

A STUDY TO ASSESS THE USE OF TRAINERS  
AT THE WISCONSIN STATE GOVERNMENT LEVEL

by

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A Research Paper

Submitted in Partial Fulfillment of the  
Requirements for the  
Master of Science Degree in  
Training and Development

Approved for Completion of 4 Semester Credits  
198-750 Field Problem in Training and Development

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October, 1999

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ABSTRACT

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A Study To Assess The Use Of Trainers At The Wisconsin State  
(Title)

Government Level

Training & Development	Dr. Joseph Benkowski	10/99	75
(Graduate Major)	(Research Advisor)	(Month/Year)	(No. of Pages)

APA PUBLICATIONS MANUAL

(Name of Style Manual Used in this Study)

The purpose of this research study was to determine how trainers are used at the Wisconsin State government level.

A survey was used to assess the training job duties and tasks associated with the position. The survey provided information on training positions at the State level that helped to determine what the attitude of the State is towards trainers, and to obtain an understanding of the educational, technical, and work experience required to be hired as a State trainer.

The population of this study included the department heads of all fifty departments at the State level.

A questionnaire was developed to collect data from the population in this study. Both open-ended questions and

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a five-point Likert scale were used to ascertain knowledge

of skills, job duties, tasks, hiring process, and to understand the attitude and operations of training and development positions at the State government level. The survey questions asked the heads of departments to define government attitude toward trainers; where and how trainers are used; what trainers do; when they perform training activities; and who the trainers actually are. A return rate of sixty-six percent (66%) was obtained. Percentages and frequencies of responses were determined by the researcher.

The findings of this research suggest that trainers are used at the State level. It appears that many of the non-trainer positions available at the State level require employees to be able to perform some training activity as part of their job responsibility. A large portion of the training is outsourced to contractors and vendors through an established and approved list developed by the Department of Employment Relations.

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## Overview

Assessing trainer positions became important when local level state employees were unable to provide enough direct information on how to go about seeking a position as a trainer at the State level. The material available appears to be the bi-monthly Employment Opportunities Bulletin which is kept in a three-ring binder on a shelf at the Job Center. This bulletin lists job opportunities available with the State.

An employment opportunity lists the title of the position, a job code, a brief description of knowledge and skills, the abilities required, salary, probationary period, location of position, special requirements, work experience, and education preferred, along with directions on how to request application material. After an informational telephone interview with a job counselor (Appendix A), it was discovered that the Job Center planned, by January 1999, to put the Employment Opportunities Bulletin positions online. The search for trainer positions at the State level is now centralized and computerized for anyone wishing to look at them.

## Statement of the Problem

The purpose of this study was to assess the State of Wisconsin government level trainer positions and how trainers are used at the State government level. While searching for the State position, a job opportunity was found for a Training Officer III in the Madison area (Appendix B). Application for this position was made. The

purpose of pursuing the position was to become accustomed to the process required to apply for positions with the State, to explore the pay scale, and develop a mindset of how trainers function at the State level. A "thank you" letter was received indicating there was an overwhelming response, and by using job related criteria, and a panel of experts to review this material, the application submitted was ineligible to continue in the selection process. Continual investigation of positions via the State web site, (<http://badger.state.wi.us/agencies/der/cob/128.htm>), discovered that many other positions required "training skills" as part of their major job duties and responsibilities. Just how trainers fit into the big picture at the State level became confusing. It appeared to be that one would need educational and experience backgrounds in some other field, prior to being considered for a training position, and that one would have had to obtain some training skills, either from work experience or education, in order to be considered for any of these jobs that required "some training skills."

### Research Objectives

Objectives of this research are to establish an appropriate method with which to search for training positions at the State level, and to clarify the State's method of using trainers, discover what the attitude of the

State is towards trainers, and to obtain an understanding of the educational, technical, and work experience required to be hired as a State trainer.

Respondents were asked to rate the use of well-qualified trainers, the importance of training, needs assessments, performance improvement, and educational and work experience for trainers at the State government level. More specifically, both the open-ended questions and those placed on a five-point Likert scale, were designed to ascertain knowledge of skills, job duties, tasks, the hiring process, and to understand the attitude and operations of training and development positions at the State government level. It was important to define the government attitude towards trainers, where and how trainers are used, what trainers do, when they perform trainer activity, and who the trainers actually are.

## CHAPTER II

### REVIEW OF LITERATURE

This chapter contains the review of literature that includes the following topics: a review of related research on State level trainer positions, interviews, different selections of job descriptions that involve training and

development aspects, different types of training programs for employees, other categories of training supplied by the State for learning disabled, low income, high school dropouts, employment retraining programs performed at the State level, and a summary of the literature reviews.

### Introduction

It starts at the top, the White House, with Executive Orders such as Executive Order 13111, issued January 12, 1999. The Executive Order discusses technology advances and increased skills needs which are changing the workplace at an ever-increasing rate. These advances can make employees at any level more productive and provide improved service to customers. The executive orders are a direct result of a coordinated effort to provide flexible training opportunities to employees and to explore how training programs, initiatives, and policies can better support lifelong learning through the use of learning technology. These training efforts filter down to the State level.

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### Review of Research

State-level learning is considered to be a strategic investment in the State's human technology. The State departments have a demand for a skilled and productive work force. The Office of Employee Development and Training (OEDT) is responsible for developing and promoting training for all employees with the Wisconsin State government. Performance improvement and quality improvement are goals of the State.

A State employee suggestion program is in place to have employees contribute to meeting these goals. This year, 1999, OEDT will be collaborating with State departments to determine exact State-level employee training needs. The mission is to upgrade and improve training by offering professional development courses DER-Employe Development & Training Home Page. Professional development courses are listed by topic, date, and title. Registration information includes registration guidelines and cancellation policy, registration form, and a downtown Madison map with information on parking, building locations, and hotels. Training from other State agencies is available. The external links for training vendor information are the Department of Administration's VendorNet and WiSMart Training Courses. A list of commercial forms and their trainer backgrounds is available from the Department of Employment Relations. The State Training Council provides

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a list of training directors, their agency name and address, telephone, and fax number.

Training is important to the government at the national, state, and local level New Foundations, 1989. Demographic reality is that our evolving workplace requires a wider range of employee skills. The quality of entry-level workers will decline as workers are taken from populations not having quality education, cultural, or training experiences before entering the work force. State

governments provide training through State resources because of a vested interest in attracting business. Jobs and increased income from relocating employers boosts the economic basis. Training providers compete for funds and develop high quality educational and training programs to fit employer needs.

Providers are often state educational institutions, and as a result of competing funds, the academic programs at these institutions are strengthened. State-funded, industry-specific training programs are offered and designed to respond quickly to industry needs with a minimum of "red tape." The Wisconsin Development Fund has three parts: Customized Labor Fund, Major Grants and Loans Fund, and the Technology Development Fund. Training is provided to all levels of employees, and the trainers, who usually

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coordinate and deliver the training, are vocational schools New Foundations, 1989.

