE NOT LEARNED WHAT WAS TAUGHT:</b>						
30-1. The education provider may did not provide learning effectively. ....	1	2	3	4	5	6
30-2. The education provider should repeat the education process.....	1	2	3	4	5	6
30-3. The education provider should consider learners have learned something else that they consider just as interesting or useful.....	1	2	3	4	5	6
30-4. The education provider should consider the learners do not understand significance of learning.....	1	2	3	4	5	6
30-5. The education provider should consider it is because learners are unable to make practical application of new knowledge to solve problems in their daily lives.....	1	2	3	4	5	6

**PART 2**

The presented contents of questionnaire are to measure your preferences and perceptions of implementation of teaching and learning styles in HRD education.

You may personally find some of them desirable and find others undesirable. For each item please respond to the way you most frequently practice the action described in the item. Your choices are as follow:

Always	<b>AL</b>	<b>(1) :</b>	When you always do the event
Almost Always	<b>AM</b>	<b>(2) :</b>	When you almost always do the event
Often	<b>O</b>	<b>(3) :</b>	When you often do the event
Seldom	<b>S</b>	<b>(4) :</b>	When you seldom do the event
Almost Never	<b>AN</b>	<b>(5) :</b>	When you almost never do the event
Never	<b>N</b>	<b>(6) :</b>	When you never do the event or the items do not apply to you

	<b>A L</b>	<b>A M</b>	<b>O</b>	<b>S</b>	<b>A N</b>	<b>N</b>
1. I allow learners to participate in developing the criteria for evaluating their performance in learning. ....	1	2	3	4	5	6
2. I use disciplinary action when the situation requires. ....	1	2	3	4	5	6
3. I allow older learners more time to complete assignments when they need it. ....	1	2	3	4	5	6
4. I encourage adopting middle class values. ....	1	2	3	4	5	6
5. I help learners diagnose the gaps between their goals and their present level of performance. ....	1	2	3	4	5	6
6. I provide knowledge rather than serve as a resource person in education process. ....	1	2	3	4	5	6
7. I stick to the instructional objectives that I write at the beginning of a program. ....	1	2	3	4	5	6
8. I participate in the informal discussion session of learners. ....	1	2	3	4	5	6
9. I use lecture as the best method for presenting my subject material to learners. ....	1	2	3	4	5	6
10. I arrange the learning environment so that learners can interact better. ....	1	2	3	4	5	6
11. I determine the educational objectives for each of learners. ....	1	2	3	4	5	6
12. I plan units with learners from diverse socio-economic backgrounds. ....	1	2	3	4	5	6
13. I get learners to motivate themselves by confronting themselves in the presence of other members during group discussions. ....	1	2	3	4	5	6
14. I take into account learners' prior experiences as learning episodes. ....	1	2	3	4	5	6
15. I allow learners to participate in making decisions about the topic that will be covered for education. ....	1	2	3	4	5	6
16. I use one basic teaching method because I have found that most learners have a similar style of learning. ....	1	2	3	4	5	6

	<b>A</b>	<b>A</b>	<b>O</b>	<b>S</b>	<b>A</b>	<b>N</b>
	<b>L</b>	<b>M</b>			<b>N</b>	
17. I use different techniques depending on the learners being taught. ....	1	2	3	4	5	6
18. I encourage dialogue and interaction among my learners. ....	1	2	3	4	5	6
19. I utilize the many competencies that most learners already possess to achieve educational objectives. ....	1	2	3	4	5	6
20. I accept errors as a natural part of the learning process. ....	1	2	3	4	5	6
21. I have individual conferences to help learners identify their educational needs. ....	1	2	3	4	5	6
22. I let each learner work at his/her own rate regardless of the amount of time it takes him/her to learn a new concepts. ....	1	2	3	4	5	6
23. I help many learners develop short-range as well as long-range objectives of learning. ....	1	2	3	4	5	6
24. I maintain a well-disciplined learning environment to reduce interferences to learning. ....	1	2	3	4	5	6
25. I avoid discussion of controversial subjects that involve value judgments. ....	1	2	3	4	5	6
26. I allow my learners to take periodic breaks during learning. ....	1	2	3	4	5	6
27. I use methods that foster quiet, productive work. ....	1	2	3	4	5	6
28. I plan activities that will encourage each learner's growth from dependence on others to greater independence. ....	1	2	3	4	5	6
29. I gear my instructional objectives to match the individual abilities and needs of the learners. ....	1	2	3	4	5	6
30. I avoid issues that relate to the learner's concept of himself/herself. ....	1	2	3	4	5	6
31. I encourage learners to ask questions about the nature of their society. ....	1	2	3	4	5	6
32. I allow a learner's motives for participating in continuing education to be a major determinant in the planning of learning objectives. ....	1	2	3	4	5	6
33. I have learners identify their own problems that need to be solved. ....	1	2	3	4	5	6
34. I organize adult learning episodes according to the problems that many learners encounter in everyday life. ....	1	2	3	4	5	6
35. I encourage competition among learners. ....	1	2	3	4	5	6
36. I use different materials with different learners. ....	1	2	3	4	5	6
37. I should allow learners to participate in developing the criteria for evaluating their performance in learning. ....	1	2	3	4	5	6
38. I should use disciplinary action when the situation requires. ....	1	2	3	4	5	6
39. I should allow older learners more time to complete assignments when they need it. ....	1	2	3	4	5	6
40. I should encourage adopting middle class values. ....	1	2	3	4	5	6

	<b>A</b>	<b>A</b>	<b>O</b>	<b>S</b>	<b>A</b>	<b>N</b>
	<b>L</b>	<b>M</b>			<b>N</b>	
41. I should help learners diagnose the gaps between their goals and their present level of performance. ....	1	2	3	4	5	6
42. I prefer providing knowledge rather than serving as a resource person in education process. ....	1	2	3	4	5	6
43. I should stick to the instructional objectives that I write at the beginning of a program. ....	1	2	3	4	5	6
44. I prefer participating in the informal discussion session of learners. ....	1	2	3	4	5	6
45. I should use lecture as the best method for presenting my subject material to learners. ....	1	2	3	4	5	6
46. I prefer arranging the learning environment so that learners can interact better. ....	1	2	3	4	5	6
47. I should determine the educational objectives for each of learners. ....	1	2	3	4	5	6
48. I should plan units with learners from diverse socio-economic backgrounds. ....	1	2	3	4	5	6
49. I prefer getting learners to motivate themselves by confronting themselves in the presence of other members during group discussions. ....	1	2	3	4	5	6
50. I should take into account learners' prior experiences as learning episodes. ....	1	2	3	4	5	6
51. I should allow learners to participate in making decisions about the topic that will be covered for education. ....	1	2	3	4	5	6
52. I should use one basic teaching method because most learners have a similar style of learning. ....	1	2	3	4	5	6
53. I should use different techniques depending on the learners being taught. ....	1	2	3	4	5	6
54. I need to encourage dialogue and interaction among my learners. ....	1	2	3	4	5	6
55. I should utilize the many competencies that most learners already possess to achieve educational objectives. ....	1	2	3	4	5	6
56. I need to accept errors as a natural part of the learning process. ....	1	2	3	4	5	6
57. I should have individual conferences to help learners identify their educational needs. ....	1	2	3	4	5	6
58. I should let each learner work at his/her own rate regardless of the amount of time it takes him/her to learn a new concepts. ....	1	2	3	4	5	6
59. I should help many learners develop short-range as well as long-range objectives of learning. ....	1	2	3	4	5	6
60. I should I maintain a well-disciplined learning environment to reduce interferences to learning. ....	1	2	3	4	5	6
61. I should avoid discussion of controversial subjects that involve value judgments. ....	1	2	3	4	5	6

	<b>A</b>	<b>A</b>	<b>O</b>	<b>S</b>	<b>A</b>	<b>N</b>
	<b>L</b>	<b>M</b>			<b>N</b>	
62. I should allow my learners to take periodic breaks during learning. ....	1	2	3	4	5	6
63. I should use methods that foster quiet, productive work. ....	1	2	3	4	5	6
64. I should plan activities that will encourage each learner's growth from dependence on others to greater independence. ....	1	2	3	4	5	6
65. I should gear my instructional objectives to match the individual abilities and needs of the learners. ....	1	2	3	4	5	6
66. I should avoid issues that relate to the learner's concept of himself/herself. ....	1	2	3	4	5	6
67. I should encourage learners to ask questions about the nature of their society. ....	1	2	3	4	5	6
68. I should allow a learner's motives for participating in continuing education to be a major determinant in the planning of learning objectives. ....	1	2	3	4	5	6
69. I should have learners identify their own problems that need to be solved. ....	1	2	3	4	5	6
70. I should organize adult learning episodes according to the problems that learners encounter in everyday life. ....	1	2	3	4	5	6
71. I believe that an education provider should encourage competition among learners. ....	1	2	3	4	5	6
72. I should use different materials with different learners. ....	1	2	3	4	5	6

**PART 3**

The presented contents of questionnaire are to measure your preferences and perceptions of education design in HRD education. Please mark "V" which you feel best describes your behavior or belief.

	<b>A</b>	<b>A</b>	<b>O</b>	<b>S</b>	<b>A</b>	<b>N</b>
	<b>L</b>	<b>M</b>			<b>N</b>	
1. I often apply Cyber (Computer) based education for workforce education. ....	1	2	3	4	5	6
2. I often provide Lecture room (Lecture) based education for workforce education. ....	1	2	3	4	5	6
3. I utilize learner-based method more often than teacher based education. ....	1	2	3	4	5	6
4. I use individual based task performance methods than those of team based in education. ....	1	2	3	4	5	6
5. I provide frequent and regular based education than necessity based irregular based education. ....	1	2	3	4	5	6
6. I provide work related techniques and skill improvement education more than general organizational culture awareness education. ....	1	2	3	4	5	6
7. I provide specialized methods or education relative to gender of learners. ....	1	2	3	4	5	6
8. I provide specialized methods or education relative to generation of learners. ....	1	2	3	4	5	6
9. I provide specialized methods or education relative to age of learners. ....	1	2	3	4	5	6
10. I provide specialized methods or education to learners relative to levels of work position. ....	1	2	3	4	5	6
11. I provide specialized methods or education to learners relative to types of work in organization. ....	1	2	3	4	5	6
12. Gender element is considered as an important factor that improve education efficiency. ....	1	2	3	4	5	6
13. Generation element is considered as important factor that impact education efficiency. ....	1	2	3	4	5	6
14. Age element is considered as important factor that impact education efficiency. ....	1	2	3	4	5	6
15. Work types element is considered as important factor that impact education efficiency. ....	1	2	3	4	5	6
16. Levels of work position element are considered as important factor that impact education efficiency. ....	1	2	3	4	5	6

	<b>A</b>	<b>A</b>	<b>O</b>	<b>S</b>	<b>A</b>	<b>N</b>
	<b>L</b>	<b>M</b>			<b>N</b>	
17. I have own education philosophy that I generally apply to workforce education. ....	1	2	3	4	5	6
18. I do have specialized teaching methods and/or styles for workforce education. ....	1	2	3	4	5	6
19. I consider maximum usage of visual and audio effects as education supplements. ....	1	2	3	4	5	6
20. I am satisfied with current education systems of an organization. ....	1	2	3	4	5	6
21. I prefer often usage of Cyber (Computer) based education. ....	1	2	3	4	5	6
22. I should often provide Lecture room (Lecture) based education. ..	1	2	3	4	5	6
23. I should utilize learner-based method more often than teacher based education. ....	1	2	3	4	5	6
24. I prefer using individual based task performance methods than those of team based in education. ....	1	2	3	4	5	6
25. I should provide frequent and regular based education than necessity based irregular based education. ....	1	2	3	4	5	6
26. I should provide work related techniques and skill improvement education more than general organizational culture awareness education. ....	1	2	3	4	5	6
27. I should provide specialized methods or education relative to gender of learners. ....	1	2	3	4	5	6
28. I should provide specialized methods or education relative to generation of learners. ....	1	2	3	4	5	6
29. I should provide specialized methods or education relative to age of learners ....	1	2	3	4	5	6
30. I should provide specialized methods or education to learners relative to levels of work position. ....	1	2	3	4	5	6
31. I should provide specialized methods or education to learners relative to types of work in organization. ....	1	2	3	4	5	6
32. Gender element should be considered as an important factor that improve education efficiency. ....	1	2	3	4	5	6
33. Generation element should be considered as important factor that impact education efficiency. ....	1	2	3	4	5	6
34. Age element should be considered as important factor that impact education efficiency. ....	1	2	3	4	5	6
35. Work types element should be considered as important factor that impact education efficiency. ....	1	2	3	4	5	6
36. Levels of work position element should be considered as important factor that impact education efficiency. ....	1	2	3	4	5	6
37 I should have own education philosophy that I can generally apply to workforce education. ....	1	2	3	4	5	6

	<b>A</b>	<b>A</b>	<b>O</b>	<b>S</b>	<b>A</b>	<b>N</b>
	<b>L</b>	<b>M</b>			<b>N</b>	
38. I should have specialized teaching methods and/or styles for workforce education. ....	1	2	3	4	5	6
39. I should consider maximum usage of visual and audio effects as education supplements. ....	1	2	3	4	5	6
40. HRD practitioners should be satisfied with current education systems of an organization. ....	1	2	3	4	5	6

**PART 4**

The following is contents about generation in an organization. Please mark "v" which you feel best describes your behavior or belief.

<Example>

<b>Definition Of Generation</b>	<p><b>Old generation:</b> Generation that have traditional and conservative ideas (sense of values) or ways of behavior</p> <p><b>Middle (Sandwich) generation:</b> Generation that has the in between ideas and ways of behavior of new and old generation</p> <p><b>New generation:</b> Generation that have new, innovative, and creative thinking (sense of values) or ways of behavior</p>
---	---

1. How many categories will you put when you classify generation in an organization?
- ① 2: New generation and old generation
  - ② 3: New generation- Middle (Sandwich) generation-Old generation
  - ③ more than 4
  - ④ There is no classification of generation

2. Please choose the single most important criterion for categorizing generation in an organization

- ① age (year of birth)
- ② year of continuous service (total year of career)
- ③ class of position
- ④ value systems
- ⑤ others( )

3. If you categorize generation in an organization, what do think a criterion should be? Considering age, year of continuous service, and class of position, please answer both case of classifying 3 categorization. Please refer following <example> for more information in classifying generation and class of position.

<Example>

<b>Classification of Position</b>	<ul style="list-style-type: none"> <li>① Employee level (manager, chief of section)</li> <li>② Deputy manager</li> <li>③ Director of department</li> <li>④ Assistant manager of department</li> <li>⑤ Manager of department</li> <li>⑥ Executive level</li> </ul>			
<b>Classification</b>	<b>Classification of 3 Generation</b>			
	New	Middle	Old	
1    Age	Below (    ) yrs	Between ( - )yrs	Above (    ) yrs	
2    Year of continuous service (Total year of career)	Below (    ) yrs	Between ( - )yrs	Above (    ) yrs	
3    Class of Position	Below (    )level	Between ( - )level	Above (    )level	

**Thank you Very Much for Your Participation**

## APPENDIX B

## Questionnaire for Workforces' Value Inclination & HRD Education

How do you do? I am a Ph.D. candidate of Human Resource Development in School of Education at Colorado State University.

The questionnaire, as data for my doctoral dissertation, is designed to investigate your preferences and perceptions of philosophy, design and implementation of workforce education. Your responses of the questionnaire are to invaluable data for the survey. Furthermore, the survey is developed as wish to help establish direction of HRD education in Korea Corporation of 21st century. **So, please respond all questions** even if substance of question contains some difficulty and certain amounts of volumes.

There are **no 'right' or 'wrong' answers** on this questionnaire. So, feel free to present your ideas and opinions. Furthermore, there are some similar questions in the questionnaire but please respond every question without omitting it. According to the figure law article 13 in Korea, participants of the survey will be pledged that disadvantage does not return to individuals because responses of the survey are not constructed for canalization of individual units but for the purpose of research.

If you have any question regarding the questionnaire, please feel free to contact me at any time to following address. I will do my best to respond your questions.

Thank you very much.

2002. 10.16

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The following is contents about data for analyzing statistics of population. This section of the questionnaire is very important for the study. Therefore, please respond without omitting any question.

**1. Age**

- ① below 25 yrs      ② between 25-29yrs      ③ between 30-34yrs      ④ between 35-39yrs  
⑤ between 40-44yrs      ⑥ between 45-50yrs      ⑦ above 51yrs

**2. Gender**

- ①Male                      ②Female

**3. Tenure**

(Total year of Career: Please indicate years of work including former company)

- ① below 3yrs                      ② between 3-5yrs                      ③ between 6-10yrs  
④ between 11-15yrs                      ⑤ between 16-20yrs                      ⑥ above 21yrs

**4. Class of Position**

- ① Non-Manager Level ( Employee Level, Manager and Chief of Section))  
② Manager Level (Above Deputy Manager Level

**5. Category of Business**

- ① Manufacture ( e.g., manufacturing, construction, information, communication, and technology etc)  
② Service (e.g., banking/insurance, distribution/sales, research institute etc)

**PART 1**

The presented contents of questionnaire are to measure your perceptions and preferences of philosophical orientation in HRD education. Each of the fifteen (15) items on the Inventory begins with an incomplete sentence, followed by different options that might complete the sentence. To the right of each option is a scale from 1 to 6.

To complete the Inventory, read each sentence stem and each optional phrase the completes it. On the 1-6 scale, CIRCLE the number that most closely indicates how you feel about each option. The scale goes from 1 (strongly Agree) to 6 (Strongly Disagree).

