Developing development: Creating a practical program

by

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B.S., Kansas State University, 2017

A REPORT

submitted in partial fulfillment of the requirements for the degree

MASTER OF ARTS

Department of Communication Studies
College of Arts and Sciences

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2019

Approved by:

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Abstract

In the constantly changing organization, effective learning within the workplace offers organizational members opportunities to grow and adapt to those changes. To understand the process of effective learning in organizations, this report distinguishes the area of onboarding from the area of employee development training by reviewing theory and descriptive literature, followed by identifying prescriptive principles based on that literature, and finally, providing an exemplar for practice. This report opens by utilizing leader-member exchange theory (LMX) to set the foundation for leadership in learning. Once the frame of LMX is established, organizational socialization theory informs the discussion of onboarding, and elements of adult learning informs the process of employee development training. Also provided is a discussion of future directions for research, theory, and practice.

Keywords: Training & Development, Socialization, Onboarding, Adult Learning

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Acknowledgements

The past two years of graduate school have been some of the most mentally and emotionally challenging years of my life—there were many times I really didn't feel I belonged or had any hope of finishing the degree. And yet, here I am, writing the acknowledgements on my final master's research project. Six years, three degrees, one incredible adventure.

First, I'd like to express my deepest gratitude to my major professor and undergrad advisor, Dr. Greg Paul, for his extreme patience and understanding as I tried to figure out how to balance "all the things" that grad school brings. This project is one of many where I have been able to collaborate and learn from you—your guidance, feedback, and occasional reminders that it's okay to take a nap, were essential elements on not only this project, but many others. Along similar lines regarding patience, I am so grateful to my committee members Dr. Tim Steffensmeier and Dr. Bill Turnley for going along on the very delayed ride that was this report. I have never once felt that you communicated that I was a burden to you, even though every step of this project was behind schedule and often caused quick moves in scheduling on your part. Your encouragement, feedback, and willingness to let me just pop into your offices for help were integral in completing this project.

I'd also like to specifically thank my "Office Mom," Melissa Winkel—she really is the Office Specialist for Communication Studies, but she's become much more to me. Melissa, thank you for reminding me to go home, checking to make sure I got lunch, listening to all my problems, tracking down people I needed to talk to, and just being there when I needed someone—I'm going to miss you.

To my fellow graduate teaching assistants and cohort, I couldn't have done this without you. All the game nights, March Madness Bracket Challenges, office chats, and collaborative conversations on teaching, research, class work, and life struggles are cherished and will be missed greatly. Thank you to my officemates Kory and Chloe for putting up with my wall of sports posters and sticky notes and my general weirdness. Even after graduation Kory, you never forgot to check in on me, encourage me, and remind me that someday I would be done. You’ve been an incredible mentor and friend. Chloe, you have had to put up with some crazy having me as an officemate, especially this last semester—and you documented it all via SnapChat. Thank you for always being the most positive light—you are an incredible human and I cannot wait to see all the amazing things you’re going to do. Thank you to my roommate Marlene for letting my little introverted-self hide in my room sometimes, but also thank you for dragging me out places so I’m not a complete hermit. I’m going to miss our Five Guys runs.

To my Communication Studies department, those who are still here, and those who have moved on to new adventures since I started here, thank you for getting me to this place. Thank you for always keeping your office doors open for questions, pushing me to try grad school, leading me on adventures in Europe, and checking on me in my office consistently. I’d especially like to thank Dr. Colene Lind for always laughing at my silly problems and stories and letting me literally run to your office for questions—thanks for always making sure I had someone to talk to at conferences, and for keeping up with my super-fast walking. I’d also like to thank Mr. Darren Epping, my Basic Course Director, but who has also become a trusted confidant and mentor. Darren, thank you for hearing out all my student issues, offering advice, backing my decisions, and also letting me cry when things really fell apart that one semester. Having your trust has made me feel confident in my ability to teach and is absolutely one of the reasons I officially settled on entering the field of Learning & Development.

Friends have become family in this journey. My University Christian Church Lifegroup deserves one of the biggest thank-you's in this long list—not only does grad school take a village, but so does life. Thank you to Collin, Lauren, Scotland, Brett, and Amanda especially for encouraging me in my faith, listening to all my crazy (and LONG, I know) stories, praying for me, and reminding me consistently that I could do this. You've been a huge part of what has made Manhappiness feel like home. A special thanks to my "Omaha Lauren" too—distance will never keep us apart, my dear friend.