In 1991, states scrambled to create training programs. Wisconsin modeled their Wisconsin's Youth Apprenticeship Program on Germany's job training for teenagers program. With this program, the trainers were firms and factories who apprenticed students for about thirty hours a week as a substitute for a part of their last two years of high school. Employers are concerned that apprentices will do something different afterward. A 1996 University of

Wisconsin study found that although ninety percent (90%) of apprentices intended to receive further education, seventy-five percent (75%) actually pursued it The Economist, 1997.

Government, labor, and management collaborate on workplace training for incumbent and disadvantaged workers. Programs such as Comprehensive Employment and Training Act (CETA) and the Wisconsin Regional Training Partnership (WRTP) were developed to provide training that would assure at least a minimum wage. Government and business need to collaborate to set standards for economic development concerning wages, investments, and job creation, with opportunities for promotion and training. Current practices suggest obstacles such as: less than three percent (3%) of employers provide formal training for workers; preferring

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contingent workers and pay; downsizing; reorganizing work with broad banded job classifications; and old business strategies without collective action Social Policy, 1997.

Evaluating government training programs for the economically disadvantaged has been a real problem. Since 1960 these programs have been used to combat poverty.

Interest in these programs has escalated recently because of concerns of rising income inequality and falling real earnings among workers with limited skills Journal of Economic Literature, 1997. Positive effects for adults are

not large enough to produce major aggregate effects on employment and earnings among low-income target groups. The programs have not made substantial inroads in reducing poverty, income inequality, or welfare use Journal of Economic Literature, 1997. Considerable uncertainty remains about the kind of training that works best, the effectiveness of training for certain demographic groups, and the appropriate policies for increasing program effects. The major rationale for funding government training programs revolves around assertions of market or institutional failures. There appears to be no meaningful distinction between voluntary and mandatory training programs. Little work has been done toward developing a complete theory of training program evaluations. Most evaluations are "black

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box," indicating only whether a program "works," on average, for a particular sample under a particular set of circumstances. There should be some systematically gathered empirical information accumulated of knowledge with which to create a broad theoretical framework. The State should insist on effective program evaluation, especially since training funds are always a major budget issue Journal of Economic Literature, 1997.

The Wisconsin Governor's Commission for a Quality Workforce survey indicate that nine out of ten employers in the State said they were concerned about workforce skill levels. Companies feared workers lacked skills and

competencies to learn techniques needed for new production processes. To remedy the skill defects and prepare for future growth, employers joined with labor representatives in 1992 to form the Wisconsin Regional Training Partnership (WRTP), a consortium promoting employee education through collaboration and intelligent use of pooled resources. The partnership forged ties with technical colleges and received matching grants from State and Federal government to launch training programs on the cutting edge of labor-management cooperation. Most consortium members increased their investments in training in recognition of its importance in creating a high performance workforce. The trainers in these

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cases were most often the technical colleges who helped write the training programs HR Focus, 1995.

TQM At City Hall relates how local government in Wisconsin and several other states attempt to embrace Total Quality Management (TQM) to improve bottom-line performance. The political arena wants proof that TQM works before approving money for consultants and trainers. TQM efforts may not be enough in government. Departments spend years learning and assimilating the total quality processes, only to find themselves shut down and their services outsourced to private companies. Government consultants with TQM experience are hard to find, with money being the big factor, so they may use trainers from big business (Training

Magazine, 1995.

In cooperation with the Robert M. LaFollette Institute of Public Affairs at the University of Wisconsin, the Council of State Governments created the Bowhay Institute for Legislative Leadership Development in Madison, WI. This four-day program features policy analysis seminars and leadership development workshops. Focus is on newer legislators developing leadership skills on subject matters such as devolution of welfare and education programs from the federal government to states, economic development and corrections, advice on leadership and legislative

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strategies, and experts providing training in consensus building and media relations State Government News, 1997.

The Guidelines for Automated Data Processing Education and Training In State Government booklet addresses how the State approached statewide education at one point. The role of management, administrators, and technicians was detailed as well as the type of institution available to give the training. A needs assessment was completed outlining categories of employees to be trained and the type of training required. The article showed the need for the training, who would do the training, and how the training would be accomplished. Performance is addressed by detailing the importance of providing incentive for participation of personnel in the programs to their certification procedures

for appointments, promotion, and other career development  
Guidelines for Automated Data Processing Education and  
Training In State Government, 1985.

Training is most often accomplished in a systematic fashion, with procedures to follow for functional, cross-functional, interregional training, career development centers, and out-service training. Manuals list the types of training programs available and the modules to choose from within the programs, and outline the procedures to use to determine training needs within the departments and the

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organizational functions one follows to implement the  
training National Office Training & Development Guide, 1986.

The Office of Employee Development & Training (OEDT) produces a training course catalog. This catalog is available over the internet at the Job Centers. This catalog offers eighty (80) courses to upgrade government employee personal skills and attitudes. Nine courses are relatively basic skills. Many stress management, leadership, teamwork, listening, management, communication, and supervisory courses are available. Approximately thirty percent (30%) of the training courses are specific to state government positions. There is a well-rounded number of courses on diversity, affirmative action, and discrimination issues. State trainers generally perform the training and development duties for these courses.

Another method for using trainers at the State level is for training that occurs through grant projects, such as the Intergovernmental Personnel Act (IPA). This program provides financial assistance on a matching basis to State, local, and Indian tribal governments for personnel management and training programs. Brief narrative summaries of each training and development project are available, listing contact persons to encourage the exchange of information. For example, if one was interested in setting up performance

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evaluation systems, one could use this information to locate other jurisdictions who have developed such systems with IPA help. The personnel director can then contact project directors for more information and training to accomplish setting up the system. The IPA projects tie together national and State government training interaction Office of Intergovernmental Personnel Programs Booklet.

According to the Commerce Department, Census Bureau, the United States Government spent \$5,200 per person in fiscal year 1996 SIRS Government Reporter, 1998. This was of interest in that it placed a dollar figure on several programs that involve training and development activity by State employees. The cost of compensatory education for the disadvantaged is \$24.69 per person. The USDA Child Nutrition Program cost \$28.29 per person. The Job Training Partnership Act per capita cost is \$12.00. Veteran benefits provide \$74.17 per person, although the high dollar expenditure was not explained other than to indicate that military, civilian, and postal salaries and wages were not included in

this cost per capita. Training and development appears to play a small part in the per capita dollars spent per person. Are trainers being paid from these sources of funds? Information describing actual sampling of training, surveys, and evaluations that took place at the State government

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level are elusive. Most literature reviews describe soft skills training, such as supervisory, management, conflict resolution, and problem solving. The other major category of training employees seems to be computer training.

