Central Connecticut State University

Training Strategy

July 2020

Segal

Agenda

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Background and Context

Sibson Consulting (now Segal) was engaged to guide and lead CCSU through a comprehensive planning effort to devise a training and development strategy and plan to guide its future programs, offerings, and activities.

Segal designed the strategy and plan leveraging the findings and recommendations from the assessment and implementation plans.

Current Human Resources Training

Human Resources currently provides training in the following areas:

Employee Transitions	Supervisory Education	Administrative Activities
New Employee Orientation **Retirement**	**Supervisory Training Series** • New To Supervision – Basics • Performance Management • Service Evaluations • How to Handle a Difficult Employee **Recruiting Series** • Organizational Development/Workforce Management • Assessing and Interviewing Candidates **Academic Administration** • AAUP Faculty Evaluation, Promotion and Tenure Process	**Adjunct Appointment Processing** **Leave Management** • FMLA • Pregnancy Leave **EPM Data Reporting** **Time & Labor**

Current Human Resources Training *continued*

HR works in partnership with other departments/agencies to offer the following training:

Training Topic	Partner
Environmental Health and Safety	Environmental Health and Safety
State Ethics Requirements	State of Connecticut
Search Committee Orientations	Office of Diversity and Equity
Time & Labor Self Service Configuration	Eastern CT State University

Current Office of Equity and Inclusion Trainings

The Office of Equity & Inclusion offers the following training for faculty, staff and students:

Training	Faculty & Staff	Students
Title IX	X	X
Bystander intervention*		X
Unconscious Bias	X	X
Racial Injustice	X	X

* **Note:** Because OEI addresses Title IX issues in its "Bystander Intervention" program, Segal recommends the program be renamed "Title IX and Bystander Intervention to ensure compliance with Title IX regulations

Proposed Future Office of Equity and Inclusion Training

The Office of Equity and Inclusion has been encouraged to expand its range of programming. Members of the President 's Commission on Diversity, Equity & Inclusion and others have recommended a range of topics and formats, including:

Social Movements and Advocacy	Advancing Social Justice	Dialogue Workshops	Unconscious Bias
• History of Social Movements • Nonviolent Protest: how to protest peacefully and respond to violence with nonviolence; de-escalation training	• Equity vs. Equality • Student Workshops: Preparing Students to Work in a Diverse World • Community Building: Intersections of Local Communities and the University	• Evolution of a Racial Paradigm • The impact on racism on various affinity groups • Doing Personal work • Identity Development: Mixed Races	• Unlearning Bias in Fields of Study/Academia • Practical skills for unlearning bias • Unconscious bias and its impact on specific identities • Unconscious bias in different settings – i.e., workplace and classroom • How culture affects people's behavior to form bias

Training Best Practices

The following practices will support CCSU to be successful as it reimagines its training and development approach:

- Develop training content and schedules with a common approach and methodology
  - Ensure a diverse and effective balance of training delivery methods (e.g., in person, webinars, online modules, digital resources, and references)

- Identify key resources needed to support, facilitate, and deliver the training program
  - Trainers/Train-the-Trainers
  - In-house training expertise
  - IT expertise to support delivery
  - Current faculty and staff outside of HR and OEI who have subject matter expertise
  - Outside experts

- Conduct a more thorough assessment of the employee skills and capabilities required for CCSU to achieve its goals and design programming to address the most critical needs.

- Develop a prioritized list of programming

- Prepare a funding plan for essential additional personnel, tools, and resources

- Establish a communication and marketing plan to promote training programs and increase awareness

Training Best Practices *continued*

Recommendations for holding faculty and staff accountable for completing required trainings:

- Require senior leaders and academic leaders to attend training sessions
  - Have senior leaders announce when they have completed required training to signal that all CCSU members are expected to complete required training

- Charge senior leaders and managers to ensure their direct reports complete training sessions

- Utilize a learning management system to track and maintain completion results

- Incorporate learning goals and requirements into employee performance reviews

- Consider options to signal that CCSU takes mandatory training seriously
  - For example, only those who have completed Title IX training will be eligible for salary increases or promotions

Training Resources
What resources and tools are needed?

