**CHAPTER NINE**

**TRAINING AND CAREER DEVELOPMENT**

After you have read this chapter, you should be able to

* Define training and discuss why a strategic human resources management (SHRM) approach is important in today’s environment
* Define development, and discuss why an SHRM approach is important
* Describe different training delivery methods
* Explain the methods used to evaluate training and development activities
* Explain the role of the HR staff in designing and implementing career development programs
* Understand why it is important to integrate career development programs with other HR programs such as performance management, training, selection, and compensation

The demands placed on public and nonprofit organizations keep changing. Agencies are threatened with budget cuts and reductions in staff, while citizens and clients are requesting increases in the level of services or new services. Retiring staff are taking with them the knowledge they have acquired over the years, often leaving less experienced employees to provide services. Changes in technology are requiring new skills. Jobs today are requiring employees to assume more challenging responsibilities. The downsizing of managerial staff in many organizations has required that first-level supervisors possess conceptual and communication skills in addition to their technical and applied skills. Higher-level managers must develop skills that will enable them to understand the external environment and design organizational strategies. Organizations use training and development to improve the skills of employees and develop their capacity to cope with the constantly changing demands of the work environment. Agencies that wish to provide high-quality services must develop strategies to maximize their human resources.

Change has become an inevitable part of organizational life, and organizations must learn how to manage it. Public and nonprofit agencies need to help employees deal with change. Strategic training and development activities must be planned for if agencies are going to thrive.

Information and communication technologies (ICTs) are being used to communicate with many people across large geographical areas, eliminating the need to be nearby for personal interactions. Jobs have become less specialized, forcing employees to work in teams to deliver services, and productivity needs to be improved despite declining personnel and financial resources.

Changes in goals, the purchase of new equipment, the enactment of new laws or regulations, fluctuations in the economy, increased pressures from stakeholders, and the actions of competitors are some variables that influence change. Today four generations of workers are often working together in a unit: traditionalists (born 1920–1945), baby boomers (born 1946–1964), Generation Xers (born 1965–1980), and the millennials (born 1981–2000). As traditionalists and baby boomers have begun to retire, departments need to make sure they have employees who can pick up the knowledge and skills that might otherwise be lost. They need strategies to retain their knowledge.

As the demands on organizations keep changing, it is critical that organizations implement training and development activities to ensure that their staffs have the requisite knowledge, skills, abilities, and other characteristics (KSAOCs) to confront these new challenges. Training can be targeted to help employees learn new job-specific skills, improve their performance, or adjust their attitudes and behaviors. Often people possess the skill and knowledge to perform the job, but they lack the motivation to exhibit their abilities. The need for training can result from agency-wide changes. When agencies offer new services, need to comply with new laws or regulations, confront a merger or reductions in staff, or need to learn new technology, an agency-wide training effort is needed. Changes need to be anticipated; and training and development needs should be identified, planned for, and budgeted early in the change process. Developing a comprehensive long-range training program requires a strategic human resources management (SHRM) plan and the recognition that in today’s knowledge economy, employees are an organization’s most valuable resource. If knowledge is the primary economic enabler, workforce skills are the real capital (Harris, 2001). Agencies wishing to be viable must develop strategies to maximize their human capabilities. Training and development will not be effective unless it is integrated into the core human resources management (HRM) functions.

Training and development has been defined by Wexley and Latham (1991) as “a planned effort by an organization to facilitate the learning of job-related behavior on the part of its employees” (p. 3). Training and development programs seek to change employees’ skills, knowledge, and behaviors. Programs may focus on improving an individual’s level of self-awareness, increasing an individual’s competency in one or more areas of expertise, or increasing an individual’s motivation to perform his or her job well. Sometimes training is targeted to special issues, such as reading and writing comprehension, English as a Second language (ESL), advanced ICT skills, stress management, time management, risk management and health and safety, and customer service. At other times, there may be a need for group building methods to improve team effectiveness, such as helping teams increase their skills for effective teamwork or assist them in understanding the dynamics of interpersonal relationships and collaborative group behaviors.

It is important to note the word *planned* in Wexley and Latham’s definition. Training and development efforts need to be thought out at the initial stage of planned change by addressing the following questions:

* How can you develop a comprehensive training plan to address the needs of managers, elected officials, support staff, direct service providers, volunteers, and board members?
* What methods can you use to assess your agency’s training needs?
* How can you design and implement the training program?
* What training delivery methods will you use?
* How will you measure learning?
* How will you demonstrate that the training budget was well spent?

This chapter first presents the fundamental steps in training. It then defines career development, discusses managerial and executive development, and presents examples of training and development efforts that have been implemented in public and nonprofit organizations.

# The Training Process

The training process consists of the following fundamental steps: needs assessment, developing training objectives, developing the curriculum, delivering the training, and evaluating training.

## Needs Assessment

The first step in the training process is to determine the specific training needed. A need can be defined simply as the difference between what is currently being done and what needs to be done. This difference can be determined by conducting a needs assessment of the skills and knowledge currently required by the position and those anticipated as necessary for the future. A needs assessment is critical to discerning whether performance deficiencies can be eliminated by training. Without such an assessment, it is possible to design and implement a training program as the solution to a problem that is not related to a training deficiency.

