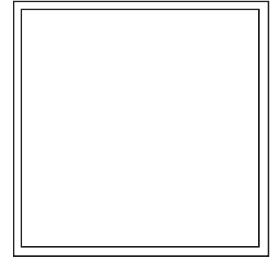# How to Manage Training

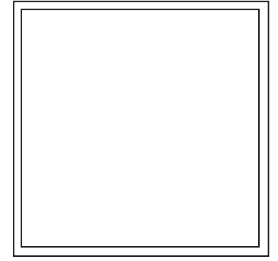**Facilitating Workplace Learning for High Performance**

CAROLYN NILSON

AMA American Management Association®

How To Manage Training:

Facilitating Workplace
Learning for High Performance

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How To Manage Training:
Facilitating Workplace
Learning for High Performance

Carolyn Nilson
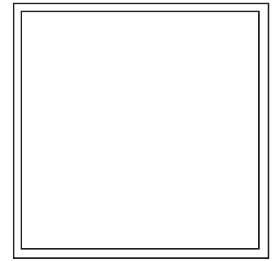
Contents

Recap
Review Questions

About This Course

How to Manage Training: Facilitating Workplace Learning for High Performance grew out of AMA's commitment to provide managers with new tools to advance their careers as they refocus or expand their managerial talents to facilitate workplace learning. In this course, managers from all kinds of backgrounds gain the knowledge, skills, and attitudes needed to create and sustain a successful environment for learning, a key factor in achieving competitive advantage in today's business climate.

This course is designed to help you learn—efficiently and effectively—to manage the various tasks associated with being in charge of training. The material is organized in six chapters, each representing a particular role: those of champion, builder, performance consultant, supporter, administrator, and budget keeper. You learn the basics of the roles and responsibilities of training—for your own organization or department or for the entire company. You build on those interpersonal skills and managerial competencies you already possess that are the characteristics of a true learning leader. *How to Manage Training: Facilitating Workplace Learning for High Performance* includes specific objectives to guide your own learning, useful graphic elements and models to help you when you perform the role of trainer, examples of things that work, clear and explanatory narrative text, and multiple-choice test questions to help you assess what you don't know as well as verify what you've learned.

How to Manage Training: Facilitating Workplace Learning for High Performance by Carolyn Nilson is a companion course to *How to Train Employees: A Guide for Managers* by Bobette Hayes Williamson.

Dr. Carolyn Nilson has devoted four decades to workplace learning and has held technical, consulting, and managerial positions in corporations, associations, and government agencies. At Combustion Engineering (ABB), as manager of simulation training, she was responsible for design and delivery for international clients in Norway, Germany, Canada, Venezuela, Saudi Arabia, and China. Dr. Nilson held the executive position as training director at a management consulting firm with a broad base of

clients in the New York metropolitan area, responsible for budgets and supervision of a professional training staff of five in all areas of training on client projects—management, needs analysis, design, delivery, evaluation, and customer service. She was an instructional design professional at Bell Laboratories, where she was part of the Advanced Programs, Standards, Audits, and Inspections group of the Systems Training Center. Dr. Nilson has consulted to government agencies, including the World Bank, the U.S. Department of Labor, the U.S. Department of Education, the U.S. Agency for International Development, the National Institute of Education, and the U.S. Armed Services Institute.

Carolyn Nilson is the author of 30 books on training management and on design, delivery, and evaluation. Two of her books have been translated into Spanish and Chinese. Her books include: *Training for Non-Trainers, How to Manage Training : A Guide to Design and Delivery for High Performance, How to Start a Training Program, Training Program Workbook & Kit, The AMA Trainer's Activity Book, Team Games for Trainers, Lunch and Learn, The Performance Consulting Toolbook,* seven annual editions of *The Training & Development Yearbook,* and others. She holds a doctorate from Rutgers University with a specialty in measurement and evaluation in technical training.
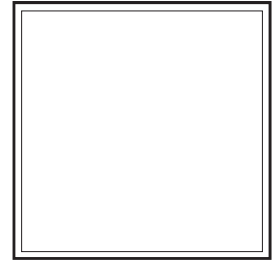
How to Take This Course

This course consists of text material for you to read and three types of activities (the pre- and post-test, in-text exercises, and end-of-chapter review questions) for you to complete. These activities are designed to reinforce the concepts introduced in the text portion of the course and to enable you to evaluate your progress.

PRE- AND POST-TESTS*

Both a pre-test and post-test are included in this course. Take the pre-test before you study any of the course material to determine your existing knowledge of the subject matter. Submit one of the scannable answer forms enclosed with this course for grading. On return of the graded pre-test, complete the course material. Take the post-test after you have completed all the course material. By comparing results of the pre-test and the post-test, you can measure how effective the course has been for you.

To have your pre-test and post-test graded, please mail your answer forms to:

> **Educational Services**
> **American Management Association**
> **P.O. Box 133**
> **Florida, NY 10921**

All tests are reviewed thoroughly by our instructors and will be returned to you promptly.

*If you are viewing the course digitally, the scannable forms enclosed in the hard copy of AMA Self-Study titles are not available digitally. If you would like to take the course for credit, you will need to either purchase a hard copy of the course from www.amaselfstudy.org or you can purchase an online version of the course from www.flexstudy.com.

THE TEXT

The most important component of this course is the text, where the concepts and methods are presented. Reading each chapter twice will increase the likelihood of your understanding the text fully.

We recommend that you work on this course in a systematic way. Reading the text and working through the exercises at a regular and steady pace will help ensure that you get the most out of this course and retain what you have learned.

In your first reading, concentrate on getting an overview of the chapter content. Read the learning objectives at the beginning of the chapter first. They will act as guidelines to the major topics of the chapter and identify the skills you should master as you study the text. As you read the chapter, pay attention to the headings and subheadings. Find the general theme of each section and see how that theme relates to others. Don't let yourself get bogged down with details during the first reading; simply concentrate on understanding and remembering the major themes.

In your second reading, look for the details that underlie the themes. Read the entire chapter carefully and methodically, underlining key points, working out the details of examples, and making marginal notes as you go. Complete the activities.

ACTIVITIES

Interspersed with the text of each chapter you will find a series of activities. These can take a variety of forms, including essays, short-answer quizzes, or charts and questionnaires. Completing the activities will enable you to try out new ideas, practice and improve new skills, and test your understanding of the course content.

THE REVIEW QUESTIONS

After reading a chapter and before going on to the next chapter, work through the Review Questions. Answering the questions and comparing your answers to those given will help you to grasp the major ideas of that chapter. If you perform these self-check exercises consistently, you will develop a framework in which to place material presented in later chapters.

GRADING POLICY

The American Management Association will continue to grade examinations and tests for one year after the course's out-of-print date.

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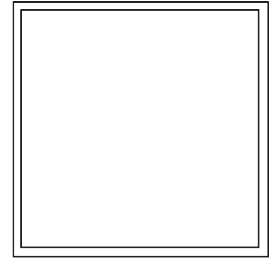
Pre-Test

How to Manage Training: Facilitating Workplace Learning for High Performance

Course Code 94006

INSTRUCTIONS: *Record your answers on the scannable answer forms enclosed with this course. Please follow the directions on the form <u>carefully</u>. Be sure to keep a copy of the completed answer forms for your records. <u>No photocopies will be graded.</u> When completed, mail your answer form to:*

Educational Services
American Management Association
P.O. Box 133
Florida, NY 10921

1. Training must be linked to:
    (a) the corporate business goals of your company.
    (b) competitors' products.
    (c) trends in attendance data from previous courses.
    (d) new off-the-shelf courses you are considering for purchase.

2. Look for evidence of these standards as you set a forward direction for training and learning:
    (a) 80% lecture; 20% lab
    (b) Fairness and equal opportunity
    (c) 15% performance improvement across all courses
    (d) Six Sigma

Do you have questions? Comments? Need clarification?
Call Educational Services at 1-800-225-3215, ext. 600,
or email at ed_svcs@amanet.org.

3. Finance, Customers, Employees, and Growth are considered:
   (a) places to look for hidden expenses.
   (b) target areas for questionable ethical practices.
   (c) sources of dissatisfaction.
   (d) core elements of business.

4. Performance reviews can be useful to developers of training because:
   (a) they indicate deficiencies of performance that could be addressed by training.
   (b) rating scales are tightly tied to sales targets.
   (c) they highlight personal problems.
   (d) 360-degree evaluations follow performance reviews.

5. New federal legislation, new products, and new processes are examples of:
   (a) justification for creation of new training.
   (b) items best left to sales staff to explain.
   (c) elements of the business that should be described in great detail on posters.
   (d) topics for managers only.

6. ROI refers to:
   (a) return on investment.
   (b) institutional relationships.
   (c) a line item in the supplies budget.
   (d) requisition of importance.

7. If you were to hire someone to write courses and outline other learning experiences for you, you'd advertise the position title:
   (a) Media Master.
   (b) Clinical Psychologist.
   (c) Senior Editor.
   (d) Instructional Designer.

8. Training is often criticized for:
   (a) wasting time and money during design of courses.
   (b) being defined as a profit center.
   (c) online registration.
   (d) its influence on customer loyalty.

9. KSA refers to:
   (a) Keep it Simple Always.
   (b) Kirkpatrick, Senge, Argyris.
   (c) Knowledge, Service, Awareness.
   (d) Knowledge, Skills, Attitudes.

10. A five-level hierarchy of human needs was developed by:
   (a) Abraham Maslow.
   (b) Daniel Goleman.
   (c) Donald Norman.
   (d) Stephen Covey.

11. Which set of words represents key motivators for adult learners?
   (a) Classroom, break-out room, conference room
   (b) Achievement, recognition, opportunity for promotion
   (c) Radio talk show, local TV news, public address system at the supermarket
   (d) Time, equipment, supplies

12. Rewards to employees for outstanding performance in applying what they learned during training should be:
   (a) reserved for only the top 2% of employees based on last year's performance reviews.
   (b) given only to employees with more than 20 years of service to the company.
   (c) a token of gratitude.
   (d) substantial.

13. Catalogs, bulletins, newsletters, and videos are examples of:
   (a) products best created by consultants.
   (b) feature articles.
   (c) ways to promote training within the workplace.
   (d) items that are too expensive.

14. A key responsibility of one who manages training is to:
   (a) function as an instructor in all new classroom training.
   (b) replace classroom training with e-learning.
   (c) assess training needs of your workforce.
   (d) save all previous courses.

15. Which is the best reason to create new training and learning opportunities?
   (a) A well-known human resources consulting company recently moved into your building.
   (b) No evidence exists of trainees' transfer of training to the job.
   (c) Your chief competitor recently moved its entire workforce to e-learning.
   (d) Executives are available as instructors for hotel-based training.

16. Your interviews with individuals regarding new training should include questions about:
  - (a) business impact of their jobs, job content, learning style.
  - (b) department budget, mergers and acquisitions, auditor's report.
  - (c) their job security, salary level, age.
  - (d) their family, previous employment, retirement intentions.

17. Computers should be used in training:
  - (a) at all times.
  - (b) at no time.
  - (c) only in advanced courses.
  - (d) as part of a broad-based program of on-the-job learning.

18. Taking on the role of performance consultant requires that you:
  - (a) design courses exclusively around annual salary-related performance reviews.
  - (b) analyze your company's annual report regarding performance.
  - (c) advise corporate accountants on quality standards.
  - (d) look for solutions to performance problems other than the solution of training.

19. Unethical behaviors that impact performance are related to:
  - (a) Title IX.
  - (b) CEO compensation.
  - (c) Sarbanes-Oxley Act.
  - (d) Family and Medical Leave Act (FMLA).

20. Unequal access, broken equipment, and incorrect job placement are _____ of poor performance.
  - (a) examples
  - (b) causes
  - (c) the knowledge fundamentals
  - (d) standards

21. Gap, causes, interventions, and improvements are characteristics of the:
  - (a) Performance Technology Model.
  - (b) Business Plan for Training and Learning.
  - (c) Annual Salary Review process.
  - (d) Individual Learning Plan.

22. Learning objectives are always written:
  - (a) with profit as the only motive.
  - (b) from the trainer's point of view.
  - (c) from the learner's point of view.
  - (d) at the lowest common denominator of KSAs.

23. Key management responsibilities of the role of administrative support person for training include:
    (a) cataloging, creating slides.
    (b) selling courses, registering trainees.
    (c) providing train-the-trainer instruction, hiring consultants.
    (d) maintaining computers, repairing broken equipment.

24. Yielding control to a trainee during training is a delivery technique that encourages:
    (a) dissension and chaos.
    (b) learning to learn.
    (c) compliance with ADA.
    (d) using analogies.

25. The decisions to make or buy and to be a cost center or a profit center are:
    (a) common topics of instructional design consultants.
    (b) reserved for the Chief Financial Officer.
    (c) part of the productivity equation.
    (d) fundamental to training program budgeting and accounting.

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Champion of Workplace Learning

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Learning Objectives

By the end of this chapter, you should be able to:

- Identify three characteristics of a workplace that values learning.
- Explain the five steps in establishing a training and learning mission.
- Define the four essential elements of linking training to business goals.
- List at least five ways to promote training within the workplace.
- List at least two ways to promote training outside of the workplace.

INTRODUCTION

So, you've taken on the job of being a champion of workplace learning. In this chapter, we help you think about workplace learning in a comprehensive way. We also give you the tips and tools you need to widely promote learning on the job and to set up the training your employees need to maximize that learning. We guide you through steps and processes to make learning happen without spending a lot of money and with a more informed and competent workforce following your leadership.

First, we help you carefully construct a learning mission statement and give you guidance in how best to promote training and learning both within the company and in the wider business community. Then, we help you sort out the factors for choosing which training supports your company's business

goals. Next, we help you identify and initiate the important tasks of training, knowing that very often, nontrainers are pressed into service on the front lines of training. Finally, we provide the fundamentals in adopting the role and responsibilities of being a champion of workplace learning.

JENN, THE OFFICE MANAGER

Jenn is the office manager in a growing business called The Physical Therapy Center. People know her as the one who figures out how to balance the needs of clients and staff with the needs of the business. Clients can find Jenn with her head bent over the computer intensely tracking insurance issues or assisting a therapist who is helping a client with balance exercises. Jenn is an enthusiastic manager with obvious commitment to her job—and she has a great infectious laugh that everybody loves and which endears her to clients of all ages and all conditions. Jenn can be trusted to keep the needs of the business and the needs of the clients foremost as she presses forward with the paperwork and treatment plans. Jenn is a natural "champion" of the work of the Center.

It's no surprise then, that Jenn has been asked to add staff training to her other responsibilities. It is obvious that the boss values her ability to push the business forward as well as to meet the highly individual needs of staff and clients. Jenn is the perfect person to lend her keen sense of business goals and human relations to this new part of her job description.

? Think About It…

Think about Jenn's challenges as she adopts the additional roles and responsibilities of managing training. Make the leap from Jenn's situation to your own. Think especially about whom you'll need to be on your side and to be kept fully informed about the learning challenges at your workplace. Think about how you, as champion of workplace learning, would like to address these challenges. Start right now to identify executives and other managers who should be involved in helping you meet the challenges added on to your job.

CHARACTERISTICS OF A WORKPLACE THAT VALUES LEARNING

Begin the work of championing workplace with a clear understanding of the fundamentals. Workplaces that value learning demonstrate the following characteristics:

- All levels and categories of employees have access to training opportunities.
- Both formal and informal on-the-job learning are evident in the workplace.
- Training that is offered is directly related to improving job knowledge and skills.

Let's look more closely at each of these characteristics.

All Employees Have Access to Training Opportunities

It is common for companies to fall into a trap of providing training opportunities only to certain groups or in certain content areas. A common problem, for example, might be that mid-level managers and supervisors get the most training hours devoted to them, or that product quality, product knowledge, and customer service get the least. ASTD's (American Society for Training and Development) *2004 State of the Industry Report* suggests this situation (p. 13). The inertia of doing what's familiar can unwittingly construct walls of obstruction in the provision of training opportunities. When you look for elements of access, pay attention to the content areas as well as the to levels of employees who have been served. A workplace that values learning will have a record of providing training and learning opportunities across a broad spectrum of content and levels of employees. Remember that your job as a champion of workplace learning is to be everyone's—the workplace's—champion.

Both Formal and Informal On-the-Job Learning Are Evident

In gathering information about the nature of training and learning in your company, focus on the term *learning* so that you think in broad terms, not only in terms of classroom data. A workplace that values learning shows signs of learning occurring in all sorts of places—at work stations where two or three people are gathered solving a specific problem, in a customer's training room where one of your R&D professionals is explaining the new system they just bought from your company, in the executive office where a consultant from outside the company is coaching one of your vice-presidents in a one-to-one learning situation, at an administrative assistant's desk where a graphics specialist is showing her how to enhance Power Point™ presentations, at a team meeting where the team leader is using a flipchart to explain a new procedure for team accountability. Investigate which conferences which employees have attended recently and what they brought back from those conferences to improve their jobs. Focus on learning that makes a difference—learning that is effective and efficient. Think about the out-

comes and the methods of teaching and learning that you discover on your search for evidence of a workplace that values learning.

Training Is Directly Related to Improving Job Knowledge and Skills

A workplace that values learning pares down training and informal learning opportunities to the essentials of what an employee needs to know in order to do the job well. Many companies have rushed into e-learning systems and off-the-shelf courses that are loaded with all sorts of interesting but unnecessary content. Many courses in current use at companies big and small are in need of streamlining, updating, and even eliminating. "Nice to know" is a guideline that doesn't work in today's workplace that values working smarter and faster. "Need to know" is the value statement. A champion of workplace learning offers training that is directly related to improving job knowledge and skills.

Use Exhibit 1-1 as a guide as you gather information about training and learning in your particular workplace. Champion your efforts from a position of strength and credibility.

E | xhibit 1–1
Three Characteristics of a Workplace that Values Learning

* All levels and categories of employees have access to training opportunities
  To achieve this:
  o Focus on content areas as well as levels of employees served
  o Strive to provide training and learning opportunities across a broad spectrum of content and levels
  o Champion all areas of employee learning
* Both formal and informal on-the-job learning are evident in the workplace
  To achieve this:
  o Focus on learning in broad terms, beyond classroom data
  o Take note of formal and informal learning opportunities within the organization
* Training is directly related to improving job knowledge and skills
  To achieve this:
  o Focus on training and informal learning opportunities that address the essentials needed to do the job well
  o Use "need to know" rather than "nice to know" as a guideline for identifying training and learning solutions

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Establishing a Training and Learning Mission

Being a champion of workplace learning means that you take every opportunity to advocate for learning in ways that fill the broadest possible spectrum. Like other champions, you'll be expected to fight for and support your

cause: learning initiatives that deliver results. Your responsibilities may include speaking up for on-the-job classroom training and distributing communications about the benefits of training and the personal and organizational rewards of learning. You may get involved in selecting appropriate instructors and instructional design experts, in figuring out ways to recognize and reward outstanding results, and in keeping upper management informed and involved. In short, you're on a mission!

But missions have plusses and minuses. The excitement of being in charge of facilitating learning that improves individuals and makes a difference to the bottom line is a positive challenge to a new trainer; on the other hand, there's a lot to learn about facilitating many kinds of training in order to serve the needs of diverse employees. You need to think of your workplace as a collection of individuals with needs for learning about the company as well as about doing their own jobs better. Managers new to training roles and responsibilities can feel anxious and overwhelmed with the importance of the mission. We'll help you enlarge the positives and deal effectively with the negatives by giving you ideas and tools to work with as you spread your facilitation challenges throughout your company.

As a champion of workplace learning, you're faced with two immediate challenges. The first is to set a forward direction for training and learning by identifying processes already in place that currently support or that lead to workplace learning. Meeting this challenge head-on might lead you to find out whether all categories of employees have had the advantages of training and the career development that is related to learning more and learning better. Investigate which employee groups have been getting training: look at the practices currently in place regarding training for middle managers and supervisors, information technology workers, sales staff, administrative and support staff, production workers, customer service staff, senior managers and executives. You might even make a chart of the number of employees per category trained during the last year or two—a chart that can give you some solid back-up information about what needs to be done, as well as what's currently in place and working. And of course it never hurts to champion the cause by giving credit and visibility to good examples of positive outcomes of training from the recent past.

As part of this process, look around your company to see where informal learning is happening. This might include self-study on the computer at a worker's desk; person-to-person teaching and learning, such as coaching or solving problems in small groups; new employee orientation by big brother/big sister teams or by job shadowing , or by informal lunch-and-learn sessions in the cafeteria. Building on what's already successful and valued is always a good idea.

The second challenge is to prioritize the steps you need to take in order to clearly define your training and learning mission. Either challenge can be open to additions or modifications as you put them together to establish your training and learning mission. In Jenn's situation, there are two levels of learning facilitation to handle—the knowledge-intensive federal and state regulations, insurance claims, and doctors' therapy orders, and the

how-to-do-it-better skills-based training of staff needs to interact effectively with clients. In order to champion learning in her particular workplace, Jenn needs to focus her staff-training mission on both knowledge and skills. She needs to define what knowledge and skills are required in her particular workplace, and she needs to outline the steps she'll take to define a training and learning mission that reflects and challenges her staff members.

Setting a Forward Direction

When you take on the role of champion of learning, first look around to identify the processes already in place that support workplace learning. Ask other managers, team leaders, and supervisors for their training data. For example:

- Examine the organizations or departments represented at training seminars over the last six months to see if a broad representation of groups received training. Seek out middle managers for this information. Look for *fairness.*
- Examine attendance records at short courses run by various departments to see if there was diversity in the employees who attended these courses. Collect data on equality of opportunity represented by recent training. See training as a benefit of employment. Sit down and talk with team leaders and supervisors; ask them for their impressions of the diversity of employees that were trained. Look for *equal opportunity.*
- Identify categories of employees and levels of employees who seem to have received more—or less—training. Get a current organization chart and find out who reports to whom, and what the job titles are. Then check the current training list of courses and types of employees who attended. Ask the personnel or human resources staff to help you out by identifying persons who did or did not get training if supervisors don't have this information. Look for *balance.*
- Examine the career development opportunities represented by the titles of courses given. Look at repeat enrollments in courses to see who had more advantages through training. Talk to people who got promotions shortly after attending training courses; ask them how training contributed to their career development. Talk to those responsible for hiring qualified employees to see if the current training furthers career development. Look for training that leads to *quality* of product and service and to *competent performance.*
- Interview supervisors for information about the incidence of both formal and informal on-the-job learning among their organizations' employees; ask about coaching and mentoring. Don't forget to include self-study and e-learning at office computers on company time. Look for good examples of *nontraditional learning* successes.
- Ask for and compare department training budgets. Check with all managers in the company for their training budget bottom line figure. Some managers might have no money allocated for training, and you'll want to note that. Don't worry about the budget details; just collect totals

budgeted for training in each manager's line of responsibility. Look for *system consistency* across departments throughout the company.

When trying to make sense of the information you've gathered, think in terms of overall goals for the next year, not just the immediate goals of a particular training program or learning initiative. Identify the company's goals for profit, productivity, equal opportunity, career development, product development, customer service, hiring, downsizing, partnering, and so on. Look at your current training—and the training that you envision—against the company's broader goals. As a champion of workplace learning, get the facts under control before you step forward with a plan.

Defining Priorities

Establishing a training and learning mission requires that you use the review and analysis work you've just done to define priorities for training and learning at your workplace. One helpful tool for getting started with priorities is a simple checklist.

Exhibit 1–2 is an example for creating your own priorities checklist. A list of no more than five priorities is suggested as part of a long-range, or one-year plan for training and learning. Use this Priorities Worksheet as a foundation for establishing a training and learning mission. Focus only on mission; separate mission from planning and project management, which come later as part of the implementation phase. Creating a good mission statement requires that you have the information you need to champion learning. Use this written statement to propel your push forward. Write simply and clearly, and craft your mission statement only after you've researched and organized information from all around the company.

As you use the Priorities Worksheet, recall Jenn's story. Jenn's record, probably like your own, led the company to choose her to manage training responsibilities. Her business sense and her vibrant personality are perhaps similar to yours. Her story and yours start with being a champion of workplace learning.

What you see from these eight sample tasks in Exhibit 1–2 is a two-part management challenge. The first five items clearly relate to *establishing* the training and learning mission. The last three belong in a planning or project management phase, which comes later. We include the last three items as an example of what *does not* contribute to the crafting of a mission statement. Study these eight items to see the differences among them before you write your own mission statement.

Use the Priorities Worksheet to define your specific priorities for the early phase of establishing the mission. When you've finished prioritizing five or fewer tasks, look for the keywords and issues that form the basis of your training and learning mission statement. Turn negative findings into positive statements that address the negatives. For example:

- Reflect the competency needs of our current workforce, including . . .
- Open doors of opportunity for . . .
- Facilitate technology upgrades in order to . . .
- Define the company's needs for training to satisfy federal guidelines in . . .

When you prepare to create your own mission statement for training, use a priorities checklist as your first job aid. First things first: Think in terms of steps to take to get all the background information you need. Base your mission statement on filling the gaps you've identified; that is, make your mission reflect what is unique to your company and your priorities for it. Exercise 1–1 will get you started in a step-by-step effort to define a training and learning mission for your company.

Think about how Jenn could approach her task of creating a mission statement. Here are three priorities Jenn might define as she looks around her organization for training and learning opportunities:

1. Get information from the personnel files of both full-time and part-time staff members about which state-sponsored courses they attended. Look for gaps in mandated training connected to professional certifications. Define gaps in mandated needs.

E xhibit 1–2

Priorities Worksheet

Instructions: Use this worksheet to collect useful information for the foundation of your role as champion of workplace learning. Add extra items that pertain to your specific workplace; modify items as needed for your own situation. Place a checkmark in the space in front of each item as you accomplish it.

PRIORITIES WORKSHEET

Tasks for Establishing the Training and Learning Mission

____ **1.** Review titles of courses offered during the past year for duplicates and out-of-date courses.
____ **2.** Analyze course attendance records for opportunity and diversity issues.
____ **3.** Interview team leaders and department heads for training needs in their areas of responsibility.
____ **4.** Organize the results of interviews into needs for knowledge, needs for skills, and needs for attitude adjustment.
____ **5.** Write a mission statement for training and learning using keywords and ideas expressed in your analysis efforts thus far.

Tasks for Planning or Project Management Tasks

____ **6.** Create structure around the identified training and learning needs, for example, courses, workshops, printed job aids, assignment of coaches.
____ **7.** Print a training and learning plan with all opportunities identified; put this on the company intranet and have hard copies available for all employees.
____ **8.** Set up a training schedule and publicize it.

---

2. Make lists of courses offered in the community college's medical prep curriculum that could help spread the Center's influence in the community. Identify staff members who could benefit from these courses.
3. Interview the top five doctors who consistently recommend clients to the Center to find out what they believe the Center's skills and knowledge strengths are. Then check personnel records of staff to be sure that these skills and knowledge strengths are part of everyone's professional background. Earmark individual employees who can benefit the center by taking additional training courses or receiving on-the-job coaching.

Jenn would then make these situations and findings part of her mission statement. Her mission statement might begin with, "It is part of the mission of The Physical Therapy Center to encourage our staff to complete all mandated training and to go beyond mandates to seek out training and learning opportunities that are directly connected to resources in our community ..."

Exercise 1–1 can help you identify the steps you need to take to get started with a mission statement for your own company.

✎ Exercise 1-1: Priorities Checklist

Instructions: List the steps you need to take in order to get the information you need about current training at your company. List them as you think of them; then put them in order by priority. Aim for five or fewer steps.

____1. _____

_____

____2. _____

_____

____3. _____

_____

____4. _____

_____

____5. _____

_____

Stating Your Mission

As you collect and analyze data and information about current and past training at your company, keep a journal or record of your findings for each of your priority items. This is an important reference as you then synthesize the information from various sources. Remember to highlight keywords and ideas as you uncover them.

E xhibit 1–3
Partial Sample Mission Statement

It is the mission of the new learning initiative in this company to achieve greater balance in the kinds of employees served through formal and informal learning opportunities. It is our intent to focus on competencies required by involving representative groups of employees, support staff, and supervisors in the development of current skills and knowledge required in particular jobs. Throughout the new learning initiative, we will develop accountability and evaluation standards connected with the various jobs on our payroll.

It is also part of our mission as we seek greater balance to examine various work processes for both efficiency and effectiveness, and to suggest training opportunities to make improvements in these processes . . .

Exhibit 1–3 is an example of a partial mission statement. An important little book published by the Society for Human Resource Development (SHRM) in 1998, *HR Mission Statements*, contains 43 pages of sample mission statements. It can be ordered by calling the SHRM Store at (800) 283-7476.

The result of all this up-front effort is that you'll be a credible, articulate, and truly helpful champion of workplace training and learning. Use Exercise 1–2 to write your own mission statement.

✎ Exercise 1–2: The Mission Statement for Training and Learning

Instructions: Put into narrative form the challenges you've defined during your company-wide interviewing and analysis. Use key words and obvious issues from your findings. If you use a bullet list format, follow each bullet with a brief commentary (one to three lines). Keep the mission statement to one page.

It is the mission of corporate training at _____ to:

• _____

_____

_____

• _____

_____

_____

_____

• _____

_____

_____

- _____
  _____
  _____

- _____
  _____
  _____

LINKING TRAINING AND LEARNING TO BUSINESS GOALS

As a champion of training and learning, one of your key goals is to position your efforts as the solution to business problems. This means that you have to link training in all its forms to the broader goals of the business. To do this, you need to identify what those broader goals are, to determine what functions or categories of business operations are related to these goals, and to define your training program within the broader goals of the business. You need to think of using training to get to the results the business requires to achieve its corporate goals. Understanding the direct link between training and business goals is critical to your role of champion of workplace learning. Your experience as a leader and company representative in your current job can be translated to your new assignment as champion of workplace learning.

Linking Training to Core Business Areas

The training mission must obviously link to corporate goals. The subsequent development of a training program must link to the core business areas, identified as:

- Finance
- Customers
- Employees
- Growth

The training workshops, courses, online learning events and opportunities, and one-to-one learning setups you develop must serve the larger business systems already in place in areas such as quality, productivity, accountability, and information systems. Training also needs to link with the company's personnel operations, including hiring, orientation, employee retention, safety, and compliance. As the champion of workplace learning, you need to broaden your thinking to include possibilities for linking new training programs and learning opportunities to these broader management concerns and to key leaders throughout the company who can help and support your efforts. Think in terms of a "circle of champions."

Be careful not to fall for the promises of fast-talking consultants or beautifully packaged off-the-shelf courses that are not quite relevant to your needs for improved knowledge, skills, and attitudes. Remember always that it's your own company's goals in core business areas that need to be your guide. Your own productivity and usefulness as a champion of workplace learning will be measured by how well your programs are used to accomplish corporate goals with accountability, efficiency, and effectiveness.

Basics: The Four-Phase Training Process and the Three Categories of Learner Needs

It's important to keep in mind two basics of training development—the four-phase training process model and the three categories of learner needs—as you begin to develop your program as champion of workplace learning. Exhibit 1–4 presents these basics.

E | **xhibit 1–4**
Training Development Basics

FOUR-PHASE TRAINING MODEL

Assess → Design → Deliver → Evaluate

Assess

Evaluate   Training Process   Design

Deliver
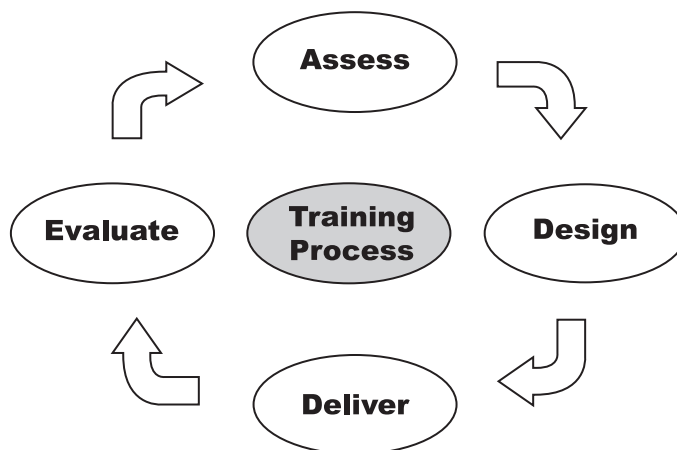
Adapted from *The Complete Training Course for Managers,* page 8, by McManus, McManus, and Williamson © 1994. Used by permission of the publisher, American Management Association, New York, New York. All rights reserved. www.amacombooks.org

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THREE CATEGORIES OF LEARNER NEEDS

Learner needs for KNOWLEDGE
Learner needs for SKILLS
Learner needs for ATTITUDES
These are often referred to by training and learning development professionals as KSAs.

Let's return to the story of Jenn, the office manager, to see how she might apply these basics. Jenn has twelve professional staff members and three support staff who will likely need training of some kind during the next year. She assesses the needs of these colleagues to find out what new knowledge, skills, or attitude changes (KSAs) each needs in order to achieve his or her best performance with the Center's clients and with each other.

Jenn might find from observing client appointments that charts posted near therapy stations would help clients understand how to engage in the therapy; she might then get small groups of therapists together to engage in a dialogue about their specialties and to design appropriate charts for the benefit of clients. In her training of these small groups of specialists, Jenn would focus on how best to present the therapy techniques in chart format—a need for knowledge in chart design as well as knowledge of the best ways to graphically present various therapies (neck, shoulders, knees, hips, spine). Jenn's staff would have to consider what comes first, second, third, and so on—a mental exercise that's *knowledge*-based. If the staff therapists can handle the job of creating the charts themselves, new or improved *skills* in graphic design might be needed and Jenn could arrange for staff to learn these skills.

Someone on staff might be able to function as a coach for other staff members who are interested in actually creating the charts. The benefits to the Center could include better word-of-mouth referrals from more informed and involved clients. It's also possible that staff members would become sensitized to the emotional needs of clients and of each other, resulting in changes in *attitudes* toward the business benefits of doing the charts and serving clients better. As a champion of training, Jenn would apply her awareness of all three KSAs, the foundational basics of learner needs.

More information on KSAs and the Four-Phase Training Process is in Chapter 2, Builder of a Learning Culture. For now, understand the importance of addressing business needs through the training programs and learning opportunities that you set up. Armed with a mission statement based on the realities of business needs and a current assessment of the corporate culture at your particular workplace, you'll create a structured plan to accomplish and pay for the training you have identified as necessary.Review Exhibit 1–5 to set the stage for tying your business plan together with the essential parts of the business as a whole.

E xhibit 1–5
Four Essential Linkage Elements

The four essential linkage elements are:
- Training mission linked with corporate goals
- Training results linked with the business core (finance, customers, employees, growth)
- New skills in problem solving and analysis linked with current systems and procedures
- More opportunities for individuals linked with current staffing

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The Business Plan for Training

If you are new to training management, and if you've never thought about training in a structured way, it will be helpful for you to write a business plan for training. This document demonstrates to colleagues that your training scope and focus are linked to the goals of the business. A business plan for training can guide your creative development activities and keep you on target to deliver the training and learning you have identified as critical to your business.

A business plan for training is similar in format to other business plans; for example, a business plan for a product rollout, for developing a relationship with a particular customer, for R&D, for a merger or for downsizing. The important thing about getting it down on paper in the form of a business plan is that any reader of that plan, from an executive to a security guard, can quickly see that training is a critical part of the business and offers a substantial return for the corporate resources invested in it.

Here, then, are the specifics of the business plan for training. When you decide to write your plan, think in terms of both training products and training services. Training products could include:

- Manuals and books
- Multimedia presentations; instructional DVDs
- Job aids
- Brochures that have a marketing focus

Training services could include:

- Presenting workshops and designing seminars
- Developing and running training conferences
- Providing customer training
- Training by colleagues and peers
- Coaching and mentoring

Advantages of Writing a Business Plan for Training

Regardless of how small or how great your resources for training are or how broad or narrow the scope of your training responsibilities, constructing and following a business plan for training can help you champion training throughout your company. Never consider yourself too small to position training within solid business goals. Let the plan work for you in the following ways. It can:

- Put you on a par with other managers and open doors within the company's management structure
- Prevent the typical criticism by executives that training uses up too many resources of time, money, and personnel
- Assure those who read it that training under your watch means business
- Help you focus on the critical business issues of transfer and accountability.

