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Implementing Corporate Universities in the Public Sector:
Evaluating Clark County's Supervisor's Organizational Skills Program

by

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ABSTRACT

Implementing Corporate Universities in the Public Sector:
Evaluating Clark County's Supervisor's Organizational Skills Program

There is an increasing trend in the private sector to provide development opportunities to

employees which include more than on-the-job or skills-based training.   These programs

are often referred to as "corporate universities."   Clark County is currently attempting to

transform its training program to apply "corporate university" concepts to the development

of its public sector employees.   The purpose of this paper is to examine the planning

conducted by the county's program development team, and to determine if the

now-implemented program is reaching its target audience, achieving its goals, and being

evaluated correctly.   Research for this paper was conducted through a review of the

current literature, review of the procedures used by the development team, observation as a

facilitator in the process, and analysis of class evaluations.   The data collected indicate

that while program content and processes do not strictly match those of "corporate

universities" in the private sector, Clark County may have developed an equally effective

equivalent.   Although outcomes of the program are difficult to evaluate, participant

response to the program is extremely positive.

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CHAPTER ONE

INTRODUCTION

The Clark County Organizational Development Center (ODC) currently employs a

staff of seven employee development specialists.   This department is responsible for

developing and conducting 80 non-technical courses, and 21 technical (computer) training

courses for approximately 6,000 Clark County employees.   These classes, most of which

were developed between 1994 and 1997, are scheduled on a regular basis throughout the year.

In 1998, it was noted by ODC staff that most of the courses which had been developed to that point were taught in isolation from one another.   That is, most courses were stand-alone and did not allow employees to attain a higher level of training in any particular area.   At that time, staff made the decision to explore the idea of developing comprehensive training programs modeled after private-sector corporate universities. Each program would be composed of a curriculum of several courses.   A certificate would be awarded to those employees who completed all the courses in a specific program.   As ODC staffing levels would not allow for multiple programs to be developed and implemented concurrently, a decision was made that the first fully developed curriculum would be designed for supervisors.   Additional reasons for developing the supervisory curriculum first, included information ODC staff received regarding increases in line-staff grievances against supervisors as well as conversations conducted with employees during training classes which indicated that line staff felt their supervisors were undertrained.

In September 1998, a team of Clark County employees was assembled to make recommendations regarding the content and certification requirements of a supervisory training program.   After nine months, the team published a report which addressed the development of the Supervisor's Organizational Skills (S.O.S.) Program: the first program in Clark County's "university."   These recommendations were based on information obtained from employee focus groups and models of similar programs, and included course content and length as well as the length and intended outcome of the

program.

This paper examines the team's focus group research, the information research team members obtained regarding similar programs, and student class evaluations and attendance data following the implementation of the S.O.S. Program. In the course of this examination, the following questions will be addressed:

➢ How did the development team design the program?

➢ Is the program reaching its target audience?

➢ Is the program achieving its goals?

➢ Is the program being evaluated correctly?

Answers to these questions are important for three reasons. First, this information will impact the development of additional segments of Clark County's "university." Second, training staff will be able to adjust S.O.S. Program objectives to better meet the needs of Clark County employees. Third, there may be an additional benefit to other city/county entities who are considering a move to corporate university-type employee development programs. This paper begins with a definition of terms, background information, and a review of the relevant literature regarding both private and public sector corporate universities. Following this, is an examination of the research conducted by the development team and an analysis of class evaluations and attendance data. The conclusion of the paper discusses what implications findings may have on this program as well as the development of future programs.

CHAPTER TWO

DEFINITION OF TERMS

Class - regularly scheduled sessions of particular courses.

Competency - a specific area of skill (e.g., the ability to correctly format a business letter).

Corporate University - any internal development program which provides employees with

the opportunity to develop a succession of higher level skills beyond that of traditional

on-the-job-training.

Course - instruction developed specifically to address a particular skill set/content area

(e.g., Facilitation Skills, Managing Stress).

Dimension/course matrix design - a grid which matches courses to organizational

objectives (e.g., conflict management is a course in the collaboration dimension).

Employee Development - any courses, program, series of programs, or activities designed

to increase an employee's skill/knowledge base as it pertains to the performance of his or

her duties.

Level 2 Evaluation - evaluation of learning in one or more of the following areas: what

knowledge was learned, what skills were developed or improved, what attitudes were

changed (Kirkpatrick, 1998).

Likert Scale - an ordinal level measurement which consists of a single statement (e.g., "The

skills learned in this class will help me on the job)," followed by a five or seven-point

rating scale with each point of the scale described in words (e.g., strongly agree, agree, no

opinion, disagree, strongly disagree).

Line-staff - front-line employees who do not have subordinates reporting to them.

M-plan - at Clark County, designates a management level employee who is at a Grade 32

or higher.

Supervisor - any employee who is responsible for, or has input into, the performance

evaluations of subordinates, but is not an M-Plan employee.

CHAPTER 3

BACKGROUND

There are many elements which impact the design and implementation of employee development programs at Clark County.   Among these are the large numbers of employees, the physical locations of their work sites, the hours they work, union membership, and most important, what skills employees feel *they* need in order to maximize their ability to perform their duties.

Clark County currently employs approximately 6,000 employees in 34 departments (Appendix A).   Employees work in environments ranging from airport runways and

concourses, to county roads, to offices in the Clark County Government Center located in downtown Las Vegas. Although many departments maintain offices at the Government Center, many others such as the Coroner's Office, District and Family Courts, Family and Youth Services, and Social Services are located in other areas of the Las Vegas Valley. Still others maintain dual offices with administrative employees located at the Government Center, and other employees located at specific work sites. These departments include General Services, Public Works, the County Clerk's Office, and Parks and Recreation. The Department of Aviation, the Sanitation District, the Regional Transportation District, and the Fire Department employ a large number of employees at locations which are remote from the Government Center.

When designing and conducting training for such a large number of employees, training and development staff must also take into consideration that some departments, such as the Department of Aviation, (which employs approximately 900 people), schedules employees in three shifts. Other departments in which employees work in shifts include Family and Youth Services, the Coroner's Office, and the Fire Department. Many departments, while not utilizing a three-shift work schedule, do have "busy times" which may prevent their employees from attending training. For example, employees in the Election Department find it difficult to attend training during primary and general elections just as Parks and Recreation staff are far more busy in the summer than they are in the winter.

Another consideration, particularly in the development of programs, is employee membership in the Nevada Service Employees Union (NSEU), the only labor union active

at Clark County. Approximately 3,200 employees are members of the union. Most of these are front-line staff and supervisors, as employees of the Human Resources Department, M-Plan employees, assistant department heads, and department heads are not eligible for membership. While not as strong as some unions in the private sector, the NSEU does wield a certain degree of power, particularly during contract negotiations which are conducted in alternating years. Fortunately, Clark County administration for the most part has enjoyed a relatively amicable relationship with the union. Although there are always issues to be negotiated, historically, the union has been willing to work with management to solve problems.

As stated in the introduction of this paper, the Organizational Development Center (ODC), a division of the Human Resources Department, is responsible for the training and development of Clark County employees. Through interlocal agreements, the ODC also provides select training for the Las Vegas Valley Water District, University Medical Center, and the Las Vegas Metropolitan Police Department. With its staff of seven employee development specialists, the ODC conducts 80 non-technical courses, and 21 technical (computer) courses (Appendix B). These courses are designed to supplement skills-based, on-the-job training. Training classes are conducted in two ways: general training for all county staff, and department-based training for specific groups of employees at the request of their supervisors/managers. Class schedules for general training are published twice a year and are distributed to all employees with their paychecks. While most training is conducted by ODC staff, outside vendors are utilized for variety and/or when staff lack expertise in a particular area. Additionally, several

seminars are purchased and conducted each year which are transmitted via satellite to the Government Center.