Perhaps it comes to the attention of higher management that one supervisor rates women and minorities lower than he rates white males and the ratings are not based on job-related performance criteria. The supervisor is sent to performance evaluation training, where he is exposed to common rating errors and the need for unambiguous performance standards, timely feedback, and so on. Despite the training, the supervisor refuses to use job-related performance criteria when he evaluates his female and minority staff. Performance evaluation training did not resolve the problem; the ratings were deliberately lowered because of prejudice, not because the supervisor lacked knowledge of performance evaluation techniques.

A true needs assessment would have discovered that the problem was different from what was originally thought and that the solution may require a different kind of training. In this case, the supervisor was not deficient in skills; rather, his attitude and behaviors needed to be modified. Multicultural diversity training or training on employment discrimination with the outcomes connected to the supervisor’s performance evaluation would have been more appropriate. It is very important for a needs assessment to be accurate if training is to be successful.

Organizations can determine training needs through a variety of techniques. A strategic job analysis performed prior to the needs assessment is useful. The job analysis should identify the KSAOCs that incumbents need to perform their jobs effectively today and identify the KSAOCs they will need in the future. Surveys and interviews with incumbents and supervisors; performance evaluations that identify performance deficiencies; criticisms or complaints from clients, staff, or personnel in agencies working with your employees; changes in pending laws or regulations or operating procedures; and requests for additional training by incumbents can all provide clues as to what training is needed.

The training required to provide the needed KSAOCs should be divided into training that can be learned on the job and training that requires formal instruction. For example, some jobs require certification or licenses mandated by state or federal regulations. More and more states are requiring, for instance, that substance abuse counselors be state certified. In Missouri, paramedics are required to pass a state written exam and attend refresher courses every three years. In New York State, nonprofit residential facilities for delinquent or status offender youths, are required to comply with a regulation that new employees must receive training on the HIV virus and AIDS within fifteen days of being hired. In these examples, training is provided by experts outside the agency. Training to acquire other KSAOCs can be provided on the job. Having supervisors explain new policies and procedures or train employees on how to use new equipment can be part of any training plan.

## Developing Training Objectives

Training objectives are statements that specify the desired KSAOCs that employees will possess at the end of training. Course objectives do not include those things the trainee is expected to know or be able to do before the training. Course objectives need only describe the KSAOCs that can be expected at the end of a training program. The objectives provide the standard for measuring what has been accomplished and for determining the level of accomplishment. For training objectives to be useful, they should be stated as specifically as possible—for example:

“Recreation assistants will be able to apply basic first aid to injured participants such as cleaning and bandaging scraped knees and elbows.”

“Supervisors will be able to explain the agency’s sexual harassment policy to employees.”

“Receptionists will be able to transfer and route calls on the new telephone communication system without disconnecting callers.”

The development of training objectives should be a collaborative process incorporating input from management, supervisors, workers, and trainers to ensure that the objectives are reasonable and realistic. Three determinants to account for proficiency in any performance component are declarative knowledge or factual knowledge, which is the understanding of things one must do; procedural knowledge, or skill in knowing how to do them; and motivation, or the direction, degree, and persistence of effort in doing them (Guion&Highhouse, 2006).

## Developing the Curriculum

After assessing the training needs and developing objectives, a training curriculum must be developed. Before developing the content and the manner of presenting the information, an analysis of the trainees must first be done. An important but often overlooked step is analyzing how information to be trained is absorbed, processed and retained. *Cognitive learning* is based on the belief that memory is an active organized processor of information and prior knowledge plays an important role in learning. *Behavioral learning* is based on the belief that a change in behavior is shaped by the environment and there must be reinforcement of the behavior. That learning is the acquisition of new behavior through conditions. *Constructivism learning* is the process in which the learner actively constructs new ideas based on current and past knowledge and experience in an experiential context. It is active learning where learners are asked to solve realistic problems. An analysis is important because the trainees often prescribe the kind of training that is likely to be effective. Some of the relevant issues to examine include the following:

* What are the participants’ prior knowledge or experience on the topic?
* What are the participants’ levels of education? For example, classroom instruction may be intimidating for employees with limited formal education.
* What are participants’ expectations? Will all participants come to training with the same concerns?
* What are participants’ knowledge levels, attitudes, and relationships with one another?
* Are participants prepared to receive technical instruction?
* What is going on in the agency that may influence participants’ attitudes about training?
* Is the training voluntary or imposed from above?
* If the training is mandatory, will the participants be threatened by it?

The answers to these questions will provide some guidance to the trainers as they develop the curriculum. The curriculum should provide the necessary information and be developed to maximize the imparting of KSAOCs. A number of training techniques can be used to facilitate learning. Informal training, on-the-job (OJT), and formal training are the types of training typically used in most public and nonprofit organizations. *Self-directed training* refers to training methods where the trainees use streaming videos, DVDs, virtual reality, or other methods to target specific skills or knowledge relevant to the job, but the individual is responsible for completing the instruction. ICT-assisted instruction can include elements of both other-directed and self-directed instruction.