Wisconsin Instructional Design System (WIDS) trainers bring their WIDS expertise and extensive experience to the design of quality instructions and training. WIDS professionals will work with organizations for on-site workshops, as well as customized sessions and "open" workshops. Workshops include: Introduction to Performance-Based Instruction, Introduction to WIDS, 4-Day Basic WIDS Workshop, 2-Day Advanced WIDS Workshop, 2-Day WIDS Trainer Workshop, Performance Assessment Workshop, Learning Activities that Work, Integration of Core Abilities, and Integration of Standards. The Train-The-Trainer workshop is available for instructors, curriculum specialists, designers, and developers who have successfully completed the four day Basic WIDS Workshop. Completing these workshops shows evidence of competence in performance-based

instruction State of Wisconsin Department of Employment  
Relations, July 1999.

Summary

There are a multitude of training programs available to train State and local government employees, mostly in the

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area of soft skills. The State attempts to integrate national training to the state and local levels to improve performance of employees. The State also attempts to provide retraining for dislocated workers, and to train high school dropouts, W-2 recipients, and those who are learning disabled. With the many Federal and State grant funded programs and projects, it would appear to indicate a fairly high need for trainers at the State level. Yet, Wisconsin seems to be a leader among states who withdraw public funds. Survey remarks indicate that training activity is the first to suffer when subject to budget considerations.

## CHAPTER III

## RESEARCH METHODS AND PROCEDURES

This research study was conducted to assess four major processes: to discover the State methods of using trainers; to develop and design a job description of a State trainer; to determine the State attitude toward trainers; and to obtain a clear understanding of the type of education, technical, and work experience background that is necessary to hire trainers at the State level.

The methods and procedures used to collect information include twelve literature reviews on articles involving training at the State level, an informational telephone interview (Appendix A), a research report on the State of Wisconsin, Department of Employment Relations positions (Appendix B), a research report on the Office of Employee Development & Training 1998 Course Catalog, a research report on SIRS Government Reporter, a face-to-face interview (Appendix C), a survey questionnaire (Appendix D), and a State Agency Human Resources Contact Information mailing list.

This chapter includes explanations of the methods and procedures used in gathering information and data for the study. The topics included are: (1) research design, (2)

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identification of population, (3) instrumentation, and (4) data analysis.

### Research Design

The first task was to have an informational telephone interview with a local Job Center job counselor (Appendix A). This interview helped the researcher focus on the type of questions to ask of other sources, and the location of these sources.

Second, a face-to-face interview (Appendix C) was held with an individual at the local government level of the Employment & Training Department. Many of the interview questions (Appendix G) were not answered by this individual either by preference, or because the Employment & Training Department has changed its function to being a partner to the County Job Center. Eleven years have passed since the interviewee performed training functions. This partnership was created through recent changes at the State level, wherein the Job Training Partnership Act is being replaced with the Workforce Investment Act. This local department administers the State and Federal funds for low income

adults for employment and employment-related training, i.e., W-2, Food Stamps, and the Employment & Training programs.

Primary work is with W-2 and eligibility requirements.

Participants are often put to work within a community agency

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for thirty (30) hours per week. In addition, they receive ten (10) hours of training per week, for a total of forty (40) hours, in order for them to receive their monthly check. This interview was explanatory in nature, and the intent was to discover how training is accomplished at the local level, who does the training, and what the training interrelationship is with the State. This department sets up training and works with employers and the local technical college to develop training programs. The local technical college provides the training. This interview did not provide the researcher with much usable information, in that the department itself does not do training. The employees receive training from the State on the W-2 legislation and on the new Workforce Investment Act. Computer training is also done through outsourcing to a local computer training company.

For this research study, a survey (Appendix D) was developed and used to collect data from the target population which included fifty (50) heads of departments at the State level. The purpose of the survey instrument was to assess existing practices and attitudes on hiring and using trainers at the State level.

The survey (Appendix D) was mailed to fifty (50)

State departments. The survey consisted of two (2) pages,

and sixteen (16) questions. Eight (8) questions were placed on a Likert scale of 1 to 5, 1 being "not at all important", to 5, being "very important." The Likert scale questions were used to assess existing approaches and methods. Each Likert scale question was followed by an open-ended question that was directly related to the Likert scale question.

Participants were asked, in a cover letter (Appendix E), to return the completed surveys to the researcher by December 14, 1998. A follow-up letter (Appendix F) and a second survey questionnaire were sent to nonresponders, requesting they be returned by December 24, 1998. The survey return was officially counted on January 1, 1999. The official survey return rate was sixty-six percent (66%).

### Population

The population chosen for this research study was comprised of the heads of fifty (50) State departments in the State of Wisconsin. The population was not sampled, but the entire population at the State level was surveyed. All participants were selected from a current mailing list obtained from the Job Center computer job search system for the State of Wisconsin. The list provided names, titles, addresses, and telephone numbers of those heads of

departments at the State level.

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### Instrumentation

Interview questions were developed by determining what type of information was needed to answer the question, "How are trainers used at the State level?", and with information on how to develop interview questions from past graduate courses. The interview questions were then used for an informational telephone interview (Appendix A) with the Wausau Job Center, and a face-to-face interview (Appendix C) with the Employment & Training Department, Marathon County Government, Wausau, WI. These interviews provided the method of approach to discovering the information needed and helped the researcher determine the best way to proceed to gather information. An outline was created which eventually led to developing the survey questionnaire (Appendix D) for receipt of relevant information. These sources enabled the researcher to become more familiar with the county and local level of services offered. Training is a part of these services. The department head at the local level arranges for the necessary training and assists in the development of the training program. The training is generally accomplished through the use of local vendors, the local technical college, and the State University system.

Data collection occurred from the heads of fifty (50) State departments, who would be responsible for the training

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or hiring of trainers for their respective department.

The response formats of the questionnaire used a five-point Likert scale and open-ended questions. The survey contained two sections. The open-ended questions were designed to gather information on attitude, duties, tasks, use of trainers, skills and competencies, educational and work experience background, and to offer an opportunity to responders to express themselves by adding comments. The responses to this survey instrument provided a representative sample of subject matter being required for this research, thus offering content validity.

#### Data Analysis

Responses were analyzed by the researcher at the UW-Stout Computer User Support Services. Frequency and percentage were calculated for each survey question. A Table was developed, which interpreted the data for each question, based on frequency and percentages. Validity and the results of the survey will be explained in Chapter IV, Data Analysis and Interpretation.

## OVERVIEW

This chapter presents the results of the questionnaire developed to assess how trainers are used at the State level. It includes the summary results, a table of survey responses, an overall analysis of the results, the major findings of the research, and a summary conclusion.

## SUMMARY RESULTS

The questionnaire was given to the heads of all fifty (50) departments at the State level in November of 1998.

The questionnaire contained two types of questions. Eight questions were placed on a Likert scale of 1 to 5, 1 being "not at all important", to 5 being "very important." Each Likert scale question was followed by an open-ended question that was directly related to the Likert scale question.