Staff in the ODC conduct classes in four state-of-the-art training rooms on the first floor of the Government Center.   Training Rooms 1, 2 and 3 are equipped with white boards, wall-mounted TV/VCRs (three per room), overhead projectors, ceiling-mounted retractable screens, and seat, respectively, 20, 30, and 60 students classroom-style at tables. The fourth training room, called the Pueblo Room, is used primarily for satellite training, and/or for other types of meetings.   Additionally, the ODC maintains two technology training centers each of which is equipped with 14 computers, white boards, and InFocus projectors.   One of the centers is located in the ODC at the Government Center, while the other is located on the fourth floor of the Clark County Courthouse.   Classes are also conducted by ODC staff in meeting rooms at McCarran International Airport.   Although not as well equipped as the ODC rooms, holding classes on-site allows airport employees to attend training who may otherwise be unable to due to distance/shift work.   McCarran also maintains a technology training room which ODC staff uses to provide computer training to airport employees.

Additional services offered by ODC staff which will not be discussed in this paper include a county-wide computer-based attendance and registration system, facilitation, organizational and departmental consultation, sponsorship of a Southern Nevada leadership organization, leadership/team 360 assessments, and survey development and analysis.

CHAPTER 4

LITERATURE REVIEW

A review of the current literature on the development and implementation of corporate universities primarily revealed very little research on the topic as it applies to either the public or the private sector.   A review of the few books and articles that *could* be located, indicated that authors disagree about what actually constitutes a corporate university.   Additionally, although there have been several articles written describing the universities which have been developed, information is sketchy regarding the way in which these organizations are assessing the impact of their programs.   Because traditional

research sources were not available, information included in this review was collected

from several books, trade journals, and the course catalogs of specific organizations.

<u>What is a corporate university?</u>

The term "corporate university" is used by both private industry and public

agencies to describe a variety of internal training programs. These programs are as

diverse in content and requirements as the organizations that have developed them. Some

organizations, for example, offer accredited degree programs which are more in keeping

with traditional forms of higher education (an undergraduate and/or postgraduate degree

program at an accredited university). Others use the term "university" to describe

development programs which are designed to specifically reflect the values and objectives

of the organization. The latter are often viewed by academicians as simply a higher level

of on-the-job training. Much of the research on post-collegiate education and training in

fact, makes a definite distinction between "training" and "education." For example, Nash

and Hawthorne (1987) define a corporate college as "a degree-granting institution

established by an entity whose major mission is something other than education." What is

referred to by many organizations as a "corporate university," is what they call a corporate

education, i.e., "education offered by a business or industry for its own employees." As

mentioned earlier, while some corporate universities such as Motorola University, *have*

been accredited, many organizations apply the term "corporate university" in much the

same way Clark County does: certificate programs in specific areas of study which allow

employees to progress in developing skills and knowledge in specific job-related areas.

Another reason for the diversity of corporate university programs may be due to the

way   the concept has evolved over time.   Although corporate universities have existed

since the inception of General Electric's Crotonville in 1955 (Meister, 1998), in earlier

writings on the subject, corporate training programs were viewed as only applicable to the

development of management (Black, 1979).   Recently however, Meister (1998) has

defined a "corporate university" as: "the centralized umbrella for strategically relevant

learning solutions for each job family within the corporation.   A corporate university is

also responsible for shaping corporate culture and fostering the development of intangible

skills such as leadership, creative thinking, and problem-solving."

What drives an organization to develop a corporate university?

As stated earlier, it was noted by ODC staff in 1998 that most of the courses which

had been developed in the preceding two years were taught in isolation.   That is, most

courses were stand-alone and did not allow employees to attain a higher level of

knowledge in any particular area.   Additionally, staff could not be sure that the training

that *was* provided actually had the desired impact on the organization.   It was then that

staff made the decision to explore the idea of developing comprehensive training programs

modeled after private-sector corporate universities.   Each program would be composed of

several courses and a certificate would be awarded to those employees who completed all

the courses in the program.

Although corporate universities have existed for a number of years, the last ten

years have seen the number of universities grow from 400 to more than 1,000 (Meister,

1998).   The reason for this, Meister (1998) notes, is that during this period, many

companies "witnessed a radically shortened shelf-life of knowledge, and began to

determine that they could no longer rely on institutions of higher education to re-tool their work force." Instead, many of these organizations decided to create their own "corporate" universities with the goal of evolving the skills of current employees to meet the needs of a changing business environment.

Additionally, a growing number of corporations are opting to call their training function a university, because the term conveys the message that learning is important. By using the metaphor of a university, organizations feel the emphasis is shifted from "run-of-the-mill" training to higher learning. In addition, corporations are using the university model to sell their "brand" of educational programs. Just as a successful manufacturers package their brands to entice consumers to buy them, corporations are realizing that if they are going to spend millions of dollars in training their workforce, they need to assign a "brand" to it in the minds of those who will be purchasing their product (Meister, 1998).

Which organizations have developed corporate universities?

Many different kinds of organizations have developed corporate universities. In order to get a true reflection of the contents and requirements of these programs, training catalogs were obtained from several organizations. To provide a basis of comparison to Clark County's Supervisor's Organizational Skills Program, information gathered in this area, focuses specifically on supervisory/management training programs.

Private sector corporate universities

Ford Motor Company's corporate university is called the Fairlane Training and Development Center. According to their 1998 course catalog, Fairlane offers 183 courses

ranging from "Effective Listening and Feedback" to "Metrology I: Basic Measurement." Although these courses can be taken individually, employees can also attend them in series as part of a program. Employees who complete Fairlane's Supervisory Series, for example, are required to attend "Basic Supervisory Knowledge," "Salaried or Hourly Supervisor Institute," "Coaching and Counseling," and "Advanced Supervisory Institute." Two elements set Fairlane apart from other corporate universities. The first is that in some subject areas (e.g., Environmental Safety), Fairlane allows outside suppliers and others to attend some of their training. The second is that employees attending courses are charged a substantial fee to attend. An employee completing the four courses in the Supervisory Series for example, would pay $1675 for what is ultimately 64-72 hours of training.

The Sears University leadership program is based on a dimension/course matrix design. These dimensions reflect Sears' corporate values and range from change leadership and integrity, to communication and problem-solving skills. Supervisory development is offered at three levels: first level managers, managing managers, and the executive level. Courses are offered in seven cities in the United States. In addition to course descriptions, the Sears University Training catalog also includes information on correspondence training, the Sears University Cassette College, and recommended readings which can be used as supplements to each course. The core courses for first level managers are: "Fundamentals of Management," "Enhancing Managerial Effectiveness," "Fundamentals of Financial Management," "Leadership and Teambuilding," "Automotive Group Performance Management Program," "Public Speaking Skills," "Setting Priorities

and Managing Your Time," "Win at Retail," and "Creating a Compelling Place to Shop,

Work and Invest." All together, individuals who complete the First Level Manager

Program receive 152 hours of training at no cost to the employee.

Like Fairlane University, Motorola University also offers some classes to

non-employees. The University's mission as stated in its catalog is: "...to be a catalyst

for change and continuous improvement in support of the corporation's business

objectives." Motorola University began in 1981 as the Motorola Training and Education

Center. Since 1990, Motorola University has diversified further, establishing academic

partnerships with institutions around the world. Motorola requires a minimum of 40

hours a year of job-relevant training and education for every associate. Development staff

includes 400 professionals as well as a flex force of 700 writers, developers, translators,

and instructors who provide service on an as-needed basis. The program is currently

divided into 15 colleges including communications, public policy engineering, and

leadership. Motorola University goes one step further than most corporate universities in

that a number of the courses they offer have been accredited by traditional universities.

An employee who completes Motorola's engineering program, for example, will be

awarded a Bachelor of Science Degree in Engineering which is accepted by traditional

colleges and universities.

<div align="center">Public sector corporate universities</div>

Taking their cue from the private businesses, several public-sector agencies are

attempting to apply the concept to their employee development programs. The federal

government has long used the corporate university format to train leaders in all branches of

the military.   Nellis Air Force Base for example, sponsors the Airman Leadership School.
Study in this program is divided into five areas: Profession of Arms, Leadership,
Communicative Skills, Flight Chief Time, and Administrative/Evaluation.   In all,
graduates will complete 189 hours of training in addition to earning eight semester hours
toward an associate's degree from the Community College of the Air Force.

Other federal corporate universities which have so far been established include:
the Patent and Trademark Office University, the Defense Acquisition University, the State
Department's Foreign Service Institute, and the IRS' Education Center.   Recently, the
Veteran's Administration, Health and Human Services, the Census Bureau, and the Bureau
of Printing and Engraving have also established their own corporate universities.   They
may soon be joined by the Departments of the Interior and the Treasury (Corporate
University Review, 1998).   The reason for this is that "these agencies want to see a direct
relationship between their strategic plan and the competencies they're trying to develop in
their people.   They want a vehicle that will combine education and training, since training
alone may be short-term and short-sighted (Wells, 1998)."