One of the first decisions that needs to be made is whether to provide on-the-job instruction or off-the-job classroom instruction, or a combination of the two. In all instances, supervisors need to be involved in and lend their support to the training process. On-the-job instruction takes place while the employee is actually working at the job site. It is usually provided by supervisors, who instruct subordinates in the correct way to perform a task, such as filling out new purchase order requisitions. Another example would be when a representative from the ICT department demonstrates how to load and set up a new software package. On-the-job training is useful when employees are expected to become proficient in performing certain tasks or using equipment at their work stations. Because the training is directly related to the requirements of the job, transferring skills is easier. Employees learn by actually doing the job, and they get immediate feedback as to their proficiency. Another example of on-the-job training is job rotation, in which employees move from job to job at planned intervals, either within their departments or across the organization. Many organizations train managers by placing them in different positions across the agency so that they develop a comprehensive perspective of its operation.

For training to be successful, there needs to be a formal way to document the process and clear outcomes must be defined.

To retain the knowledge and skills of retiring workers, some organizations have developed mentoring and shadowing programs to allow younger workers to see the more experienced workers in action. Another strategy is to encourage older workers to discuss how projects were carried out and what they learned from their successes and failures. The Mentoring Connection, a website created by GovLoop, allows workers to create online profiles and match up with one another based on common skills, interests, and challenges. GovLoop teamed up with the Training Connection, another organization, to create the program. Once a match is made, participants commit to meetings on Skype or face-to-face interviews (Ballenstedt, 2012).

Phased retirement is available for federal employees. It allows federal employees to reduce their hours but not fully retire. Participation is voluntary for the employees and their agencies. Under phased retirement, an agency offers retirement-eligible employees part-time work. Employees then draw a partial salary and a partial annuity, prorated according to the time they work. Phased retirement allows for greater managerial flexibility, and agencies benefit from the incumbent workers’ ability to mentor junior employees, including their replacements.

Some organizations have created blogging forums that employees can use to share knowledge, and others have developed communities of practice. A *community of practice* is a group that comes together to share information about a common problem, issue, or topic. It is a way by which to store and transmit knowledge from one person or a group to another. They can be live interactions like brown bag lunches or meetings, or they can take place through web collaborations. Members of a community of practice are practitioners who develop a shared range of resources such as experiences, stories, tools, and ways of addressing recurring problems. Sometimes communities of practice are referred to as *learning networks* or *thematic groups* (Wenger, 2006).

Another method is using critical incident interviews or questionnaires to document how difficult cases were handled, which helps to create an institutional memory.

Some KSAOCs are difficult to teach at the work site, so off-site trainings are necessary. For example, training case workers in counseling and listening skills would be difficult to do at their desks because other employees not involved in the training would be distracted by the instruction. Off-site training provides an alternative to on-the-job training; employees receive training away from their work stations. In addition to avoiding disruptions to the normal routine at the job site, off-site training permits the use of a greater variety of training techniques and allows the participants to focus on the training.

Discussion of some other common training techniques follows.

### **Lecture.**

In a lecture format, a trainer presents material to a group of trainees. Lectures have been criticized because the information in them flows in only one direction—from trainer to trainees—so trainees tend to be passive participants. In addition, it ignores differences in the trainees’ experiences, interests, expertise, and personalities. Lectures are limited to the transfer of cognitive material. Wexley and Latham (1991) report that lectures are beneficial when they are used to introduce new information or provide oral directions for learning tasks that eventually will be developed through other techniques. Lectures are readily adaptable for use with other training techniques.

### **Role Playing.**

Role playing gives trainees the opportunity to practice interpersonal and communication skills by applying them to lifelike situations. Participants are expected to act out the roles they would play in responding to specific problems that they may encounter in their jobs. Role playing can be used in a variety of contexts. Law enforcement academies use it when training officers how to interview crime victims, such as sexually abused children, or witnesses to a crime. Role playing is frequently used in supervisory training in which participants are asked to counsel a subordinate who is suspected of having a substance abuse problem.

### **Case Studies.**

The use of case studies in training involves having participants analyze situations, identify problems, and offer solutions. Trainees are presented with a written description of a problem. After reading the case, they diagnose the underlying issues and decide what should be done. Then, as a group, the trainees discuss their interpretations and understanding of the issues and the proposed solutions.

### **Experiential Exercises.**

Experiential exercises attempt to simulate actual job or work experiences. Learning can be facilitated without the cost and risks of making mistakes while actually on the job. For example, health and safety agencies use experiential exercises to train employees in disaster and emergency planning.

### **Audiovisual Method.**

Videos are often used for training in a variety of contexts. There are videos to educate employees on legal topics such as sexual harassment, hiring disabled applicants, and using progressive discipline; videos that focus on interpersonal and communication skills; and videos that simulate a grievance arbitration hearing, permitting trainees to view the process, hear witnesses testify, see the behavior of management and union representatives, and learn how arbitrators conduct proceedings. Videos can be used to demonstrate particular tasks, such as the procedures to follow when apprehending a suspect or extinguishing a chemical fire. Videos are often used in orientation sessions to present background information on the agency, history, purpose, and goals. This use eliminates the need for trainers or supervisors to repeat themselves for all new employees and ensures that the same information is always presented.

Trainees may also be videotaped. They may be asked to make a presentation or provide performance feedback to colleagues. They may then view the videotape to identify their strengths and weaknesses related to the topic. Instead of videoing new employees, the Fort Collins, Colorado, Utilities Department videotapes employees eligible for retirement to document their contacts, relationships, and jobs prior to their exit from the agency. They refer to these as *expert interviews* (Kerrigan, 2011).