Strongly Agree	<b>SA</b>	<b>(1):</b>	Agree with out exception
Moderately Agree	<b>MA</b>	<b>(2):</b>	Agree with minimum exception
Agree	<b>A</b>	<b>(3):</b>	Agree more times than disagree
Disagree	<b>D</b>	<b>(4):</b>	Disagree more times than agree
Moderately Disagree	<b>MD</b>	<b>(5):</b>	Disagree with minimum exception
Strongly Disagree	<b>SD</b>	<b>(6):</b>	Disagree without exception

	<b>S</b>	<b>M</b>	<b>A</b>	<b>D</b>	<b>M</b>	<b>S</b>
	<b>A</b>	<b>A</b>			<b>D</b>	<b>D</b>
<b>1. WHEN EDUCATION PRACTITIONERS PLAN AN EDUCATIONAL ACTIVITY, THEY:</b>						
1-1. Identify, in association with leaders, significant social, cultural, and/or political issues, and plan learning activities around them. ....	1	2	3	4	5	6
1-2. Clearly identifies the results they want and construct a program that will achieve those results. ....	1	2	3	4	5	6
1-3. Start with a plan that organizes issues of what, when and how. ....	1	2	3	4	5	6
1-4. Assess learner's needs and develop valid learning activities based on the learner's needs. ....	1	2	3	4	5	6
1-5. Consider main interests of learners and plan how to effectively deal with them. ....	1	2	3	4	5	6
<b>2. AS A PARTICIPANT OF WORFORCE EDUCATION I LEARN BEST:</b>						
2-1. When the new knowledge is generated from a problem-solving approach. ....	1	2	3	4	5	6
2-2. When the well-structured learning activity is practiced through practice and repetition. ....	1	2	3	4	5	6
2-3. When I have more chances discuss with other learners and a group coordinator considering learning topics. ....	1	2	3	4	5	6
2-4. When I can explore freely without the constraints of systems and rules. ....	1	2	3	4	5	6
2-5. When I am provided knowledge from an "expert" who understand my problems. ....	1	2	3	4	5	6
<b>3. THE MAIN PURPOSE OF CURRENT WORKFORCE EDUCATION IS:</b>						
3-1. To facilitate learner's personal development. ....	1	2	3	4	5	6
3-2. To increase learners' awareness of the need for social change and help to learners to facilitate such change. ....	1	2	3	4	5	6
3-3. To acquire conceptual and theoretical understanding. ....	1	2	3	4	5	6
3-4. To develop the learners' capability to any solve problem. ..	1	2	3	4	5	6
3-5. To improve learners' competency and increase specific knowledge and skills. ....	1	2	3	4	5	6
<b>4. I GAIN MOST OF KNOWLEDGE:</b>						
4-1. When I can consistently pursue my goals, and through the process of problem solving. ....	1	2	3	4	5	6
4-2. When I develop critical and reflective thinking relative to important social, cultural, and political issues. ....	1	2	3	4	5	6
4-3. Through a trial-and-feedback process. ....	1	2	3	4	5	6
4-4. Through the process of self-discovery rather than the process of teaching. ....	1	2	3	4	5	6
4-5. Through a comprehensive education process. ....	1	2	3	4	5	6

	S	M	A	D	M	S
	A	A			D	D
<b>5. DECISIONS ABOUT WHAT TO INCLUDE IN A LEARNING ACTIVITY:</b>						
5-1. Is made by learners who participated in the learning activity through out the consultation with a facilitator. ..	1	2	3	4	5	6
5-2. Is made based on consideration of an education provider relative to what learners know and what the education provider believe they should know at the end of the activity. ....	1	2	3	4	5	6
5-3. Is based on consideration of critical social, political, and/or cultural situation. ....	1	2	3	4	5	6
5-4. Is based on the learner's needs, interests, and problems. ..	1	2	3	4	5	6
5-5. Is based on prudent analysis of the material that is taught by an education provider. ....	1	2	3	4	5	6
<b>6. EDUCATION PROVIDERS OF THE COMPNAY WHERE I BELONG PLAN INSTRUCTION:</b>						
6-1. By considering objectives and expected outcomes of education and by considering the most efficient methods for learners.	1	2	3	4	5	6
6-2. By identifying any problem that can be resolved by the instruction. ....	1	2	3	4	5	6
6-3. By clarifying the content, concepts, and/or theoretical principles of learning. ....	1	2	3	4	5	6
6-4. By clarifying key social, cultural, and/or political issues that affect the lives of the learners. ....	1	2	3	4	5	6
6-5. By letting learners to identify what and how to learn it. ..	1	2	3	4	5	6
<b>7. I LEARN MOST SUCCESSFUL IN SITUATIONS:</b>						
7-1. That is unstructured and flexible enough to consider learners' interests of learning. ....	1	2	3	4	5	6
7-2. That is fairly structured, clearly identified objectives and built-in feedback of learning to the learners. ....	1	2	3	4	5	6
7-3. Where I can focus on practical skills and knowledge that can be put to use in solving problems. ....	1	2	3	4	5	6
7-4. Where the focus of learning material is clearly identified and the subject matter is logically organized. ....	1	2	3	4	5	6
7-5. When I am aware of social and/or political issues and have a will to apply the influence of such issues on my daily life. ....	1	2	3	4	5	6
<b>8. IN EDUCATIONAL ACTIVITY, AN EDUCATION PROVIDER TRY TO CREATE:</b>						
8-1. Learning environments that can deal with real world problems by my own capabilities. ....	1	2	3	4	5	6
8-2. Learning environments that I reexamine my own beliefs and values and elicit critical questions. ....	1	2	3	4	5	6
8-3. Well controlled learning environments where I can be attracted and controlled to accomplish objectives. ....	1	2	3	4	5	6
8-4. Learning environments that present a clear framework of the content and the concepts to be taught and learned. ....	1	2	3	4	5	6
8-5. Learning environments that support self-discovery and interaction. ....	1	2	3	4	5	6
<b>9. WHEN I PARTICIPATE IN LEARNING PROGRAM, MY FEELINGS DURING THE LEARNING PROCESS:</b>						
9-1. Are brought up to truly involve me in learning. ....	1	2	3	4	5	6
9-2. Provide energy that can be focused on problems or questions.	1	2	3	4	5	6
9-3. Affect me in the way I approach my learning. ....	1	2	3	4	5	6
9-4. Are used by an education provider to achieve the learning objectives. ....	1	2	3	4	5	6
9-5. Reduce efficiency of the learning by diverting my attention.	1	2	3	4	5	6
<b>10. WHEN I ATTEND LEARNING PROGRAM, THE BEST TEACHING METHOD THAT IS APPROPRIATE FOR ME IS:</b>						
10-1. Problem-solving and presentation of practical challenges to the learner. ....	1	2	3	4	5	6
10-2. Focused on emphasizing practice and feedback to the learner. ....	1	2	3	4	5	6

	S A	M A	A	D	M D	S D
10-3. Non-directive learning that encourage the learners to take responsibility for their own learning. ....	1	2	3	4	5	6
10-4. Involving learners in dialog and examination of controversial issues. ....	1	2	3	4	5	6
10-5. Decided by the subject or content of learning that is taught. ....	1	2	3	4	5	6
<b>11. WHEN I AM NOT INTRESTED IN LEARNNING SUBJECT, IT REPRESENTS:</b>						
11-1. That I do not understand well how serious the consequences of not understanding or not learning the subject may be. ..	1	2	3	4	5	6
11-2. That I do not see any benefit from the learning for improving their daily lives. ....	1	2	3	4	5	6
11-3. I do not understand the subject and I see incompetence of an education provider that cannot draw attention from the learners. ....	1	2	3	4	5	6
11-4. That inadequate practice or feedback during the learning process. ....	1	2	3	4	5	6
11-5. That I believe the learning subject is not critical or I am not ready to learn it. ....	1	2	3	4	5	6
<b>12. DIFFERENCES AMONG LEARNERS:</b>						
12-1. Are not needed to be considered as long as the learners gain knowledge through the learning experience. ....	1	2	3	4	5	6
12-2. Amplify efficiency of learning by pursuing their own ways on their own time. ....	1	2	3	4	5	6
12-3. Are usually based on different life experiences and lead them to utilize different applications and skills to their own situation. ....	1	2	3	4	5	6
12-4. Originate from own cultural and social backgrounds and diversity should be respected even when they recognize common needs and problems. ....	1	2	3	4	5	6
12-5. Do not undermine effectiveness of learning as long as each learner receives adequate opportunity for practice and reinforcement. ....	1	2	3	4	5	6
<b>13. EVALUATION OF LEARNING OUTCOMES:</b>						
13-1. Is not important and may be impossible because effects of learning may appear with the passage of time. ....	1	2	3	4	5	6
13-2. Is built into the learning system, so that learners can improve their performance with continuous feedback. ....	1	2	3	4	5	6
13-3. Is best performed by me, for my own purposes. ....	1	2	3	4	5	6
13-4. Inform an education provider the leverage of my conceptual understanding of new material. ....	1	2	3	4	5	6
13-5. Is best accomplished when I resolve problems in either the learning setting or the real world. ....	1	2	3	4	5	6
<b>14. EDUCATION PROVIDERS:</b>						
14-1. Help my learning through structured learning activities with well-directed feedback. ....	1	2	3	4	5	6
14-2. Provide systematical helps to me in gaining knowledge and understanding theories and concepts. ....	1	2	3	4	5	6
14-3. Help me identify and learn to solve problems better. ....	1	2	3	4	5	6
14-4. Help to increase my awareness of environmental, social, and political issues and helps me learn how to have an impact on these situations through education. ....	1	2	3	4	5	6
14-5. Indirectly facilitates learning activities. ....	1	2	3	4	5	6
<b>15. IN THE END, IF I HAVE NOT LEARNED WHAT WAS TAUGHT:</b>						
15-1. An education provider did not provide learning effectively. ....	1	2	3	4	5	6
15-2. An education provider repeats the education process. ....	1	2	3	4	5	6
15-3. An education provider considers learners have learned something else that they consider just as interesting or useful. ....	1	2	3	4	5	6

	S A	M A	A	D	M D	S D
15-4. An education provider considers the learners do not understand significance of learning. ....	1	2	3	4	5	6
15-5. An education provider considers it is because learners are unable to make practical application of new knowledge to solve problems in their daily lives. ....	1	2	3	4	5	6
<b>16. WHEN EDUCATION PROVIDERS PLAN AN EDUCATIONAL ACTIVITY, THEY SHOULD MORE FOCUS ON:</b>						
16-1. Identifying, in association with leaders, significant social, cultural, and/or political issues, and plan learning activities around them. ....	1	2	3	4	5	6
16-2. Clearly identifying the results they want and construct a program that will achieve those results. ....	1	2	3	4	5	6
16-3. Start with a plan that organizes issues of what, when and how. ....	1	2	3	4	5	6
16-4. Assessing learner's needs and develop valid learning activities based on the learner's needs. ....	1	2	3	4	5	6
16-5. Considering main interests of learners and plan how to effectively deal with them. ....	1	2	3	4	5	6
<b>17. WHEN LABORFORCES ATTEND LEARNING PROGRAM THEY SHOULD BE LEARNING BEST:</b>						
17-1. When the new knowledge is generated from a problem-solving approach. ....	1	2	3	4	5	6
17-2. When the well-structured learning activity is practiced through practice and repetition. ....	1	2	3	4	5	6
17-3. When I have more chances discuss with other learners and a group coordinator considering learning topics. ....	1	2	3	4	5	6
17-4. When I can explore freely without the constraints of systems and rules. ....	1	2	3	4	5	6
17-5. When I am provided knowledge from an "expert" who understand my problems. ....	1	2	3	4	5	6
<b>18. THE MAIN PURPOSE OF WORKFORCE EDUCATION SHOULD BE:</b>						
18-1. Facilitating my personal development. ....	1	2	3	4	5	6
18-2. Increasing my awareness of the need for social change and help to me to facilitate such change. ....	1	2	3	4	5	6
18-3. Acquiring conceptual and theoretical understanding. ....	1	2	3	4	5	6
18-4. Developing my capability to any solve problem. ....	1	2	3	4	5	6
18-5. Improving my competency and increase specific knowledge and skills. ....	1	2	3	4	5	6
<b>19. I SHOULD BE GAINING MOST KNOWLEDGE:</b>						
19-1. When I can consistently pursue their goals, and through the process of problem solving. ....	1	2	3	4	5	6
19-2. When I can develop critical and reflective thinking relative to important social, cultural, and political issues. ....	1	2	3	4	5	6
19-3. Through a trial-and-feedback process. ....	1	2	3	4	5	6
19-4. Through the process of self-discovery rather than the process of teaching. ....	1	2	3	4	5	6
19-5. Through a comprehensive education process. ....	1	2	3	4	5	6
<b>20. DECISIONS ABOUT WHAT TO INCLUDE IN A LEARNING ACTIVITY:</b>						
20-1. Should be made by learners who participated in the learning activity through out the consultation with a facilitator. ....	1	2	3	4	5	6
20-2. Should be made based on consideration of an education provider relative to what learners know and what the education provider believe they should know at the end of the activity. ....	1	2	3	4	5	6
20-3. Should be based on consideration of critical social, political, and/or cultural situation. ....	1	2	3	4	5	6

	S A	M A	A	D	M D	S D
20-4. Should be based on the learner's needs, interests, and problems.....	1	2	3	4	5	6
20-5. Should be based on prudent analysis of the material that is taught by an education provider. ....	1	2	3	4	5	6
<b>21. GOOD EDUCATION PROVIDER SHOULD PLAN INSTRUCTION:</b>						
21-1. By considering objectives and expected outcomes of education and by considering the most efficient methods for learners.....	1	2	3	4	5	6
21-2. By identifying any problem that can be resolved by the instruction. ....	1	2	3	4	5	6
21-3. By clarifying the content, concepts, and/or theoretical principles of learning. ....	1	2	3	4	5	6
21-4. By clarifying key social, cultural, and/or political issues that affect the lives of the learners.....	1	2	3	4	5	6
21-5. By letting learners to identify what and how to learn it.	1	2	3	4	5	6
<b>22. LABORFORCES SHOULD BE MOST SUCCESSFUL IN LEARNING WHEN THE SITUATION:</b>						
22-1. Is unstructured and flexible enough to consider learners' interests of learning.....	1	2	3	4	5	6
22-2. Is fairly structured, clearly identified objectives and built-in feedback of learning to the learners.....	1	2	3	4	5	6
22-3. Where they can focus on practical skills and knowledge that can be put to use in solving problems.....	1	2	3	4	5	6
22-4. Is where the focus of learning material is clearly identified and the subject matter is logically organized..	1	2	3	4	5	6
22-5. Is Where they can aware of social and/or political issues and have a will to apply the influence of such issues on their daily lives.....	1	2	3	4	5	6
<b>23. IN AN EDUCATIONAL ACTIVITY, AN EDUCATION PROVIDER SHOULD TRY MORE TO CREATE:</b>						
23-1. Learning environments that can deal with real world problems by learner's own capabilities.....	1	2	3	4	5	6
23-2. Learning environments that learners reexamine their own beliefs and values and elicit critical questions.....	1	2	3	4	5	6
23-3. Well controlled learning environments where learners can be attracted and controlled to accomplish objectives.....	1	2	3	4	5	6
23-4. Learning environments that present a clear framework of the content and the concepts to be taught and learned. ....	1	2	3	4	5	6
23-5. Learning environments that support self-discovery and interaction.....	1	2	3	4	5	6
<b>24. THE LEARNERS' FEELINGS DURING THE LEARNING PROCESS:</b>						
24-1. Should be brought up to truly involve learners in learning.	1	2	3	4	5	6
24-2. Must be Provided energy that can be focused on problems or questions.....	1	2	3	4	5	6
24-3. Must be affect the learners in the way they approach their learning .....	1	2	3	4	5	6
24-4. Should be used by an education provider to achieve the learning objectives.....	1	2	3	4	5	6
24-5. Must be reducing efficiency of the learning by diverting the learners' attention.....	1	2	3	4	5	6
<b>25. TEACHING METHOD OF AN EDUCATION PROVIDER SHOULD BE:</b>						
25-1. Problem-solving and presentation of practical challenges to the learner.....	1	2	3	4	5	6
25-2. Focused on emphasizing practice and feedback to the learner. ....	1	2	3	4	5	6
25-3. Non-directive learning that encourage the learners to take responsibility for their own learning.....	1	2	3	4	5	6

	S A	M A	A	D	M D	S D
25-4. Involving learners in dialog and examination of controversial issues. ....	1	2	3	4	5	6
25-5. Decided by the subject or content of learning that is taught. ....	1	2	3	4	5	6
<b>26. WHEN WORKFORCES ARE NOT INTERESTED IN LEARNING SUBJECT, IT SHOULD BE REPRESENTING:</b>						
26-1. Their ignorance how serious the consequences of not understanding or not learning the subject may be. ....	1	2	3	4	5	6
26-2. They do not see any benefit from the learning for improving their daily lives. ....	1	2	3	4	5	6
26-3. Lack of understanding on the subject and incompetence of an education provider that cannot draw attention from the them. ....	1	2	3	4	5	6
26-4. Inadequate practice or feedback during the learning process. ....	1	2	3	4	5	6
26-5. That they should believe the learning subject is not critical or they are not ready to learn it. ....	1	2	3	4	5	6
<b>27. DIFFERENCES AMONG LEARNERS:</b>						
27-1. Should not be needed to be considered as long as the learners gain knowledge through the learning experience. ..	1	2	3	4	5	6
27-2. May amplify efficiency of learning by pursuing their own ways on their own time. ....	1	2	3	4	5	6
27-3. Should be usually based on different life experiences and lead them to utilize different applications and skills to their own situation. ....	1	2	3	4	5	6
27-4. May originate from own cultural and social backgrounds and diversity should be respected even when they recognize common needs and problems. ....	1	2	3	4	5	6
27-5. May affect effectiveness of learning as long as each learner receives adequate opportunity for practice and reinforcement. ....	1	2	3	4	5	6
<b>28. EVALUATION OF LEARNING OUTCOMES:</b>						
28-1. May not important and may be impossible because effects of learning may appear with the passage of time. ....	1	2	3	4	5	6
28-2. May built into the learning system, so that learners can improve their performance with continuous feedback. ....	1	2	3	4	5	6
28-3. May best performed by myself, for my own purposes. ....	1	2	3	4	5	6
28-4. May Inform an education provider the leverage of my conceptual understanding of new material. ....	1	2	3	4	5	6
28-5. Should be best accomplished when I resolve problems either in the learning setting or in the real world. ....	1	2	3	4	5	6
<b>29. EDUCATION PROVIDERS SHOULD TRY MORE TO:</b>						
29-1. Help learning through structured learning activities with well-directed feedback. ....	1	2	3	4	5	6
29-2. Provide systematical helps to learners in gaining knowledge and understanding theories and concepts. ....	1	2	3	4	5	6
29-3. Help learners identify and learn to solve problems better. ....	1	2	3	4	5	6
29-4. Help to increase learners' awareness of environmental, social, and political issues and helps them learn how to have an impact on these situations through education. ....	1	2	3	4	5	6
29-5. Indirectly facilitate learning activities. ....	1	2	3	4	5	6
<b>30. IN THE END, IF LEARNERS HAVE NOT LEARNED WHAT WAS TAUGHT:</b>						
30-1. The education provider may did not provide learning effectively. ....	1	2	3	4	5	6
30-2. The education provider should repeat the education process. ....	1	2	3	4	5	6
30-3. The education provider should consider learners have learned something else that they consider just as interesting or useful. ....	1	2	3	4	5	6

	<b>S</b>	<b>M</b>	<b>A</b>	<b>D</b>	<b>M</b>	<b>S</b>
	<b>A</b>	<b>A</b>			<b>D</b>	<b>D</b>
30-4. The education provider should consider the learners do not understand significance of learning.....	1	2	3	4	5	6
30-5. The education provider should consider it is because learners are unable to make practical application of new knowledge to solve problems in their daily lives.....	1	2	3	4	5	6

**PART 2**

The presented contents of questionnaire are to measure your preferences and perceptions of implementation of teaching and learning styles in HRD education.