I can't leave this lengthy list of thank-you's without sincerely thanking my family. I know these past six years have been rough—the further I got in school, the more distant I became (both in staying in touch but also in geographic distance). Thanks to my parents for trying to understand all the weird "researchy" and "grad schooly" issues and processes I was trying to explain, and for being understanding when I just needed to go radio-silent for a few days…weeks. Mom (Karen), your gifs will always be my favorite form of encouragement, but I'm so grateful for our long talks too. Dad, thanks for letting me cry on the phone, and for crying with me sometimes too. You'll figure out Twitter eventually. Mother (Mary Beth), thanks for traveling to all the graduations and for sending encouraging notes via snail mail so I didn't only get bills or junk mail. To my siblings: you all are the absolute best sibling crew. Thanks for all the game nights, silly pictures, movie quote extravaganzas, and ridiculous sibling group chats that make zero sense out of context. Trisha, thank you especially for all the super long video chats—you've always kept me laughing.

All that to say, grad school takes a village—you are my village, and I couldn't have done it without you ALL. There aren't enough pages in the world to individually thank everyone—so these three will have to do. My #CurrentStateofGradSchool? DONE.

Chapter 1 - Introduction

The aim of this report is to distinguish two areas of employee training – initial training and continued training – from one another through a survey of academic literature and practitioner pieces. The survey will not only review what scholars and practitioners are saying about these areas but will also identify implications for best policy and practice in organizations. The discussion will be framed through a communication perspective—a lens that focuses on the role of communication in a constantly adapting organization.

My passion for this research comes from experiences in my own life of on-the-job training, and how much time I spent questioning, *Is this really how training should be done? Is this the best way?* and *Is this employee ready to perform the job?* While in training for a previous position, I was handed a 1.5-inch binder of facts, policies, pricing sheets, etc. Just being handed the binder was incredibly intimidating, and then I was told I needed to learn everything in the binder to be successful in the position. That was it: Here's a binder, now go home. A week or so later, there were elements of on-the-job training basics (e.g., how phones are answered and how the software was operated), but those basics were always followed up with, "check your binder for everything else." After a few months, I had most of the binder memorized, and after almost two years, I finally felt that I could do the job successfully, even though over half the policies or practices from that original binder become obsolete as the organization changed.

However, as an employee, I felt that most of my professional development came from an intrinsic motivation to be the best I could be at my job. I did my own research on ways to become better, including reading numerous articles and meeting with professors to get help. There wasn't much employee training beyond basic tangible skill training. When I reflect on that experience as a researcher, the training process seems inefficient and unnecessarily long for basic skills. The experience, which I saw repeated with future hires, sparked considerable questioning in the area of training. I wanted to learn what the process should look like based on research and practice and what it looks like when these processes actually work.

This experience is not unique to me. A Human Capital Institute study of over 350 organizations found that the onboarding process is an area of weakness for many organizations—even enthusiastic new hires can become disengaged in the first few weeks on the job because of poor onboarding practice (Filipkowski, Heinsch, & Wiete, 2018). Glint, a real-time employee engagement platform organization, published a press release with analysis of test results from one of their online employee modules. The analysis revealed that poor onboarding practice results in employees being eight times more likely to be disengaged in their work, and 11 times less likely to recommend their employer to others after three months of work (Glint, 2016). Conversely, the same study found that new hires who are highly engaged at the onboarding stage reported possessing a better understanding of their organization's culture and values, and reported being more likely to stay around (Glint, 2016).

Onboarding is often discussed as part of the organizational socialization process (discussed later in this report as well), but training past onboarding needs further investigation. Employees change and organizations change; a solution is needed for how to train and develop talent for those inevitable changes. Training offers benefits for individuals, teams, organizations, and society in multiple areas (Aguinis & Kraiger, 2009). These organizational benefits often include clarification of role expectations through decreased role ambiguity and role conflict, which are understood as uncertainty of the authority one holds in their position, and clash of behavioral expectations in one's position, respectively (Jaskyte, 2008; Rizzo, House, & Lirtzman, 1970). Additional benefits include increased organizational commitment (Aguinis &