As you create your plan, keep these four benefits in mind as you gather information. No matter what the scope of your training management assignment is, a business plan for training highlights all the dimensions of your task and serves as a guide for you and other leaders in your company who will realize the benefits of training to their areas of responsibility.

The Format for a Business Plan for Training

Think in terms of a one-year plan of training and learning opportunities for your company. This time frame makes it easier to budget and assign resources. It also sends signals to other managers and executives that you are a serious player in the business and that workplace learning can be a strategic tool to increase profit by bringing a diverse workforce together through

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E xhibit 1–6

Sample Format for a Business Plan for Training

The format for a business plan might look like this:

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(1) Executive Summary	1-2 pages

---

(2) Reasons for the Plan	2-4 pages

---

(3) Operational Plan (Tasks and Decision Dates)	1-2 pages

---

(4) Business Analysis (Supporting Text)	4-6 pages

---

(5) Controls and Accountability (Measures, Person Responsible)	2-3 pages

---

(6) Resource Requirements	2-3 pages

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The framework for a Training Business Plan also appeared in *Training Program Workbook & Kit*, by Carolyn Nilson, Prentice Hall, 1989.

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improved job knowledge, higher level skills, and new ways of thinking about their jobs. Exhibit 1–6 is a sample format for a typical business plan for training. A section-by-section analysis and elaboration follows the exhibit in the text. In addition, Appendix A contains a complete example of a business blan for training.

What to Include in the Business Plan for Training
(1) Executive Summary
Begin by identifying specific manager-colleagues and executives who should be on the distribution list for the plan. List their names and titles on a cover sheet before the Executive Summary page. Include those who could have funding authority over what you describe in your plan and others who could collaborate with you in assessing training needs, providing subject matter experts to help with training design, implement or present your programs, and participate in evaluation of the training experience after trainees have gone back to work. Include people on your list who might be willing to provide support, especially those whose jobs will be affected by what you intend to do over the coming year. Include the critical linkage persons at any level in the company. Use the business plan to demonstrate your commitment to being a corporate player.

After listing these individuals, start the plan's narrative with a simple introductory statement that describes what readers will find in the plan. This section should be clear and succinct and lead logically into the reasons why, in your view, the company needs this comprehensive training program.

Follow the format of the six categories in the business plan for training (summary, reasons, operational plan, business analysis, controls and accountability, and resource requirements) and abbreviate or extract keywords from each of these categories to describe in the executive summary. Wait until you've completed writing the plan before you do the abbreviating or extracting. Distribute the plan to those people on your list at the same time, giving them equal opportunity to react and to be informed.

(2) Reasons for the Plan
In a clear, succinct style, begin this section with no more than three sentences stating the rationale for the training you've identified. For example:

> This document is a plan for major expansion of ABC Company's training programs, paralleling ABC's facilities and staff expansion. Ten new programs are identified, based on extensive interviews and analysis of company documents. The program includes outreach to partnering opportunities with community provider resources as well as approximately 60% revision and updating of training materials currently in use at ABC.

Then back up the program you've just defined with the reasons why it's a good idea.Include information from interviews you've conducted, comments about the training needs of various employee groups, data from your examination of training course enrollments, information from course evaluations, and your own opinions about keeping this particular workforce

competitive and competent through training. Include relevant information about present staff that could be helpful in support of your program and information about current facilities and equipment that could be used to support it. Be a champion of training in this early section by demonstrating your leadership skills and your understanding of the issues facing the business.

(3) Operational Plan (Tasks and Decision Dates)
The Operational Plan section should be in chart form, with rows and columns. Rows represent the tasks you'll perform; columns represent the months of the calendar year, with decision points at the 15th and 30th of each month.

It should follow this example:

Operational Tasks	Decision Dates						
	January		February		March		etc.
	15	30	15	30	15	30	
1. Write descriptions of new courses	X						
2. Define collaborators to review existing courses	X						
3. Distribute courses to be revised to collaborators		X					
4. Secure the funding for printing all courses			X				
5. Other topics, etc.							

(4) Business Analysis (Supporting Text)
In this section, demonstrate your grasp of the business issues that form the foundation for your training plan. This is where you convince readers that training is a profit center—not a cost center—of the business. Consider the effects on the core elements of your business:

- *Finance*, including projected return on investment in training and profit margins because of training
- *Customers*, including projected increases in the customer base as a result of your program that trains employees to focus on identifying and serving customer needs; more repeat business as a result of product quality improvements related to training
- *Employees*, including how to do more effective and informational performance reviews, how to increase skills for improving productivity, and how to collaborate with personnel operation to hire, place, and provide orientation to new employees

- *Growth*, including the impact of new training on innovation and R&D, on broader opportunities for more of the workforce through the training you've defined, and better retention figures and less turnover related to better career development in your plan for training

It's a good idea to include your sources of information about the business. These can include customer interviews, annual reports, interviews with staff at various levels, recent legislation, etc. Identify your sources by category of information, name and title of individual, and the date when the information was gathered. Show that your analysis of the business is solidly linked to the training you are planning.

The following list includes some of the common factors you may want to include in your business analysis.

- Market segmentation
- Market channels
- Needs expressed by your current top ten clients
- Projected sales growth
- Gross margin
- Activities and location of competitors
- Competencies of current staff who function as trainers and coaches

Being a champion of workplace learning in all of its programs and opportunities requires a solid grasp of your company's sales and marketing activities and plans. There's no better place than the sales and marketing organization for visibility for training. Training managers who ignore this relationship do so at their peril.

(5) Controls and Accountability (Person Responsible, Measures, Due Date)
Managers, supervisors, and team leaders are responsible for designing and implementing the controls and accountability measures for employees and groups in their organizations. Training is no different from other functions of the business. When leaders think of controls and accountability, they think in terms of numbers: numbers related to time expended, numbers related to percentages achieved or not achieved, numbers related to dollars spent directly on supplies and equipment, numbers related to salaries and benefits of new hires, and dollars expended and invested in new facilities.

If you were a product line manager, you'd probably include the following kinds of items in the controls and accountability section of your business plan:

Development Event/Activity	Person Responsible	Measurement(s)	Due Date
Ship 5 containers of product	Nick Magdalena	• number of temp workers hired for loading	8/3
		• quality inspection passed	8/4

. . . and so on.

Follow the same business plan feature in a business plan for training. Spell out your training program's terminal events, the contact person responsible, the kind of measurement you'll use, and the date by which you will account for progress. Do this in chart form, following this general example:

Development Event/Activity	Person Responsible	Measurement(s)	Due Date
Evaluate all revised courses	Noel Wood, spokesman for all 6 department heads (Bob, Jeffrey, Eric, Kristen, Lisa, Matthew)	• % of staff involved • number of rewrite days	7/12

(6) Resource Requirements
Make a list in bullet list style of all resources you'll need to implement your plan for training. Include the categories of personnel, materials, and facilities. Attach a projected cost for each resource in your list.

Personnel	Materials	Facilities
• 2 graphic artists, $80K	• graphics software, $600	—
• 3 instructional designers, $150K	—	• 3 sets cubicle dividers, $ 900
• 1 evaluation specialist, $60K	• ISO documentation, $1,200	—
. . . and so on.		

After you've completed all six sections of the plan, go back to the Executive Summary page(s) and write a brief narrative about each section, always keeping in mind the specific people who will read this plan. Your goal is to convince readers that your plan is worth making a specific commitment of resources, rather than assigning an arbitrary percentage of corporate budget to training.

❓ Think About It…

If you were to begin listing the business reasons for your plan for training in your company, what kind of information does your intuition tell you to look for?

_____

_____

_____

Sample answers: the list of credit courses available at the local community college and suggestions for partnering with them for mutual profit; mediocre evaluations from off-site seminars and the costs of sending our employees to them (include seminar fees, travel costs, and cost of work days lost); sales figures pertaining to numbers of new customers; unusually high employee turnover in a certain job; types of training needed by current and new customers; days of lost time due to on the job injuries, etc.

COMMUNICATING THE TRAINING AND LEARNING MESSAGE

Communicating about the training and learning opportunities you are planning is one of your most important responsibilities when you take on the role of managing training in addition, perhaps, to your current job responsibilities. It's your responsibility not only to create training and learning opportunities based on business need, but also to communicate with your entire workforce about the payoffs these opportunities can have for individuals and the company as a whole. Communicating is a two-way deal; it involves sending and receiving a message. It's your job to make that message a powerful one.

Communicating also requires that you make good use of existing channels of communication and publicity within the company, as well as radio, TV, and newspapers in the communities where your employees live and where your company is located. In this section, we give you some ideas and tools to make your job of communicating the training and learning message easier. As a champion of workplace learning, you need to develop and exercise your communication skills.

Think back to the training programs that Jenn, the office manager at The Physical Therapy Center, might choose to promote with focused communication. Jenn would certainly make a list of the physicians who refer clients to the Center. Because it's a regional Center serving at least six towns, Jenn would develop her lists according to the number of referring physicians per town in order to get an accurate idea of which towns could benefit from a concentrated communication effort. Jenn might advertise the Center's full range of programs in town newspapers or newsletters where only a few

referring physicians have their offices; she might target individual physicians with detailed information and client endorsements to communicate the Center's strengths in particular medical specialities.

Jenn might also embark on a communication effort within her company to be sure that both new and experienced therapists receive the same information about training and learning opportunities that can lead to promotions and pay increases.

Take some clues from the Executive Summary of your business plan for training as you think about your communication plan and the various tasks involved.Here are some things to consider as you plan your communication:

- *Scope:* Think about the total scope of your training program and decide how much of it you want to promote at one time. For example, do you want to do promotion at six-week intervals? Or at the end of every week? Only one course at a time? Or several packaged together?
- *Mission:* Go back to your training and learning mission statement. Decide how to use this to greatest advantage in communicating and promoting training and learning opportunities. For example, be sure that all employees know that training is an opportunity of employment at this company and that all employees are welcome. If your training mission is closely tied to a system—such as the quality/productivity system, the customer service system, or the hiring/placement/termination system—you'll communicate about training more easily because employees are familiar with these work systems and can identify with the needs for training and learning in those areas. Internal memos, brochures, catalogs, and online information should always promote your mission.
- *Channels:* As you size up the job of communicating about training and learning, identify the various channels through which your message can travel. First of all, consider people. Identify individuals who can be helpful in getting your message out; for example, department heads, supervisors, team leaders, former trainees, and individuals who've gotten a promotion because of the additional knowledge and skills they acquired in training. Work your contacts. Consider, too, the various media channels within the company. For example, the e-mail circuit, online bulletin boards and chat rooms, TV in the cafeteria, videotapes in the library's collection, the mailroom, the public relations office, the sales and marketing organization. Ask for help from other employees, including other managers, who perhaps know more about communicating and publicizing than you do. Collaboration is a good word, and it applies to your efforts in this area. Work through others to show them and their employees the value in the training and learning opportunities you have planned. If you do customer training, feature happy customers in your internal videos or even in your catalogs or brochures. Consider writing feature articles for the business section of your local newspapers about learning and growth opportunities at your company. This channel is especially useful if you are planning a facilities expansion or intend to do some hiring in the near future. Be a good community citizen.

In all of your channels, build up an expectation for relevance and quality in each of the programs you plan. Write up five-to-ten-line biographies of trainers and be sure that employees see a personal connection to solid experience and quality. Lead employees to expect the best from you and your programs.

Streamlining the Process: Workplace Models and Tips

One of the main reasons for developing a communications program about training and learning opportunities is to convince employees of the value to them, and through them to the company. Training is often criticized for not adding value, especially when managers neglect the process of accurately assessing training and learning needs and making changes suggested by trainee feedback. It often seems easier to just keep running the same courses over and over again. Training is often criticized for taking too much time in the development phase. A value-focused communication program must position training so that it is thought of as a solution, not a problem, and must address and dispel concerns about how much time the training process takes.

Some of the ways to communicate the training message and promote your program inside the workplace include:

- Catalogs
- Bulletins
- Brochures
- Newsletters
- Posters
- Videos/DVDs

No matter how you choose to promote training and learning within the workplace, you give your message a better chance of being heard if you include the justification for each of your programs in descriptive material about them. Answer the questions: why do we need this training program? and what will this training enable us to do better and therefore stay in business longer? Here are some examples of justification for training:

- To learn about the features of a new product and its projected market
- To practice skills required to transition into a different job
- To learn about new legislation and requirements for compliance
- To learn how to use new technology to perform current tasks more efficiently
- To learn standards and processes in a performance improvement system
- To practice procedures for exit of the workplace in case of violence or terrorism

As you can see, the training developed for each of these needs can take various forms: classroom training, workshops, coaching, self-study training, video presentations, or e-learning programs. Some require practice, and some require new knowledge.

Justification should be written into the text of every communication piece—catalogs, bulletins, brochures, schedules, posters, newsletters, videos, and endorsements. An introductory sentence or two, repeated in every format, should be sufficient. It's the repetition of your justification message in the context of the structure of different kinds of promotional items that will pay off in interest, understanding, and support of your training programs. "Need to know" is the message rather than "nice to know." Don't fall into the

---

E **xhibit 1–7**
Sample Catalog Page

_____   _____
Course Number   Course Title

_____
Course Description:

_____

Objectives for the Trainee: Major Topics:
•   •
•   •
•   •
•   •
•   •

Target Audience: _____

Prerequisites (courses, specialized knowledge, skills, experience, etc.) _____

_____

_____

Instructional Delivery Mode (self-study, computer-based, lecture, workshop, etc.)

_____

_____

Course Length: _____

_____

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trap of trying to communicate what is "nice to know"; stay spare and focused on what employees "need to know."

E **xhibit 1–8**
Sample Bulletin

TRAINING BULLETIN

HEADLINE

Reason for the Bulletin:

Identification of the Training Opportunity: (presenter, content, the specific "need to know")

Location, Date, Duration, Fee:

Contact Person and Deadline for Commitment:

HOW TO PROMOTE FINANCIAL ETHICS
An Overview of the Practice of Sarbanes-Oxley Legislation

Reserve your place early for this outstanding opportunity!
We expect a full house for this essential accounting and accountability seminar.
Designed for middle managers, supervisors, and senior managers with responsibilities for financial practices and documentation. Make your reservation now.

Join our state's Attorney General to learn how to turn the law into practice. Learn how to do the right thing and stay out of trouble.
• Examine decision points in actual cases he has worked on.
• Define fiduciary duty at this workplace.
• Identify procedures to improve this company's internal controls.
• Learn techniques to balance new accountability rules with your current job.

**This seminar will be held in the
Executive Conference Room, 3rd floor west
July 12, 20XX from 9a.m. to noon
This seminar is free to all persons qualified to attend**

**Contact Eric Jeffries, extension 315 to reserve your place.
RESERVATIONS ARE DUE BY JUNE 30**

We include several models here to help you design promotional materials that streamline the communication process within the company and yield results, including catalogs, bulletins, brochures, newsletters, posters, videos, and endorsements.

Catalogs

The function of the catalog is to describe all of the training opportunities you provide. Distribute it widely throughout the company and keep it up to date; have extra copies available in lobby magazine racks, entry halls, the company library, the cafeteria, and other places where people can see and read it. Remember that the catalog is a promotional device as well as an information piece. Make sure that it gets to all potential trainees.

Each entry in the training catalog should take up one page and follow the same format. Use this same format for both paper and online versions of the catalog. (Note: scheduling, fees, and contact persons should be listed together on a separate form because these are variable and change frequently; it's easier to keep this information up to date on separate "sign up" sheets.) Exhibit 1–7 shows a sample catalog page.

Bulletins

Bulletins and announcements are useful for promoting unique training opportunities or those proposed for situations where time is short and the word needs to get out fast. Design them so employees understand that timing is critical and that they must respond quickly. Bulletins should contain only essential facts about the training and provide the name of a contact person and date by which a response is required. They can be delivered over a public address systemor an internal video in the cafeteria, by telephone chain, by mail or e-mail, or by a delivery person that you designate.

Remember that a bulletin is an excellent promotional medium because of its timeliness. Exhibit 1–8 shows a sample of a bulletin. An outline of the typical bulletin format is given first, followed by a sample using this format.

Brochures

A brochure is an effective way to promote a specific training opportunity, course, conference, high-profile speaker, new classroom equipment, etc. The typical format is 8½ x 11 inches, folded in thirds or in half. Exhibit 1–9 shows the features of a brochure.

Newsletters

A newsletter typically follows journalistic style, including news articles, personal-interest feature articles, photos of trainees at work, training and learning book reviews, opinion columns and editorials, letters to the editor, lists of future dates of importance, etc. Like newspaper articles, newsletter articles put the most important items up front in the article.

Readers of newsletters expect various editions; that is, a newsletter is a periodical and should be published regularly—for example, on the 15th of every month, at the end of every quarter, before every holiday, etc.

Newsletters are an excellent way to promote training by taking advantage of a variety of features. Newsletter readers will be curious about what their colleagues are doing, so be sure to identify people in articles and photos. Get permission from employees whose photos you plan to use. When designing a newsletter, make clear what your training mission is by both your choice of articles and photos and by stating the company's training and learning mission in a prominent place.

Don't forget to leave a space for a name and address. Mailing newsletters to related community organizations can help spread your message. Consider the businesses and not-for-profit organizations with whom you might like to collaborate, such as the public library, local merchants and professional offices, and the community college library. Exhibit 1–10 spells out the elements of the typical journalistic writing model:

Schedules

Part of your job as a champion of learning is the creation of appealing training schedules (daily, weekly, monthly) and a master schedule. The daily schedule is typically the instructor's responsibility to create and post; however, if you have some scheduling constraints, such as a cafeteria that's open only certain hours, you will have to confer with the instructor and pass along any such constraints before the final daily schedule is posted.

E xhibit 1–9
Sample Brochure

Purpose:
TITLE OF THE TRAINING OPPORTUNITY:
Main points of content:
-
-
-

Company Logo and Name;Training Mission Statement: (example)

✪ StarBrite, Inc.

"It is the mission of training and learning at StarBrite, Inc. to ....
...."

Identification of the Training Opportunity by Name and Number: _____

_____

Time, Place, Cost: _____

Contact Person: _____

_____

The master schedule is the place where you can be promotional. This is where you can brag a little about your all-encompassing program of training and learning opportunities. This is where, in addition to course titles and numbers, you have a chance to promote the totality of your program, each course or learning opportunity coded with number of days per course and spread out over the calendar year. The Master Schedule is where employees can see at a glance where individual courses fit within broader categories. These might include management courses, sales courses, technical courses, office support courses, and customer service courses. Your master schedule lists all the courses you offer in the appropriate category. You can also code e-learning courses and self-study opportunities, broadening the attractiveness of the total training operation. For example, the management curriculum area might look like this:

Management Courses	Course #	Duration	Month(s)
• Elements of Corporate Finance	_____	_____	_____
• How to Build a Budget	_____	_____	_____
• Shares and Shareholders (e-learning	_____	_____	_____
• Working with the Board of Directors	_____	_____	_____
• Chains of Command	_____	_____	_____
• Management's Role in Empowering Teams	_____	_____	_____
• Project Management (self-study)	_____	_____	_____

*E*xhibit 1–10
Sample Newsletter Article

Title of Article

Leading Sentence or Catchy Phrase

The 5 Ws: Who, What, When, Where, Why

Point 1

Point 2

Point 3

Elaboration of Point 1

Elaboration of Point 2

Elaboration of Point 3

Minor Details

This is a listing of courses in one area. Distribute the master schedule widely across the company, and post it in places where it will be noticed. Include your own contact information and include your training and learning mission statement in a prominent place. Seize every opportunity to be a champion of training and learning and to promote and communicate your message!

Posters
Posters with colorful graphics can be an excellent way to promote training throughout the company. Always include your contact information and your mission statement. Post them in classrooms, offices, conference rooms, lounges, etc.

Video/DVD
A short video or DVD can be a useful medium to promote training. Run a promotional video or DVD in a cafeteria, library, employee lounge, hallways, or any place where a variety of employees gather. A short video, such as a "talking head" presentation by a company executive on new business directions, can be shown in each training workshop or seminar; it can be used to focus trainees' attention after a coffee break or used to introduce particular topics. A short video should be approximately five minutes long, and be used to promote a point of view, a new product or service, or highlight some recent business success. Its "marketing" quality should aim to get viewers' interest and make them want to learn more.

Videos that are part of the course content follow a different pattern of construction and use, and are discussed in context of the training process in later chapters of this course.

Endorsements
Much has been written about the use of end-of-course evaluations commonly known as "smile sheets," in which you ask the trainee to comment on his or her likes and dislikes in the course. Instructional designers discourage the use of smile sheets as evaluation vehicles, preferring a more scientific approach to course evaluation. Smile sheets, however, can be a great boon to your promotional efforts on behalf of a particular course, instructor, or training experience in your program. The caution is to use those outstanding smile sheets for the right reasons. Be sure to get permission from trainees if you intend to use their names and quotes in any promotional work. Many trainers use smile sheets anonymously to avoid that permissions complication. Endorsements can be used in many ways: on posters, in newsletters, in e-mail communications about repeats of particular courses, or to introduce a course to a group of new trainees.

External Promotion

Some of the promotional items for use within your workplace can also be used to promote your program in the community by adapting the internal newsletter into an article for your local newspaper or local TV news channel. If you intend to submit an article to your local newspaper, study your

paper's style of writing; address your communication about submission guidelines to an individual (either an editor or a key reporter), and remember that the business of the newspaper is to sell newspapers, not necessarily to publicize your training program. This means that hometown people should be featured in whatever you submit. If there's a business section in the newspaper, you might want to slant your article in the direction of how your company—and especially the training operation—contributes to community well-being and growth. Follow the model of journalistic style (Exhibit 1–10), presenting the "5 Ws" near the top of the article.
Make the article newsy and full of local names.

Exercise 1–3 provides a space for you to choose one of the four communication models and adapt it for your company.

✎ Exercise 1-3: A Model for Promoting Training

Instructions: Use the space below to create one model of your choice that could be used in your company. This can be the model of an actual situation with which you are familiar in your company, or it can be an example from your imagination. Choose a model from Exhibits 1–7, 1–8, 1–9, or 1–10. Lay it out according to the sample template, and fill in the blanks.

recap

Be clear about those strengths and talents you possess that make you the obvious choice for taking on the job of managing training. Adapt the tasks of training management to your own current management skills; maximize your strengths and get help from colleagues to minimize your weaknesses. Envision training and learning as a critical element of corporate success for the whole company. Be proud of your new assignment and get your head straight about the importance of doing training right. Work to become a champion of workplace learning. Champion the cause of training as a significant corporate player regarding profit, performance excellence, and workforce competency. Address these challenges:

- *Characteristics of a workplace that values learning.* Search for and find hard evidence of successful participation in training, both formal and informal; define which organizations have traditionally been good supporters of training and learning of all sorts; look for equality of opportunity as evidenced by which employees received training and which did not; look for fairness, equal opportunity, balance. Look for evidence of business results (shorter time, fewer dollars spent, more customers served, etc.) that are directly related to training. Look for documented improvement in employee skills related to serving customers. Look for training that adds value to work.

- *Your training mission.* It's important as you champion workplace learning that you create a training mission statement based on your investigations around the company. In order to do this, you need to prioritize the steps you need to take so that you don't miss any sources of information. Review, analyze, interview, organize, and synthesize are some of the processes you need to do as you define your training mission. The important thing is to be credible, based on thorough investigation. Here are five steps to take as you define priorities:

  - Review titles of courses offered during the past year for duplicates and out-of-date courses.
  - Analyze course attendance records for opportunity and diversity issues.
  - Interview team leaders and department heads for training needs in their organizations.
  - Organize the results of interviews into needs for knowledge, needs for skills, and needs for attitude adjustment.
  - Write a mission statement using keywords and ideas expressed in your analysis efforts thus far.

- *Linking training to business goals.* Design new training or recast existing training around business goals. Focus all of your training—formal classroom training, informal one-to-one learning situations, e-learning and self-study so that they link directly to four essential areas of the business: Finance, customers, employees, and growth. Address these four areas in a

business plan for training. Design and implement your training so that it links directly to these business fundamentals:

- Corporate goals for profit and market share
- Customer enhancement through increased knowledge, communication, and service skills of your key customer contact persons
- New skills in problem solving related to current systems and procedures
- Career development and job improvement skills for your current staff to enable current staff to grow

- *Promoting training within the workplace.* Look for opportunities to champion workplace learning through promotional information of all sorts. Eight typical and effective internal promotion pieces include catalogs, bulletins, brochures, newsletters, schedules, posters, videos/DVDs, and endorsements from satisfied learners. Distribute your promotional message either on paper through company mail delivery or by e-mail or website.
- *Promoting training outside of the workplace.* Adapt the sources of information about training within your company to information channels outside your company in order to position your company favorably within the wider community where employees live. Some common ways to promote training outside the workplace are feature articles in local newspapers, news reports about training at your company that could be aired on local radio or television stations, publicizing collaborative efforts between your company's training operation and the local community college, adult education program, or university.

? Review Questions

INSTRUCTIONS: Here is the first set of review questions in this self-study course. Answering the questions following each chapter gives you a chance to check your comprehension of concepts as they are presented, reinforces your understanding, and provides you with information that is fundamental to your further study of chapters to come.

As you can see, the answer to each numbered question is printed to the side of the question. Before beginning, conceal the answers in some way, either by folding the page vertically or by placing a sheet of paper over the answers. Then read and answer each question. Compare your answers with those given. For any question you answer incorrectly, make an effort to understand why the answer given is the correct one. You may find it helpful to turn back to the appropriate section of the chapter and review the material about which you were unsure. At any rate, be sure you understand all the review questions before going on to the next chapter.

1. One of your first tasks as champion of workplace learning is to:
   (a) call a meeting of all managers to get their approval.
   (b) identify processes already in place that support or lead to learning.
   (c) e-mail all instructors who worked in your company during last year.
   (d) replace existing classroom training with e-learning.

   1. b

2. Being a champion of workplace training and learning requires that you:
   (a) rent space at a nearby hotel.
   (b) establish a credible training and learning mission based on information you collect.
   (c) take over the actual presentation of all seminars.
   (d) start fresh by discarding all previous courses.

   2. b

3. A workplace that values learning:
   (a) provides equal access to job-related training for all levels of employees.
   (b) demonstrates its commitment by the reputation of the consultants it hires.
   (c) spends 20% of its budget on training.
   (d) has a mission statement at least five pages long.

   3. a

Do you have questions? Comments? Need clarification?
Call Educational Services at 1-800-225-3215, ext. 600,
or email at ed_svcs@amanet.org.

4. Why should you write a business plan for training?   4. a
   (a) To show colleagues and boss(es) that your training scope
        and focus are linked to the goals of the business
   (b) To plead for more money
   (c) To document past successes and distribute biographies of
        trainers you intend to hire
   (d) To synthesize global trends in training and interpret them
        for executives

5. Communicating your training message involves: 5. d
   (a) keeping a constant presence on noontime radio talk shows.
   (b) discarding end-of-course "smile sheets."
   (c) padding each new course with "nice to know" information.
   (d) planning and implementing a promotional program within
        the workplace as well as in the community.

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Builder of a Learning Culture

Learning Objectives

By the end of this chapter, you should be able to:

- Describe at least three processes in the planning of companywide learning strategy.
- Identify at least two actions you can take as a manager to ensure that creativity and innovation are built into workplace learning.
- Describe at least four ways to encourage on-the-job learning.
- Draw a diagram of the basic four-phase training process and identify the management skills necessary to implement each of them.

INTRODUCTION

In this chapter, we focus on the various building processes you need to carry out your responsibilities in creating a learning culture. The role of builder of a learning culture comes early in your new efforts to manage training, and that role will always be with you as your programs develop. Whether your potential trainee base is within one or two departments or throughout the entire company, you need to adopt the role of builder of a learning culture. We'll challenge you with broad and inclusive thinking as you consider what's involved in defining and creating a culture of learning at your company. We'll help you discard old stereotypes about training, and ease into the role of builder of a learning culture. We introduce four categories in which your

current management skills can be refocused to support your company's culture of learning.

These categories include strategic planning, encouraging creativity and innovation, learning on the job, and adopting and sticking to a process model. In each of these categories, we help you see how what you already know about managing people and processes can serve to help you become that builder of a learning culture.

Precision Ball's Stability Paradox

Precision Ball is a small company that manufactures tiny balls used in ballpoint pens. It has been in business half a century; it doesn't outsource to labor markets in Asia or anywhere else. Through the years, the company has earned the reputation of being a great place to work. Management always seems to be in tune with trends such as flextime, family support programs, and good citizenship collaborations in the local community.

If Precision Ball has any problem, it seems to be related to its stability. Turnover is very low: its 100 workers tend to stay for decades. Precision Ball promotes from within. It has tapped into the Department of Labor's Apprenticeship program and depends on its standards to certify skill competency. A historically successful kind of training approach has worked for them, and combined with its human resources sensitivities, has served its workforce well—until recently.

New raw materials, new calibration machines, computerized quality control, and competition from Chinese and Mexican factories are just some of the challenges to Precision Ball's comfortable stability. Newer, faster, and smarter are the rallying cries for small manufacturers like Precision Ball. Creating a learning culture that meets these challenges while preserving the stability that defines its culture will require a thoughtful strategic approach.

Planning and Implementing a Learning Strategy

In this section, we examine the processes necessary to build a learning culture. First we consider planning strategies, then go on to implementation activities. These two elements form the foundation of a learning strategy.

Planning a Learning Strategy

Good planning begins with credible information. This means you need good information about the processes that have worked and are working to produce products and services for customers and profit for the company. Look at things like financial, production, and research and development processes, warehousing and distribution, current training initiatives, and successful processes in marketing and sales. Look at numbers representing quality processes, customer service processes, and dollar numbers representing cost,

Think About It...

Using this anecdote as background, think about some of the issues at your company that could parallel the "newer, faster, smarter" challenges. Write down several past and present successes as well as some future challenges that will dictate your actions as a builder of a learning culture.

A. Past and current successes

_____

_____

_____

_____

_____

B. Faster, better, smarter challenges for the future

_____

_____

_____

_____

Sample responses:
A. Past and current successes
- Ability to secure federal contracts year after year
- Consistent participation at national conferences throughout the past decade
- Strong top-down management structure

B. Faster, better, smarter challenges for the future
- Major reorganization of federal agencies, including downsizing and decreased budget
- Retirement or relocation of key contacts at professional organizations that sponsor conferences
- Recent reorganization of the workforce into teams

margin, and profit. Planning for training should be related to the information you gather about successes—and failures—throughout the company. Strategic planning for training is built on a sound foundation of information.

Imagine that you are a manager at Precision Ball—perhaps an engineering manager or a human resources manager. As you look around the company, you might find, for example, that although production processes seem to be working well and product is consistently high quality, the

warehousing and distribution operations are of significantly lower quality and contribute in a major way to customer complaints about timely service. You might also find that the financial department is not taking full advantage of the newer technology that can be available to them. You might discover that the only kind of training that currently exists is classroom training that features lectures from high-visibility employees. You also find that employees are happy working at Precision Ball, and are generally satisfied with their pay.

As you begin to build a learning culture, you get out there and ask questions. What you see is a picture of the learning needs of the company. You make careful notes on the results of your information-gathering—you organize them logically and include specific details, including numbers. What you seem to be finding is a company that is strong on human relationships but weak in its commitment to learning. You are challenged with facilitating a culture change at Precision Ball—one built on learning.

Strategic planning in training is similar to strategic planning in any other kind of endeavor; the main thing is to think in an organized way, to get down to the numbers, and to document what you find in an orderly way. By planning strategically, you target training at the right learning gaps and don't waste time repeating past mistakes. You'll base your learning strategy on real data, and avoid the training trap of simply wanting to do more of the same training the company's used to, whether or not it improves anything. Getting good, credible information from around the company is the place to start. Exhibit 2–1 shows five processes you may adapt to fit a department or team learning challenge.

Documenting the Plan

A companywide learning strategy is no small thing. The process of writing your learning strategy document should clarify why you intend to move in certain directions and help you articulate your approaches to problem solving and learning solutions. The learning strategy is a direction-setting document that differs from the business plan for training in that it spells out *why* and *how*, whereas the business plan for training spells out *what* and *how much*. The business plan is translated into dollars and cents; the learning strategy

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E xhibit 2–1

Processes for Planning a Companywide Learning Strategy

1. *Identify* various organizations/departments throughout the company from which you intend to collect information as a foundation for developing a learning strategy.
2. *Define* successes and failures in meeting departmental goals.
3. *Name* processes across the company that need to be fixed.
4. *Interpret* successes and failures in terms of numbers whenever possible (what gets counted gets done!).
5. *Focus on* how and why certain procedures work or do not work.

E xhibit 2–2
Example of a Learning Strategy for LMN Corporation

WHY A NEW LEARNING STRATEGY IS INDICATED

Two weeks of investigation into LMN Corporation's learning environment yielded information on which to build new learning opportunities. During this period, we talked to team leaders, supervisors, managers, and a sample of individuals who had attended training courses during the previous year. Our survey included an equal number of management and nonmanagement employees. Our research uncovered organizational realities that indicate a need for updated learning activities and events.

Our major findings are:
- Minimal use of technology to enhance learning
- Course manuals containing outdated content
- Poor documentation of accountability for learning
- No documentation of employee use of new knowledge or skills to do their jobs better; that is, no evidence of transfer of training to the job
- No evidence of learning on the job or coaching
- Poor attitude toward training and mistrust of outside per-diem trainers

As we thought about why a different approach to training seems needed, we considered the challenges posed by these findings. We believe that a learning strategy for LMN Corporation should initially focus on the following: (1) preserving what's relevant in current training manuals and discarding the rest, (2) developing a documentation system based on job skills and knowledge and tying this into each kind of training course or learning opportunity we design, and (3) implementing a review of all outsiders who delivered training at LMN Corporation last year, with the goal of dropping the bottom 75 percent and replacing them with in-house instructors whom we will train in the knowledge, skills, and attitude changes that can facilitate training. We will also do an in-depth analysis of our computer capability for online learning, including creation of a learning database of new information about products, customers, and information sources. In order to accomplish these tasks, we propose working with a 15-person Training Task Force that represents all departments in the company and that is sponsored by at least three executives from LMN Corporation's senior management team.

TIMELINE

We will begin immediately to name the Training Task Force. After an orientation meeting to consider the preceding bullet points and any other items of concern, responsibilities will be assigned within the task force to restructure learning opportunities at LMN. We anticipate that the structure for a new culture of learning can be complete in two months, after which implementation of changes will occur during the following four months. Our implementation plan features various pilot projects and learner evaluations. Results will be shared across the company. During the six months following our experimental efforts, we will institute new procedures and new standards for learning in a variety of modes. We will also start a formal learning feedback system so that designers, developers, trainers, and managers can make changes based on accurate information. We therefore expect the changes to be functional and on track within one year.
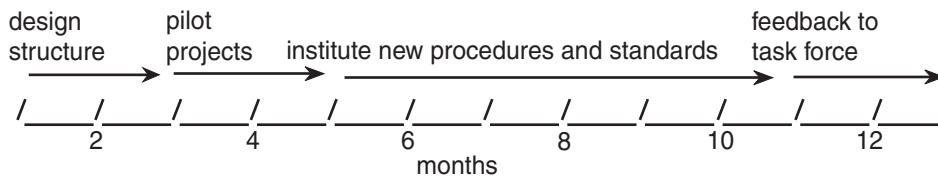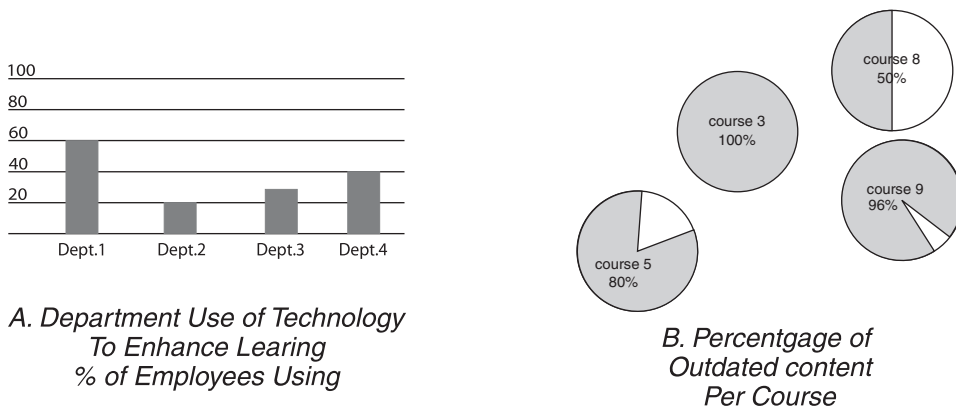
Exhibit 2–2   continued from previous page

ADDITIONAL INFORMATION SUPPORTING A NEW STRATEGY

We anticipate spinoffs from our new focus on learning. We expect these to include:
- A gradual shift in perception throughout the company that workplace learning involves more than training classes
- An understanding that learning on the job from work itself is a benefit of employment
- A new way of thinking about colleagues: everyone a teacher and everyone a learner
- Renewed experience of the value in learning that will lead to an improvement in work, workers, and department and corporate bottom lines.