You may personally find some of them desirable and find others undesirable. For each item please respond to the way you most frequently practice the action described in the item. Your choices are as follow:

Always	<b>AL</b>	<b>(1) :</b>	When you always do the event
Almost Always	<b>AM</b>	<b>(2) :</b>	When you almost always do the event
Often	<b>O</b>	<b>(3) :</b>	When you often do the event
Seldom	<b>S</b>	<b>(4) :</b>	When you seldom do the event
Almost Never	<b>AN</b>	<b>(5) :</b>	When you almost never do the event
Never	<b>N</b>	<b>(6) :</b>	When you never do the event or the items do not apply to you

	A L	A M	O	S	A N	N
1. An education provider allows learners to participate in developing the criteria for evaluating their performance in learning. ....	1	2	3	4	5	6
2. An education provider uses disciplinary action when the situation requires. ....	1	2	3	4	5	6
3. An education provider allows older learners more time to complete assignments when they need it. ....	1	2	3	4	5	6
4. An education provider encourages adopting middle class values. ..	1	2	3	4	5	6
5. An education provider helps learners diagnose the gaps between their goals and their present level of performance. ....	1	2	3	4	5	6
6. An education provider provides knowledge rather than serve as a resource person in education process. ....	1	2	3	4	5	6
7. An education provider sticks to the instructional objectives that s(he) wrote at the beginning of a program. ....	1	2	3	4	5	6
8. An education provider participates in the informal discussion session of learners. ....	1	2	3	4	5	6
9. An education provider uses lecture as the best method for presenting my subject material to learners. ....	1	2	3	4	5	6
10. An education provider arranges the learning environment so that learners can interact better. ....	1	2	3	4	5	6
11. An education provider determines the educational objectives for each of learners. ....	1	2	3	4	5	6
12. An education provider plans units with learners from diverse socio-economic backgrounds. ....	1	2	3	4	5	6
13. An education provider gets learners to motivate themselves by confronting themselves in the presence of other members during group discussions. ....	1	2	3	4	5	6
14. An education provider takes into account learners' prior experiences as learning episodes. ....	1	2	3	4	5	6

	A L	A M	O	S	A N	N
15. An education provider allows learners to participate in making decisions about the topic that will be covered for education.....	1	2	3	4	5	6
16. An education provider uses one basic teaching method because they believe that most learners have a similar style of learning.....	1	2	3	4	5	6
17. An education provider uses different techniques depending on the learners being taught.....	1	2	3	4	5	6
18. An education provider encourages dialogue and interaction among learners.....	1	2	3	4	5	6
19. An education provider utilizes the many competencies that most learners already possess to achieve educational objectives.....	1	2	3	4	5	6
20. An education provider accepts errors as a natural part of the learning process.....	1	2	3	4	5	6
21. An education provider has individual conferences to help learners identify their educational needs.....	1	2	3	4	5	6
22. An education provider lets each learner work at his/her own rate regardless of the amount of time it takes him/her to learn a new concepts.....	1	2	3	4	5	6
23. An education provider helps many learners develop short-range as well as long-range objectives of learning.....	1	2	3	4	5	6
24. An education provider maintains a well-disciplined learning environment to reduce interferences to learning.....	1	2	3	4	5	6
25. An education provider avoids discussion of controversial subjects that involve value judgments.....	1	2	3	4	5	6
26. An education provider allows learners to take periodic breaks during learning.....	1	2	3	4	5	6
27. An education provider uses methods that foster quiet, productive work.....	1	2	3	4	5	6
28. An education provider plans activities that will encourage each learner's growth from dependence on others to greater independence.....	1	2	3	4	5	6
29. An education provider gears their instructional objectives to match the individual abilities and needs of the learners. ....	1	2	3	4	5	6
30. An education provider avoids issues that relate to the learner's concept of himself/herself.....	1	2	3	4	5	6
31. An education provider encourages learners to ask questions about the nature of their society.....	1	2	3	4	5	6
32. An education provider allows a learner's motives for participating in continuing education to be a major determinant in the planning of learning objectives.....	1	2	3	4	5	6
33. An education provider has learners identify their own problems that need to be solved.....	1	2	3	4	5	6

	A L	A M	O	S	A N	N
34. An education provider organizes adult learning episodes according to the problems that many learners encounter in everyday life. ....	1	2	3	4	5	6
35. An education provider encourages competition among learners. ....	1	2	3	4	5	6
36. An education provider uses different materials with different learners. ....	1	2	3	4	5	6
37. An education provider believes that an education provider should allow learners to participate in developing the criteria for evaluating their performance in learning. ....	1	2	3	4	5	6
38. Education providers believe that they should use disciplinary action when the situation requires. ....	1	2	3	4	5	6
39. An education provider should allow older learners more time to complete assignments when they need it. ....	1	2	3	4	5	6
40. An education provider should encourage adopting middle class values. ....	1	2	3	4	5	6
41. I believe that an education provider should help learners diagnose the gaps between their goals and their present level of performance. ....	1	2	3	4	5	6
42. An education provider prefers providing knowledge rather than serving as a resource person in education process. ....	1	2	3	4	5	6
43. An education provider should stick to the instructional objectives that they write at the beginning of a program. ....	1	2	3	4	5	6
44. An education provider prefers participating in the informal discussion session of learners. ....	1	2	3	4	5	6
45. An education provider should use lecture as the best method for presenting my subject material to learners. ....	1	2	3	4	5	6
46. An education provider prefers arranging the learning environment so that learners can interact better. ....	1	2	3	4	5	6
47. An education provider should determine the educational objectives for each of learners. ....	1	2	3	4	5	6
48. An education provider should plan units with learners from diverse socio-economic backgrounds. ....	1	2	3	4	5	6
49. An education provider prefers getting learners to motivate themselves by confronting themselves in the presence of other members during group discussions. ....	1	2	3	4	5	6
50. An education provider should take into account learners' prior experiences as learning episodes. ....	1	2	3	4	5	6
51. An education provider should allow learners to participate in making decisions about the topic that will be covered for education. ....	1	2	3	4	5	6
52. An education provider should use one basic teaching method because most learners have a similar style of learning. ....	1	2	3	4	5	6
53. An education provider should use different techniques depending on the learners being taught. ....	1	2	3	4	5	6

	A L	A M	O	S	A N	N
54. An education provider needs to encourage dialogue and interaction among my learners. ....	1	2	3	4	5	6
55. An education provider should utilize the many competencies that most learners already possess to achieve educational objectives. ....	1	2	3	4	5	6
56. An education provider needs to accept errors as a natural part of the learning process. ....	1	2	3	4	5	6
57. An education provider should have individual conferences to help learners identify their educational needs. ....	1	2	3	4	5	6
58. An education provider should let each learner work at his/her own rate regardless of the amount of time it takes him/her to learn a new concepts. ....	1	2	3	4	5	6
59. An education provider should help many learners develop short-range as well as long-range objectives of learning. ....	1	2	3	4	5	6
60. An education provider should maintain a well-disciplined learning environment to reduce interferences to learning. ....	1	2	3	4	5	6
61. An education provider should avoid discussion of controversial subjects that involve value judgments. ....	1	2	3	4	5	6
62. An education provider should allow learners to take periodic breaks during learning. ....	1	2	3	4	5	6
63. An education provider should use methods that foster quiet, productive work. ....	1	2	3	4	5	6
64. An education provider should plan activities that will encourage each learner's growth from dependence on others to greater independence. ....	1	2	3	4	5	6
65. An education provider should gear my instructional objectives to match the individual abilities and needs of the learners. ....	1	2	3	4	5	6
66. I believe that an education provider should avoid issues that relate to the learner's concept of himself/herself. ....	1	2	3	4	5	6
67. An education provider should encourage learners to ask questions about the nature of their society. ....	1	2	3	4	5	6
68. An education provider should allow a learner's motives for participating in continuing education to be a major determinant in the planning of learning objectives. ....	1	2	3	4	5	6
69. An education provider should have learners identify their own problems that need to be solved. ....	1	2	3	4	5	6
70. An education provider should organize learning episodes according to the problems that learners encounter in everyday life. ....	1	2	3	4	5	6
71. An education provider should encourage competition among learners. ....	1	2	3	4	5	6
72. An education provider should use different materials with different learners. ....	1	2	3	4	5	6

**PART 3**

The presented contents of questionnaire are to measure your preferences and perceptions of education design in HRD education. Please mark "V" which you feel best describes your behavior or belief.

	<b>A L</b>	<b>A M</b>	<b>O</b>	<b>S</b>	<b>A N</b>	<b>N</b>
1. An education provider often applies Cyber (Computer) based education for workforce education.....	1	2	3	4	5	6
2. An education provider often provides Lecture room (Lecture) based education for workforce education.....	1	2	3	4	5	6
3. An education provider utilizes learner-based method more often than teacher based education.....	1	2	3	4	5	6
4. An education provider uses individual based task performance methods than those of team based in education.....	1	2	3	4	5	6
5. An education provider provides frequent and regular based education than necessity based irregular based education. ....	1	2	3	4	5	6
6. An education provider provides work related techniques and skill improvement education more than general organizational culture awareness education.....	1	2	3	4	5	6
7. An education provider provides specialized methods or education relative to gender of learners.....	1	2	3	4	5	6
8. An education provider provides specialized methods or education relative to generation of learners.....	1	2	3	4	5	6
9. An education provider provides specialized methods or education relative to age of learners. ....	1	2	3	4	5	6
10. An education provider provides specialized methods or education to learners relative to levels of work position.....	1	2	3	4	5	6
11. An education provider provides specialized methods or education to learners relative to types of work in organization.....	1	2	3	4	5	6
12. Gender element is considered as an important factor that improve education efficiency.....	1	2	3	4	5	6
13. Generation element is considered as important factor that impact education efficiency. ....	1	2	3	4	5	6
14. Age element is considered as important factor that impact education efficiency.....	1	2	3	4	5	6
15. Work types element is considered as important factor that impact education efficiency. ....	1	2	3	4	5	6
16. Levels of work position element are considered as important factor that impact education efficiency. ....	1	2	3	4	5	6
17. An education provider has own education philosophy that they generally apply to workforce education.....	1	2	3	4	5	6
18. An education provider has specialized teaching methods and/or styles for workforce education. ....	1	2	3	4	5	6
19. An education provider considers maximum usage of visual and audio effects as education upplements.....	1	2	3	4	5	6

	A L	A M	O	S	A N	N
20. An education provider is satisfied with current education systems of an organization. ....	1	2	3	4	5	6
21. An education provider prefers often usage of Cyber (Computer) based education. ....	1	2	3	4	5	6
22. An education provider should often provide Lecture room (Lecture) based education. ....	1	2	3	4	5	6
23. An education provider should utilize learner-based method more often than teacher based education. ....	1	2	3	4	5	6
24. An education provider prefers using individual based task performance methods than those of team based in education. ....	1	2	3	4	5	6
25. An education provider should provide frequent and regular based education than necessity based irregular based education. ....	1	2	3	4	5	6
26. An education provider should provide work related techniques and skill improvement education more than general organizational culture awareness education. ....	1	2	3	4	5	6
27. An education provider should provide specialized methods or education relative to gender of learners. ....	1	2	3	4	5	6
28. An education provider should provide specialized methods or education relative to generation of learners. ....	1	2	3	4	5	6
29. An education provider should provide specialized methods or education relative to age of learners. ....	1	2	3	4	5	6
30. An education provider should provide specialized methods or education to learners relative to levels of work position. ....	1	2	3	4	5	6
31. An education provider should provide specialized methods or education to learners relative to types of work in organization. ....	1	2	3	4	5	6
32. Gender element should be considered as an important factor that improve education efficiency. ....	1	2	3	4	5	6
33. Generation element should be considered as important factor that impact education efficiency. ....	1	2	3	4	5	6
34. Age element should be considered as important factor that impact education efficiency. ....	1	2	3	4	5	6
35. Work types element should be considered as important factor that impact education efficiency. ....	1	2	3	4	5	6
36. Levels of work position element should be considered as important factor that impact education efficiency. ....	1	2	3	4	5	6
37. An education provider should have own education philosophy that they can generally apply to workforce education. ....	1	2	3	4	5	6
38. An education provider should have specialized teaching methods and/or styles for workforce education. ....	1	2	3	4	5	6
39. An education provider should consider maximum usage of visual and audio effects as education supplements. ....	1	2	3	4	5	6
40. HRD practitioners should be satisfied with current education systems of an organization. ....	1	2	3	4	5	6

**PART 4**

The following is contents about generation in an organization. Please mark "V" which you feel best describes your behavior or belief.

**<Example>**

<b>Definition Of Generation</b>	<b>Old generation:</b> Generation that have traditional and conservative ideas (sense of values) or ways of behavior
	<b>Middle (Sandwich) generation:</b> Generation that has the in between ideas and ways of behavior of new and old generation
	<b>New generation:</b> Generation that have new, innovative, and creative thinking (sense of values) or ways of behavior

1. How many categories will you put when you classify generation in an organization?
  - ① 2: New generation and old generation
  - ② 3: New generation- Middle (Sandwich) generation-Old generation
  - ③ more than 4
  - ④ There is no classification of generation
  
2. Please choose the single most important criterion for categorizing generation in an organization
  - ① age (year of birth)
  - ② year of continuous service (total year of career)
  - ③ class of position
  - ④ value systems
  - ⑤ others( )
  
3. If you categorize generation in an organization, what do think a criterion should be? Considering age, year of continuous service, and class of position, please answer both case of classifying 3 categorization. Please refer following <example> for more information in classifying generation and class of position.

**<Example>**

<b>Classification of Position</b>	① Employee level (manager, chief of section) ② Deputy manager ③ Director of department ④ Assistant manager of department ⑤ Manager of department ⑥ Executive level		
<b>Classification</b>	<b>Classification of 3 Generation</b>		
	New	Middle	Old
1   Age	Below ( ) yrs	Between ( - )yrs	Above ( ) yrs
2   Year of continuous service (Total year of career)	Below ( ) yrs	Between ( - )yrs	Above ( ) yrs
3   Class of Position	Below ( )level	Between ( - )level	Above ( )level

**Thank you Very Much for Your Participation**

## APPENDIX C

## 가치성향과 교육훈련에 대한 설문지 (교육훈련자용)

안녕하십니까? 저는 콜로라도 주립대학에서 인력개발을 전공하고 있는 박사과정의 학생입니다.

본 설문지는 저의 논문자료를 얻기위한 일환으로써 교육훈련을 담당하고 계시는 귀하의 교육훈련에 대한 교육철학, 교육훈련 설계, 교육훈련 실시에 있어서 인식도와 선호경향을 조사하기 위해 제작된 것입니다.

귀하의 반응은 본 연구자의 논문에 주요한 자료로 사용될 뿐만 아니라, 21 세기의 한국의 인력개발 교육에 있어서 교육훈련 지침과 방향을 제시할 목적으로 사용될 것입니다. 따라서 설문지의 내용이 다소 까다롭고 분량이 많더라도 성실껏 설문에 반응을 해주시면 대단히 감사하겠습니다.

본 설문지에 제시된 문항에는 '옳고 그름'이 없습니다. 귀하께서 평소 가지고 계신 생각이나 의견을 솔직하게 제시해 주시면 됩니다. 때로는 비슷한 문항이 있으나 한 문항도 빠짐없이 반응해 주시기를 바랍니다. 본 설문지의 반응 내용은 통계법 제 13 조에 의거하여 개인단위로 분석되지 않으며, 오직 연구의 목적으로만 사용되므로 개인의 인적사항이 밝혀지거나 불이익이 돌아가는 일은 전혀 없습니다.

설문반응 과정에서 의문사항이 있으시면 언제든지 본 연구자에게 문의를 하시거나 아래의 연락처로 연락해 주시면 성심성의껏 반응해 드리겠습니다.

감사합니다. 2001 년 10 월 16 일

연구자:	백광호 미국 콜로라도 주립대학교 사범대학 인력개발 박사과정	지도교수:	Dr. Gary Geroy Professor Human Capital & Economic Development & OPC CSUN Program Advisor
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아래 설문사항은 기본적 인구통계 자료로 쓰일 사항들이므로 해당되는 번호에 빠짐 없이 V 표를 해주시면 감사하겠습니다.

- 귀하의 나이는 어디에 속합니까?  
① 25 세 미만      ② 25 세 -29 세      ③ 30 세-34 세      ④ 35 세-39 세  
⑤ 40 세-44 세      ⑥ 45 세-50 세      ⑦ 51 세이상
- 귀하의 성별은 어디에 속합니까?  
① 남      ② 여
- 귀하의 근속년수는 어디에 속합니까? (총 근무년수: 이전 직장을 포함하십시오)  
① 3 년미만      ② 3 년-5 년      ③ 6 년-10 년  
④ 11 년-15 년      ⑤ 16 년-20 년      ⑥ 21 년이상
- 귀하의 직책은 어디에 속합니까?  
① 사원급(주임, 계장포함)      ② 매니저급 (대리급 이상)
- 귀하의 직종은 어디에 속합니까?  
① 제조업 (건설, 제조, 정보통신 등)      ② 서비스업 (유통/판매, 금융/보험, 연구소 등)

## 제 1 부

본 설문사항은 교육훈련에 있어 교육훈련자인 귀하의 **교육철학에 대한 인식도와 선호도를 측정**하기 위한 것입니다. 본 설문사항은 30 개의 항목으로 구성된 설문사항과 5 개의 하위설문으로 구성되어 있습니다. 오른쪽에 기재된 1 부터 6 까지의 번호에서 귀하의 인식도와 선호도에 가장 가까운 경우의 번호에 V 표를 해주시기 바랍니다.

- 모든 경우에 예외없이 동의, 인정하는 경우에는..... “언제나 동의함”이라는 1 번에 V 표를
- 대부분 동의, 인정하는 경우에는..... “대부분 동의함”이라는 2 번에 V 표를
- 인정, 동의하는 경우가 하지 않을 경우보다 많을 때는.... “동의함”이라는 3 번에 V 표를
- 인정, 동의하는 경우가 하지 않을 경우보다 적을 때는.... “동의 안함”이라는 4 번에 V 표를
- 대부분 동의, 인정하지 않는 경우에는..... “대부분 동의 안함”이라는 5 번에 V 표를
- 모든 경우에 예외없이 동의, 인정을 안하는 경우에는... “전혀 동의 안함”이라는 6 번에 V 표를

하여 주시면 되겠습니다.

	언 제 나 동 의 함	대 부 분 동 의 함	동 의 함	동 의 안 함	대 부 분 동 의 안 함	전 혀 동 의 안 함
<b>1. 나는 교육훈련을 계획할 때:</b>						
1-1. 조직의 리더, 주요한 사회, 문화 정치적 요소들을 고려하여 교육훈련 계획을 수립한다. ....	1	2	3	4	5	6
1-2. 교육훈련 결과 기대치를 명확히 피력하며 또한 그 기대치에 부합할 수 있는 교육훈련 프로그램을 계획한다. ....	1	2	3	4	5	6
1-3. 우선적으로 무엇을, 언제, 그리고 어떻게 할 것인가에 대한 요소를 구성하는 계획수립으로부터 시작한다. ....	1	2	3	4	5	6
1-4. 피교육훈련자의 요구를 토대로 그들의 요구를 평가하고 또 요구에 부합하는 적절한 교육훈련을 계획한다. ....	1	2	3	4	5	6
1-5. 피교육훈련자의 주요 관심사를 고려하고 그 관심사에 부합하도록 교육훈련을 계획한다. ....	1	2	3	4	5	6
<b>2. 피교육훈련자의 학습율이 가장 높은 때는:</b>						
2-1. 문제해결 접근으로부터 새로운 지식이 창출될 때이다. ....	1	2	3	4	5	6
2-2. 훈련과 반복을 통해 구조화된 학습 활동이 제공될 때이다. ....	1	2	3	4	5	6
2-3. 학습 주제에 대해 다른 피교육훈련자 또는 코오디네이터와 토의할 수 있는 기회를 많이 가질 때이다. ....	1	2	3	4	5	6
2-4. 피교육훈련자들이 체제나 규칙에 구애 받지않고 자유롭게 탐구할 수 있을 때이다. ...	1	2	3	4	5	6
2-5. 피교육훈련자들을 잘 이해하고 있는 전문가로부터 지식을 제공 받았을 때이다. ....	1	2	3	4	5	6
<b>3. 현재의 교육훈련의 가장 근본적인 목표는:</b>						
3-1. 피교육훈련자의 개인적인 개발을 창출하는 것이다. ....	1	2	3	4	5	6
3-2. 피교육훈련자들의 사회적 변화에 대한 자각의 중요성을 일깨우고 또한 그들에게서 사회적 변화가 창출되도록 돕는 것이다. ....	1	2	3	4	5	6
3-3. 개념적 그리고 이론적인 이해력을 획득하는 것이다. ....	1	2	3	4	5	6
3-4. 피교육훈련자들의 문제 해결 능력을 개발하는 것이다. ....	1	2	3	4	5	6
3-5. 피교육훈련자들의 자신감을 향상시키고 전문적인 지식, 기술을 향상시키는 것이다. ....	1	2	3	4	5	6
<b>4. 많은 피교육훈련자들이 지식을 습득하는 때는:</b>						
4-1. 피교육훈련자들이 문제 해결을 통한 지속적인 목표 지향을 추구할 때이다. ....	1	2	3	4	5	6
4-2. 피교육훈련자들이 주요한 사회, 문화 정치적 요소들에 대한 비판적이고 통찰력 있는 사고 방식을 획득할 때이다. ....	1	2	3	4	5	6
4-3. 수행과 피드백 과정을 통할 때이다. ....	1	2	3	4	5	6