An advantage of a video is that it provides the opportunity to slow down, speed up, or stop the video to review specific activities and enable questions to be asked and answered. A disadvantage is that they can be expensive to purchase or make.

### **Programmed Instruction and Information and Computer-Based Training.**

Programmed and computer-based instruction are self-teaching methods designed to enable trainees to learn at their own pace. Training materials are developed about a specific content area, such as grant writing. Learning objectives and instructional goals are specified. Information and training materials are assembled for the employees to read and use for practice. At their own pace, the employees read the materials or practice the competencies required by the training objectives. The employees are then asked to demonstrate what they have learned.

Information and computer-based training uses interactive exercises with computers to impart job skills. Training materials are on the Web or DVDs. Employees read information, instructions, and diagrams or other graphics and then respond accordingly.

### **Community Resources.**

Nonprofit and public agencies should be aware of the many community resources that are often available to provide training for nominal costs or even for free. Many health care facilities offer workshops on topics that are targeted to specific clientele groups, such as adolescent or elderly depression, sex abuse, or substance abuse. Chapters of Planned Parenthood offer seminars on boosting self-esteem and preventing teenage pregnancies. Hospice associations offer training on the issues associated with death and dying, and various professional associations also sponsor training classes. The Crisis Center of Tampa Bay, Florida, offers classes on suicide prevention. Managers and HRM departments need to be on the lookout for relevant community-based training opportunities and ensure the content is consistent with their specific agency.

### **E-Learning and Information and Computer Technologies.**

Information and computer technologies (ICTs) have made it possible to reduce the costs associated with delivering training to employees. Training, delivery, and instruction methods include distance learning, simulations, virtual reality, and learning management systems. *Digital collaboration* is the use of technology to enhance and extend employees’ abilities to work together regardless of their geographical proximity. It can include electronic messaging systems, electronic meeting systems, and online communities of learning organized by subject where employees can access interactive discussion areas and share training content, web links, and document-handling systems that allow interpersonal interaction. Other technology-based training include social learning technology, streaming video, simulations, and virtual reality.

#### Social Learning Technology.

Online collaboration networks such as microblogging, Wikis, YouTube–like repositories of learning videos, expert directories, and communities of practices are being used to share knowledge on enterprise platforms across geographically dispersed workforces (Zielinski, 2012c).

#### Streaming Media.

Improvements in streaming media technology have made *videoconferencing* and *webcasting* less expensive and more accessible to an increasing number of public and nonprofit organizations. *Streaming media* refers to multimedia distributed over telecommunications networks. Teleconferencing and webcasts are two training methods that use streaming media. *Teleconferencing* refers to the synchronous exchange of audio, video, or text between two or more individuals or groups at two or more locations. Two-way video cameras and fiber-optic networks are able to transport interactive live images across large geographic distances.

*Webcasting* involves classroom instructions that are provided online through live broadcasts. It can be either live or delayed. It depends on individuals having access to computers with streaming video capabilities. ICMA provides professional development opportunities through webcasts and often archives its presentation on a CD-ROM for interested individuals who cannot participate in the live event.

IPMA-HR refers to its webcasting seminars as webinars, short for *web-based seminar*. Webinars are live, interactive seminars that allow attendees to listen to the presenter, view the session presentation online, and ask questions. Other HRM professional associations such as the Society for Human Resource Management (SHRM), and the National Public Employers Labor Relations Association provide webinars as well.

Advantages of this method of training include a reduction in time lost in travel to training site and increased uniformity of training. The number of individuals who can join in webcasts is limited only to the size of the room or computer availability.

#### Simulators.

Anybody who has taken a driver’s education course probably remembers the driving simulator that replicated a car’s dashboard, gas, and brake pedals. Simulators are used to bring realism to training situations. For many jobs, like law enforcement, on-the-job training, such as training police officers when to discharge firearms, can be too dangerous, so equipment and scenarios that replicate the shadows and noises of alleys are used to train police officers not to overreact. Officers are placed in different environments such as traffic stops, domestic disputes, bank robberies, and hostage situations that replicate what might happen in the field.

Fire departments use burn buildings, which are designed to withstand repeated fires, to give firefighters opportunities to practice rescue attempts while battling heat and smoke. It would be too expensive and dangerous to burn vacant or decayed buildings.

New procedures can be attempted without the risk of endangering human lives. Washington County, Oregon, Emergency Medical Services and local colleges have developed a state-of-the-art ambulance simulator. The vehicle includes lifelike mannequins to train students in emergency services (Heaton, 2012; Nichols, 2010). To combat prescription drug abuse, health care professionals are testing a Web-based video game designed to train doctors to identify deceptive behaviors by people likely to abuse prescription painkillers. The patient is an actor whose statements and responses are generated by the program. The game draws on technology used to train FBI agents in interrogation tactics. It teaches doctors to look for warning signs of drug abuse and observe nonverbal signs of nervousness like breaking eye contact, fidgeting, and finger tapping. The game includes about two thousand statements by the patient ranging in tone from charming to irate. A doctor can choose from fifteen hundred questions and answers, selecting options that appear on the screen when it is time to speak to the patient (D. Johnson, 2012).