CONCLUSION

In developing a learning strategy it is our intent to preserve what is of current value in existing training and to supplement it with companywide learning opportunities in a broader range of content and through a variety of learning and instructional modes. These could include e-learning, self-study, peer training, formal coaching, experience-based workshops, evaluation and feedback, companywide learning conferences, and partnering with local colleges. It is our hope that a culture of learning will come to pervade our working environment.

A. Department Use of Technology To Enhance Learing % of Employees Using

B. Percentgage of Outdated content Per Course

C. Implementation Timeline

tells what you want to accomplish, why you want to accomplish it, and how you plan to get there from here. Both, of course, are built on credible information and numbers that make sense.

A learning strategy could be several pages long, featuring narrative and descriptive text and graphics. Exhibit 2–2 provides examples of the elements to include. Adapt your documentation to the scope of your training responsibilities. For our example we used a fictitious company, LMN Corporation. Use Appendix B, Format for a Learning Strategy Document, to create your own document once you have finished your information gathering and analysis.

As you begin to implement your learning strategy, it is helpful to separate individuals from organizations in the activities and events you plan and execute. When you think of building a learning culture for the entire company, it is tempting to lump all your goals and plans together and to remain stuck in the very limiting model of classroom training. Your carefully developed learning strategy should point the way for development and implementation of many kinds of learning experiences. Your strategy should suggest benefits for individual employees as well as for entire organizations. Appendix B, Format For a Learning Strategy Document, contains blank forms you can use to build your learning strategy.

Making It Work for Individuals

As you begin to implement your strategies, it is helpful to envision your company as a collection of individual learners. It's also important that you think about training and other learning opportunities as ways to improve the business that you're in as well as ways to invest in your most important resource—your human resource.

To make your learning strategy work for individuals, you need information about those individuals as learners. In terms of training techniques, the situations set up for learning, and the competencies learners bring to the learning experience, one size does not fit all. Doing an assessment of the learning needs of individuals will probably require that you get some help from others around the company who are willing to interview individuals about their learning needs in order to do their jobs better. An outside instructional design consultant could also be useful in collecting information from individuals.

Some of the questions you'll want to ask as you talk with individuals include:

- **Job Content:** What specific things about your job are unclear? What seems to be missing in order for you to do the best possible job? What is too hard? What is unnecessary? Are there specific procedures, knowledge, skills, or ways of looking at things that you personally would like to learn?
- **Business Impact:** What do you see as the positive business impact of the work that you do? Can you think of any ways to enlarge that impact? Do you see any direct correlation between that impact and learning strategy?
- **Learning Style:** Do you have a preferred learning style? For example, "I like things presented as problems to solve; I like new ideas thoroughly explained and then demonstrated; I need the intellectual stimulation of classmates; I prefer learning by myself, reading then experimenting," and

E xhibit 2–4

Documentation Form for Learning Needs and Preferences of Individuals

Instructions: Adapt the following form according to the specific questions you want to ask respondents. Code each response by number. When you have collected all the forms, make the tally of all individual interviews the database for implementing new, targeted learning opportunities. If you are responsible for a broad base of employees and if your facilitation roles include a start-up budget, consider employing an instructional design consultant for several weeks to help identify and design learning opportunities.

Department name: _____ **Date:** _____

Interviewer's name and contact information: _____

Total number of employees interviewed from this department: _____

Code number or name of this individual: _____

_____

Job Content Needs: Knowledge, Skills, Attitudes (KSAs):

_____

Business Impact Needs:

_____

Learning Style:

_____

Learning Mode/Situation:

_____

so on. In past training, can you identify difficult areas of content or process that did not fit with your learning style? Can you suggest ways in which that training could be improved?

- **Learning Delivery Mode and Situation:** If you could learn in any mode at all, which would you choose? Consider these options: e-learning, simulation,

role play, training games that make me think differently, lecture in a class-room setting, music and PowerPoint™ presentations, demonstrations, working with a coach, attending a 2-day retreat or a conference, using a set of posters or job aids listing steps to follow, and so on. Choose the top three from this list and prioritize your choices.

The person asking the questions should create a form to record responses so that results can be tallied to produce a clear picture of elements that make the learning strategy work for individuals. After compiling a valid sample of employees or a total workforce involvement, analyze the results and begin building your learning infrastructure for your particular work-force. The point is, in all this analysis, to provide learning opportunities for this specific group of individual employees in ways that are efficient and effective without wasting time and money on training that's off-target, too little, or too much. Exhibit 2–4 suggests a format for making notes on the interviews with individual employees.

Making It Work for Organizations

Chances are that all groups in your company will not need the same class-room training, except possibly training related to new federal or state legis-lation, such as safety procedures, crisis intervention procedures, diversity and equal opportunity, and ethics. In training of this kind, many companies find that a combination of e-learning lessons and classroom training works best. That is, information that all employees need to have can be provided online equally to all, interspersed with classroom training to whole depart-ments at once. This kind of information need is very often satisfied by the person-to-person interactions generated in classrooms during breakout ses-sions or learning exercises that feature working through problems in teams or small groups. Additional information can be available online, as long as all employees have equal access to it. Self-assessments and evaluation questions can be built into online learning for employees to access as they need to ana-lyze and certify what they have learned. Landmark legislation affecting the workplace does happen every few years, and when it does, all employees need to learn what it's about as soon as possible.Effective classroom training saves time and money in situations where "coverage of content" and "under-standing of proper procedures" are the same goals for all employees. As the point person for training, you need to arrange for and certify that the required learning content and procedures have reached the entire workforce. Building this kind of compliance training can be effectively done in large groups, with references to online data, question and answer online sessions following classroom training, and use of supportive video clips available online as individuals need them. This kind of learning setup is referred to as *blended learning*.

As you review the results of individual interviews, you'll see some obvi-ous opportunities to build a learning culture containing new learning processes directed at smaller groups of employees who happen to share the same performance skills, learning styles, and needs for job content. When

you introduce new programs to reach the individuals in your interviews, you may find crossover needs in several other groups or departments that are not so well-defined by organization title. How you present learning opportunities to these other groups is how your "learning organization" will be defined.

As a nontraining manager engaged in building a learning culture for the individuals in various groups in your company, try to match the learning need with a learning situation that is appropriate for that need. Let's take another look at Precision Ball. Here are some learning situations that Precision Ball's manager of engineering could set up:

- Organize a particular operation into formal one-to-one coaching pairs
- Create ten new databases of information all employees need to know; provide help screens and online help desk persons to troubleshoot access and navigation
- Develop DVDs explaining engineering advances and new product features; make DVDs accessible to all employees
- Sponsor "lunch and learn" sessions at which product-line managers or marketing executives facilitate a 40-minute question and answer session over lunch
- Design in-house conferences for any interested employee featuring the latest in research and development (R&D) within the larger industry, highlighting where the company fits in the current scene
- Organize field trips of several key employees to visit long-time customers to see your company's products and services in action; focus on Precision Ball's competitive edge
- Form a task force of interested persons to analyze the most common jobs at the company and make lists of the job skills required within the next five years; distribute the lists to departments in which these jobs occur
- Create a training program specifically for teams; work with team members to design exactly the right kind of learning experiences
- Collaborate with graphic artists or PowerPoint™ experts on staff to create posters and desktop job aids that list steps in various procedures (R&D, engineering, sales, customer service, etc.); distribute these widely
- Choose with care which learning needs to address with classroom training, keeping in mind that the value of the classroom is primarily in the camaraderie among learners and the establishment of networking possibilities following training; design classroom training with individual needs and preferences in mind (remembering that *need to know* trumps *nice to know* every time).

No doubt there are many other learning situations that you could set up to serve individuals as they work in groups. Always keep in mind the particular needs and characteristics of your particular workforce. Don't pad it with off-target or unnecessary content; don't be swayed by bells and whistles. Your training will ultimately be judged by how useful it is. Get help in implementing various learning opportunities from other staff who are interested in the design and delivery of instruction; they know your company better

than any outsider. Keep your own employees' needs and characteristics foremost in mind as you build a learning culture.

Leveraging the Power of Diversity

America's workforce is diverse, and America's customers are worldwide. Our factories and retail establishments depend on suppliers of products and services from many other countries in addition to our own. It used to be that diversity programs focused on assimilation and valuing diversity. For example, those in charge of hiring and placement of new hires looked for individuals of ethnic background different from the company's majority and placed them in organizations where assimilation had a good chance of working. Mentors were assigned to the newcomer for a period of months to help with assimilation. It used to be that valuing diversity often meant that the company cafeteria, or even departments where persons of diverse background were placed, sponsored ethnic food days and celebrated national holidays of other countries represented by persons of diversity on staff in an attempt to show that these employees of difference were valued. Precision Ball, our small manufacturing company, for example, was proud of the German, Czech, and Russian engineers on staff and honored their presence with various events and celebrations valuing this diversity.

Now the focus has evolved to concentrate not only on assimilating and valuing but also on managing diversity by strategically planning to leverage workplace diversity for more in-depth learning, growth, customer service, and profit. Here are the typical characteristics of today's diverse workplaces:

• Age
• Gender
• Race
• Ethnicity
• Physical disability
• Mental disability
• Country of birth
• Sexual orientation
• Years of schooling
• Literacy

Within each of these categories are subcategories that more completely define the diversity found in our workplaces. As the person charged with building a learning culture, you have to think carefully about ensuring inclusiveness within each of these categories. This includes any employee who meets the definition of diverse, whether the defining characteristics are immediately apparent or not visible at all. Too often, those who design and deliver training devote an unequal amount of time and energy to persons with obvious differences, such as race, gender, and physical disability, while ignoring others who need accommodations and help to learn because of less readily apparent circumstances, such as life experience, learning styles based on cultural differences, varying levels of literacy, or effects of past discrimination.

It's important in managing diversity to take positive steps to prevent discrimination and to provide equal opportunity for success—especially success in learning.

In terms of a learning culture, you need to be aware of the complexity of the diversity in your workplace as well as the requirements for equal opportunity and access to learning. Obstacles to opportunity and access that you haven't thought of will get you in trouble. In the next section, we examine an example of a trainer who was challenged beyond the obvious equal opportunity diversity issue.

CREATING EQUAL OPPORTUNITY FOR LEARNING

A large national training company had hired me as a contract trainer for several weeks to present a course in training needs assessment in six cities around the United States. I filled the roles of author, instructional designer, and presenter. In my orientation to the training company, I had read the nondiscrimination statement that appeared at the bottom of the application forms. I am an open-minded, experienced trainer and understood the company's statement of nondiscrimination according to federal guidelines. I was also aware from other orientation documents I had reviewed that I represented the company in its practices of valuing diversity.

I had already presented the course in one of the cities to a racially and ethnically diverse group of male and female trainees, with good success. My style was to prepare ahead of class a full stack of projectable slides containing the key points of my presentation, along with paper copies of the same slides as handouts, which the trainees could take back to their workplaces. My preference is to walk around the classroom, make eye contact with each participant, and teach from the slides as I get to know individual trainees.

I was ready to go with the second of my six presentations and waited eagerly for the trainees to show up. Soon after the first few trainees arrived, a blind woman and her aide came to join the class. Suddenly I realized that my slides, the handouts, and my planned approach to instruction wouldn't work for this particular class and especially would not provide an equal opportunity and access to *learning* for this blind woman. My instructional preferences were inappropriate for a person who was not a visual learner. Although she had equal access to the classroom, she did not have equal access to *learning*. I could demonstrate that I valued her presence, but I needed to make a training management decision on-the-fly to rearrange the instructional techniques of the course so that she, in fact, had equal access to learning.

I decided to break the larger group into small groups of three and to present chunks of content for in-depth discussion in the small groups. In the small groups, we talked about personal and professional challenges as they related to our needs as learners. Every trainee, including the blind woman, could articulate his or her challenges. She became an equal part of the

instruction along with all the others in the class. I projected some of the slides to give myself the outline of what I needed to restructure for small group work based on my planned discussion topics, and I still had paper copies of the slides available for any trainee who wanted them as a reminder of what they learned in class. The reorientation from visual to verbal worked well, and the trainees all responded well to the more personal nature of small groups. Later, when reflecting on my experience in that classroom, I realized that my understanding of equal opportunity and valuing diversity was too simple, and that a process more akin to managing diversity was needed in order to provide equal opportunity to learn. I realized, too, that by restructuring the design of the course, I had leveraged the power of diversity in this classroom, and as a result, made a more learner-centric presentation for all of the trainees—not to mention the greatly improved emotional environment in which more learning was possible.

In your role as a manager or leader, you have no doubt been challenged to leverage the diversity you encounter in your work. Take a few minutes to recall a situation that challenged you to provide a deeper level of action than you normally experience. Constructing ramps and providing aides is a compliance issue that most managers recognize as necessary. What often is needed is a different way of thinking, sometimes at the last minute, to ensure that *learning* is optimized. Think about the training management actions that might be required to improve the comfort level of persons from backgrounds different from the majority. Review your collection of slides, handouts, and course manuals to be sure that illustrations are not biased or colloquial

❓ Think About It...

Write a brief description of a situation from your experience with diversity in which you focused more on managing than simply on assimilation or compliance. State how you were able to go beyond assimilation to managing diversity in order to achieve equal opportunity. Check your own company's nondiscrimination statement and use a characteristic or two from it. Think in terms of learning opportunities that are enhanced by leveraging the power of diversity. Recognize some ideas for managing content and procedures to go beyond the usual approaches to diversity. If you can't think of anything you've done in the past, focus on something you can do in the near future to leverage the power of diversity.

words are not used; be sure all printed training material is free of sexist, racist, ethnic, or any kind of discriminatory materials. Be sure that training announcements are sent out equally to men, women, and all levels of employees. Be sure that corporate procedures exist to report and discipline persons who violate guarantees of equal employment opportunity. Training and workplace learning of all sorts are an opportunity of employment, and those in charge of these opportunities must act responsibly regarding access, valuing, and managing diversity to leverage its power for the good of the entire company.

BUILDING IN CREATIVITY AND INNOVATION

A key part of building a learning culture is building creativity and innovation into content, procedures, and structure. One obvious place to start assessing the level of creativity and innovation in your workplace is the organization chart and the bureaucratic processes that govern intraoffice communication (sending memos and e-mail), meetings, and permission signoffs from level to level. Empowerment is a nice word, but it sometimes gets buried in the traditional processes associated with bureaucracy. Change may not happen overnight, but you can take steps to create learning opportunities throughout the company—or even in one highly visible department—that encourage creative thinking and action. These in turn can lead to innovative processes, products, and services and provide an alternative to the old bureaucratic way of doing things.

We consider two essential approaches for building in creativity and innovation. The first is centered on flexibility—the kind of thinking and action that encourages all employees to ask themselves and their colleagues "What if?" What if I do this instead of that? What if we all try to reach these numbers instead of those numbers? What if you and I were to trade jobs for two weeks? What if we interviewed our top 25 customers for their opinions and their data? and so on. It is possible, through training and other learning opportunities, to build in some instruction that leads to flexibility—and flexibility is the key to creative and innovative possibilities.

Guidelines for Flexibility

Building a learning culture involves instructing employees in better ways of doing things, developing a mentality as problem solvers, and being willing to take on and share prudent risks. Look around your company for opportunities to make small or big changes in how work is accomplished. Tie your training development to actual procedures currently in place. Talk with other managers to find out their opinions about work processes that don't work very well—and those that do work well—and why. Get suggestions from them about what kinds of learning activities would be appropriate for addressing problems in the way work is now being done. It's okay to scrap courses that don't work and to start fresh.

Here are several guidelines for you in your role of training manager as you help create a culture of flexibility:

- Study the work processes that most or all employees share
- Look for efforts that seem useless or disheartening—efforts that need to be changed
- Set up learning situations throughout the workplace to define problems and solve them; work in small groups, in colleague-to-colleague coaching, through e-learning exchanges, through e-mail chat rooms
- Run training classes in problem solving, using actual work situations as content; base training simulations on actual work situations that need to be changed
- Cultivate an environment that accepts experimentation and "what if?" thinking
- Publicize the efforts of employees who've demonstrated new approaches or new effectiveness
- Create a feedback and accountability process to show progress and change

Workforce Training for Creativity and Innovation

When you have succeeded in making your workforce more flexible and skilled at defining problems and solutions and working toward making changes, you'll be positioned to develop training programs that encourage creativity and innovation. The best way to do this, of course, is to make exercises in demonstrating creativity a part of all the training you create as well as the training you revise. Your managerial responsibility regarding creativity and innovation must be built on an instructional framework that in itself is an example of creativity. Creating a separate course in "Becoming a Creative and Innovative Workplace" might also be indicated in order to get employees thinking differently. Use case studies from other companies as well as actual processes and systems from your own company. Consider recommending that the whole company take this kind of course within a specified time period so that the challenge to think creatively and be innovative is given to all employees at roughly the same time.

If your company has a stash of course manuals and other documentation about what training has recently been offered, review these for "level of thinking" and behavior that has been taught. Verify these knowledge and skill levels of courses already in use. Begin the process of managing learning change by aiming for high levels in existing training materials. Modify *upward* what you can, and create new training courses and initiate new learning experiences to encourage creativity and innovation.

Consult people of influence in your company to give you guidance and/or join a team or task force to brainstorm ideas. Set specific dates and times for brainstorming, and get permission from other managers to involve those participants. Ask other managers for names of creative and innovative individuals to be part of this effort.Choose outstanding performers from different generations (a 65-year-old and a 25-year-old); choose persons from

countries where educational systems are different from those in the United States (India, China, Mexico, Finland); choose both men and women; choose high performers from engineering, research and development, sales, and information technology fields.

When your brainstorming group gets together, start by asking participants to identify where training and other learning experiences can make a difference in building a learning culture of creativity and innovation. Encourage them to think in terms of levels of thinking and the behaviors that are associated with each.

For example:

low level	high level
define	interpret
recall	evaluate
touch	connect
place	straighten
choose	commit
accept	value

The list of low- and high-level behaviors could become quite long. When you begin to build the kind of learning community that becomes creative and innovative, you need to differentiate the behavioral levels you seek so that you are constantly encouraging your workforce to *think* and *do* at higher skill levels.

The following are some managerial responsibilities involved in building in creativity and innovation to workplace learning. Adapt them to the scope of your training responsibilities:

- Review all training courses and materials for evidence of creative thinking
- Earmark courses that should be revised to be more creative and encourage innovation
- Develop a set of desirable creative behaviors for all employees; get help from other managers or supervisors to verify your list
- Organize desirable creative behaviors into lists from which objectives for learning can be built; place behaviors into lower level and higher level behavior lists so you can see progress from basic skills and behaviors to more advanced ones
- Work with an instructional designer, your brainstorming team, or subject matter experts when you prepare to create courses and other kinds of learning opportunities in order to consistently build in creativity
- Document and publicize creative and innovative work that follows your efforts to build creativity into training

Above All, Get the Boss(es) Involved!

Get your boss and others' bosses involved in planning and implementing change. Your broad or narrow responsibilities for training all will go more smoothly if you have executive buy-in. Especially if you take the risk of involving the whole company in a change effort built on learning, you need executive involvement at the highest levels.

How to Get It

Show your executive(s) that you understand their language. Do this by setting up one-on-one meetings to demonstrate that your mission statement and business plan for training tap into real needs at your company and that you've planned carefully for the development of the training you propose. Demonstrate through these documents that you and your efforts are an *investment* in the company's precious human resources. Don't pad your budget request; ask for only what you need to accomplish the work. Meet them one at a time, face to face; don't depend on an e-mail transmission or a group meeting. Give yourself the advantage of being on an equal par with a single executive as you convince him or her that you talk the same language and care about the company's development as much as they do. Be sure that executives get a copy of your mission statement and your business plan for training; don't leave these documents on a shelf in your office.

Be prepared with backup data in response to questions about your proposed expenses. If you've done your job in assessing training and learning needs, the conclusions that you've reached to define needs can speak for themselves. Aim to discuss with your executive(s) the real challenges you've defined and get a verbal acknowledgement from them that they understand and appreciate the work you've done. Be sure to refer to your timeline for starting various programs, and suggest specific times and situations in which change based on learning could be expected. Show by your actions that you have the best interests of the company in mind. Convince your executive(s) that building a learning culture can pay off in terms of quality, customers, sales, profits, and influence in the wider business community. Aim for a win-win outcome as you seek executive buy-in.

How to Maintain It

Pay attention to your company's quarterly reports and relate your training efforts to the successes described in the reports. Make sure that you personally deliver the good news to the executives about how your training and learning efforts contribute to the financial areas described in quarterly reports. Promote a learning culture as it contributes to the numbers executives love. Work always from a base of information that you have verified—in other words, information about learning needs that should be addressed. Create an atmosphere of inclusion for your executive(s), so that they are knowledgeable about the value of training this particular workforce. Be honest always about expenditure of resources, and tie those expenditures to results that translate into investment in the company's future. Don't hesitate to share positive trainee evaluations and

news items about training's benefits with executives to keep them informed and grounded in the true benefits of training.

Be proactive with proposals for new training to meet identified problems head-on, to get a jump start on how to implement new federal or state legislation, to inform employees about your company's development process for new products, to facilitate mergers or other multicompany enterprises. Don't ever let executives out of the loop on promotional activities and celebrations involving training.

How to Make the Best of It if Executive Buy-in Doesn't Happen

Work to build up the employee base in terms of what training can accomplish in areas associated with higher sales, more customers, greater margins, fewer accidents, fewer lawsuits for discrimination or sexual harassment. Spread the word about the value of an investment in training at all levels in the company, and in particular to accountants, systems analysts, corporate planners, public relations, and HR staff—and to any others who can carry the message of culture change happening in your company. After the word gets out in a variety of places, try again to get executive buy-in. And always, always base training successes on the reality of identified needs being met. Often, where training is haphazard, outdated, and unrealistically expensive when you take over responsibilities for it, you're better off not involving executives until you've done an adequate needs assessment and have a solid mission statement and business plan.

ENCOURAGING ON-THE-JOB LEARNING

In building a learning culture, it makes sense to encourage on-the-job learning through various means, including the computer. You may find you need some help as you get away from delivering classroom training and into facilitating independent study on the job—helping employees see the possibilities for learning from the nature of their work. To encourage on-the-job learning, try some of the following ideas:

- Tie the need for and results of computer use by learners to business goals
- Encourage colleague-to-colleague formal and informal sharing of expertise
- Encourage prudent, informed risk-taking to change work processes
- Publicize and reward creative thinking and positive change; pay attention to *learners*
- Help employees analyze their jobs in terms of levels of skills required; help them think about the use of higher level skills in their own particular work
- Support employees in learning more about high quality standards in their particular work; schedule specific times for one-on-one chats about their work
- Sponsor lunchtime sessions to spotlight new research and development, new award-winners among sales staff, new business ventures, new community services; feature speakers from within the company and get them

to agree to be available for questions after the session; provide a nice buffet lunch, courtesy of "Workplace Learning"; keep the presentations short, no more than 50 minutes per session; extend invitations to any employees who are interested; aim for a heterogeneous, diverse group of learners

- Provide opportunities for independent study of new knowledge and skills for career advancement
- Redesign work areas so employees can easily collaborate for learning around work
- Provide job aids, checklists, hotlines targeted to specific jobs, evaluation standards, self-assessment tools, and lists of contact persons to call for help; make the tools for on-the-job learning obvious and abundant

The Computer and Learning

As a builder of a learning culture, be sure that you see computers as tools, not as symbols of advanced intelligence. Using computers to find relevant information, to be a means for individual contributions to an online learning or problem solving community, and to communicate quickly are all important learning-related functions. One of your most important leadership responsibilities is to clarify in your own mind how computers can and should be used to help build a learning culture. Scan the company to be sure all employees have equal access to this important tool. Employees should be encouraged to use the desktop computer or laptop for appropriate reasons at work to improve work. Tying computer use for *learning* to business goals and documented results puts the focus where it should be. Personal use of workplace computers at work is discouraged.

Coaching and Mentoring

Coaching and mentoring are important tools for building a learning culture. When employees are working with a coach or mentor, it's generally seen by them and by others as a learning situation. Some basic definitions are in order first.

Coaching is usually task-centered, focused on how to do a part of one's job, and is generally of short duration—minutes, hours, but seldom months at a time.

Mentoring is usually seen as a process to help an individual manage change, solve problems, or make a transition to a different job.

Coaches are generally other employees who have experience in the skills of a particular job and have been selected to be helpful to a less-skilled employee until that employee is competent. Coaches frequently come from within the company and are often at a similar job level. Mentors, on the other hand, may be consultants hired under a several months' contract to work with a particular employee to address major process change affecting many organizations across the company. Often a senior executive or manager becomes a mentor for a new, fast-track employee.

Coaches and mentors tap into the need for an empowered workforce because they are action-oriented and expect change to follow their services. In both coaching and mentoring, feedback on understanding or demonstration of skills is immediate and highly personalized, which is important in creating empowered, assertive, and capable employees. Actively engaged coaches and mentors who deepen on-the-job learning are typical of a workplace that demonstrates commitment to building a learning culture. Consider the following as you set up a coaching or mentoring program as part of on-the-job learning:

- Check first with your human resources department to see if it is currently sponsoring a coaching or mentoring program. These programs are often initiated due to impending job change and are thus within the responsibility of the HR department. In contrast, such a program would fall within a training mandate because of knowledge, skills, or attitude (KSAs) needs of specific individuals for the advancement of the company. If HR is not already involved in coaching or mentoring, consider getting it involved. HR personnel have access to different employee documents than you typically have; they are more involved with staffing and you're more involved with learning. Collaboration between the HR and training groups is a win-win situation.

- Look around the workforce to identify departments and individuals within them who could benefit from coaching or mentoring. Decide how large a program you need, that is, how many individuals within the company, how many outside consultants, estimates of cost, and so on. Try to use in-house experts on loan from other departments to help out and to save money. Many companies have employees who are designated as subject matter experts, or SMEs. These individuals often make good coaches and mentors. Be sure to include diversity issues as part of your focus as you identify coaches and mentors.

- Decide if you want to institute a formal program or an informal one. Get concurrence from HR in this decision; divide up the scheduling, documentation, and evaluation tasks between the two functions (HR and training).

- A formal program would probably mean that you'd develop written learning objectives for each pair in the program, create lesson plans or content outlines, design evaluation forms or online assessment surveys, stick to an implementation timeline, collect and analyze evaluation data, keep documentation, get involved in recommendations for promotion or job change, and systematically give companywide visibility to the effort and publicize the successes.

- An informal program would more likely mean one-to-one teaching and learning as employees meet together to learn new ideas or skills. In shorter, informal programs, employees often work from a "job competencies list" or "job skills checklist" posted at the point of need. The checklist often serves as the evaluation or assessment document. Informal programs are typically more closely tied to needs of the job at the point of need. Informal learning, person to person, spread throughout a company sends

E xhibit 2–5

Coaching Skills Assessment

Instructions: This is a self-assessment to be used by potential coaches and in dialogue with you or your representative as coaching program facilitator.

Ask the potential coaches to study each item in the inventory of coaching skills and rate themselves according to what they perceive as their need to know. The rating scale of 1–5 is interpreted as 1 is a small need; 5 is a great need. Talk with the potential coach when he or she has completed the self-assessment. Be prepared to suggest remedial action and immediate follow-up to your discussion.

COACHING SKILLS ASSESSMENT

Name of coach   Name of person being coached

Job Title of person being coached

Date

Rating scale: 1, 2, 3, 4, 5   1= small need; 5 = great need

coaching skills	*rating*
	/
How to ask good questions	
	/
How to recognize a "teachable moment"	
	/
How to be an active listener	
	/
How to give feedback	
	/

How to receive feedback

_____/_____

Stating objectives for learning

_____/_____

How to teach by demonstration

_____/_____

How to teach through stories and metaphors

_____/_____

How to design and use job aids

_____/_____

How to use learning hierarchies

_____/_____

How to choose learning strategies favored by adults

_____/_____

How to use guided practice

_____/_____

How to use the learner's experience

_____/_____

How to measure and evaluate learner's progress

_____/_____

Instructions: Use this flowchart as a template for devising an individual learning plan. It is particularly useful in coaching and mentoring situations. Modify the timeline and activities as appropriate for your particular situation. The Individual Learning Plan should be developed by the coach or mentor and individual learner together.

Ask the potential coaches to study each item in the inventory of coaching skills and rate themselves according to what they perceive as their need to know. The rating scale of 1–5 is interpreted as 1 is a small need; 5 is a great need. Talk with the potential coach when he or she has completed the self-assessment. Be prepared to suggest remedial action and immediate follow-up to your discussion.

INDIVIDUAL LEARNING PLAN

January	fine-tune entry skills / satisfy prerequisites → study the desired product → verify entry skills → line up peer instruction
February	
March	assemble materials, software manuals, textbooks task lists, hotline number, jounais supplies, contact person
April	study and learn / 6 hours per week of self-directed learing
May	work with a coach 2 hours a week → peer and self-evaluation / peer/coach feedback and counseling
June	

go to advanced training   return to work at former job   begin new work

E xhibit 2–7

The Coach or Mentor's Evaluation Checklist

Instructions: "How am I doing?" is a question that a coach or mentor should hear frequently. Good coaches and mentors instill a sense of continuous evaluation during learning, creating an atmosphere of assessment and certification of progress. This checklist includes some of the things coaches and mentors can do to fulfill their function as evaluators. Use this in checklist form to sensitize your coaches and mentors to the many dimensions of evaluation and to help them see that trial and error are both good. Ask your coaches or mentors to assess their own evaluation skills by using this checklist before they meet with individual learners.

THE COACH OR MENTOR'S EVALUATION CHECKLIST

_____**1.** Create performance standards collaboratively with the individual learner; never make standards a surprise.

_____**2.** Tell the learner why something was wrong and suggest a way to improve it.

_____**3.** Listen, guide, and facilitate: Let the learner tell you what he or she is doing differently after coaching/mentoring.

_____**4.** Discuss strengths and challenges, with praise and suggestions for improvement.

_____**5.** Identify recurring patterns of thinking and behaviors of your learner so that together you can evaluate whether these are good or bad for the company.

_____**6.** Collaboratively create a development plan for your learner based on evaluation data and information.

_____**7.** Be sure to give your learner a chance for self-evaluation, and combine that evaluation with your own evaluation of him or her.

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the message that questioning, experimenting, and sharing expertise are valued.

- Help create and maintain appropriate documentation from both formal and informal programs. Meet with recognized experts throughout the company to develop job competencies lists and job skills checklists. These lists help provide accountability documentation. As the person in chargeof learning, you'll be the first to identify learning problems and process shortcomings—and you'll be expected to suggest program modifications accordingly.

- Prepare helpful teaching checklists and guidelines for persons you select as coaches and mentors. Be available to coaches and mentors while they are on the job, to troubleshoot and facilitate in whatever ways you can.

- You may want to use or adapt Exhibit 2–5 in discussion with a coach whom you have chosen at least two weeks before the start of coaching. This is a coaching skills inventory with a rating scale for each skill. It should be used by you (or your representative) and the coach together. Give the coach the responsibility of rating him- or herself and of using the coming two weeks to fill in the gaps indicated by low ratings on the form. Engage

in a collegial discussion and assert your facilitative functions. Make it clear that the company has expectations and guidelines for the coaching experience and that you are there to help the process succeed. Find another coach if the skills gap seems too wide.

- You may want to use or adapt Exhibit 2–6 for coaches and mentors to follow as they work with individual learners in the program. Coaches and mentors, individual learners, and you as the program manager can all benefit from this simple six-month flowchart. Use it to keep the learning process on target and the program expectations clear.
- You may want to use or adapt Exhibit 2–7 to guide the coach or mentor's feedback to the individual learner. Using a checklist like this can become a key element in the "in-process" (formative) evaluation activity. Formative evaluation steps lead to in-process corrections and to more reliable and helpful end-of-process (summative) evaluation. Coaches and mentors must get the message that learning is the kind of process that responds well to encouragement along the way, informed risk-taking and experimentation, and verification of success at the end.

Getting the Most Out of E-Learning

Perhaps the most obvious place to look for on-the-job learning opportunities is in individual employees' offices or at workstations as they work on their computers. American business over the past decade has embraced e-learning and its possibilities, but it has been experienced uneven results with this form of learning as the wrong kinds of course content and cumbersome processes have been put online. In our typical rush to be the first with new technologies, developers have not thought out the whole process of good instructional design for this new delivery system and have placed too much faith in the power of the instructional delivery system.

The following are guidelines for appropriate instructional use of computers, the Internet, and the Web for e-learning:

1. Communicate the message that the computer is only a tool for learning.
2. Familiarize yourself with and understand the role in the learning process of the following components of e-learning: LCMS (Learning Content Management Systems), authoring tools, databases, simulations, online chats, threaded discussions, virtual classrooms, synchronous communication, asynchronous communication, and learning objects. Two excellent sources of in-depth information about e-learning trends and applications are Elliott Masie and Brandon Hall. They can be reached online at *www.masie.com* and *www.brandon-hall.com/public/publications/courseware/*. The American Society for Training & Development (ASTD) also features publications, online chats, and seminars on various features of e-learning. Contact ASTD by telephone at (800) 628-2783 or online at *www.astd.org*. *TRAINING* magazine and the ASTD publish annual surveys on the state of the industry. These surveys generally have up-to-date information on e-learning usage in the workplace. *TRAINING* magazine can be reached by

telephone at (800) 328-4329 or online at *www.trainingmag.com*. Do some research of your own into the pluses and minuses of the many components of an e-learning system and avoid being overwhelmed by the latest heavily advertised system.

3. Talk with people both inside and outside your company who have had experience with e-learning. Know the benefits and make a judgment that those benefits match your learning needs and your potential e-learners.

4. Assess the learning styles and emotional characteristics of your workforce, either formally or informally, to check their motivation, computer skills, and readiness to learn online. The magazine *Chief Learning Officer* reprinted a survey done in 2004 by IDC Corporation that indicated the top five obstacles to employee use of online learning. These are: "cost, 61%; difficulty deploying content using existing technologies, 55%; employees not motivated to learn online, 45%; lack of management buy-in, 42%; and return on investment of e-learning has not been sufficiently proven, 39%." (*Chief Learning Officer*, November 2004, p. 51.)

5. Consider what you need to do in terms of scrapping or rewriting your current classroom courses to transpose them into successful e-learning. Many e-learning specialists advocate starting over with the design of content for an e-learning application due to the unique learning requirements an individual experiences in front of a computer screen. Often the cost of trying to rewrite existing courses exceeds the cost of starting from scratch. An important finding that's typical of e-learning design is that the content of a new e-learning course becomes out of date before it has a chance to be used.

You need to consider making course content, process, and peripheral information much shorter in order to prevent boredom in e-learners; think in terms of content versus process, making the "need to know" e-content different from the online activities of exercises, checklists, graphics, and tests. Don't simply enter all of the words and the same structure of your current classroom training manuals online and call it e-learning.

Classroom training remains popular because live human beings are together interacting socially and learning together. The e-learning dropout rate has been high over the last decade, but instructional design changes are being made throughout the industry and hopes remain high that e-learning will be developed and used properly. One development to watch is the creation of "learning objects," which are coherent designs for learning that can be accomplished in about 10–15 minutes online, addressing a single subject with very specific KSA information and exercises. Learning objects are generally designed to be interchangeable from e-learning course to e-learning course. Examples of learning objects include: Basic Repair Techniques for HP Printers; 2006 Updates for the Family and Medical Leave Act (FMLA); and Ten Things a Manager Should Never Say During an Exit Interview.