Questions were asked to assess the State's existing practices and attitudes on hiring and using trainers at the State level. The questionnaire was based on four major processes: the State method of using trainers; developing and designing a job description of a State trainer; the States' attitude toward trainers; and the role education, technical, and work experience background play in hiring

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trainers at a State level.

Of the fifty (50) survey questionnaires distributed on November 23, 1998, the researcher received twenty-six (26)

surveys, or fifty-two percent (52%) back by the December 14, 1999 deadline. The researcher sent a follow-up letter to non-responders, along with a second copy of the survey questionnaire, and received seven (7) additional surveys; a fourteen percent (14%) return from the second mailing. A total of thirty-three (33) surveys were returned, for a total response rate of sixty-six percent (66%).

This study gathered data relevant to the questions of the study to assess how trainers are used at the State level. The following sections present the information from the sixteen questionnaire questions.

Question	Mean	Standard Deviation
Question #1	4.519	1.051
Question #2	4.077	1.354
Question #3	4.111	1.251
Question #4	4.200	1.041
Question #5	3.909	0.868
Question #6	2.833	1.090
Question #7	3.818	1.259
Question #8	4.000	0.926

Question #1 has a standard deviation of 1.051. There were six (6) non-responders. One (1) non-responder returned a letter indicating the addressee had retired several years ago. One (1) non-responder sent a letter stating their office does not use trainers. Seven and one-half (7.5) full-time employees are trained by supervisory staff, and computer training is outsourced through the Department of Administration. One (1) non-responder returned the survey blank, writing on it that the Personnel Director did their required supervisory training and that they did not use trainers for their small State agency of eighty (80)

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employees. One (1) non-responder did not fill out the survey, but wrote a note on the survey form stating that they train all employees through existing employees.

One (1) non-responder returned the survey incomplete with a letter saying they do not employ or use trainers now, nor did they foresee a future need to use trainers. One (1) non-responder returned the survey incomplete. They do not provide training to prosecutors.

Question #2 has a standard deviation of 1.354. There were seven (7) non-responders. Three (3) non-responders sent letters saying they would not be responding to the survey because the addressee was retired, did not use trainers in their departments, and they do not train prosecutors. Two (2) non-responders left question two (2) blank. One (1) non-responder said the question was not applicable, but answered the related open-ended question, saying that training is the lowest priority due to budget concerns. One (1) non-responder left the question blank, saying the Personnel Director did required supervisory training and did not hire trainers for their small agency of eighty (80) employees.

Question #3 has a standard deviation of 1.251. There were six (6) non-responders. Three (3) non-responders sent letters saying they would not respond because the addressee was retired, they do not use trainers, or they do not train prosecutors. Two (2) non-responders left the question blank.

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One (1) non-responder left the question blank, but responded that the Personnel Director did required supervisory training and they did not use trainers for their small agency of eighty (80) employees.

Question #4 has a standard deviation of 1.041. There

were eight (8) non-responders. Three (3) sent letters saying they were not responding because the addressee was retired, they did not use trainers, and they do not train prosecutors. Three (3) non-responders left the question blank. One (1) non-responder left the question blank, but wrote that the Personnel Director does required supervisory training and they do not use trainers for their small agency of eighty (80) employees. One (1) non-responder chose #2, then crossed it out.

Question #5 has a standard deviation of 1.090. There were eleven (11) non-responders. Three (3) non-responders replied with letters indicating the addressee was retired, they do not use trainers, and they do not train prosecutors. Five (5) non-responders left the question blank. One (1) non-responder left the question blank, but circled "non-related" with a question mark. One (1) non-responder said the question was not applicable. One (1) non-responder left the question blank, but wrote that the Personnel Director did required supervisory training and they did not hire trainers for their small agency of eighty (80) employees.

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Question #6 had nine (9) non-responders. Three (3) non-responders wrote a letter indicating the addressee was retired, they do not use trainers, and they do not train prosecutors. One (1) non-responder wrote, "not applicable." Four (4) non-responders left the question blank. One (1) non-responder left the question blank, but wrote that the Personnel Director did all required supervisory training,

and they did not hire trainers for their small agency of eighty (80) employees.

Question #7 has a standard deviation of 1.259. There were eleven (11) non-responders. Three (3) non-responders wrote letters indicating the addressee was retired, they do not use trainers, and they do not train prosecutors. Six (6) non-responders left the question blank. One (1) non-responder left the question blank, but responded that the Personnel Director did all required supervisory training and they do not hire trainers for their small agency of eighty (80) employees. One (1) non-responder stated that the question was not applicable to their department.

Question #8 had eleven (11) non-responders. Three (3) non-responders wrote letters indicating the addressee was retired, they did not use trainers, and they do not train prosecutors. Six (6) non-responders left the question blank. One (1) non-responder wrote, "not applicable." One (1) non-responder left the question blank, but wrote that the

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Personnel Director did all required supervisory training, and they did not hire trainers for their small agency of eighty (80) employees.

The open-ended questions appear to have a common theme that includes the following key points of agreement:

- Employees in mid-to upper-level management positions perform some training duties in each department.
- When budget concerns are present, training is the first

item cut from the budget.

-Training is seen as an important aspect to each department, except the few department that absolutely do not use trainers or do any training.

-The same training duties and tasks appear necessary to most departments.

-Most department use a combination of in-house trainers and employees who train, as well as approved outside consultants or vendors.

### Overall Analysis of Results and Major Findings

The most frequently unanswered questions on the survey were the Likert scale questions concerning tasks associated with job duties, educational background and required work experience for trainers, and the importance of skills not associated with training. Thirty-three percent (33%) of the questions were blank. The open-ended questions related to these unanswered Likert scale questions were completed. A

large variety of job duties and tasks were listed. The responses to these questions categorized the job duties and tasks information under "in-house trainers" and "contracted vendors or consultants." Some department responders did not use trainers, but did have staff who trained on specific topics. They either outsourced all their training needs, or used a combination of in-house trainers and consultant or vendors.

Question #1: Is the use of trainers necessary at the State level?

Sixty-four percent (64%) of responders believe it is very important to use trainers at the State level. Responders listed their job responsibilities. Responders believe that human resource professionals should possess training skills. Rather than hire trainers, departments seek to hire Human Resource staff who can train or be

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educated to train. They rely on, and place great value on cross-training of all staff. Seventy-nine percent (79%) of the State departments appear to select trainers in one of the following ways when training is required:

1) Contract outside vendors or consultants. These resources appear to be preapproved by the Department of Administration (DOA), and are placed on a "vendor's list." Other departments only use approved Information Technology vendors. The questionnaire indicates that

contracted vendors or consultants provide approximately ninety percent (90%) of the human resource skills training.

2) In-house trainers. The Department of Employment Relations (DER) develops and offers a variety of programs for employee training. Some departments rely on other agencies to provide technical and "core" training in the general skills area. Trainers from the Department of Administration (DOA) teach the use of the State Accounting System. All departments use only DOA-approved trainers for computer training. Some departments train all employees through the use of existing employees.

