Strategic Planning for Training & Development
-Strategic Alignment of Learning Systems-

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Foreword to the Presentation

- The topic covered in this presentation is inherently complex
  - Businesses have unique challenges and opportunities, and the systems to address those are never simple

- SWI has developed a rigorous, but flexible process to deal with this complexity

- Addressing this complexity will allow you to
  - Understand the totality of your business, its challenges, and its human asset development needs
  - Translate your understanding into T&D issues
  - Create a T&D system strategically aligned with the priority needs of the business
About SWI

• Since 1978, SWI has partnered with clients to improve return on investment (ROI) and economic value added (EVA) and achieve their strategic intent through the application of Human Performance Technology.

• SWI’s focus is on processes and systems for Human Asset Management, specifically:
  - Organizational Architecture
  - Staffing
  - T&D
  - Assessment
  - Rewards & Recognition

• SWI works primarily with Fortune 100 companies.
Guy Wallace

- Partner in SWI since 1982
- Former training project supervisor with MTEC—forerunner to Motorola University, course developer at Wickes Lumber, and journalist for U.S. Navy
- Applies Total Quality Management, Human Performance Technology, Instructional Technology, and project planning and management principles to T&D efforts
- Expertise in Human Performance Analysis and Curriculum Architecture Design and Development
How to Get Your Company on the Quality Track — And Keep It There

Winners!
ISPI Award for Outstanding Instructional Communication
Ray Svenson  Karen Wallace  Guy Wallace
with Bruce Wexler

THE TRAINING AND DEVELOPMENT STRATEGIC PLAN WORKBOOK
RAYNOLD A. SVENSON  MONICA J. RINDERER

THE QUALITY ROADMAP

Alpha
Strategic Planning for Training & Development Projects

- Abbott Laboratories 1993
- Allstate Insurance 1991, 1992
- Amoco 1992, 1993
- Bandag, Inc. 1995
- CCH, Inc. 1993
- Commonwealth Edison 1981, 1983
- Contel 1989
- Data General Corporation 1993
- Digital Equipment Corporation 1987, 1992
- Discover Card Services, Inc. 1992
- Dow Chemical 1986
- E. I. Du Pont 1991
- Eli Lilly and Company 1996
- Exxon 1981, 1982
- Ford Design Institute 1993
- General Dynamics 1990
- General Motors Corporation 1984, 1986, 1990
- GPU Nuclear 1986
- Hoechst Celanese Corporation 1992
Strategic Planning for Training & Development Projects (continued)

- Intel 1990
- International Harvester 1980
- Johnson & Johnson 1988
- Maryland State Department of Education 1990
- Mobil 1990
- NASA 1993
- NCR 1990
- Northern Telecom 1983, 1984
- Northern Trust Bank 1987
- Novacor Chemical, Ltd. 1993, 1994
- Occidental Chemical 1989
- Pacific Telephone & Telegraph 1978
- Salt River Project 1988
- Shell Oil 1982
- Square D 1990
- Tenneco 1983
- Texaco Canada 1988
- The World Bank 1992
- United Airlines 1995
- Westinghouse 1982
- Whirlpool 1986
Session Objectives

After this session, you will be able to

• Assess your current T&D system against the characteristics of a world-class system

• Determine whether or not a Strategic Plan for Training & Development would have value in your organization

• Plan a Strategic Plan for Training & Development project

• Position or sell a Strategic Plan for Training & Development project to senior management
Session Agenda

1. Session open
2. The business need and rationale for Strategic Planning for Training & Development
3. T&D system assessment handout
4. SWI’s business and T&D systems models
5. SWI’s four-phase Strategic Planning for Training & Development process
6. Planning a Strategic Planning for Training & Development project
7. Selling a Strategic Planning for Training & Development project
8. Session summary
Section 2

The Business Need and Rationale for Strategic Planning for Training & Development

- SPT&D -
T&D . . . A *Means* to an *End*

High-performing Organization
T&D . . . A *Means* to an *End*

- Learning Culture
- High-performing Organization
T&D . . . A *Means* to an *End*