#### Virtual Reality.

Virtual reality is a computer-based technology that provides trainees with a three-dimensional learning experience. Using specialized equipment or viewing the virtual model on the computer screens, trainees move through simulated environments and interact with its components to experience the perception of being in a particular environment. Medical students at the University of California Davis can enter the school’s virtual reality clinic and learn what it is like to have schizophrenia. Police officers in Memphis, Tennessee, who are part of the crisis intervention team, a team of officers trained to interact with mentally ill citizens who may pose a risk to themselves, another police officer, or the community, receive training through virtual hallucination software that lets trainees step inside the world of mentally ill persons, and gives police officers insight into their state of mind. Through earphones and special viewing goggles connected to software, the officer can see and feel what a mentally ill person might experience during an emergency situation. During training, the officers are asked to perform a task while wearing the earphones and peering into the apparatus. The commands are hardly distinguishable amid the various voices and virtual images the software bombards the officer with. This experience helps officers realize that when they are dealing with someone with a mental illness of that nature, the person might not hear their commands. According to Sam Cochran of the Memphis Police Department and coordinator of the crisis intervention team, “It’s one thing for a person to articulate that he’s hearing voices and maybe seeing things, but if you don’t really understand what that means, or experience what that means, you don’t really understand the complexities of trying to interact with an individual who may be experiencing that” (McKay, 2007, p. 38).

To teach troops how to avoid improvised explosive devices, the US military is using a virtual reality trainer to teach soldiers about detecting these devices. The technology uses computers, wide screen televisions, Humvee simulators, and virtual characters (Levesque, 2011).

There are other training uses of virtual reality. Lowes Hotels use Virtual Leaders, a program that helps participants learn how to be effective in meetings, such as in building alliances, or how to get a meeting agenda approved. As trainees attend the simulated meetings, what they say or do not say results in scores that relate to their influence in the meetings (Borzo, 2004; Hoff, 2006).

Multimedia training combines audiovisual training methods with computer-based training, social networks, netbooks, tablet applications, e-interactive video, the internet, video, DVD, virtual reality, and simulations. It integrates text, graphics, animation, video, and audio, and often the trainee can interact with the content as in virtual reality simulations. Multimedia training is self-paced and interactive, has consistency of content and delivery, offers unlimited geographical accessibility, can provide immediate feedback, and appeals to multiple senses. It can also be used to test and certify mastery and provides privacy to trainees.

Some agencies use blended learning, which combines face-to-face instruction with technology-based delivery and instruction methods. An advantage is that it provides social interaction: learners learn together and discuss and share insights. Live feedback from peers is often preferable to feedback received online.

### **Considerations for Using Technology Training.**

The advantages of technology training are cost savings due to the ability to train employees at their home or office, a reduced number of trainers needed, and reduced costs associated with employees traveling to a training location. Nevertheless, it is expensive to develop, may be ineffective for certain training content, and can be difficult and expensive to quickly update.

The training methods chosen often depend on the KSAOCs to be learned or practiced. Another consideration is the best way for the participants to absorb the information. Millennials are likely to be the most comfortable with ICT-based training. It is likely that some of their college courses were taught online or in a blended format. To them, smart phones, netbooks, tablets, and computers are an assumed part of life, and mobile learning accommodates their preferences. Their learning preferences tend toward teamwork, experiential activities, structure, and the use of technology. Each training method discussed in this chapter has its own advantages and disadvantages that need to be weighed in relation to time constraints, staff resources, the agency budget, targeted audience, and desired outcomes.

## Delivering Training

Other issues must be addressed in addition to curriculum. Should the training take place for short periods of time spread over many days (referred to as *distributed practice*), or should it encompass long periods over fewer days (*massed sessions*)? The answer depends on the tasks being trained. What time of day should the training take place? What size group should be involved? The right answer depends on the information being presented or the skills that need to be taught, as well as the aptitudes of the participants and the techniques that are used. Failing to consider any of these factors can impede training efforts.

In order to arrange the training program to facilitate learning, the following variables need to be taken into account:

* What are the content and amount of information to be learned?
* Should there be a pilot program before a full expansion?
* Should supervisors participate in the training prior to their staff so they know what is expected?
* Does there need to be sequencing for the training sessions?
* Will participants need to practice what they have learned?
* What about retention and transfer of skills or knowledge?
* Do trainees need the opportunity to practice the trained tasks on the job?

The delivery of the training program is the stage where the trainers and the participants converge. At a well-organized work site, the employees selected for training understand the objectives of the training, what they can expect, and the benefit of the training for them. This can be connected to the job or to their personal life since adults value relevance to their lives. Patricia Murray (personal communication, 2012), a board member of the Juvenile Justice Training Council, notes that one of the most common training errors is not to recognize that the participants are adults with life and work experiences. Murray recommends providing an agenda with training objectives so that participants will know where the training is headed and what methods and techniques will be used. She also recommends that trainers be able to incorporate the group members’ experience into the training. A useful model to consider is that of Kolb (1984), which is based on adults learning from their experience. It is up to the trainers to create a climate in which individual learning styles are recognized and considered in the delivery of the content. This is especially important for employees who resist training or perceive it as a punishment, not as an opportunity.

Research on successful training programs shows that training programs should be designed to address not only substantive content or material but also how people learn, and therefore it should incorporate different learning strategies (Agochiya, 2002). Affective learning includes changes in attitudes (affect deals with feelings or emotions). *Skill-based learning* is the development of procedural knowledge (such as knowing how to make a pizza) that enables effective performance. *Cognitive learning* refers to the acquisition of different types of knowledge.

