

Linking organizational development and training

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Creating an effective training system for a paper mill requires the integration of organizational development (OD) directives with industrial training strategies. Training leaders must translate key OD concepts. This translation gives the training leader a framework to communicate with frontline people who are responsible for implementing a training program. We believe that this critical framework should include the leadership context, the OD phases, and models for implementing practical training.

Leadership context

In his book *Thriving on Chaos*, Tom Peters (1) described the "three leadership tools for establishing direction" as:

- Developing and preaching a vision which clearly sets your direction
- Living the vision
- Preaching the message and enhancing the leader's understanding of the context where it counts—on the front line, where true implementation takes place.

We define the role of OD leader as assisting the business leader in conceptualizing the vision. The role of the training leader is to assist the business leader and OD leader in applying the vision through the development of human resources. **Figure 1** depicts the relationship of these leaders. They provide the strategic direction for training.

OD phases

Organizational development leaders use various abstract processes as seen from the practical perspective of mill operating, maintaining, and technical people. We bridge between these groups by describing the seven phases of OD work and the key activity associated with each phase (2), as shown in **Table I**. The dynamics of change occur in the intervention phase, making it the most visible OD phase.

Training in the intervention phase

As training leaders, we know that the participants in a

training program need a "big picture" of how the larger processes of organizational development link to training. **Table II** demonstrates our translation of OD concepts into models for implementing training. We help trainers and frontline leaders see the importance of training in dealing with organizational change through Kurt Lewin's model of change (3) shown in **Fig. 2**. The four types of forces are driving forces that push the environment toward change, restraining forces that push the environment toward the status quo and stability, induced forces from the surrounding environment that act on the individual, and internal forces that act from inside the individual.

We apply this force field analysis to training as follows:

1. What are the driving forces that encourage on-the-job application of knowledge, skill, and values acquired through training?
2. What are the restraining forces, on the other hand, that maintain the current condition?
3. What are the induced forces pressing on the individual from the immediate, not the external, environment?
4. What are the internal forces of each individual? Do we know their current personal needs and capabilities so that we can plan appropriate training?

Training and learning

We select key concepts from adult learning to remind trainers and frontline leaders that the purpose of both the OD processes and training is to create learning. The model shown in **Table III** helps our trainers and frontline leaders discuss the differences between training and learning. Our aim is to build appreciation for using these structures so that learning is encouraged and optimized.

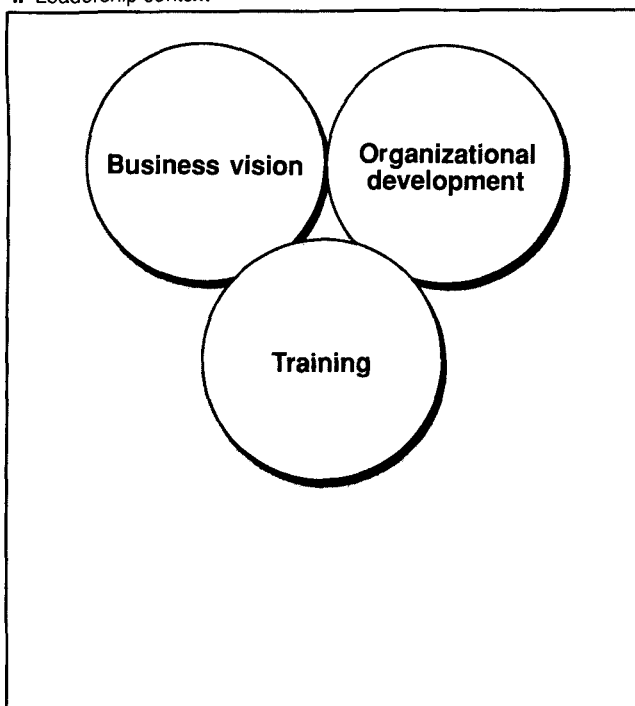
Training program model

We adapted Leonard Nadler's training program model (4) in **Fig. 3** to communicate the interactive elements of the training program so that even in the most hectic of training events everyone could communicate with a common language. Our experience is that a "fault tolerant" approach that accommodates different people working on different events at different times is more "real life" than a sequential methodology. It is important to be systematic, but more critical to be organized.