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4-4. 교수를 통한 교육훈련 과정보다는 자기 발견 위주의 교육훈련 과정이 이루어질 때이다. ....	1	2	3	4	5	6
4-5. 포괄적인 교육훈련이 제공될 때이다. ....	1	2	3	4	5	6
5. 교육훈련에 무엇이 포함될 것인가에 대한 결정은:						
5-1. 교육훈련에 참가한 피교육훈련자들이 교육훈련자들과 협의를 통해 결정한다. ....	1	2	3	4	5	6
5-2. 피교육훈련자들이 무엇을 알고 있고 또 교육훈련이 종료되었을 때 무엇을 알고 있어야 되는가를 고려하여 교육 훈련자에 의해 결정된다. ....	1	2	3	4	5	6
5-3. 주요한 사회, 정치, 문화적 상황을 고려하여 결정된다. ....	1	2	3	4	5	6
5-4. 피교육훈련자의 요구, 흥미 그리고 문제점들 고려하여 결정된다. ....	1	2	3	4	5	6
5-5. 교육훈련자에 의해 다루어진 교재에 대한 면밀한 분석에 의해 이루어진다. ....	1	2	3	4	5	6
6. 나는 교육훈련자로서 교육훈련을 계획할 때:						
6-1. 교육훈련의 목표, 교육훈련의 기대 성과치 그리고 피교육훈련자들에게 가장 효율적인 방법을 고려한다. ....	1	2	3	4	5	6
6-2. 교수를 통한 문제 해결점을 고려한다. ....	1	2	3	4	5	6
6-3. 교육훈련의 내용, 개념, 그리고 이론적 원칙을 명시하도록 한다. ....	1	2	3	4	5	6
6-4. 피교육훈련자의 생활에 영향을 줄 수 있는 사회, 문화, 정치적 요소를 명시하도록 한다. ....	1	2	3	4	5	6
6-5. 피교육훈련자들이 무엇을 어떻게 배울 수 있는가를 명시한다. ....	1	2	3	4	5	6
7. 교육훈련자로서 생각하는 가장 성공적인 교육훈련 환경은:						
7-1. 피교육훈련자들의 교육에 대한 흥미도에 따라 변화할 수 있는 비구조적이고 유동적인 교육훈련 환경이다. ....	1	2	3	4	5	6
7-2. 잘 구조화되고 교육훈련 목표가 명시되어 있으며 피교육훈련자들에게 피드백이 제공되는 교육훈련 환경이다. ....	1	2	3	4	5	6
7-3. 문제 해결에 활용될 수 있는 실제적인 기술과 지식에 초점을 둔 교육훈련 환경이다. ....	1	2	3	4	5	6
7-4. 교육훈련 교재의 목표가 명시되고 또한 주제가 논리적으로 구성된 교육훈련 환경이다. ....	1	2	3	4	5	6
7-5. 피교육훈련자가 주요한 사회 정치적 요소들을 인지하고 또한 이러한 요소들이 일상 생활에 미치는 영향을 적용할 수 있는 능력을 키울 수 있는 교육환경이다. ....	1	2	3	4	5	6
8. 교육훈련자로서 교육훈련을 계획할 때 장출하는 것은:						
8-1. 피교육훈련자가 자신의 능력으로 실제 문제를 해결할 수 있는 학습환경이다. ....	1	2	3	4	5	6
8-2. 피교육훈련자 자신의 믿음과 가치를 재확인하고 다시 한번 자신에게 중요한 문제점들이 무엇인가를 비취볼 수 있는 학습환경이다. ....	1	2	3	4	5	6
8-3. 피교육훈련자들이 교육훈련 목표를 달성할 수 있도록 유도할 수 있는 잘 통제된 학습환경이다. ....	1	2	3	4	5	6
8-4. 명확한 교육 내용, 그리고 배워야 되고 또한 가르쳐야 되는 개념들이 명확히 제시된 학습환경이다. ....	1	2	3	4	5	6
8-5. 자아 발견과 상호 교류를 지원하는 학습환경이다. ....	1	2	3	4	5	6
9. 교육훈련 과정에서 생성된 피교육훈련자의 느낀점들은:						
9-1. 피교육훈련자들이 진정으로 학습에 참여하도록 돕는다. ....	1	2	3	4	5	6
9-2. 문제점과 의문점들을 해결할 수 있는 힘을 제공한다. ....	1	2	3	4	5	6
9-3. 피교육훈련자들의 학습 접근 방식에 영향을 준다. ....	1	2	3	4	5	6
9-4. 학습 목표를 달성할 수 있도록 교육훈련자에 의해 활용된다. ....	1	2	3	4	5	6
9-5. 피교육훈련자의 주의력을 흐트러 학습의 효율성을 저하시킨다. ....	1	2	3	4	5	6
10. 가장 효율적인 교육훈련 방식은:						
10-1. 문제해결과 실제적인 도전과제를 제시하는 방식이다. ....	1	2	3	4	5	6
10-2. 피교육훈련자의 실습과 피드백 제시에 초점을 둔 방식이다. ....	1	2	3	4	5	6
10-3. 피교육훈련자들이 자신의 학습에 책임을 질 수 있는 비지시적인 방식이다. ....	1	2	3	4	5	6
10-4. 피교육훈련자들을 토론과 논제 검증에 참여시키는 방식이다. ....	1	2	3	4	5	6

	인 제 나 동 의 항	대 부 분 동 의 항	중 의 항	중 의 안 항	대 부 분 동 의 안 항	전 혀 동 의 안 항
10-5. 교육훈련의 주제와 내용에 의해 결정된다. ....	1	2	3	4	5	6
11. 피교육훈련자들이 제시한 학습 주제에 대해 흥미를 보이지 않는 것은:						
11-1. 학습 내용이 피교육훈련자 자신들에게 얼마나 유익하며 어떠한 결과를 초래하는지 이해하지 못하는 그들의 무지함을 나타낸다. ....	1	2	3	4	5	6
11-2. 피교육훈련자들이 자신들의 실생활 향상에 있어 어떠한 유익한 점이 없다고 보는 것을 나타낸다. ....	1	2	3	4	5	6
11-3. 피교육훈련자의 주제에 대한 이해 부족과 그들의 주의를 집중시키지 못하는 교육훈련자의 자질부족을 나타낸다. ....	1	2	3	4	5	6
11-4. 교육훈련 과정에서 부적절한 교육 실습과 피드백 제시를 나타낸다. ....	1	2	3	4	5	6
11-5. 피교육훈련자들이 교육훈련의 주제가 중요하지 않으며 또한 자신들 역시 배울 준비가 되어 있지 않음을 나타낸다. ....	1	2	3	4	5	6
12. 피교육훈련자들간의 차이점들은:						
12-1. 피교육훈련자들이 교육훈련을 통해 지식을 습득한다면 그들간의 차이점들은 고려할 필요가 없다. ....	1	2	3	4	5	6
12-2. 피교육훈련자 자신들의 특성을 추구하도록 이끌므로써 훈련의 효율성을 증대시킨다. ....	1	2	3	4	5	6
12-3. 경험의 차이에 의해 생성되었으며 그들이 문제해결에 있어 다른 기술과 방식을 적용하도록 이끈다. ....	1	2	3	4	5	6
12-4. 피교육훈련자 자신들의 문화적 사회적 배경으로부터 유래되며 이러한 차이점에 의한 그들의 다양성들은 그 필요성과 문제점들을 고려하여 잘 다루어져야 한다. ...	1	2	3	4	5	6
12-5. 피교육훈련자들이 각자의 다양성에 대해 적절한 실습과 교육 강화를 받음으로써 교육 효과를 낮추지 않는다. ....	1	2	3	4	5	6
13. 교육훈련 결과에 대한 평가는:						
13-1. 중요하지도 않으며 또한 시간적인 요소를 고려할 때 교육 효과는 변화함으로 교육훈련의 효과에 대해 평가를 하는 것은 불가능하다. ....	1	2	3	4	5	6
13-2. 교육훈련 체제에 포함되어 있으므로 지속적인 피드백을 통해 피교육훈련자의 학습 수행을 향상시킬 수 있다. ....	1	2	3	4	5	6
13-3. 피교육훈련자 자신들이 그들에게 필요한 목적으로 사용할 때 가장 효과적으로 이루어질 수 있다. ....	1	2	3	4	5	6
13-4. 피교육훈련자들의 새로운 교육훈련 교재에 대한 이해도를 측정할 수 있는 교육훈련자들에게 척도를 제공한다. ....	1	2	3	4	5	6
13-5. 피교육훈련자들이 교육훈련 상황과 실제 상황의 모든 상황에서 문제점을 잘 해결할 때 가장 잘 이루어진다. ....	1	2	3	4	5	6
14. 나는 교육훈련자로서:						
14-1. 잘 구조화된 교육훈련과 효율적인 피이드백을 통해 학습 활동을 돕는다. ....	1	2	3	4	5	6
14-2. 이론과 개념에 대한 지식과 이해도를 높이는데 체계적인 도움을 제공한다. ....	1	2	3	4	5	6
14-3. 피교육훈련자들이 문제점을 파악하고 또한 잘 해결할 수 있도록 돕는다. ....	1	2	3	4	5	6
14-4. 피교육훈련자들의 환경, 사회, 정치적 요소들에 대한 자각을 높이고 교육훈련을 통해 이러한 요소들에 어떠한 영향을 줄 수 있는가를 배울 수 있도록 돕는다. ....	1	2	3	4	5	6
14-5. 간접적으로 교육훈련을 활성화 시킨다. ....	1	2	3	4	5	6
15. 피교육훈련자가 교육훈련에서 아무것도 배운 것이 없다는 것은:						
15-1. 내가 교육훈련을 효과적으로 실시하지 못하여서이다. ....	1	2	3	4	5	6
15-2. 내가 교육훈련 과정을 반복하여서이다. ....	1	2	3	4	5	6
15-3. 피교육훈련자들이 자신에게 흥미있고 재미 있다고 느껴지는 것 이외에는 학습을 하지 않아서이다. ....	1	2	3	4	5	6
15-4. 피교육훈련자들이 교육훈련의 중요성을 이해하지 못해서이다. ....	1	2	3	4	5	6
15-5. 피교육훈련자들이 교육훈련을 통해 습득한 문제해결을 할 수 있는 새로운 지식들을 실생활에 잘 적용하지 못해서이다. ....	1	2	3	4	5	6

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16. 내가 교육훈련을 계획할 때 보다 더 초점을 두어야 할 것은:						
16-1. 조직의 리더, 주요한 사회, 문화, 정치적 요소들을 고려하여 교육훈련 계획을 수립해야 할 것이라고 생각한다. ....	1	2	3	4	5	6
16-2. 교육훈련 결과 기대치를 명확히 파악하며, 또한 그 기대치에 부합할 수 있는 교육훈련 프로그램을 계획해야 할 것이라고 생각한다. ....	1	2	3	4	5	6
16-3. 우선적으로 무엇을, 언제, 그리고 어떻게 할 것인가에 대한 요소를 구성하는 계획수립으로부터 시작해야 할 것이라고 생각한다. ....	1	2	3	4	5	6
16-4. 피교육훈련자의 요구를 토대로 그들의 요구를 평가하고 또 요구에 부합하는 적절한 교육훈련을 계획해야 할 것이라고 생각한다. ....	1	2	3	4	5	6
16-5. 피교육훈련자의 주요 관심사를 고려하고 그 관심사에 부합하도록 교육훈련을 계획해야 할 것이라고 생각한다. ....	1	2	3	4	5	6
17. 피교육훈련자의 학습율이 가장 높은 때는:						
17-1. 문제해결 접근으로부터 새로운 지식이 창출될 때라고 생각한다. ....	1	2	3	4	5	6
17-2. 훈련과 반복을 통해 구조화된 학습 활동이 제공될 때라고 생각한다. ....	1	2	3	4	5	6
17-3. 학습 주제에 대해 다른 피교육훈련자 또는 코오디네이터와 토의할 수 있는 기회를 많이 가질 수 있을 때라고 생각한다. ....	1	2	3	4	5	6
17-4. 피교육훈련자들이 체제나 규칙에 구애 받지않고 자유롭게 탐구할 수 있을 때라고 생각한다. ....	1	2	3	4	5	6
17-5. 피교육훈련자들을 잘 이해하고 있는 전문가로부터 지식을 제공받았을 때라고 생각한다. ....	1	2	3	4	5	6
18. 현재의 교육훈련의 가장 근본적인 목표는:						
18-1. 피교육훈련자의 개인적인 개발을 창출하는 것이라고 생각한다. ....	1	2	3	4	5	6
18-2. 피교육훈련자들의 사회적 변화에 대한 자각의 중요성을 일깨우고 또한 그들에게서 사회적 변화가 창출되도록 돕는 것이라고 생각한다. ....	1	2	3	4	5	6
18-3. 개념적 그리고 이론적인 이해력을 획득하는 것이라고 생각한다. ....	1	2	3	4	5	6
18-4. 피교육훈련자들의 문제 해결 능력을 개발하는 것이라고 생각한다. ....	1	2	3	4	5	6
18-5. 피교육훈련자들의 자신감을 향상시키고 전문적인 지식, 기술을 향상시키는 것이라고 생각한다. ....	1	2	3	4	5	6
19. 많은 피교육훈련자들이 지식을 습득하는 때는:						
19-1. 피교육훈련자들이 문제 해결을 통한 지속적인 목표 지향을 추구할 때이라고 생각한다. ....	1	2	3	4	5	6
19-2. 피교육훈련자들이 주요한 사회, 문화, 정치적 요소들에 대한 비판적이고 통찰력 있는 사고 방식을 획득할 때이라고 생각한다. ....	1	2	3	4	5	6
19-3. 수행과 피드백 과정을 통한 때이라고 생각한다. ....	1	2	3	4	5	6
19-4. 교수를 통한 교육훈련 과정보다는 자기 발견 위주의 교육훈련 과정이 이루어질 때이라고 생각한다. ....	1	2	3	4	5	6
19-5. 포괄적인 교육훈련이 제공될 때이라고 생각한다. ....	1	2	3	4	5	6
20. 교육훈련에 무엇이 포함될 것인가에 대한 결정은:						
20-1. 교육훈련에 참가한 피교육훈련자들이 교육훈련자들과 협의를 통해 결정 되어야 한다고 생각한다. ....	1	2	3	4	5	6
20-2. 피교육훈련자들이 무엇을 알고 있고 또 교육훈련이 종료되었을 때 무엇을 알고 있어야 되는가를 고려한 교육훈련자에 의해 결정되어야 한다고 생각한다. ....	1	2	3	4	5	6
20-3. 주요한 사회, 정치, 문화적 상황을 고려하여 결정되어야 한다고 생각한다. ....	1	2	3	4	5	6
20-4. 피교육훈련자의 요구, 흥미 그리고 문제점들 고려하여 결정되어야 한다고 생각한다. ....	1	2	3	4	5	6
20-5. 교육훈련자에 의해 다루어진 교재에 대한 면밀한 분석에 의해 이루어져야 한다고 생각한다. ....	1	2	3	4	5	6

	언 제 나 동 의 함	대 부 분 동 의 함	동 의 함	동 의 함	대 부 분 동 의 함	전 혀 동 의 함
21. 나는 교육훈련자로서 교육훈련을 계획할 때:						
21-1. 교육훈련의 목표, 교육훈련의 기대 성과치 그리고 피교육훈련자들에게 가장 효율적인 방법을 고려해야 한다고 생각한다. ....	1	2	3	4	5	6
21-2. 교수를 통한 문제 해결정을 고려해야 한다고 생각한다. ....	1	2	3	4	5	6
21-3. 교육훈련의 내용, 개념, 그리고 이론적 원칙을 명시하도록 해야 한다고 생각한다. ..	1	2	3	4	5	6
21-4. 피교육훈련자의 생활에 영향을 줄 수 있는 사회, 문화, 정치적 요소를 명시하도록 해야 한다고 생각한다. ....	1	2	3	4	5	6
21-5. 피교육훈련자들이 무엇을 어떻게 배울 수 있는가를 명시해야 한다고 생각한다. ....	1	2	3	4	5	6
22. 교육훈련자로서 생각하는 가장 성공적인 교육훈련 환경은:						
22-1. 피교육훈련자들의 교육에 대한 흥미도에 따라 변화할 수 있는 비구조적이고 유동적인 교육훈련 환경이라고 생각한다. ....	1	2	3	4	5	6
22-2. 잘 구조화되고 교육훈련 목표가 명시되어 있으며 피교육훈련자들에게 피드백이 제공되는 교육훈련 환경이라고 생각한다. ....	1	2	3	4	5	6
22-3. 문제 해결에 활용될 수 있는 실제적인 기술과 지식에 초점을 둔 교육훈련 환경이라고 생각한다. ....	1	2	3	4	5	6
22-4. 교육훈련 교재의 목표가 명시되고 또한 주제가 논리적으로 구성된 교육훈련 환경이라고 생각한다. ....	1	2	3	4	5	6
22-5. 피교육훈련자가 주요한 사회 정치적 요소들을 인지하고 또한 이러한 요소들이 일상 생활에 미치는 영향을 적용할 수 있는 능력을 키울 수 있는 교육환경이라고 생각한다. ....	1	2	3	4	5	6
23. 교육훈련자로서 교육훈련을 계획할 때 창출하는 것은:						
23-1. 피교육훈련자가 자신의 능력으로 실제 문제를 해결할 수 있는 학습환경이라고 생각한다. ....	1	2	3	4	5	6
23-2. 피교육훈련자 자신의 믿음과 가치를 재확인하고 다시 한번 자신에게 중요한 문제점들이 무엇인가를 비취볼 수 있는 학습환경이라고 생각한다. ....	1	2	3	4	5	6
23-3. 피교육훈련자들이 교육훈련 목표를 달성할 수 있도록 유도할 수 있는 잘 통제된 학습환경이라고 생각한다. ....	1	2	3	4	5	6
23-4. 명확한 교육 내용, 그리고 배워야 되고 또한 가르쳐야 되는 개념들이 명확히 제시된 학습환경이라고 생각한다. ....	1	2	3	4	5	6
23-5. 자아 발견과 상호 교류를 지원하는 학습환경이라고 생각한다. ....	1	2	3	4	5	6
24. 교육훈련 과정에서 생성된 피교육훈련자의 느낀점들은:						
24-1. 피교육훈련자들이 진정으로 학습에 참여하도록 도울 것이라고 생각한다. ....	1	2	3	4	5	6
24-2. 문제점과 의문점들을 해결할 수 있는 힘을 제공 할 것이라고 생각한다. ....	1	2	3	4	5	6
24-3. 피교육훈련자들의 학습 접근 방식에 영향을 줄 수 있을 것이라고 생각한다. ....	1	2	3	4	5	6
24-4. 학습 목표를 달성할 수 있도록 교육훈련자에 의해 활용되어야 한다고 생각한다. ..	1	2	3	4	5	6
24-5. 피교육훈련자의 주의력을 흐트려 학습의 효율성을 저하시킬 것이라고 생각한다. ..	1	2	3	4	5	6
25. 가장 효율적인 교육훈련 방식은:						
25-1. 문제 해결과 실제적인 도전 과제를 제시하는 방식이라고 생각한다. ....	1	2	3	4	5	6
25-2. 피교육훈련자의 실습과 피드백 제시에 초점을 둔 방식이라고 생각한다. ....	1	2	3	4	5	6
25-3. 피교육훈련자들이 자신의 학습에 책임을 질 수 있는 비지시적인 방식이라고 생각한다. ....	1	2	3	4	5	6
25-4. 피교육훈련자들을 토론과 논제의 검증에 참여시키는 방식이라고 생각한다. ....	1	2	3	4	5	6
25-5. 교육훈련의 주제와 내용에 따라 결정되어야 한다고 생각한다. ....	1	2	3	4	5	6
26. 피교육훈련자들이 제시한 학습 주제에 대해 흥미를 보이지 않는 것은:						
26-1. 학습 내용이 피교육훈련자 자신들에게 얼마나 유익하며 어떠한 결과를 초래하는지 이해하지 못하는 그들의 무지함을 나타내는 것이라고 생각한다. ....	1	2	3	4	5	6
26-2. 피교육훈련자들이 자신들의 실생활 향상에 있어서 유익한 점이 없다고 보는 것을 나타낸다고 생각한다. ....	1	2	3	4	5	6
26-3. 피교육훈련자의 주제에 대한 이해 부족과 그들의 주의를 집중시키지 못하는 교육훈련자의 자질 부족을 나타낸다고 생각한다. ....	1	2	3	4	5	6
26-4. 교육훈련 과정에서 부적절한 교육 실습과 피드백 제시를 나타낸다고 생각한다. ....	1	2	3	4	5	6
26-5. 피교육훈련자들이 교육훈련의 주제가 중요하지 않으며 또한 자신들 역시 배울 준비가 되어 있지 않음을 나타낸다고 생각한다. ....	1	2	3	4	5	6