Kraiger, 2009; Jehanzeb & Mohanty, 2018), increased employee engagement (Dysvik & Kuvaas, 2008), and increased job performance (Aguinis & Kraiger, 2009). Engaged employees are those who will help organizations grow and adapt through organizational citizenship behaviors (OCBs), which are understood as behaviors observed in the work context where members contribute beyond the tasks of their job description (Markos & Sridevi, 2010). Training also increases the frequency of engaging in OCBs (Dysvik & Kuvaas, 2008). Beyond outcomes beneficial to the organization, training benefits the professional and personal development of organizational members. These outcomes can include social benefits (e.g. making friends), cognitive stimulation (Westover, 2008), increased job satisfaction (Goldstein & Ford, 2002; Jehanzeb & Mohanty, 2018), and increased transfer of learning (Argote & Miron-Spektor, 2011). Organizations are constantly changing, therefore organizational members must retain the ability to learn and adapt to those changes, or it risks being unable to perform successfully long-term (Argote & Miron-Spektor, 2011). However, receiving these benefits is predicated on having effective training, one that comes from a "learning atmosphere systematically designed to produce changes in the working environment" (Goldstein & Ford, 2002, p. 1). In other words, if organizations fail to train employees effectively, not only are those benefits lost, but the cost to organizations is great. For this reason, this report provides a guide for organizations to reap those benefits by offering several research-grounded best practices and a practical example portfolio.

To preview this report, the following sections examine the *role of leadership* as it relates to training, the organizational *socialization* process, *onboarding*, an overview of the field of *training and development*, and finally operationalizing *employee development training*, which will inform chapter 3, an example of a practical program for employee development.

Role of Leadership

Whether organizations are looking to develop leaders or are looking to see how leadership operates within the frame of onboarding and training, a look at how leadership and learning work together is warranted. In their book *Immunity to Change*, Robert Kegan and Lisa Laskow Lahey discuss a problem of adult and leadership development involving the focus on leadership but not development:

> An endless stream of books tries to identify the most important elements of leadership and help leaders to acquire these abilities. Meanwhile, we ignore the most powerful source of ability: our capacity (and the capacity of the people who work for us) to overcome, at *any* age, the limitations and blind spots of current ways of making meaning. (Kegan & Lahey, 2009, p. 5-6)

The concept of meaning making, according to Kegan, essentially explains the human process of organizing meaning through our lifespan (Ignelzi, 2000). This process is essentially how we construct our reality—we find significance in the events we experience through both the event itself and how we react to that event (Ignelzi, 2000). Through finding meaning, we create the ability to change and progress systematically over time (Ignelzi, 2000; Kegan & Lahey, 2009).

Organizations with effective leaders who are focused on development can provide a guide for these changes through training. An excellent framework for understanding the connection between leadership and development is leader-member exchange theory (LMX). LMX describes the process of leaders and followers developing relationships, where the relationship quality influences both leaders' and followers' work behaviors and attitudes (Breevaart, Bakker, Demerouti, & van den Heuvel, 2015). These complex leader-member relationships are developed over time as a result of leaders and members fulfilling role expectations and essentially testing the waters of the relationship (Sin, Nahrgang, & Morgeson, 2009; Volmer Spurk, & Niessen., 2012). LMX's three phases of development are *role-taking, role-making, and role-routinization* (Sin et al., 2009). In role-taking, leaders are communicating role expectations to members, who then respond so leaders can evaluate the response, which creates a role-episode (Sin et al., 2009). In regard to training, we might see this as part of initial onboarding, where leaders are communicating the tasks and expectations of the role to the new member. The second phase of LMX is role-making, where a relationship of social exchange between leaders and members results from the member being given activities they feel are valuable and therefore giving approval to their leaders (Sin et al., 2009). We see this most clearly connecting to both onboarding and employee development training practices where participants in either practice will respond more favorably if they feel there is value in the experience, especially in the case of compulsory training. The final phase of LMX is role-routinization, where relational behavior norms are set, whether the relationship is considered high-quality or not.

LMX's idea of *high quality* or *in-group* relationships are understood as those that have deep trust and open communication, and are contrasted with *low quality* or *outgroup* relationships, which are understood as those "limited to contractual-type obligations" (Walumbwa, Cropanzano, & Goldman, 2011a). While we may wish for all leadership relationships to be of high quality, that is not likely to happen (Erdogan & Bauer, 2014). This delineation between high- and low-quality relationships is due to the variation of both leaders' and followers' levels of skill and desire for relationship, as well as the tangible and intangible cost to invest in the relationship on the part of the leader (Erdogan & Bauer, 2014). For training to be most effective, participating members need to feel a part of the in-group and in an environment where high quality relationships with leadership exists, be that a high quality relationship with supervisors/managers, with the Human Resources (HR) professional administering the onboarding practice, or with the training facilitator managing professional development. For leaders, developing high-quality relationships influences work quality (Walumbwa et al., 2011b), which is also associated—as is effective training—with increased job performance, job satisfaction, organizational commitment and increased OCBs (Volmer et al., 2012).

