ORANGE COUNTY SOCIAL SERVICES AGENCY
ADMINISTRATIVE POLICIES AND PROCEDURES MANUAL

Subject:	**Training Development and Outcomes**	**Number: D 35**
Approved:		**Date: 05-23-08**

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I.   PURPOSE

To establish a process for identifying training needs, setting goals, developing, promoting, and implementing training programs, and measuring outcomes of learning in the work environment.

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II.   POLICY

The Social Services Agency (SSA) is committed to enhancing the knowledge, skills, and abilities of its workforce and community partners by providing collaborative training opportunities to ensure the delivery of accurate and timely benefits and quality social services to the residents of Orange County.

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III.   GENERAL

Training plays an important role in a dynamic organization that is integrated with the daily work activities for individual or organizational practices. Advancement in knowledge has added value if it is applied to employee's daily work.

The employee's Transfer of Learning (TOL) from the training opportunities to the workplace environment is the ultimate goal of the training programs. Through action and reflection, employees process the knowledge gained in training programs as it applies to the work environment. In addition, research supports that supervisor's way of communicating and modeling in the workplace is one of the key factors leading to the successful TOL. Thus, the supervisor has the greatest impact on an employee's TOL process before and after attending a training program.

Human Resources and Career Development (HRCD), Training and Career Development (TCD) provides training on specific topics that require SSA employees to enhance their skills, general and program knowledge, legislative mandates and philosophy. These topics could include, but are not limited to: New Employee Orientation trainings, program related topics, legislation or regulation changes, or supervisory/management related trainings.

Technical topics that require skills and knowledge about computer applications and networks; computer based training (CBT), web based training (WBT), and other technical topics are provided and facilitated by the SSA Information Technology (IT) Section.

In the event of Agency budget constraints resulting in the reduction of training funds allocation, HRCD/TCD will re-evaluate Agency training priorities using the following criteria:

Level 1

•   Mandatory class/training

•   Requires for program functions to ensure follow through with appropriate application of policy and procedures

•   Impacts safety, performance, and delivery of program services

Level 2

•   Highly desirable for program function

•   Impacts smooth operation of program functions, but not required by State or Federal mandates

Level 3

- Non-mandatory
- Values professional/personal growth and development, but no immediate impact on program function

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IV. PROCEDURE

 A. Identifying Training Needs

  Training topics originate from several sources such as the following:

  1. Topics required by regulations and legislation;

  2. Staff interest and best known practices;

  3. Topics requested by Agency Program Managers, HRCD Managers, Deputy Directors and Directors; or,

  4. Topics that originated from approved requests of SSA staff and community service partners. The approval process will include the following:

   a. SSA contact person receiving a community partner's suggested topic shall forward a training request up the chain-of-command for approval of the Division Director.

   b. SSA staff requesting other specific training topics shall forward a training request up the chain-of-command for the approval of the Division Director.

 B. Setting Goals

  Program Managers, HRCD/TCD staff, and/or community service partners shall ensure that the objectives of each training program are aligned with the following goals set forth in SSA Business Plan:

  - To ensure that appropriate training and career development of all SSA employees and specific community service partners are geared toward meeting Agency mandates by providing the delivery of professional, efficient, and responsive service.

 C. Planning, Developing, Promoting, and Implementing Training Programs

  1. Planning Training Programs

  HRCD Training staff and designated Agency managers shall collaborate on specific training projects and requests as needed. In addition, Training Advisory Committee (TAC) shall schedule regular meetings at least twice a year to strategically plan and discuss curricula, priorities, schedules and resources.
Designated Agency managers shall be responsible in planning the training programs by:

   a. Clarifying training goals;

   b. Selecting the class participants; and,

   c. Determining whether specific training is mandatory or voluntary.

  2. Developing Training Programs

  The HRCD Training staff shall be responsible in developing the training programs by:

   a. Providing consultation about learning activities, techniques, and the development of the lesson plans.

   b. Completing all tasks and logistics for training such as:

    (1) Training location

    (2) Announcement

    (3) Registration

    (4) Equipment

    (5) Class materials

   c. Reviewing the lesson plan(s)/curricula to ensure the training content is accurate and meet the needs of the Agency.

NOTE: The development of the training programs may vary due to the experience, skills, knowledge, and agreement of the participants who collaborate together in order to develop and maintain effective training programs.

3. Promoting Training Programs

HRCD Training staff is responsible for the overall coordination of the training, the creation and distribution of flyers or any promotional materials announcing the class, and for tracking registration at http://admin/Training/training.htm. In collaboration with program staff, supervisors, and Program Managers, HRCD Training staff shall promote the class by:

a. Discussing the upcoming training programs with staff, sharing its importance and benefits that could be derived from it.

b. Completing TOL Action Plan Activities (Attachment A).

4. Implementing Training Programs

a. HRCD Training staff is responsible for the overall coordination of implementing the training programs including seeking SSA trainers, internal, or external resources to present/facilitate the class.

b. During the training, the trainer should provide opportunities where participants could experience the value of the program. Some examples include the following:

(1) Developing transfer-oriented objectives (What will the trainers do during the training session? What will the trainees know and be able to do? What should the trainees do once they return to the job?).

(2) Managing the unlearning process (Help trainees consciously unlearn old behaviors).

(3) Answering the "WIIFM" Question (What's in it for me?).

(4) Providing visualization experiences (behavioral transfer, intentions, resolutions, or commitments).

(5) Giving individualized feedback (specific, timely, individualized, constructive, and focused feedback).

(6) Providing job performance aids (memory cues).

(7) Identifying action plans (written notes/exercises to create specific actions to be taken to transfer new skill to the job).

c. The manager or supervisor of the trainee shall support the trainee in many areas such as the guidelines specified in Attachment B.

D. Training Evaluation and Measuring Outcomes of Learning

1. Training Evaluation

Assigned HRCD Training staff shall ensure success of the training program by:

a. Maintaining an accurate record of the names and number of students completing the training program, and identifying if these participants are from within SSA or community partners.

b. Administering the completion of evaluation forms at the end of training.

c. Developing activities to follow-up the training at various times through focus groups and other feedback mechanism for suggestions and comments to improve the training.

2. Outcome Measurements

Outcome measurements are the focus for assessing the success of training programs. Training and successful TOL are both links in the chain of providing quality services to SSA's customers and Orange County.
Program staff has a great impact on the TOL immediately after the completion of the training programs. Program staff should enhance TOL by:

a. Discussing the training with staff, asking staff how they could apply the lessons learned in the training program, and requesting staff to complete an action plan form (Attachment A) to implement the use of the knowledge and skills acquired during the training.

b.   Using many of the TOL activities as described in Attachment B.

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IV.   REFERENCES

California Occupational Safety and Health Regulations (CAL/OSHA), §342
Board of Supervisors Resolution 77-1297

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V.   ATTACHMENTS

A   Transfer of Learning Action Plan
B   Transfer of Learning