	연 제 나 동 의 항	대 부 분 동 의 항	동 의 항	동 의 항	대 부 분 동 의 항	전 혀 동 의 항
<b>27. 피교육훈련자들간의 차이점들은:</b>						
27-1. 피교육훈련자들이 교육훈련을 통해 지식을 습득한다면 그들간의 차이점들은 고려할 필요가 없다고 생각한다. ....	1	2	3	4	5	6
27-2. 피교육훈련자 자신들의 특성을 추구하도록 이끌므로써 훈련의 효율성을 증대시킨다고 생각한다. ....	1	2	3	4	5	6
27-3. 경험의 차이에 의해 생성되었으며 그들이 문제 해결에 있어 다른 기술과 방식을 적용하도록 이끈다고 생각한다. ....	1	2	3	4	5	6
27-4. 피교육훈련자 자신들의 문화적 사회적 배경으로부터 유래되며 이러한 차이점에 의한 그들의 다양성들은 그 필요성과 문제점들을 고려하여 잘 다루어져야 한다고 생각한다. ....	1	2	3	4	5	6
27-5. 피교육훈련자들이 각자의 다양성에 대해 적절한 실습과 교육 강화를 받음으로써 교육 효과를 낮추지 않는다고 생각한다. ....	1	2	3	4	5	6
<b>28. 교육훈련 결과에 대한 평가는:</b>						
28-1. 중요하지도 않으며 또한 시간적인 요소를 고려할 때 교육의 효과는 변화함으로 교육훈련의 효과에 대해 평가를 하는 것은 불가능하다고 생각한다. ....	1	2	3	4	5	6
28-2. 교육훈련 체제에 포함되어 있으므로 지속적인 피드백을 통해 피교육훈련자의 학습 수행을 향상시킬 수 있을 것이라고 생각한다. ....	1	2	3	4	5	6
28-3. 피교육훈련자 자신들이 그들에게 필요한 목적으로 사용할 때 가장 효과적으로 이루어질 수 있을 것이라고 생각한다. ....	1	2	3	4	5	6
28-4. 피교육훈련자들의 새로운 교육훈련 교재에 대한 이해도를 측정할 수 있는 척도를 교육훈련자들에게제공할 것이라고 생각한다. ....	1	2	3	4	5	6
28-5. 피교육훈련자들이 교육훈련 상황과 실제 상황의 모든 면에서 문제점을 잘 해결할 때 가장 잘 이루어 질 것이라고 생각한다. ....	1	2	3	4	5	6
<b>29. 나는 교육훈련자로서:</b>						
29-1. 잘 구조화된 교육훈련과 효율적인 피이드백을 통해 학습 활동을 도와야 한다고 생각한다. ....	1	2	3	4	5	6
29-2. 이론과 개념에 대한 지식과 이해도를 높이는데 체계적인 도움을 제공해야 한다고 생각한다. ....	1	2	3	4	5	6
29-3. 피교육훈련자들이 문제점을 파악하고 또한 잘 해결할 수 있도록 도와야 한다고 생각한다. ....	1	2	3	4	5	6
29-4. 피교육훈련자들의 환경, 사회, 정치적 요소들에 대한 자각을 높이고 교육훈련을 통해 이러한 요소들에 어떠한 영향을 줄 수 있는가를 배울 수 있도록 도와야 한다고 생각한다. ....	1	2	3	4	5	6
29-5. 간접적으로 교육훈련을 활성화 시켜야 한다고 생각한다. ....	1	2	3	4	5	6
<b>30. 피교육훈련자가 교육훈련에서 아무것도 배운 것이 없다는 것은:</b>						
30-1. 내가 교육훈련을 효과적으로 실시하지 못하여서이라고 생각한다. ....	1	2	3	4	5	6
30-2. 내가 교육훈련 과정을 반복하여서이라고 생각한다. ....	1	2	3	4	5	6
30-3. 피교육훈련자들이 자신에게 흥미있고 재미 있다고 느껴지는 것 이외에는 학습을 하지 않아서이라고 생각한다. ....	1	2	3	4	5	6
30-4. 피교육훈련자들이 교육훈련의 중요성을 이해하지 못해서이라고 생각한다. ....	1	2	3	4	5	6
30-5. 피교육훈련자들이 교육훈련을 통해 습득한 문제 해결을 할 수 있는 새로운 지식들을 실생활에 잘 적용하지 못해서이라고 생각한다. ....	1	2	3	4	5	6

## 제 2 부

다음의 설문사항은 교육훈련에 있어서 교육훈련자인 귀하의 교수 및 학습 방식에 대한 인식도 및 선호도를 측정하기 위한 것입니다. 귀하께서는 교육훈련에 관련한 각 문항의 설문사항에 있어서 귀하의 인식도와 선호도에 가장 가까운 경우의 번호에 V 표를 해주시기 바랍니다.

- 언제나 그렇다고 생각하는 경우에는..... “언제나” 라는 1 번에 V 표를
- 매우 자주 그렇다고 생각하는 경우에는..... “매우 자주” 라는 2 번에 V 표를
- 자주 그렇다고 생각하는 경우에는..... “자주” 라는 3 번에 V 표를
- 가끔 그렇다고 생각하는 경우에는..... “가끔” 이라는 4 번에 V 표를
- 아주 가끔 그렇다고 생각하는 경우에는..... “아주 가끔” 이라는 5 번에 V 표를
- 전혀 그렇지 않다고 생각하는 경우에는..... “전혀” 라는 6 번에 V 표를

하여 주시면 됩니다.

	언 제 나	매 우 자 주	자 주	가 끔	아 주 가 끔	전 혀
1. 교육훈련자인 나는 학습수행 평가기준 개발시 피교육훈련자들이 참여하도록 유도한다. ....	1	2	3	4	5	6
2. 교육훈련자인 나는 필요한 상황에선 피교육훈련자들의 징계처분을 한다. ....	1	2	3	4	5	6
3. 교육훈련자인 나는 나이가 많은 피교육훈련자에게 필요할 때는 과업수행에 필요한 시간을 좀 더 부여한다. ....	1	2	3	4	5	6
4. 교육훈련자인 나는 중간계층의 가치관을 적용하는 것을 장려한다. ....	1	2	3	4	5	6
5. 교육훈련자인 나는 피교육훈련자들이 자신들의 목표와 성과도의 차이점을 진단할 수 있도록 돕는다. ....	1	2	3	4	5	6
6. 교육훈련자인 나는 교육훈련 과정을 돕는 것 보다는 지식을 제공하는데 중점을 둔다. ....	1	2	3	4	5	6
7. 교육훈련자인 나는 교육훈련 이전에 설정해 놓은 교육 목표를 고수한다. ....	1	2	3	4	5	6
8. 교육훈련자인 나는 피교육훈련자들의 비정규 토의 모임에 참여한다. ....	1	2	3	4	5	6
9. 교육훈련자인 나는 교육 주제 및 내용을 가르치는 방법의 강의방식을 선호한다. ....	1	2	3	4	5	6
10. 교육훈련자인 나는 피교육훈련자들이 의견을 많이 나눌수 있는 교육 환경을 조성한다. ...	1	2	3	4	5	6
11. 교육훈련자인 나는 피교육훈련자들 개개인에 알맞은 교육목표를 설정한다. ....	1	2	3	4	5	6
12. 교육훈련자인 나는 피교육훈련자들을 교육을 시킬때 다양한 사회-경제적 배경으로 부터 온 피교육훈련자들로 혼합 구성한다. ....	1	2	3	4	5	6
13. 교육훈련자인 나는 피교육훈련자들이 집단토의를 할때 여러 구성원 앞에서 자신의 문제를 직면하여 찾도록 동기유발을 시킨다. ....	1	2	3	4	5	6
14. 교육훈련자인 나는 교육훈련을 실시할때 피교육 훈련자의 이전 경험 및 경력등을 교육훈련의 고려사항으로 포함한다. ....	1	2	3	4	5	6
15. 교육훈련자인 나는 교육훈련에 실시될 사항을 결정하는 과정에서 피교육훈련자를 참여하도록 한다. ....	1	2	3	4	5	6
16. 교육훈련자인 나는 모든 피교육훈련자들이 비슷한 학습 양상을 지니고 있다고 생각하기 때문에 한가지 교육 방식만을 사용한다. ....	1	2	3	4	5	6

	연 제 나	매 우	자 주	가 끔	아 주	전 혀
17. 교육훈련자인 나는 피교육훈련자와 교육내용에 따라 다른 교육기법을 실시한다. ....	1	2	3	4	5	6
18. 교육훈련자인 나는 피교육훈련자들 상호간의 대화와 상호작용을 중시한다. ....	1	2	3	4	5	6
19. 교육훈련자인 나는 교육목표를 달성하기 위해 피교육훈련자들에게 많은 권한을 제공한다. ....	1	2	3	4	5	6
20. 교육훈련자인 나는 실패나 실수를 교육의 자연스런 과정으로 인정한다. ....	1	2	3	4	5	6
21. 교육훈련자인 나는 피교육훈련자들이 교육의 필요성을 파악하는 것을 돕기 위해 개인적인 상담을 한다. ....	1	2	3	4	5	6
22. 교육훈련자인 나는 새로운 개념을 배우는 과정에서 시간의 여부에 관계없이 피교육 훈련자들 개개인의 능력에 상응하는 속도로 교육을 제공하도록 돕는다. ....	1	2	3	4	5	6
23. 교육훈련자인 나는 피교육훈련자들이 장(단)기 학습목표를 설정하는데 도움을 제공한다. ....	1	2	3	4	5	6
24. 교육훈련자인 나는 교육의 방해 요소를 줄이기 위해 질서 잡힌 교육 환경을 유지한다. ...	1	2	3	4	5	6
25. 교육훈련자인 나는 가치관 판단들과 관련된 논쟁성이 있는 주제 토의를 피한다. ....	1	2	3	4	5	6
26. 교육훈련자인 나는 교육훈련을 실시할때 피교육훈련자들이 정기적인 휴식을 취할 수 있도록 한다. ....	1	2	3	4	5	6
27. 교육훈련자인 나는 조용하고 생산적인 작업을 양성할 수 있는 방법을 사용한다. ....	1	2	3	4	5	6
28. 교육훈련자인 나는 보다 발전된 개개인의 성장을 돕기 위해 피교육훈련자들의 상호의존적인 활동을 계획한다. ....	1	2	3	4	5	6
29. 교육훈련자인 나는 피교육훈련자 각자의 능력과 요구들에 부합할 수 있는 교육훈련 목표를 설정하는데 중점을 둔다. ....	1	2	3	4	5	6
30. 교육훈련자인 나는 피교육훈련자 각자의 개념과 관련된 주제를 회피한다. ....	1	2	3	4	5	6
31. 교육훈련자인 나는 조직이나 사회의 근본원리에 대한 의문점에 대해 질문할 수 있도록 한다. ....	1	2	3	4	5	6
32. 교육훈련자인 나는 학습목표 설정에 주요한 결정을 가질 수 있는 요원이 되게 위해 지속적으로 교육훈련에 참여하는 피교육훈련자의 자기 동기 부여를 인정한다. ....	1	2	3	4	5	6
33. 교육훈련자인 나는 해결해야 될 문제점들을 피교육훈련자 자신들이 찾도록 한다. ....	1	2	3	4	5	6
34. 교육훈련자인 나는 피교육훈련자들이 일상생활에서 직면하고 있는 문제점들과 관련하여 교육훈련 내용을 수립한다. ....	1	2	3	4	5	6
35. 교육훈련자인 나는 피교육훈련참여자들간의 상호 경쟁을 장려한다. ....	1	2	3	4	5	6
36. 교육훈련자인 나는 피교육훈련자들의 개인차에 따라 다른 교재를 사용한다. ....	1	2	3	4	5	6
37. 교육훈련자인 나는 피교육훈련자들이 교육 성과의 평가 기준의 설립시 참여하도록 해야 한다고 생각한다. ....	1	2	3	4	5	6
38. 교육훈련자인 나는 필요한 상황에선 피교육훈련자의 징계 처분을 하여야한다고 생각한다. ....	1	2	3	4	5	6

	연 제 나	매 우	자 주	가 꿈	아 주 가 꿈	전 혀
39. 교육훈련자인 나는 나이가 많은 피교육훈련자에게 필요시 과업 수행에 필요한 시간을 좀 더 부여하여야 한다고 생각한다. ....	1	2	3	4	5	6
40. 교육훈련자인 나는 중간계층의 가치관을 적용하는 것을 장려하여야 한다고 생각한다. ...	1	2	3	4	5	6
41. 교육훈련자인 나는 피교육훈련자들이 자신들의 목표와 성과도의 차이점을 진단할 수 있도록 도와야 한다고 생각한다. ....	1	2	3	4	5	6
42. 교육훈련자인 나는 교육훈련 과정을 돕는 것 보단 지식을 제공하는데 중점을 두어야 한다고 생각한다. ....	1	2	3	4	5	6
43. 교육훈련자인 나는 교육훈련전에 설정해 놓은 교육목표를 고수하여야 한다고 생각한다.	1	2	3	4	5	6
44. 교육훈련자인 나는 피교육훈련자들의 비정규 토의 모임에 참여하여야 한다고 생각한다.	1	2	3	4	5	6
45. 교육훈련자인 나는 교육의 주제 및 내용을 가르치는 방법의 강의 방식을 보다 많이 사용해야 한다고 생각한다. ....	1	2	3	4	5	6
46. 교육훈련자인 나는 피교육훈련자들이 의견을 많이 나눌수 있는 교육 환경을 조성해야 한다고 생각한다. ....	1	2	3	4	5	6
47. 교육훈련자인 나는 피교육훈련자들 개개인에 알맞은 교육 목표를 설정해야 한다고 생각한다. ....	1	2	3	4	5	6
48. 교육훈련자인 나는 피교육훈련자들을 교육시킬 때 다양한 사회·경제적 배경으로 부터 온 피교육훈련자들로 혼합 구성해야 한다고 생각한다. ....	1	2	3	4	5	6
49. 교육훈련자인 나는 피교육훈련자들이 집단토의를 할때 여러 구성원 앞에서 자신의 문제를 찾도록 동기유발시켜야 한다고 생각한다. ....	1	2	3	4	5	6
50. 교육훈련자인 나는 교육훈련을 실시할때 피교육 훈련자의 이전 경험 및 경력 등을 교육훈련의 고려 사항으로 포함시켜야 한다고 생각한다. ....	1	2	3	4	5	6
51. 교육훈련자인 나는 교육훈련에 실시될 사항을 결정하는 과정에서 피교육훈련자를 참여하도록 해야 한다고 생각한다. ....	1	2	3	4	5	6
52. 교육훈련자인 나는 모든 피교육훈련자들이 비슷한 학습 양상을 지니고 있기 때문에 한가지 교육 방식만을 사용해야 한다고 생각한다. ....	1	2	3	4	5	6
53. 교육훈련자인 나는 피교육훈련자와 교육 내용에 따라 다른 교육 기법을 실시해야 한다고 생각한다. ....	1	2	3	4	5	6
54. 교육훈련자인 나는 피교육훈련자들 상호간의 대화와 상호작용을 중시하여야 한다고 생각한다. ....	1	2	3	4	5	6
55. 교육훈련자인 나는 교육 목표를 달성하기위해 피교육훈련자들에게 많은 권한들을 제공해야 한다고 생각한다. ....	1	2	3	4	5	6
56. 교육훈련자인 나는 실패나 실수를 교육의 자연스런 과정으로 인정해야 한다고 생각한다.	1	2	3	4	5	6
57. 교육훈련자인 나는 피교육훈련자들이 교육의 필요성을 파악하는 것을 돕기위해 개인적인 상담을 해야 한다고 생각한다. ....	1	2	3	4	5	6
58. 교육훈련자인 나는 새로운 개념을 배우는 과정에서 시간의 여부에 관계없이 피교육훈련자들 개개인의 능력에 상응하는 속도로 교육을 제공하도록 도와야 한다고 생각한다. ....	1	2	3	4	5	6
59. 교육훈련자인 나는 피교육훈련자들이 장(단)기 학습 목표를 설정하는데 도움을 제공해야 한다고 생각한다. ....	1	2	3	4	5	6

	연 재 나	매 우 자 주	자 주 가 끔	가 끔 아 주	아 주 전 혀	
60. 교육훈련자인 나는 교육의 방해 요소를 줄이기 위해 질서 잡힌 교육 환경을 유지해야 한다고 생각한다. ....	1	2	3	4	5	6
61. 교육훈련자인 나는 가치관 판단들과 관련된 논쟁성이 있는 주제 토의를 피해야 한다고 생각한다. ....	1	2	3	4	5	6
62. 교육훈련자인 나는 교육훈련을 실시할 때 피교육훈련자들이 정기적인 휴식을 취할 수 있도록 해야 한다고 생각한다. ....	1	2	3	4	5	6
63. 교육훈련자인 나는 조용하고 생산적인 작업을 양성할 수 있는 방법을 사용해야 한다고 생각한다. ....	1	2	3	4	5	6
64. 교육훈련자인 나는 보다 발전된 개인의 성장을 장려하기 위해 피교육훈련자들 상호간의 상호의존적인 활동을 계획해야 한다고 생각한다. ....	1	2	3	4	5	6
65. 교육훈련자인 나는 피교육훈련자들 각자의 능력과 요구들에 부합할 수 있는 교육훈련 목표를 설정하는데 중점을 두어야 한다고 생각한다. ....	1	2	3	4	5	6
66. 교육훈련자인 나는 피교육훈련자 각자의 개념과 관련된 주제를 회피해야 한다고 생각한다. ....	1	2	3	4	5	6
67. 교육훈련자인 나는 조직이나 사회의 근본 원리에 대한 의문점에 대해 질문할 수 있도록 해야 한다고 생각한다. ....	1	2	3	4	5	6
68. 교육훈련자인 나는 학습 목표 설정에 주요한 결정을 가질 수 있는 요원이 되게 위해 지속적으로 교육훈련에 참여하는 피교육훈련자의 자기 동기 부여를 인정해야 한다고 생각한다. ....	1	2	3	4	5	6
69. 교육훈련자인 나는 해결해야 될 문제점들을 피교육훈련자 자신들이 찾도록 해야 한다고 생각한다. ....	1	2	3	4	5	6
70. 교육훈련자인 나는 피교육훈련자들이 일상생활에서 직면하고 있는 문제점들과 관련하여 교육훈련 내용을 수립해야 한다고 생각한다. ....	1	2	3	4	5	6
71. 교육훈련자인 나는 피교육훈련자들간의 상호 경쟁을 장려해야 한다고 생각한다. ....	1	2	3	4	5	6
72. 교육훈련자인 나는 피교육 훈련자의 개인차에 따라 다른 교재를 사용해야 한다고 생각한다. ....	1	2	3	4	5	6

### 제 3 부

다음의 설문사항은 교육훈련에 있어서 교육훈련자인 귀하의 *교육훈련 설계에 대한 인식도 및 선호도를 측정* 하기 위한 것입니다. 귀하께서는 교육훈련에 관련한 각 문항의 설문사항에 있어서 귀하의 인식도와 선호도에 가장 가까운 경우의 번호에 V 표를 해주시기 바랍니다.

