Trends in Training and Development in Dutch Business and Industry

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A number of European countries have collected statistics on training and development (T&D) in recent years because of national legislation or interest on the part of the national administration or the trade unions (Mulder and Luijendÿk, 1990). The Dutch Institute for Research in Education commissioned a study on training and development in business and industry in the Netherlands during the past few years. This study was carried out by the Department of Education of the University of Twente in conjunction with the Central Bureau of Statistics. In the pilot study for this research project, we asked 112 professionals responsible for training and development policy in organizations to give their opinion about 45 trends in T&D. A Likert Scale was used, with scores from 1 to 5—"don't agree" to "agree," respectively.

The respondents were selected from the Standard Company Index of the Central Bureau of Statistics, using as selection criteria the size of the company (excluding small companies with zero to four employees) and the sector of business and industry. Mean scores above 3.5 indicate a positive trend, mean scores below 2.5 indicate no existing trend, and mean scores between 2.5 and 3.5 indicate a doubtful trend. Fourteen of the 45 propositions had a mean score above 3.5. In Table 1, these propositions are ranked in order of the mean scores. The highest mean score is ranked as number 1; the lowest mean score is ranked as number 14.

From the table it can be observed that the respondents agree on propositions referring to the following trends and developments:

- Training and development and the evaluation of T&D must be focused on the effects of T&D on job behavior and performance.
- Information technology is influencing job content. The consequences of this development are accepted in terms of T&D.
- Training and development policy will attract more attention in the com-

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Table 1. Propositions (Above 3.5) Ranked in Order of Mean Scores

Rank	*Propositions*	*M*	*SD*	*N*
1	Evaluation will be aimed at the effects of training on performance.	4.2	0.9	93
2	Training courses are aimed at specific job competencies.	4.0	1.0	103
3	More attention is paid to training policy.	4.0	1.8	98
4	The participation of personnel in charge of control/supervisors in training will increase.	4.0	1.0	99
5	Job qualification requirements are changing as a result of technological changes.	4.0	1.2	104
6	More attention to training in the field of technological changes can be observed.	4.0	1.3	108
7	More attention to management training in general can be observed.	3.8	1.2	102
8	Increasingly, supervisors are assessing the training needs of their employees.	3.8	1.3	97
9	The number of training courses is growing as a result of changes in job and qualification requirements.	3.8	1.1	100
10	Increasingly, evaluation is aimed at trainees' own judgments about the training.	3.7	1.2	90
11	Increasingly, evaluation is aimed at trainees' learning results.	3.7	1.2	88
12	The evaluation of training is being carried out more frequently.	3.6	1.3	92
13	Increasingly, computer-based training will be used.	3.6	1.5	92
14	The participation of staff members in training will be growing.	3.5	1.1	95

ing years. Increasingly, T&D is perceived as an important tool to achieve company goals.

Reference

Mulder, M., & Luijendÿk, R.A.A.J. (1990). Training and development in the Netherlands. In M. Mulder, A. J. Romiszowski, and P. C. Van der Sijde (Eds.), *Strategic human resource development.* Rockland, MA/Berwyn, PA: Swets & Zeitlinger.

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