The entire process of LMX is one of members making their role their own, with the help of leaders. This process begins with effective onboarding and continues with employee development training as leaders and members negotiate role expectations, organizational meaning, and belonging. Thus, LMX is a key feature of organizational socialization processes that shape members' views of themselves, their relationships, their work, and their organizations.

Organizational Socialization Overview

A foundational knowledge of the socialization process in organizations is necessary to understand the context of this discussion, as significant research has been done on the subject (e.g. Dose, 1997; Feldman, 1981; Miller, 2009). Organizational socialization is the process of an individual acquiring knowledge about organizational norms, position requirements, and adapting to organizational life (Eisenberg, Goodall, & Tretheway, 2014; Miller, 2009). This nonlinear process engages multiple components of organizations during the time when individuals are members (Miller, 2009). To successfully socialize employees, organizations need to make sure that employees feel integrated into the culture—if employees don't feel integrated, they are less likely to be satisfied and effective in their position (Eisenberg et al., 2014). The socialization process involves three stages, the first two of which will be discussed in detail as a way to understand where the process of onboarding belongs in the timeline of members' arrival in the organization. The final stage of socialization leads into how this report explains the literature behind continual professional development, referred to as *employee development training* (EDT).

Onboarding Overview

For this report, onboarding will be understood as the process of getting new employees up to speed on the job and increasing the chance they will stay with the company long-term (Stanley, 2012; Wolper, 2017). This process includes stages of orientation (paperwork and the whose office belongs to whom conversation), assimilating new employees to workplace culture and values, setting expectations for the roles of the position, and outlining the tools available to employees to perform their jobs successfully (Filipkowski, Heinsch, & Wiete, 2018). Klein and Polin write that typically, best practices for onboarding are conveyed by practitioners, but they are often missing the *how-to* or *prescriptive* element (2012). In fact, the authors continue by saying that "prescription is also lacking from the academic literature, as there is a paucity of research on specific onboarding practices" (Klein & Polin, 2012, p. 267). Academia, therefore, is in need of more literature on good practices for the holistic process of onboarding.

Training & Development Overview

Training is understood as the process to develop skills for performing a specific task more effectively and efficiently (Beebe, Mottet, & Roach, 2013). The foundational idea of training & development (T&D) is that of *workplace learning* performed by adult learners (Manuti, Pastore, Scardigno, Giancaspro, & Morciano, 2015). Workplace learning is "the way in which skills are upgraded and knowledge is acquired at the place of work" (Cacciattolo, 2015, p. 243). Adult learners are the focus of organizational training, but their specific learning needs impact training strategies due to adults' distinct "motivation, interest, values, attitudes, physical and mental abilities, and learning histories" (Kennedy, 2003 as cited by Westover, 2008, p. 1). This is the reason that the literature review of this report first reviews adult learning theory in the workplace, and then operationalizes employee development training (EDT). Essentially, we understand training and development to bring the idea of adult learning full circle, as T&D uses the context of organizations and the goals of long term growth to go beyond simply teaching surface-level skills (Manuti et al., 2015). This learning process is also crucial as it relates to learning or knowledge transfer, where new learning can be applied, maintained, and generalized by the learner (Holton, Bates, & Ruona, 2000). Important characteristics of adult learning theory will be discussed in the literature review chapter of this report in greater detail.

Employee Development Training (EDT). It's not realistic to think that an employee will be onboarded and suddenly know everything they need for a long and successful tenure in an ever-changing organization. It *is* realistic to expect that employees need to learn new skills as they, their coworkers, and organizations as a whole grow and change. Goldstein & Ford (2002) define training as the "systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance in another environment" (p. 1), further saying that good training programs produce more competent employees. Using Goldstein & Ford's definition of training, Aguinis & Kraiger (2009) go on to define development as "the activities leading to the acquisition of new knowledge or skills for purposes of personal growth" (p. 452). This report discusses EDT as a combination of training and development as Aguinis & Kraiger did. EDT can include training on a wide variety of skills, depending on the needs and design of the organization. For example, EDT could assist in training of a promoted individual who already understands the basics of the organization, but who also needs practical training in a new position. Additionally, in an effort to better the professional soft skills of its members, organizations could provide workshops or mentor training in interpersonal skills, time management, or general communication skills that can benefit both organizational members and organizations long term. This discussion fits well in the context of organizational communication, understood in this report as a way to explain how organizations function in social structure, psychological state, knowledge, etc. instead of simply one phenomenon of many in an organization (Deetz, 2001). The literature review chapter of this report operationalizes EDT as a way to separate it from the literature of training and development.