The corporate university concept is only recently beginning to take hold in local
governments.   Located in the City of Rochester, New York, Monroe County's Quality in
Government Institute provides training and development for approximately 25,000
government employees in 63 surrounding communities, including 19 towns, a number of
villages, the city of Rochester, and several school districts (Kenyon, 1998).   In this
particular situation, the county partnered with Monroe Community College which has
tailored classes specifically for government workers.   Launched in 1997, classes are

offered on a quarterly basis and are open to anyone who is employed by the county, the City of Rochester, or any of the towns and municipalities within the county. The course curriculum is determined by a board of six directors composed of individuals selected from the county, Monroe Community College, and the community. Course topics include: conflict management, dealing with the public, creating goals, measuring outcomes, removing negativism from organizations, negotiating skills, simplifying work processes, and action writing. Although participants don't receive college credit for attendance, they do receive a certificate for completing a specific number of training hours in the areas of customer service, facilitation skills, team building, and organizational skills. Between February 1997, and December 1998, more than 624 employees received certificates of completion from the Institute (Kenyon, 1998), which supports itself through by charging tuition and course fees.

In 1995, the City of Mesa, Arizona applied the corporate university concept differently than most organizations when they partnered with the University of Phoenix. Together, they developed a program which allows any of the city's 3,000 employees who have earned at least 60 college credit hours to complete their graduate and/or undergraduate degrees. This arrangement was initiated when employees demanded alternatives to attending night school in order to finish their degrees (Kenyon, 1998). Courses are held once a week during after work hours at city facilities. Currently, an undergraduate degree in business and a graduate degree in organizational management are offered. Although Mesa's curriculum is traditional, it does incorporate city case studies and the experiences of individual participants. The University of Phoenix provides the

instructors, while the city provides facilities and security.   The city also offers tuition reimbursement.

Oxnard University (OU) in Oxnard, California launched its corporate university in 1995 in response to economic downturns in the early 1990's which put much of Southern California into a recession (Kenyon, 1998).   The program stresses teamwork, customer service skills, and entrepreneurial approaches which employees are expected to incorporate into everyday work life.   OU's instructors are actually employees from different divisions within the city administration who have agreed to conduct two to five courses a year in addition to performing their regular job duties.   This instructor "pool" is supplemented by consultants who teach some outside classes.   As of October 1998, approximately 700 employees had received certificates of completion from the university (Kenyon, 1998).   The program has even expanded to include participants from neighboring cities in addition to members of the community, with social services and leadership training available to specific neighborhood groups.   Classes are located throughout the city and instruction is free for city employees.

Although the City of Phoenix does not refer to its employee development curriculum as a corporate university, its current programs very closely resemble those of organizations which do.   The City of Phoenix's Employee Development Division currently conducts 29 technical (computer) courses and 141 non-technical courses. Subjects in the non-technical area range from "Building Work Teams That Work" to "Supervising Volunteers" to "Nurturing Your Toddler."   Classes are offered in ten locations, six days a week (Monday-Saturday).   Tuition is   reimbursed by the city for

several of the courses which are offered through vendors.   Like Sears University, the City

of Phoenix has organized its training and development programs around a

dimension/course matrix.   Instructors include city training staff and consultants who are

hired by the city and provide training at city facilities.   Subject areas include: financial

management, general development, management development, office and secretarial

development, pre-supervisory development, quality and productivity, safety training, and

supervisory development.   The pre-supervisory and supervisory development programs

are divided into two parts: core curriculum and continuing education.   The core

curriculum for the supervisory development program, which is mandatory for all City of

Phoenix supervisors, is composed of four classes.   Upon completion of the core

requirements, employees will have received 132 hours of training and a "Basic

Supervisory Certificate."   Additionally, since these particular classes are accredited,

participants may accrue up to nine college credits for completing the core program.   The

continuing curriculum in the Supervisory Development program consists of 12 courses.

Employees who wish to obtain an Advanced Supervisory Certificate must complete the

Supervisory Core Curriculum and attend eight courses of at least four hours in length

which are related to supervision.   These courses may be taken through the city's

Employee Development Division, outside vendors, and accredited colleges and/or

universities.

How are corporate universities measuring results?

If formal research regarding the application of corporate university concepts in

public sector employee training and development programs is lacking, there is even less

information regarding how these agencies are measuring results.   Trade journals such as

The Corporate University Exchange (2000) however, have identified four areas of

measurement as well as actual performance indicators for each area (Figure 1.).   Although

some of these measures can be used in the public sector, many cannot.   This is primarily

due to the fact that private sector training and development programs have one goal: to

produce a product/service for the customer.   The product/service is usually specific and

the customer base is clearly defined by the company.   Public agencies conversely, have

many products they provide for many customers with many competing interests.   Because

of this, public sector training programs must be more diverse.   The consequence is that

subject matter in these courses tends to be more general.   This often makes the impact of

Financial Measurements	Customer Satisfaction
# of student classroom days	Internal employees' satisfaction and retention
cost per student	Internal business managers satisfaction
% of the corporate university that is self-funded	External customer satisfaction and retention
% of revenue from outsiders	
Internal Processes	**Business Performance**
Process for vendor management	Helps the corporation enter new markets
Cycle time in developing new courses	Helps the corporation land new business
Mgmt. Skills of CU staff	New product sales
Efficiency of course registration process	Market share increase
Instructor certification	Employee productivity
Cost avoidance	
Employee innovation measures	

Figure 1.   Areas of measurement and corresponding performance indicators for measuring
effectiveness of employee development programs.

training harder to measure. In fact, the only information in the literature regarding program evaluation in the public sector was a reference to the City of Mesa. Until recently, the city had not conducted any formal evaluation of its training programs. Because programs are now well established, the city is attempting to measure effectiveness using program evaluations, re-tests, measuring work improvement and behavioral changes, and collecting employee feedback (Kenyon, 1998).

CHAPTER 5

RESEARCH METHODS

Corporate universities are usually composed of multiple programs and, although there are plans to develop programs in leadership, management, pre-supervision, technology, and administration, this paper only addresses Clark County's supervisory program. As stated in the introduction, research for this is divided into two parts. The first examines the methods used by the development team to construct a supervisory program for Clark County employees. The second addresses the implementation and evaluation of the program since its inception in January 2000.

In September of 1998, a team of employees from several county departments was convened to examine current supervisory practices in the county and make a

recommendation for a comprehensive supervisory training program. The impetus for the

creation of the program was employee grievances against supervisors and anecdotal

evidence collected from employees and supervisors in training classes that indicated that

supervisors were undertrained. Additionally, staff in the Organizational Development

Center (ODC), the division responsible for providing the majority of the training for

county employees, felt a need to offer employee development in the context of training

programs, rather than through isolated courses as had been done historically. The ODC

had done some preliminary research into the concept of corporate universities and wanted

to test a supervisor's training program. If successful, programs in other areas would then

be developed.
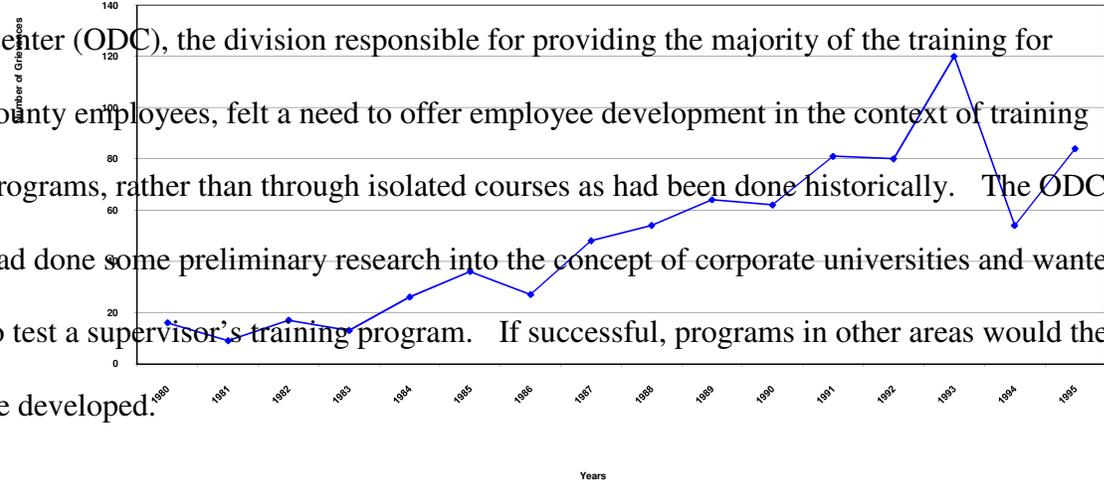
Before making its recommendations, the team divided into four groups to gather

information. The groups compiled an historic review of employee grievances, an historic

review of Clark County supervisory training practices, a benchmark of current supervisory

training practices in other organizations, and conducted employee perception research

using focus groups. Data for the historical review of employee grievances was acquired

from administrative records provided by the Employee and Labor Relations Division of the

