

# 1

## Champion of Workplace Learning



### *Learning Objectives*

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

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

### **INTRODUCTION**

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

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

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

## JENN, THE OFFICE MANAGER

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

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



### Think About It...

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

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## CHARACTERISTICS OF A WORKPLACE THAT VALUES LEARNING

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

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

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

### All Employees Have Access to Training Opportunities

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

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

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

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

### **Training Is Directly Related to Improving Job Knowledge and Skills**

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

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

## **E**

### **xhibit 1-1**

#### **Three Characteristics of a Workplace that Values Learning**

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

## **ESTABLISHING A TRAINING AND LEARNING MISSION**

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

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

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

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

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

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

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

## Setting a Forward Direction

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

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

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

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

## Defining Priorities

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

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

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

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

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

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

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

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

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



## Exhibit 1-2

### Priorities Worksheet

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

#### PRIORITIES WORKSHEET

##### *Tasks for Establishing the Training and Learning Mission*

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

##### *Tasks for Planning or Project Management Tasks*

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

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

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

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

### **Exercise 1-1: Priorities Checklist**

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

- \_\_\_ 1. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ 3. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ 4. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_ 5. \_\_\_\_\_  
\_\_\_\_\_

### **Stating Your Mission**

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



### Exhibit 1–3

#### Partial Sample Mission Statement

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

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

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

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

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

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

It is the mission of corporate training at \_\_\_\_\_ to:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
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\_\_\_\_\_

## LINKING TRAINING AND LEARNING TO BUSINESS GOALS

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

### Linking Training to Core Business Areas

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

- Finance
- Customers
- Employees
- Growth

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

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

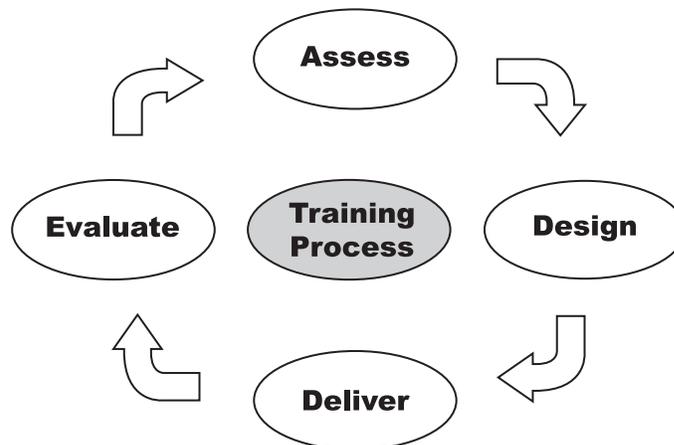
### Basics: The Four-Phase Training Process and the Three Categories of Learner Needs

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

#### **E** xhibit 1-4 Training Development Basics

#### FOUR-PHASE TRAINING MODEL

*Assess* → *Design* → *Deliver* → *Evaluate*



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#### THREE CATEGORIES OF LEARNER NEEDS

Learner needs for KNOWLEDGE  
Learner needs for SKILLS  
Learner needs for ATTITUDES

These are often referred to by training and learning development professionals as KSAs.

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

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

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

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

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**E****xhibit 1–5****Four Essential Linkage Elements**

The four essential linkage elements are:

- Training mission linked with corporate goals
  - Training results linked with the business core (finance, customers, employees, growth)
  - New skills in problem solving and analysis linked with current systems and procedures
  - More opportunities for individuals linked with current staffing
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## The Business Plan for Training

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

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

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

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

Training services could include:

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

### *Advantages of Writing a Business Plan for Training*

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

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

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

### *The Format for a Business Plan for Training*

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



#### **xhibit 1–6**

#### **Sample Format for a Business Plan for Training**

The format for a business plan might look like this:

(1) Executive Summary	1-2 pages
(2) Reasons for the Plan	2-4 pages
(3) Operational Plan (Tasks and Decision Dates)	1-2 pages
(4) Business Analysis (Supporting Text)	4-6 pages
(5) Controls and Accountability (Measures, Person Responsible)	2-3 pages
(6) Resource Requirements	2-3 pages