Preview of Chapters

The remainder of this report will consist of three additional parts. The first part will be a literature review that synthesizes the relevant academic and popular literature regarding onboarding and EDT. The literature will focus on defining relevant terms, describing pertinent processes, and identifying outcomes as well as the process factors that shape those outcomes. The next part will present an evidence-based onboarding and EDT product that draws on the literature reviewed in part one and demonstrates what such processes can look like as well as the intended effects. The final part will conclude the report, focusing on potential directions for future research that engages academics and professionals in mutually beneficial efforts that will improve research and practice in the areas of onboarding and employee development training.

Chapter 2 - Literature Review

Best practices for training employees emerges from a wide variety of literature. To understand that literature, this report will detail four areas: workplace socialization, onboarding, training & development, and finally employee development training. As noted in the previous chapter, the social exchange between leaders and members are a core element of these processes, and as such, the following sections should be viewed in the frame of that exchange. Both socialization and training & development sections serve as framing for the practical sections that follow them (onboarding and EDT).

Organizational Socialization

Socialization is "linked to many valuable outcomes for both the new employee (role clarifications, job satisfaction, self-confidence, career involvement, career effectiveness and personal income) and the organization (productive, organizational commitment, job involvement, role orientation, and tenure)" (Klein & Polin, 2012, p. 267). Klein and Polin (2012) also write that organizations are looking at being affected in the future by issues of skill shortages and talent management, meaning that organizations need to be even more mindful of adequately preparing both new and current employees alike.

The process of socialization includes three phases: the *anticipatory socialization* stage, the *accommodation* stage (also called the encounter phase), and the *role management* stage (also called metamorphosis) (Allen, Eby, Chao, & Bauer, 2017; Miller, 2009). The *anticipatory socialization* stage is the time before entering organizations, when new members consider their expectations about the position and organization (Allen et al., 2017; Miller, 2009). Anticipatory socialization is further divided into *vocational anticipatory socialization* and *organizational anticipatory socialization* (Kramer, 2011). The vocational subset is that of career or occupation selection, while the organizational subset is that of selecting an actual organization to join (Kramer, 2011). Essentially, through their own perception of their skills and experience, newcomers create a mental image and expectation for how they fit into a career and organization. For example, a newcomer might imagine how their first day on the job will operate—who they'll meet, where their working area will be located, and what their first task will be.

While socialization is not a perfectly linear process, the next stage typically discussed is that of accommodation, considered the "heart of socialization" (Allen et al., 2017, p. 327). In this phase, new organizational members are trying to make sense of their new role by learning and adjusting to the expectations and practices of their organization (Allen et al., 2017; Miller, 2009). This best connects to the practice of onboarding, where organizations have the opportunity to teach and define the goals and expectations for the position, especially since the accommodation phase is understood to happen in the first few weeks or months of membership (Kramer, 2011), which is the same timeline we would understand onboarding to occur in. For example, organizations' CEOs may speak at orientation and communicate their willingness to help answer questions. Additionally, newcomers may do their own research through peers, official organizational messages, or even those outside the organization, and weigh all the information to learn about the expectations for their organization (Eisenberg et al., 2014). It is important to note, however, that information-seeking tactics of newcomers tend to focus on indirect discovery, rather that direct question asking, as the latter may be interpreted as a waste of time asking irrelevant questions (Eisenberg et al., 2014). Instead, newcomers rely on tactics like disguising conversations, indirect questions, testing limits, or observing their organization to gain information (Eisenberg et al., 2014). Examples of these tactics might be offhandedly saying "I guess dinner will have to wait" rather than overtly asking if staying late is required (i.e. indirect questions), or making jokes about people or practices in their organization and seeing if others find the jokes funny (i.e. disguising conversations) (Eisenberg et al., 2014).

The final stage is role management or metamorphosis where training is put into practice by new in-group members of organizations with added expectations and responsibilities (Allen et al., 2017; Miller, 2009). This is essentially a period of psychological adjustment where the newcomer's focus is on maintaining their new role, rather than transitioning into it (Kramer, 2011). The newcomer is settling into their organizational identity by understanding organizational culture, developing relationships, and increasing organizational satisfaction (Kramer, 2011). It is in metamorphosis that the member becomes part of the in-group (Miller, 2009), again connecting to LMX and the exchange of information that brings leaders and members to a point of high-quality relationship. Before moving on from this section, it is important to note scholars' challenging of the metamorphosis stage in particular, in saying that while organizations may think it is the ultimately desired outcome, that this view might problematic (Gist, 2016). For example, in an organization with a negative culture (e.g. workplace bullying or hazing) having all members perpetuate this negativity through assimilation into the culture could result in not reaping the proclaimed benefits of metamorphosis (Gist, 2016). Similarly, organizations who aim for short-term membership miss out on metamorphosis benefits when they have members who don't want to leave when the organization needs them to (Gist, 2016).