T&D System

Learning Culture

High-performing Organization
Changing Forces in the Business Environment

- Re-engineering
- Technology
- Supplier/Customer Partnerships
- TQM
- Globalization
- Price, Quality, Time Competition
- Workforce Diversity
Major Paradigm Shift

Economic Emphasis

Craft Production (Agricultural Economy)
Mass Production (Industrial Capital Economy)
Lean Production (Information Economy)

1776 1900 1950 2000 2100

Craft Production (Agricultural Economy)
Mass Production (Industrial Capital Economy)
Lean Production (Information Economy)
Some Common Themes in the New Paradigm

- Teams and teamwork
- The learning organization
- Process control
- Decentralizing decisions
- Bureaucracy busting
- Empowerment
- Continuous improvement
- Supply-chain partnerships
- Disappearance of standard jobs
- Delayering
- Cycle-time reduction
- Information technology
- Networked organizations
- Quantitative decision-making
- Elimination of waste
- Customer focus
- Central service groups
- 1/2 the time
- 1/10 the defects
- 2/3 the cost
- 1/2 the time
- 1/10 the defects
- 2/3 the cost
Workforce Implications

- Disappearance of unskilled work
- All workers become problem solvers
- Decompartmentalization of professionals and managers
- Constantly changing role assignments
- Redefinition of management

*New skills
*Continuous learning
T&D Implications

- Peak performance requires full skills development
- Multidimensional change multiplies the new skills to be learned
- Management of the skills inventory (human assets) becomes an executive priority
- T&D are managed as an investment
- Training response times must be much shorter
- Training must be more customized to individual and team needs and local conditions
- Training can take advantage of the different tools and technologies emerging in the new business environment
- Learning becomes a part of everyday work versus training as a single event
- Trainers often replaced by on-the-job coaches
The Shifting Organizational Learning Culture

<table>
<thead>
<tr>
<th>Traditional Learning Culture</th>
<th>Learning Culture for Today’s Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No clear focus on strategic knowledge</td>
<td>• Competence (human assets) treated as the new capital and managed as such</td>
</tr>
<tr>
<td>• Low management priority for training and education</td>
<td>• Training (learning) systematically focused to support business goals</td>
</tr>
<tr>
<td>• Lack of linkage between learning and organizational goals</td>
<td>• Everyone has an important role within the learning system</td>
</tr>
<tr>
<td>• Unmanaged</td>
<td>• Training department partners with managers and employees in making training decisions</td>
</tr>
<tr>
<td>• Left to the training department and the individual</td>
<td></td>
</tr>
</tbody>
</table>
What is this worth to the business?
## Financial Analysis of Training Opportunities

<table>
<thead>
<tr>
<th>Cost of Conformance</th>
<th>All of the costs required to train the workforce to a level of competence and to define, develop, and deliver the needed training</th>
</tr>
</thead>
</table>

- e.g.,
  - Analysis
  - Design
  - Development
  - Delivery
  - Administration
  - Travel/living
  - Etc.

---

*By itself, the cost of conformance (COC) may be large enough to scare off your executives*
### Financial Analysis of Training Opportunities (continued)

| Cost of Nonconformance | = | All of the costs for less than perfect performance |

#### e.g.,
- Cost of underperforming technology/capital assets
- Cost of lost sales
- Low productivity/yields
- Longer work cycle times
- Rework and scrap due to errors
- Etc.

#### Relative to the cost of conformance (COC), the cost of nonconformance (CONC) is probably far greater and far more scary
The Return on Investment Calculation

\[
\text{ROI} = \frac{\text{Return - Investment}}{\text{Investment}} = \frac{\text{CONC} - \text{COC}}{\text{COC}}
\]

\text{CONC} = \text{Cost of Nonconformance}

\text{COC} = \text{Cost of Conformance}
Training’s Impact on ROI

Situation

A major semiconductor manufacturer has an automated production process where unscheduled downtime is worth $10,000/hour. Maintenance technicians have not received training on new process control computers. In the first six months, downtime has equaled 30 percent, of which one-quarter can be attributed to training.
Training’s Impact on ROI