As the workforce becomes more diverse, there will be more variation in employees’ ability to learn, their learning styles, their basic literacy skills, and their functional life skills. It will be even more important for training to take into account individual backgrounds and needs. Adult learners see themselves as self-directed and expect to be able to answer some questions on the basis of their own experiences. Instruction tailored to them allows the trainees the opportunity to participate in the process. The role of training instructors is to facilitate learning; they use lots of questions, guide the trainees, and encourage two-way communication between the instructor and the class, as well as communication among the class’s participants.

## Evaluating Training

An evaluation of the training program is necessary to determine whether the training accomplished its objectives. Unfortunately this is often the most neglected aspect of training, especially in the public sector (Bramley, 1996; Sims 1998). Evaluation improves training programs by providing feedback to the trainers, participants, and managers, and it assesses employees’ skill levels. Evaluations can be used to measure changes in knowledge, skill levels, attitudes and behavior, and levels of effectiveness at both the individual and agency levels.

Kirkpatrick (1994, 1998) suggests that there are four primary levels at which training programs can be evaluated. The first level is measuring the participants’ reactions to the training program. He refers to this step as a measure of customer satisfaction. Participants are asked to answer questions such as, “Was the trainer knowledgeable?” “Was the material [or information] relevant?” “Will the information they learned assist them in performing their jobs?” Data are gathered through the use of surveys distributed at the conclusion of the training session. Asking these questions provides data on the training program’s content and the trainer’s skill. (Trainers refer to this step as a “smile meter.”) According to Kirkpatrick (1998), learning has taken place when one or more of the following occurs: attitudes are changed, knowledge is increased, or skills are improved.

The second level of evaluation measures whether learning has occurred as a result of attending the training. Did the participants acquire the skills or knowledge embodied in the objectives? Did the training impart the KSAOCs that were deemed important? To determine whether learning took place, participants can be tested on the information presented, follow-up interviews can be conducted, skill demonstrations can be required, or case studies can be developed that test the competencies that were intended to be taught. It is important to note that the methods used should be selected on the basis of the level of mastery desired.

The third level of evaluation attempts to measure the extent to which on-the-job behavioral change has occurred due to the participants’ having attended the training program. Evaluation activities are aimed at determining whether the participants have been able to transfer to their jobs the KSAOCs they learned in training. Measurement at this stage is more difficult: it requires supervisors to collect work samples or observe employees’ performance. Another technique would be to use performance evaluations designed to measure the new competencies.

Kirkpatrick (1998) acknowledges that for change to occur, four conditions must be met: the employee must have a desire to change, must know what to do and how to do it, must work in the right climate, and must be rewarded for changing. Kirkpatrick notes that a training program can accomplish the first two requirements, but the right climate is dependent on the employee’s immediate supervisor. Sometimes supervisors are not trained, or they might prevent their employees from doing what was taught in the training program; others might not model the behaviors taught in the training program, which discourages the employees from changing; some supervisors might ignore the fact that employees have attended the training program and thereby not support employees’ efforts to change; others might encourage employees to learn and apply their learning on the job; and, finally, some supervisors know what the employees learned in the training and make sure that the learning transfers to the job. To assist in creating a positive climate so that learning transfers to the job, supervisors should be involved in the development of the training program.

The fourth condition, that the employee must be rewarded for changing, can include feelings of satisfaction, achievement, proficiency, and pride that can come with successful change. Extrinsic rewards such as praise from the supervisor, recognition from others, and possible merit rewards or promotions can also result.

If the training did not accomplish what it was intended to, the HRM department should assess the conditions the trainee returns to by trying to determine what the problem was and working with line managers to make the necessary changes. Such an assessment could begin with the following questions: What gets in the way? Does the employee who just received training on a new computer system have to go back to the same old equipment? Does the employee reenter a crisis situation and have to revert to the way things were always done? Often so-called training problems are not training problems at all; they are environmental problems. Some of the most common constraints that can hinder the transfer of training on the job include a lack of job-related information provided in the training, inappropriate tools and equipment, lack of needed materials and supplies, and job-relevant authority. For training to be most effective, the organization’s culture must support training and hold its supervisors accountable for providing a climate in which employees can transfer what they have learned to their jobs.

The fourth level of evaluation seeks to measure the final results that occurred because employees attended the training. Ideally training is linked to improved organizational performance. At this level, evaluation is concerned with determining what impact the training has had on the agency. Satisfactory final results can include such things as fewer grievances filed against supervisors, greater employee productivity, a reduction in the number of client complaints, a decrease in workplace accidents, increased dollars raised through fundraising, improved board relations, and less discrimination in the workplace. Some final results are easier to measure than others—for example, the dollars raised from fundraising activities, the number of workplace accidents, or the number of grievances filed can be easily quantified and compared to times before the training. Other final results, like eliminating discrimination, changing attitudes and behaviors, and improving leadership and communication, are less tangible and more difficult to measure and more difficult to train (US Merit Systems Protection Board, 2011). Such results will have to be evaluated in terms of improved morale and attitudes.