While socialization is an ongoing internal process that can last a lifetime (Klein & Polin, 2012), onboarding and development training are specific processes that occur within accommodation and role management phases between both the person and the organization.

Onboarding is a way that the organization can facilitate socialization (Klien, Polin, & Sutton, 2015), best practices of which are discussed next.

Onboarding Description and Practice

Onboarding consists of “all formal and informal practices, programs, and policies enacted to engaged in by an organization or its agents to facilitate newcomer adjustment” (Klein & Polin, 2012, p. 268). Onboarding activities provide a chance for organizations to impart their values and mission on new organizational members (Graybill, Hudson Carpenter, Offord, Piorun, & Shaffer, 2013). From the perspective of onboarding subject-matter experts (SMEs), onboarding’s five most primary goals are to integrate employees into organizational culture, complete compliance requirements/establish employee benefits, get new hires to buy-in to organizational strategy, reduce time it takes to reach role proficiency, and clarify role responsibilities (Filipkowski et al., 2018).

Essentially, effective onboarding sets new organizational members off on the best foot, reducing uncertainty and anxiety, helping in organizational sense-making, and providing tangible and intangible resources (Klein et al., 2015). Organizational leaders have many options to consider when preparing an onboarding program, such as length of process, where and how the program takes place, documentation content, facilitator selection, type of on-the-job training, and feedback, just to name a few (Stanley, 2012). Klein & Heuser (2008 as cited by Klein et al., 2015) offer the Inform-Welcome-Guide framework as a way to organize onboarding practices, which as the name suggests, informs, welcomes, and guides new organizational members as they enter the organization. In *inform*, organizations are offering communication, resources, and training (Klein et al., 2015). In the communication subset, organizations send welcome letters or packets, as well as scheduled calls that help newcomers adjust successfully to organizations

(Klein et al., 2015). In the subset of resources, organizations offer more formal communication such as a FAQ document (Klein et al., 2015). Finally, the training subset is the actual planned programs that facilitate teaching of knowledge and skills to be successful (Klein et al., 2015). To *welcome*, organizations celebrate the newcomer and facilitate ways to meet other members, which fulfill social needs of identity, belonging, and support (Klein et al., 2015). For example, organizations hold retreats, mixers, or welcome lunches to create these opportunities. Finally, to *guide*, organizations offer active and direct assistance to becoming part of the organizational in-group (Klein et al., 2015). Examples of guidance are having newcomers shadow veteran employees or being assigned a peer buddy (Klein et al., 2015).

Onboarding is considered successful if the newcomer expresses role clarity, self-efficacy (confidence in ability to contribute), social integration, and appropriate knowledge of organizational culture (Baek & Bramwell, 2016). Research shows that when done correctly, onboarding does work, and that including more of the aforementioned practices are more positively correlated with successful onboarding (Hillman, 2010; Klein et al., 2015). Additionally, the timeframe matters, with the first 30 days being most crucial—in that time a newcomer decides how they feel about the position, and whether or not they're in it for the long haul (Hillman, 2010). "Done correctly" leads this report to discussion of the prescriptive elements called for by Klein & Polin (2012), as foreshadowed in the introduction.

In Klein et al.'s (2015) research on effective onboarding practices, the researchers note that the "how" matters—how onboarding is offered and how it feels. Essentially, if the onboarding practice does not resonate with the newcomer, it will not be effective. Determining where to start may be the most challenging, as developing an effective onboarding program is a strategic process. First determine who the key stakeholders are in the conversation and what their roles should be, then break down the onboarding process into distinct time periods with key activities in each stage (Grillo & Kim, 2015). Essentially working backwards from what new organizational members need to learn, then make decisions on how, when, and who is involved in teaching those skills, processes, policies, etc. Clarifying the purposes of onboarding activities leads to specific, and therefore effective, onboarding practices (Klein et al., 2015). Additionally, onboarding practices need to be constantly evaluated—again, organizations change constantly, and what works right now may not work in five years.