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

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

### ***What to Include in the Business Plan for Training***

#### ***(1) Executive Summary***

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

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

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

#### ***(2) Reasons for the Plan***

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

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

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

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

*(3) Operational Plan (Tasks and Decision Dates)*

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

It should follow this example:

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

*(4) Business Analysis (Supporting Text)*

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

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

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

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

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

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

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

*(5) Controls and Accountability (Person Responsible, Measures, Due Date)*

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

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

<i>Development Event/Activity</i>	<i>Person Responsible</i>	<i>Measurement(s)</i>	<i>Due Date</i>
Ship 5 containers of product	Nick Magdalena	<ul style="list-style-type: none"> <li>• number of temp workers hired for loading</li> <li>• quality inspection passed</li> </ul>	8/3  8/4

... and so on.

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

<i>Development Event/Activity</i>	<i>Person Responsible</i>	<i>Measurement(s)</i>	<i>Due Date</i>
Evaluate all revised courses	Noel Wood, spokesman for all 6 department heads (Bob, Jeffrey, Eric, Kristen, Lisa, Matthew)	<ul style="list-style-type: none"> <li>• % of staff involved</li> <li>• number of rewrite days</li> </ul>	7/12

*(6) Resource Requirements*

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

<i>Personnel</i>	<i>Materials</i>	<i>Facilities</i>
<ul style="list-style-type: none"> <li>• 2 graphic artists, \$80K</li> <li>• 3 instructional designers, \$150K</li> <li>• 1 evaluation specialist, \$60K</li> </ul>	<ul style="list-style-type: none"> <li>• graphics software, \$600</li> <li>—</li> <li>• ISO documentation, \$1,200</li> </ul>	<ul style="list-style-type: none"> <li>—</li> <li>• 3 sets cubicle dividers, \$ 900</li> <li>—</li> </ul>

... and so on.

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



### **Think About It...**

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

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

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## **COMMUNICATING THE TRAINING AND LEARNING MESSAGE**

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

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

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

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

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

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

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

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

### **Streamlining the Process: Workplace Models and Tips**

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

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

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

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

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

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

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



**xhibit 1–7**  
**Sample Catalog Page**

Course Number \_\_\_\_\_ Course Title \_\_\_\_\_

Course Description: \_\_\_\_\_

Objectives for the Trainee:  
 •  
 •  
 •  
 •  
 •

Major Topics:  
 •  
 •  
 •  
 •  
 •

Target Audience: \_\_\_\_\_

Prerequisites (courses, specialized knowledge, skills, experience, etc.) \_\_\_\_\_

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

Course Length: \_\_\_\_\_

Adapted from *How to Manage Training, 3rd edition: A Guide to Design and Delivery for High Performance*, p. 286, by Carolyn Nilson ©2003. Used by permission of the publisher, AMACOM Books, a division of American Management Association, New York, New York. All rights reserved. [www.amacombooks.org](http://www.amacombooks.org)

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



**xhibit 1–8**  
Sample Bulletin

TRAINING BULLETIN

**HEADLINE**

Reason for the Bulletin:

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

Location, Date, Duration, Fee:

Contact Person and Deadline for Commitment:

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

**Reserve your place early for this outstanding opportunity!**

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

**Join our state’s Attorney General to learn how to turn the law into practice. Learn how to do the right thing and stay out of trouble.**

- Examine decision points in actual cases he has worked on.
- Define fiduciary duty at this workplace.
- Identify procedures to improve this company’s internal controls.
- Learn techniques to balance new accountability rules with your current job.

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

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

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

### ***Catalogs***

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

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

### ***Bulletins***

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

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

### ***Brochures***

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

### ***Newsletters***

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

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

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

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

### *Schedules*

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



### **xhibit 1–9**

#### **Sample Brochure**

Purpose:

**TITLE OF THE TRAINING OPPORTUNITY:**

Main points of content:

- 
- 
- 

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

 **StarBrite, Inc.**

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

Identification of the Training Opportunity by Name and Number: \_\_\_\_\_

Time, Place, Cost: \_\_\_\_\_

Contact Person: \_\_\_\_\_

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

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



**xhibit 1-10**  
**Sample Newsletter Article**

Title of Article

Leading Sentence or Catchy Phrase

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

Point 1

Point 2

Point 3

Elaboration of Point 1

Elaboration of Point 2

Elaboration of Point 3

Minor Details

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

### ***Posters***

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

### ***Video/DVD***

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

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

### ***Endorsements***

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

## **External Promotion**

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

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

Make the article newsy and full of local names.