Technology	Materials	Other

• Improved websites and marketing support
 	
• Learning Management System or repository for eLearning
 	
• Efficient database for tracking training (or functionality within NeoGov)
 	
• Learning management system (either as part of the NeoGov implementation or a separate LMS)
	• Communication materials
	  – Departmental posters
	  – Campus mailers
	  – Emails
	
	• Brochure that highlights:
	  – Services available
	  – Points of contact
	  – Online resources
	  – Location
	
	• Reference guides, process maps, and decision trees
	
	• Form templates for consistency
		• Student feedback surveys from current and former students
		
		• University Counsel departmental collaboration
		
		• Consider purchasing a LinkedIn Learning subscription for additional content

Training Delivery
How should training be delivered?

- In-person

- Teams/Webex gatherings

- Online training videos and modules (recorded and posted online for future use)

- Handbook with standard procedures

- Utilize existing vendor relationships and resources

- Subscription service such as LinkedIn Learning

Human Resources Training

What should training cover?

Content	Audience	Priority
Anti-harassment and non-discrimination training	Faculty, Staff, Student Workers	**High**
Address cultural issues (in partnership with OEI) • Creating an inclusive work environment • Navigating conflict • Managing diverse teams • When a colleague is in trouble (addiction, experiencing harassment)	Faculty, Staff	**High**
Administrative Processes (Process Maps) • Changes to the Request to Fill Process • Part-time Faculty Appointment Process (appointment forms & budget allocations) • Changes to onboarding process • Form changes for hiring	Faculty, Staff	**Moderate**
NeoGov System Implementation Training	Faculty, Staff	**Moderate**
Search Committees • Search committee orientation • Search committee tool kit • Search committee chairs	Faculty, Staff	**Moderate**
Initiating and navigating an accommodation request	Faculty, Staff	**Low**
Retirement training and counseling	Faculty, Staff	**Low**

Office of Equity and Inclusion Training
What should training cover?

Content	Audience	Priority
Address cultural issues (in partnership with HR) • Creating an inclusive work environment • Managing diverse teams	Faculty, Staff	**High**
Bystander Training/ Up-stander Training	Faculty, Staff and Students	**High**
Mandatory Reporter Training	Faculty, Staff	**High**
Advocacy role training	Staff- advocates	**Moderate**
Simplicity Implementation Training	Faculty, Staff	**Moderate**
Appeals Officer Training*	Staff	**Moderate**

* The new Title IX regulations may impact this training

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Training program evaluation methodology
The Kirkpatrick Model

The Kirkpatrick Model can be a useful tool to guide program impact.

Evaluation Type	Evaluation Description and Characteristics	Examples of Evaluation Tools and Methods	When to Measure
Level 1 Reaction *"Did they like it?"*	Understand how participants felt about training	Daily evaluation form for training module and trainers	At the end of the day
Level 2 Learning *"Did they learn it?"*	Measure increase in knowledge (before vs after training)	Individual pre and post test	At the end of training
Level 3 Behavior *"Do they use it?"*	Measure the extent to which participants apply knowledge and skills	Facilitator or supervisor observation; interview	3 to 6 months after training
Level 4 Result *"Did it improve results?"*	Measure effect on the business; Measure success	Facilitator or supervisor observation, interview	3 to 6 months after training

Broader CCSU Training
Bolster and Expand Training

- CCSU does not currently comprehensive professional development programing to support employees to learn and grow in meaningful ways. This is likely a result of its focus on ensuring compliance and reducing administrative complexity. As these issues are addressed and managed, CCSU should consider introducing an engaging suite of professional development offerings to support faculty and staff career success.

- Because professional development is a critical driver for engagement, investment in this area could boost retention, engagement and productivity.

- Given the culture and climate issues CCSU is committed to addressing, priority should be given to Initial investments should be made in programming that addresses issues related to trust, conflict, inclusion. Potential topics might include:

Staff	Faculty	Managers/Supervisors
Listening well Team dynamics Dealing with difficult people Navigating conflict Adapting to change	Creating inclusive learning environments Managing challenging students	Coaching skills Creating psychological safety Leading inclusive virtual meetings Encouraging collaboration Providing honest feedback

Detailed Next Steps

Enhance the quality and effectiveness of current training programs

- Commission a working group made up of HR, OEI, and other staff responsible for training, to review overall training provided across CCSU

  – Reimagine training, timelines, sequencing, teaching methods, and testing based on guidelines provided in this document

  – Establish a consistent framework and approach for the training programs to be outlined and delivered

  – Expand training content to address the relevant cultural issues and the administrative process changes resulting from process mapping efforts