The advice here is to do your homework and investigate the pros and cons in the context of your particular workplace and your company's business goals before you make any decisions or spend any money on e-learning.

E xhibit 2–8
Encouraging Self-Study

Instructions: Before you buy any self-study courses for your employees, study this chart and evaluate how the factors and responses apply to your workplace learning needs. Forethought and preparation go a long way to ensuring employee satisfaction with self-study.

DRIVING FACTORS	ENCOURAGEMENT RESPONSES
1. No corporate money budgeted for classroom training	**1.** Purchase of self-study courses could be taken out of departmental supplies budgets
2. Employees asking for basic level training in several content areas	**2.** Use self-study courses complemented by job aids, skill-builder diagrams, or demonstration videos
3. Complaints that self-study is boring from learners who prefer face-to-face interactions	**3.** Create a self-study "help system" using the corporate employee contact list; hand out reference lists to be used as needed, including books, reports, contact information of people who could be coaches
4. Self-study courses are too wordy; I'll never use a lot of the information in that binder	**4.** Develop a self-study assessment task force or team charged with reviewing each course you intend to buy, so that you can assure your learners that an in-house team has verified that the course is valid for your company's needs or that it has been modified according to your standards
5. To whom am I accountable as a learner? Who knows I learned anything?	**5.** Be sure that you have an accountability system in place before you begin any kind of program of self-study; systematically collect scores on tests and results of exercises; be sure that company-sponsored self-study results are part of employee records; publicize successes

E-learning can be a great source of opportunity for just-in-time, on-the-job learning as a need arises. The possibilities for quick networking with other employees involved in the same kind of work are numerous and very attractive. Helping an individual learner access "learning objects" can be a useful function of team leaders and those in charge of training. A whole new way of thinking about training goes along with e-learning. The cultural change that supports e-learning features employees who are empowered to find out what they need to know and to put that new knowledge to work immediately to improve their performance. It's a tough transition to make from the generally passive learner participation in courses to which learners were sent by their managers to a non-classroom environment of independent self-study, performed as needed online. It's a different mindset to

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E xhibit 2–9

Self-Study Pre-Course Review

Instructions: This is a self-study course review form to be filled out by a knowledgeable person before your company buys the course. Use the information you get from this review to (a) buy the course as is, (b) buy the course and add/delete/modify it before you give it to employees, or (c) not buy this course.

1. How would you reorganize the topics to make their delivery more effective?

_____

_____

2. As you review the course, do the scope, design, and format seem interesting? Does self-study seem to be a good way to present this training? Why? _____

_____

3. At some point during the course, ask for help (use a hotline number, check a reference, use a help screen, etc.) and report on what happened. Focus on quality. _____

_____

4. How good are the instructions? Why? _____

5. Are lessons at the right level—not too easy, not too hard? What do you think is the right level?_____

6. Are the exercises and tests helpful? Why or why not? _____

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go from three days of classroom training to three fifteen minute "chunks" of e-learning.

Techniques for Encouraging Self-Study

Self-study is also known as independent study or self-directed learning. The American Management Association is well known as a provider and promoter of self-study courses. The trend over the past decade has been for professional associations of all sorts to sponsor self-study that provides certifications of accomplishment at the conclusion of study and the passing of an accountability test based on the content of the self-study course. These professional certificates are valued in various related industries. Self-study is both a good solution to learning challenges on the job and a reliable

source of independent learning away from the office, where it can provide the impetus and tools for career advancement or change.

Exhibit 2–8 explores some of the factors driving the interest in self-study and what you can do to encourage it in your workplace.

Exhibit 2–9 is a self-study course review form to be used by you, the person in charge of training, or by an employee who is expert in the content and processes of the course. Use it to assess the validity and value of the course before you invest any time or money in it.

Team Learning

The last section is on team learning. We include it here because team learning is most often demonstrated by team members' working together, solving problems, and learning together on the job as individual learners and as a team. Organizations or entire companies set up in teams require a different approach to training than the more familiar kind of classroom training or e-learning.

Most teams are models of diversity, composed of individuals of different power levels, pay scales, job titles, education levels, years of experience, ethnic background and gender. Team work has benefited from heterogeneity. Those in charge of training for teams need to take this diversity seriously, and design and deliver training that's meant specifically for teams. Here are some things to consider as you think about being responsible for team learning:

- State the learning objectives for teams in terms of better quality, improved processes, more innovation, and better service. Leverage the diversity you find on the team to encourage better performance of the individuals on the team and the team as a whole.
- Be sure that team members know that communication tends to be different in teams. The first step is to encourage team members to network with each other in all forms of communication, to coach each other, and to learn together according to common goals.
- Create and post a "team competencies" chart as a job aid; develop this in collaboration with the team members. With team input, design the team learning evaluation based on this team competencies chart.
- Sensitize teams to variety in learning styles and preferences; encourage open-minded responses to the styles and preferences of other team members.
- Talk with team members about new uses of time; suggest that they place greater value on collaborative problem solving, how to give and receive feedback, and the benefits of engaging in dialogue and reflection.
- Let team members know that you understand that team problems can be complex, and demonstrate to the team that you support their engaging in new ways of learning in order to deal with such complexity.

E xhibit 2–10
The Four-Phase Training Process

Instructions: Follow this four-phase process as you build a learning culture. Use this model as a guide in developing all kinds of training and learning opportunities.

Assess → Design → Deliver → Evaluate

Assess

Evaluate   Training Process   Design

Deliver
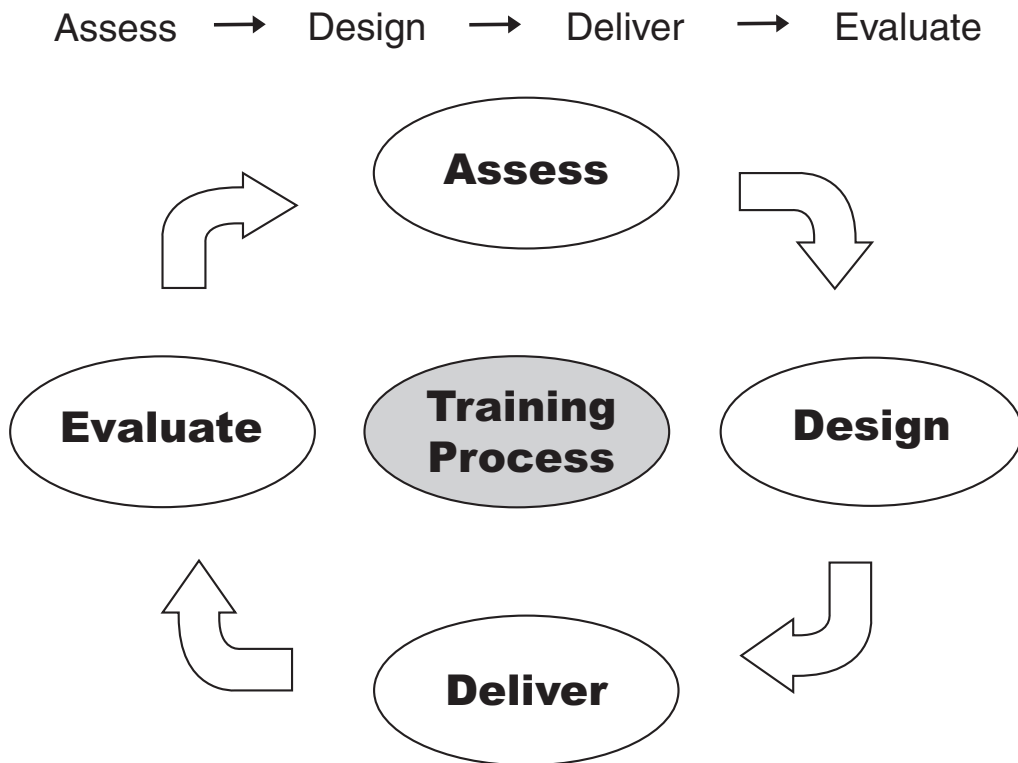
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Building strong teams and helping them learn will contribute mightily to demonstrating that you are committed to building a learning culture at your company.

UNDERSTANDING THE FOUR-PHASE TRAINING PROCESS

As the person in charge of seeing the big picture of training in your company, you are the one to clarify and organize the many things you need to do to make it all work. The simplest way to think about training and learning in the big picture is to memorize this model of a four-phase training process and apply it to the decisions you make about program development and building a learning culture. Exhibit 2–10 presents the essential development

process to create learning opportunities of all sorts—formal, informal,classroom, e-learning, coaching, mentoring, self-study, team learning. Remember, with any learning opportunity you set up or any course you modify or create, you should engage in the four phases suggested here so that your efforts on behalf of learning are in fact efforts consistent with business goals.

Phase 1: Assess

Analyze the business reasons why this training is needed and state them clearly. Analyze the workforce to see how many employees across the company might need this training. Determine the level of competency in this particular training the current workforce can demonstrate, so that you have accurate information upon which to build training that specifically addresses what the workforce still needs to know. Assess your current capability to create the training that's needed and document staff and budget requirements.

Phase 2: Design

Think about all the possibilities for creating training or other learning opportunities to meet the needs of your potential learners. Expand your thinking to include formal and informal learning opportunities, the possibilities in designing training for teams involved in the stated needs, and in the intentional design of self-study materials and job aids that appeal to individual learners. Decide how much of the design effort you can do yourself or with current staff; propose hiring instructional designers, graphics specialists, or media and technology experts if you have a comprehensive training assignment and adequate budget to do this. Think in terms of KSAs that should be designed into this training in order for it to meet assessed needs. Work to build training whose design matches needs: Use "need to know" as a guideline. Start by translating your needs assessment findings into three columns: Knowledge, Skills, and Attitudes. Fill in the columns with a statement in outline form of the needs of your learners. This helps you see more clearly the kinds and proportion of needed KSAs in the training you design. Build your courses and other learning experiences on the results of needs assessment. Review the introduction of KSAs in Chapter 1. Ask for help in defining KSAs from subject matter experts and other knowledgeable persons in your company. Think broadly in terms of designing many kinds of learning experiences. By focusing on building learning around learners' needs, you encourage yourself to think about how new knowledge, new skills, and new attitudes can best meet those needs.

Phase 3: Deliver

The Deliver phase of the training process is sometimes called Implementation. In a traditional training situation, an instructional designer writes a course to be "delivered" by an instructor to learners. Many instructors benefit from a train-the-trainer course. In recent adaptations of traditional training, such as e-learning, self-study, team learning on-the-job, and coaching, the learning opportunities are not so much *delivered* as they are

implemented. Think of delivery in the traditional sense of classroom training, or of learning opportunities that have been designed, but are more precisely implemented in any number of ways. The important thing to remember is that how learning opportunity reaches the learner for whom it was created is an important and separate phase of the training process.

Phase 4: Evaluate

Finally, the Evaluate phase follows Delivery. Evaluations of the learning that occurred can be done in many ways. As the graph in Exhibit 2–10 indicates, the training process is represented as a circle, with each phase leading into the other. Most learning leaders are interested in evaluating any or all of the following: printed material (course manuals, lists of instructions, a written test of content), the content and process outline of training, the list of learning objectives, the timing of parts of the course or learning activities, the instructor's style and delivery, and, of course, how much learning occurred as evidenced by scores on learner evaluations or on tests or checklists that address transfer of learned KSAs to the learner's job after training. Work with managers and team leaders—and an evaluation specialist—to prepare evaluation forms, checklists, and tests that fairly evaluate the training and learning opportunities you've created. Use evaluation results in further learning needs assessment as you complete the whole training process as shown in Exhibit 2–10.

Management versus Development

If you are new to the roles and responsibilities of managing training, you need to consider the differences between management and development. The most important thing to remember is to believe in the process of learning as a strategic work process whose goals are directly related to the goals of the business as a whole. As you get further into your training responsibilities, keep in mind the difference between management and development. In many situations, you'll be asked to perform both functions.

In management, you think broadly in terms of options; in development, you narrow your focus on a specific training or learning solution. In management, you provide business plans and strategies, training rooms, funding, materials, and staff appropriate to the entire program, the courses or other learning opportunities; in development, you rewrite or redesign existing programs and create new learning opportunities. In management, you set standards for training and learning evaluations; in development, you are responsible for producing evaluation documents of many kinds. As the person in charge of building a learning culture, you participate in both management and development functions but not necessarily in equal proportions. Ask for help when you need it. And remember the circular training process. Determine which of the four phases you have expertise in, and get help for the others. Getting other knowledgeable and reliable employees involved in helping you build a learning culture just plain makes good

E xhibit 2–11
The Four-Phase Training Process

Evaluate

Deliver

Training Process

Assess

Design
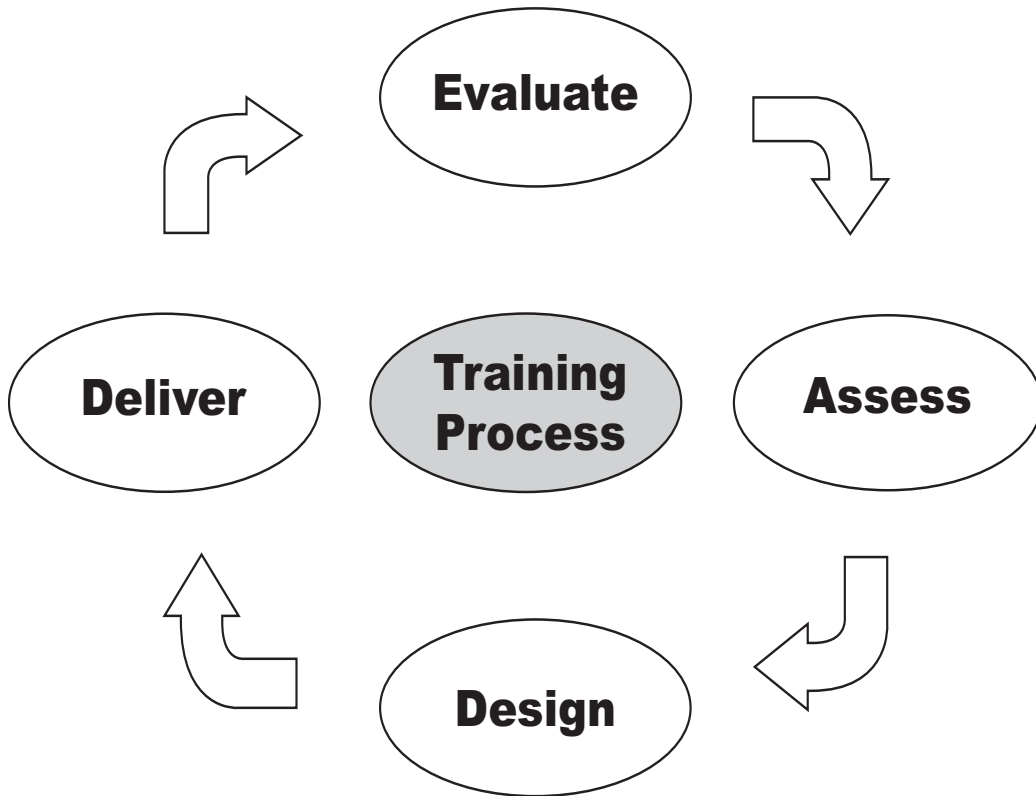
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sense. Think collaboration, contribution, dissemination, sharing, and empowerment.

Exhibit 2–11 is included here as a review of the four-phase training process. We have rotated it to help you remember to engage in all four kinds of activities as you build a learning culture at your company.

recap

In your role as builder of a learning culture, you are responsible for the strategic planning for learning and for encouraging a climate of creativity, innovation, and problem solving . You work with employees until they start thinking in terms of *what if…,* and of *how* and *why* things work or don't work. You set up a variety of learning opportunities on the job, both informal and formal, often targeted to individual learners at their desks or work stations. You think of employees as individuals first, then as members of departments, teams, and projects. You take on the companywide challenge of managing diversity in new ways; in particular, leveraging the power of diversity into better ways of learning and of doing business. You make decisions about ways to make your company a learning organization, and you are guided by the four-phase training process of assess, design, deliver, and evaluate.

- *Strategic planning of companywide learning strategy.* This chapter began your own knowledge, skill, and attitude development by focusing on the importance of strategic planning in your role as manager of training. Working with individuals and other managers to assess needs and provide you with information about learning challenges, giving a name or description to processes that need fixing, and being specific about why and how things work or don't work are all parts of the challenge of positioning training and learning as strategic opportunities.

- *Building in creativity and innovation.* One of the most important actions you can take as a manager is to encourage employees to take positive steps to move from bureaucratic and time-worn ways of doing things to being more flexible. Another is to work with subject matter experts and identified creative employees within the company to analyze skills currently taught for their levels of cognitive requirements. Work to upgrade important skills by teaching to a higher level; pay attention to which skills are needed for problem solving at ever-higher levels.

- *Ways to encourage on-the-job learning.* On-the-job learning is very desirable in our fast-moving and globally reaching business environment. Some ways to encourage this kind of learning at work from work are to: encourage colleague-to-colleague formal and informal sharing of expertise at work sites; encourage employees to take prudent risks to change work processes for the good of the company; help employees define the skill content and level of their jobs; provide tools for easier on-the-job learning, for example, posted job aids and instruction sheets, lists of performance standards; redesign work spaces so that employees can easily collaborate for learning; and create coaching and mentoring programs throughout the company.

- *Management skills in implementing the four-phase training process.* We build upon a four-phase circular training process consisting of the fundamental processes of assessing, designing, delivering, and evaluating—the processes that any manager who's responsible for workplace training and learning opportunities must implement.In assessment, you search for accurate statements of needs, working with key individuals throughout the company who can help you; in design, you consider business goals first,

supporting designs for learning that maximize opportunity and stay within budget; in delivery, you consider the positives as well as negatives in alternatives to the classroom, examining the possibilities in self-directed learning, e-learning, and on-the-job learning as these delivery processes impact the costs and benefits of new learning modes; and in evaluation, you help set performance standards that lead directly to business results.

Review Questions

INSTRUCTIONS: Here is the second set of review questions in this self-study course. Answering the questions following each chapter gives you a chance to check your comprehension of concepts as they are presented, reinforces your understanding, and provides you with information that is fundamental to the chapters to come.

As you can see below, the answer to each numbered question is printed to the side of the question. Before beginning, conceal the answers in some way, either by folding the page vertically or by placing a sheet of paper over the answers Then read and answer each question. Compare your answers with those given. For any question you answer incorrectly, make an effort to understand why the answer given is the correct one. You may find it helpful to turn back to the appropriate section of the chapter and review the material about which you were unsure. At any rate, be sure you understand all the review questions before going on to the next chapter.

1. Three fundamental things you need to do as you begin to plan a companywide learning strategy are: 1. b
   (a) line up consultants, buy new computers, hire support staff.
   (b) identify organizations from whom you need information, name processes that need fixing, focus on why and how things work or don't work.
   (c) design, deliver, implement.
   (d) train instructors, rent hotel space, collect evaluation forms.

2. What is the best way to manage diversity in a learning culture?   2. a
   (a) Leverage the diverse characteristics in your workforce to improve learning for everyone.
   (b) Rewrite the company's nondiscrimination statement.
   (c) Pay particular attention to the obvious: race, gender, physical handicap.
   (d) Focus all your efforts on the narrow letter of the law regarding compliance.

3. Two managerial responsibilities in building in creativity and innovation are: 3. c
   (a) start every training program with a learning game; hand out prizes.
   (b) eliminate services and processes from review of creativity and innovation needs.
   (c) encourage employees' what if? thinking; develop a workforce mentality of problem solving.
   (d) play music in all classrooms; serve gourmet snacks.

4. Using the desktop computer for learning is an example of: 4. c
   (a) poor use of time on the job.
   (b) unacceptable resource use.
   (c) using a tool for on-the-job learning.
   (d) frustration and boredom.

5. What are the four phases in the circular training process?   5. d
   (a) Declare, define, develop, disseminate
   (b) Inspect, improve, instruct, institute
   (c) Self-study, seminars, e-learning, conferences
   (d) Assess, design, deliver, evaluate

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Performance Consultant

Learning Objectives

By the end of this chapter, you should be able to:

- Define workplace problems as the gap between what should be and what is.
- Describe at least three ethics dilemmas that affect performance.
- List at least four probable causes and potential solution interventions for performance problems.
- Identify training opportunities based on deficiencies in knowledge, skills, or attitudes (KSAs).
- Explain how performance analysis can maximize transfer of learning to the job.

INTRODUCTION

Taking on the role of performance consultant is probably the best thing you can do in order to show what training *is not*, and thereby save training solutions only for training problems. A performance consultant is one who defines the business results of an employee's job performance and examines any issues or problems related to the job that prevent a person from doing it successfully. A performance consultant looks at the whole environment surrounding a job. Issues or problems that affect performance could include: lack of complete or accurate information about the company; lack of incentives or

rewards for doing excellent work; poorly stated or nonexistent standards for quality and productivity; absence of helpful feedback about how they do their jobs; outdated or unrealistic pay scales, and so on. A performance consultant also defines learning problems—those performance problems that result from a lack of the KSAs needed to do the job right. The emphasis is on *defines*—the first task in any problem-solving assignment.

The role of performance consultant is included in this course to show you how to separate nontraining problems from training problems. It is important to do this so that you deal only with training problems and training solutions. Your essential responsibility as a performance consultant is to define and then eliminate the problems that are beyond the job of training. In your role as manager of training—regardless of its scope—your basic responsibility is to do training only when training is needed. In this chapter, we give you some approaches to problem identification in organizational as well as in individual performance. In your eagerness to help people learn and to make a positive difference in the way work is done, it can be very tempting to see your job in training as broader than it actually is or should be. Putting yourself in the role of performance consultant early on can save you time, money, and frustration by seeing your training responsibilities more clearly—and by placing responsibility for solving other organizational problems with other managers.

Defining the Gap between What Should Be and What Is

In the language of performance consulting, the word "gap" is very important: it refers to the difference between *what should be* and *what is*—the optimal state of affairs versus the actual state of affairs. Defining this gap is an important task of performance consulting. It requires that you think beyond training and learning to organizational processes. It requires that you temporarily abandon your bias toward learning in order to define solutions that might or might not include development and implementation of training and other learning solutions.

Performance consulting means that you first analyze performance—of individuals, teams, work processes, products, and systems. It means that you understand the standards for each of these kinds of performance. Your challenge probably will be to organize a fact-finding effort to secure sets of performance standards that can be used by an internal team to document the standards of performance in this workplace. Because the work of a performance consultant involves many organizations or departments and a corresponding number of sets of standards for doing work, it is essential that you get executive buy-in for these efforts. Take the time early on to share your plans with your supervisor and others in your chain of command, all the way up to the executive level. Get their input on places in the company they'd like you to assess in terms of performance; get executive ideas for where problems exist and why. Get other managers involved in defining problems.

As a performance consultant, you need to get an accurate picture of how the company performs according to the various sets of standards it has created. Simply stated, you need to define the gap between what is and what should be. Executives and managers tend to appreciate this kind of clarifying effort that is directly related to improvedbusiness results.

In your analysis, you'll probably find many different reasons for poor performance, such as an insufficient number of computers or printers, an attitude of secrecy about financial goals, or a lack of experience and expertise in a department that recently had six retirements. None of this information suggests a training problem, and training should not be considered a solution. As a performance consultant, you first define the problem you've found, then recommend a solution in dialogue with other managers and executives. In the preceding examples, buying more computers and printers, instituting and enforcing a policy of financial transparency, and beefing up job descriptions for new hires prior to recruitment in the affected department are performance consulting solutions. When training managers first act like performance consultants, they save the training operation time and money and enhance its relevance by doing training only when it is needed.

However, if you discover a situation in which knowledge or skill or a change in attitude is needed, then go full speed ahead to create training to solve the problem. Your role as performance consultant has made your actions as training manager more focused, and more relevant training is likely to follow. Thinking like a performance consultant will make the training you propose on target to solve specific performance problems of deficits in KSAs. Being a performance consultant propels you into a larger corporate role and makes you expand your thinking to include the company as a whole.

If training is needed, consider the broad range of possibilities. Suggest new kinds of training and learning opportunities to address any gaps in what is versus what should be. Think creatively about classroom training that's either traditional or innovative, and about other kinds of learning opportunities that are informal and involve on-the-job, person-to-person, kinds of setups. Consider how to help individuals see themselves always as learners. Help them develop skills to learn by themselves—on line, from books, and from each other. Look forward as you create learning opportunities and become a spokesperson for workplace learning of all kinds. Build a working environment that values learning. Help employees to learn the things they need in order to act differently with more knowledge, higher-level skills, and improved attitudes toward work. Be a performance consultant as you manage training that truly improves performance.

THE AGENCY'S "VISION THING"

Family First Coalition, a not-for-profit agency, has a budget that's in trouble. The five program heads are decent people with lofty visions for the agency. All five are former executives of local small businesses. They developed an operating budget based on their visions. Unfortunately, the income side of

the balance sheet does not equal the expense side. The program heads believe with all their hearts that their budget reflects the true, wholesome, charitable goals of the agency. They believe that money is a tool for accomplishing the stretch goals of the organization, which they have publicized throughout the county. The budget presentation meeting is scheduled for Friday.

Martin Towle has heard rumors that at Friday's meeting the program heads are going to suggest a three-day training workshop on accounting basics. His experience as a performance consultant tells him that such an approach to the budget gap would result in training that was aimed at the wrong problem, a waste of time and money, unnecessary and probably redundant, and boring.

His analysis of the situation brings him to the conclusion that something is wrong with the vision and goals of the agency. In his performance consultant role, he wants to define the problem—that is, the gap in the budget—as an "expectations" problem. In his solution-finding analysis, he'll suggest various actions the agency can take to get the two sides of its budget in balance. He'll also support the program heads in their desire to be of service to the community, but he'll do it within the framework of a realistic set of data rather than a too-lofty vision. He'll carefully try to lower their expectations, and he'll recommend other managers and individuals with a background in balance sheet preparation to work with them as they realistically reconsider the agency's service goals.

⁇ Think About It…

Here are some factors to investigate as Martin prepares for his "expectations" presentation at Friday's meeting of the program heads. Add your own explanation to each item.

- Motivation: _____ *(should be related to budget)*

- Rewards: _____ *(focus on department achievement)*

- Repercussions: _____ *(separate them from salary reviews)*

- Incentives: _____ *(make them team-based)*

- Communication: _____ *(tell every employee at every level, not just managers)*

- Feedback: _____ *(schedule weekly information meetings)*

- Accuracy: _____ *(report in consistent format to increase understanding)*

WORKING WITH PERFORMANCE STANDARDS

Let's now turn our attention to the idea of standards—ethical standards of performance appropriate for the business community, performance standards for business processes, and performance standards for individuals at work.

A look at the word *performance* is a good place to start. First of all, performance means behavior, action, how something works. Performance standards indicate the desired actions of processes and people. Along with the identified performance comes a measurable outcome—what percentage, how many, how much time, what frequency, how many dollars, and so on. Working with performance standards means that you focus on behaviors and on the numbers that represent approximation to that standard. Observable actions and meaningful numbers are the foundation of working with performance standards.

Performance and Ethics

In recent years, businesses have been closely scrutinized and investigated by state attorneys general, stockholders, the national press, and even competitors for irregularities in financial results and protection of intellectual property. We read stories of spinning the press, conflicts of interest in academe and government, hiring of illegal nannies, insider trading, cheap knock-offs of high-end consumer products by unscrupulous franchisers, steroid use to improve professional sports performance, and simple lying, cheating, and stealing. Passage of the Sarbanes-Oxley Act in 2002 was an attempt to impose more accountability on officers and executives.

Here are some unethical behaviors that affect performance:

- Corporate directors serving on many boards can result in inflated CEO salaries; cross-board membership provides an insider perspective on salary competition and performance of the compensation committee
- Inflated earnings affect financial performance on the corporate balance sheet
- Loose internal financial controls affect the profit and loss performance of the company
- Misstating scrap and waste affects manufacturing process performance
- Maintaining off-balance sheet liabilities affects financial performance of assets
- Irresponsible statements of earnings per share of stock affect performance of stock

Accounting and governance reforms have focused on finances at the highest levels in companies. However, corporate ethics also involves the behaviors of ordinary employees as they interact with each other at work. Performance consulting theories and practices focus on motivation, incentives, rewards, and emotional needs of individuals at work. Individuals behave in certain ways with each other in the workplace in response to the

work environment or cultural and social influences at work. Unethical and/or bad behavior by individuals can lead to negative influences on organizational performance. Here are some examples:

- Withholding information leads to poor organizational performance
- Taking credit for work done by others leads to broken networks and dysfunctional teams
- Lying to gain favor with influential superiors leads to mistrust among peers
- Hiding bad news or over-promising results leads to performance goals that can't be met

When you uncover organizational and individual problems in your role as a performance consultant, try to state the bad influences and the effects those influences have. Think in terms of cause and effect as you zero in on problem identification.

Performance Standards for Processes

Here are some typical processes that occur in most businesses. Each has measurable standards of performance.

Performance	Measurable Standard
• Forecasting	Percent accuracy
• Testing	Number of pass/fail scores
• Managing time	Minutes saved
• Ensuring safety	Number of persons injured

Each measurable standard has a number associated with it that indicates the desired performance standard. Some examples include financial forecasting with 80 percent accuracy or a corporate time-management policy with a stated goal of having each employee figure out within 14 days how to save 30 minutes per day.

Exercise 3–1 gives you a chance to apply performance consulting analysis principles to your own company.

✎ Exercise 3-1: Examples of Work Processes and Measurable Standards at Your Company

Instructions: Using the example of the processes in the preceding bulleted list, identify four work processes at your company, the type of measurable standard that applies to each, and a number that indicates the actual standard for that item.

Performance	Measurable Standard	Actual Standard
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____

(e.g., writing press releases . . . to meet Friday noon deadlines . . . last Friday of the month is exempt)

This is the kind of thinking you need to do as you determine the performance gaps in your organization. If that performance gap is caused by a KSA gap,—then training or some kind of learning solution is indicated. Be ready to hand over all nontraining problems to others to figure out appropriate solutions.

Performance Standards for Individuals

Here are some typical areas of performance problems associated with individuals at work. Each area has a measurable standard of performance.

Performance	Measurable Standard
• Meeting deadlines	Date of accomplishment
• Contributing to profit	Percent of margin per quarter
• Closing sales	Time to close; number of sales
• Familiarity with product features	Number of features described and explained

Again, note that each measurable standard is quantifiable; that is, it has a number associated with it that indicates the desired performance standard. For example, date of accomplishment is the 15th of every month; time to close a sale is two days. Your performance analysis could elaborate on meeting or not meeting the measurable standard. For example, person X met his deadlines on the 15th of each of the past three months as expected, or salesperson Y was able to close four sales within ten days representing two more days than the desired performance standard of eight days, thereby not meeting the standard.

In your role as performance consultant, you would identify the gap in person Y's sales closing performance, determine what the problem is, and then suggest an appropriate solution—maybe training, or maybe not. Other possibilities in performance problem identification might be:

1. Salesperson Y's illness during part of the specified timeframe
2. A blizzard that closed the clients' stores
3. Incomplete information given to salesperson Y about new features of the product
4. Salesperson Y's frequently expressed dislike of the product

As you analyze the four potential causes, you'll see that (1) and (2) are not training or learning issues. However, (3) could be lack of knowledge that might easily be solved by salesperson Y making a visit to the product development department to get complete information and perhaps make up a 3 x 5 inch card listing all features to take with her on sales calls. Problem (4) could be an emotional problem—that troublesome "A" of the KSA, Attitude. This might be solved by training, or it might be solved by management intervention to reassign that product to another salesperson and find a different way for salesperson Y to continue to make a contribution.

As the person managing training for the company and in your role as performance consultant, it's your job now to precisely identify the training or learning problem and take steps to implement a training or learning solution. As a corporate player, you should also contact the appropriate managers who can solve the nontraining problems, even if it means restating salesperson Y's performance standard in consideration of her illness or the weather. In either of those situations, a seminar in "How to Close a Sale" would have been inappropriate and a misuse of time and money.Complete Exercise 3–2 to gain practice in defining performance standards in work at your company.

✎ Exercise 3-2: Examples of Performance Standards for Employees at This Company

Instructions: Using the example of the personal performance standards shown earlier, create a list using measurable standards from your own work or from another area in your company. List the personal performance, the type of measurable standard, and the actual standard based on your experience.

Performance	Measurable Standard	Actual Standard
•		
•		
•		
•		

Focusing on Causes for Poor Performance

In your role as performance consultant you need to think creatively, as a "divergent" thinker with an encompassing view of the company's culture (sometimes called the environment for work). Remember that your ultimate goal in analyzing the causes of poor performance is to save training solutions for identified training problems. The use of measurable performance standards can help you frame your analysis in facts and observations. Use Exhibit 3–1 to look throughout the company or organization for the reasons for poor performance. Take a broad view as you seek out possible causes of

poor performance. The following chart suggests some likely areas for analysis. Add any other situations that apply in your organization.

Focusing on Solution Interventions

Intervention is a key term in the language of performance consulting. Intervention in this context means taking some kind of action to solve a particular performance problem. The right intervention leads to a positive change in performance. Exhibit 3–2 examines a variety of possibilities from which to choose. Your selection of the right intervention is important not only to the individuals and the processes involved with the problem, but also to the managers involved. Look in these places to focus your actions to close that gap between what is and what should be. Think of redefining, modifying, adding to, or subtracting from any of these typical solution interventions. Add any other items you can think of.

The solution interventions involve both training and nontraining solutions. Whatever solution is chosen should always be framed in the context of measurement standards, that is, how a manager knows that the work effort is improving toward that standard. Thinking in terms of numbers is the easiest way to connect the standard with performance results.

Using an example from the training solutions in Exhibit 3–2, you might want to recommend *three* e-learning sessions for employee Z to accommodate her flextime hours on the job as well as her need to know, since she can't be present at the morning seminar. Or, a nontraining solution might suggest that Department Sigma consider restructuring its *ten* staff members along

E **xhibit 3–1**

A Focus on Causes for Poor Performance

ORGANIZATIONAL CAUSES OF POOR PERFORMANCE	PERSONAL CAUSES OF POOR PERFORMANCE
policies	emotional health
information	political savvy
tools and equipment	skill sets
communication systems	talent for the job
access	knowledge
rules	empowerment
organization structure	placement
lines of authority	flexibility
incentives	personal motivation
disincentives	career goals
consequences	physical health
recognition	consistency
rewards	ability to communicate
social barriers	expectations for the job
compensation	advocacy

xhibit 3–2

A Focus on Solution Interventions

ORGANIZATIONAL SOLUTION INTERVENTIONS	PERSONAL SOLUTION INTERVENTIONS
wellness policies	objectives for defined tasks
supervision	coaching
organization chart	job aid
networking	documentation
online performance support	e-learning
staffing	partnering
team activity	pay
equipment upgrades	work flow

functional lines instead of on seniority in time for the next quarterly reporting *date*. Quantifying the conditions of the intervention is a key way to measure results. Use a training or learning solution intervention only when it's a KSA problem, and cast that training or learning solution within the measurement gaps you define in your role as performance consultant.

FIRMING UP THE RELATIONSHIP BETWEEN PERFORMANCE AND TRAINING

After you've been through the various processes necessary to define the performance gap, figured out what needs to be done to close that gap, and communicated to others in leadership positions the need for nontraining interventions, you are ready to zero in on the training solutions. Your goal now is to develop the very best training for the very specific KSA problems you've identified. Your singular focus is on training as the solution to close the performance gap.

When Training Is Not the Solution

It's worth a review of those situations where training is not the solution of choice. It's also worth a brief look at how training managers and other decision makers get in trouble by not thinking clearly about performance interventions. Exhibit 3–3 presents some common mistakes managers make when choosing performance interventions. Refer to it before you declare that it's a training problem!