	1	2	3	4	5	6
	언	매	자	가	아	전
	제	우	주	끔	주	혀
	나	자	주	가	끔	가
	1	2	3	4	5	6
1. 교육훈련자인 나는 사이버 (컴퓨터) 교육 방식을 통해 교육을 자주 제공한다. ....	1	2	3	4	5	6
2. 교육훈련자인 나는 강의 (강의실) 위주의 교육을 자주 제공한다. ....	1	2	3	4	5	6
3. 교육훈련자인 나는 교수자 위주의 교육보다 피교육훈련자 위주의 교육방식을 제공한다. ...	1	2	3	4	5	6
4. 교육훈련자인 나는 팀위주의 교육훈련 보다는 개인위주의 과업 성취 방식의 교육을 제공한다. ....	1	2	3	4	5	6
5. 교육훈련자인 나는 필요시 수시적으로 교육을 실시하는 것 보다 자주 그리고 정기적인 교육훈련을 제공한다. ....	1	2	3	4	5	6
6. 교육훈련자인 나는 전반적인 조직문화 인식 교육에 중점을 두기 보다는 과업 성취와 관련된 기술 개발에 중점을 둔 교육훈련을 제공한다. ....	1	2	3	4	5	6
7. 교육훈련자인 나는 피교육훈련자의 성별의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공한다. ....	1	2	3	4	5	6
8. 교육훈련자인 나는 피교육훈련자의 세대의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공한다. ....	1	2	3	4	5	6
9. 교육훈련자인 나는 피교육훈련자의 나이의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공한다. ....	1	2	3	4	5	6
10. 교육훈련자인 나는 피교육훈련자의 직급의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공한다. ....	1	2	3	4	5	6
11. 교육훈련자인 나는 피교육훈련자의 직종의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공한다. ....	1	2	3	4	5	6
12. 교육훈련자인 나는 성별의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주한다. ....	1	2	3	4	5	6
13. 교육훈련자인 나는 세대의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주한다. ....	1	2	3	4	5	6
14. 교육훈련자인 나는 나이의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주한다. ....	1	2	3	4	5	6
15. 교육훈련자인 나는 직종의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주한다. ....	1	2	3	4	5	6
16. 교육훈련자인 나는 직급의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주한다. ....	1	2	3	4	5	6
17. 교육훈련자인 나는 교육훈련에 있어서 전반적으로 응용하는 자신만의 교육훈련 철학을 가지고 있다. ....	1	2	3	4	5	6

	언 제 나	매 우 자 주	자 주 가 끔	아 주 가 끔	전 혀
18. 교육훈련자인 나는 직원 교육을 위한 전문화된 교육 방식과 스타일을 갖추고 있다. ....	1	2	3	4	5 6
19. 교육훈련자인 나는 교육훈련 보조 교재로 시청각 효과를 최대한으로 사용한다. ....	1	2	3	4	5 6
20. 교육훈련자인 나는 현재 조직에서 제공되는 교육훈련 방식에 만족한다. ....	1	2	3	4	5 6
21. 교육훈련자인 나는 사이버 (컴퓨터) 교육방식을 통해 교육을 자주 제공하여야 한다고 생각한다. ....	1	2	3	4	5 6
22. 교육훈련자인 나는 강의 (강의실)위주의 교육을 자주 제공하여야 한다고 생각한다. ....	1	2	3	4	5 6
23. 교육훈련자인 나는 교수자 위주의 교육보다 피교육훈련자 위주의 교육방식을 제공해야 한다고 생각한다. ....	1	2	3	4	5 6
24. 교육훈련자인 나는 팀위주의 교육훈련 보다는 개인위주의 과업성취 방식의 교육을 많이 제공해야 한다고 생각한다. ....	1	2	3	4	5 6
25. 교육훈련자인 나는 필요시 수시적으로 교육을 실시하는 것 보다 자주 그리고 정기적인 교육훈련을 제공하여야 한다고 생각한다. ....	1	2	3	4	5 6
26. 교육훈련자인 나는 전반적인 조직문화 인식 교육에 중점을 두기 보다는 과업성취와 관련된 기술 개발에 중점을 둔 교육훈련을 제공하여야 한다고 생각한다. ....	1	2	3	4	5 6
27. 교육훈련자인 나는 피교육훈련자의 성별의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공해야 한다고 생각한다. ....	1	2	3	4	5 6
28. 교육훈련자인 나는 피교육 훈련자의 세대의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공해야 한다고 생각한다. ....	1	2	3	4	5 6
29. 교육훈련자인 나는 피교육 훈련자의 나이의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공해야 한다고 생각한다. ....	1	2	3	4	5 6
30. 교육훈련자인 나는 피교육 훈련자의 직급의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공해야 한다고 생각한다. ....	1	2	3	4	5 6
31. 교육훈련자인 나는 피교육 훈련자의 직종의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공해야 한다고 생각한다. ....	1	2	3	4	5 6
32. 교육훈련자인 나는 성별의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주해야 한다고 생각한다. ....	1	2	3	4	5 6
33. 교육훈련자인 나는 세대의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주해야 한다고 생각한다. ....	1	2	3	4	5 6
34. 교육훈련자인 나는 나이의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주해야 한다고 생각한다. ....	1	2	3	4	5 6
35. 교육훈련자인 나는 직종의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주해야 한다고 생각한다. ....	1	2	3	4	5 6
36. 교육훈련자인 나는 직급의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주해야 한다고 생각한다. ....	1	2	3	4	5 6
37. 교육훈련자인 나는 교육훈련에 있어서 전반적으로 응용하는 자신만의 교육훈련 철학을 가지고 있어야 한다고 생각한다. ....	1	2	3	4	5 6

	언 제 나	매 우 자 주	자 주 가 꿈	가 꿈 아 주	아 주 가 꿈	전 혀
38. 교육훈련자인 나는 직원 교육을 위한 전문화 된 교육 방식과 스타일을 갖추고 있다고 생각한다. ....	1	2	3	4	5	6
39. 교육훈련자인 나는 교육훈련 보조 교재로 시청각 효과를 최대한으로 사용해야 한다고 생각한다. ....	1	2	3	4	5	6
40. 전반적으로 교육훈련자들은 현재 조직에서 제공되고 있는 교육훈련 방식에 만족하고 있다고 생각한다. ....	1	2	3	4	5	6



## APPENDIX D

## 가치성향과 교육훈련에 대한 설문지 (피교육훈련자용)

안녕하십니까? 저는 콜로라도 주립대학에서 인력개발을 전공하고 있는 박사과정의 학생입니다.

본 설문지는 저의 논문자료를 얻기위한 일환으로써 교육훈련을 받고 계시는 귀하의 교육훈련에 대한 교육철학, 교육훈련 설계, 교육훈련 실시에 있어서 인식도와 선호경향을 조사하기 위해 제작된 것입니다.

귀하의 반응은 본 연구자의 논문에 주요한 자료로 사용될 뿐만 아니라, 21 세기의 한국의 인력개발 교육에 있어서 교육훈련 지침과 방향을 제시할 목적으로 사용될 것입니다. 따라서 설문지의 내용이 다소 까다롭고 분량이 많더라도 성심껏 설문에 반응을 해주시면 대단히 감사하겠습니다.

본 설문지에 제시된 문항에는 '옳고 그름'이 없습니다. 귀하께서 평소 가지고 계신 생각이나 의견을 솔직하게 제시해 주시면 됩니다. 때로는 비슷한 문항이 있으나 한 문항도 빠짐없이 반응해 주시기를 바랍니다. 본 설문지의 반응 내용은 통계법 제 13 조에 의거하여 개인단위로 분석되지 않으며, 오직 연구의 목적으로만 사용되므로 개인의 인적사항이 밝혀지거나 불이익이 돌아가는 일은 전혀 없습니다.

설문반응 과정에서 의문사항이 있으시면 언제든지 본 연구자에게 문의를 하시거나 아래의 연락처로 연락해 주시면 성심성의껏 반응해 드리겠습니다.

감사합니다. 2002년 10월 16일

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아래 설문사항은 기본적 인구통계 자료로 쓰일 사항들이므로 해당되는 번호에 빠짐 없이 V 표를 해주시면 감사하겠습니다.

- 귀하의 나이는 어디에 속합니까?  
① 25 세 미만      ② 25 세 -29 세      ③ 30 세-34 세      ④ 35 세-39 세  
⑤ 40 세-44 세      ⑥ 45 세-50 세      ⑦ 51 세이상
- 귀하의 성별은 어디에 속합니까?  
① 남      ② 여
- 귀하의 근속년수는 어디에 속합니까? (총 근무년수: 이전 직장을 포함하십시오)  
① 3 년미만      ② 3 년-5 년      ③ 6 년-10 년  
④ 11 년-15 년      ⑤ 16 년-20 년      ⑥ 21 년이상
- 귀하의 직책은 어디에 속합니까?  
① 사원급(주임, 계장포함)      ② 매니저급 (대리급 이상)
- 귀하의 직종은 어디에 속합니까?  
① 제조업 (건설, 제조, 정보통신 등)      ② 서비스업 (유통/판매, 금융/보험, 연구소 등)

## 제 1 부

본 설문사항은 교육훈련에 있어 피교육훈련자인 귀하의 **교육철학에 대한 인식도와 선호도를 측정**하기 위한 것입니다. 본 설문사항은 30 개의 항목으로 구성된 설문사항과 5 개의 하위설문으로 구성되어 있습니다. 오른쪽에 기재된 1 부터 6 까지의 번호에서 귀하의 인식도와 선호도에 가장 가까운 경우의 번호에 V 표를 해주시기 바랍니다.

- 모든 경우에 예외없이 동의, 인정하는 경우에는..... “언제나 동의함”이라는 1 번에 V 표를
- 대부분 동의, 인정하는 경우에는..... “대부분 동의함”이라는 2 번에 V 표를
- 인정, 동의하는 경우가 하지 않을 경우보다 많을 때는..... “동의함”이라는 3 번에 V 표를
- 인정, 동의하는 경우가 하지 않을 경우보다 적을 때는..... “동의 안함”이라는 4 번에 V 표를
- 대부분 동의, 인정하지 않는 경우에는..... “대부분 동의 안함”이라는 5 번에 V 표를
- 모든 경우에 예외없이 동의, 인정을 안하는 경우에는..... “전혀 동의 안함”이라는 6 번에 V 표를

하여 주시면 되겠습니다.

		언 제 나 동 의 함	대 부 분 동 의 함	동 의 함	동 의 안 함	대 부 분 동 의 안 함	전 혀 동 의 안 함
<b>1. 교육훈련자는 교육훈련을 계획할 때:</b>							
1-1. 조직의 리더, 주요한 사회, 문화 정치적 요소들을 고려하여 교육훈련 계획을 수립한다. ....	1	2	3	4	5	6	
1-2. 교육훈련 결과 기대치를 명확히 피력하며 또한 그 기대치에 부합할 수 있는 교육훈련 프로그램을 계획한다. ....	1	2	3	4	5	6	
1-3. 우선적으로 무엇을, 언제, 그리고 어떻게 할 것인가에 대한 요소를 구성하는 계획 수립으로부터 시작한다. ....	1	2	3	4	5	6	
1-4. 피교육훈련자의 요구를 토대로 그들의 요구를 평가하고 또 요구에 부합하는 적절한 교육훈련을 계획한다. ....	1	2	3	4	5	6	
1-5. 피교육훈련자의 주요 관심사를 고려하고 그 관심사에 부합하도록 교육훈련을 계획한다. ....	1	2	3	4	5	6	
<b>2. 피교육훈련자로서 내가 학습율이 가장 높은 때는:</b>							
2-1. 문제해결 접근으로부터 새로운 지식이 창출될 때이다. ....	1	2	3	4	5	6	
2-2. 훈련과 반복을 통해 구조화된 학습 활동이 제공될 때이다. ....	1	2	3	4	5	6	
2-3. 학습 주제에 대해 다른 피교육훈련자 또는 코오디네이터와 토의할 수 있는 기회를 많이 가질 때이다. ....	1	2	3	4	5	6	
2-4. 내가 체제나 규칙에 구애 받지않고 자유롭게 탐구할 수 있을 때이다. ....	1	2	3	4	5	6	
2-5. 나를 잘 이해하고 있는 전문가로부터 지식을 제공 받았을 때이다. ....	1	2	3	4	5	6	
<b>3. 현재의 교육훈련의 가장 근본적인 목표는:</b>							
3-1. 피교육훈련자의 개인적인 개발을 창출하는 것이다. ....	1	2	3	4	5	6	
3-2. 피교육훈련자들의 사회적 변화에 대한 자각의 중요성을 일깨우고 또한 그들에게서 사회적 변화가 창출되도록 돕는 것이다. ....	1	2	3	4	5	6	
3-3. 피교육훈련자의 개념적 그리고 이론적인 이해력을 획득시키는 것이다. ....	1	2	3	4	5	6	
3-4. 피교육훈련자들의 문제 해결 능력을 개발하는 것이다. ....	1	2	3	4	5	6	
3-5. 피교육훈련자들의 자신감을 향상시키고 전문적인 지식, 기술을 향상시키는 것이다. ....	1	2	3	4	5	6	
<b>4. 내가 지식을 가장 많이 습득하는 때는:</b>							
4-1. 내가 문제 해결을 통한 지속적인 목표 지향을 추구할 때이다. ....	1	2	3	4	5	6	
4-2. 내가 주요한 사회, 문화 정치적 요소들에 대한 비판적이고 통찰력 있는 사고 방식을 획득할 때이다. ....	1	2	3	4	5	6	
4-3. 수행과 피드백 과정을 통할 때이다. ....	1	2	3	4	5	6	
4-4. 교수를 통한 교육훈련 과정보다는 자기 발견 위주의 교육훈련 과정이 이루어질 때이다. ....	1	2	3	4	5	6	

	연 제 나 동 의 항	대 부 분 동 의 항	동 의 항	동 의 항	대 부 분 동 의 항	전 여 동 의 항
4-5. 포괄적인 교육훈련이 제공될 때이다. ....	1	2	3	4	5	6
5. 교육훈련에 무엇이 포함될 것인가에 대한 결정은:						
5-1. 교육훈련에 참가한 피교육훈련자들이 교육훈련자들과 협의를 통해 결정한다. ....	1	2	3	4	5	6
5-2. 피교육훈련자들이 무엇을 알고 있고 또 교육훈련이 종료되었을 때 무엇을 알고 있어야 되는가를 고려하여 교육 훈련자에 의해 결정된다. ....	1	2	3	4	5	6
5-3. 주요한 사회, 정치, 문화적 상황을 고려하여 결정된다. ....	1	2	3	4	5	6
5-4. 피교육훈련자의 요구, 흥미 그리고 문제점들 고려하여 결정된다. ....	1	2	3	4	5	6
5-5. 교육훈련자에 의해 다루어진 교재에 대한 면밀한 분석에 의해 이루어진다. ....	1	2	3	4	5	6
6. 내가 소속된 회사의 교육훈련자는 교육훈련을 계획할 때:						
6-1. 교육훈련의 목표, 교육훈련의 기대 성과치 그리고 피교육훈련자들에게 가장 효율적인 방법을 고려한다. ....	1	2	3	4	5	6
6-2. 교수를 통한 문제 해결정을 고려한다. ....	1	2	3	4	5	6
6-3. 교육훈련의 내용, 개념, 그리고 이론적 원칙을 명시하도록 한다. ....	1	2	3	4	5	6
6-4. 피교육훈련자의 생활에 영향을 줄 수 있는 사회, 문화, 정치적 요소를 명시하도록 한다. ....	1	2	3	4	5	6
6-5. 피교육훈련자들이 무엇을 어떻게 배울 수 있는가를 명시한다. ....	1	2	3	4	5	6
7. 피교육훈련자로서 내가 생각하는 가장 성공적인 교육훈련 환경은:						
7-1. 나의 교육에 대한 흥미도에 따라 변화할 수 있는 비구조적이고 유동적인 교육훈련 환경이다. ....	1	2	3	4	5	6
7-2. 잘 구조화되고 교육훈련 목표가 명시되어 있으며 피교육훈련자들에게 피드백이 제공되는 교육훈련 환경이다. ....	1	2	3	4	5	6
7-3. 문제 해결에 활용될 수 있는 실제적인 기술과 지식에 초점을 둔 교육훈련 환경이다.	1	2	3	4	5	6
7-4. 교육훈련 교재의 목표가 명시되고 또한 주제가 논리적으로 구성된 교육훈련 환경이다. ....	1	2	3	4	5	6
7-5. 내가 주요한 사회 정치적 요소들을 인지하고 또한 이러한 요소들이 일상 생활에 미치는 영향을 적용할 수 있는 능력을 키울 수 있는 교육환경이다. ....	1	2	3	4	5	6
8. 교육훈련자가 교육훈련을 계획할 때 창출하는 것은:						
8-1. 피교육훈련자의 능력으로 실제 문제를 해결할 수 있는 학습환경이다. ....	1	2	3	4	5	6
8-2. 피교육훈련자의 믿음과 가치를 재확인하고 다시 한번 자신에게 중요한 문제점들이 무엇인가를 비취볼 수 있는 학습환경이다. ....	1	2	3	4	5	6
8-3. 피교육훈련자들이 교육훈련 목표를 달성할 수 있도록 유도할 수 있는 잘 통제된 학습환경이다. ....	1	2	3	4	5	6
8-4. 명확한 교육 내용, 그리고 배워야 되고 또한 가르쳐야 되는 개념들이 명확히 제시된 학습환경이다. ....	1	2	3	4	5	6
8-5. 자아 발견과 상호 교류를 지원하는 학습환경이다. ....	1	2	3	4	5	6
9. 교육훈련 과정에서 생성된 피교육훈련자로서 나의 느낀점들은:						
9-1. 내가 진정으로 학습에 참여하도록 돕는다. ....	1	2	3	4	5	6
9-2. 문제점과 의문점들을 해결할 수 있는 힘을 제공한다. ....	1	2	3	4	5	6
9-3. 나의 학습 접근 방식에 영향을 준다. ....	1	2	3	4	5	6
9-4. 학습 목표를 달성할 수 있도록 교육훈련자에 의해 활용된다. ....	1	2	3	4	5	6
9-5. 나의 주의력을 흐트러 학습의 효율성을 저하시킨다. ....	1	2	3	4	5	6
10. 내가 참여한 교육훈련들중 가장 효율적인 교육훈련 방식은:						
10-1. 문제해결과 실제적인 도전과제를 제시하는 방식이다. ....	1	2	3	4	5	6
10-2. 피교육훈련자인 나의 실습과 피드백 제시에 초점을 둔 방식이다. ....	1	2	3	4	5	6
10-3. 피교육훈련자인 내가 학습에 책임을 질 수 있는 비지시적인 방식이다. ....	1	2	3	4	5	6
10-4. 피교육훈련자인 나를 토론과 논제 검증에 참여시키는 방식이다. ....	1	2	3	4	5	6
10-5. 교육훈련의 주제와 내용에 의해 결정된다. ....	1	2	3	4	5	6