Our experience is that nothing is ever "perfect," and so we press through the critical events of our training program

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1. Leadership context



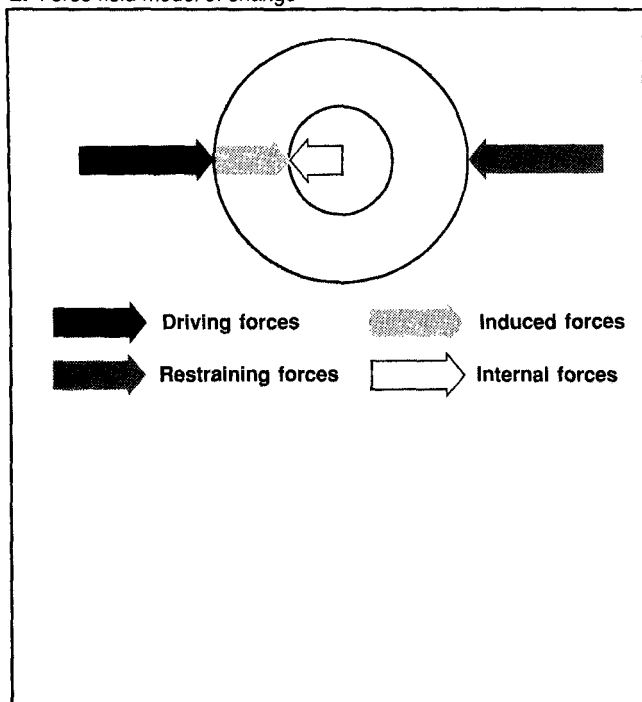
I. OD phases and key activities

OD phase	Key activity
Entry	OD leader understands the business leader's vision.
Contracting	Business leader and OD leader agree what needs to be done, how and when it will happen, and what it will cost.
Diagnosis	OD leader conducts an assessment to determine key issues.
Feedback	OD leader summarizes and discusses the assessment data with business leader(s).
Action planning	Business leader and OD leader plan a course of action based on the diagnosis and feedback phases.
Intervention	Business leader empowers OD leader and training leader to implement the strategies that will lead to desired outcomes.
Evaluation	Business leader determines the degree of success of the interventions, identifying positive and negative aspects related to both the outcomes gained and the process used.

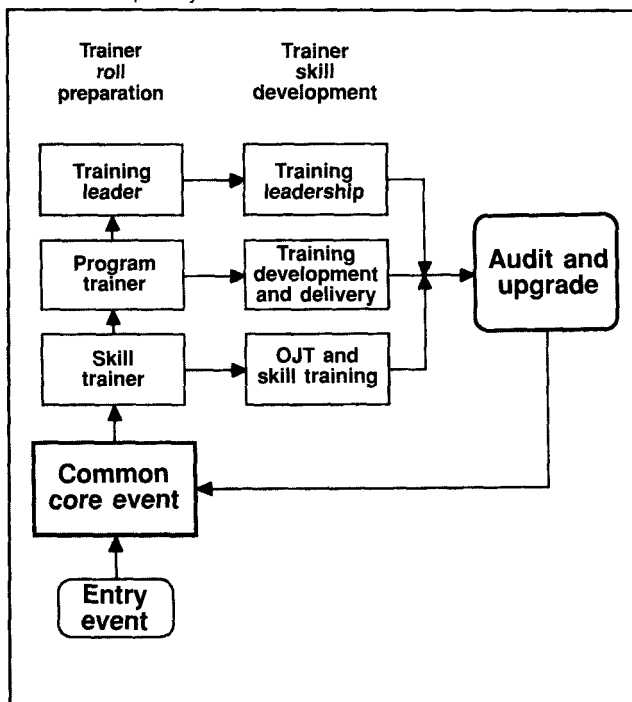
II. Translating OD concepts to training

	Conceptualization	Translation	Implementation
Leader role	Business leader and OD leader	Training leader	Operational leaders and trainers
Focus	Organization	Work group	Individual
Process	Develop: Vision Mission Human resource development statement	Communicate: Change model Adult learning theory Training program model Trainer development model	Participate: Training design Development Delivery and audit
	Set business goals	Design and apply: Training Implementation tools	Contribute: Technical expertise and practical experience
	Restructure and redesign organization	Training leadership standards and roles	Use: Models, checklists and tools provided by training leader against specific training events
	Commit organization to standards: Customer orientation Total quality effort Results appraisal Management systems	Training planning checklist	
Results measurement	Business and OD outcomes: Safety Quality Productivity Cost Alignment with vision	Training outcomes: Trainer capability Program scope, efficiency and effectiveness Participant achievement Training system implementation	Performance outcomes: Skill inventory Job performance