(continued)

Value
- **30%** Downtime
- **576 hours** of downtime
- **X** **80 hours/week**
- **X** **24 Weeks**
- **= 576 hours of downtime**

Cost
- **$150,000** Development
- **+ $150,000 Instructor and Facilities**
- **+ $40,000 Student**
- **= $340,000**

ROI
- **$1,400,000 - $340,000**
- **= 312%**
- **$340,000**
Situation

A telephone company has installed new workstations and software for 250 service representatives. Training was informal, and the measured productivity of the CSRs has reached only 50 percent of capacity after four months.
Training’s Impact on ROI (continued)

Value

\[
\begin{align*}
\text{Value} &= \text{Loaded annual salary} \times \% \text{ of job using the workstation} \times \text{CSR} \times \% \text{ Productivity} \\
&= \$40,000 \times 100\% \times 250 \times 0.50 \\
&= \$5 \text{ million annual (plus irate customers, overtime, etc.)}
\end{align*}
\]

Cost

\[
\begin{align*}
\text{Cost} &= \text{Development} + \text{Deliver 3 days to 250 CSRs} \\
&= \$300,000 + \$140,000 \\
&= \$440,000 - \$0.5 \text{ million}
\end{align*}
\]

ROI

\[
\begin{align*}
\text{ROI} &= \frac{5 - 0.5}{0.5} \\
&= 9:1
\end{align*}
\]
Section 3

T&D System Assessment

- plus handout -
Attributes of a World-Class T&D System

1. Organizational cultural values support full competency development and lifelong learning
2. Everyone participates in the T&D system and processes
3. The T&D system is driven by business performance goals and is performance-based
4. There are tight linkages between T&D departments and the users of their services
5. There is strong executive leadership and participation
6. T&D resources are matched to need and objectives
7. T&D staffs are competent and include a balanced mix of expertise
Attributes of a World-Class T&D System (continued)

8. A balanced array of T&D strategies is employed
   • Beyond traditional T&D deployment modes, including the use of advanced computer technologies
     - Internet and Intranet
     - Structured/coached OJT
     - Etc.

9. There is strong administrative coordination of all T&D efforts

10. Internal T&D resources are leveraged through appropriate use of outside resources
Trends in T&D

- Decentralizing the learning site
- Action learning
- Using the information network and personal computer/workstation
- Embedded performance support systems
- Structured, on-the-job training (SOJT)
- Team learning
- Skills management interfaces
- Multimedia technology
- Distance learning
- Outsourcing
Section 4

SWI’s Business and T&D Systems Models
SWI’s Business Model Context for T&D

Human Asset Management System

Business Architecture

- Business Drivers
- Business Metrics
- Business Processes
- Human Performance Models
- Infrastructure Requirements
- Human Assets Infrastructure
- Environmental Assets Infrastructure

Process/Performance Requirements

Human Asset Management System

- Organization Architecture
- Staffing
- Training & Development
- Assessment
- Rewards and Recognition
The Business Architecture of T&D

Business Drivers

Assets and Competencies of Training

Training Stakeholders
- Government
- Shareholders
- Executive Management
- Employees
- Community
- Customers

Training Processes and Metrics
- Financial
- Customer Satisfaction
- Employee Satisfaction
- Performance Index

Business Environment

Training Processes

Human Assets Infrastructure
- Knowledge and Skills
- Attitudes
- Values
- Consequence

Environmental Assets Infrastructure
- Organization
- Information Resource
- Physical Assets
- Consequence Systems
**Example: T&D Business Drivers**