	연 제 나 동 의 항	대 부 분 동 의 항	동 의 항	동 의 안 항	대 부 분 동 의 안 항	전 체 동 의 안 항
11. 내가 제시된 학습 주제에 대해 흥미를 보이지 않는 것은:						
11-1. 학습 내용이 나 자신에게 얼마나 유익하며 어떠한 결과를 초래하는지 이해하지 못하는 것을 나타낸다. ....	1	2	3	4	5	6
11-2. 나 자신들의 실생활 향상에 있어 어떠한 유익한 점이 없다고 보는 것을 나타낸다. ....	1	2	3	4	5	6
11-3. 피교육훈련자인 나의 주제에 대한 이해 부족과 나의 주의를 집중시키지 못하는 교육훈련자의 자질부족을 나타낸다. ....	1	2	3	4	5	6
11-4. 교육훈련 과정중 부적절한 교육 실습과 피드백 제시를 나타낸다. ....	1	2	3	4	5	6
11-5. 피교육훈련자인 나에게 교육훈련의 주제가 중요하지 않으며 또한 나 자신 역시 배울 준비가 되어 있지 않음을 나타낸다. ....	1	2	3	4	5	6
12. 피교육훈련자들간의 차이점들은:						
12-1. 피교육훈련자들이 교육훈련을 통해 지식을 습득한다면 그들간의 차이점들은 고려할 필요가 없다. ....	1	2	3	4	5	6
12-2. 피교육훈련자 자신들의 특성을 추구하도록 이끌므로써 훈련의 효율성을 증대시킨다. ....	1	2	3	4	5	6
12-3. 경험의 차이에 의해 생성되었으며 그들이 문제해결에 있어 다른 기술과 방식을 적용하도록 이끈다. ....	1	2	3	4	5	6
12-4. 피교육훈련자 자신들의 문화적 사회적 배경으로부터 유래되며 이러한 차이점에 의한 그들의 다양성들은 그 필요성과 문제점들을 고려하여 잘 다루어져야 한다. ...	1	2	3	4	5	6
12-5. 피교육훈련자들이 각자의 다양성에 대해 적절한 실습과 교육 강화를 받음으로써 교육 효과를 낮추지 않는다. ....	1	2	3	4	5	6
13. 교육훈련 결과에 대한 평가는:						
13-1. 중요하지도 않으며 또한 시간적인 요소를 고려할 때 교육 효과는 변화함으로 교육훈련의 효과에 대해 평가를 하는 것은 불가능하다. ....	1	2	3	4	5	6
13-2. 교육훈련 체제에 포함되어 있으므로 지속적인 피드백을 통해 피교육훈련자의 학습 수행을 향상시킬 수 있다. ....	1	2	3	4	5	6
13-3. 피교육훈련자인 내가 나 자신에게 필요한 목적으로 사용할 때 가장 효과적으로 이루어질 수 있다. ....	1	2	3	4	5	6
13-4. 피교육훈련자인 나의 새로운 교육훈련 교재에 대한 이해도를 측정할 수 있는 척도를 교육훈련자들에게 제공한다. ....	1	2	3	4	5	6
13-5. 피교육훈련자인 내가 교육훈련 상황과 실제 상황의 모든 상황에서 문제점을 잘 해결할 때 가장 잘 이루어진다. ....	1	2	3	4	5	6
14. 피교육훈련자인 내가 볼때 교육훈련자는:						
14-1. 잘 구조화된 교육훈련과 효율적인 피이드백을 통해 학습 활동을 돕는다. ....	1	2	3	4	5	6
14-2. 이론과 개념에 대한 지식과 이해도를 높이는데 체계적인 도움을 제공한다. ....	1	2	3	4	5	6
14-3. 내가 문제점을 파악하고 또한 잘 해결할 수 있도록 돕는다. ....	1	2	3	4	5	6
14-4. 피교육훈련자인 나의 환경, 사회, 정치적 요소들에 대한 자각을 높이고 교육훈련을 통해 이러한 요소들에 어떠한 영향을 줄 수 있는가를 배울 수 있도록 돕는다. ....	1	2	3	4	5	6
14-5. 간접적으로 교육훈련을 활성화 시킨다. ....	1	2	3	4	5	6
15. 피교육훈련자인 내가 교육훈련에서 아무것도 배운 것이 없다는 것은:						
15-1. 교육훈련자가 교육훈련을 효과적으로 실시하지 못하여서이다. ....	1	2	3	4	5	6
15-2. 교육훈련자가 교육훈련 과정을 반복하여서이다. ....	1	2	3	4	5	6
15-3. 나 자신에게 흥미있고 재미 있다고 느껴지는 것 이외에는 학습을 하지 않아서이다. ....	1	2	3	4	5	6
15-4. 피교육훈련자인 내가 교육훈련의 중요성을 이해하지 못해서이다. ....	1	2	3	4	5	6
15-5. 내가 교육훈련을 통해 습득한 문제해결을 할 수 있는 새로운 지식들을 실생활에 잘 적용하지 못해서이다. ....	1	2	3	4	5	6
16. 교육훈련자가 교육훈련을 계획할 때 보다 더 초점을 두어야 할 것은:						
16-1. 조직의 리더, 주요한 사회, 문화, 정치적 요소들을 고려하여 교육훈련 계획을 수립해야 할 것이라고 생각한다. ....	1	2	3	4	5	6

	연 재 나 중 의 항	대 부 분 중 의 항	중 의 항	중 의 항	대 부 분 중 의 항	전 체 항 의 항
16-2. 교육훈련 결과 기대치를 명확히 피력하며, 또한 그 기대치에 부합할 수 있는 교육훈련 프로그램을 계획해야 할 것이라고 생각한다. ....	1	2	3	4	5	6
16-3. 우선적으로 무엇을, 언제, 그리고 어떻게 할 것인가에 대한 요소를 구성하는 계획수립으로부터 시작해야 할 것이라고 생각한다. ....	1	2	3	4	5	6
16-4. 피교육훈련자의 요구를 토대로 그들의 요구를 평가하고 또 요구에 부합하는 적절한 교육훈련을 계획해야 할 것이라고 생각한다. ....	1	2	3	4	5	6
16-5. 피교육훈련자의 주요 관심사를 고려하고 그 관심사에 부합하도록 교육훈련을 계획해야 할 것이라고 생각한다. ....	1	2	3	4	5	6
17. 피교육훈련자 나의 학습율이 가장 높은 때는:						
17-1. 문제해결 접근으로부터 새로운 지식이 창출될 때라고 생각한다. ....	1	2	3	4	5	6
17-2. 훈련과 반복을 통해 구조화된 학습 활동이 제공될 때라고 생각한다. ....	1	2	3	4	5	6
17-3. 학습 주제에 대해 다른 피교육훈련자 또는 코디네이터와 토의할 수 있는 기회를 많이 가질 수 있을 때라고 생각한다. ....	1	2	3	4	5	6
17-4. 내가 체제나 규칙에 구애 받지않고 자유롭게 탐구할 수 있을 때라고 생각한다. ..	1	2	3	4	5	6
17-5. 피교육훈련자인 나를 잘 이해하고 있는 전문가로부터 지식을 제공받았을 때라고 생각한다. ....	1	2	3	4	5	6
18. 현재의 교육훈련의 가장 근본이 되어야 할 목표는:						
18-1. 피교육훈련자의 개인적인 개발을 창출하는 것이라고 생각한다. ....	1	2	3	4	5	6
18-2. 피교육훈련자들의 사회적 변화에 대한 자각의 중요성을 일깨우고 또한 그들에게서 사회적 변화가 창출되도록 돕는 것이라고 생각한다. ....	1	2	3	4	5	6
18-3. 개념적 그리고 이론적인 이해력을 획득하는 것이라고 생각한다. ....	1	2	3	4	5	6
18-4. 피교육훈련자들의 문제 해결 능력을 개발하는 것이라고 생각한다. ....	1	2	3	4	5	6
18-5. 피교육훈련자들의 자신감을 향상시키고 전문적인 지식, 기술을 향상시키는 것이라고 생각한다. ....	1	2	3	4	5	6
19. 피교육훈련자인 내가 지식을 습득하는 때는:						
19-1. 내가 문제 해결을 통한 지속적인 목표 지향을 추구할 때이라고 생각한다. ....	1	2	3	4	5	6
19-2. 내가 주요한 사회, 문화, 정치적 요소들에 대한 비판적이고 통찰력 있는 사고 방식을 획득할 때이라고 생각한다. ....	1	2	3	4	5	6
19-3. 수행과 피드백 과정을 통한 때이라고 생각한다. ....	1	2	3	4	5	6
19-4. 교수를 통한 교육훈련 과정보다는 자기 발견 위주의 교육훈련 과정이 이루어질 때이라고 생각한다. ....	1	2	3	4	5	6
19-5. 포괄적인 교육훈련이 제공될 때이라고 생각한다. ....	1	2	3	4	5	6
20. 교육훈련에 무엇이 포함될 것인가에 대한 결정은:						
20-1. 교육훈련에 참가한 피교육훈련자들이 교육훈련자들과 협의를 통해 결정 되어야 한다고 생각한다. ....	1	2	3	4	5	6
20-2. 피교육훈련자들이 무엇을 알고 있고 또 교육훈련이 종료되었을 때 무엇을 알고 있어야 되는가를 고려한 교육훈련자에 의해 결정되어야 한다고 생각한다. ....	1	2	3	4	5	6
20-3. 주요한 사회, 정치, 문화적 상황을 고려하여 결정되어야 한다고 생각한다. ....	1	2	3	4	5	6
20-4. 피교육훈련자의 요구, 흥미 그리고 문제점들 고려하여 결정되어야 한다고 생각한다. ....	1	2	3	4	5	6
20-5. 교육훈련자에 의해 다루어진 교재에 대한 면밀한 분석에 의해 이루어져야 한다고 생각한다. ....	1	2	3	4	5	6
21. 피교육훈련자로서 내가 볼 때 교육훈련자는 교육훈련을 계획할 때:						
21-1. 교육훈련의 목표, 교육훈련의 기대 성과치 그리고 피교육훈련자들에게 가장 효율적인 방법을 고려해야 한다고 생각한다. ....	1	2	3	4	5	6
21-2. 교수를 통한 문제 해결점을 고려해야 한다고 생각한다. ....	1	2	3	4	5	6
21-3. 교육훈련의 내용, 개념, 그리고 이론적 원칙을 명시하도록 해야 한다고 생각한다. ..	1	2	3	4	5	6
21-4. 피교육훈련자의 생활에 영향을 줄 수 있는 사회, 문화, 정치적 요소를 명시하도록 해야 한다고 생각한다. ....	1	2	3	4	5	6
21-5. 피교육훈련자들이 무엇을 어떻게 배울 수 있는가를 명시해야 한다고 생각한다. ....	1	2	3	4	5	6

	언 제 나 동 의 함	대 부 분 동 의 함	동 의 함	동 의 안 함	대 부 분 동 의 안 함	전 혀 동 의 안 함
<b>22. 피교육훈련자로서 내가 생각하는 가장 성공적인 교육훈련 환경은:</b>						
22-1. 피교육훈련자인 나의 교육에 대한 흥미도에 따라 변화할 수 있는 비구조적이고 유동적인 교육훈련 환경이라고 생각한다. ....	1	2	3	4	5	6
22-2. 잘 구조화되고 교육훈련 목표가 명시되어 있으며 피교육훈련자인 나에게 피드백이 제공되는 교육훈련 환경이라고 생각한다. ....	1	2	3	4	5	6
22-3. 문제 해결에 활용될 수 있는 실제적인 기술과 지식에 초점을 둔 교육훈련 환경이라고 생각한다. ....	1	2	3	4	5	6
22-4. 교육훈련 교재의 목표가 명시되고 또한 주제가 논리적으로 구성된 교육훈련 환경이라고 생각한다. ....	1	2	3	4	5	6
22-5. 피교육훈련자인 내가 주요한 사회 정치적 요소들을 인지하고 또한 이러한 요소들이 일상 생활에 미치는 영향을 적용할 수 있는 능력을 키울 수 있는 교육환경이라고 생각한다. ....	1	2	3	4	5	6
<b>23. 교육훈련자가 교육훈련을 계획할 때 창출해야 하는 것은:</b>						
23-1. 피교육훈련자가 자신의 능력으로 실제 문제를 해결할 수 있는 학습환경이라고 생각한다. ....	1	2	3	4	5	6
23-2. 피교육훈련자 자신의 믿음과 가치를 재확인하고 다시 한번 자신에게 중요한 문제점들이 무엇인가를 비춰볼 수 있는 학습환경이라고 생각한다. ....	1	2	3	4	5	6
23-3. 피교육훈련자들이 교육훈련 목표를 달성할 수 있도록 유도할 수 있는 잘 통제된 학습환경이라고 생각한다. ....	1	2	3	4	5	6
23-4. 명확한 교육 내용, 그리고 배워야 되고 또한 가르쳐야 되는 개념들이 명확히 제시된 학습환경이라고 생각한다. ....	1	2	3	4	5	6
23-5. 자아 발견과 상호 교류를 지원하는 학습환경이라고 생각한다. ....	1	2	3	4	5	6
<b>24. 교육훈련 과정에서 생성된 피교육훈련자로서 나의 느낀점들은:</b>						
24-1. 내가 진정으로 학습에 참여하도록 도울 것이라고 생각한다. ....	1	2	3	4	5	6
24-2. 문제점과 의문점들을 해결할 수 있는 힘을 제공 할 것이라고 생각한다. ....	1	2	3	4	5	6
24-3. 피교육훈련자인 나의 학습 접근 방식에 영향을 줄 수 있을 것이라고 생각한다. ....	1	2	3	4	5	6
24-4. 학습 목표를 달성할 수 있도록 교육훈련자에 의해 활용되어야 한다고 생각한다. ....	1	2	3	4	5	6
24-5. 나의 주의력을 흐트러 학습의 효율성을 저하시킬 것이라고 생각한다. ....	1	2	3	4	5	6
<b>25. 피교육훈련자인 나에게 가장 효율적인 교육훈련 방식은:</b>						
25-1. 문제 해결과 실제적인 도전 과제를 제시하는 방식이라고 생각한다. ....	1	2	3	4	5	6
25-2. 피교육훈련자인 나의 실습과 피드백 제시에 초점을 둔 방식이라고 생각한다. ....	1	2	3	4	5	6
25-3. 피교육훈련자인 나의 학습에 책임을 질 수 있는 비지시적인 방식이라고 생각한다. ....	1	2	3	4	5	6
25-4. 피교육훈련자인 나를 토론과 논제의 검증에 참여시키는 방식이라고 생각한다. ....	1	2	3	4	5	6
25-5. 교육훈련의 주제와 내용에 따라 결정되어야 한다고 생각한다. ....	1	2	3	4	5	6
<b>26. 피교육훈련자인 내가 제시된 학습 주제에 대해 흥미를 보이지 않는 것은:</b>						
26-1. 학습 내용이 피교육훈련자인 나에게 얼마나 유익하며 어떠한 결과를 초래하는지 이해하지 못하는 것을 나타내는 것이라고 생각한다. ....	1	2	3	4	5	6
26-2. 피교육훈련자인 나의 실생활 향상에 있어서 유익한 점이 없다고 보는 것을 나타낸다고 생각한다. ....	1	2	3	4	5	6
26-3. 피교육훈련자인 나의 주제에 대한 이해 부족과 나의 주의를 집중시키지 못하는 교육훈련자의 자질 부족을 나타낸다고 생각한다. ....	1	2	3	4	5	6
26-4. 교육훈련 과정중 부적절한 교육 실습과 피드백 제시를 나타낸다고 생각한다. ....	1	2	3	4	5	6
26-5. 피교육훈련자인 나는 교육훈련의 주제가 중요하지 않으며 또한 나 자신 역시 배울 준비가 되어 있지 않음을 나타낸다고 생각한다. ....	1	2	3	4	5	6
<b>27. 피교육훈련자들간의 차이점들은:</b>						
27-1. 피교육훈련자들이 교육훈련을 통해 지식을 습득한다면 그들간의 차이점들은 고려할 필요가 없다고 생각한다. ....	1	2	3	4	5	6
27-2. 피교육훈련자 자신들의 특성을 추구하도록 이끌므로써 훈련의 효율성을 증대시킨다고 생각한다. ....	1	2	3	4	5	6
27-3. 경험의 차이에 의해 생성되었으며 그들이 문제 해결에 있어 다른 기술과 방식을 적용하도록 이끈다고 생각한다. ....	1	2	3	4	5	6

	연 제 나 동 의 항	대 부 분 동 의 항	동 의 항	동 의 안 항	대 부 분 동 의 안 항	전 혀 동 의 안 항
27-4. 피교육훈련자 자신들의 문화적 사회적 배경으로부터 유래되며 이러한 차이점에 의한 그들의 다양성들은 그 필요성과 문제점들을 고려하여 잘 다루어져야 한다고 생각한다. ....	1	2	3	4	5	6
27-5. 피교육훈련자들이 각자의 다양성에 대해 적절한 실습과 교육 강화를 받음으로써 교육 효과를 낮추지 않는다고 생각한다. ....	1	2	3	4	5	6
28. 교육훈련 결과에 대한 평가는:						
28-1. 중요하지도 않으며 또한 시간적인 요소를 고려할 때 교육의 효과는 변화함으로 교육훈련의 효과에 대해 평가를 하는 것은 불가능하다고 생각한다. ....	1	2	3	4	5	6
28-2. 교육훈련 체제에 포함되어 있으므로 지속적인 피드백을 통해 피교육훈련자의 학습 수행을 향상시킬 수 있을 것이라고 생각한다. ....	1	2	3	4	5	6
28-3. 피교육훈련자인 내가 나에게 필요한 목적으로 사용할 때 가장 효과적으로 이루어질 수 있을 것이라고 생각한다. ....	1	2	3	4	5	6
28-4. 나의 새로운 교육훈련 교재에 대한 이해도를 측정할 수 있는 척도를 교육훈련자들에게 제공할 것이라고 생각한다. ....	1	2	3	4	5	6
28-5. 피교육훈련자인 내가 교육훈련 상황과 실제 상황의 모든 면에서 문제점을 잘 해결할 때 가장 잘 이루어 질 것이라고 생각한다. ....	1	2	3	4	5	6
29. 피 교육훈련자인 내가 볼때 교육훈련자는:						
29-1. 잘 구조화된 교육훈련과 효율적인 피이드백을 통해 학습 활동을 도와야 한다고 생각한다. ....	1	2	3	4	5	6
29-2. 이론과 개념에 대한 지식과 이해도를 높이는데 체계적인 도움을 제공해야 한다고 생각한다. ....	1	2	3	4	5	6
29-3. 피교육훈련자인 내가 문제점을 파악하고 또한 잘 해결할 수 있도록 도와야 한다고 생각한다. ....	1	2	3	4	5	6
29-4. 피교육훈련자인 나의 환경, 사회, 정치적 요소들에 대한 자각을 높이고 교육훈련을 통해 이러한 요소들에 어떠한 영향을 줄 수 있는가를 배울 수 있도록 도와야 한다고 생각한다. ....	1	2	3	4	5	6
29-5. 간접적으로 교육훈련을 활성화 시켜야 한다고 생각한다. ....	1	2	3	4	5	6
30. 피교육훈련자인 내가 교육훈련에서 아무것도 배운 것이 없다는 것은:						
30-1. 교육훈련자가 교육훈련을 효과적으로 실시하지 못해서이라고 생각한다. ....	1	2	3	4	5	6
30-2. 교육훈련자가 교육훈련 과정을 반복하여서이라고 생각한다. ....	1	2	3	4	5	6
30-3. 나에게 흥미있고 재미 있다고 느껴지는 것 이외에는 학습을 하지 않아서이라고 생각한다. ....	1	2	3	4	5	6
30-4. 피교육훈련자인 내가 교육훈련의 중요성을 이해하지 못해서이라고 생각한다. ....	1	2	3	4	5	6
30-5. 내가 교육훈련을 통해 습득한 문제 해결을 할 수 있는 새로운 지식들을 실생활에 잘 적용하지 못해서이라고 생각한다. ....	1	2	3	4	5	6

## 제 2 부

다음의 설문사항은 교육훈련에 있어서 피교육훈련자인 귀하의 교수 및 학습 방식에 대한 인식도 및 선호도를 측정 하기 위한 것입니다. 귀하께서는 교육훈련에 관련한 각 문항의 설문사항에 있어서 귀하의 인식도와 선호도에 가장 가까운 경우의 번호에 V 표를 해주시기 바랍니다.