Guidelines for Using Training as the Solution

It's a great day when you can say with confidence that the problem that's been defined has training as a solution. In this section, we concentrate on the gaps in performance of *people*, because people are the first line of defense

xhibit 3–3

When Training Is Not the Solution

Here are some common mistakes that cloud your decision making:

1. PASSION: The mistake of being so passionate about training that your own emotions blind you to the other choices of intervention.
2. PERSPECTIVE: The mistake of maintaining a narrow perspective, that is, thinking of training only as a classroom activity training because that is what it represents to most people. Narrow perspective restricts your vision. Think learning opportunities, not just training.
3. INFORMATION: The mistake of settling for limited information in your hurry to get something going. Take the time to do a comprehensive performance analysis.
4. QUESTIONS: The mistake of asking the wrong questions, or of not asking the right questions. Ask: What should be? What Is? Why? and What to do about it?
5. FLYING SOLO: It is typical for managers who are new to training responsibilities to make the mistake of "flying solo." That is, you make the mistake of not asking for help in analysis tasks and you trust only yourself and don't bother to get other decision makers involved in the up-front process of analysis and diagnosis. More input is better when it comes to the challenge of arriving at the best solution to performance problems. Building relationships is very important when you are dealing with performance standards—standards that affect organizational and individual success.

against organizations and companies that have problems. We take a closer look at the characteristics of adult learners, the many types of training and learning solutions, training design principles, choices in how to deliver and implement training and learning solutions, and ideas for evaluating the results of training.

Set up Exhibit 3–4 as job aids to remind yourself and others working with you of the scope of responsibilities involved in creating training and learning solutions. These sets of concepts, ideas, and techniques summarize the foundations of training. Print them on four 8½ x 11 inch card stock and distribute them to all those involved in the new training initiative at your company.

Sharing the Performance Technology Model with Learners

The most important thing you can do in the role of performance consultant is to teach the performance technology message. A companywide education program sponsored by your office can be developed in several different ways: (1) you could create an e-learning program of performance technology basics to be accessed and accounted for through teams or departments, (2) you could make up a job aid to be used by the head of each group to teach trainees in that group, (3) you could visit each department head with job aid in hand and teach the leader first, then leave a quantity of job aids to be passed out to each employee along with individual or small group explanations by the department head, (4) you could create a classroom training experience using the job aid (this would take approximately two hours) and

Exhibit 3–4
Guidelines for Using Training as the Solution

These are the key concepts you need to understand as you go forward using training as the solution to performance gaps. Keep them in mind as you design training and learning opportunities yourself or supervise other employees or consultants as they design training to fill the identified performance gap.

Characteristics of adult learners

- They are grownups should be treated like colleagues, not children
- They come to training with a wealth of experience; they're not blank pages
- They come to training as experienced learners with preferred learning styles
- They need to see their jobs in relationship to business goals
- They want respect for the work they do, not criticism for performance gaps
- They prefer "show" to "tell," so demonstrate rather than lecture
- They appreciate constructive feedback in order to do their jobs better

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Types of training and learning solutions

- Classroom training: lecture, lecture with breakout rooms, lecture with slides
- Workshop: instructor, facilitator, demonstration, small group problem solving
- Seminar: several days of training, large or small group, big name leader
- E-learning: online facilitation and collaboration with other e-learners, e-learning done individually, best for information-rich content
- Conference: off-site multi-content, multi-speaker, choice of "tracks," opportunities for networking with other attendees
- Video: VCR/videotape, online video, good for showing product features and demonstrating how processes work
- On the job: learning from the work itself, your own ideas for making your job more productive, watching how someone else does the same job, switching jobs with others to learn, experimentation; for all of these, an individual learning plan and documentation of progress are important
- Coaching: working through problems one-to-one with another person, usually a high performer in the same kind of work you do
- Mentoring: being groomed for career advancement by working one-to-one with a mentor, usually someone a level or two above you
- Field trip: visiting another company to benchmark their processes; this requires clarity and transparency so that both sides understand the reason for the visit
- Self-study courses: often come with certificates of achievement valued by professions

Exhibit 3–4 continued from previous page

• College courses: company-paid courses relevant to your job

Training design principles

• From the learner's perspective: write training outlines and manuals from the learner's perspective, not the instructor's point of view (what the learner needs to know, and what he or she should be learning; not what the instructor is teaching)

• True view of content: include only the content that represents "need to know"; find a knowledgeable reviewer who can verify the design decisions before you offer the training to paying customers

• Vary the "how": respect the fact that adult learners need variety-they're busy, they get bored easily, and are expecting value from the training; if you are going to use inexperienced instructors/trainers, be sure that they take a train-the-trainer course before they teach the new course you've just created; pay attention to relation-ships in the classroom as well as to the processes of teaching

• Based on results of performance analysis: design your training so that learners are led to learning success as defined by your earlier performance analysis

• 15-minute objectives: design segments based on specific objectives that can be accomplished in 15 minutes; build learning sessions around 15-minute sets of content or process (generally called units or modules or chunks); create a course by adding 15-minute segments together in sequence of skills or knowledge to be learned

Choices in delivery and implementation

• Information: be sure that trainees know where to go for information after they   leave the learning situation; guard against delivering an "information dump" with no con-nection to performance; if trainees know where and how to find the information they need, they can search on their own time when they are back on the job

• Whiz/bang slides: colorful slides, sound, and animation don't equal training; use them sparingly; focus instead on what trainees need to know to improve their job per-formancce; make training interesting with person-to-person interactions

• Move around: don't plant yourself behind a lectern; establish eye contact with individu-als during training; learn trainees' names and address them by name

• Think outside of the four walls: when you've figured out what trainees need to know, consider various locations for learning to happen, not only in the classroom

Evaluating the results of training

• Results: Did the training improve performance back on the job? Can improvement be measured? How can results be documented?

Exhibit 3–4   continued from previous page

- Gap: Did training close the identified performance gap? If not, what more is needed? Who should be responsible for figuring out how to close the gap?

- Business impact: Can training be directly related to positive business impact?

- Tests: Use a variety of types of tests to certify the success of training; consider structured interviews after trainees return to work, map business objectives to trainee performance on the job, survey trainees at intervals during the year regarding their progress, observe work being done

- Smiles sheets: Superficial questions about the training room, comfort of the trainee environment, quality of the instructor, quality of print materials, and relevance of visuals can provide an overview of whether trainees liked the training experience; be careful about assuming that training was a huge success if trainees were happy; smiles sheets are not evaluations of job performance improvement, but should be used for an emotional read-out of the training experience; don't confuse them with results

schedule all employees to take the classroom training. Exhibit 3–5 presents the Performance Technology Model in its simplest form. Print it on cover stock or index quality 8½ x 11 inch paper to use as a job aid. Teach from this model and distribute copies of it to all employees directly or through their leaders.

Teach from the Model
Leave the bullets in the model as they are and encourage employees to fill in the boxes of the model as they see things. Get them started by defining the gap. As they start to tell you "what should be," encourage them to express the "should be" in terms that can be measured—time, dollars, frequency, and so on. That makes the "what is" statement a bit easier. Tell them that they should think about gaps in performance of individuals as well as gaps in the performance of work processes, administrative procedures, or anything else that seems to fall short of the desired standard. Aim for a clear definition of the performance gap.

Then lead employees into stating "causes" for that gap. Tell them to thinkbroadly, considering data and information, organization structure, rules and contracts, equipment, and other work environment factors. Tell them to think about the factors that affect an individual's ability to do work. Lead them into stating causes of a more personal nature, for example, lack of prerequisite knowledge, underdeveloped skills, disincentives to top performance, etc. As you talk with employees, ask periodically during discussion whether that factor can be measured. Keep going back to measurable objectives so that your teaching stays focused and doesn't become a gripe session. Remember—performance improvement is the goal, and things that get measured get done. Suggest that they pencil in on the model their ideas for causes. Remind them to relate their choice for causes to the identified gap.

what should be   GAP   What is

___

causes

-
-
-
-
-
-

___

interventions

-
-
-
-
-
-
-
-

Note: For greater details on this model refer to works of Thomas Gilbert (1978), Dana Gaines Robinson and James Robinson (1995), and The International Society for Performance Improvement (ISPI), Silver Spring, MD.

improvements

-
-
-
-
-

Refer back to the model as you talk with employees about *interventions*. Go through the same process of encouraging employees to think broadly about all of the possible interventions that could solve performance problems. Get their broad ideas during discussion, and then get them to narrow their focus by choosing carefully the intervention or interventions that relate to the causes they've identified. Get them started by suggesting both organizational and personal interventions that could lead to improved performance. Here are some places to look for interventions: more frequent testing, changing the work environment, adding to or subtracting staff, more money, change in work goals, more training, specific training, reorganizing the department to accommodate coaching, and so on. Suggest that they pencil in their ideas for interventions. Remind them to relate their choice for interventions to the identified gap.

Turn now to the *improvements* box of the model. Lead employees into a discussion of how a particular intervention leads to performance improvement. Ask them to state the improvement in terms that can be measured, and relate it back to the first box of the model, "what should be." Think of improvements in terms of numbers: percent of improvement, days of saved time, number of department employees with improved performance by a certain date, dollars of increase in new sales, and so on.

Here's an example of the performance model in action:

What should be: 20 telephone contacts per hour

What is: 15 telephone contacts per hour

Gap: 5 telephone contacts per hour

Cause(s): • the sales script is too wordy
• some times of the day are better than other times to get a response
• call center workers have very little motivation to do a good job
• new workers are not up to speed yet with their skills

Interventions: • edit the sales script and shorten it by 25%
• conduct a time study to verify what times are best and worst; ount number of responses at best times and at worst times
• start a recognition program that focuses on the top quartile call center performers; measure performance at 2-week intervals for the next 3 months; change the program as needed to make a positive difference in motivation; give rewards for outstanding work
• new workers represent 40 percent of workers in the call center; a skills training program for this group of workers might be needed; involve their supervisors and the personnel placement specialists in design of a training program for only new workers

Improvements: • the script was edited according to the new standard and resulted in 18 contacts per hour, an increase to 80% of "what should be"

- after 1 week of observational time study, we determined that the worst time of day was 3 p.m. customer time, resulting in only a 50% response rate; check with all call center staff to verify this and get their input about shortening the day by one hour around 3 p.m., for example 2:30 to 3:30 p.m.
- after only two weeks of recognition and rewards, the call center staff increased its performance to 90% of what should be
- we designed a classroom training program of 6 hours for 12 new call center workers to focus on improving the skills they felt they were lacking; we also examined other factors such as confusion about use of certain skills, cultural biases in the original script, and how to fill out the documentation form for completed calls; training resulted in the improvement we were looking for within the first month

Note: The first three causes and interventions were nontraining issues and were taken over by supervisors of the call center staff. The fourth intervention was a training intervention. Together with the edited script and institution of recognition and rewards, the improvements resulted in 110% of goal, thereby exceeding "what should be" by ten percent. Training proved itself essential, and with the other two performance interventions made a definitive contribution to the call center's profit margin and overall bottom line.

Learning Quality and Its Relationship to Performance
Managers, supervisors, team leaders, and individual employees are encouraged to document organizational and personal performance, especially when training and learning interventions have made the important numbers increase. The manager in his or her role as performance consultant can introduce the concept of learning quality as an additional benefit of using the performance technology model.

Learning quality, like the financial bottom line, has factors that can be measured. As you think about what factors are part of learning quality, consider these questions:

1. In organizational learning, what learning-centered processes contribute most to learner success? Is it learning in teams? Learning with a coach or mentor? Is it regular feedback from experts or superiors on how organizations compare to each other? Do all members of the organization share the same vision of success?
2. In data you've collected on employee participation in training and learning programs, do you see evidence of bias or exclusion? Are you unconsciously providing less-than-equal opportunity because of the way you do scheduling? Does your promotion or lack of promotion of training and learning opportunities need an overhaul?

3. In reviewing the classroom training that you offer, do you see an obvious lack of consistency in depth of instruction and relevance of learning objectives? Do you have a procedure for reviewing current training?

4. Do you edit course manuals and training outlines to be sure that concepts are presented in sequence of the employee's need to know them? Do your printed materials show that proper attention has been paid to learning hierarchies and levels? Or to skill sets? Do your printed materials contain irrelevant information?

5. Do you see an attempt to accommodate various learning styles and variations in intellectual readiness in your list of courses and learning opportunities?

As you think about these questions and answer a quick yes, no, or maybe to each one, expand your own problem solving ability and specify performance-based criteria to elaborate on your answer. Think about the performance technology model that includes identification of gaps, and specification of causes and interventions. Relate the performance technology model to a learning quality assessment that deals with answers to these five sets of questions. Stay focused on learning quality and look for ways to improve it.

Using Performance Standards to Facilitate Transfer of Training

Managers, instructional designers, and instructors all hope that what employees learn during training or other learning opportunities will transfer

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E xhibit 3–6
Types of Skills that Transfer to the Job

- Reasoning skills, including generating alternatives, using rules, inferring, planning, analyzing, synthesizing, evaluating hypotheses
- Skills requiring physical action, including development of the five senses, eye-hand coordination, focus, finger dexterity, muscle strength, reliability in repetition of skills
- Skills related to development of character, including taking initiative, sharing information, persisting, cooperating, behaving ethically
- Work survival skills, including following rules, maintaining equipment, managing time, writing reports, preparing budgets, assessing needs, evaluating results
- Career development skills, including seeking information online, analyzing job designs, collaborating with others
- Communication skills, including listening, giving and receiving feedback, speaking to groups, writing
- Mathematical skills, including maintaining time sheets, estimating, projecting, budgeting, auditing, accounting
- Problem solving skills, including identification of problems as well as of solutions, seeing patterns, classifying, defining options, weighing alternatives
- Learning to learn skills including finding and accessing information, making mistakes and learning from them, seeking help, being flexible, monitoring one's own performance

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immediately to employees' jobs. The topic of "transfer" has filled many chapters of books and slots in training conferences. Training managers who are corporate players expect trainees to learn new KSAs in order to improve work immediately after returning from training. Transfer is seen as a goal of training.

This goal is more easily met when the person in charge of training thinks like a performance consultant. Exhibit 3-6 suggests some types of skills that transfer to the job.

As the training manager turned performance consultant, you probably want to be involved in the design of training and learning opportunities in a supervisory or consultant capacity to staff or outside contractors. You may decide to do the design yourself. The greatest gift you can give your company is to thoroughly assess performance needs and develop training and learning opportunities that focus only on those needs. As the person in charge of training, you will be held accountable for the use of corporate resources in the implementation of your programs—and that means upfront time for assessment; design and development time; personnel costs; implementation costs including materials, hiring coaches or outside consultants; preparing videos or setting up demonstrations; and time employees spend away from their jobs while they are in training or learning activities. This ultimate responsibility is one very good reason why it is wise to consider on-the-job alternatives to classroom training, and why following the performance technology model is one of the best ways to keep costs down and the potential for improved performance up. Performance technology helps you prove that training is a good investment.

It's that tight correspondence between the identified performance gap and the analysis that follows it that focuses your teaching and your employees' learning on transfer. Shortened, focused, and supported learning gives employees the best motivation for transferring skills learned during training to their jobs. Most people at work want to do a good job and will improve when they can see the connections with the performance technology model. One of the fundamental tests of good training is the speed and degree of transfer of skills to improve work.

For training managers who are asked to do the design and development work themselves, we provide a basic review of instructional design going from the broad organizational view of all jobs to the narrow learning objectives for parts of individual jobs in which performance is deficient. Training managers who have instructional designers as part of the training team also need to have a working knowledge of at least these three job-centered analysis processes in order to keep the training design and development processes firmly rooted in the company's particular skill needs and to work with the instructional designers. Keep in mind that the goal of any new training and learning opportunities should be to enable employees to efficiently and effectively transfer what they learned to their jobs.

Organizational Analysis of Jobs

Begin by reading job descriptions of employees whom you expect to train. Organize them into groups that make sense. Check to see whether performance standards are in place for all jobs. That is, do all employees have written performance targets and do they logically and fairly compare job to job? Be sure that every employee with the same job title is expected to do similar work. Do job titles reflect what individuals actually do? Do all jobs have a system in place for monitoring performance and giving feedback about performance to employees on a regular basis? When you have a clear picture of the organizational analysis of jobs, suggest adjustments to job descriptions so that performance standards are fair, reasonable, and attainable. Go into the design of training and learning opportunities with confidence that the right training is being developed for the right people.

Job analysis

Job analysis is a look at the factors that make up a particular job. Three common ways to approach job analysis are expert input, self-assessment, and the people-data-things analysis. In *expert input*, the job being performed is observed by someone considered expert in that job, and this expert then comments on the specific things to change in order to achieve expert performance. The expert observation should be a fairly formal exercise, with checklists of critical tasks and skills being created by the expert working side by side with the employee assigned to the job. *Self-assessment* makes use of a questionnaire that asks an individual questions such as: "Do I work best alone or in groups?" "Do I prefer to lead or to follow?" "What about my job or this work environment motivates me to do my best work?" "What value do I contribute to the company?" and so on. Instructional designers can learn a lot about potential trainees by conducting employee self-assessments prior to designing any kind of learning program. *People-data-things analysis* is a framework initiated by the U.S. Department of Labor to classify jobs according to the proportion of job skill requirements that fall into one of those three categories—people, data, and things. The analysis is done by asking employees to list the things they do on the job in those three categories. Make a three-column documentation form and ask employees to put the tasks of their particular job in to one or more of those columns. For example, a job with people duties might include supervising others, making sales calls, giving presentations, being an instructor; those with data duties might include entering data online, calculating, accounting, checking on employees' documentation forms for completeness; and jobs with things duties might include machinery repair, assembly line work, preparing burgers at a fast-food grill, operating a tractor on a farm. Jobs are usually made up of all three categories—people, data, things—but are seldom made up of equal amounts of all three. The person holding a particular job is the best one to do a job analysis according to the people-data-things model. A good job analysis can facilitate the development of learning opportunities that address the specific nature of the job and are right for the learner.

Task Analysis

A task is the smallest element of a job. The person holding a job can tell you what he or she does in the daily performance of all the small things that make up a job. It is an interesting exercise to make a list of the tasks of any job. Then assign a difficulty index to each one listed—high, medium, and low (easy). Training and learning opportunities can then be tailored to the tasks that seem to be the most difficult—no need to train for those easy tasks of low difficulty. Good task analyses are extremely helpful to instructional designers as a way to isolate the tasks that need the most attention in terms of training for performance improvement.

Learning Objectives

It's important to remember that objectives for learning are found at many different levels, some harder than others depending on the experience base of the individual learner. When you create learning objectives for courses or on-the-job learning experiences, try to sequence them for the learner so that easy ones can be learned before harder ones. For example, define comes before explain; list comes before correlate; hear comes before regulate; stand comes before walk; discriminate comes before conceptualize; acceptance comes before inclusion. Easier skills must be learned, demonstrated, and mastered before harder skills can be introduced. If you are doing the instructional design work yourself, start slowly and get help from outstanding performers to weight and sequence job skills for you. Then follow the basic three-part template for writing performance objectives for the learner:

Do this . . . To this . . . In this amount/With this qualifier. For example:
"Do this" (Select) . . . "*To this*" (the HELP screen) . . . "*With this qualifier*" (at the start of all problem-solving menus)

Other examples using the three-part template are: "Increase . . . profit margin . . . by 15 percent over May figures"; and "List four potential causes . . . of performance problems . . . in cafeteria operations"

At the end of all this analysis, training and learning opportunities are designed, training materials and schedules are developed, and training is delivered. Lesson plans for instructors and training manuals for learners are created, instructors are engaged and training begins. Your job as performance consultant includes managing the design of evaluation, or doing the evaluation yourself. In this role, remember always that the goal is transfer of skills learned in training being applied to the job as quickly as possible. This means an on-the-spot evaluation of the trainee in a classroom or other learning situation to determine the results of the day's learning, as skills are transferred to the job. It also means an evaluative follow-up to training after the trainee has been on the job using the newly learned skills. Arrange to interview the trainee, or ask the trainee's manager to interview the trainee several weeks after the training ended with a checklist of skills taught in the recent training. Follow the training process model discussed in previous chapters, then feed back evaluation data into a training needs assessment process.

recap

Performance means behavior—how a process works and how people do their jobs. It's important to further define performance in terms of a measurable outcome expressed as a number, for example, percent of, number of minutes or days, how many dollars, and so on. In your role as a performance consultant, you assess organizational and individual behaviors to accurately and realistically define gaps in performance. Your goal as a person in charge of training is always to save training as the intervention of choice only for performance gaps in KSAs. In your role as performance consultant you hand over the nontraining solutions to the performance gaps you've identified to other employees, managers, supervisors, or team leaders for them to address.

- *Defining workplace problems as a "gap."* Use a performance technology model to help you define workplace problems in terms of a gap between "what should be" and "what is". Work with other managers to devise solutions to that gap and help them see potential solutions to problems that they can solve outside of training. Training should be chosen as the performance problem-solver only for carefully documented training problems, thereby minimizing the typical complaint that training design and development take too much time.

- *Finding ethics dilemmas that affect performance.* When you've done a performance assessment and can confidently define organizational and personal causes for poor performance, you often discover reasons for poor performance—or for extraordinarily good performance—both of which should alert you to the challenge of accurate problem definition based on the facts. Passage of the Sarbanes-Oxley Act in 2002 has enlarged the focus of problem definition, especially in all areas of financial reporting. Performance consultants can uncover many kinds of ethics problems at various levels in a company.Some that can affect organizational and individual performance are conflicts of interest, spinning the press, lying about profit or costs, stealing intellectual property, using illegal steroids to enhance physical abilities, participating in insider trading, inflating corporate earnings, withholding information, and taking credit for work you didn't do. As a performance consultant, you need to be sensitive to all kinds of behavior on the job; recent legislation supports you when you uncover ethical problems as causes of performance problems.

- *Causes and solution interventions for performance problems.* There are many causes of organizational and personal problems, and many solution interventions in addition to training. Causes include lack of information, tools that don't work, poor communication, unclear lines of authority, lack of incentives to do better work; emotional issues that affect work, skills that need to be updated, lack of empowerment, physical health, and others. Solution interventions include new policies, a different approach to supervision, equipment upgrades, networking, staffing changes, formation of teams, documentation, more pay, redesigned work flow, and others.

- Training opportunities based on deficiencies in knowledge, skills, attitudes. When training is the intervention of choice, many options are available to

address the gaps you've identified. Be sure to consider a range of ways to learn in addition to classroom training, and adopt a learner-perspective when you begin to write training exercises and design learning activities.Some types of training to close those performance gaps include coaching, mentoring, lectures with facilitated discussion in breakout rooms, workshops featuring demonstrations of use of new product, e-learning case studies illustrating attitude issues, learning on the job with colleagues as need arises, observing during a "benchmarking" field trip, and others.

- *Performance analysis that maximizes transfer of learning to the job.* Transfer of training to the job is the goal. People who evaluate or interview trainees back on the job to measure the success of transfer need to focus on a skills analysis of the job to see how the new skills actually are used on the job. Careful job and task analysis can be handled by an instructional designer or by team leaders and managers.

Maximizing skills transfer to the job is facilitated by tying the performance requirements of the job to objectives for learning.

❓ Review Questions

INSTRUCTIONS: Here is the third set of review questions in this self-study course. Answering the questions following each chapter gives you a chance to check your comprehension of concepts as they are presented, reinforces your understanding, and provides you with information that is fundamental to your further study.

As you can see, the answer to each numbered question is printed to the side of the question. Before beginning, conceal the answers in some way, either by folding the page vertically or by placing a sheet of paper over the answers. Then read and answer each question. Compare your answers with those given. For any question you answer incorrectly, make an effort to understand why the answer given is the correct one. You may find it helpful to turn back to the appropriate section of the chapter and review the material about which you were unsure. At any rate, be sure you understand all the review questions before going on to the next chapter.

1. The fundamental definition of a workplace performance problem is the _____ between what should be and what is.
   (a) gap
   (b) cost
   (c) bias
   (d) time

   1. a

2. Ethical dilemmas also affect job performance. Three behaviors that can warrant a closer look at ethical behavior in organizational or personal performance include:
   (a) input, throughput, and output.
   (b) knowledge, skills, and attitudes.
   (c) calculation of scrap, earnings per share of stock, and willingness to influence.
   (d) cognitive, psychomotor, and affective.

   2. c

3. Lack of motivation, improper placement in a job, and lack of prerequisite knowledge are examples of _____ of performance problems.
   (a) causes
   (b) networks
   (c) expectations
   (d) incentives

   3. a

Do you have questions? Comments? Need clarification?
Call Educational Services at 1-800-225-3215, ext. 600,
or email at ed_svcs@amanet.org.

4. Interventions to solve performance problems related to
learning include: 4. b
    (a) computer systems and company cars.
    (b) skills training and coaching.
    (c) seniority and union rules.
    (d) financial consultants and balance sheets.

5. Training's goal of KSA transfer to the job is facilitated by: 5. c
    (a) people-data-things.
    (b) the presence of executives.
    (c) instructional designers who do careful job and task analysis.
    (d) speed.

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Support

Learning Objectives

By the end of this chapter, you should be able to:

- Identify two support functions unique to managing training.
- Name four training-related job titles typically found in a mid-size company.
- List at least five topics you should include in a train-the-trainer course.
- Identify the four critical processes linking training to performance that will improve business results.
- Name five motivators for employees to perform better work.

INTRODUCTION

As a manager in charge of training, you also take on the role of supporter of the training operation. You need to be in charge of training facilities and personnel, monitoring, feedback and follow-up after training, and career building through learning opportunities. Support tasks related to training are similar to tasks required of any manager, yet there's a difference. In this chapter, you focus clearly on the kinds of supports specifically designed for training and learning.

Facilitation is a good word and an apt one for your role as supporter of training. Think of narrowing your focus to knowledge, skills, and attitudesand building your support efforts around KSAs. Use whatever management skills

you've demonstrated in other areas of work as a foundation for developing and implementing support efforts that facilitate training and learning. Remember always to approach training and learning from the *learner's* perspective.

ONE SUPERMARKET'S COMMITMENT TO ADA

The Americans with Disabilities Act, PL 101-336, known as ADA, has changed American workplaces and enhanced the working lives of countless persons with physical and mental disabilities. Business owners, managers, and everyone concerned with developing human resources are bound to follow the ADA. This story is about one supermarket's commitment to ADA, and it illustrates the challenges inherent in the training manager's mandate to provide supports for all learners. The supermarket is Stop & Shop in Winsted, Connecticut.

This supermarket employs men and women with mental disabilities. These encompass a wide variety of disabilities that go beyond the more obvious physical disabilities. Individuals with mental disabilities include those with learning disabilities such as dyslexia and mental retardation; rehabilitated drug and alcohol abusers also fall within this category. This supermarket goes beyond a token display of legal hiring behavior by partnering with regional and local agencies that are also committed to enhancing life for persons with disabilities, including mental disabilities. This supermarket seeks, trains, places, promotes, and supports persons with mental disabilities. It goes way beyond the letter of the law.

With this particular employee pool, training is a critical opportunity. Performance assessment prior to training as well as during and after training is important to certify job competency, including sufficient knowledge, demonstrable skills, and necessary work attitudes. Workplace socialization is also critical, and career development and promotion are key processes in this socialization. This Stop & Shop supermarket's managers demonstrate their role as supporters of training daily and in many ways.

Persons with mental disabilities at this Stop & Shop work as customer service specialists, generally found paired with a checkout person at the cash register, and generally assigned to the job of bagger. Work coordinators and coaches usually are at workstations 10 to 30 feet away from the checkout counters and are responsible for watching the baggers do their jobs and interact with customers. The Stop & Shop's employment application contains these statements:

> "...(we) strive to employ the best qualified people, to provide equal opportunities for the advancement of employees, including promotion and training, and to administer these activities in a manner that will not discriminate..."

Competency, qualification, performance, and opportunity are spelled out clearly for all job applicants, including and especially those with mental disabilities. The ADA and other federal legislation governing the American workplace make it clear that the competencies required for a particular job be listed and publicized, reaching all employees and applicants equally. Accurate and sensible job placement means, among other things, that training can facilitate career development and promotion as competent employees—with disabilities as well as without disabilities—seek personal growth and job opportunities.

Training of these customer service specialists at Stop & Shop is done in corporate classrooms together with persons who are not covered by ADA. Training is also done on-the-job at the bagger's work station. Hands-on training with real customers is an important training delivery venue. Good work earns "Way To Go!" cards that can be accumulated and traded in for merchandise such as tools, electronics, and household supplies. Career development, advancement, and promotion opportunities are available to customer service specialists in the form of transferring to packaging and stacking produce, working in the bake shop, being in charge of bottle returns, and working at the deli counter. One of the secrets of the supermarket's success is the individual accommodation during training to facilitate equal employment opportunity and, in the process, providing the store with outstanding customer service specialists who are reliable, dependable, and motivated. Job analysis, task analysis, and performance standards are fundamental to training. Training in this business with this population of employees is a tool for human resource development that goes beyond the letter of the law. (For a more complete story of this supermarket and the ADA, refer to Nilson, *How to Start a Training Program,* Alexandria, VA: ASTD, 2002, Chapter 10.)

Put yourself in the position of the person managing training in this supermarket. Think about the managerial supports that are necessary to provide the training for this special population. Consider these elements:

- Training facilities and accommodations for these trainees
- Trainers, coaches, and instructional designers with competencies to serve these trainees
- Modifications to equipment, supplies, learning materials, and handouts
- Monitoring performance, giving feedback, and using it to make improvements in performance
- Follow-up to training, including skills and knowledge certification
- Ways of making training stick and using new learning directly on the job
- Providing career development and advancement opportunities through training
- Defining satisfied customers, and relating customer satisfaction to training
- Considering return on investment of training
- Defining productivity
- Creating and managing training projects, including collaboration with other organizations

These are the basics of managerial support for training—of any employees, not only those identified in the supermarket anecdote. The story of Stop & Shop's commitment to ADA makes the basics more obvious in an attempt to differentiate the support role of the training manager from the other roles we have discussed.

FACILITIES AND PERSONNEL RESOURCES

As the person in charge of training, you need to be concerned about finding optimal or at least workable spaces for training. It's possible to save the expense of renovation or construction by thinking beyond the traditional classroom. If you think of adults at work learning, instead of training, you'll be on the right track for creating interesting and perhaps different places to encourage learning that more directly involves the worker at his or her work. Think of workplace learning as the process of learning new knowledge, new skills, and new beliefs or attitudes toward work, and think of training as something you can teach yourself on the job as well as something that's delivered in a classroom. Encourage employees to expand the job—on the job—by learning how to do it better with on-the-spot coaching help from a colleague. Look for clues in the processes and the content of the work. Establish an environment of learning by setting up high expectations. For example, sponsor "workplace learning discussions" every two weeks in your office or every Wednesday over lunch in the cafeteria. Facilitate dialogue about ways your employees have figured out how to work smarter.

Broaden your concept of when and where learning can occur. Consider pairing up new employees in their 20s and 30s with seasoned employees in their 50s and 60s. An excellent facility for learning might just be an employee's own work station, with informal on-the-spot verification of skills or help in finding the right information.

Think also about blended learning, the combination of online information gathering and networking, or e-learning that is structured to lead the individual learner forward on his or her own time schedule and pace, blended together with more traditional classroom instruction in large and small groups. As training manager, envision the places in which blended learning can best happen. Determine whether your workplace needs a video or DVD library, and whether your current computer systems are adequate and future-focused. Work with your information technology (IT) experts to assess and evaluate software and hardware for training and individual learning. Decide whether you need a networked learning lab or whether employees' desktop computers are sufficient to facilitate learning. Be prepared to make recommendations to executives regarding optimal training and learning opportunities as they relate to facilities and equipment. Review current classroom training manuals, presentation materials, and slides for relevance to today's and tomorrow's workplace challenges. Identify who is competent to get your training library of manuals and other materials in order, and create a training development

E xhibit 4-1

Five Arrangements of Training Rooms
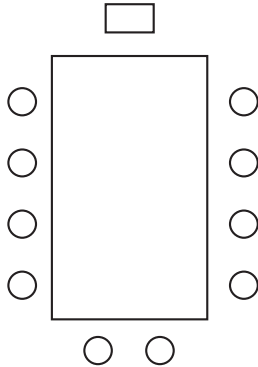
1. CONFERENCE TABLE
(focus on the presenter)
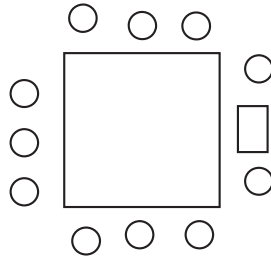
2. CONFERENCE TABLE
(minimizes the presenter)
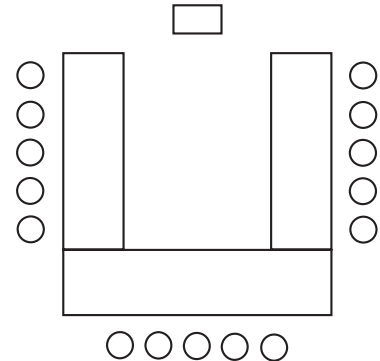
3. TABLES IN U PATTERN
(good for eye contact)
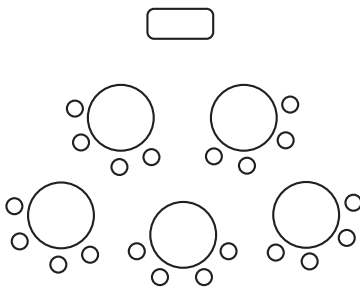
4. ROUND TABLES
(encourages small group/teamwork)
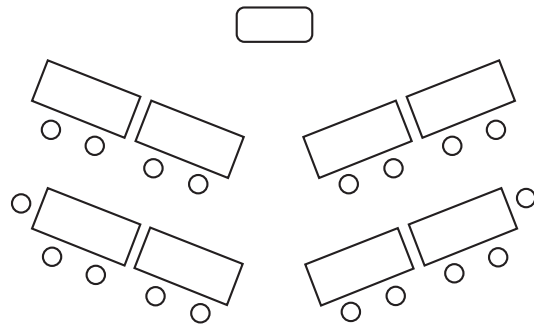
5. ANGLED ROWS
(improves sight lines in larger groups)

Room arrangements adapted from *The Complete Training Course for Managers* , p.115, by Irene E. McManus, Robert P. McManus, and Bobette Hayes Williamson © 1994. Used by permission of the publisher, American Management Association, New York, New York. All rights reserved.

schedule for revisions. Decide if your workplace can benefit from the expense of hiring an instructional designer or e-learning consultant to work with you as you and your team work to update existing training and initiate new learning opportunities throughout the company.

Think also about involving your own supervisor or other executives in the development process or as presenters in classrooms. The term "buy-in" is a favorite in the training vocabulary, and it means that it pays to get executives interested and involved in the broader learning picture of the work-

place. Give them visibility both online and face-to-face in classrooms or discussion groups. Give yourself visibility as a corporate player. Consider involving your executives as participants in and sponsors of training and learning opportunities in the following ways:

- Hand deliver reports and newsletters about successful learning activities, especially ones that involved your own creativity
- Call or e-mail your executive within a week of your delivery of information to ask for his or her comments on your ideas, your results, and with details of who benefited directly from the training; have data ready that support your training efforts for the good of the company
- Get the executive to make a commitment to you—of time for the two of you to sit down and talk about learning opportunities, of his or her presence at an upcoming training function or seminar, of concrete ways in which he or she believes training can impact business results.

Training and Learning Spaces

When setting up a training room, consider the following points:

- Whether you want to encourage trainee interaction and/or focus on the presenter
- Where to place the presenter or facilitator in relation to a square or rectangular table
- Where to place a screen and projector/computer
- Whether the presenter needs a lectern or table for materials
- Whether flipcharts or whiteboards and markers are needed
- Whether a sound system is needed
- How to place tables and chairs for maximum trainee interaction in small groups

Exhibit 4–1 illustrates five different arrangements of training rooms.

When on-the-job training is chosen as the intervention solution because of the challenges connected with work itself, encourage employees to ask themselves the following questions.

Provide an environment of support as you seek answers together:

- Can I define what I need to learn, or do I need some kind of listening ear?
- Where can I find other employees who can provide help when I need it?
- Is a one-to-one support team or an informal coach what I need?
- Does the company fully support learning on the job?
- Do I need to document learning time when I am learning on the job?