<table>
<thead>
<tr>
<th>Assets and Competencies</th>
<th>Stakeholders</th>
<th>Business Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td><strong>Stakeholders</strong></td>
<td><strong>Business Environment</strong></td>
</tr>
<tr>
<td>Available courseware</td>
<td>Business leadership</td>
<td>Rate of change impacting training customers</td>
</tr>
<tr>
<td>Production capability</td>
<td>- General management</td>
<td>Rate of hiring and job movement</td>
</tr>
<tr>
<td>Delivery infrastructure</td>
<td>- Process owners</td>
<td>Competitive or alternative sources of training</td>
</tr>
<tr>
<td>- Facilities</td>
<td>- Professional/technical discipline leaders</td>
<td></td>
</tr>
<tr>
<td>- Networks (CBT and other)</td>
<td>- Initiative leaders</td>
<td></td>
</tr>
<tr>
<td>Analysis data</td>
<td>Employees (end consumers of training)</td>
<td></td>
</tr>
<tr>
<td>Training staff</td>
<td>Customers of the company</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Users of products and service who need training</td>
<td></td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>Suppliers of the company</td>
<td></td>
</tr>
<tr>
<td>Front-end analysis of performance</td>
<td>- May need training on interfacing, TQM, etc.</td>
<td></td>
</tr>
<tr>
<td>Curriculum Architecture Design (CAD)</td>
<td>Training department employees and suppliers</td>
<td></td>
</tr>
<tr>
<td>Instructional design/development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Just-in-time delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing customer solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Stakeholders**

- Business leadership
  - General management
  - Process owners
  - Professional/technical discipline leaders
  - Initiative leaders

- Employees (end consumers of training)
- Customers of the company
  - Users of products and service who need training
- Suppliers of the company
  - May need training on interfacing, TQM, etc.
- Training department employees and suppliers

**Business Environment**

- Rate of change impacting training customers
- Rate of hiring and job movement
- Competitive or alternative sources of training
- Best practices
- Customer/user perceptions about training
- Technologies
Example: T&D Performance Metrics

Performance Index

- Business Benefit
- User Satisfaction
- Training Department Employee Satisfaction
- Training Department Supplier Satisfaction
- Quality Index
Example T&D Performance Metrics (continued)

- Business Benefit
  - Business Benefit of Training Needs Met
    - Value
    - Cost
  - Cost of Training Needs Not Met
  - Cost of Unnecessary Training
# T&D Infrastructure Requirements

## Human Assets Infrastructure

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Subject Matter Expertise</th>
<th>Measurement Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>Desktop Publishing</td>
<td>Planning</td>
</tr>
<tr>
<td>Development</td>
<td>Graphics</td>
<td>Marketing and Sales</td>
</tr>
<tr>
<td>Instruction</td>
<td>Technology Expertise</td>
<td>Finance/Accounting</td>
</tr>
<tr>
<td>Facilitation</td>
<td>Project Management</td>
<td>Administration</td>
</tr>
</tbody>
</table>

## Environmental Assets Infrastructure

<table>
<thead>
<tr>
<th>Organization and Team Structure</th>
<th>Training Facilities and Equipment</th>
<th>Analysis Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client Boards/Councils</td>
<td>Materials and Materials System</td>
<td>User Data</td>
</tr>
<tr>
<td>Budget/Financial Resources</td>
<td>Communications Networks</td>
<td>Results Data</td>
</tr>
<tr>
<td>Suppliers</td>
<td>Tools/Workstations</td>
<td>Financial Data</td>
</tr>
<tr>
<td></td>
<td>Information Systems</td>
<td></td>
</tr>
</tbody>
</table>
Example Infrastructure Elements

- Training Organization Structure
- Governing Structure
- Workplace Learning System
- Delivery Systems
Example: T&D Organization Structure

Office of the Executive

UMC
Vice President
Education and Training

Assistant
Vice President
Corporate Education
- Executive development
- Management development
- Technology institute
  - R&D
  - Manufacturing
- Marketing, sales, and service institutes
- Distribution and materials institute

Director, Training Staff
- Quality education
- MIS training
- Instructional methods, procedures, and standards
- Planning and results
- Facilities and administration

Business Unit
Vice President
(4)

Director, Business Unit
Training Department
- Marketing, sales, and service training
- Business unit technical training
- Needs analysis, planning, and evaluation