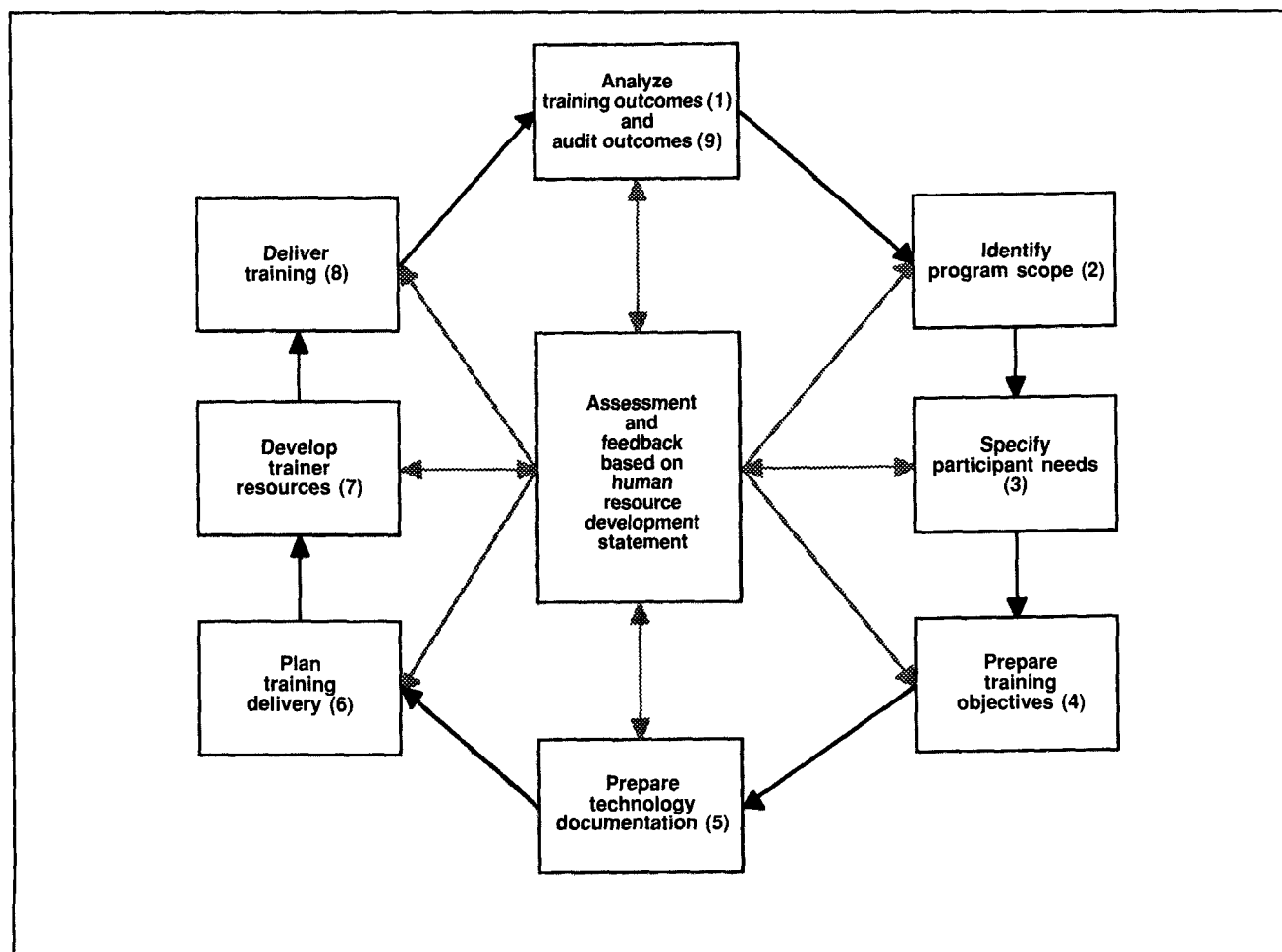
2. Force field model of change



4. Trainer capability model



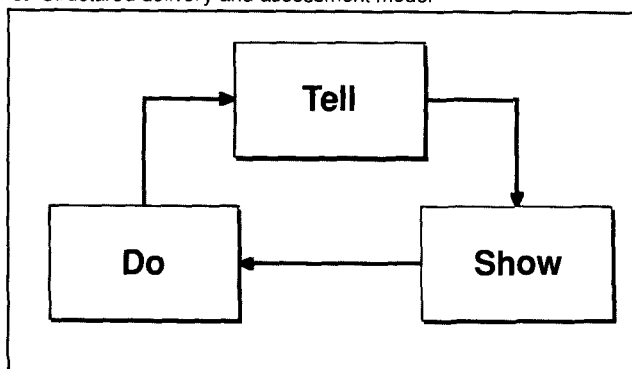
3. Model of training program critical events. Design phase includes events 1-3; development phase, events 4-7; delivery phase, event 8; audit phase, event 9.