Exhibit 4–2 illustrates three different arrangements for on-the-job and just-in-time learning, when the employee needs to learn in the context of work itself.

Exhibit 4-2

Three Arrangements for On-the-Job Learning
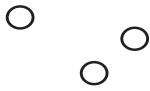
1. Help from a Friend or Two　　　**2. Community of Practice**　　　**3. Informal Coaching**
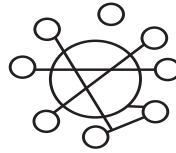
Equipment and Supplies

As support person for training, you are responsible for the equipment and supplies used during training. This means you need to do an assessment of what is currently being used for training to establish its usefulness according to the business goals of your company. You need to be sure there are line items in your training budget for equipment and supplies, the purchase of which is accounted for differently (equipment is depreciated and supplies are expensed). Be sure that you understand the financial guidelines and can justify your expenditures for equipment and supplies. It's not enough to ensure that everything is in working order; you also need to ensure that the equipment and supplies that you have are in fact appropriate tools for a forward-looking training operation. Be prepared to make some hard choices regarding modification of your company's current use of equipment and supplies for training.

Print Materials

In most instances of classroom training, presenters provide employees with manuals, masters of slides and overheads, pages of related class handouts, and sometimes course outlines and reading lists. Many courses also have print copies of pre-tests and post-tests in order to evaluate what was learned in the course. Separate guides for instructors are usually provided, including answers to test questions, suggestions for alternative presentations of topics in the course, and all material that's in the trainee manual.

Providing support for print materials means that you need cabinets and storage shelves, and that those who report to you are responsible for cataloging and maintaining training print materials. Other print materials could include corporate newsletters with articles about training, or newspaper articles that feature the company's trainers or training programs.

Presentation Materials

In addition to a supply of current, well-written print materials for trainees, it's your responsibility to provide presentation materials that instructors can use during classroom training. These materials usually include a supply of PowerPoint™ slides or overhead transparencies, some of which could be reused in other courses; a supply of audio or videotapes used in class; DVDs

and CD-ROMs containing explanatory, descriptive, or testing materials; a master set of demonstration exercises; copies of textbooks or other books used in training; a list or catalog of e-learning courses and exercises with instructions on accessing them; training games and creative supplies; flipcharts, pads of flipchart paper, colored markers to use with flipcharts; and portable white boards with a supply of colored markers. It's your job to see that these presentation materials are organized, cataloged for successive users, clean, and in working condition. Also, don't forget to have a supply of lined pads, pencils, blank audio and videotapes, and blank CDs and DVDs conveniently stored for instructors and trainees to use.

Professional and Support Personnel

Training organizations typically have several layers of personnel, similar in structure to many other kinds of organizations. If you are setting up a large or mid-size training operation with many courses and learning opportunities, you need to give some thought to how it should be organized and who reports to whom. If you are in charge of a small training operation with possibilities for growth—along with other managerial responsibilities—consider combining functions, but don't eliminate them. Prepare your company or organization for growth using training and learning as a tool for building a better business. Be prepared yourself to act in both a professional capacity and a support capacity.

Recall the anecdote of the Stop & Shop supermarket, where many kinds of employees watch out for the baggers who interface with customers and perform two kinds of work: bagging groceries and engaging with customers. Supervisors of departments and various product lines roam the store and periodically check that products and produce are correctly and carefully bagged. The Customer Service manager stands at her workstation behind a lectern-type desk several yards away from the checkout counters, where she can observe the baggers' skills at work and can monitor how the bagger engages with each customer.

When you think about the levels of training that preceded the particular work situation of the bagger at Stop & Shop, you can easily identify the kinds of professional and support personnel who worked together to support the training to enable individual baggers to do their jobs:

- An executive who acted on his or her commitment to the Americans with Disabilities Act, particularly as it applies to providing opportunities for learning and contribution to business success
- Persons with knowledge and abilities in training design, delivery, and evaluation who created courses and setups for learning (mentoring, coaching, on-the-job training) for this particular population of learners with disabilities
- Writers, editors, graphic artists, multimedia specialists who put learning materials together that were appropriate for these specific employees
- Instructors and presenters who had the KSAs to successfully deliver training to these specific employees

- Managers who had a system perspective and were willing to integrate this special population of workers with workers who did not have disabilities
- Staff members such as the Customer Service manager, who understood the importance of the work of the baggers and stood ready and willing to offer help on the job

Exhibit 4–3 contains an organization chart of the most common functions of training and the job titles within those functions. Use it to see the scope and structure of a typical training operation. It details how training is organized and administered and the kinds of support each of those job titles suggest.

Always keep in mind your challenge as a representative of training and learning, and take steps to encourage and facilitate learning to learn as you help build a learning organization. How you staff a training operation, even a small one, will have repercussions in terms of values, efficiency, quality, and alignment with business goals.

E xhibit 4-3
Training Organization Chart

This organization chart depicts the levels of jobs typically found in a mid-size training operation. It is included here as a starting point for your own job design.
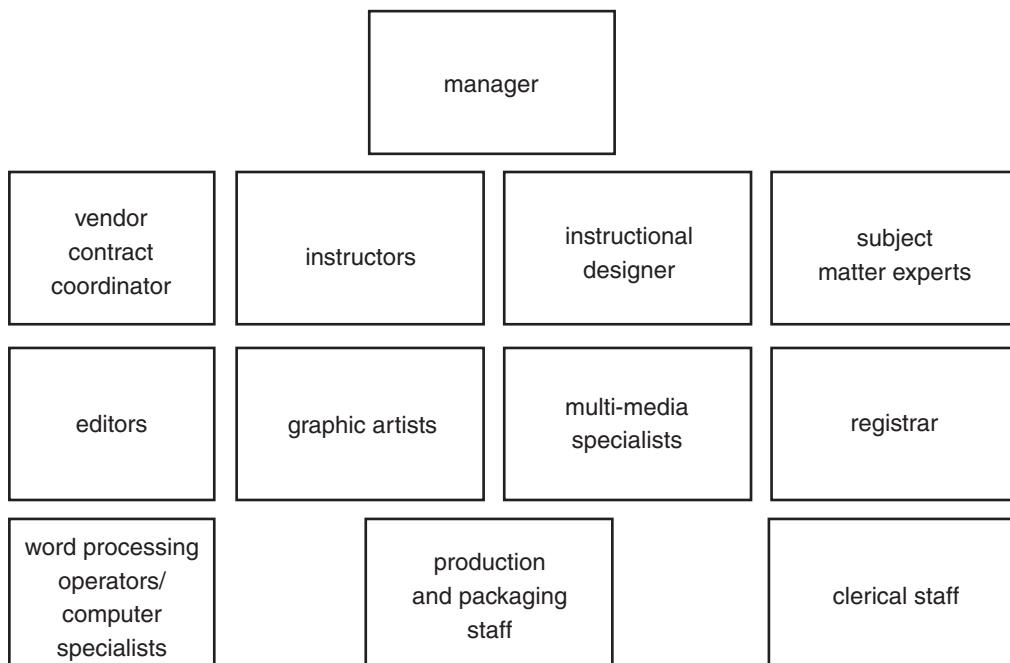
manager			
vendor contract coordinator	instructors	instructional designer	subject matter experts
editors	graphic artists	multi-media specialists	registrar
word processing operators/ computer specialists	production and packaging staff		clerical staff

Exhibit 4–4 is a checklist for fostering learning to learn. Fostering learning to learn is a challenge to managers of training because adult learners often don't recognize the learning strategies they're using. The training experience should build in opportunities to help trainees identify their learning strategies and control their use. Adult learners want to be in charge of their learning strategies in order to get maximum benefit from training.

E xhibit 4-4
Fostering Learning to Learn

_____ **1.** Your courses are designed with plenty of practice exercises, case studies, and business examples so that trainees can work on real problems that mean something to them during training. Course design facilitates their control of decisions during learning. (Be suspicious of training driven by slides—often a tip-off that the course is designed basically as a lecture, with little control yielded to trainees.)

_____ **2.** Your instructors have a commitment to being facilitators of learning, not dispensers of wisdom. This should be documented in the end-of-course evaluation forms from trainees as well as through your own direct observation of how the instructors maneuver individual trainees into "working it out" in their own ways.

_____ **3.** Your instructors are willing to turn over control of the learning situation to the learners. You've seen them do it.

_____ **4.** Your courses allow time within the training period for individuals to work at their own best speeds. Additional tasks and problems are built into the course to keep the early finishers busy.

_____ **5.** Your courses are designed with a variety of avenues for learning, for example, forming hypotheses, breaking down a problem into sub-problems, starting with the finished product and figuring out the steps required to get there, building a bigger whole out of learning small bits of information, learning and applying rules, coding, using analogies, throwing a problem onto the table and giving cues, summarizing, picking out main ideas, reflecting on results, demonstrating new skills.

_____ **6.** Your instructors are adept at giving feedback on the process of learning, that is, on telling trainees how they're doing as they work toward solutions. You observe them saying things like, "No, that's not quite right. Have you considered this approach . . .?"

_____ **7.** Your instructors encourage trainees to talk aloud when they're getting close to a solution. Telling others, and themselves, the steps and thinking processes they are going through helps firm up the successful learning process.

_____ **8.** Your instructors encourage trainees to monitor themselves as learners, identifying especially the strategies that don't work for them in order to refine those strategies that do work.

_____ **9.** Your instructors give concrete suggestions regarding similar job situations that might require one kind of problem solving strategy or another. Compare and contrast real, work-related problems and solution strategies.

_____ **10.** You are exploring ways to manage learning opportunities that are increasingly self-paced and self-administered, rather than ways that are exclusively instructor-led. Your master schedule reflects a combination of training delivery methods.

This checklist will help you foster the process of learning to learn. Review it periodically as you set up and implement your program.

Use Exercise 4–1 as a worksheet to plan the staffing of your training operation. This exercise can help you plan and set priorities for staffing and learning.

✎ Exercise 4–1: My Priorities for Staffing and Learning

Instructions: First, make a list of your priorities for staffing the training operation. List your top three priorities with a date by which you expect to have people in place and functioning. Second, describe in a few short sentences the approaches you'll take to foster learning to learn. List three approaches. Use Exhibits 4–4 and 4–5 for examples and ideas.

Staffing Priorities

1._____ date _____

2._____ date _____

3._____ date _____

Priorities in Learning to Learn

1. _____

2. _____

3. _____

TRAINING THE TRAINER

It is your responsibility to place competent instructors in your classrooms. Before you think about who these trainers should be, consider the elements of preparation and delivery expertise your trainers need to have.

Preparation

Content or subject matter knowledge is not enough; trainers also must demonstrate that they understand and can handle the many processes of delivering training. It's your support role that can best assure trainer competency in instructional techniques and consistency that reflects your company's values.

Exhibit 4–5 is a replica of Exhibit 2–10, The Four-Phase Training Process. We include it here so you can review the concept before you "train the trainer." Note the rotation of the model here to emphasize Deliver and Evaluate.

You have options in choosing trainers to work with you. You can use current employees with both content knowledge and skills who have

E xhibit 4-5
The Four-Phase Training Process

Deliver

Design

Training Process

Evaluate

Assess
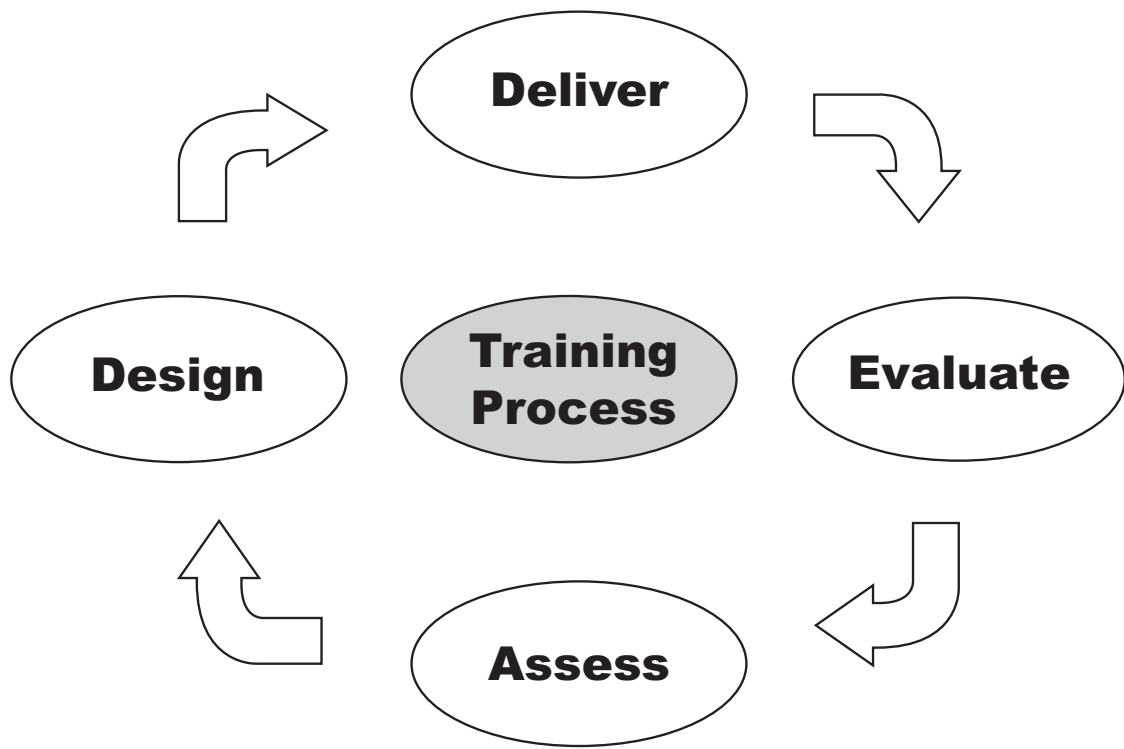
McManus, McManus, and Williamson © 1994

demonstrated interest and skill in training. Look first for exemplary performers who have a track record of contribution to the company. If you can't find appropriate persons within the company, then look outside of the company for vendors or consultants who specialize in training delivery. Exhibit 4–6 is a checklist of topics in a typical train-the-trainer course. This checklist is especially helpful if you intend to train employees currently in other jobs in your own company to become trainers in your new training program; it can function as an interview guide or discussion document as you assess the various trainer-related competencies of your own staff.

The items in Exhibit 4–6 represent typical responsibilities of a trainer. Modify them to fit your program and create a course or e-learning program for potential trainers. If you don't want to design and develop a train-the-trainer course yourself, use this checklist with potential vendors or consultants as a guide to help you choose one who will satisfy all your requirements.

Appendix C contains more information related to the delivery of training. It includes the following forms and checklists:

1. The Course Development Process
2. Lesson Plan Template
3. Learning Styles
4. Training for Adult Learners

1. *Preparation responsibilities*

___ Managing paperwork, such as providing copy for advertising, writing the catalog description of the course

___ Ordering the right size binders, photocopying or printing handouts, communicating with the printer regarding format and quantity

___ Scheduling design reviews of course units or modules if the course is new or extensively revised

___ Developing a daily course agenda

___ Choosing and ordering refreshments for trainees during training

___ Placing the course in the master schedule; placing this course within a curriculum

2. *Options in delivering the course to trainees*

___ Groups and teams

___ Labs and experiments

___ Role plays, games, and simulations

___ Case studies

___ Demonstrations

___ Lectures

___ E-learning

___ One-to-one instruction, including the trainer's role in individualized instruction

3. *Physical set-up of the classroom*

___ Environmental comfort(lights, heat, air)

___ Choosing tables and chairs to fit the learning situation

___ Organizing tables and chairs

___ Olectrical hookups (number, convenience, safety)

___ Sight lines for projected information

___ Computers and computer support

4. *Location of hospitality and creature comforts during training*

___ Rest rooms	___ Lounges and smoking areas
___ Telephones; rules for use of cell phones	___ Message center
___ Copy machines	___ Personal computers/laptops for trainee use
___ Food and drink	___ Emergency and medical help

5. *Writing and using lesson plans*

___ Format	___ Content
___ Learning objectives	___ List of media needed for the course
___ Timing/pacing	

6. *Designing and using instructional media*

___ Standards for graphic presentation, typestyle, and point size

___ Use of line, color, motion, sound

___ Separating medium and message, that is, ensuring that media *support* content, not supplant it

7. *Recalling how adults learn*

___ Motivation	___ Learning styles
___ Responsibility for doing it	

8. *Personal presentation strategies*

___ Movement	___ Eye contact

Exhibit 4-6   continued from previous page

___ Proximity   ___ What to do with your hands
___ What to do with your feet   ___ Effective use of your voice
9. *Teaching techniques*
___ Using questions and answers
___ Active listening
___ Giving and receiving feedback
___ Managing conflict
___ Yielding control to trainees; getting it back again
___ Building on trainees' experiences
___ Using examples
___ Teaching to objectives
___ Using guided practice, formative evaluation, tests
___ Using manuals and handouts effectively
10. *Evaluation design and implementation (Kirkpatrick's Four Levels)*
___ (Level 1) Reaction   ___ (Level 2 Learning
___ (Level 3) Behavior   ___ (Level 4) Results

5. Delivery for Mastery
6. Instructional Excellence Checklist

Executive as Presenter

Numerous studies have been done that show advantages to learners and to the training program as a whole when a manager or executive participates actively as a presenter in a classroom full of employees. Training managers have an easier time getting the training budget approved, learners get a chance to see their jobs in the larger picture of executive perspective, and executives get in touch with employees at all levels of the organization.

The trick is to set up your lesson plan for the executive's visit so that he or she is placed in a leadership position in the classroom and is provided with any needed supports (lectern, slides, projector, screen, flipchart and markers). In a meeting before the session, be sure to brief the executive about the characteristics of these particular trainees, and provide the executive with a copy of the training manual that trainees will use, or at least with an outline of the course. Do everything you can in terms of setup to make the executive's visit to your classroom worthwhile from a learning point of view. Tell the executive what the learning objectives are for this particular classroom; ask the executive to be prepared for some interaction with trainees.

The following are some things to be aware of:

- The executive will probably have no background in instructional design
- The executive will instinctively present big picture issues and tend to favor lecturing as a delivery method

? Think About It...

Think back to training you've had that's related to your job. List and describe three things that you wish your trainer(s) had done to make your experience better. Use Exhibit 4–6 as a reference.

- The executive will probably not have excellent skills in delivering PowerPoint™ slides, so be ready to assist
- The trainer in whose classroom the executive becomes presenter needs to be ready to facilitate trainee-executive interaction at appropriate points during or after the presentation
- As training manager, you should sit in on the classroom while the executive is there
- Be very specific about how much of the executive's time in the classroom you would like; one hour is probably the maximum on any one day—20 minutes is more common; you or the trainer should monitor the time carefully
- Expect the executive to present ideas about vision, policy, standards, and strategy; most training is not at this level (training deals with competency, procedures, performance, and tactics)
- It's the trainer's responsibility after the executive leaves the classroom to relate his/her presentation to the personal, practical, job-related needs of the trainees in that classroom; this might involve more open discussion, breaking into small groups for problem solving based on the presentation, role playing, and so on
- As the manager of training, it's your responsibility to follow up with the executive through a phone call or a short visit tying the executive's presentation and presence in the classroom to the trainees' increase in understanding of the broader business issues; be sure to write the executive a thank you note forhelping you achieve your goals for training

MONITORING, FEEDBACK, AND FOLLOW UP

The appropriate goal for training and workplace learning is advancement of the business. This means that classroom training and all other learning events must focus on the KSAs necessary to improve the business. This improvement, of course, comes through the improved performance of people atwork, and is the broad goal of developing the human resources of the organization.

Four important processes need to be part of your plan for linking training to performance to improved business results. These processes are:

- Monitoring the demonstration of new KSAs following training
- Giving, receiving, and using feedback related to observed work following training
- Following up initial training with supplemental training, coaching, dialogue–including providing recognition and rewards for outstanding progress as learners, workers, and contributors to the corporate bottom line
- Supporting career development of individual employees

Each process must be carefully planned, implemented, and initiated by you as the manager of training. Doing this post-training work successfully helps the entire company see the value in training. It also provides the kind of feedback that's important in upgrading your training for the future.

Monitoring Performance

It's important to define the post-training evaluation activities associated with training. This means that you need to create an expectation of transfer, that is, how what was learned during training transfers to the trainee's job. It also means that you need some kind of system for monitoring that process of transfer. At a minimum, this means that you should:

- Set a time schedule for monitoring, such as every Thursday afternoon for 6 weeks
- Agree with employees and their managers about standards of quality performance related to the training
  - Relate these standards to learner objectives of the course,
  - Make a cue card or simple job aid based on the standards to use during monitoring
- Decide who should do the monitoring
  - If you have an evaluation specialist or instructional designer on staff, this is probably the correct person to observe employees
  - It could be a self-evaluation, with each former trainee filling out a checklist showing the indicators of quality performance
  - It could be done by an employee's supervisor or manager
- Decide what kind of monitoring makes sense
  - Direct observation of skills
  - Individual self-evaluation according to performance standards
- Decide how to tabulate results in order to make improvementsand who should make the report, and set a date for your receipt of the report
- Make it clear to all employees involved that performance monitoring will be used to improve the business through better training–that training is both preventive and corrective
- Make it clear to all concerned that this is not a salary evaluation

❓ Think About It...

Think back to a time when you were a trainee in a course that went nowhere—that is, what you learned stopped at the end of the course and you never or seldom used anything from that course in your job. Identify the title of the course and suggest two things that would have been helpful to ensure the course's transferability as a post-training monitoring process.

Course title _____

1. _____

   _____

2. _____

   _____

Giving, Receiving, and Using Feedback

Feedback is fundamental to training, and it occurs at several important places during the process.

Feedback facilitates training in the following ways:

- The training manager receives feedback from other managers about processes that don't work, new content is required for certain jobs, new equipment or a new customer requires new skills; business changes and grows, and with it, training needs to grow
- Managers and subject matter experts on staff give feedback to people on the training staff who are creating courses; expertise of various kinds exists in a company, and those who design and develop training need to graciously receive feedback about process and content that need to be incorporated as training is developed
- If field testing is done on a newly created course, the instructional designer, instructor, managers, and "temporary trainees" give evaluative feedback about the content and delivery to developers and those with a stake in the outcome of that course; feedback from the field test process is incorporated into the final course
- Training experiences are usually documented at the end of training by trainees who complete an evaluation form before leaving the classroom; participant evaluation is useful and should be encouraged
- A sometimes-forgotten source of feedback is the instructor, facilitator, or coach who's in charge of the presentation or delivery of training; request and use instructor feedback to improve training

Remember that all feedback, both positive and negative, is good for learning. Turn feedback into action for improvement as soon as possible. As

training manager, you might want to suggest a format for evaluative feedback, so that all those giving and receiving feedback are using the same instrument.

Follow Up: Making Training Stick

It bears repeating that positive impact on the bottom line is the ultimate goal of training in all of its variations. This means that training and learning opportunities should first be related to business needs—customer needs, productivity needs, profitability needs. It also means that training and learning opportunities must be designed and delivered in such a way that the lessons learned transfer quickly from classroom to workplace. Throughout this course, we have focused on design, delivery, and management of training with business goals foremost.

In this section, we add a psychological dimension to the follow up to training events—the use of recognition and rewards.

Recognition and Rewards

Your role as a champion of training and learning involves evaluations of various kinds, including recognition and rewards for outstanding successes. Whether you are running a three-day workshop or sponsoring one-to-one coaching, you should be on the lookout for demonstrated evidence of outstanding work as a learner. More important, watch for evidence that the training you facilitated resulted in business improvements. This means that you need to know something about what individuals value and what drives them to achieve beyond where they've been, both as learners and as workers.

The Right Motivators and Rewards

Organizations of all kinds view motivation and rewards from different perspectives. It's up to you to match the motivators and rewards at your company with your particular employees and the standards of accomplishment to which you hold them.

The overall goal of training is transfer of learned KSAs to a trainee's work. Help facilitate training and learning by communicating that you value high performance and expect improvements in job performance from employees on completion of their training and learning experiences.

Psychologist Abraham Maslow and Followers

Abraham H. Maslow was president of the American Psychological Association and a professor at Brandeis University. He is well known for his studies in motivation and how people act in order to get what they need. His book, *Motivation and Personality* (New York: Harper, 1959), is a classic in the field. Maslow developed a five-level hierarchy of human needs and theorized that individuals must have the needs at the bottom of the hierarchy met before progressing to the top of the hierarchy. His levels, from most basic to most advanced are:

1. Physiological Needs. People need food, drink, sex, sleep
2. Safety Needs. People need security, protection, order, structure, safety
3. Love and Belonging Needs. People need intimacy, friends, family, colleagues
4. Esteem Needs. People need to receive acclamation from others and be seen to be important, useful, competent
5. Self-Actualization Needs. People need to be the best that they can be, self-governed and self-assured

Maslow's Hierarchy of Human Needs is generally represented as a pyramid:

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                    ╱╲
                   ╱  ╲
                  ╱    ╲
                 ╱ Self- ╲
                ╱actualiza-╲
               ╱   tion    ╲
              ╱─────────────╲
             ╱    Esteem     ╲
            ╱─────────────────╲
           ╱ Love and Belonging ╲
          ╱─────────────────────╲
         ╱        Safety          ╲
        ╱─────────────────────────╲
       ╱       Physiological        ╲
      ╱─────────────────────────────╲
```
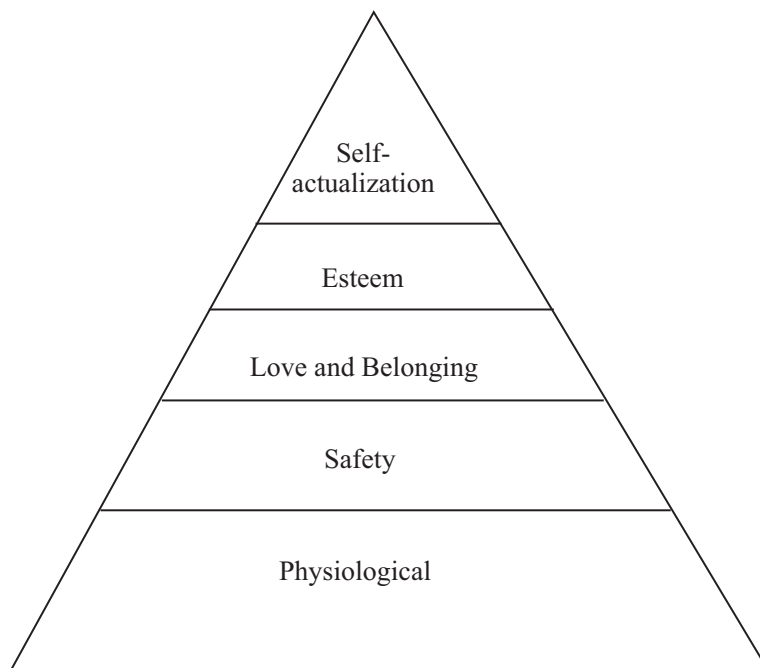
In classroom training, it's easy to assume that adult trainees are ready for the most advanced level, Self-Actualization, and course content is often designed to address this level. However, adult learners are frequently only at the Safety level, needing order, structure, and the security of knowing that their lack of information or poor skills will not be seen as deficits. Adults hate to look foolish in front of their colleagues. Much of the process of training is designed to create a learning environment of psychological safety. Pay attention to the design of courses as it relates to the needs of particular groups of trainees. Confer with those who design your courses to be sure that there's correspondence between trainee needs and the learning process and content. The concept of teamwork—breaking into small groups to identify and solve problems and/or task forces for follow-up—is often built into courses to address trainee needs for belonging and esteem. It's your job to review training programs in their design and development phase to be sure that the learning experiences your trainees have match their particular needs. The penalties for ignoring this are serious and significant: trainees

E xhibit 4-7

Help Learners Define Their Motivators

Choose motivators from the following list, and add to it as others are identified during discussion.

acceptance	fame	kindness	orderliness
achievement	freedom	leadership	pleasure
challenge	honesty	learning	power
community	independence	loyalty	quality
connections	influence	meaning	recognition
creativity	intimacy	money	respect
efficiency	involvement	obligation	trust

who leave the course before it's finished, trainees who "turn off" during class, poor communication between learners during training, and a waste of corporate resources.

Maslow's work still inspires people who facilitate groups, and his influence is apparent in the design of content and process in classroom training. Instructional designers and trainers should be able to modify the courses and learning situations for teams, one-to-one coaching and mentoring, and self-study courses to build into them a kind of hierarchy of human needs. Motivating learners in all learning situations requires that designers and instructors understand the psychological needs of adults.

Contemporary followers of Maslow modify and adapt his ideas, sometimes separating the levels within his hierarchy, suggesting that perhaps some motivations are more probably in parallel than in hierarchy. New theories have emerged that try to account for the effects of various within-the-individual goals, integrating those goals with social relationship goals. The point is that learners' psychological needs, and personal and community goals, should play a role in the design and delivery of instruction. Being able to accomplish several kinds of goals during the same learning environment, the theory goes, leads to psychological security, self-esteem, and mastery of one's work. Managers who want to motivate learners to achieve more need to think in terms of the kinds of goals that drive learners forward.

Exhibit 4–7 is an alphabetical list of some common motivators. At some point early in the design of instruction, meet with a sample of potential trainees, your instructional designer, and your instructor to identify five to ten motivators common to the target group for this training.

Lead the discussion by suggesting that motivators are equally valid, and that each person contributing to the discussion should have an equal chance to be heard. Do not be judgmental; for example, *money* or *influence* as motivators toward achievement are no less valid than *trust* or *respect*. Demonstrate managerial support by tapping into the motivational character of your particular workplace early in the training development process. Encourage those in charge of design and delivery to see the big picture of motivation as it is described by employees in your sample. Supervise the development

process by encouraging designers and instructors to build training around accurately defined motivators that reflect the expectations of your unique workforce. Use Exercise 4–2 to do a self-analysis of your own needs for recognition.

✎ Exercise 4–2: My Own Personal Needs for Recognition

Instructions: Do some thinking about your own personal reasons for working and for training and learning opportunities related to them. Write down three reasons why you work—that is, define in a few words what motivates you to work. Refer to Exhibit 4–7 for ideas. Then, write down several ways in which you would like your achievements to be recognized and rewarded.

Motivations

1. _____

2. _____

3. _____

Recognition and Rewards

_____

_____

_____

Some Specifics of Recognition and Rewards

In general, recognition comes before reward and is more freely given. People at work generally want to do a good job, to contribute to the growth of the company, and to be respected. Recognizing achievement is an important part of being a supportive manager. Some of the best ways to give recognition are:

- Saying thank you in front of the employee's colleagues
- Writing a thank-you note
- Posting an employee's photo in an Achievement Hall of Fame display case
- Awarding certificates of achievement at team or organization meetings
- Assigning high achievers as coaches or mentors to other employees
- Featuring the achievement in a company newsletter or e-mail bulletin

Rewards are most successful and most appreciated when they are attached to money. Forget the coffee mugs and t-shirts, the pizza, pads, and pencils. Rewards should be substantial and sought after by employees. Rewards must be decided according to fair procedures and clear guidelines. Those who compete or work for rewards must know that achievement standards are equal for all and that the measurement system is consistent across work groups. Rewards are a great motivator as long as they are equitably distributed and focus on truly outstanding achievements. Some typical kinds of rewards that are appreciated by employees include:

- A bonus proportional to the dollar value of an employee's achievement
- A monetary grant in recognition of creativity or customer service "above and beyond"
- Tickets for the best seats at concerts or sports events
- Country club or golf club membership
- Promotion ahead of the normal schedule
- All-expenses-paid cruise for the employee and his or her partner or spouse

SUPPORTING CAREER DEVELOPMENT

A very important function of a training manager is to support the career development of employees. One approach is to provide opportunities to employees through training and learning for *maintenance* of their current positions. As manager of training, you need to develop close working relationships with human resources managers and staff who pay attention to the shifting view of the company's workforce. You'll want to ask them to show you their statistics about numbers of employees in various salary grades, the number of impending retirements, the proportion of new hires to experienced staff, and so on. You need to develop a picture of the current skills and knowledge profile of the company so that you can create training and other learning opportunities to build and develop the base for maintaining current skills and expanding them to fill any gaps suggested by the personnel statistics.

Another career building opportunity is support through training in the values and attitudes the company expects employees to understand and demonstrate. We return to the standard of KSAs as the essential categories not only for career maintenance but also for career growth. Pay attention to corporate vision statements, mission statements, and other indicators that define the company's values. Do an assessment of the current workforce regarding the demonstration of these values, and offer training and other learning opportunities to employees to enhance and develop these values. Skills in problem solving, communication, and assertiveness can fit in here.

And finally, you have the challenge of providing training for career *development* that enables your employees to seek and find other positions within the company or to prepare for advancement in current jobs. Most people at work want to do a good job and to succeed by enlarging their jobs with the ability to demonstrate new knowledge, skills, and attitudes for the improvement of work. It's your job to find out what it is that employees need in order to work smarter, and to design and deliver training and learning opportunities for them to do just that.

recap

This chapter details the important role of the training manager as support person. To perform this role well, you first should think of yourself as a facilitator of the many management processes that are unique to the training operation—the development, delivery, and management of the training function. If you pair the word *facilitator* with *implementation,* you're on the right path to adopt the support role. This chapter focuses on facilities and personnel resources; training the trainer; monitoring, feedback, and follow up; and support for career development.

- Your role as support regarding facilities and personnel includes the unique training functions of maximizing the usage of furniture and spaces to facilitate training and learning, accounting for the purchase and maintenance of equipment and software that facilitates training and learning, reviewing and maintaining master copies of courses and peripheral materials used in them, hiring and supervising appropriate staff to implement your training program, and providing staff with material support.
- You play a critical support role as you provide train-the-trainer training for those people, either employees or instructors hired per diem from outside the company, who become the trainers under your watch. The executive as presenter provides specific kinds of challenges for you as he or she functions as a trainer or presenter.
- Monitoring, receiving and giving feedback, and providing follow-up to training are important processes that help ensure transferability from classroom to the job. These three processes should become a regular part of your administrative functions as training manager, and are seen as supportive when they are carried out with care and consistency. Creating a system in which to do these sometimes-forgotten processes can help build positive expectations about training and its possibilities.
- Giving recognition to outstanding learners and providing rewards for job performance excellence related to training are also important supports for continued learning and high performance. Tapping into employees' interests and needs for career development can also become a regular part of your system for feedback and follow-up as well as a way to relate job growth to training. These are all part of the support role of training.

Review Questions

INSTRUCTIONS: Here is the fourth set of review questions in this self-study course. Answering the questions following each chapter gives you a chance to check your comprehension of concepts as they are presented, reinforces your understanding, and provides you with information that is fundamental to completion of this self-study course.

As you can see, the answer to each numbered question is printed to the side of the question. Before beginning, conceal the answers in some way, either by folding the page vertically or by placing a sheet of paper over the answers. Then read and answer each question. Compare your answers with those given. For any question you answer incorrectly, make an effort to understand why the answer given is the correct one. You may find it helpful to turn back to the appropriate section of the chapter and review the material about which you were unsure. At any rate, be sure you understand all the review questions before going on to the next chapter.

1. A support function unique to managing training is:
    (a) defining productivity.
    (b) making accommodations in facilities according to ADA.
    (c) collaborating with other companies in order to save money.
    (d) providing train-the-trainer instruction.

1. d

2. Four training-related job titles typically found in a mid-size company are:
    (a) instructional designer, instructor, graphic artist, registrar.
    (b) evaluation specialist, creative writer, quality control engineer, educational consultant.
    (c) facilitator, needs analyst, career education specialist, builder of a learning culture.
    (d) auditor, accountant, inspector, train-the-trainer consultant.

2. a

3. Your role as training support directly involves facilities' usage in what way?
    (a) Partnering with nearby hotels for all executive seminars
    (b) Expending corporate capital for a corporate university
    (c) Maximizing usage of furniture and spaces to facilitate learning
    (d) Personally maintaining equipment used in training rooms

3. c

4. Physical setup of the classroom and evaluation design are   4. b
topics typically found in:
   (a) a consultant's proposal.
   (b) a train-the-trainer course.
   (c) e-learning specifications.
   (d) an executive's to-do list.

5. Your role as support person for training includes assistance   5. a
to employees in defining their _____ to perform at high
evels.
   (a) motivators
   (b) salaries
   (c) longevity
   (d) stamina

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Administrator

focus

Learning Objectives

By the end of this chapter, you should be able to:

- Name three characteristics of today's changing workforce that suggest the need for administrative competency in managing training.
- Describe three processes to help develop internal networks of colleagues.
- List five drivers of change that point the way for administrative action.
- Describe three ways to get the most value from outside seminars.
- Name the four organizational categories to document as part of training project management.

INTRODUCTION

An administrator gets things done—through people, through processes and systems, and in synch with corporate goals. A training administrator looks beyond the daily workload to organize and facilitate more and better learning opportunities.

In your role as administrator for training, you elevate your sights in the following ways as you plan and take action to help employees learn:

- Take a comprehensive look at the composition of your workforce and identify the diverse groups within it so that the training you design and deliver fits with the nature of your particular workforce. Look particularly at diversity issues beyond the obvious, such as determining the composition of your workforce in educational level, salary and grade level, age by decade cohort, number of years with the company, and so on. This information enables you to make better decisions about training design and delivery. For example, your data may suggest that certain groups of trainees should not be put together in a classroom, and that better learning would happen if certain individuals were separated.
- Search out and find other managers, supervisors, team leaders, and others in positions of leadership who can help you with training operations.
- Get to know employees with reputations as outstanding performers and subject matter experts; broaden your scope across the company; think always of learning, not simply putting people through classrooms.
- Get to know sales and marketing leaders and others who have direct contact with customers; resolve to understand what brings repeat business so that you can address those things in training programs; administer training that is good for customers.
- Think "mega" and "mini" at the same time as you put in place the procedures that lead to increased learning; the mega view is the broad company perspective, and the mini view is the individual learner.
- Know yourself and your company so well that no one can take advantage of you with slick programs that are not focused on your company's goals and are out of line with your budget.
- Plan training carefully so that under your watch it is delivered in a cost-effective way, in terms of time and resources expended, and according to standards of quality.

ADMINISTERING TRAINING THAT MATTERED AT CYBERNAUTICS

This is a story of a software development company that sells its products to airlines for use in flight control, simulation training, and various kinds of process control. We'll give this company the fictitious name Cybernautics. Employees at this company are highly educated, highly motivated to excel, and eager to learn. Most are foreign-born engineers for whom American English is a second language; 75% hold doctorate degrees.

The Manager of Engineering defined a need for many on his professional staff to read, write, and speak better English. He reasoned that improved language and communication skills would ensure that internal memos would be more consistent, customer contact would be more appropriate and professional, meetings would be shorter and more effective, presentations would be easier to understand, and more learning would occur with guided language practice. This manager knew that he had to put his administrative skills into action in order to make this English as a Second

Language (ESL) course happen. This manager took the following administrative actions in order to facilitate this important ESL learning activity:

- He surveyed the professional staff throughout the company, not only his direct reports, and identified other managers whose staff could benefit; job titles of professional staff for whom English was a second language included satellite engineer, software engineer, quality management staff analyst, simulation researcher, quality and customer service engineer, and contract evaluator.
- He named the managers involved, sought their concurrence that foreign-born professionals reporting to them would benefit from ESL training, and got the other managers' verification of the major ESL problems from a corporate point of view.
- He spoke directly with known high performers from this potential trainee audience to get their input regarding the structure of this specialized ESL training for maximum benefit at minimum cost in terms of time.
- He publicized by word-of-mouth and e-mail the business benefits to the company of better English usage, focusing on better customer service, better presentations, fewer repeat sessions, and more visibility and opportunity for company engineers at professional association meetings and in collegial relationships with other companies doing similar work.
- He retained the services of a highly qualified per-diem consultant to work with various staff members to design and deliver the ESL training to the select group of employees, and he set up the important internal contacts.
- He sought and got the involvement of two technical writers whose main job was to write and periodically update the company's style manual.
- He emphasized the unique structure of the ESL training in all communications with potential trainees and their bosses: this structure covered a variety of language skills in the precise business context of this unique company. It was set up as training in groups of three people for two-hour sessions with the ESL expert. It was carefully designed and implemented so that individuals were never embarrassed during learning, the teaching approach was very analytical to parallel the approach of advanced education to which these trainees had been exposed in the graduate programs in their native countries, and it was designed and delivered to all concerned staff over a four-week period.
- He made sure that those identified as trainees and their managers knew exactly when and where training was to take place, and made reminder calls the day before sessions were to be held.
- He got feedback from trainees and shared it with their managers, the sales and marketing organization of the company, and executives for use as a "value added" dimension of doing business with the company.
- During the six months after training, he got trainees to give him copies of their "before" and "after" work so that he could point to their successes to encourage additional training with other populations.

In short, the engineering manager set his sights high, involved key colleagues from around the company, and got things done. His job as trainer

involved neither design nor delivery; his role as administrator of training, however, made learning happen.

SERVING A CHANGING WORKFORCE

In most companies training is still called training, and its meaning generally implies the presence of trainees in a classroom taught by an instructor. In the last several decades, the terms "performance" and "learning" have been floated in the training literature as replacements for the word "training." Most folks involved in training departments still think first of the classroom as the venue for specific training, and speak of learning in more vague terms. Performance still gets confused with salary review. The language of training is changing to include e-learning, self-directed learning, distance learning, on-the-job training, and other descriptors that comprise seminars, retreats, and conferences as training.

Training has traditionally been focused on the knowledge, skills, and attitudes necessary to do good work. In the past, training was seen as something unquestionably good, wholesome, and necessary. Training differed from education because it was directly tied to the workplace. Training became structured around psychomotor skills in its illustrious manifestation in the factories of the World War II era. Workplace thinkers and practitioners after this period in our history began to study human responses to conceptual problems, studied educational psychology, and broadened the scope of skills' training to include mental skills. Our current knowledge economy represents another jump in the evolution of what training is and how we define it.

Amid the changes in the definition of training and the broadening of learning experiences at work, we find a greater variety of employees to be trained. Workers from age 18 who are high school graduates, technical school graduates, or GED certificate holders often work side by side with employees in their 60s and 70s. Men and women executives on the way up the corporate ladder endure the aggravation of job transfer; some men and many women at work opt for flextime arrangements so they can be home when the kids come home from school. People with disabilities, those from other countries and cultures, and others connected by the Internet on virtual teams are typically found together working on similar projects at the same company.

The homogeneous, white-male workforce has become a thing of the past. Women who worked in the 1950s with "the girls on the line" cutting silk at the small flag factory along the scenic river have evolved into executives or board members, with advanced degrees in law or international business. Not only are there more opportunities for mature women to learn and grow on the job, there are local and national support groups for women at work and a host of federal laws to ensure protection of their rights to equal pay for equal work and freedom from discrimination.

An administrator for training often works within this changing workforce to provide learning services across the range of current employees. Some of the administrative actions a manager in charge of training now performs to serve a changing workforce include:

- Being responsible for informing all employees about new legislation and court cases that affect equal access, pay equivalence, sexual harassment, safety, flextime, and so on, and ensuring understanding of the information by setting up appropriate training and certification programs.
- Assisting in setting up workplace support groups for specific minority employees to learn about services, socialization, and emotional and financial support, for example, gays and lesbians, part-timers over 60, women executives, Southeast Asians, and other workers; looking for ways to facilitate the support needs that you see—that's administration.
- Setting up business writing and presentation skills training for any employees who need these skills.
- Working to balance differences among employees so that differences can add value to the enterprise; this could mean setting up social events, cross-training and job swapping, and running a mentoring program.
- Facilitating degree programs and collaborative efforts between the company and local colleges to increase the presence of the company in the community.

In today's changing workforce, it is apparent that one size does not fit all in training. Wise administrators find ways to identify and serve individual learners with information and skills development appropriate to their needs as learners.

Consider the smart moves of the engineering manager in the anecdote about the software company, Cybernautics. Recall the administrative operations he handled in order to make the ESL training work—training that could have been a disaster without his persistent administration role. Some of the generic administrative operations he performed included:

- *Venue.* He set up a training venue (maximum 3 trainees per instructor) where individuals received direct instruction, rather than a classroom of 30 where those for whom English is a second language would be lost.
- *Funding.* He sold the idea of the expanded one-to-one format to funding sources and hired a designer/consultant to deliver the training over several weeks.
- *Learning space.* He secured comfortable spaces in which this training could be delivered.
- *Trainee identification.* He worked with managers and supervisors to identify persons who could benefit the most from this kind of training and to place them together in appropriate small groups; he knew them well enough to avoid embarrassing anyone.
- *Stakeholders.* He identified others on staff who benefited from having input to the design of instruction, such as the technical writers and subject matter experts.

- *Value added.* He made a good case that results of this ESL training with this population of trainees would quickly make a return on the investment and add value to their work in tangible ways for the good of the entire company.

Think of an administrator as a creative thinker, willing to take prudent risks in matters of structure, process, and relationships on behalf of learners and learning to get things done.

? Think About It...

Now think about the six preceding areas of administrative action. Imagine yourself in the role of training administrator in your company with a population of trainees that might be embarrassed or uncomfortable if put together. Using the ESL case, choose three of the six areas and explain how you might take administrative action to ensure that training could have maximum impact and transfer to the job.

- _____

- _____

- _____

FACILITATING INTERNAL NETWORKING FOR LEARNING

Administrative duties include the deliberate facilitation of networking with managers and others who can be helpful in implementing training programs. Administrative duties include such things as meeting face to face with key colleagues to gain support, using the company e-mail system to recruit helpers and trainees, finding ways to expand your successful efforts, presenting your case wherever you'll get a positive response and following up with reports of action and progress. The administrator in you sees clearly how to do things and gets things started with the right actors in place. Networking within your company is also a fundamental administrative duty.

Use Exercise 5–1 to begin internal networking on behalf of learning.

✎ Exercise 5–1: Networking Contacts

Instructions: Make a list of at least five people within your company who can help you as you get started with training responsibilities. Expand the list as appropriate. Remember that these people can be anyone at any level in any job title. In your thinking, direct your administrative actions toward them.

Name	Job title	Department	E-mail
1.			
2.			
3.			
4.			
5.			

Balancing Training and Functional Responsibilities

When you embark on an administrative activity, it is helpful to think of "learner" rather than "trainee." In implementing your training function, think of ways you can have an effect on learners and learning. Think also of networking as a means to include other employees who can help you with some of the many training tasks. Think, too, of how training can help others achieve their department's goals. Make your case for the ways in which training and learning opportunities are good for their departments and for the whole company.

In your other job, if you are not full time in training, you are probably guided by standards of production, sales, and various knowledge-based areas that have measurements attached to them. The metrics for training are not so easy to state. Stick with the metrics of your job, and use the concept of "roles" of managing training to demonstrate that you are a worthy spokesperson for workplace learning.

Recruitment, Negotiation, Alignment of Goals

As you develop an internal network of colleagues, you need to engage in certain processes:

- *Recruitment.* Study the company organization chart to determine the places of greatest influence regarding training and learning. Identify persons with whom you want to work. Develop a plan for making contacts and acting on those contacts in behalf of training.
- *Negotiation.* Think win-win when it comes to getting commitments from others. Find a way to introduce something new into the situation, something from which both they and you can benefit. Define the objectives for the alliance, showing how each person can benefit. Create a plan for managing and supporting the alliance in the name of learning's impact on corporate growth.
- *Alignment of goals.* Get a clear picture of how the learning you propose can hasten the achievement of your networked colleague's goals. Talk about alignment with individual goals, department or organization goals, and corporate goals. Find or develop classroom training and other learning opportunities that are obviously tied to goals of others.

Places to Look for Maximum Impact

Focus on learning needs that are directly related to business goals: profit, customer service, sales, time to market, and so on. You'll get maximum impact for your efforts when you design and deliver training whose results can quickly be turned into calculations—think of *how much* and *how many*. Find out where the numbers are currently falling, and design and deliver training in KSAs to bring those numbers up. Network with other movers and shakers who can help you accurately define employees' needs regarding learning.

In addition, look around the company for drivers of change, those processes, products, and people that drive change because of the nature of their situation. The following is a list of some of these change drivers; search out ways in which learning opportunities can have maximum impact on them:

- New boss's boss
- Technology breakthrough
- Unusual financial report
- New policy
- Supreme Court decision
- Union contract
- Action of a clique
- Retirement
- Customer complaint
- New equipment
- Noncompliance report
- On-the-job injury
- New building
- New teams
- Performance appraisal
- Global expansion

Pay attention to what's happening in the business as a whole and pinpoint places in which your efforts in training and learning can have bigger payoffs by being tied to a driver of change.

GUIDELINES FOR GOING OUTSIDE

An important administrative task is hiring outsiders—both consultants and instructors who come to your company to deliver their services on-site, as well as outside specialists who provide training in hotel and other conference centers off-site. You need to review marketing brochures and videos, recommendation letters, and content proposals, choosing the best value for your specific needs. Remember that training days off-site tend to cost your company more in terms of both number of hours in training and expenses incurred because of travel, lodging, food, and time away from the job. Go outside for help when you can make an excellent case that the expense will be worth it, and get substantial evaluations from your trainees that focus on how and how soon new learning will be applied back at the company.

There's a lot of coordination and communication work connected with going outside for help, and these critical administrative responsibilities require careful planning and follow-up.

Getting the Most Value from Outside Seminars

Here are some suggestions for getting the most value from sending your employees to outside seminars:

- Review the content of the advertised seminar to be sure it's what you want and no more.
- Review the learning objectives to be sure that they're relevant to your needs.
- Choose employees to send carefully, based on their need for the KSAs represented by the seminar; think of turn-around and payoff of the new KSAs.
- Review the résumé of the facilitator, instructor, or presenter before signing any financial agreement.
- Specify the kind of seminar evaluation you want, including more than a simple reaction to the ambience of the seminar facilities; include a request for an evaluation of new KSAs gained, and a statement of each trainee's opinion of how and when these new KSAs will be incorporated into his or her job for the company's benefit.
- Request that the seminar presenter prepare a seminar evaluation form for trainees to use at the conclusion of the seminar; review this form before you send any employees to the seminar.
- Follow-up the seminar within two weeks to assess each trainee's use of what they learned; work from the list of learning objectives and the comments on the evaluation form.

   Your administrative job is to be sure that the paperwork is in order regarding any off-site seminar, from review of the outside company's program to evaluation by your own trainees who attended the seminar.

Managing Per Diem Trainers

Those who provide services in any function of the training process (needs assessment, design, delivery, evaluation) are trainers. You can hire trainers for very specific tasks for limited times, generally on a per diem basis. This is sometimes referred to as *outsourcing* parts of the training function. Your job as administrator is to find the most appropriate per diem trainers, certify that they know what they're doing, and handle the paperwork associated with their engagement with your employees. Here are some considerations in hiring and managing per diem trainers:

- Protect your company's intellectual property; have per diem trainers sign a nondisclosure statement before they enter your company.
- Have all the equipment (computers, DVD players, compatible hardware and software, tables, chairs, projection equipment, reference materials, and so on) that a per diem trainer needs to provide effective services.
- Ensure that your facilities are adequate for the job that needs to be done, for example, if the trainer needs a quiet office in which to work on design

of instruction or evaluation or a particular system of communication –(e-mail, Internet availability, and so on).
- Be sure that adequate learning needs assessment has been done and communicated to your per diem trainer.
- Design a comprehensive evaluation form with your per diem trainer.
- Keep accurate records of all days worked and services/products delivered to you.
- Give your per diem trainers feedback periodically during the processes in which they work for you; this is known as "in-process evaluation" or "formative evaluation."

LEARNING MANAGEMENT SYSTEM

As in other business functions, the training and learning function can be seen from a system perspective. In your role as manager of training, you may participate in the process of buying and installing a learning management system (LMS), especially if you are initiating a new and extensive training program.

?   ## Think About It...

Think about the times you have gone to an off-site seminar presented by someone outside your company or worked with a per diem trainer. List your experiences and the positive or negative impact they had on you:

_____

Positive _____

Negative _____

_____

Positive _____

Negative _____

_____

Positive _____

Negative _____

_____

Refer to this list and your analysis before you engage any per diem trainer.

An LMS is an online information system that supports the learning function in an organization. It is designed to make the management of training and learning consistent across the company. It comprises a computerized set of courses, reference materials, schedules, attendance records, individual assessments, tests and testing results, and documentation reports about individual learners as they complete courses, resource readings, and related learning events. Of course, an LMS needs updating so that information remains current. If you are starting a new and extensive program of training and learning, consider hiring an LMS manager with both human resources experience and information technology (IT) know-how. Or, if you are in a small organization and have IT experience yourself, get started with the framework of an LMS. Here are some things to consider as you begin to implement an LMS:

- All employees must be connected to and familiar with the organization's IT infrastructure.
- Current courses offered by the organization need to be reviewed, modified if necessary, and entered into the LMS.
- An online library of related resources needs to be created and be accessible to all employees.
- Online pre-tests should be developed for each course in the LMS, with immediate feedback reports to employees using them for pre-course assessment.
- Navigation instructions and guidelines for LMS system usage need to be clearly spelled out on paper and online for each employee.
- Expectations and incentives for usage of the system need to be clearly stated.
- Administrative assistants familiar with IT are available to you to help manage the system.

Information resources for use in training is really a sub-category of equipment, especially if you define information resources within a learning management system that requires new networked information technology to be installed. As training manager, you need to clarify in your own mind just how comprehensive your definition of information resources is, and whether these resources can be subsumed in an LMS. You need to know what to expect from your IT department and how you will be expected to pay for and maintain an LMS.

If an LMS is not part of your training plan, you at least need to analyze the information resources available to your workforce and organize these resources into categories. For example, your company might have a library of books and journals and an organized video/DVD collection—both of which can be accessed the old-fashioned way by browsing and checking out your choices for a week or two. You might also find that key employees, such as executives or research and development leaders, have print, on-line, or audiotape copies of speeches they've given at conferences or reports of results of a particular study. You might find a collection of online or paper copies of current employment legislation—such as OSHA, Title IX, the Americans with Disabilities Act (ADA), the Family and Medical Leave Act (FMLA), minimum wage legislation, ethics legislation, and so on. These kinds of information need to be accessible to all employees because their

content represents an opportunity for learning—and learning support is your responsibility. You need to build an information infrastructure that is fair, meaningful, accessible, and can be shared across the organization. Administrative decision-making on behalf of employees as they learn, whether in classrooms, online, or with a coach on the job, is an important responsibility. Building and maintaining a useful information system for learning is a key challenge in the role of training administrator.

TRAINING PROJECT MANAGEMENT

Many managers of training prefer to organize the various processes and products of training into *projects*. This is done in order to verify your accountability for training work being done, and to help others see the key parts of projects as you develop them. A project perspective works for both outside providers of services and for training assessment, design, development, and evaluation undertaken by employees already on staff. Project management allows you to plan personnel and resource requirements, monitor schedules, and be fiscally and developmentally responsible.It also leads more clearly to business results such as increased profit and customer growth and retention.

E xhibit 5–1

Training Project Notebook

NAME OF PROJECT

Learning objectives
Scope of content
○ **Relationship to corporate goals**
Products/services

CONTENT

Salary/person days
Materials
Leased computer cost
Purchased services
Operations overhead
○

COST

Tasks by person days
Time to complete each task
Milestones/accountability dates
Start and end dates

SCHEDULE

○ **Staff roles and responsibilities**
Relationships among staff, tasks, time
Documentation, communication, reports
In-process evaluation dates and data
End-of-project evaluation report
Charts and graphs

CONTROL

The basic processes in project management are:

Planning
Designing/Forming
Implementing/Operating
Reviewing

Attention must be given to each of the basic processes, with appropriate personnel assigned to each stage.

In addition, project management can be documented according to a system of content, cost, schedule, and control; a project notebook or computer directory and files can be maintained for accountability of the comprehensive training efforts and for individual training and learning projects. The project notebook is useful whether you produce training products and services in-house with your current staff or you go outside the company for training products and services. The project management approach can help you manage training that is cost-effective and clearly tied to the larger corporate enterprise.

Exhibit 5–1 gives you a template for setting up your documentation and administration system.

A project management notebook can be useful for internal training developed by your staff as well as for per diem or outside trainers. Defining each training effort or program as a project can help you keep it all straight and administer your projects consistently. One possible organizing format looks like the one presented.

HOW TO ASSESS QUALITY IN TRAINING PROJECTS

Quality begins by setting standards. Standards can be measured in various ways: yes or no, on a scale of 1 to 10, by dates on a calendar, in comparison with similar others, by dollars saved, by numbers of defects corrected, and so on. The following are some standards for classroom training; add more to reflect the training in your company.

- Objectives are matched to the job a trainee must do at work
- Objectives are clearly stated
- Objectives are organized to facilitate learning
- Content is current
- Content is important
- Content is appropriately sequenced for learning
- Trainer's delivery follows the course agenda
- Trainer engages trainees during learning
- Trainer has credible mastery of content
- Training materials are pitched at the right trainee level
- Training materials use high quality graphics to support learning
- Training materials are adequate to facilitate accomplishment of objectives

recap

Think of your role as training administrator as one who gets things done through the people and systems of your workplace. For a person new to training responsibilities and roles, this administrator role is often the most difficult because it requires a certain amount of assertiveness into other departments and functions of your company. This chapter has provided you with ideas and techniques to carry out this important role.

- Today's workforce is a changing one, certainly not the workforce of grandfather's day when factory jobs were plentiful and woman's work was in the home. Many changes have occurred over the past sixty years or so—changes that challenge you, the manager of training, to implement administrative procedures in order to make the most of the workforce you have. Some of the characteristics of today's changing workforce include: a workforce largely made up of knowledge workers, not production workers; new words in the training vocabulary such as performance and self-directed learning; Internet connections that have brought the world of trainees together across ages, national boundaries, ethnicities, languages, and genders; some barriers to equal opportunity in training, such as flextime; teams working together online without ever seeing each other in person.
- Administrative tasks are also associated with your company's internal network of like-minded colleagues who need and want to be involved in training. Some processes that can help develop internal networks are gaining support through face-to-face meetings, using company e-mail to recruit collegial help for various training operations, expanding your successes by presenting your case in selected places around the company, initiating written or face-to-face follow-up to successful learning activities with influential persons anywhere in the company.
- As you get used to asserting your objectives for training into many areas of the company, be aware of the triggers or drivers of change. These include customer complaints, on-the-job injuries, questions on the financial report, new executive hired, new policies, new equipment, a technology breakthrough, a new union contract, new teams, new buildings, global expansion into other continents with cultural differences, retirement, new format for performance appraisal, installation of a learning management system (LMS).
- Administrative actions typically include dealing with training opportunities off-site at seminars in hotel conference centers. Wise administrative thinking and action can save the company and your training effort a great deal of money. Three administrative processes connected with outside seminars are: reviewing marketing materials, verifying client lists and contacting references, and reviewing proposed content for relevance and accuracy. Careful preparation of estimates of all related seminar expenses is also a key to working with outside seminar providers.
- Finally, administrative tasks are involved in training project planning and documentation. Seeing each new training course, program, or learning opportunity as a project can lead more easily to accountability for learning and for resources used. The standard project management notebook consists of four main sections: content, cost, schedule, and control. Throughout the administrative process, try to build quality inas you develop, implement, and administer more and better training.

? Review Questions

INSTRUCTIONS: Here is the fifth set of review questions in this self-study course. Answering the questions following each chapter gives you a chance to check your comprehension of concepts as they are presented, reinforces your understanding, and provides you with information that is fundamental to completion of this self-study course.

As you can see, the answer to each numbered question is printed to the side of the question. Before beginning, conceal the answers in some way, either by folding the page vertically or by placing a sheet of paper over the answers. Then read and answer each question. Compare your answers with those given. For any question you answer incorrectly, make an effort to understand why the answer given is the correct one. You may find it helpful to turn back to the appropriate section of the chapter and review the material about which you were unsure.. At any rate, be sure you understand all the review questions before going on to the next chapter.

1. The terms e-learning, self-directed learning, and on-the-job training are terms that:
    (a) describe new kinds of training beyond the classroom.
    (b) will become obsolete in a few years.
    (c) are used primarily by consultants.
    (d) have no place in a corporate environment.

1. a

2. Distributing information about new federal legislation and its training challenges describes a task within the role of:
    (a) instructional designer.
    (b) ESL program specialist.
    (c) administrator.
    (d) diversity consultant.

2. c

3. Finding ways to achieve a win-win situation in developing a network of colleagues is best described as:
    (a) communication.
    (b) an impossible process.
    (c) negotiation.
    (d) compromise.

3. c

Do you have questions? Comments? Need clarification?
Call Educational Services at 1-800-225-3215, ext. 600,
or email at ed_svcs@amanet.org.

4. A learning management system (LMS) is especially useful if   4. a
you are:
(a) starting a new and comprehensive training and learning
program.
(b) collaborating with the director of information technology.
(c) making the choice to outsource the training function.
(d) planning to increase the person-days in training of all the
company's managers.

5. Documentation in training project notebooks follows this   5. d
format:
(a) objectives, content, trainer, materials.
(b) plan, do, check, act.
(c) EEOC, ADA, OSHA, FMLA.
(d) content, cost, schedule, control.

focus

6

Keeper of the Budget

Learning Objectives

By the end of this chapter, you should be able to:

- Identify three sources of training funding.
- Describe four items to consider in creating a training budget.
- State and apply the formulas for productivity and return on investment.
- List four items to include on a request for proposal.

INTRODUCTION

An It's a good thing to be reminded that the purpose of doing business is to make money. It's easy to fall into the mindset that often portrays training as the answer to all problems, especially if you've just agreed—with some sense of idealism—to be in charge of training.

You know now that training is much more than happy talk, and it rightfully takes its place among such strategic business elements as stockholder value, customer development, and systems and processes. This chapter provides a framework and information about how to budget and account for learning and training operations. We examine the role of "keeper of the budget" with details about the financial choices you need to make as you perform this important role.

Who's Your Boss?

We begin with a story about a ne w training manager in a small but growing division of a large, global, well-established company. The parent company provided valves, instrumentation, and controls for use in various chemical processing plants; the new division provided simulation training to plant operation personnel. Innovative engineers, software developers, and creative technical staff collaborated to design computer-based simulation training on the workings of valves, instruments, and controls so that plant operators could practice dangerous work with no risk to their safety. The division's simulator was the pride and joy of staff engineers as well as of customers. A new simulation training center was a showcase for technology and learning. Sales of plant operating systems brought enthusiastic customers into the simulator training areas following their purchase of equipment from the parent company.

The customer base included foreign government ministries, big companies that were internationally known and respected process control providers, and many instrumentation and control corporations that were set to expand their operations into something new and saw simulation training as the wave of the future. Customer care was a fundamental mantra in both the parent company and in the new simulator training division. The simulator training division was definitely in business to make money.

But this story is not about simulation training: it's about accountability of the simulation training manager—specifically, to whom should she report? Some of the mid-level technical managers' titles were manager of applications engineering, director of process simulation, director of projects, vice president, and general manager. This manager's job description specified that she develop and instruct simulation training, provide training consulting services within and outside the company, and develop and market advanced process control simulation and training to existing and potential customers. The question "Who's your boss?" was not easy to answer.

It was settled by a joint reporting relationship to both the Vice-President of Operations and the Vice-President of Sales and Marketing. Operations, Sales, Marketing—three functions demanding financial savvy and accountability. This was clearly not the arrangement under which most trainers with management responsibility functioned. It was, however, right for this company and its entrepreneurial simulation training division. Wise companies, especially those with advanced technology products and services, should learn a lesson from this story about reporting relationships that make sense and facilitate profit. Don't automatically assign the training management function to human resources. Place training as close as possible to direct routes to your particular company's financial growth.

COST CENTER OR PROFIT CENTER?

One of the most important managerial decisions you have to make at the start of a new training initiative is whether the operation will be a cost center or a profit center. Most training appears in the corporate financial structure as a cost center, including the typical budget reporting categories: salaries, custom materials developed by outside consultants, off-the-shelf training materials, expenditures associated with sending employees off-site to college courses, conferences, and seminars taught by big name presenters. When money is in short supply, these standard training expenses can raise red flags, and those who manage training are questioned about the wisdom of the expenses. It's easy to see why, in this framework, training is under scrutiny for being too costly. It's also easy to see why trainees and the managers who send them to training programs are always under the gun to show the numbers that indicate the positive effect of learning on operational processes and the corporate bottom line.

The Training Operation as a Cost Center

An example of a cost center training operation is one in which a training room is set up in which all employees are put through OSHA safety training in order to certify to government inspectors that all persons have been trained. Another example is training delivered through use of PowerPoint™ slides in effective workplace communication. In the first case, the metric of how many seats were filled in the auditorium versus how many employees are at the company—the measure used in many organizations—doesn't have any meaning in terms of skills demonstrated or knowledge acquired. In the second case, there's even less chance that any skills will be learned because people need to practice communication skills as they learn them. Slick presentations to a packed auditorium probably don't measure up as a genuine learning experience. Both training situations suggest that the training manager who organized them was operating as a cost center, since learning objectives weren't clearly defined and no means existed to measure learning progress. Don't confuse information with training.