Credit Corporation
President

Credit Corporation
Training Director

Assistant
Vice President
Training Staff

Plant Manager
- Production training
- Maintenance training
- Supervisory training
- Clerical and administrative support training

Plant Training Manager
- Contracts training
- Accounts receivable training
- Portfolio management training
- Dealer and customer service training
- Supervisory training
- Clerical and administrative support training
Example: T&D Governing Structure

- Executive Education Board
  - Discipline Curriculum Councils
  - Business Unit Training Councils
  - Training Administration Council
  - Local Training Committees
Example: Workplace Learning System

- Training Council
- Trainers
- Embedded Learning Support Systems
- Learning Center
- Telecommunications Network to the World
- Training Budget
- OJT Coaches

Individual, Team, and Location Learning Plans
Example: Learning Center

- Classroom
- Administrator
- Information Centers
- Simulators/Lab
- Resource Library
- Results/Measures
- Learning Terminals
## Delivery Systems by Instructional Mode

<table>
<thead>
<tr>
<th>Group-paced (instructor-driven)</th>
<th>Self-paced</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lecture/discussion</td>
<td>• Conventional paper and pencil media</td>
</tr>
<tr>
<td>• Case group</td>
<td>• CBT/multimedia</td>
</tr>
<tr>
<td>• Action learning</td>
<td>• Simulator/lab</td>
</tr>
<tr>
<td>• Laboratory</td>
<td>• Video</td>
</tr>
<tr>
<td>• Video</td>
<td>• Expert systems</td>
</tr>
<tr>
<td></td>
<td>• Embedded (computerized Help screens)</td>
</tr>
<tr>
<td></td>
<td>• Tutorials</td>
</tr>
<tr>
<td></td>
<td>• Structured/unstructured OJT and work assignments</td>
</tr>
<tr>
<td></td>
<td>• Internet and Intranet</td>
</tr>
</tbody>
</table>
What Can We Do to Implement Business-driven T&D?

- Develop a Strategic Plan for Training & Development
- Implement/improve the T&D systems, making targeted, sufficient investments to achieve the required business results

Note: Just because trainers are skilled at uncovering training requirements does not in and of itself warrant meeting those requirements
A Strategic Plan for Training & Development

• Is a cumulative composition of several outputs from each phase within our four-phase process model; it
  - Defines the high-priority business challenges and goals
  - Defines the T&D products needed to achieve the high-priority business goals and defines the T&D systems needed to acquire/develop, deploy, and administer the overall T&D product line
• Provides a comprehensive business plan for meeting these needs according to business priorities
Questions Answered by the Plan
Questions Answered by the Plan

1. What are our business challenges, goals, and strategies?
2. What knowledge/skills are needed to reach our goals?
3. How can we make sure our employees, customers, and suppliers have know-how; what is training’s role?
4. How adequate is the present learning system?
5. What should our system look like in three to five years?
6. What are our strategic learning goals?
7. What strategies will we adopt to reach our goals?
8. What workload do we estimate to execute our strategies?
9. How many resources do we need to commit; what ROI?
10. What organizational and management systems do we need?
11. How shall we implement the plan?
Section 5

SWI’s Four-Phase, Gated Process for Strategic Planning for Training & Development
SWI’s Four-Phase, Gated Process for SPT&D

Phase 1: Strategic Vision and Goals
Phase 2: Investment Plan
Phase 3: Training Business Architecture Design
Phase 4: Implementation Plan
Phase 1 Outputs

• Training implications of business challenges and plans
• Assessment of the existing T&D system
• Mission, philosophy, and roles for T&D
• Strategic vision and goals for T&D
Phase 1 Flow Chart

- Project Plan Refinement
- Kick-off Meeting with Working Team
- Data Collection System Development
  - Personnel Forecasts
  - Business Plans
  - Executive Interviews
  - Existing Learning System
  - Best Practices
- Preliminary Investment Analysis
- Recommendations to Executives
1. What are the most significant challenges facing the business and/or your part of the business?
   - Markets
   - Competition
   - Technology
   - Products and services
   - Supplier/customer relationships
   - External regulations
   - Management and workforce issues