Department of Human Resources. After reviewing the number and type of grievances

filed from 1980 through 1995 (Appendix C), the team established three reasons to support

their conclusion that current supervisory training practices did not effectively address the

organizational needs of Clark County. First, from 1980 to 1995 the number of formal

grievances filed by county employees increased significantly. From this, team members

reasoned that current supervisors are much more likely than their predecessors to be confronted with the formal grievance process. Second, the team noted that the majority of disciplinary-type grievances supervisors encounter are related to employee performance, attendance, or behavior-related issues. Third, supervisors are also likely to be confronted with non-disciplinary-based grievances involving hours worked, overtime and compensation. While it's true that grievances did increase over the fifteen-year period (Figure 2), the increase may not necessarily be due to poor supervisory practices, but instead to the increase in staff over that period -- a fact that the team did not address. Obviously, an increase in overall number of employees could reasonably result in an increase in grievances. It is also interesting to note, that the team did not account for drops in grievances in 1981, 1984, 1987, 1991, and most significantly in 1994. From the historical review of grievances then, it cannot be concluded that supervisory practices at the time of the research had an impact on the number of grievances filed.

Figure 2.   Number of grievances filed by Clark County employees.

During the historical review of Clark County training practices, the development team discovered that through the years, Clark County has offered a variety of supervisory training programs.   From 1979 to 1992, Clark County's Human Resources Department conducted a mandatory supervisory training course for new supervisors and managers called "Professional Supervisory Skills."   The 40-hour curriculum included such topics as performance management, discipline, contract interpretation and application, communication, leadership, customer contact, and media relations.   The objective of this supervisory development program was to train supervisors to apply county policies and practices in a uniform, consistent manner.   The intended outcomes included better employee relations, improved productivity, and streamlined organizational communication.   In 1993, when Clark County's "Total Quality Initiative" was implemented, "Professional Supervision Skills" was replaced by a 17.5-hour program with the same name.   Instruction for the revised course was divided into five segments of three-and-a-half hours each.   Classes were conducted over a period of five consecutive mornings.   Many of the topics addressed in the 40-hour course were covered in the revised course, but in a condensed form.   Subject matter experts from the Department of Human Resources served as instructors.

After completing this review, team members felt that instructional time for any new supervisory program that was developed should exceed 20 hours.   It is not clear why the team felt the historical information supported such an increase, especially since grievances

continued to rise between 1980 and 1993, the period of time when supervisors were required to attend the 40-hour training course.   Interestingly, a large drop in grievances *did* occur in 1994 -- one year after the "Professional Supervision Skills" course was shortened.   This would indicate that increasing the hours of a supervisory training program, as recommended by the team, might not actually be warranted.   A stronger argument for a longer program could have been made had the team compared attendance figures to find out whether or not attendance decreased when course time was shortened. If so, it's possible that attendance dropped because the course was viewed by employees as being less important (i.e., the course length was shortened because the skills addressed were not valued by the organization).   The team could also have sent follow-up surveys to those supervisors who attended the 17.5 hour version of "Professional Supervision Skills" to ascertain whether they felt the training needed to be lengthened and/or if they felt the course did not provide enough training in particular skill areas.

In the course of benchmarking supervisory training practices, the team reviewed the training practices of the City of Henderson, Nevada; the City of Escondido, California; the City of Westminster, Colorado; and Motorola University.   Their research indicated that locally, there are no examples of an established supervisory/leadership training program, although the City of Henderson does send some employees to leadership/supervisory classes which are part of a continuing education curriculum offered by the University of Nevada, Las Vegas.   Of the remaining programs reviewed, the team stated "the most successful supervisory/leadership training program reviewed is conducted by the City of Westminster, Colorado (S.O.S. Supervisor's Organizational Skills Report,

1999)." This opinion was due to the fact that all Westminster employees must attend a minimum of 40 hours of training annually, and that supervisors, managers, and department heads are also required to complete 155 hours of job-related training. The team did not provide any other reasons for designating Westminster's program as the "most successful" of all those reviewed. No references to the program's course content, objectives, length, or program requirements were included in their report. Although the City of Westminster does offer a number of training courses including a program called "Supervisory Academy," calls to the city's Employee Development and Training Department which were made for this author's verification/research purposes were not returned.

Finally, the supervisory program development team conducted employee focus groups with front-line staff, front-line supervisors, and managers. Participants at the manager level were chosen by team members. The managers, in turn, selected line-staff and line-staff supervisors. A specific set of questions was developed (Appendix D) which were asked by one of the team members while responses were recorded by two others. Although the data collected was qualitative and the participants did not reflect a representative sample of Clark County employees, care was taken to include as many employees as possible who did not know each other. Four focus group sessions were conducted, each of which consisted of approximately 8-12 employees. When focus group participants were asked to recommend training classes for county supervisors, their responses ranged from planning skills to improving interpersonal skills. All three populations interviewed identified personnel issues as extremely important. In particular, progressive discipline, coaching and counseling, union contract administration, and county

policies and procedures were all identified as important topics for supervisory training.

From these interviews, the team reached four conclusions.   First, they determined that focus group participants felt that supervisory training would better enable supervisors to do their jobs.   Second, participants in the focus groups said that all levels of supervisors need to attend a comprehensive program that provides intensive, practical knowledge and skills regarding the "county way" of supervising.   Third, the majority of department managers and front-line supervisors interviewed were interested in attending supervisory skill enhancement training and would support a structured supervisory skill development program.   Fourth, all focus group participants indicated that current methods and classes utilized to train supervisors are simply not enough.   The information from the focus groups was the cornerstone for program recommendations made by the development team.

CHAPTER 6

PLANNING THE PROGRAM

Developing competencies

The team next developed a list of competencies which they felt should be demonstrated uniformly by Clark County supervisors.   To do this, competencies from other organizations including the Las Vegas Metropolitan Police Department, the Las Vegas Valley Water District, and the City of Phoenix were compiled and compared against the information from the focus groups recommendations.   Also considered were the areas in which most grievances were filed.   The result of this comparison indicated that competencies should be established in the areas of legal issues, communication, human resources functions, team building, Clark County policies and procedures, coaching, employee discipline, contract administration, evaluating performance, and conflict management.

Development team recommendations

After nine months of work, the development team recommended a two-part training program called the Supervisor's Organizational Skills (S.O.S.) Program.   The first part of the program would be composed of 50 hours of mandatory training for all supervisors.   Those completing the program, would receive a certificate.   This certificate or "core program," as the team referred to it, would consist of the following Human Resources/ODC classes:

> S.O.S. Program Overview (1.5 hours)

> Clark County 101 (2 hours)

> Art of Communicating (3.5 hours)

> Coaching, Counseling, and Confronting (3.5 hours)

> Conflict Management (3.5 hours)

> Employee Discipline and Contract Administration (3.5 hours)

> How to Evaluate and Improve Performance (3.5 hours)

> HR Administration (3.5 hours)

> Navigating Legal Landmines (3.5 hours)

> Team Building: Communication for Leadership (8 hours)

> Writing for Professionals (8 hours)

In addition to these classes, the program required all County supervisors to attend "The ABC's of Leadership," offered by the Department of Continuing Education at the University of Nevada, Las Vegas.