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

### **Exercise 1-3: A Model for Promoting Training**

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



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

- *Characteristics of a workplace that values learning.* Search for and find hard evidence of successful participation in training, both formal and informal; define which organizations have traditionally been good supporters of training and learning of all sorts; look for equality of opportunity as evidenced by which employees received training and which did not; look for fairness, equal opportunity, balance. Look for evidence of business results (shorter time, fewer dollars spent, more customers served, etc.) that are directly related to training. Look for documented improvement in employee skills related to serving customers. Look for training that adds value to work.
- *Your training mission.* It's important as you champion workplace learning that you create a training mission statement based on your investigations around the company. In order to do this, you need to prioritize the steps you need to take so that you don't miss any sources of information. Review, analyze, interview, organize, and synthesize are some of the processes you need to do as you define your training mission. The important thing is to be credible, based on thorough investigation. Here are five steps to take as you define priorities:
  - Review titles of courses offered during the past year for duplicates and out-of-date courses.
  - Analyze course attendance records for opportunity and diversity issues.
  - Interview team leaders and department heads for training needs in their organizations.
  - Organize the results of interviews into needs for knowledge, needs for skills, and needs for attitude adjustment.
  - Write a mission statement using keywords and ideas expressed in your analysis efforts thus far.
- *Linking training to business goals.* Design new training or recast existing training around business goals. Focus all of your training—formal classroom training, informal one-to-one learning situations, e-learning and self-study so that they link directly to four essential areas of the business: Finance, customers, employees, and growth. Address these four areas in a

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

- Corporate goals for profit and market share
  - Customer enhancement through increased knowledge, communication, and service skills of your key customer contact persons
  - New skills in problem solving related to current systems and procedures
  - Career development and job improvement skills for your current staff to enable current staff to grow
- 
- *Promoting training within the workplace.* Look for opportunities to champion workplace learning through promotional information of all sorts. Eight typical and effective internal promotion pieces include catalogs, bulletins, brochures, newsletters, schedules, posters, videos/DVDs, and endorsements from satisfied learners. Distribute your promotional message either on paper through company mail delivery or by e-mail or website.
  - *Promoting training outside of the workplace.* Adapt the sources of information about training within your company to information channels outside your company in order to position your company favorably within the wider community where employees live. Some common ways to promote training outside the workplace are feature articles in local newspapers, news reports about training at your company that could be aired on local radio or television stations, publicizing collaborative efforts between your company's training operation and the local community college, adult education program, or university.



## Review Questions

1. One of your first tasks as champion of workplace learning is to: 1. b
  - (a) call a meeting of all managers to get their approval.
  - (b) identify processes already in place that support or lead to learning.
  - (c) e-mail all instructors who worked in your company during last year.
  - (d) replace existing classroom training with e-learning.
  
2. Being a champion of workplace training and learning requires that you: 2. b
  - (a) rent space at a nearby hotel.
  - (b) establish a credible training and learning mission based on information you collect.
  - (c) take over the actual presentation of all seminars.
  - (d) start fresh by discarding all previous courses.
  
3. A workplace that values learning: 3. a
  - (a) provides equal access to job-related training for all levels of employees.
  - (b) demonstrates its commitment by the reputation of the consultants it hires.
  - (c) spends 20% of its budget on training.
  - (d) has a mission statement at least five pages long.

- 
4. Why should you write a business plan for training? 4. a
- (a) To show colleagues and boss(es) that your training scope and focus are linked to the goals of the business
  - (b) To plead for more money
  - (c) To document past successes and distribute biographies of trainers you intend to hire
  - (d) To synthesize global trends in training and interpret them for executives
5. Communicating your training message involves: 5. d
- (a) keeping a constant presence on noontime radio talk shows.
  - (b) discarding end-of-course “smile sheets.”
  - (c) padding each new course with “nice to know” information.
  - (d) planning and implementing a promotional program within the workplace as well as in the community.

