Developing Employees in Times of Shrinking Budgets

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What to do when your training budget shrinks!

Image Source: Compliance Training, 2015

Key Learning Objectives

After attending this webinar, you will be able to:

- Assess internal and external environmental factors that influence training requirements within organization(s);

- Utilize problem-solving skills to design and develop cost-effective training options;

- Understand the importance of a holistic approach to learning in the workplace, especially in times of shrinking budgetary resources.

Reality of Training Environment

Training requirements & objectives

- ❑ Mission-Centric
- ❑ Cultural
- ❑ Mandatory (Compliance)

Resources

❑Federal Budget Snapshot (Source: *Vlasenko, P., 2015*)

Fiscal Year 2014

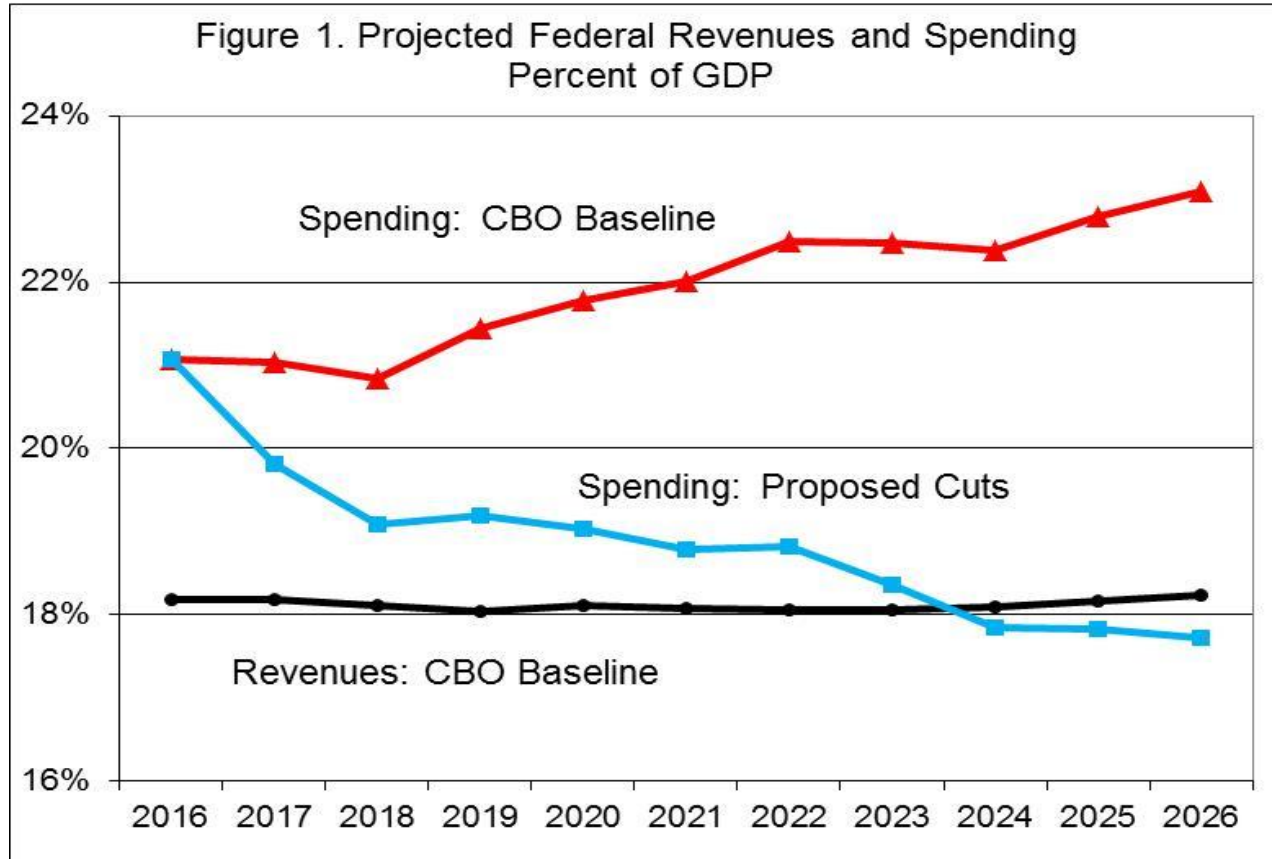Revenues: $3,022 billion
Outlays: $3,506 billion
Deficit: $485 billion

❑Assets (tangible & intangible)

Federal Revenues vs. Spending: 2016-2026

Figure 1. Projected Federal Revenues and Spending
Percent of GDP

Spending: CBO Baseline

Spending: Proposed Cuts

Revenues: CBO Baseline

Diversity Inclusion Factors are Essential!

- Multigenerational

- Cultural

- Educational

- Gender

- Language

An Holistic Approach to Training is Essential!
Image Source: *Allen Communication Learning Services (2016)*

Why Teamwork is Essential!

"Doing More With Less" is essential!

Assess, Plan, Design

- Conduct a needs assessment

- Identify the potential business impact

- Analyze skill and competency gaps

- Prioritize & design training program(s)

"Doing More With Less" is essential cont'd!

Implement, Measure, & Revise

- Implement program

- Measure effectiveness

- Analyze results

- Re-design, if appropriate

What's In It for Me (WIIFM)

Increase employee chances for success by answering these essential employee questions:

1. What do I need to know?
2. When do I need to know it?
3. Why do I need to know it?
4. Where do I go to get this information?
5. How can I retain what I need to know?

Paradigm Shift in Training Evaluation

Activity Based

- No specific business need for the program identified
- No assessment of performance issues
- No measurable objectives
- No preparation of program participants
- No preparation of work environment
- No measurement of results or cost benefits analysis
- No planning and reporting of program outcomes

Results Based

- Program linked to business goals
- Specific objectives identified
- Program expectations communicated to participants
- Environment prepared to support learning
- Team partnerships established
- Measurement of results & cost benefits analysis required
- Planning & reporting of program outcomes
- Assessment of program effectiveness required

Possible Approaches to Doing More with Less

- Partner with functional support offices – HR, IT, Finance, Procurement, etc.
- Utilize digital lectures with interactive quizzing (i.e., via intranet, video sharing site, online on-demand training, etc.).
- Use technology to conduct training/meetings/conferences (i.e., computer-based training, web-based video conferencing such as Skype, FreeConferenceCall.com, etc.).
- Use social media (blogs, YouTube, SlideShare, closed Facebook groups).
- Create a "mash-up" (i.e., collect & combine existing high-quality training content).
- Tap into the creativity/ideas of employees (i.e., focus groups, action teams).
- Decentralize training (i.e., limit outside conferences, mass meetings, etc.)
- Share best practices between federal agencies.
- Expand use of volunteers – interns, alumni, retirees, etc.
- Digitalize & centralize recordkeeping (i.e., employee training records).

- Partial Source: *Friese, G. (2012)*

Possible Approaches to Doing More with Less Cont'd.

- Cross-train (i.e., job rotation, job shadowing).
- Establish mentorship programs (i.e., partner more-experienced workers with new employees).
- Utilize in-house resources (templates, examples, department training manuals, near-the-job training, reference guides, etc.).
- Host brown-bag lunches.
- Invest in train-the trainer programing.
- Join trade or industry associations.

Partial Source: *Ford, J. (n.d.)*

Questions

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