III. Training and learning model

Training	Learning
External arrangement	Internal process
Designed to change behavior	Results in a change of behavior
Provides structure for practice	Occurs through practice
Provides direction and feedback to assess learning	Produces a relatively permanent change in behavior
Highly visible and measurable	Can not be directly observed

5. Structured delivery and assessment model



IV. Training program implementation matrix

Critical events	Trainers		Training leadership			
	Skill trainer	Program trainer	Frontline leaders	Training leader	OD leader	Business leader
1. Analyze training outcomes	C	C	C	B	A	B
2. Identify program scope	C	C	B	B	A	B
3. Specify participant needs	C	C	B	B	A	C
4. Prepare training objectives	B	A	B	B	B	C
5. Prepare technology documentation	B	A	B	B	C	C
6. Plan training delivery	B	B	B	A	B	C
7. Develop trainer resources	B	B	B	A	C	C
8. Deliver training	A	A	B	C	C	C
9. Audit outcomes	C	C	C	B	B	A

A = Primary accountability. B = Support accountability. C = Participate accountability.

rather than loop endlessly in "needs analysis" attempting to design a perfect system. Changes in technology and business are too continuous to try to freeze the current condition. New people and new tasks require ongoing improvement and upgrading of our training system.

Trainer capability model

Our experience with industrial training has taught us the importance of organizing training capability into three skill levels, as shown in Fig. 4. We have hourly personnel involved as skill and program trainers. The skill trainer role, in particular, allows for participation as "co-trainers" by personnel who are capable of demonstrating and coaching but uncomfortable with more formal classroom settings. Skill trainers perform their role within their current job assignments by on-the-job training (OJT).

Our program trainers are temporarily reassigned so that they can contribute to the design, development, and delivery of a specific training program. Program trainers contribute their practical expertise and work with technical resources to prepare job-specific training materials. We encourage and support our program trainers to act as translators of technical or vendor jargon into shop or floor language. Empowerment is not an abstract word for our program trainers: they are where "the rubber hits the road."

The training leader role includes not just the training specialists but all leadership personnel who share a common responsibility for linking the training to business outcomes. We stress the importance of communicating business strategies, sharing a common leadership approach, and developing alignment of training with other business initiatives. Each leadership role makes a contribution to providing training with direction and accountability.

Program implementation matrix

Training leaders must work with business and OD leaders to define training roles and expectations within the training program. Table IV shows our attempt to relate the critical events of the training program to the training roles so that everyone can see "who does what." Those with primary accountability are responsible for initiating and requesting involvement of other training roles as required, those with support accountability for assisting other training roles as requested, and those with participate accountability for contributing or cooperating as requested.

Structured delivery and assessment

We help our trainers and frontline leaders stay anchored to the importance of a structured approach to training

delivery and assessment with the "tell, show, and do" model illustrated in Fig. 5. We have seen practical people apply this model more effectively than an academic taxonomy. Our trainers understand that they have to include telling, showing, and doing elements in their training to accommodate differing learning styles, improve motivation, and connect their training to participant needs. Our frontline leaders select appropriate assessment techniques by asking participants to tell, show, or do what they have learned.

We provide training management checklists based on the training program model and trainer capability model so that we monitor performance against these models. Our training program toolbox also includes role definitions for all training stakeholders, job competency profiles, lesson plan formats, training results audit forms, and various job aids for our skill and program trainers. All of these were created to improve the organizational structure around training. We tried to "walk our talk" and model good training program organization so that our trainers and frontline leaders could, in their turn, act as models of well organized, flexible training.

Summary

Training leaders can act as translators of general concepts of organizational development (OD) processes by developing appropriate models and tools for personnel who are responsible for implementing training. We explain the leadership context and phases of OD with simple models that place training within the intervention phase of the OD process. We then translate the general concepts of OD into specific models, including a force field change model, training program model, and trainer development model. Finally, we provide trainers with an organized environment for managing their training that acts as a behavior model of "tell, show, and do" to give an integrated structure for maximizing learning. □

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