The Training Operation as a Profit Center

A different way to position training within a corporate structure is to make it a profit center. This means that the department that receives the benefits of training is charged for that training, and internal transfer of funds occurs when the instructor certifies how many persons completed the training and which departments they represent. Profit center training usually makes its way into the price of customer service; that is, sales training costs can be apportioned across all customers and be added to the price of service or product, with a profit margin figured in. Profit center training also requires that careful accounting be done in order to demonstrate cost-effectiveness to the participating department as it contributes to the training operation. Direct training of customers in the use of new products can

also be computed as a cost that figures into the price charged for those products, so that design and development of that customer training becomes a factor in the expanded use of new products and is not considered a cost to the training operation. Profit center training always has a customer focus.

The Who's Your Boss? anecdote describes a training operation that was a profit center. Because of the reporting relationships, the training manager had a direct responsibility to create and deliver training services that were operationally lean and focused on customer value. These services were attractive in both design and implementation, and they were obviously intended to boost sales of both the parent company's engineering products and hardware and of the simulator training division's new software for learning. This training operation was clearly seen as a profit center. Development of simulation training and face time with customers and prospects engaged in training on the simulator were both charged to the sales and marketing budget. These activities are essential in most companies, in contrast to the kinds of training outlined in the cost center example. This kind of accounting and accountability forces trainers to design and deliver only those kinds of training that are tied to the bottom line.

BUDGETING AND ACCOUNTING FOR TRAINING AND LEARNING

When dealing with budget and accounting issues, numbers guide your decisions and actions. The most important numbers to associate with your training operation are income, costs, and time. Working within your budget is the best way to guarantee that training is positioned as a valid corporate player, on a business par with sales and marketing, information technology, research and development, manufacturing, human resources, and other business functions that are held accountable for their use of corporate resources. The budget itself is the document that tells you on a monthly basis how the numbers you've estimated are working. Accounting is the on-going process of record-keeping regarding the numbers.

Typical budget considerations include:

Income
• Dollars transferred internally from other departments to the training operation
• Dollars received from customers, allocated as a percentage of sales and/or customer service

Expenses
• Equipment and equipment repair (remember to account for depreciation)
• Supplies (office and training supplies)
• Software (authoring tools, learning management system)
• Off-the-shelf purchased courses and other training materials (DVDs, books)
• Consultant and per diem trainer salaries

- Training staff salaries and benefits
- The training operation's share of facility maintenance and administrative overhead
- Education and training of training staff for professional and career development (conference attendance fees, tuition refunds for college courses)
- Internet connections and communication charges
- Marketing costs associated with customer retention and/or growth

Time
- Trainee hours spent in training away from one's regular job
- Instructor hours spent teaching or facilitating learning
- Hours of development time for course revision and new course creation
- Hours spent in self-study, mentoring, coaching, and e-learning
- Management hours spent on training projects (to carry out any of the six roles described in this course)

Decide how and when to do the accounting for these expenses. Get help from company finance gurus in setting up your books, and listen to their advice about guidelines in report generation. Make time in your day to settle the books and do the accounting. Find out when budget estimates for next year or next quarter are due, and base your budget on the realities indicated by the data in your files.

Productivity

There is no doubt that it's a challenge to fit training and learning into a business framework. Training is often seen as a function unrelated to the bottom line. Focusing on a proper balance between the key numbers is an essential mindset for individuals who manage training, either as their principal responsibility or as a part of a broader set of responsibilities.

One way is to think of personal productivity as output divided by input:

$$P = \frac{\text{output}}{\text{input}}$$

In this formula, the denominator, input, should be smaller than the numerator, output, so that the output number in fact contributes to the corporate bottom line. Here's a simple illustration:

Let output be represented by the number 7500 and
Let input be represented by the number 2500.

$$P = \frac{7500}{2500}$$

$$P = 3$$

Since 3 is a positive number, it is one against which future training and learning opportunities can be measured and compared. Suppose the 2500 input figurerepresents time spent away from the trainee's regular job; but the 7500 output figure represents new customer contracts that can be traced directly to more effective sales knowledge and skills that were learned during that "2500" training. This sales training enabled the trainee to produce income and profit, in short, the salesperson demonstrated productivity. If, however, the numbers were reversed, the resulting P (productivity index) for this trainee, would be a fraction rather than a whole number, indicating to the manager of training that modifications to that sales training program or more accurate needs assessment might be necessary. The savvy training manager would remember the performance consultant role and begin investigating a wide range of causes of the poor productivity.

What you hope to achieve in managing training is to fine-tune the input processes—needs assessment, design, development of course materials, hiring costs and pay for consultants or per diem trainers. You need to minimize the input costs so that the output in terms of higher skills mastered and new knowledge demonstrated are more beneficial to the company than the input costs incurred. Managers of training focus on the new KSAs learned during training as they translate into the output of individual and organizational productivity.

A classic reference detailing the concepts underlying the productivity formula is Kaplan and Norton's 1996 book, *The Balanced Scorecard,* published by Harvard Business School Press. Chapter Six, "Learning and Growth Perspective," is particularly relevant. Other books that elaborate on the subject are *Training for Non-Trainers,* AMACOM, 1991; *How to Start a Training Program,* ASTD, 1999; and *How to Manage Training,* 3rd edition, AMACOM, 2003.

Return on Investment

Accountability in training is also often thought of as the debate on return on investment (ROI), represented by the formula earnings divided by investment:

$$ROI = \frac{earnings}{investment}$$

In the ROI formula, the principle is the same but the emphasis is broader than KSAs. ROI considers all expenses invested in training—salaries of all persons involved, rental of workshop space, promotional efforts for training, registration and clerical work, travel time and expense of trainees and instructors, plus the productivity input costs suggested in thepreceding section. The formula's earnings numerator should reflect revenue received from customers whose buying behavior can be traced to more and better training, earnings received by the training operation from interdepartmental participation in courses and workshops, and earnings calculated by conversion of time saved to money earned. Discussions of productivity and return on

investment are often characterized by references to cost-effectiveness, cost-benefit analysis, tools for process improvement, enablers for success, and KSAs that add value.

A classic reference is the work of Jack Phillips, author and chairman of the ROI Institute. He can be reached online at *jphillips@clomedia.com*.

❓ Think About It…

Think about training in which you have participated, and apply the productivity formula to it. Begin by making a list of the input variables. Refer back to the bullet lists under Income, Costs, and Time for ideas. First consider the input variables:

_____

_____

_____

_____

_____

Then think about the outputs to this training in which you participated and list them. When thinking of outputs, think about what you learned during training and how it transferred to your job. Think in terms of translating these benefits into dollars saved, dollars well spent, as well as dollars earned.

_____

_____

_____

_____

_____

If you want to continue, assign numbers and total them. Place the total inputs and outputs into the productivity formula, inputs divided by outputs, and do the math. If your outputs represented higher dollars than your inputs, that training was on the right track. If, on the other hand, your inputs represented greater dollar amounts than the outputs, that training was not cost-effective and changes would be in order.

This is the same mental process that you need to go through with actual data on inputs and outputs. Typical places where input costs can have a direct relationship to training, and where good training can get those input numbers down include:

- Employee retention
- Quality of product and service
- Customer loyalty

- New product development
- Mandated safety training
- Promotion from within

Be sure that you know the company's track record in these areas and that you take the time to assess the needs of the workforce regarding them. Training designed on a needs basis is training that has a good chance of keeping those input costs down and the output benefits up. The goal is to affect the bottom line in a positive way.

THE MAKE-OR-BUY DECISION

If you are starting up a new kind of training and learning program, you need to make some tough decisions about whether to create and deliver training with the employees you currently have on the payroll or whether you need to hire some or all of the instructional designers, instructors, evaluators, and support staff to implement the training you envision. You also have to make the decision whether to create your own training and learning materials or whether it would be more cost-effective to buy materials off-the-shelf. Training design software is available to provide course design templates in which you simply need to fill in the blanks with your own customized content. If you decide to go this route, you need to work with several subject matter experts on staff who can be loaned to the training operation for a period of course development. Of course, it could be another challenge to find someone who is a whiz at making new software work and who can also function as a subject matter expert to provide the correct content. Another question is whether your instructional designer can function also as an instructor, or can you, in your role as training manager, function as an instructor?

You also need to think of a broad range of training and learning opportunities: do you want to offer classroom training or hands-on workshops; send employees to conferences; set up mentoring and coaching programs; provide a learning resource database for all employees; start up a self-study program; provide quality standards training, safety training, new employee orientation training, skills training in use of machines and advanced computer programs; try out some combination of e-learning with other more traditional settings? When you think in terms of a wide range of learning opportunities, you may discover that cost-effective management consists of both hiring consultants from outside as well as doing it yourself.

For in-depth information about this topic, check the resource collections at www.*brandon-hall.com*. Be sure to allow yourself some professional development opportunities where you can connect with other companies and their training managers. Go to a regional or national conference of the American Management Association, ASTD, or VNU Learning/*TRAINING* magazine. Talk to others in positions similar to yours; ask questions, get referrals for hiring consultants, find out which vendors your peers in other

companies have found to be reasonable and reliable, and ask them what their experience has been creating training in-house. Develop relationships that could pay off in terms of collaborations in design and delivery. Watch for the January publication of ASTD, *T+D*, which contains a "State of the Industry Report" that includes current costs associated with training programs of various sizes. *TRAINING* magazine offers for good ideas and reports of what other companies are doing on a monthly basis; check its website, *www.trainingmag.com.*

The Request for Proposal

If you've decided to hire consultants or per diem trainers and development specialists, you need to do this equitably and publicly, advertising the help you need and issuing a Request for Proposals, or RFP. Exhibit 6–1 is a checklist of items to include in an RFP.

Think of the RFP as a statement of need.

Include a Training and Learning Standards document with your RFP in which you spell out things with which you expect outsiders to comply. These could include:

- A course design template
- A suggested proportion of cognitive and hands-on skill development
- A suggested proportion of e-learning or online time per classroom course
- Your requirements for references and resource lists for trainees
- A classroom set up diagram to maximize learner interaction
- Your preferences, as percentages, for teaching process as well as content
- Built-in assessments at various points in the course
- Strategies for transfer to the job

E xhibit 6–1

Checklist of Items to Include in a Request for Proposal

Advertised Training Need: _____

Proposal Due Date: _____

_____ **1.** Descriptive information about your company (size, organization, technology infrastructure, products/services, market, mission statement)
_____ **2.** Desired learning outcomes of the training advertised here
_____ **3.** Specific training programs and projects you need
_____ **4.** Monitoring schedule for development and implementation
_____ **5.** A nondiscrimination statement regarding the contract award
_____ **6.** A statement about protection of the company's intellectual property
_____ **7.** Guidelines for submission of the proposal
_____ **8.** Format for itemizing costs
_____ **9.** References for vendor's previous related work
_____ **10.** Procedure for awarding a contract based on the proposal
_____ **11.** Date of notification of acceptance or rejection of the proposal

---

E xhibit 6–2
What to Look for in a Vendor/Consultant Proposal

_____ **1.** As you review the proposal, does there seem to be too much "boilerplate," or generic material that does not address your requirements specifically? Does the proportion of solid planning specifics to nice-to-know platitudes seem out of balance?

Comments: _____

_____

_____ **2.** Does the proposal start with a clear recognition of your training problem or with a itany of wonderful things the vendor/consultant has done for others?

Comments: _____

_____

_____ **3.** Does the proposal reflect your company's outlook on business? Does the vendor/consultant understand your business culture? This should be obvious on page 1 of the proposal.

Comments: _____

_____

_____ **4.** Do you know exactly what the vendor/consultant proposes to do for you? Look for nouns in the proposal—things that can be measured, inspected, revised. Be careful that the verbs in the proposal convey concrete information and that actions are not so high-sounding that they can't be done.

Comments: _____

_____

_____ **5.** Are the outcomes of the proposed actions clearly identified? Look for words about when, how much, and what kind of results to expect by following this proposal.

Comments: _____

_____

_____ **6.** Are you convinced? Look for a short section of believable information about the vendor's/consultant's expertise. Be sure that it's relevant to what you need.

Comments: _____

Exhibit 6–2 continued from previous page

_____ **7.** Does the proposal hang together? Look for tight logic. Be sure that this is a proposal to you only and not a cut-and-paste job that might get sent around to other companies too.

Comments: _____

_____

_____ **8.** Is the cost information inclusive and reasonable? Be sure that the language and numbers leave no doubt and no surprises. Check the timetable for checkpoints and completion dates; compare these with cost information to verify that they make sense.

Comments: _____

_____

Include any other specific format-type elements you prefer, for example a format for describing the vendor's training project, or one for numbering courses for the purpose of scheduling and cataloging. Make your job of comparison shopping easier by providing a simple standards document to each potential vendor or consultant when you issue your RFP.

Vendor/Consultant Contract

If you intend to buy materials from outside vendors or purchase services from consultants, do some comparison shopping and check their references before you spend any money. Develop a training and learning standards document as described in the section on RFPs. Ask for a written proposal with content and financial details. Exhibit 6–2 is a checklist of what to look for in a vendor/consultant's proposal. Use it as a guideline for reviewing and comparing proposals. Do your homework before issuing and signing a contract.

recap

Those who manage training and learning opportunities need to be grounded in business processes and be guided by a desire to contribute to the company's bottom line. Developing and maintaining a budget and accountability system for training is part of the job of being a valued corporate player. This chapter poses key questions about training's financial contribution to profit and provides guidelines on weighing alternatives.

- Many sources of training costs must be accounted for in the training budget. These include salaries and benefits of staff members engaged in development and delivery, pay of outside consultants and vendors, administrative and maintenance overhead of running facilities for training, costs of purchasing supplies and equipment, maintenance and repair of equipment and facilities, sending staff to off-site conferences and continuing education programs, costs of time spent in self-directed learning.

- When creating a training budget, build accountability into it by creating timelines for monitoring and feedback. Design your budget so that its income side can include dollars transferred internally by other departments as well as customer-generated pay for training services. Be sure to survey and monitor your company's technology infrastructure for supporting training and allow for expenditures in this category. Don't forget to budget for course revision as well as purchase of new courses. Include figures that represent your own management hours/days spent on all aspects of the training process (assess, design, deliver, evaluate).

- All training operations should be designed with transfer to the job and profit to the company in mind. Productivity and return on investment are two important formulas for thinking about training's contribution to individual and to corporate productivity:

$$P = \frac{output}{input} \quad \text{and} \quad ROI = \frac{earnings}{investment}$$

As you account for the work you do in training, remember your fiscal responsibility to your company. These formulas can help you balance costs and benefits.

- Sometimes you will need or want to go outside the company to get training services or products. When you make the decision to employ outsiders, you need to create a document called an RFP (request for proposal) that outlines what you expect any potential vendor to do for you. The essential elements to include in an RFP are descriptive information about your company and training program, timelines and schedules for development and delivery of services, your expected formats for itemizing costs, nondiscrimination statements regarding equal opportunity, guarantee of protection of your company's intellectual property, and procedures for submission, acceptance, review, and award of contract based on the proposal submitted according to this RFP.

? Review Questions

INSTRUCTIONS: Here is the last set of review questions in this self-study course. Answering the questions following each chapter gives you a chance to check your comprehension of concepts as they are presented, reinforces your understanding, and provides you with information that is fundamental to the completion of this self-study course.

As you can see, the answer to each numbered question is printed to the side of the question. Before beginning, conceal the answers in some way, either by folding the page vertically or by placing a sheet of paper over the answers. Then read and answer each question. Compare your answers with those given. For any question you answer incorrectly, make an effort to understand why the answer given is the correct one. You may find it helpful to turn back to the appropriate section of the chapter and review the material about which you were unsure.. At any rate, be sure you understand all the review questions before going on to the next chapter.

1. Being a profit center means that training operations must be:
   (a) designed and implemented with a customer focus.
   (b) overflowing with information.
   (c) paid for out of corporate profits.
   (d) a spinoff of the accounting department.

1. a

2. Three sources of training costs are:
   (a) sending staff to conferences, tuition refund programs, hiring consultants.
   (b) engineering, sales, marketing.
   (c) human resources development, career development, research and development.
   (d) personnel files, performance evaluations, organization charts.

2. a

3. Income, costs, and time are:
   (a) typically overlooked during accounting for training.
   (b) never figured into profit.
   (c) budget considerations that should be balanced in a training budget.
   (d) always used to dictate future course design.

3. c

4. Cost-effectiveness, cost-benefit analysis, tools for process   4. d
improvement, and KSAs that add value are part of the
discussion regarding:
(a) OSHA.
(b) legal compliance.
(c) customer service.
(d) return on investment (ROI).

5. A standard RFP includes: 5. b
(a) a roster of company e-mail addresses.
(b) a monitoring schedule for development and
implementation.
(c) a list of all corporate customers from the previous year.
(d) biographical information about the CEO.

Appendix A: Sample Business Plan for Training

Cover: Title, Distribution List, Date of Distribution

BUSINESS PLAN FOR SUMMIT COACHING AS PART OF PARAGON, INC.'S NEW TRAINING OPERATION

Distribution:
Lisa Washington, Chief Operating Officer
Robert C. Dockens, VP Human Resources
Benny Elliott, Director of Project Management
Kristen Crosby, Director of Accounting
Gina S. Bichon, Director of Sales and Marketing

August 10, 20XX

Business Plan for SUMMIT COACHING
as part of
Paragon, Inc.'s New Training Operation

Contents

I. EXECUTIVE SUMMARY

This Business Plan for SUMMIT COACHING presents opportunities for corporate growth through the startup of a companywide coaching program. This service is positioned within Paragon, Inc.'s new Training and Learning operation.

We believe the time is right for this new venture because of the deep and broad expertise we possess in the areas of sales, production, and research and development. This expertise is due in part to our mature engineering staff with years of service at PARAGON, INC. and to the high quality and youthful energy of the sales staff now on board here as a result of our recent acquisition of FORWARD, INC. We believe that the combination of knowledge and skills currently represented by these departments can and should be shared with other employees throughout the company. It is our intent to create a formal coaching program from within our employee base, administered and supported by three persons recently rotated into PARAGON, INC.'s new Training and Learning function.

Current staff members assigned as coaches will work on the job at actual worksites of those being coached for specified periods of time, with clear objectives for learning, specific performance standards, and consistent evaluation guidelines. By building in an accountability structure, we can minimize training time and expense, assure that coaching is directly related to work, and share expertise that contributes to our intellectual property. SUMMIT COACHING can be operational in three months.

Startup expenses are estimated at $ 1,000, which includes purchase of train-the-trainer materials for the initial group of ten coaches.

Page 1

II. Reasons for the Plan : Goals

The primary goal of SUMMIT COACHING is to expand an on-demand learning presence within our company through use of a well-designed and accountable coaching program. A secondary goal is to encourage our entire workforce to use the expertise of our coaching staff to address immediate needs, thereby placing learning opportunities close to job growth, increasing our base of intellectual property while saving time and money in implementation.

II. Reasons for the Plan: Rationale

We present this business plan at this time for the following reasons:

- We have a highly motivated and competent staff in at least three departments (sales, production, and research and development) who are willing to take on coaching services as part of their jobs

- Coaching services will provide high visibility for our commitment to workplace learning at PARAGON, INC.

III. Operational Plan

Operational Decisions	Sept		Oct		Nov		Dec		Jan	
	15	30	15	30	15	30	15	30	15	30

1. Name the coaches, employees to be coached, and support staff for SUMMIT COACHING SERVICES..x

2. Write position descriptions and describe the organization structure............x

3. Purchase train-the-trainer supplies........................x

4. Conduct coaching Needs Assessments within the company......................................x

5. Prioritize needs...x

6. Train coaches in the training process and documentation requirements (assess, design, deliver, evaluate)..x

7. Design and deliver the first high-need coaching projects...x

Page 4

IV. Business Analysis: The Market

Since taking on selected training responsibilities, PARAGON, INC.'s new training operation has partnered with our sales and marketing staff to explore the possibilities for creating a companywide coaching program. Since the highest producers in Sales are transfers from the recently acquired FORWARD, INC. company, they in particular can help teach our fledgling sales staff during the period of integration with our current staff. The coaching process offers a unique opportunity for sharing information and knowledge, enabling us to meet the learning needs of our staff in the most direct and effective way. A well-trained, competent sales staff is an investment in our future.

Customers served by FORWARD, INC. before its acquisition by PARAGON, INC., will have expectations of an expanded sales force with focused, high-level skills. We can anticipate the addition of new customers to our revenue base as soon as our combined sales force has a consistent level of sales knowledge, skills, and attitudes.

We have also seen indications that our own workforce is ready for the kinds of on-demand instructional and learning services that coaching can provide. Our departmental budgets for classroom training and off-site seminars have been severely cut over the last year. However, as we surveyed the company to identify our most accomplished and competent employees, we have identified individuals within the

The Production and Research and Development departments, along with the Sales staff, could function as our first coaches. If we fail to involve these outstanding contributors in sharing their expertise with younger and newer employees, we anticipate two likely outcomes: a loss of intellectual capital and a lost opportunity to build a learning culture throughout the organization.

We believe that since our workforce is moving toward on-the-job and on-demand learning opportunities, a formalized in-house coaching program, ultimately available to all employees, will give PARAGON, INC. a head start in improving organizational and individual performance. It is our hope that we will be able to serve one-third of our workforce within six months.

Page 5

IV: Business Analysis: The Competition

We are ranked within the top five companies in our product line. To maintain our high standing in the industry, we believe we need to demonstrate a commitment to learning opportunities beyond those available through seminars and classrooms. Our competitors' commitment to learning is varied. Only two of the five offer any training other than classroom training, and none has implemented anything like a formal coaching service. We would clearly be leading the competition with SUMMIT COACHING.

IV. Business Analysis: Internal Corporate Strengths

PARAGON, INC. has a strong reputation as a company that cares about its employees. This is demonstrated in a variety of ways, including flexible organization structures, dotted line reporting relationships, encouragement of prudent risk-taking to create new opportunities, and team-based problem solving that crosses departmental lines. PARAGON, INC. provides an excellent environment for supporting on-demand and on-the-job learning at the point of need. In addition, the persons earmarked to become the nucleus of SUMMIT COACHING have solid experience at PARAGON, INC. and have been informally providing services whenever they are asked.

We believe that to build and sustain a competitive advantage, as well as to create a learning culture for ourselves and our customers, a more formal training and learning service is the best way to proceed at this time.

Page 7

IV. Business Analysis: Training's Financial Health

PARAGON, INC.'s previous Training Department was severely diminished by budget cuts for classroom training and off-site seminars, and no professional staff remains. Training events had typically been provided using funds from the Training department budget, with no reimbursement from other departments whose employees attended training programs. This meant, of course, that the Training operation was characterized by management as a cost-center. The training that was typically provided, however, was viewed as a benefit for all. Training has suffered as a result of this identification as a cost-center. However, we maintain there is a commitment to learning at PARAGON, INC., and pride in the high level of expertise we have in our current staff.

We would now like to change this cost-center mentality, retain the positive feelings about the value of learning, and believe that we can do it through a carefully planned and implemented on-the-job learning program, the heart of which is coaching.

Page 8

IV. BUSINESS ANALYSIS: STAFFING STRENGTHS AND POTENTIAL

We believe that we are in an excellent position to embark on this new venture. We currently have managers throughout the company and support staff who are champions of learning and eager to be part of this new coaching program. We believe that with an accountable, organized formal coaching program, we can demonstrate staff commitment to PARAGON, INC.'s growth and quickly raise the level of expertise and competency throughout the company.

We can expect a significant jump in the numbers of our own employees who want to learn this way. With success, we would expect to see growth in business results from the increased capabilities of Sales, Production, and Research and Development.

Page 9

V. Controls and Accountability

This Business Plan for Training can be operational within two weeks of acceptance by senior management. The Controls and Accountability chart is based on this acceptance.

development activity	person responsible	measurement	due date
1. Confirm staff selection by chosen staff	Ben Felini	100% agreement	9/30
2. Purchase supplies	Kristen Crosby	within $1,000 budget	9/30
3. List employees to be coached; match coaches to employees	E. Bell	numbers of coaching pairs	10/15
4. Create a learning plan template; train coaches; develop a coaching schedule	C. Decasa	number of days committed	12/15
5. Deliver SUMMIT COACHING services	Jeanne Emanuel	hours of service; participant evaluations	12/30

VI. REASOURCE REQUIREMENTS

Resources required to start up SUMMIT COACHING will be kept to a minimum because of the proposed on-the-job time allocation. Resource needs are minor, consisting of coverage of train-the-trainer materials. Careful accountability documentation will be kept and hours expended in coaching will be noted. At the end of a program year, a training and learning services task force will determine results and reevaluate the plan and modify it according to our findings.

Estimated financial resources required at startup: $1,000 to purchase train-the-trainer materials to train those persons identified as coaches.

Page 11
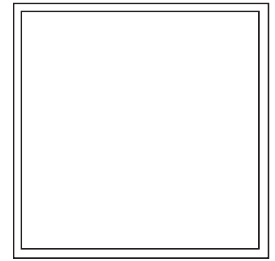
Appendix B: Format for a Learning Strategy Document

Use this blank form to document and present your own learning strategy. Following the example of Exhibit 2–2, substitute your own company information, indicating why a new strategy for learning is indicated. Expand the sections as necessary to include all important findings from your study.

WHY A NEW LEARNING STRATEGY IS INDICATED

Timeline

Additional Information Supporting a New Strategy

CONCLUSION

GRAPHIC REPRESENTATIONS
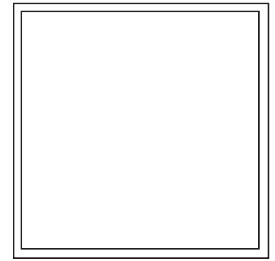
Appendix C: Tools for Training Delivery

The following are six tools for training delivery. Use them with instructors as a review of concepts and processes pertaining to the delivery of training courses. Makea copy to give to your instructors several weeks ahead of their scheduledtraining. These six tools are especially useful if you are starting a training program and expect to use several different instructors to deliver courses. Adapt the forms and checklists to your company as appropriate. These tools include:

1. The Course Development Process
2. Lesson Plan Template
3. Learning Styles
4. Training for Adult Learners
5. Delivery for Mastery
6. Instructional Excellence Checklist

1. THE COURSE DEVELOPMENT PROCESS

Instructions: This form is especially helpful if the instructor is also the developer of the course. This is a planning tool, particularly useful at the start of a new training initiative in an organization or company. As you go through the course development process, right up to the point of scheduling and registration, use this checklist to plan your way through, using the "Actual Date" column as a self-assessment tool.

	Target Date / Actual Date
1. Verify training objectives and content with a subject matter expert.	
2. Achieve consensus among all stakeholders on learning objectives.	
3. Achieve consensus among all stakeholders on best mode of delivering this course: e-learning, video, classroom, hands-on workshop, etc.	
4. Verify content, scope, and sequence of topics with manager(s) who requested this training.	
5. Check course visual aids for clarity, accuracy, consistency, and completeness.	
6. Set production schedule and get commitment from all involved organizations (advertising, graphics, programmers, instructional designers, registrars)	
7. Label/number and set the course in its proper place in the training curriculum and catalog.	
8. Promote the course through appropriate channels.	

2. Lesson Plan Template

Instructions: This template is especially useful to the instructor who also writes the course. Most classroom training occurs in 2-hour blocks of time, with each "lesson" taking about 15 minutes. (A one-day training program would, therefore, typically consist of six hours or 24 fifteen-minute lesson plans.) Staple the lesson plans together in logical units of content and give each "unit" a name. Use lesson plans to structure and deliver your course in a logical way that makes sense, building lessons with high-level skills on lessons requiring low- and mid-level skills. This template is also helpful as a check on a course designed by an instructional designer or subject matter expert to be sure that all instructional elements are in place with appropriate time allocation suggestions. Write in outline form, limiting each lesson to one page.

Lesson title: _____

Purpose of this lesson: _____

_____

Materials needed for this lesson: _____

_____

Learner objectives for this lesson:

1. _____

2. _____

3. _____

Content outline for this lesson:

1. _____

    a. _____

    b. _____

2. _____

    a. _____

    b. _____

3. _____

    a. _____

    b. _____

3. LEARNING STYLES

Instructions: Use this checklist to review a course before you deliver it to be sure that the course contains enough content and process to appeal to various styles of learning. Allow yourself enough time to make corrections in the course to accommodate the employees who've registered for the course. Review the course from a delivery perspective. The course should allow you to:

_____ 1. Present information that appeals to "left-brained" preferences—i.e., sequential, logical, organized information that requires reasoned analysis to understand.

_____ 2. Present information that appeals to "right-brained" preferences—i.e., nonverbal stimuli, impulsive, simultaneous, messy information requiring intuition and synthesis to understand.

_____ 3. Build in opportunities for divergent thinking—generating hypotheses, being creative, and solving problems using the concept of what might be possible.

_____ 4. Build in opportunities for convergent thinking—gathering evidence, documenting, and solving problems by figuring out observable necessary components.

_____ 5. Teach students to look for patterns—in verbal expression, in visual information, in situations in which touching, hearing, or smelling are important to the job.

_____ 6. Teach students to understand analogies and use them to foster understanding of new concepts and skills.

_____ 7. Build in opportunities for quiet individual work as well as noisy group work.

_____ 8. Encourage team problem solving in small groups so that trainees can learn from each other and can develop experience working with learners of varying style preferences.

_____ 9. Listen for clues to a person's preferred style—e.g., "I see," "I believe," "I hear," "I figure," "I can prove," and so on.

_____ 10. Appreciate that in the same class you'll have trainees on the same issue who'll always want to ask you "what" and others who will always want to ask you "why" and that both approaches are equally valid. Be prepared to satisfy each kind of question—sometimes coming from the same person.

_____ 11. Build in opportunities for individuals to exercise the various kinds of memory involved in human information processing—the short-term memory of present information delivered by current sensory inputs, the information store of past experiences in long-term memory, and the process of associating the present and the past. Be sure that training is consciously designed and delivered to support both short-term and long-term memory in your trainees.

_____ 12. Build in the opportunity for trainees to plan as well as to "shoot from the hip."

4. TRAINING FOR ADULT LEARNERS

Instructions: Use this checklist as a quick review of how adult learners differ from children in school. Study this checklist before you give a final okay to the content and process elements of the course you're being asked to teach. Be sure that the course is designed for adults and that the course provides opportunities for you to address various needs of adult learners. These eight checklist items can guide you in instructional techniques for adults at work:

_____ 1. Be sure that trainees know how their work fits into the totality of work at this company. Be sure that instruction describes the big picture. Inspect the beginning of your course documents to be sure that instruction is designed to enable trainees to see their work in relationship to all work of the business.

_____ 2. Be sure that trainees understand the requirements of the new skill—that is, give trainees a simple list of competent behaviors you expect them to exhibit after they've been through training.

_____ 3. Anticipate that trainees will come to training with some gaps in prerequisite knowledge. Have reference documents, website addresses, user manuals, and job aids available during training for those who might need to catch up.

_____ 4. Present training as a solution to problems. Conduct training in a way that engages trainees in working out solutions. Give trainees opportunities to problem-solve individually as well as in small groups. Give them clues and ideas, but let them work through problems to solutions that work for them.

_____ 5. Provide feedback often during learning time. Adults like to know that they "got it"; if they didn't get it, they like to know what steps to take in order to do it right.

_____ 6. Build in plenty of practice time, and be sure that it is instructed practice time, so that trainees realize their successes and failures and can learn from them in the controlled environment of the classroom.

_____ 7. Hand out some record or reminder of learning—a trainee manual, a course outline, a workshop agenda, a job aid—to take back to the job. Give them a crutch to reactivate their memories after training is done.

_____ 8. Give trainees a chance to evaluate their training, making suggestions for improvement. Include the following things on a trainee evaluation form:
- Design and delivery of the course; quality of materials and instruction
- Learning, including appropriateness of learning objectives; increase in knowledge, skills, attitudes (KSAs)
- Transfer to the job; steps they'll take to facilitate transfer of KSAs
- Expected effect on the business bottom line (profit, efficiency, customer service)

5. DELIVERY FOR MASTERY

Instructions: This is an instructional delivery model that leads employees to success as learners. It can be adapted to many situations in which new skills or knowledge must be learned. It is most useful as a model for instructors who need to facilitate mastery of process and content.

Define or describe the task to be learned. Establish interest and mental readiness to learn.

Tell trainees why this needs to be learned. Give several solid business reasons that most trainees can relate to. Focus on the big picture—profitability, market share, quality, job security, efficiency.

State specific objectives for the learner. Be sure that trainees agree with what you say. Be flexible and ready to modify the way you said it to include the way they want it said. Ask trainees if there are any other objectives that are unique to them.

Specify what the standards and criteria for success are. Do you require 100 percent or will four out of five correct solutions be adequate for training success? Most trainees want to perform at peak capacity because higher pay and job security are generally related to high performance. Be sure that you communicate at the beginning of training what the highest level of performance/understanding is in each new topic. Standards of performance should always be tied to learning objectives.

Teach content in small chunks. Use any appropriate medium—video, slides, case studies, role plays, training games, examples, non-examples, and so on. Aim the content at the group as a whole, paying attention to individual trainee reactions.

Model success after a chunk of content. Show trainees how this bit of information can make a specific job easier, how the application of this principle or formula can improve productivity or yield, save time, and so on. Demonstrate savings by following this procedure or mastering this content. Show quality in product or service by using these skills. Get trainees to think that if you can do it, so can they.

Guide trainees in a practice session. Suggest a problem situation that trainees can solve using the new skill or knowledge. Give plenty of facilitative cues.

Turn trainees loose in an independent practice session where they are more on their own—the workshop concept rather than the lecture-based seminar. Make the problem to be solved a generic business problem, or ask each trainee to define one for himself or herself.

Check to see if trainees got it. Do this by informal questioning, walking around the room to see how the practice is going, being available as a resource to a small group, and so on. Engage in formative evaluation, designed to spot learning problems as the process of practice unfolds. Don't let a small incorrect approach become a roadblock to future learning. Ask trainees how they think they're doing.

Vary the practice exercises until each trainee has achieved success at some level. Give trainees feedback about their progress relative to the agreed-upon objectives for learning. Tie the progress toward mastery at the end of training to the objectives at the beginning of training.

Suggest related higher-level problems for trainees who are faster learners.

6. Instructional Excellence Checklist

Instructions: Use this checklist as a personal assessment document for instructors. Good instructors should be able to:

_____ **1.** Set a realistic and somewhat flexible agenda; hold lunch break and quitting time sacred.

_____ **2.** Encourage trainee participation and know how not to become defensive or intimidated by an attempted takeover by know-it-all individuals.

_____ **3.** Teach constantly to agreed-upon objectives; once is generally not enough.

_____ **4.** Listen for cues to learning breakthroughs; reinforce trainees who take learning risks; encourage others at critical learning times.

_____ **5.** Provide reviews and summaries often.

_____ **6.** Help trainees focus on specific learning tasks; point out the good stuff on which attention should be directed.

_____ **7.** Go slowly and deliberately with instructions; be patient.

_____ **8.** Use clear, consistent language; leave the jargon in the textbooks.

_____ **9.** Be friendly, personable, approachable; move around the room.

_____ **10.** Be a facilitative leader, willing to share information and to lead learners forward to effective discovery and mastery.

_____ **11.** Give personal and useful feedback to trainees; receive and apply feedback from trainees to improve the course.
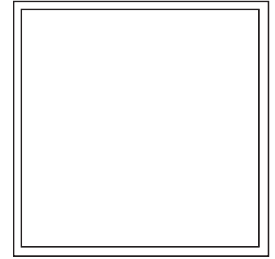
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RECOMMENDED RESOURCES

There are many books, professional associations, magazines and journals in management, learning, and organizational systems that can further inform the curious manager of training who wants to explore the possibilities in workplace learning. We offer the following list of additional resources for your own continuous learning. Some are recently published books written by today's leaders in workplace learning, and some are foundational books that have influenced the field over several decades. This list supplements the previous Bibliography of references used in the book. Other resources include professional associations with their websites, and related magazines and journals.

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American Management Association (AMA), 135 W. 50th St., New York, NY, 10020. *www.amanet.org*.

American Society for Training & Development (ASTD), 1640 King St. PO Box 1443, Alexandria, VA 22313. *www.astd.org*.

Catalyst, 120 Wall St. 5th floor, New York, NY 10005. *www.catalystwomen.org*.

Center for Creative Leadership (CCL), PO Box 26300, Greensboro, NC 27438. *www.ccl.org*.

Center for the Study of Work Teams, PO Box 311280, Denton, TX 76203. *www.workteams.unt.edu*.

Conference Board, 845 Third Ave., New York, NY, 10022. *www.conference-board.org*.

International Society for Performance Improvement (ISPI), 1400 Spring St. Ste.260, Silver Spring, MD 20910. *www.ispi.org*.

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Society for Human Resource Management (SHRM), 1800 Duke Street, Alexandria, VA 22314. *www.shrm.org*.

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Educational Technology, 720 Palisade Ave., Englewood Cliffs, NJ 07632.

Harvard Business Review, 60 Harvard Way, Boston, MA 94610.

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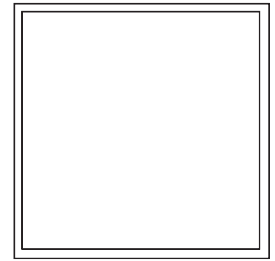
Post-Test

How to Manage Training: Facilitating Workplace Learning for High Performance

Course Code 94006

CREDIT: *On successful completion of this post-test, you will receive 2 CEUs.*

INSTRUCTIONS: *Record your answers on the scannable answer forms enclosed with this course. Please follow the directions on the form <u>carefully</u>. Be sure to keep a copy of the completed answer forms for your records. <u>No photocopies will be graded.</u> When completed, mail your answer form to:*

Educational Services
American Management Association
P.O. Box 133
Florida, NY 10921

1. Training must be linked to:
   (a) the corporate business goals of your company.
   (b) competitors' products.
   (c) trends in attendance data from previous courses.
   (d) new off-the-shelf courses you are considering for purchase.

2. Look for evidence of these standards as you set a forward direction for training and learning:
 (a) 80% lecture; 20% lab
 (b) Fairness and equal opportunity
 (c) 15% performance improvement across all courses
 (d) Six Sigma

3. Finance, Customers, Employees, and Growth are considered:
 (a) places to look for hidden expenses.
 (b) target areas for questionable ethical practices.
 (c) sources of dissatisfaction.
 (d) core elements of business.

4. Performance reviews can be useful to developers of training because:
 (a) they indicate deficiencies of performance that could be addressed by training.
 (b) rating scales are tightly tied to sales targets.
 (c) they highlight personal problems.
 (d) 360-degree evaluations follow performance reviews.

5. New federal legislation, new products, and new processes are examples of:
 (a) justification for creation of new training.
 (b) items best left to sales staff to explain.
 (c) elements of the business that should be described in great detail on posters.
 (d) topics for managers only.

6. ROI refers to:
 (a) return on investment.
 (b) institutional relationships.
 (c) a line item in the supplies budget.
 (d) requisition of importance.

7. If you were to hire someone to write courses and outline other learning experiences for you, you'd advertise the position title:
 (a) Media Master.
 (b) Clinical Psychologist.
 (c) Senior Editor.
 (d) Instructional Designer.

8. Training is often criticized for:
 (a) wasting time and money during design of courses.
 (b) being defined as a profit center.
 (c) online registration.
 (d) its influence on customer loyalty.

9. KSA refers to:
  - (a) Keep it Simple Always.
  - (b) Kirkpatrick, Senge, Argyris.
  - (c) Knowledge, Service, Awareness.
  - (d) Knowledge, Skills, Attitudes.

10. A five-level hierarchy of human needs was developed by:
  - (a) Abraham Maslow.
  - (b) Daniel Goleman.
  - (c) Donald Norman.
  - (d) Stephen Covey.

11. Which set of words represents key motivators for adult learners?
  - (a) Classroom, break-out room, conference room
  - (b) Achievement, recognition, opportunity for promotion
  - (c) Radio talk show, local TV news, public address system at the supermarket
  - (d) Time, equipment, supplies

12. Rewards to employees for outstanding performance in applying what they learned during training should be:
  - (a) reserved for only the top 2% of employees based on last year's performance reviews.
  - (b) given only to employees with more than 20 years of service to the company.
  - (c) a token of gratitude.
  - (d) substantial.

13. Catalogs, bulletins, newsletters, and videos are examples of:
  - (a) products best created by consultants.
  - (b) feature articles.
  - (c) ways to promote training within the workplace.
  - (d) items that are too expensive.

14. A key responsibility of one who manages training is to:
  - (a) function as an instructor in all new classroom training.
  - (b) replace classroom training with e-learning.
  - (c) assess training needs of your workforce.
  - (d) save all previous courses.

15. Which is the best reason to create new training and learning opportunities?
    (a) A well-known human resources consulting company recently moved into your building.
    (b) No evidence exists of trainees' transfer of training to the job.
    (c) Your chief competitor recently moved its entire workforce to e-learning.
    (d) Executives are available as instructors for hotel-based training.

16. Your interviews with individuals regarding new training should include questions about:
    (a) business impact of their jobs, job content, learning style.
    (b) department budget, mergers and acquisitions, auditor's report.
    (c) their job security, salary level, age.
    (d) their family, previous employment, retirement intentions.

17. Computers should be used in training:
    (a) at all times.
    (b) at no time.
    (c) only in advanced courses.
    (d) as part of a broad-based program of on-the-job learning.

18. Taking on the role of performance consultant requires that you:
    (a) design courses exclusively around annual salary-related performance reviews.
    (b) analyze your company's annual report regarding performance.
    (c) advise corporate accountants on quality standards.
    (d) look for solutions to performance problems other than the solution of training.

19. Unethical behaviors that impact performance are related to:
    (a) Title IX.
    (b) CEO compensation.
    (c) Sarbanes-Oxley Act.
    (d) Family and Medical Leave Act (FMLA).

20. Unequal access, broken equipment, and incorrect job placement are _____ of poor performance.
    (a) examples
    (b) causes
    (c) the knowledge fundamentals
    (d) standards

21. Gap, causes, interventions, and improvements are characteristics of the:
   (a) Performance Technology Model.
   (b) Business Plan for Training and Learning.
   (c) Annual Salary Review process.
   (d) Individual Learning Plan.

22. Learning objectives are always written:
   (a) with profit as the only motive.
   (b) from the trainer's point of view.
   (c) from the learner's point of view.
   (d) at the lowest common denominator of KSAs.

23. Key management responsibilities of the role of administrative support person for training include:
   (a) cataloging, creating slides.
   (b) selling courses, registering trainees.
   (c) providing train-the-trainer instruction, hiring consultants.
   (d) maintaining computers, repairing broken equipment.

24. Yielding control to a trainee during training is a delivery technique that encourages:
   (a) dissension and chaos.
   (b) learning to learn.
   (c) compliance with ADA.
   (d) using analogies.

25. The decisions to make or buy and to be a cost center or a profit center are:
   (a) common topics of instructional design consultants.
   (b) reserved for the Chief Financial Officer.
   (c) part of the productivity equation.
   (d) fundamental to training program budgeting and accounting.

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Index