One caveat to this discussion is that organizations are different from each other. Therefore, assuming that one size can fit all is a problem. Depending on the type and needs of the organization, the onboarding program could include on- or offsite training, digital or in-person facilitation, shadowing or situational role play—or any combination thereof. For example, larger organizations are able to fund and orchestrate sessions for hundreds of employees at once, but smaller organizations may hold small or one-on-one sessions (Association for Talent Development [ATD], 2018). Most organizations are currently opting for in-person facilitation for most learning hours (54%, inclusive of all learning, not just onboarding), which is more than in previous years (ATD, 2018). E-learning, which is typically self-paced digital training, received about 23% of learning hours in the same study, which is just under double the hours reported in 2010 (ATD, 2018). Flipped-classroom models are also being used in onboarding practices, where a manual is given out with activities to be completed in the newcomer’s own time, then virtual or in-person follow-up sessions are administered to verify learning outcomes and allow for questions and clarifications (Nederveld & Berge, 2015).

While there is a trend toward self-directed, informal learning (figure it out as you go), requiring participation in formal onboarding programs is associated with onboarding being perceived as more beneficial on the part of the newcomer (Klein et al., 2015). Organizations must value the process of constantly evaluating their onboarding program with those currently and formerly in the process to see what changes need to be made for the program to be more effective. Every learner also learns differently, and there may be times where a specific program needs to be created for one individual to be successful.

Overall, the initial training process of onboarding for new organizational members is crucial to organizational success, as relates to the newcomer's perception of being clearly informed, welcomed, and guided into the organization. However, as organizations change or as members wish to increase responsibility in their organization, other opportunities arise for training members in skills beyond initial onboarding—how these skills are taught is the focus of the following section on the field of training and development.

Training & Development

To understand the value, best practices, and future implications of training and development, as relates to the EDT plan included in chapter 3 of this report, we must first understand the logical progression of organizational members as trainees to full-fledged and fully committed members. To explore that progression, the following section covers elements of adult learning theory in the workplace, followed by the practical application of EDT.

Adult learning. Learning can be understood as "a change in individuals, due to the interaction of the individuals and their environment, which fills a need and makes them more capable of dealing adequately with their environment" (Beebe et al., 2013, p. 28). Creating a program of content and training that fills those needs and makes capable organizational members can be difficult, especially with adult learners. Adult learning, or andragogy, has five basic assumptions: (a) adult learners need to know the purpose behind the learning event, (b) their past experience should be recognized and valued, (c) they are self-motivated, (d) they likely know their own deficiencies in learning, and (e) they are problem-centered (Beebe et al., 2013). Jonathan Westover, professor organizational leadership and ethics, further adds to this conversation with ten characteristics of adult learning theory in the HR management context, which can be summarized into the following five action steps for successful adult learning (Westover, 2008):

1. Learning is a continuous process of interrelated elements.
2. Learners must be actively involved in the learning process, and are responsible for their own learning.
3. Learning involves both intellectual and emotional elements with realistic and relevant examples and exercises—learners need to be able to relate new information to old information.
4. Facilitators need to create an informal learning environment with a stimulating variety of learning methods to involve all the senses of the learners
5. Learning is a two-way street and will succeed best when both facilitators and learners come together to check learning outcomes and improve training experiences, rather than rely on formal tests and evaluations.

These five steps boil down to a reminder that no learning process is successful when it is a one-way process—both the teacher and the learner must work together. What is discussed heavily here is the concept of relevant and realistic learning experiences, meaning that standard academic or classroom practices may not work. Common practice is to call workplace learning "informal," (as Westover does) but this practice does not accurately articulate what should be happening in organizations and lessen the value of the field (Billett, 2001). The effective facilitation of adult learning requires planning and attention to the five aforementioned principles from Beebe et al. (2013). For example, to make learning relevant, a needs-analysis (which identifies what a learner does not know) should be conducted (Beebe et al., 2013). This differs from a person-analysis, which identifies who is in need of training (Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012). Once the learner's unknowns are identified, effective adult learning focuses on the real or day-to-day problems that the learner is facing—this is typically called the learner's "in basket" in reference to an inbox or basket of tasks sitting on one's desk to be completed (Beebe et al., 2013). Finally, at least some learning must involve the learner doing actual work in the training session (Beebe et al., 2013). Imagine if the trainee had to spend hours in sessions doing exercises and activities, then returned to their desk or workstation to a mountain of work that piled up while they were away—that type of training will not be seen as valuable to many employees, but wasteful. Effective adult learning incorporates this on-the-job training that uses tasks the learner already needs to do as ways to teach and gain skill expertise.

The need for training can arise from changing organizational needs, and there is value in seeing how connections are made between academic education scenarios and the workplace (Manuti et al., 2015). "Workplace learning has a broader project and potential to link development of the individual with development of the organization or business, through an emphasis on sustained development and learning processes as well as learning outcomes" (Manuti et al., 2015, p. 2). What needs to be understood is how adult learning theory operates in the context of the workplace.