Trainers at the State level appear to perform a multitude of duties; some are trainer-specific, more are management and supervisory-specific. These duties vary in scope and purpose between departments. The Office of Employee Development & Training conducts basic supervisory,

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management, sexual management, advanced labor relations, recruitment, and selection training. Trainers teach new computer environments and software applications; develop and update non-programmatic training, train in health and safety programs, appropriate interaction in the workplace, communication, time management, customer service, conflict resolution, and managing change skills. Trainers coordinate outside conferences; facilitate and coordinate outside vendor technical training, and deliver general training to external users of department systems and

information. Certified Nursing Assistants are trained by staff trainers. In-service and continuing education is provided to all employee classifications. Front-line supervisors are trained on human resource topics.

Question #2: Is hiring well-qualified trainers important to your department?

Sixty-four percent (64%) of the responders rated the importance of well-qualified trainers as "medium" to "very important."

As to the State of Wisconsin encouraging the hiring of trainers, twenty-four percent (24%) of the responders rated this a three (3). Forty-five percent (45%) of the thirty-three (33) responders thought encouragement rated "medium to very important" to the State. Sixty-one percent (61%) of the

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responders replied with a process they use for training in their respective departments. Eight (8) of the thirty-three (33) responders indicated that the traditional Civil Service procedures were used for hiring trainers. The process of hiring trainers varies depending on whether full-time staff members are used or consultants or vendors are contracted. Consultants or vendors need to be on an approved vendor listing with the Department of Administration (DOA). Some departments start employees as line workers, and then after years of experience, they become trainers. Corrections and Health and Family Services Departments give a multiple

choice exam to hire trainers without line experience. Many trainers are already department employees hired as attorneys, investigators, or clerical staff.

Use of outside trainers would have to be done under the auspices of the appropriate DOA contract for such services.

Outside trainers are hired when the budget allows. Any particular trainer, is checked to see if they are authorized by the DOA, if they can provide the services requested, and if the department can pay the amount requested. If not, a simplified bid is needed. This consists of contacting trainers in the area that can provide the service and obtaining a minimum of three (3) quotes. Basically, the low bid is accepted if they can provide the services required.

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If the required training is in a specialty area, a provider can be obtained as a "sole source." This consists of the program area preparing a justification indicating the need to hire this trainer for this service. If the cost of using a "sole source" provider is over ten thousand dollars (\$10,000), approval would be required from the DOA. A justification memo is kept on file for auditing purposes.

Question #3: Do you think training is important to your department?

Seventy-three percent (73%) of respondents rated the importance of training between "medium" to "very important". It appears that the overall attitude of the heads of departments is that training is important to their

departments; the rationale being that State employees should be well-trained in the latest technology in order to provide quality service to customers.

Sixty-Seven percent (67%) of respondents gave a thorough representation of the necessary skills and competencies looked for when hiring a trainer at the State level.

The permanently employed trainer skills and competencies would include the ability to handle group dynamics, problem solve, prepare quality materials, be willing to travel to remote locations, have expertise in

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their field, possess excellent verbal and written communication skills, have knowledge of State statutes and administrative procedures, have presentation skills and experience, have good people skills, be highly trainable, have the ability to comprehend needs and develop effective training curriculum, organize logistics, and analyze organizations. They must know modern techniques of staff development, personal computer skills, Web use for interactive training, and other new technology use for developing programming. They train internal telephone support staff and local trainers; provide direct classroom instruction to program users; understand recruitment practices, possess interpersonal skills, principles of adult learning and education, course design, delivery techniques, and evaluation skills.

When contracting for trainers, the need is for individuals with a proven record of delivery; well-received training, presentation, program management, evaluation and organizational skills; effective human relations skills, academic preparation; and experience in developing and conducting staff training in an educational environment. Prospective trainers should possess the ability to explain complex tasks in an understandable manner, specialize training to needs, have subject knowledge, possess skills in getting audience participation, and have the ability to

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conduct training for an audience with varied skill levels.

Question #4: Are needs assessment and performance improvement important to your department?

Seventy percent (70%) of the respondents rated needs assessment and performance improvement as "medium" to "very important" for their departments.

Forty-eight percent (48%) of responders listed what they felt the major job duties of a trainer in their department might be. Duties included: data collection and analysis, training recommendations, training, program development, and program promotion. Trainers should have knowledge of modern techniques of staff development, Web use for interactive training, knowledge of new technology used for program development, and be able to develop training curricula. Duties include training internal telephone

support staff and local trainers; providing direct classroom instruction and performance improvement; helping customers identify training needs; and working with management and staff to identify employee training needs and methods with which to deliver training. During the annual performance reviews, supervisors are expected to determine employee training needs. Trainers analyze alternative learning methods and provide information to State agency personnel on how to deal with unions. They train on new contract

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language and how to be a supervisor, in addition to training staff in proper policies and procedures to complete their job. They facilitate and coordinate technical training provided by outside contractors or vendors, present training provided by outside contractors or vendors, present general training to a wide range of employees, present technical training to external users, develop concepts, contract with expert trainers in the field, coordinate in-house sessions on a variety of topics, oversee the training budget, approve requests for external training, and evaluate training programs. Staff is trained to engage in both informal and formal training, involving face-to-face and information technical approaches. Employees in a supervisory or managerial role conduct training as a minimal part of their job duties.

Question #5: Is it important for trainers to possess skills not related to training?

Sixty-four percent (64%) of responders rated having

skills not related to training as "medium" to "very important" to their department. This question looked for unique skills and specific talents other than direct trainer-related skills and responsibilities from education or past work experience.

Thirty-six percent (36%) of responders listed job

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duties and tasks that are important to their respective departments' use or knowledge of trainers as follows: internal office trainer skilled in the use of MS Office Suite, needs assessments, program development, present courses and promote programs, possess the knowledge and ability to develop technology into training, collect data for performance evaluation, determine classes to conduct for fiscal year, contract skills for consultants, advertise programs, coordinate logistics, pay invoices, manage computer system for training records, research methodology, analyze alternative learning methods, and have expertise in human resources, compensation, and recruitment selection classification. Work experience is more important than training principles. Trainers should be able to help customers identify training needs; develop and present training which is specific to department needs, and, where appropriate, assist teams and divisions in locating other training sources; prepare training materials; meet with the training committee to review training content; and prepare

handouts, slides and power point presentations. Every human resource professional should possess classroom management, program evaluation, and training skills; so rather than hire trainers, departments seek to hire Human Resource staff that can train or be educated to train.

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Question #6: Do you feel the State of Wisconsin encourages hiring trainers?

Fifty-two percent (52%) of the responders did not think the State encouraged hiring trainers. When asked about the State's attitude toward hiring trainers, forty-six percent (46%) of the thirty-three (33) responses were blank, came back with a letter saying there would be no response, or left a question mark in this space.