  – Prioritize and ensure all stakeholders are receiving the appropriate anti-harassment, Title IX, and nondiscrimination training

  – Explore options for portions of the training where feasible to be delivered remotely or as online content to be viable in today's work-from-home landscape

  – Consider customizing timelines and tracks based on individual progress and proficiency

Detailed Next Steps

Enhance the quality and effectiveness of current training programs *continued*

- Create and refresh training materials and resources

  – Create a master list of training offerings across campus, outlining who offers the training, when the training is offered, and the content covered in the training, and post in a central location

  – Create training curriculum and materials used to conduct the trainings and store into a central repository

  – Update or develop supporting documents for trainings such as quick reference guides, hiring manuals, and check lists, particularly for technology and administrative processes

  – Create self-directed online tutorials where possible

- Utilize a learning management system to track and maintain training

  – Leverage either NeoGov's Learn module, Simplicity, or another system available at the system office to track and maintain training and serve as a central repository for trainings, materials, and resources

Detailed Next Steps

Address needs for expanded and refreshed training

- Ensure training content and focus addresses a broad range of critical skill development beyond compliance and reducing complexity
  - Prioritize and start with addressing critical cultural issues
    - Identify desired behaviors and characteristics that are desired for the culture at CCSU
    - Ensure that clear and realistic expectation of roles and performance expectations are covered during the onboarding and orientation processes
    - Emphasize CCSU values and desired behaviors as part of the orientation efforts
  - Expand beyond culture, into leadership development and broader organizational and career development topics
  - Develop new trainings annually so faculty, staff, and students are experiencing the content in a new a refreshing way each year

Detailed Next Steps

Strengthen training assessment methodologies and approaches

- Review training surveys administered at the conclusion of the program to assess reaction and overall experience

  – Leverage a range of approaches to assess initial training consistent with Kirkpatrick Model Level 1 techniques (feedback forms based on subjective personal reaction to the training experience, online evaluation options for trainees, etc.)

- Strengthen tools and approaches for gauging general learning levels and knowledge gained at the conclusion of training utilizing Kirkpatrick Level 2 assessment principles

  – Establish reliable, clear scoring and measurements of training techniques and of training techniques and content

  – Develop reporting mechanisms for managers to assess and report on training impact

Detailed Next Steps

Strengthen assessment methodologies and approaches *continued*

Once the training program is bolstered, establish key milestones for assessing retention and behaviors based on Kirkpatrick Model Level 3 assessment principles

- Administer 3-6 months from completion of initial training or a specific training program (i.e. leadership training)

- Identify mechanisms to test for application of knowledge gained in training program

- Incorporate measurement of behaviors and performance of core functions since time in role

- Leverage competency profiles and key performance indicators

- Incorporate manager observations and assessment

- Monitor turnover rates and collect exit interview data

➤ Establish mechanisms to analyze long-term results of training consistent with Level 4 Kirkpatrick principles

- Evaluation one year after completing training

- Identify quantifiable metrics to incorporate into training plan assessment

- Establish approaches to quantify return on training investment relative to outcomes and performance where possible

Detailed Next Steps

Establish an approach and schedule for assessing training needs, including conducting a regular training and competency needs assessment

- Establish an annual or regularly scheduled time and process for periodically assessing the training needs at CCSU

  - Include assessment of the skills and competencies that need to be further developed for specific stakeholder groups (faculty, staff, students) or by role (supervisor, dean, etc.)

  - Determine if the current offerings are still relevant and valuable to the needs of the campus and curriculum continues to evolve to meet those needs

  - Align training offerings with the campus strategic plan and University wide goals

Suggested Next Steps

Recommended Next Step	Key Action(s)	Responsible
Share findings and recommendations with key stakeholders	• Review training strategy	• Segal
Launch initiative to revise training programs	• Identify a training working team • Convene the team • Engage in structured and collaborative redesign process	• HR • OEI • Training staff (OVA, student conduct, Health and Safety)
Develop training materials and leverage technology	• Develop training materials and curriculum • Leverage technology and tools to support training efforts	• Training working team
Expand Training	• Engage the training working team to further expand and bolster training offerings	• Training working team
Build framework for training assessment	• Define approaches, tools, mechanisms and tools to assess training • Build assessment plans consistent with Kirkpatrick Model	• Training working team
Conduct period training and competency assessment to evaluate training needs for campus	• Convene the training team and leadership to engage in an assessment of the training offerings and programs across campus	• Training working team • Leadership team