- 언제나 그렇다고 생각하는 경우에는..... “언제나” 라는 1 번에 V 표를
- 매우 자주 그렇다고 생각하는 경우에는..... “매우 자주” 라는 2 번 에 V 표를
- 자주 그렇다고 생각하는 경우에는..... “자주”라는 3 번에 V 표를
- 가끔 그렇다고 생각하는 경우에는..... “가끔” 이라는 4” 번에 V 표를
- 아주 가끔 그렇다고 생각하는 경우에는..... “아주 가끔” 이라는 5 번에 V 표를
- 전혀 그렇지 않다고 생각하는 경우에는..... “전혀”라는 6 번에 V 표를

하여 주시면 됩니다.

	언 제 나	매 우 자 주	자 주	가 끔	아 주 가 끔	전 혀
1. 교육훈련자는 학습수행 평가기준 개발시 피교육훈련자들이 참여하도록 유도한다. ....	1	2	3	4	5	6
2. 교육훈련자는 필요한 상황에선 피교육훈련자들의 징계처분을 한다. ....	1	2	3	4	5	6
3. 교육훈련자는 나이가 많은 피교육훈련자에게 필요할 때는 과업수행에 필요한 시간을 좀 더 부여한다. ....	1	2	3	4	5	6
4. 교육훈련자는 중간계층의 가치관을 적용하는 것을 장려한다. ....	1	2	3	4	5	6
5. 교육훈련자는 피교육훈련자들이 자신들의 목표와 성과도의 차이점을 진단할 수 있도록 돕는다. ....	1	2	3	4	5	6
6. 교육훈련자는 교육훈련 과정을 돕는 것 보다는 지식을 제공하는데 중점을 둔다. ....	1	2	3	4	5	6
7. 교육훈련자는 교육훈련 이전에 설정해 놓은 교육 목표를 고수한다. ....	1	2	3	4	5	6
8. 교육훈련자는 피교육훈련자들의 비정규 토의 모임에 참여한다. ....	1	2	3	4	5	6
9. 교육훈련자는 교육의 주제 및 내용을 가르치는 방법의 강의방식을 선호한다. ....	1	2	3	4	5	6
10. 교육훈련자는 피교육훈련자들이 의견을 많이 나눌수 있는 교육 환경을 조성한다. ....	1	2	3	4	5	6
11. 교육훈련자는 피교육훈련자들 개개인에 알맞은 교육목표를 설정한다. ....	1	2	3	4	5	6
12. 교육훈련자는 피교육훈련자들을 교육을 시킬때 다양한 사회·경제적 배경으로 부터 온 피교육훈련자들로 혼합 구성한다. ....	1	2	3	4	5	6
13. 교육훈련자는 피교육훈련자들이 집단토의를 할때 여러 구성원 앞에서 자신의 문제를 직면하여 찾도록 동기유발을 시킨다. ....	1	2	3	4	5	6
14. 교육훈련자는 교육훈련을 실시할때 피교육 훈련자의 이전 경험 및 경력등을 교육훈련의 고려사항으로 포함한다. ....	1	2	3	4	5	6
15. 교육훈련자는 교육훈련에 실시될 사항을 결정하는 과정에서 피교육훈련자를 참여하도록 한다. ....	1	2	3	4	5	6

	연 제 나	매 우 자 주	자 주 자 주	가 끔	아 주 가 끔	전 혀
16. 교육훈련자는 모든 피교육훈련자들이 비슷한 학습 양상을 지니고 있다고 생각하기 때문에 한가지 교육 방식만을 사용한다. ....	1	2	3	4	5	6
17. 교육훈련자는 피교육훈련자와 교육내용에 따라 다른 교육기법을 실시한다. ....	1	2	3	4	5	6
18. 교육훈련자는 피교육훈련자들 상호간의 대화와 상호작용을 중시한다. ....	1	2	3	4	5	6
19. 교육훈련자는 교육목표를 달성하기 위해 피교육훈련자들에게 많은 권한을 제공한다. ...	1	2	3	4	5	6
20. 교육훈련자는 실패나 실수를 교육의 자연스런 과정으로 인정한다. ....	1	2	3	4	5	6
21. 교육훈련자는 피교육훈련자들이 교육의 필요성을 파악하는 것을 돕기위해 개인적인 상담을 한다. ....	1	2	3	4	5	6
22. 교육훈련자는 새로운 개념을 배우는 과정에서 시간의 여부에 관계없이 피교육훈련자들 개개인의 능력에 상응하는 속도로 교육을 제공하도록 돕는다. ....	1	2	3	4	5	6
23. 교육훈련자는 피교육훈련자들이 장(단)기 학습 목표를 설정하는데 도움을 제공한다. ...	1	2	3	4	5	6
24. 교육훈련자는 교육의 방해 요소를 줄이기 위해 질서 잡힌 교육 환경을 유지한다. ....	1	2	3	4	5	6
25. 교육훈련자는 가치관 판단들과 관련된 논쟁성이 있는 주제 토의를 피한다. ....	1	2	3	4	5	6
26. 교육훈련자는 교육훈련을 실시할때 피교육훈련자들이 정기적인 휴식을 취할 수 있도록 한다. ....	1	2	3	4	5	6
27. 교육훈련자는 조용하고 생산적인 작업을 양성할 수 있는 방법을 사용한다. ....	1	2	3	4	5	6
28. 교육훈련자는 보다 발전된 개개인의 성장을 돕기 위해 피교육훈련자들의 상호의존적인 활동을 계획한다. ....	1	2	3	4	5	6
29. 교육훈련자는 피교육훈련자 각자의 능력과 요구들에 부합할 수 있는 교육훈련 목표를 설정하는데 중점을 둔다. ....	1	2	3	4	5	6
30. 교육훈련자는 피교육훈련자 각자의 개념과 관련된 주제를 회피한다. ....	1	2	3	4	5	6
31. 교육훈련자는 조직이나 사회의 근본원리에 대한 의문점에 대해 질문할 수 있도록 한다. ....	1	2	3	4	5	6
32. 교육훈련자는 학습목표 설정에 주요한 결정을 가질 수 있는 요원이 되게 위해 지속적으로 교육훈련에 참여하는 피교육훈련자의 자기 동기 부여를 인정한다. ....	1	2	3	4	5	6
33. 교육훈련자는 해결해야 될 문제점들을 피교육훈련자 자신들이 찾도록 한다. ....	1	2	3	4	5	6
34. 교육훈련자는 피교육훈련자들이 일상생활에서 직면하고 있는 문제점들과 연관하여 교육훈련 내용을 수립한다. ....	1	2	3	4	5	6
35. 교육훈련자는 피교육훈련참여자들간의 상호 경쟁을 장려한다. ....	1	2	3	4	5	6
36. 교육훈련자는 피교육훈련자들의 개인차에 따라 다른 교재를 사용한다. ....	1	2	3	4	5	6
37. 교육훈련자는 피교육훈련자들이 교육 성과의 평가 기준의 설립시 참여하도록 해야 한다고 생각한다. ....	1	2	3	4	5	6
38. 교육훈련자인 교육훈련자는 필요한 상황에선 피교육훈련자의 징계 처분을 하여야한다고 생각한다. ....	1	2	3	4	5	6

	연 제 나	매 우 자 주	자 주 가 꿈	가 꿈 아 주	아 주 가 꿈	전 혀
39. 교육훈련자는 나이가 많은 피교육훈련자에게 필요시 과업 수행에 필요한 시간을 좀 더 부여하여야 한다고 생각한다. ....	1	2	3	4	5	6
40. 교육훈련자는 중간계층의 가치관을 적용하는 것을 장려하여야 한다고 생각한다. ....	1	2	3	4	5	6
41. 교육훈련자는 피교육훈련자들이 자신들의 목표와 성과도의 차이점을 진단할 수 있도록 도와야 한다고 생각한다. ....	1	2	3	4	5	6
42. 교육훈련자는 교육훈련 과정을 돕는 것 보단 지식을 제공하는데 중점을 두어야 한다고 생각한다. ....	1	2	3	4	5	6
43. 교육훈련자는 교육훈련전에 설정해 놓은 교육목표를 고수하여야 한다고 생각한다. ....	1	2	3	4	5	6
44. 교육훈련자는 피교육훈련자들의 비정규 토의 모임에 참여하여야 한다고 생각한다. ....	1	2	3	4	5	6
45. 교육훈련자는 교육의 주제 및 내용을 가르치는 방법의 강의 방식을 보다 많이 사용해야 한다고 생각한다. ....	1	2	3	4	5	6
46. 교육훈련자는 피교육훈련자들이 의견을 많이 나눌수 있는 교육 환경을 조성해야 한다고 생각한다. ....	1	2	3	4	5	6
47. 교육훈련자는 피교육훈련자들 개개인에 알맞은 교육 목표를 설정해야 한다고 생각한다. ....	1	2	3	4	5	6
48. 교육훈련자는 피교육훈련자들을 교육시킬 때 다양한 사회-경제적 배경으로 부터 온 피교육훈련자들로 혼합 구성해야 한다고 생각한다. ....	1	2	3	4	5	6
49. 교육훈련자는 피교육훈련자들이 집단토의를 할때 여러 구성원 앞에서 자신의 문제를 찾도록 동기유발시켜야 한다고 생각한다. ....	1	2	3	4	5	6
50. 교육훈련자는 교육훈련을 실시할때 피교육훈련자의 이전 경험 및 경력 등을 교육훈련의 고려 사항으로 포함시켜야 한다고 생각한다. ....	1	2	3	4	5	6
51. 교육훈련자는 교육훈련에 실시될 사항을 결정하는 과정에서 피교육훈련자를 참여하도록 해야 한다고 생각한다. ....	1	2	3	4	5	6
52. 교육훈련자는 모든 피교육훈련자들이 비슷한 학습 양상을 지니고 있기 때문에 한가지 교육 방식만을 사용해야 한다고 생각한다. ....	1	2	3	4	5	6
53. 교육훈련자는 피교육훈련자와 교육 내용에 따라 다른 교육 기법을 실시해야 한다고 생각한다. ....	1	2	3	4	5	6
54. 교육훈련자는 피교육훈련자들 상호간의 대화와 상호작용을 중시하여야 한다고 생각한다. ....	1	2	3	4	5	6
55. 교육훈련자는 교육 목표를 달성하기위해 피교육훈련자들에게 많은 권한들을 제공해야 한다고 생각한다. ....	1	2	3	4	5	6
56. 교육훈련자는 실패나 실수를 교육의 자연스런 과정으로 인정해야 한다고 생각한다. ....	1	2	3	4	5	6
57. 교육훈련자는 피교육훈련자들이 교육의 필요성을 파악하는 것을 돕기위해 개인적인 상담을 해야 한다고 생각한다. ....	1	2	3	4	5	6
58. 교육훈련자는 새로운 개념을 배우는 과정에서 시간의 여부에 관계없이 피교육훈련자들 개개인의 능력에 상응하는 속도로 교육을 제공하도록 도와야 한다고 생각한다. ....	1	2	3	4	5	6

	연 제 나	매 우	자 주	가 끔	아 주	전 혀
		자 주			가 끔	
59. 교육훈련자는 피교육훈련자들이 장(단)기 학습 목표를 설정하는데 도움을 제공해야 한다고 생각한다. ....	1	2	3	4	5	6
60. 교육훈련자는 교육의 방해 요소를 줄이기 위해 질서 잡힌 교육 환경을 유지해야 한다고 생각한다. ....	1	2	3	4	5	6
61. 교육훈련자는 가치관 판단들과 관련된 논쟁성이 있는 주제 토의를 피해야 한다고 생각한다. ....	1	2	3	4	5	6
62. 교육훈련자는 교육훈련을 실시할 때 피교육훈련자들이 정기적인 휴식을 취할 수 있도록 해야 한다고 생각한다. ....	1	2	3	4	5	6
63. 교육훈련자는 조용하고 생산적인 작업을 양성할 수 있는 방법을 사용해야 한다고 생각한다. ....	1	2	3	4	5	6
64. 교육훈련자는 보다 발전된 개개인의 성장을 장려하기 위해 피교육훈련자들 상호간의 상호의존적인 활동을 계획해야 한다고 생각한다. ....	1	2	3	4	5	6
65. 교육훈련자는 피교육훈련자들 각자의 능력과 요구들에 부합할 수 있는 교육훈련 목표를 설정하는데 중점을 두어야 한다고 생각한다. ....	1	2	3	4	5	6
66. 교육훈련자는 피교육훈련자 각자의 개념과 관련된 주제를 회피해야 한다고 생각한다. ..	1	2	3	4	5	6
67. 교육훈련자는 조직이나 사회의 근본 원리에 대한 의문점에 대해 질문할 수 있도록 해야 한다고 생각한다. ....	1	2	3	4	5	6
68. 교육훈련자는 학습 목표 설정에 주요한 결정을 가질 수 있는 요원이 되게 위해 지속적으로 교육훈련에 참여하는 피교육훈련자의 자기 동기 부여를 인정해야 한다고 생각한다. ....	1	2	3	4	5	6
69. 교육훈련자는 해결해야 될 문제점들을 피교육훈련자 자신들이 찾도록 해야 한다고 생각한다. ....	1	2	3	4	5	6
70. 교육훈련자는 피교육훈련자들이 일상생활에서 직면하고 있는 문제점들과 관련하여 교육훈련 내용을 수립해야 한다고 생각한다. ....	1	2	3	4	5	6
71. 교육훈련자는 피교육훈련자들간의 상호 경쟁을 장려해야 한다고 생각한다. ....	1	2	3	4	5	6
72. 교육훈련자는 피교육 훈련자의 개인차에 따라 다른 교재를 사용해야 한다고 생각한다.	1	2	3	4	5	6

### 제 3 부

다음의 설문사항은 교육훈련에 있어서 피교육훈련자인 귀하의 **교육훈련 설계에 대한 인식도 및 선호도를 측정** 하기 위한 것입니다. 귀하께서는 교육훈련에 관련한 각 문항의 설문사항에 있어서 귀하의 인식도와 선호도에 가장 가까운 경우의 번호에 V 표를 해주시기 바랍니다.

	1	2	3	4	5	6
	언	매	자	가	아	전
	제	우	주	꿈	주	혀
	나	자	주	가	꿈	가
	1	2	3	4	5	6
1. 교육훈련자는 사이버(컴퓨터) 교육방식을 통해 교육을 자주 제공한다. ....	1	2	3	4	5	6
2. 교육훈련자는 강의(강의실) 위주의 교육을 자주 제공한다. ....	1	2	3	4	5	6
3. 교육훈련자는 교수자 위주의 교육보다 피교육훈련자 위주의 교육방식을 제공한다. ....	1	2	3	4	5	6
4. 교육훈련자는 팀위주의 교육훈련 보다는 개인위주의 과업 성취 방식의 교육을 제공한다. ....	1	2	3	4	5	6
5. 교육훈련자는 필요시 수시적으로 교육을 실시하는 것 보다 자주 그리고 정기적인 교육훈련을 제공한다. ....	1	2	3	4	5	6
6. 교육훈련자는 전반적인 조직문화 인식 교육에 중점을 두기 보다는 과업 성취와 관련된 기술 개발에 중점을 둔 교육훈련을 제공한다. ....	1	2	3	4	5	6
7. 교육훈련자는 피교육훈련자의 성별의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공한다. ....	1	2	3	4	5	6
8. 교육훈련자는 피교육훈련자의 세대의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공한다. ....	1	2	3	4	5	6
9. 교육훈련자는 피교육훈련자의 나이의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공한다. ....	1	2	3	4	5	6
10. 교육훈련자는 피교육훈련자의 직급의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공한다. ....	1	2	3	4	5	6
11. 교육훈련자는 피교육훈련자의 직종의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공한다. ....	1	2	3	4	5	6
12. 교육훈련자는 성별의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주한다. ....	1	2	3	4	5	6
13. 교육훈련자는 세대의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주한다. ....	1	2	3	4	5	6
14. 교육훈련자는 나이의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주한다. ....	1	2	3	4	5	6
15. 교육훈련자는 직종의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주한다. ....	1	2	3	4	5	6
16. 교육훈련자는 직급의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주한다. ....	1	2	3	4	5	6

	언 제 나	매 우	자 주	가 끔	아 주 가 끔	전 혀
17. 교육훈련자는 교육훈련에 있어서 전반적으로 응용하는 자신만의 교육훈련 철학을 가지고 있다. ....	1	2	3	4	5	6
18. 교육훈련자는 직원 교육을 위한 전문화된 교육 방식과 스타일을 갖추고 있다. ....	1	2	3	4	5	6
19. 교육훈련자는 교육훈련 보조 교재로 시청각 효과를 최대한으로 사용한다. ....	1	2	3	4	5	6
20. 교육훈련자는 현재 조직에서 제공되는 교육훈련 방식에 만족한다. ....	1	2	3	4	5	6
21. 교육훈련자는 사이버 (컴퓨터) 교육 방식을 통해 교육을 자주 제공하여야 한다고 생각한다. ....	1	2	3	4	5	6
22. 교육훈련자는 강의 (강의실)위주의 교육을 자주 제공하여야 한다고 생각한다. ....	1	2	3	4	5	6
23. 교육훈련자는 교수자 위주의 교육보다 피교육훈련자 위주의 교육방식을 제공해야 한다고 생각한다. ....	1	2	3	4	5	6
24. 교육훈련자는 팀위주의 교육훈련 보다는 개인위주의 과업성취 방식의 교육을 많이 제공해야 한다고 생각한다. ....	1	2	3	4	5	6
25. 교육훈련자는 필요시 수시적으로 교육을 실시하는 것 보다 자주 그리고 정기적인 교육훈련을 제공하여야 한다고 생각한다. ....	1	2	3	4	5	6
26. 교육훈련자는 전반적인 조직문화 인식 교육에 중점을 두기 보다는 과업성취와 관련된 기술 개발에 중점을 둔 교육훈련을 제공하여야 한다고 생각한다. ....	1	2	3	4	5	6
27. 교육훈련자는 피교육훈련자의 성별의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공해야 한다고 생각한다. ....	1	2	3	4	5	6
28. 교육훈련자는 피교육 훈련자의 세대의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공해야 한다고 생각한다. ....	1	2	3	4	5	6
29. 교육훈련자는 피교육 훈련자의 나이의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공해야 한다고 생각한다. ....	1	2	3	4	5	6
30. 교육훈련자는 피교육 훈련자의 직급의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공해야 한다고 생각한다. ....	1	2	3	4	5	6
31. 교육훈련자는 피교육 훈련자의 직종의 특성을 고려하여 특수화 된 방식이나 교육훈련을 제공해야 한다고 생각한다. ....	1	2	3	4	5	6
32. 교육훈련자는 성별의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주해야 한다고 생각한다. ....	1	2	3	4	5	6
33. 교육훈련자는 세대의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주해야 한다고 생각한다. ....	1	2	3	4	5	6
34. 교육훈련자는 나이의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주해야 한다고 생각한다. ....	1	2	3	4	5	6
35. 교육훈련자는 직종의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주해야 한다고 생각한다. ....	1	2	3	4	5	6
36. 교육훈련자는 직급의 특성을 고려하는 것이 교육훈련의 효율성을 향상시키는데 중요한 요소로 간주해야 한다고 생각한다. ....	1	2	3	4	5	6
37. 교육훈련자는 교육훈련에 있어서 전반적으로 응용하는 자신만의 교육훈련 철학을 가지고 있어야 한다고 생각한다. ....	1	2	3	4	5	6

	연 제 나	매 우 자 주	자 주 가 끔	가 끔 아 주	아 주 전 혀	전 혀
38. 교육훈련자는 직원 교육을 위한 전문화 된 교육 방식과 스타일을 갖추고 있다고 생각한다. ....	1	2	3	4	5	6
39. 교육훈련자는 교육훈련 보조 교재로 시청각 효과를 최대한으로 사용해야 한다고 생각한다. ....	1	2	3	4	5	6
40. 전반적으로 피교육훈련자들은 현재 조직에서 제공되고 있는 교육훈련 방식에 만족하고 있다고 생각한다. ....	1	2	3	4	5	6