The second part of the program, the S.O.S. Diploma Program, was designed by the

team to encourage supervisors to pursue further development opportunities.   In order to

receive an S.O.S. Diploma, supervisors would complete the 50-hour core program and

additionally meet the following requirements (S.O.S. Supervisor's Organizational Skills

Program Report, 1999):

1. S.O.S. Diploma Program participants must have a Training Development Contract on

file in the ODC.

2. Participants must satisfactorily complete the following courses within the ODC

Leadership Training Track:

➢   Advanced Supervision: Directed Autonomy (3.5 hours)

➢   Art of Leadership (3.5 hours)

➢   Enhancing Employee Morale (3.5 hours)

➢   Facilitating Change (3.5 hours)

➢   How to Delegate Effectively (3.5 hours)

➢   Managing Change and Tearing Down Organizational Barriers (3.5 hours)

➢   Personal Profile: DiSC® (3.5 hours)

➢   Supervisory Dilemma: Poor Attitude (3.5 hours)

➢   TeamView 360® (3.5 hours)

➢   Time Management (7.0 hours)

➢   Violence in the Workplace for Supervisors (7.0 hours)

➢   Visionary Leadership (3.5 hours)

3. Participants must also complete 3.5 hours of elective training from each of the

following training tracks:

- ➢ Communication

- ➢ Information Technology

- ➢ Interpersonal Relationships

- ➢ Resource Management

- ➢ Team Dynamics

4. Participants must also complete two job-related college level or continuing education courses. These courses will be reimbursed for all S.O.S. Diploma Program participants through the County's tuition reimbursement program.

5. Human Resources and the ODC should also develop a mandatory brown-bag luncheon format for quarterly continuing education or updates for supervisors. Focus group participants indicated that there are no formal mechanisms in place to keep them "up-to-date," and recommended that any supervisory training program include that component.

6. The ODC should develop a comprehensive course on mentoring. Supervisors enrolled in the S.O.S. Diploma Program and their supervisors should attend this class together.

It should be noted that the team based the requirement of 3.5 hours of training in each of several training tracks (step three) on a dimension/course matrix (Appendix E) which was in the process of being developed by ODC staff.

CHAPTER 7

IMPLEMENTING AND EVALUATING THE S.O.S. PROGRAM

Modifying the program

Following the development of the S.O.S. Program, the team presented its report to

county management.   It was at this point that they encountered several problems which

ultimately resulted in the implementation of some, but not all, of their recommendations.

The first concern was the team's recommendation that the S.O.S. Core Program be made

mandatory for all supervisors.   County management ultimately decided that although the

program would be "strongly encouraged," it could not be made mandatory because there

could be no disciplinary action taken against employees for non-completion of the

program.   Another problem with making the core program mandatory, was the team's

inability to identify those county employees who are supervisors. In some divisions, for example, employees supervise others and have input into their performance evaluations, but are designated as "leads" rather than supervisors. In other divisions, employees have attained the level of a supervisor, but do not actually have any subordinates. It was difficult for the team to defend making the program mandatory when it could not determine precisely who would be required to attend.

The second concern with implementing the program as recommended, was that some employees might believe they would receive "automatic" promotions to higher supervisory levels. The team addressed this issue by recommending that all written materials regarding the program (i.e., training announcements, course catalogs, etc.) clearly state that the S.O.S Program was designed to help supervisors maximize their knowledge and keep pace with a more complex working environment. No statements should ever be made which would imply that employees would receive promotions as a result of completing the program (subsequent discussions with the recruitment division of the Human Resources Department indicated that should attendance in the program become an "accepted practice" in Clark County, recruitments for promotional opportunities could require an S.O.S. Core Program Certificate of Completion as a minimum requirement).

Perhaps one of the biggest roadblocks to executing the development team's plan, was resources. At one point, a team member calculated that ODC staff would be able to put all supervisors (at that time, estimated to be about 700), through the core portion of the program in two years. ODC staff felt that in order to meet this schedule however, they would have to suspend training activities for other employees in addition to severely

curtailing other services they provide to departments in the areas of consulting, assessment, facilitation, and department-based training.   Due to limited staff and resources, adopting the recommended timeline would prevent the ODC from developing and conducting other programs designed to move the county's training and development program closer to the corporate university model.

Implementing the program

In January 2000, the ODC implemented a modified S.O.S. Program.   Adjustments were made based on the amount of time it would take to provide training to the majority of supervisors (now estimated at about 300), as well as a review similar programs at the City of Phoenix and the Las Vegas Valley Water District.   The recommendations of the team remained, for the most part, intact, except for those courses which staff felt were not vital for good supervision.   Additionally, no plan has yet been developed which addresses the development team's recommendation for an S.O.S. Diploma Program. The core program is now composed of the following courses:

> Navigating Legal Landmines (3.5 hours)

> Communicating with Your Employees (3.5 hours)

> Building an Interactive Team (3.5 hours)

> Advanced Coaching, Counseling and Confronting (3.5 hours)

> Employee Discipline and Contract Administration (3.5 hours)

> Conflict Management (3.5 hours)

> HR FAQs (Frequently Asked Questions) (3.5 hours)

> Evaluating Your Employees (3.5 hours)

➢   Managing for Results (3.5 hours)

Currently, eight or nine classes per month are scheduled for each course beginning with "Navigating Legal Landmines" in January and ending with "Managing for Results" in September 2000. Attendance in each class is limited to 45 students and is followed by a one hour, optional, brown bag lunch at which students can ask subject matter experts in-depth, situation-specific questions. Although four of the courses are conducted by ODC staff, the remaining five are taught by other Human Resources staff. Rather than adapting existing courses, the ODC opted to design a new, supervisor-specific curriculum. Upon completion of all nine courses, supervisors will receive an S.O.S. Program Certificate of Completion.

Evaluating the program

As of February 29, 2000, two courses of the S.O.S. Program, "Navigating Legal Landmines" and "Communicating with Your Employees" had been conducted. In order to evaluate the program, a form was developed (Appendix F) which approximates a Kirkpatrick Level 2 evaluation. For each class, quantitative and qualitative data were collected in two primary areas: perceived increase in ability with regard to course objectives, and participant satisfaction with the instructors/class.

To obtain quantitative data, the class evaluation form includes a five-point, Likert-type scale which enables participants to self-rate their perception of their increase in ability. At the beginning of each class, participants indicate their ability level from "1" to "5" ("1" indicates least ability, "5" indicates greatest ability) as it pertains to the course objectives. At the conclusion of the class, students are again asked to rate their ability

level from "1" to "5."   The before and after ratings are compared and a percentage of

increase in perceived ability is calculated.   For example, a participant who selects a "1" in

relation to a particular objective at the beginning of class, and selects a "3" for the same

objective at the conclusion of the class, has experienced a perceived increase in ability of

50% for that particular objective.   These percentages are calculated by student, class and

course.   This method allows ODC staff to determine the general level of ability of

employees when they begin a class as well as an indication that course objectives may need

to be altered.   Staff has determined that a drop below 20 percent in the average percentage

in perceived increase in ability for a particular objective in two consecutive classes may

indicate that the objective either is not clearly stated, or has already been achieved by the

majority of participants prior to attending the class.   Generally, the former is assumed if

the majority of participants rate their ability level at a "1" or a "2" at the beginning of the

class; the latter if participants rate their ability level at a "4" or "5" at the beginning of the

class.

   A five-point Likert-type scale is also used to collect qualitative data.   Participants

are asked to rate the class and the instructor in several areas by choosing one of the

following: "Strongly Agree," "Agree," "Neutral, "Disagree," or "Strongly Disagree."

Additional qualitative data is collected through the use of a "suggestions" section and a

"comments" section.

Summary of student evaluations

   As stated previously, two courses of the S.O.S. Program have been conducted.

After analyzing the evaluations for each course (Appendix G and Appendix F), ODC staff

came to three conclusions.

First, the presumption by the development team that most supervisors would have at least some ability in each subject area (which precipitated the development of a slightly more advanced curriculum than was developed for previous supervisory training) has been proven by the fact that, on average, participants attending the first two courses in the program rated their perceived level of ability at the beginning of class at a "3."   Most rated their level of ability at the end of class at a "4."