The State's attitude about hiring trainers appears to vary substantially among departments. Generally, there appears to be other, higher State priorities, with a low priority placed on hiring trainers, due to budget concerns. Training budgets are often the target for cuts. However, Wisconsin appears to have a positive attitude as to the "importance" of training. Responders believe it is important to develop human resources, and that trainers greatly contribute to this comprehensive effort. Large State departments may hire full-time trainer staff. Small departments purchase training through vendors or larger departments. Responders felt it was essential that high-quality trainers are hired who can deliver services at a

reasonable cost. Trainers use line employees who are experts in their field and train them to be trainers. Hiring

trainers can also depend on the type of employees

(represented employees versus non-represented employees and

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professional staff) to be trained, department needs, office size, and the need for full or part-time staff. Trainers are hired, but not quite enough of them, according to responders. Some departments are very open to hiring outside consultants, actually preferring to do that, rather than work with in-house employees, consensus being that outside perspective is very important. Training ability and experience are key factors in hiring decisions.

Question #7: Is an educational background beyond high school necessary to be hired as a trainer by your department?

Fifty-five percent (55%) of responders rated having an educational background beyond high school as necessary to being hired as a trainer.

Fifty-eight percent (58%) of responders listed specific educational background as being necessary to be hired as a trainer. The State cannot require a degree. There are professional entry programs that give credit for academic preparation and no work experience. Recruitment practices involve a competitive process with an objective review of each candidate's training and experience background against the advertised minimum requirements. Another method of hiring at the State level involves shortcuts to circumvent

the Civil Service procedures, which allows for more candidates to be interviewed for a position.

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The prerequisite qualifications for a training coordinator position include: five years of experience with IBM microcomputers or a bachelors degree in education or a related field with one year of experience with IBM microcomputers; three years of experience in a classroom computer training capacity, experience with word processing and spreadsheet software, and excellent written and verbal communications skills. An undergraduate degree is preferred; but an equivalent in work experience is acceptable. Most of the trainers hired are attorneys or experts in some area, usually having at least a Masters degree. Responders reiterated that there are no requirements, just preferences, noting that a formal educational background would be desirable, and it depends on the combination of education and experience of the candidate.

Question #8: How important is work experience to be hired as a trainer in your department?

Sixty-four percent (64%) of responders felt work experience was "medium" to "very important" to be hired as a trainer for their department.

Fifty-five percent (55%) responded to what work experience is required to work in their department. Many of the smaller agencies do not have trainers. The work experience required for in-house trainers varies depending

upon the area of training topics and needs being provided, the level of job, and verifiable experience as an instructor with adult training program coordination and development.

Attorney trainers must have hands-on experience working as a criminal defense attorney. Most trainers must have work experience or education in the area in which they are training. In some departments, experience may not be required, but is preferred.

Typically, consultant and vendor trainers are requested to send in a resume for review of the services they provide and the length of time spent as a trainer. If a trainer is listed on the Procurement Bulletin, and if, by word of mouth, there has been a favorable response to courses they have taught, and they are able to provide the services required, they may become authorized by the DOA. Experience is critical when contracting a vendor or consultant, since funds are not available to take chances with a "rookie." Relevant work experience to the training need would be beneficial. Even more important is having experience in the public sector. Resumes from potential vendors or consultants are reviewed to see who they have worked with. Selection often occurs from face-to-face conversations. This method often reveals more than a list of work experiences. Methods of selecting vendors or consultants differ, depending on the level or type of group, type of training being provided,

program development skills, and demonstrated experience

working with diverse groups.

### Summary Conclusion

The questionnaire responses resulted in enough appropriate information to determine and fulfill the major processes it was intended to do: discover the State method of using trainers; gather enough information to develop a State level trainer job description; determine the importance of and attitude of the State toward trainers; and obtain an understanding of the education, technical, and work experience required to be hired as a State trainer.

This chapter contains a summarization, conclusions and recommendations of the study. The following topics are included: (1) Restatement of the Problem, (2) Methods and Procedures, (3) Major Findings, (4) Conclusions, (5) Recommendations Related to the Study, and (6) Recommendations for Further Study.

### Restatement of the Problem

The purpose of the study was to assess the use of trainers at the Wisconsin State government level. The total population for this research study was fifty (50) heads of the State of Wisconsin departments.

### Methods and Procedures

For this research study, a survey was developed to collect data from the heads of all fifty (50) departments in the State of Wisconsin. The department heads were asked to assess their departments relative to how trainers are used at the State level. The questionnaire was based on four major processes: discover the State method of using trainers; gather enough information to develop a State level trainer job description; determine the importance of and the attitude of the State toward trainers; and to obtain an understanding of the education, technical expertise, and work experience required to be hired as a State trainer.

The response formats of the questionnaire included

Likert Scale and open-ended questions. (An open-ended question followed and was directly related to the Likert Scale question.) The purpose of this was to allow the responder to answer the Likert scale question and then offer the opportunity for the responder to write a more candid response.

### Major Findings

An analysis of the survey results indicated major findings as:

- Access to trainer positions at the State level is now centralized and computerized statewide at local job centers.
- The trainer can be an in-house trainer, supervisor, contractor or vendor, State vocational schools, or businesses.
- The State's attitude toward trainers varies substantially; yet survey responses portray the State with a positive attitude as to the "importance" of training.

all  
- The State looks for prospective employees for positions who possess the ability to train and are

highly trainable.

- Responders indicated training is the first to be

eliminated when there are budget cuts.

- Approximately two-thirds (2/3) of the responders feel training is very important.
- The Internal Revenue Department sent a letter responding to the survey, indicating they would not complete the survey questions because the "limited survey questions would not provide an accurate profile of the department."
- In some responses, the Likert scale questions were not answered, but the open-ended question related to it was.

### Conclusions

As a result of the review of the literature and an analysis of the data collected from the survey, the following conclusions were drawn:

According to the review of the literature, training is of the utmost importance from the Federal level all the way down through the State and local levels. It is also the first thing eliminated when there are budget issues. The attitude of the State of Wisconsin is that trainers and training are important, but hiring individual trainers to do the work is not always the process followed. Trainers can

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be in-house, but more often are employees in other fields, who are highly trainable and possess the ability to train others. Ninety percent (90%) of computer training is

outsourced to approved consultants or vendors. Delivery methods include State technical colleges, grant funded programs, businesses, State trainers, and consultant or vendors.

Responders were very clear about job duties and tasks for the trainer. The job duties and tasks of trainers are many and varied.

#### Recommendations Related to the Study

The State should maintain easy accessibility to trainer positions by continuing to make them available on computers in a centralized location at local Job Centers.

#### Recommendations for Further Study

A question for further study would be to find out how many bona fide trainers are hired at the State level.

Another recommendation would be to have the State develop a more simple process with which to locate job opportunities on the computer that include training and aspects of training, even though they are listed under other job descriptions. This would aid prospective applicants in finding positions that ask for training qualities and

education. Many job seekers have job qualifications in other fields that also possess training capabilities. There is no defined way to search for these positions, other than to scroll through every job opportunity listed. This is very time consuming.