2. What strategies and goals have been established to address these challenges?

3. What groups of people will need new knowledge or skills for these goals to be achieved?
4. What is the downside business risk if we do not have or develop people with the new knowledge and skills? (be as quantitative as possible)

5. Are you willing to provide support in the form of
   • A training budget to meet these needs?
   • Your time and the time of your organization to help establish priorities and provide overall guidance?
**Phase 1 Executive Review Point: Strategic Direction Decision Point**

**Purpose**
Gain commitment of executives to training vision and direction prior to detailed cost analysis/planning

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Key business challenges, strategies, and goals are identified</td>
<td>• Heavy executive input upfront</td>
</tr>
<tr>
<td>• Training implications are believable</td>
<td>• Mission/vision, etc. “socialized”</td>
</tr>
<tr>
<td>• Assessment of strengths and weaknesses of present training system is</td>
<td>before presenting for approval</td>
</tr>
<tr>
<td>valid</td>
<td></td>
</tr>
<tr>
<td>• Mission, roles, philosophy, and vision are acceptable/strong</td>
<td></td>
</tr>
<tr>
<td>• Executive commitment to direction and goals is obtained</td>
<td></td>
</tr>
</tbody>
</table>
Phase 2

Phase 2
Investment Plan
Phase 2 Outputs

- Quantitative needs forecast
- Alternative strategies for meeting the needs
- Resource requirements for alternative scenarios
- Strategic approach(es)
- Three- to five-year investment plan
Phase 2 Flow Chart

1. Prepare/Obtain Three- to Five-Year Personnel Forecast
2. Prepare Delivery Requirements Forecast
3. Identify Development, Delivery, Staffing, Outsourcing, and Facility Strategy Alternatives
4. Prepare Courseware Development and Maintenance Requirements Forecast
5. Evaluate Needs Analysis and Curriculum Architecture Data
6. Develop Unit Cost Tables for Each of the Strategies
7. Calculate Resource Requirements for Various Strategy and Load Scenarios
8. Prepare and Present Recommended Investment Plan
**Phase 2 Executive Review Point: Major Financial Decision Point**

**Purpose**
Gain commitment for resourcing the three- to five-year plan prior to investing in the design of the necessary organizational support systems

**Criteria**
- Alternatives are clear with varying levels of resource requirements
- Business needs are addressed to varying levels
- Tradeoffs and risks associated with alternatives are clear and realistic

**Tips**
- Let the executives make the decision—provide alternatives
- The resource requirements are likely to be greater than current levels
Phase 3
Training Business Architecture Design
Phase 3 Outputs

- Results measurement plan
- Process Maps and measures
- Organization structure evolution plan
- Governing/advisory structure
- Staffing strategy
- Technology and information systems strategy
- Facilities strategy
- Financial strategy
- Supervisor or manager support system
Phase 3 Executive Review Point*: Training Business Architecture

**Purpose**
Approve plans before implementation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Decisions require executive input</td>
<td>• Minimize use of executive time</td>
</tr>
<tr>
<td>• Alternatives and details available where needed</td>
<td>• Keep decisions at a high level where possible—avoid getting bogged down in details of decision</td>
</tr>
</tbody>
</table>

*Optional: This step may be omitted, except for those few decisions that require heavy investment or high-level policy review
Results Measurement Plan Elements

• Hierarchy of measures to be used

• Strategy for collecting and storing the data

• Plan for a system of regular reports to stakeholders

• Plan for developing and implementing the system
Process Maps and Measures Elements

- Macroprocess Map identifying all T&D processes
- Process Maps for each individual training process (e.g., courseware development)
- Performance measures for each process (e.g., cost, cycle time, and quality)
Organization Structure Evolution Plan Elements

- How many training departments will you have?
- What are their missions, roles, and scope of responsibility?
- How will they coordinate to achieve the overall investment plan?
- How will they be structured internally?
- How will you evolve to this new structure from what you have today?
Governing/Advisory Structure Elements