Second, the average "show up" rate of employees to these classes was much higher than for other ODC classes.   A "show-up" rate, as defined by the ODC, is the number of employees who attend a class versus the number of employees who sign up for a class. "Navigating Legal Landmines" achieved a 95% show-up rate when 273 of the 286 students who registered, completed the course.   In the case of   "Communicating with Your Employees," 311 employees of the 361 who registered, completed the course for a show-up rate of 85%.   This contrasts sharply with the ODC's average rate of 75%.   From this, ODC staff has concluded that there is a high degree of interest in participating in the program.

Third, the majority of participants indicated that they "Strongly Agree," or "Agree" that class objectives were clearly identified and met, that the class provided useful information, that the skills learned were better than those previously known, and that the instructor demonstrated effective presentation skills, listened actively to participants, and applied concepts learned to real-life situations.   These ratings remained consistent whether or not a participant indicated an increase in perceived ability.   That is, there was

no correlation between participants experiencing no or little increase in perceived ability and a rating of "Strongly Agree," or "Agree" in the section of the evaluation which rated the quality of the class and instructor. In most cases, those few participants who chose "Disagree," or "Strongly Disagree" in this section, still demonstrated a perceived increase in ability. These results indicate that participants may perceive an increase in ability based more on course content, rather than how much they like the instructor.

CHAPTER 8

CONCLUSIONS

Is the program reaching its target audience?

The target audience for this program was front-line supervisors who were not classified as M-plan employees. Based on class registrations, which in many cases denote whether or not an employee is a supervisor, it appears as though the program is reaching its intended audience. Additionally, "Navigating Legal Landmines," and "Communicating with Your Employees," have been attended by 273 and 311 employees respectively--fairly consistent with ODC staff estimates of the total number of county supervisors. One ongoing difficulty in implementing the program however, is still the organization's inability to identify exactly who is a supervisor. Consequently, although staff knows who and how many are attending classes, they do not know who is not. Recently, the Records Division of the Human Resources Department was directed to create a computer program

which would "tie" supervisors to their subordinates (those for whom they write performance evaluations).   Once this process is complete, it will be much easier to ascertain exactly how many supervisors have/have not completed the S.O.S. Core Program.

Although the program was targeted for front-line supervisors (those who have no supervisors among their subordinates), some of those attending the classes are actually at the managerial/department head level.   ODC staff has not discouraged these employees from attending however, because there have been no complaints regarding anyone's inability to attend classes due to lack of seats.

In summary, although many supervisors are attending classes, it cannot be determined conclusively that all members of the target audience are being reached.

Is the program achieving its goals?

The S.O.S. Program was designated as the first program in Clark County's corporate university in an attempt to decrease employee grievances.   Because the development team failed to prove that the increase in employee grievances over the years was actually due to lack of training, it may be difficult to determine if a decrease in grievances is actually an outcome of attendance in the program.

Although the courses now offered in the S.O.S. Program are somewhat different from what was recommended by the development team, they do address most of the competencies identified during the development of the program.   Additionally, class evaluations indicate at the very least, an increase in perceived ability among participants. Thus, the program may at least achieve its goals with regard to the focus group research,

although after only two courses, it is too soon to tell what eventual impact the program may ultimately have on the organization.

<u>Is the program being evaluated correctly?</u>

At this point in time, the program is not being evaluated correctly, or at least not completely. There is a strong need for demographic data from class participants. Data which needs to be collected includes: how long each participant has been a supervisor, how many employees each participant supervises, what departments participants work in, where their employees are physically located in relationship to them (span of control), and how long they have worked for the county. This information would enable course designers to adjust and/or change course objectives and decide if courses are applicable to supervisors' particular circumstances. The current Likert Scale method of assessing perceived increase in ability, while better than previous formats used by the ODC, falls short of measuring actual learning. Additionally, there is no method of follow-up with supervisors, their managers, and/or their subordinates to assess long-term impacts of attendance or transference of skills to the workplace.

CHAPTER 9

RECOMMENDATIONS

Based on the research conducted for this paper, there are three recommendations

for Clark County's application of corporate university concepts generally, and the

Supervisor's Organizational Skills Program specifically.   First, in order to determine

whether or not programs are reaching their target audiences, demographic information on

participants must be obtained to ensure that the S.O.S. Program and all other programs are

reaching the appropriate groups of county employees.

Second, in order to ascertain whether or not programs are achieving their goals, the

ODC and the county must clearly establish outcomes for programs which are based in fact

and which can be evaluated.   In the case of the S.O.S. Program, although reducing

employee grievances was an admirable goal, it was never proven from the research that

grievances increased because employees had poor supervisory skills.   Outcomes should

be measured in terms of competencies which reflect the values of the organization.   For

example, competencies such as problem-solving, communication, time management,

resource management, etc., support the ability to provide a high degree of customer

satisfaction, which Clark County as an organization, values.   Each competency can then

be broken down into three to five training objectives.   At each stage, progress can be

measured by using customer surveys, and pre and post tests and observations of students to

determine the degree to which they achieve competencies and objectives.

Third, the S.O.S. Program and all other programs must be evaluated correctly.

Ability in reference to particular objectives should be evaluated using pre and post testing

of participants at the beginning and end of each class.   The county must also decide what

is an acceptable level of increase in ability, and what to do with employees who don't show

such an increase.   Surveys of a participant's supervisor, coworkers, subordinate(s) (if any)

and potentially even customers would provide longitudinal data which would demonstrate

whether or not skills are retained over the long-term.   Evaluation of other kinds of

outcomes should be measured as well.   These provide accountability between the training

and development staff and the organization and include: measuring customer satisfaction,

management satisfaction, employee satisfaction and retention, cost per student, efficiency

of internal processes, # of employees certified, employee productivity, and cost avoidance.

Although Clark County has not officially adopted the term "corporate university"

to identify its move away from traditional training, the implementation of the Supervisor's

Organizational Skills Program certainly seems to be a solid first step in what may someday

become a model of public sector training.

Appendix A

CLARK COUNTY DEPARTMENTS AND EMPLOYEES

Departments	# of Employees
Administrative Services	114
Assessor	162
Aviation	890
Building	209
Business License	72
Center for Enterprise Technology	151
Clerk	206

Comprehensive Planning	105
Comptroller	18
Constable's Office - Las Vegas	72
Constable's Office - Henderson	10
Constable's Office - North Las Vegas	3
Coroner	24
District Court	205
District Attorney	498
Election	50
Family and Youth Services	445
Finance	9
Fire	572
General Services	274
Human Resources	68
Internal Audit	10
Justice Court - Henderson	17

Justice Court - LV	139
Law Library	7
Parks and Recreation	220
Public Administrator	35
Public Defender	116
Public Works	392
Recorder	42
Regional Transportation	159
Regional Flood Control	18
Sanitation District	232
Social Service	168
Treasurer	33
Total	5738

Appendix B

**COURSES OFFERED THROUGH THE
ORGANIZATIONAL DEVELOPMENT CENTER**

Non-technical Courses

Advanced Supervision Directed Autonomy	3.5 hours
Art of Confidentiality	3.5 hours
Art of Leadership	3.5 hours
Art of Communicating	3.5 hours
Balancing Your Life	3.5 hours
Brainstorming Techniques	2.0 hours
Budget Development	3.5 hours
Coaching, Counseling, and Confronting	3.5 hours
Communication and Conflict Management	8.0 hours
Communication: Listen Up!	3.5 hours
Communication: Nonverbal Skills	3.5 hours
Consensual Decision Making	3.5 hours
Coping with Change	3.5 hours
Coworker Relationships: Feedback	3.5 hours