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**Appendix A**

**INFORMATIONAL TELEPHONE INTERVIEW**

**Wausau Job Center  
364 Grand Avenue  
Wausau, WI 54401  
(715) 261-7700**

**Mr. Tom Younger  
Job Service Counselor**

**Date interviewed: September 24, 1998  
Time interviewed: 3:00 p.m. (58 minutes)**

The State of Wisconsin, Division of Merit, Recruitment and Selection, has two systems in place: 1) Limited-term employees and 2) Full-time (6 month) employees which is limited to hiring 1,020 employees per year. In addition to these two systems, they can occasionally hire off the street.

For permanent parttime, full-time, and seasonal employees, hiring goes through the Department of Employee Relations (DER). This is the personnel office for the State of Wisconsin.

Each agency has its own personnel operations. Examples are: Division of Merit, Recruitment and Selection, 608-266-1731, and Office of Employee Development and Training 608-266-0664.

When asked about trainer type positions, and who hires for these positions, and what State agencies have these positions, I was informed that the Department of Workforce Development (Linda Pryze, 608-266-0149} is in charge of

training, education, and communication issues.

Job seekers interested in state positions can search the WI-State Bulletin. This bi-monthly bulletin is available at the Job Center. It contains current vacancies for State and Federal Civil Service, and Wisconsin Teaching positions. One can also search the Internet at: JobNet, <http://www.dwd.state.wi.us/jobnet>, for local and statewide job openings.

Job seekers for State positions get jobs by reading position descriptions, determining their qualifications, requesting an application, and being called for an interview. The State takes the top five percent (5%) of applicants if less than fifty (50), or the top ten percent (10%) of applicants if more than fifty (50) for the interview process. If not chosen, job seekers are put on a master eligibility list. A job seeker can turn down three interviews. If the job seeker turns down the interviews, they must answer, "Do you still want to be considered?" and "What geographical interest do you have?" Job seekers who still want to be considered will be kept on the list. A new law allows the State to keep applicants on this list for a minimum of three months, up to a maximum of three years.

Mr. Younger was unable to answer the question, "How do you resolve the issue of having the educational background for a training and development position, but not the work experience in the training field that so many state positions require?" Mr. Younger thought you needed to get work experience in training somehow. It was suggested the researcher contact Administrative Services at the state level, and was given a list of names and phone numbers of people who may be able to answer this question.

When looking for positions in training and development, or any professional position, it was suggested a good "rule of thumb" would be for an applicant to mail 100 resumes, with a good response being five interviews. Other ideas are to mail a resume every three months to those businesses that one is particularly interested in, and to talk to a Masters Degree person within that company.

Other things one can do on correspondence and resumes are to: leave off the Masters degree, if not required; when interviewing, look younger; plug away at it; and keep in mind that if an employer has less education, he or she may feel threatened.

When asked if there were any special tips for job searching for white females, over age 45, the reply was, "I apologize, this is a small town, with a prejudicial mentality."

Services offered at the Job Center include Assessment, Job Readiness, Job Retention, Job Seeking, Resume Workshops, and Employment Services for Veterans. They offer computers for resume writing and thank you letters, fax machines, Career Vision via computer, refresher courses in math, reading, and other basic skills, and updating with the latest word processing and spreadsheet software.

The researcher verbally read the attached consent form to the interviewee.

### Consent Form

I understand that by returning this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

Note: Questions or concerns about participation in the research or subsequent complaints should be addressed first to the research or research advisor and second to Dr. Ted Knous, Chair, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 HH, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 HH, UW-Stout, Menomonie, WI, 54751, phone (715)-1126.



## Appendix B

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### **Job Center, Internet**

<http://badger.state.wi.us/agencies/der/cob/142.htm>

**State of Wisconsin Department of Employment Relations  
Positions**

**Training Officer 3-Confidential Madison (Area 8)**

**Juvenile Services Specialist Madison (Area 8)**

**September 16, 1998**

**SUMMARY OF RESOURCES:** I scanned the internet for state jobs related to my educational and work experience backgrounds. Both of these job announcements contained information and job duties directly related to training and development. The Training Officer 3 position is exactly the type of

position I would like to have. The knowledge required includes most of what I have learned in my undergraduate and Masters Degree studies. It also covers a great amount of my work experience. The Juvenile Services Specialist position is another position where my education appears appropriate.

I have had two years of work-related experience with the Wisconsin Criminal Justice System, forty community-based programs and agencies, and program development.

**RELATIONSHIP OF RESOURCES TO PROJECT:** I chose these two positions to apply for to: accustom myself to the process for application to state jobs, explore the pay scale, and mainly to get a job. The Juvenile Services Specialist job was still on the internet, yet had an application deadline of September 2, 1998. I was too late to apply for this position. I applied for the Training Officer 3 position on September 3, 1998, and was not invited to interview. My cover letter, application material, and response letter from the Department of Transportation are attached. This process is confusing in that the Department of Agriculture, Trade and Consumer Protection (DATCP) listed the position; however, the Department of Transportation (DOT) responded to my job application.

Appendix C

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INDIVIDUAL VISIT TO EMPLOYMENT & TRAINING DEPARTMENT  
MARATHON COUNTY GOVERNMENT

Employment & Training Center  
Marathon County  
364 Grand Avenue

Wausau, WI 54403-6221  
(715) 261-7704

Ms. Phyllis A. Bermingham  
Director of Marathon County Department of Employment &  
Training

Date interviewed: November 30, 1998  
Time interviewed: 2:00 p.m.

The Marathon County Department of Employment & Training is a partner to the Marathon County Job Center. This partnership was created through recent changes required from the State level.

The Employment & Training Department administers State and Federal funds for low income adults for employment and employment-related training; i.e., W-2, Food Stamps, and the Employment & Training Programs. Primary work is with W-2 and eligibility requirements. Eligibility for most public benefits is determined based on financial need, medical assistance, food stamps, and childcare. Due to recent law changes, the Job Training Partnership Act will be non-existent by July 1999-2000, being replaced by the Workforce Investment Act. There is no ADFC as we once knew it. It is a W-2 agency, where one applies for W-2 which is subsidized through a cash grant for no more than 24 months. Schooling is no longer offered. After 24 months, participants are considered "job ready" and can go find a job. The internal policy is to not leave participants without income. They often put them to work within a community agency for 30 hours, plus offer 10 hours of training per week, to equal 40 hours for the \$673 check per month. They are part of work search and meet with someone every week. The State policy is very definitive. There are services available for general job search. NorthCentral Technical College trains for knowledge, skills, and competencies. They teach knowledge, skills, and attitudes with a general presentation, maintaining interest of attendees. A computer Management Information System and State contact is used for follow-up.