- An overall governing system
- Mission, roles, and membership rules for each advisory group
- A plan for linkage to the training departments
- A plan for creating or evolving the structure
Staffing Strategy Elements

- A definition of the needed mix of talents to staff the jobs in the organization structure
- Sources for these talents (line organizations, consultants, college hires, etc.)
- Policies for recruiting, selection, retention, and career management
Technology and Information Systems Strategy Elements

• High-level specifications for technologies to be acquired and/or deployed (e.g., distance/learning technology)

• Deployment strategy

• T&D information system architecture, including integration with other information systems

• High-level specifications for information system
Facilities Strategy Elements

• Kinds of training facilities needed
• Location of training facilities
• Capacity requirements over a five- to ten-year forecast period
• Cost
• Risk of obsolescence with changing training technologies
Financial Strategy Elements

• Financial strategy for
  - Development budget
  - Operations budget
  - Capital budget

• A system for data collection and financial control

• A policy on financial accountability to whom and for what

• A plan to develop and implement the system
Supervisor or Manager Support System Elements

- Information systems and communication channels
- Job aids and procedures
- Training for supervisors and managers
- Training coordinator
Phase 4

Implementation Plan
Phase 4 Outputs

- Detailed implementation plan
  - Implementation activities lists
  - Milestones to monitor progress
  - Assignments of accountability
  - Resource allocations for implementation tasks
  - Progress tracking and reporting system

- Final documented Strategic Training Plan
Phase 4 Flow Chart

Establish Implementation Priorities → Develop Plan and Schedule → Establish Implementation Team
## Phase 4 Executive Review Point: Implementation Kick-off

### Purpose
Provide visibility of “next steps” to management

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan covers next phase at a task level</td>
<td>• No surprises—people listed in the plan should be aware of (and have agreed to) their roles</td>
</tr>
<tr>
<td>• Milestones and deliverables clearly defined</td>
<td>• If no executive decisions are required, this review can be a briefing (or a memo)</td>
</tr>
<tr>
<td>• Individual accountabilities identified</td>
<td>• “Socializing” the plan upfront will help ensure a “Go” decision</td>
</tr>
<tr>
<td>• Time frames are reasonable, but within management expectations</td>
<td></td>
</tr>
<tr>
<td>• Resources adequate to accomplish objectives</td>
<td></td>
</tr>
</tbody>
</table>
Barriers to Overcome

- Lack of management attention
- Money
- Time/resources to do the implementation work
- Lack of management attention

The key to success in implementation is a solid accountability link between the implementing project teams and management.
# Ongoing Executive Status Reviews

## Purpose
Review progress toward plan, changes, and associated resource requirements, and maintain project visibility

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Business issues arising since initial plan are addressed</td>
<td>• Get input upfront through official communication channels, personal network, or individual executive interviews prior to status meeting</td>
</tr>
<tr>
<td>• Progress/status is clear, deviations from the plan are explained</td>
<td>• Have details available, but keep executives focused on higher level issues</td>
</tr>
<tr>
<td>• Changes (and associated resource requirements) are documented</td>
<td>• Use the plan as a guide throughout the project—otherwise, the effort can get “off track” and become difficult to show status</td>
</tr>
</tbody>
</table>

For annual updates, four phases with executive reviews are usually unnecessary.
Section 6

Planning a Strategic Plan for Training & Development Project
Before You Even Start Phase 1

Phase 0: Project Planning and Management, a.k.a. “Organizing the Planning Project”

Purpose

1. Document scope, roles, and project activities for the team and management

2. Track and communicate progress and changes with respect to project tasks for team and management

Key activities

- Planning (establishing scope, goal, time frame)
- Negotiating resources

This is an ongoing process throughout the project
Project Planning and Management

A major key to success or failure is the way you organize and manage the Project Plan

Risks of Poor Project Planning and Management

- Fail to complete a quality plan
- Fail to obtain political support for the plan
- Stumble over organizational roadblocks to implement the plan
Project Planning and Management Steps