Although Kirkpatrick (1998) identifies only four levels of analysis, he emphasizes that as a final step, organizations must determine whether the benefits of the training outweigh its direct and indirect costs. Phillips and Stone (2002) refer to this as level 5, return on investment. The results from training programs should be converted to monetary values so cost-benefit analyses can be conducted to determine if a training program should be continued. Examples of direct costs are expenses for instructor fees, facilities, printed materials, and meals. Indirect costs include the salaries of participants who are away from their regular jobs. Has there been a reasonable return on this investment? Basically, was the training worth its costs? Did it accomplish what it was designed to accomplish? Training evaluation reports should present a balance of financial and nonfinancial data.

The potential benefits from evaluating training programs include improved accountability and cost-effectiveness for training programs; improved program effectiveness (Are programs producing the intended results?), improved efficiency (Are they producing the intended results with a minimum waste of resources?), and information on how to redesign current or future programs. Training must be an outgrowth of the strategic objectives of the organizations. With today’s emphasis on outcome measurement it is critical that training programs be designed to enhance individual, unit, and organizational performance.

# Career Development

Fitzgerald (1992) defines *training* as “the acquisition of knowledge and skills for present tasks, which help individuals contribute to the organization in their current positions . . . To be successful, training must result in a change in behavior, such as the use of new knowledge and skills on the job” (p. 81). *Career development*, in contrast, provides the employee with knowledge and skills that are intended to be used in the future. The purpose of career development is to prepare employees to meet future agency needs, thereby ensuring the organization’s survival.

Career development is used to improve the skill levels of and provide long-term opportunities for the organization’s workforce. Career development programs provide incumbents with advancement opportunities within the organization so that they will not have to look elsewhere. Taking the time and spending resources to develop employees signals to them that the agency values them. As a result, they become motivated and assume responsibility for developing their career paths (Fitz-enz, 1996, 2000).

The focus of career development plans is where the agency is headed and where in the agency incumbents can find future job opportunities. Employees and supervisors should produce a plan that focuses on employee growth and development. The plan should have measurable objectives and an action plan. For example, supervisors should review their employees’ skills with the job descriptions of higher-level positions within the same job family or of positions within the organization to which the employee might be able to cross over. By comparing employees’ skills with the skill requirements of other positions, the employees and supervisors can determine what experience and training might still be needed for advancement or lateral movement. Supervisors should direct employees to relevant training opportunities and, when possible, delegate additional tasks and responsibilities to employees so that they may develop new competencies.

A number of career development programs can be found in the public and nonprofit sectors. Some of them focus on moving employees from clerical or paraprofessional positions into higher-paying administrative jobs. Others focus on developing supervisory and management skills. Examples of some of the programs follow.

The state of Illinois instituted a career development program, the Upward Mobility Program, as part of a master agreement between the American Federation of State, County, and Municipal Employees and the state. Employees can work toward advancement in five major career paths: data processing, office services, accounting, human services, and medical. Employees receive individual counseling to inform them of the career opportunities available and guide them in developing their career plans. Participants take proficiency exams or complete required education and training programs designed to provide the skills and knowledge needed for advancement. The program covers all tuition costs and most mandatory registration fees for classes taken at public institutions and up to $400 a credit hour for undergraduate courses and $450 for master’s courses at private institutions. When all necessary training and education has been completed, employees are given special consideration when bidding on targeted titles (Illinois Department of Central Management Services, n.d).

**Managerial and Executive Development**

Problem-solving skills, initiative, the ability to function as a team player, interpersonal skills, and the creativity to seize opportunities are some of the critical skills managers and executives of public and nonprofit agencies need to guide their agencies. Technical experience and competence are no longer enough; public and nonprofit organizations need leaders with the vision to direct and guide their agencies as city, state, and federal funding are cut and donations cannot make up the difference.

Montgomery County, Maryland, developed the Leadership Institute to increase the effectiveness of county mangers in their leadership roles. All midlevel and senior managers are required to attend the institute. The classroom curriculum has seven modules (<http://www.montgomerycountymd.gov/ohr/training/mls.html>):

Leadership Concepts and Team Building

Communication, Persuasion, Influence, and Negation

Leadership and the Role of Values and Ethics

Systems Thinking and Strategic Planning

Problem Solving and Courageous Decision Making

Unleashing the Energy of Change

The High-Performing Organization

In anticipation of extensive retirements, Boulder County, Colorado, developed the Boulder County Leadership Academy to prepare county employees for future leadership roles and allow current leaders to share their knowledge. Participants make a one-year commitment and work eight to twelve hours per month as part of a team to develop and implement a county project. The project allows the participants to practice and apply the leadership skills they acquire and apply them in a real situation. Other required elements of the program are a leadership evaluation, creation of a development plan, classes and workshops, attendance at presentations by current county leaders, and mentoring sessions. The program seeks as well to

* Assist the county with succession planning related to expected high turnover in upper and middle management roles in the coming years
* Proactively support the retention of employees of diverse backgrounds by giving them opportunities for professional development
* Fulfill the county’s mission to provide the best in public service through role modeling
* Strengthen cross-departmental collaboration and cooperation by building relationships among employees from different work groups (Kerrigan, 2010a, 2010b; D. Rowland, e-mail to the author, August 20, 2012).

The Proteus Fund, a grant maker in Amherst, Massachusetts, runs the Diversity Fellowship Program to increase the number of minorities in leadership positions in foundations. A survey by the Council on Foundations found that three out of four full-time and nine out of ten foundation chief executives are white. To qualify for the program, applicants must have experience working for a charity or being a community leader, have a college degree, and want to work for a grant maker. Applicants who are accepted spend one year working as paid program officers at foundations in Massachusetts, as well as participate in a training program. Weekly education sessions include topics that the participants may lack skills in in such as nonprofit budgeting and financial planning (Berkshire, 2012).