Customer Service: What They Want at Your Front Counter   3.5 hours

Dealing with Difficult People

3.5 hours

Dealing with Emergency Situations for Frontline Employees   3.5 hours

Dealing with Stress

3.5 hours

Decision Master Training

8.0 hours

Dimensions of Leadership

3.5 hours

Diversity Training

3.5 hours

Eliminating Self-Defeating Behaviors

3.5
hours

Enhancing Employee Morale

3.5
hours

Exceptional Assistant

8.0
hours

Exceptional Customer Service in the Public Sector

3.5
hours

Facilitating Change

3.5
hours

Facilitation Skills

40.0
hours

Goals: How to Reach Them

8.0

hours

How to Conduct Effective Meetings

3.5
hours

How to Delegate Effectively

3.5
hours

Improving Your Memory

3.5
hours

Improving Your Memory: Advanced

3.5
hours

LeaderView 360®

3.5
hours

Leading by Example

3.5
hours

Learning to be Positive

3.5 hours

Learning to Lead for Non-supervisors I

3.5 hours

Learning to Lead for Non-supervisors II

3.5 hours

Lessons on Communication

3.5 hours

Managing Change and Tearing Down Organizational Barriers 3.5 hours

Martians and Venusians in the Workplace

3.5 hours

New Employee Orientation

8.0 hours

Packing and Unpacking Your Mental Suitcase

3.5 hours

Patterns of Procrastination

3.5 hours

Personal Profile: DiSC ®

3.5 hours

Positive Communication

3.5 hours

Pre-retirement

2.0 hours

Problem-solving Tools

3.5 hours

Professional Telephone Procedures

3.5 hours

Professional Telephone Procedures II

3.5 hours

Relationship Profile ®

3.5 hours

Secret is Self-Discipline (The)

3.5 hours

Sign Language I

8.0 hours

Sign Language II

8.0 hours

Speed Reading

6.0 hours

Strategic Planning Process: The Plan I

6.0 hours

Strategic Planning Process: The Plan II

6.0 hours

Strategic Planning Process: The Process

6.0 hours

Stress Management

3.5 hours

Supervisory Dilemma: Coworker

3.5 hours

Supervisory Dilemma: Difficult Times

3.5 hours

Supervisory Dilemma: Poor Attitude

3.5
hours

Supervisory Dilemma: Showdown

3.5
hours

Supervisor's Responsible Approach to
Substance Abuse in the Workplace

3.5
hours

Survival Spanish I

15.0
hours

Survival Spanish II

15.0
hours

TeamView 360 ®

3.5
hours

Team Building: Communication for Leadership

3.5
hours

Team Dynamics

3.5 hours

Tearing Down the Walls: Creating New Paradigms

3.5 hours

Time Management

7.0 hours

Train-the-Trainer I

20.0 hours

Train-the-Trainer II

10.5 hours

Understanding Your Personal Learning Style

3.5 hours

Using Statistics

3.5 hours

Violence in the Workplace

8.0 hours

Violence in the Workplace for Supervisors

8.0 hours

Visionary Leadership

3.5 hours

Write it Right

8.0 hours

Writing for Professionals

14.0 hours

Writing: Keep it Short and Simple

8.0 hours

<u>Technical Courses</u>
Crystal Reports

9.0 hours

Desktop Fundamentals

3.0 hours

GroupWise - Calendar Features

3.0 hours

GroupWise - Mail Features

3.0 hours

Lotus 5.0 - Level 1

6.0 hours

Microsoft Access97 - Level 1

6.0 hours

Microsoft Excel - Level 1

6.0 hours

Microsoft Excel - Level 2

6.0 hours

Microsoft PowerPoint - Level 1

6.0 hours

Microsoft PowerPoint - Level 2

6.0 hours

Microsoft Word - Level 1

6.0 hours

Microsoft Word - Level 2

6.0 hours

Microsoft Word - Level 3

6.0 hours

Moving to Microsoft Word

3.0 hours

Probing the Web

3.0 hours

Typing Master

3.0 hours

Windows 95

3.0 hours

Word 97 - Level 1

6.0 hours

Word 97 - Level 2

6.0 hours

Word 97 - Level 3

6.0 hours

WordPerfect 6.1 - Level 1

6.0 hours

WordPerfect 6.1 - Level 2

6.0 hours

WordPerfect 6.1 - Level 3

6.0 hours

WordPerfect 8 - Level 1

6.0
hours

WordPerfect 8 - Level 2

6.0
hours

Appendix C
EMPLOYEE GRIEVANCES

Year	Number of Grievances
1980	16
1981	9
1982	17
1983	13
1984	26
1985	36
1986	27

1987	48
1988	54
1989	64
1990	62
1991	81
1992	80
1993	120
1994	54
1995	84

Appendix D

FOCUS GROUP QUESTIONS

General Questions *(for all participants)*:

1. If you were asked to recommend a training class for county supervisors, on any topic, what would it be?

2. Does the County need to establish a formal/structured supervisory development program for its current supervisors/managers?   Why or why not?   If so, at what level?

3. In terms of resource priorities, what supervisory level should the program address first (e.g., frontline, upper-management)?

4. What are your thoughts regarding the enrollment of employees who aspire to become supervisors/managers in the "supervisory college" (i.e., should employees who are not supervisors be allowed to enroll in the program because they want to be supervisors someday)?

5. Should involvement in the "supervisory college" program be mandatory or voluntary?

Questions for Managers

1. What skills, abilities, and attributes do you currently possess that you wish you had when you first became a supervisor?

2. Would training in these areas have helped you develop these skills more quickly?

3. What skills, abilities, and attributes do you currently possess which you feel make you an *effective* supervisor?

4. What techniques do you use to train or mentor other supervisors?

5. Do you encourage supervisors in your department to attend training?   Why or why not?

6. Do you have suggestions for specific training, which should be offered by the County's "supervisory college"?

Questions for Supervisors

1. What skills, abilities and attributes do you currently possess that you wish you had when you first became a supervisor?

2. Would training in these areas have helped you develop these skills more quickly?

3. What skills, abilities and attributes do you currently possess which you feel make you an *effective* supervisor?

4. Have you received training or mentoring from other supervisors in your department? If so, what form has it taken (i.e. formal/informal, within your department/outside the department)? If not, do you feel you would have benefitted from a mentoring relationship?

5. Are supervisors in your department encouraged to attend training?

6. Do you have suggestions for specific training, which should be offered by the County's "supervisory college"?

Questions for Frontline Staff

1. What skills, abilities, and attributes do the effective supervisors in your department demonstrate?

2. If you could coach your supervisor, what would you recommend he/she stop doing? Start doing? Continue doing?

3. Do you feel your supervisor would benefit from training in the technical or legal aspects of supervision?

4. Have you received training or mentoring from supervisors in your department? If so, what form has it taken (i.e. formal/informal, within your department/outside the department)? If not, do you feel you would have benefitted from a mentoring relationship?

5. Do you have suggestions for specific training, which should be offered by the County's "supervisory college"?

6. What skills would increase your supervisor's effectiveness?

Appendix E

DIMENSION/COURSE MATRIX

(*Courses which have not be developed yet)

Dimension	Course(s)
Collaboration The most effective teams are those in which	Team Dynamics *Team Building Consensual Decision-Making

team members encourage diversity and create synergy while working cooperatively to reach a common goal. These courses focus on providing employees the opportunity to develop the skills necessary to work effectively in a team setting.	
Communication The exchange of information is heavily impacted by one's ability to communicate effectively, both verbally and in writing. The focus of these courses is to assist the employee in improving his or her ability to actively listen to and exchange ideas, thoughts, and information.	The Art of Communicating Communication: Listen Up! Lessons on Communication Positive Communication Writing for Professionals *Presentation Skills Sign Language I Sign Language II Survival Spanish I Survival Spanish II Train-the-Trainer I Train-the-Trainer II
Customer Focus In these courses, employees concentrate on developing and maintaining their commitment to both internal and external customers.	Customer Service: What They Want at Your Front Counter Exceptional Customer Service in the Public Sector
Leadership The subject matter in these courses is designed to provide employees with the tools necessary to develop the ability to create a shared vision and guide others in the pursuit of that vision.	Art of Leadership Dimensions of Leadership Leading by Example Learning to Lead for Non-supervisors I Learning to Lead for Non-supervisors II Visionary Leadership
Managing for Results The subject matter in these courses is designed to provide employees with the tools necessary to develop the ability to create a shared vision and guide others in the pursuit of that vision.	*How to Develop Surveys Managing Change *Performance Measures *Project Planning and Management Strategic Planning Process: The Plan (Part 1) Strategic Planning Process: The Plan (Part 2) Strategic Planning Process: The Process Using Statistics
Safety and Emergency Management	Dealing with Emergency Situations for