- Scope the project
- Recruit an executive sponsor
- Select the Planning Team
  - Steering Team
  - Working Team
  - Planning staff
- Select the project leader
- Draft the Project Plan
- Review the Project Plan with and get commitments from all members of the Planning Team
Project Planning and Management Steps (continued)

- Obtain commitment from executive sponsor and Steering Team
- Keep the project moving and on schedule
- Assign a data manager
- Collect, manage, and disseminate data, information, and knowledge
- Utilize information systems to collect and manage data
- Build consensus
  - Inform
  - Negotiate
  - Decide
## SPT&D Project Planning Template

<table>
<thead>
<tr>
<th>PROJECT TASKS</th>
<th>Estimated Resources (Days)</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ST</td>
<td>PM</td>
</tr>
</tbody>
</table>

(see handout)

**Key:**
- ST = Steering Team
- PM = Project Manager
- WT = Working Team
- DST = Data Subteam
- IST = Investment Subteam
Section 7

Selling the Strategic Plan for Training & Development Project
So, how do I sell a Strategic Plan for Training & Development?
SPIN® Sales Process

**Situation**
- Major initiatives
- Lots of change
- Training not seen as a value-added business partner
- Out-of-date training methods and technology
- No clear focus on training needs
- Employee complaints about training

**Problems**
- Ineffective implementation of initiative and technologies
- Wasted money on ineffective or unnecessary training
- Employee morale problems
- Customer dissatisfaction

SPIN® is a registered trademark of Huthwaite Corporation
SPIN® Sales Process (continued)

**Implications**
- Loss of competitive advantage
- Lost customers
- Lost revenues
- Unnecessary cost
- Overall loss of business performance

**Need-Payoff**
- Develop a Strategic Plan to realign T&D with business requirements
Benefits of Developing a Strategic Training Plan

• Puts top management in control of its investment in human capital development

• Develops credibility with line management

• Creates a comprehensive system to focus on high-priority business needs

• Realigns training with changing business paradigm

• Training becomes a proactive rather than a reactive function

• Eliminates wasted time and money spent on training in low-priority areas
Lessons Learned

- Using a large Working Team drawn from across the organization helps with buy-in for the project but stretches the project schedule
  - Time required for team learning
  - Logistics of scheduling meetings

- Organizing best practices visits, including both the executive groups and the Working Team
  - Has a very high payoff
  - Is very difficult logistically

- Performing external benchmarking requires a great deal of scheduling time

- Preselling business units, discipline, and company-level executives
  - Is essential to gaining commitment
  - Requires lots of time and hard work
Lessons Learned (continued)

• Selling a resource budget based on the high-level needs assessment where the company has no experience with some of the new services is difficult

• Having executive sponsorship throughout the project really pays off; having a combination of line and human resources sponsors is ideal

• Getting the right sponsor, Steering Team, and Working Team is critical

• Obtaining executive committee approval at key milestones is critical
  - Kick-off
  - Midpoint
  - Final approval

• Having a linkage to business strategies is essential

• Dedicating a project manager is vital
Strategic Planning for Training & Development Process

Phase 1
Strategic Vision and Goals
- Training implications of business challenges and plans
- Assessment of the existing learning system
- Cost of training and return on investment
- Mission, philosophy, and roles of T&D
- Strategic vision and goals

Phase 2
Investment Plan
- Quantitative needs forecasts
- Alternative strategies for meeting the needs
- Resource requirements for alternative scenarios
- Strategic approach(es)
- Three- to five-year investment plan

Phase 3
Training Business Architecture Design
- Results measurement plan
- Process Maps and measures
- Organization structure
- Governing structure
- Staffing strategy
- Technology and information systems strategy
- Facilities strategy
- Financial strategy
- Supervisor support system

Phase 4
Implementation Plan
- Implementation activities lists
- Milestones to monitor progress
- Assignments of accountability
- Resource allocations
- Progress tracking and reporting systems

Project Planning and Management
- Purpose
- Scope
- Activities and time lines
- Resource requirements
- Planning roles
- Executive review points

(Annual Updates)

= Executive review point
Human Competence is The Competitive Edge