**Conclusion**

Training is the systematic process by which employees learn the KSAOCs necessary to do their jobs. It is typically associated with improving the performance, knowledge, or skill of employees in their present positions. Career development is viewed as a continuous process consisting of evaluating abilities and interests, establishing career goals, and planning developmental activities that relate to the employees’ and organization’s future needs. Organizations must recognize the importance of both training and career development planning and provide career enhancement and developmental opportunities.

Given the advances and greater availability in technology, employees and agencies have a greater variety of training methods to select from. E-learning and ICT-based training have become increasingly common. Regardless of the training techniques used, all training should follow the same process: conducting a needs assessment, developing training objectives, developing the curriculum, delivering the training, and evaluating the training. For ICT training to be effective, it needs to be designed with good learning principles, match the agency’s technology infrastructure, and have top management support. Additional factors to consider include the budget and resources that will be provided to develop and support the use of new technology? Are trainees geographically dispersed, and are travel costs related to training are high? Are trainees comfortable using technology? Do employees have a difficult time attending scheduled training programs? Is there limited time for practice, feedback, and assessment? Traditional training methods such as classroom instruction and behavior modeling can be delivered to trainees rather than requiring them to come to a central training location.

Once organizations have put together career development programs, they must maintain and update these programs. Career development should be linked with other HRM strategies, such as succession planning, performance evaluations, quality management initiatives, and new-employee orientation. Managers should be held accountable for developing their individual employees. Providing feedback and coaching to their staff should be one of their main responsibilities, and they may need to be trained to do this.

Agencies that are serious about training and career development should continue to monitor, evaluate, and revise their training and career development programs. To be successful, these programs need to be fully integrated with the organization’s strategic focus and SHRM system. Increased skill acquisition will be effective only if agencies accurately identify and predict the types of KSAOCs and positions that will be required. If career paths are identified, then training and development programs must be used to move employees along the path. New approaches to training need to be considered, and organizational reward structures should encourage individual growth and development that benefits both the employee and the organization. New technologies have influenced the delivery of training, training administration, and training support.

[**Exercise 9.1**](http://academic.safaribooksonline.com/9781118460344/list02_html#exerciseanchor9-1)**. Using Video Games for Driver Training**

United Parcel Service (UPS), dismayed over the percentage of driver candidates who failed its traditional training, developed a video game that simulates walking on ice and making five deliveries. The game places the candidates in the driver’s seat and requires them to identify obstacles that drivers may encounter. They drive through a village of miniature houses and businesses on property where they must make five deliveries in nineteen minutes. As one candidate drove through the town, a UPS instructor threw a football in his path. The driver hit the brakes and then continued on, but as he delivered a package, the instructor placed an orange traffic cone in front of the truck. The instructor alerted the driver to the cone before he ran over it. The instructor picked up the cone and explained that the cone could have been a child playing with a ball around the truck and went to retrieve it. At the next stop, the driver checked for cones.

**Questions**

1. If you were developing the training curriculum, what other kinds of obstacles would you prepare UPS drivers for?

2. Think about your current job or a job you have had in the past. Are there skills where your training would have been enhanced by video games or virtual reality? Explain.

*Source:* Levitz (2010).

[**Exercise 9.2**](http://academic.safaribooksonline.com/9781118460344/list02_html#exerciseanchor9-2)**. Swapping Jobs**

A 2011 survey by the Society for Human Resource Management found that 43 percent of employers offer cross-training of some kind to help workers become more proficient in tasks not related to their current jobs. Job rotation for executives is not new, but programs are now being designed for lower-level employees to help them sharpen their skills, stay motivated, and identify new jobs they may be interested in. At Intel Corp., employees can seek temporary assignments by searching an internal database with hundreds of listings. Employees apply for positions with the approval of their current manager and the hiring manager. Some positions last one year, while others last a few weeks or until a special project is completed.

**Questions**

1. What are some advantages (other than those stated) for developing a program that introduces employees to different jobs in your organization? What are some disadvantages?

2. Think about your current job or a job you have had in the past. If you had the opportunity to swap jobs within the organization, what KSAOCs would you have liked to learn?

*Source:* Weber &Kwoh (2012).

**Chapter Questions**

1. Discuss why training must be a strategic imperative in public and nonprofit organizations.

2. What kinds of analyses need to be made to determine the training needs of an organization, individual employees, or an entire unit?

3. In small groups, share your experiences with training. What are some of the advantages and disadvantages of the different training methods discussed in the chapter? Do you think employees of different generations have different training preferences? Explain your answer.

4. Why is training evaluation important? What are the levels of training evaluation?

**Online Activities**

1. Visit the American Society for Training and Development, the Society for Human Resource Management, and the International Personnel Management Association-HR websites. What training topics are being discussed? Are there similar topics or different ones? Which topics are the most interesting to you? Explain why.

2. Visit the International City/County Management Association and the CompassPoint Nonprofit websites. What kinds of professional development programs are available through those organizations? Which development programs would you be most likely to participate in, and why? What type of training and development methods are most consistent with your learning style?

**Additional Readings**

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