	Front-Line Employees
The ability to manage emergency situations which may impact customers, employees, and citizens.	Violence in the Workplace
Technology These courses are designed to provide employees with the computer skills necessary to perform effectively in today's technology-based work environment.	Desktop Fundamentals Windows 95 WordPerfect 8 Level 1 WordPerfect 8 Level 2 GroupWise 5: Mail Features GroupWise 5: Calendar Features GroupWise 5: Upgrade PowerPoint Level 1 PowerPoint Level 2 Excel Level 1 Excel Level 2 Microsoft Word Level 1 Microsoft Word Level 2 Microsoft Word Level 3
Workforce Development The subject matter in these courses help to expand and/or realize the potential of employees by enhancing the individual's ability to perform work-related activities.	Basic Sexual Harassment *Conflict Management Diversity Training Exceptional Assistant Facilitation Skills *Facilitation Skills: Advanced New Employee Orientation Personal Profile: DiSC Professional Telephone Procedures Speed Reading Time Management Understanding Personal Learning Styles
Workforce Management These courses are designed to assist those who supervise the work of others to develop their abilities to direct, supervise, and coach their employees.	Directed Autonomy Coaching, Counseling, and Confronting *Conflict Management Enhancing Employee Morale How to Delegate Effectively Supervisory Dilemma: Difficult Times Supervisory Dilemma: Poor Attitude Supervisory Dilemma: Showdown Supervisor's Responsible Approach to

	Substance Abuse in the Workplace
Workforce Wellness Productivity and job satisfaction are just two of the positive effects of maintaining workforce wellness. These courses are designed to give employees the opportunity to increase their effectiveness by improving their well-being.	Learning to be Assertive Balancing Your Life Coping with Change Dealing with Difficult People Dealing with Stress Eliminating Self-Defeating Behaviors Improving Your Memory Improving Your Memory: Advanced Learning to be Positive Packing and Unpacking Your Mental Suitcase Patterns of Procrastination Pre-retirement The Secret is Self-Discipline

Appendix F

CLASS EVALUATION FORM

Appendix G

**SUMMARY OF CLASS EVALUATIONS FOR
S.O.S. NAVIGATING LEGAL LANDMINES**

I.   Attendance

# of Students Registered:	286	# of Students who Attended:	273
Percentage of Attendance:	95%	Evaluations Received:	252

II.   Self-Rating of Perceived Learning *(converted to percentages)*

Before Class

Note: The entries below reflect percentages.   Percentages may vary ±1% due to rounding.

Please indicate your ability level in the following areas: *(1 indicates least ability, 5 indicates greatest ability)*	1	2	3	4	5
Knowledge of what constitutes discrimination/harassment	1	17	46	29	7

Understanding fair employment laws	5	29	45	19	2
Awareness of liability to employers	4	28	42	19	6
Knowledge of the responsibilities of supervisors	2	14	44	28	12

After Class

Note: The entries below reflect percentages.   Percentages may vary ±1% due to rounding.

Please indicate your ability level in the following areas: *(1 indicates least ability, 5 indicates greatest ability)*	**1**	**2**	**3**	**4**	**5**
Knowledge of what constitutes discrimination/harassment	0	0	5	45	49
Understanding fair employment laws	0	1	10	59	29
Awareness of liability to employers	0	0	7	47	45
Knowledge of the responsibilities of supervisors	0	1	4	41	54

Average percentage of increase in perceived ability in all classes combined:

Knowledge of what constitutes discrimination/harassment: + 29.91
Understanding fair employment laws: + 34.15
Awareness of liability to employers: + 35.67
Knowledge of the responsibilities of supervisors: + 29.28

II.   Evaluation of Course Content and Instructors

Note: The entries below reflect percentages.   Percentages may vary ±1% due to rounding.

Please rate the class on the following:	**SA**	**A**	**N**	**D**	**SD**
The objectives for this class were clearly identified.	47	48	3	1	0
The objectives were met by the time the class ended.	36	54	8	1	1
This class provided practical information I can use in my personal life.	50	36	12	2	1
This class provided practical information I can use in my work.	62	33	2	1	1

I learned skills and/or ideas that I believe are better than the ones I previously knew.	47	46	6	1	1
Please rate the instructor on the following:					
The instructor has effective presentation skills.	59	38	2	1	0
The instructor listened actively to participants.	66	32	1	1	0
The instructor applied concepts learned in class to real-life situations.	66	31	3	0	0

III. Reasons for Attending *(numbers used are actual, not percentages)*

Personal Interest Only: 1

Personal Interest and Professional Development: 25
Personal Interest and Required by Supervisor: 2
Personal Interest and Training Plan Requirement: 3
Personal Interest, Req. by Supervisor, and Training Plan Req.:   2
Personal Interest, Prof. Development, and Req. by Supervisor: 6
Personal Interest, Req. by Supervisor, and Training Plan Req.:   7

Professional Development Only: 71

Professional Development, and Required by Supervisor: 21
Professional Development, and Training Plan Requirement: 10
Prof. Dev., Req. by Supervisor, and Training Plan Req.:   9

Required by Supervisor Only: 44

Required by Supervisor and Training Plan Requirement   4

Training Plan Requirement Only: 19

Personal Interest, Prof. Dev., Req. by Sup., Training Plan Req.:   12

Appendix H

SUMMARY OF CLASS EVALUATIONS FOR
S.O.S. COMMUNICATING WITH YOUR EMPLOYEES

I.   Attendance

# of Students Registered:	361	# of Students who Attended:	311
Percentage of Attendance:	85%	Evaluations Received:	289

II.   Self-Rating of Perceived Learning *(converted to percentages)*

Before Class

Note: The entries below reflect percentages.   Percentages may vary ±1% due to rounding.

Please indicate your ability level in the following areas: *(1 indicates least ability, 5 indicates greatest ability)*	1	2	3	4	5
Recognizing issues that prevent effective communication with and between staff.	2	17	53	25	3
Updating skills to manage the increasing volume and complexity of information.	2	21	58	16	2

Identifying five things to stop doing, start doing, and continue doing to better communicate with staff.	9	38	40	12	2

After Class

Note: The entries below reflect percentages.   Percentages may vary ±1% due to rounding.

Please indicate your ability level in the following areas: *(1 indicates least ability, 5 indicates greatest ability)*	**1**	**2**	**3**	**4**	**5**
Recognizing issues that prevent effective communication with and between staff..	0	1	5	63	31
Updating skills to manage the increasing volume and complexity of information.	0	1	11	63	25
Identifying five things to stop doing, start doing, and continue doing to better communicate with staff.	1	1	10	56	32

Average percentage of increase in perceived ability in all classes combined:

Recognizing issues that prevent effective communication with and between staff: + 29.01

Updating skills to manage the increasing volume and complexity of information: + 29.21

Identifying five things to stop doing, start doing, and continue
doing to better communicate with staff: + 39.8

II.   Evaluation of Course Content and Instructors

Note: The entries below reflect percentages.   Percentages may vary ±1% due to rounding.

Please rate the class on the following:	**SA**	**A**	**N**	**D**	**SD**
The objectives for this class were clearly identified.	46	49	4	1	0
The objectives were met by the time the class ended.	41	54	4	1	0
This class provided practical information I can use in my personal life.	51	44	5	0	0
This class provided practical information I can use in my work.	61	37	2	0	0
I learned skills and/or ideas that I believe are better	45	47	7	0	0

than the ones I previously knew.					
Please rate the instructor on the following:					
The instructor has effective presentation skills.	74	24	1	0	0
The instructor listened actively to participants.	69	26	4	0	0
The instructor applied concepts learned in class to real-life situations.	76	23	1	0	0

III.   Reasons for Attending *(numbers used are actual, not percentages)*

Personal Interest Only: 3

   Personal Interest and Training Plan Requirement: 2
   Personal Interest and Professional Development: 40
   Personal Interest and Required by Supervisor: 5
   Personal Interest, Professional Development and Required by Supervisor: 18
   Personal Interest, Professional Development and Training Plan Requirement: 9

Professional Development Only: 71

   Professional Development and Required by Supervisor: 25
   Professional Development and Training Plan Requirement: 13
   Professional Development, Required by Supervisor, and Training Plan Requirement: 7

Required by Supervisor Only: 49

   Required by Supervisor and Training Plan Requirement   6

Training Plan Requirement Only: 23

Personal Interest, Prof. Development, Required by Supervisor, Training Plan Req.:   12

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