This department sets up training and works with employers and the NorthCentral Technical College. An example of this cooperative work with organizations is a project just recently finished, where employers identified employees with leadership and bi-lingual skills on the plant floor. NorthCentral Technical College provided 40 hours of training on how to be a supervisor. Employers then promoted these individuals, hired non-English speaking employees, and have the newly

trained supervisors work with them. This department always outsources training needs of this type.

The organization charts for the Employment & Training and Marathon County Job Center "partnership" outline the different programs and positions within this partnership. It depicts fulltime staff and employees of the Wausau Area Hmong Mutual Association, funded by W-2. Although there are "trainer titles" used on the chart, there are no trainers as we define them in the Masters degree for Training & Development.

The State provides training that staff attends. Staff will be allocated to go to programs such as Career Trac, if the subject matter relates to their position. This rarely occurs. The County contracts with BISI for many training needs.

Employees receive sexual harassment and diversity training.

The County Government provides sexual harassment and inappropriate sexual activity training. The County personnel director does this. They design the training package, and all employees go through the program. The interviewee did provide training on sexual harassment eleven years ago, while serving in a different capacity.

Valuing Diversity training is provided by a psychology professor and affirmative action officer from University of Wisconsin-Stevens Point. On the final day of training, a panel of Hmong participants talk about their personal experiences as refugees. This is followed by a reception.

There are approximately 5,000 Southeast Asians in Marathon County. No program is specific to Southeast Asians, but delivery is provided in a different way, and there is funding for English as a second language.

Training evaluation is performed through State evaluation forms and informal feedback methods if provided by State and Federal funding.

Delivery of training occurs in the following fashion: Those eligible for training come to the Job Center. A lot of documentation of financial and non-financial criteria occurs. A job developer may help take new employees to the job. A bi-lingual job developer actually shows up on the plant floor for language issues, when the employee is starting the job and during training. The job developer remains there as a resource for as long as needed.

Staff training is done by the County at local conference/hotel sites. The State does training in their State facility, but not always. There is an enormous amount of staff training for W-2. Some sessions are at the Job Center. The State comes in to observe and work with employees. The State also contracts with the University of Wisconsin-Oshkosh for some training.

The YMCA offers a "Valuing Diversity/Hmong Culture" training program, sponsored by Leadership Wausau.

Future plans do not anticipate major growth. One goal is to obtain more funding for work with NorthCentral Technical College and employer specific training for low income population. An example of this type of training program would be similar to one that was run three to four years ago. Two wood product industries had production jobs that were fairly similar for entry level skills, such as the ability to use fractions and measures. This department helped to identify the training need. Employers were approached. Funding was shared by employers and the State. Employers designed the training, then bi-lingual job developers and Hmong worked with the staff at NorthCentral Technical College on curriculum areas to be covered. NorthCentral Technical College set up training and delivery.

The researcher verbally read the attached consent form to the interviewee.

### Consent Form

I understand that by returning this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

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## Appendix D

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**STATE OF WISCONSIN TRAINER  
SURVEY QUESTIONNAIRE**

1. Is the use of Trainers necessary at the State level?

1	2	3	4	5
Not at all				Very
Important				

1A. How do you use Trainers in your department?

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2. Is hiring well qualified Trainers important to your department?

1	2	3	4	5
Not at all				Very
Important				

2A. What is the State of WI attitude about hiring Trainers?

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3. Do you think training is important to your department?

1	2	3	4	5
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Not at all  
Important

Very

3A. What skills and competencies do you look for in Trainers?

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4. Are needs assessments and performance improvement important to your department?

1                      2                      3                      4                      5  
Not at all                      Very Important

4A. What are the major job duties of a Trainer in your Department?

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5. Is it important for Trainers to possess non-related training skills?

1                      2                      3                      4                      5  
Not at all                      Very Important

5A. What are tasks associated with the job duties of a Trainer?

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6. Do you feel the State of WI encourages hiring Trainers?

1                      2                      3                      4                      5  
Not at all                      Very Important

6A. What is the process followed for hiring a Trainer?

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7. Is an educational background beyond high school necessary to be hired as a Trainer by your department?

1	2	3	4	5
Not at all				Very
Important				

7A. What is the educational background required by your department for hiring a Trainer?

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8. How important is work experience to be hired as a Trainer in your department?

1	2	3	4	5
Not at all				Very
Important				

8A. What work experience is required by your department for hiring a Trainer?

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**Appendix E**

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**COVER LETTER**

November 25, 1998

(Addressees)

Attention: (Head of Department)

The following survey is for an Independent Course research study that I am conducting for the fulfillment of my Master Degree requirements for the M.S. in Training and Development at the University of Wisconsin-Stout.

This study is aimed at examining State Government attitudes toward trainers, where trainer skills are used, and to help gain knowledge and understanding of State Government training and development positions and policies.

I am hoping for some input as to the training skills and competencies needed for individual(s) who design and/or deliver training throughout departments within the State. I am hoping by gathering this information, to obtain what some of the challenges are, and to assist in the preparation of trainers, myself included, that the State would consider for hire in the future.

Please invest a few moments of your time and complete the enclosed survey. Return it to me by mail with the enclosed self-addressed stamped envelope by December 14th. If you have any questions, please contact me at (715) 359-8619.

Thank you so much for your time and participation.

Sincerely yours,

Kathleen L. Hackel  
601 Weston Avenue  
Rothschild, WI 54474

Encl.

**Appendix F**

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**FOLLOW UP LETTER**

December 15, 1998

(Addressees)

Dear Ms. Blum:

On November 23rd, you were mailed a questionnaire, *State of Wisconsin Trainer Survey Questionnaire*. The response rate has been good, but I am missing one important response, YOURS. It is important to have the highest possible response rate to make sure the results of the project are as accurate as possible.

**If you have already mailed in your questionnaire and I have not received it, thank you.** If not, please do so now. I have enclosed another copy of the questionnaire in case you misplaced the original questionnaire. It is important that you respond by December 24th, to meet the project ending date.

Your response is important to me. Please invest a few minutes of your time and complete the enclosed survey now. If you have any questions, please contact me at (715) 359-8619.

Most sincerely,

Kathleen L. Hackel

Enclosure

## Appendix G

**INTERVIEW QUESTIONS**

1. Name, Address, and phone number of Department. Name of person interviewed, date and time of interview.
2. A description of products/services produced?
3. What is organizational structure of the HRD or Training department. Who reports to whom? (Chart, if available)
4. What are the backgrounds of individuals in training?
5. Why and how did they enter training?
6. What methods are used to analyze the departments for determining training needs? How much influence does upper management have over what and who is trained?
7. What types of training are provided by the State?
8. What methods and delivery systems are used to deliver training? Describe any training facilities?
9. How is training evaluated?
10. What are future growth expectations for the training department? On what are you basing predictions?
11. Student impression of State departments in general and the training function.

Consent: Your name will not be used in any way and by answering these questions you are giving me permission to use this information in my Graduate studies.