Workplace training. Ideally, workplace training is a joint effort combining organizational action to help employees improve and grow and employee motivation to do the same. As Laird, Holton, and Naquin (2003) assert, "training and development exists to promote individual and organization excellence by providing opportunities to develop workplace skills" (p. 6). Such training should focus not only on personal development but also on technology and organizational processes (Laird et al., 2003). Moreover, effective training programs require significant behind the scenes work in terms of preparation, assessment of individual and organizational needs, and continuous evaluation in terms of its effectiveness and efficiency (Westover, 2008). A needs-assessment should identify areas for skill improvement, analyze and tailor training to the audience, and be robustly researched for specific and measurable objectives (Carolyn, 1993 as cited by Westover, 2008). Organizational culture must also be analyzed, because even a program that seems perfect may not work in certain workplaces (Bunch, 2007). In other words, transplanting a program that is effective in one organization into another organization may not work as intended because organizations, people, and contexts differ.

There are four items that need to be taken into consideration in determining who should participate in a training program: who benefits, what is required by law, whether or not the training should be voluntary, and whether or not participants in different organizational levels should be separated in training sessions (Kirkpatrick & Kirkpatrick, 2006). Kirkpatrick and Kirkpatrick continue by saying that while all members of organizations can professionally benefit from training, members of certain levels in the organization may receive more benefit than others (2006). For example, a manager (higher-level) may require more training in a wider variety of skills than a front-line worker. One way to determine this is through the above-mentioned person-analysis, which can identify who needs specific training and what adaptions need to be made for training to become beneficial for the individual (Salas et al., 2012). Kirkpatrick & Kirkpatrick (2006) state that the programs required by law or government edict are an easy answer to the question of what is required. For example, manufacturing, finance, insurance, real estate, and healthcare companies are focusing more on compliance material due to the need to comply with safety laws (ATD, 2018).

When making the decision about whether or not other elements training program should be required or simply voluntary, a helpful consideration is the message being sent. Voluntary training is likely to be sparsely attended as those who need the training may not realize they need it and therefore will not sign up (Kirkpatrick & Kirkpatrick, 2006). Compulsory training does come with a stigma of being made to do something one doesn't wish to do. A few examples of a way forward could be to request volunteers to participate in a pilot version of the training program, or offer a "rewards program" or certification of sorts for those who participate. If their experience is positive, they may encourage others to participate, which helps to address concern that the training program will be boring, a waste of time, or not relevant. Additionally, when those perceived to already have the training (i.e. higher-level members) are willing to participate in training with lower level members, this creates greater leader-member exchange relational quality.

In their book *Evaluating Training Programs: The Four Levels*, Kirkpatrick and Kirkpatrick (2006) offer an outline of four levels on which to evaluate workplace training programs, which they call the Kirkpatrick Model: reaction, learning, behavior, and results. *Reaction* is the degree to which participants respond positively to the learning event (Kirkpatrick & Kirkpatrick, 2006). Consider this to be much like customer satisfaction survey or a teaching evaluation. *Learning* is the degree to which participants actually obtain the knowledge, skills, and attitudes that were expected through participation in the learning event (Kirkpatrick & Kirkpatrick, 2006). *Behavior* is the degree to which participants are able to apply concepts from the learning event to the actual job and experience change (Kirkpatrick & Kirkpatrick, 2006).

Change can only occur when four conditions are met: the person (a) wants to change, (b) knows what to do and how to do what is required, (c) is working within a work climate that is conducive to change, and (d) is rewarded for changing (Kirkpatrick & Kirkpatrick, 2006). The final level in the Kirkpatrick Model is *results*, which are the degree to which outcomes are met after participation in the learning event and any further reinforcement the organization offers (Kirkpatrick & Kirkpatrick, 2006). Effective evaluation identifies the impacts of learning before, during, and after training in ways that go beyond the Kirkpatrick fourth level of results (Bunch, 2007). Results are not an ending point, but part of a constant cycle of improvement.

By making learning relevant and interactive, and constantly evaluating the participation and content of their training programs, organizations are well-positioned to reap the benefits of effective training, such as job satisfaction, organizational commitment, and employee engagement as this report has discussed. However, merely training in job skills doesn't cut it—professional development skill training is also needed by organizational members.

Employee Development Training

Employee development training (EDT) refers specifically to professional development training elements organizations should consider beyond standard technical or skill training—EDT over-simplified is soft skill training in the organization. EDT is operationalized in this section through how content should be created, how it should be taught or facilitated, and what skills could be part of this type of training. Essentially, this section of literature pinpoints the prescriptive objectives of effective EDT programs which will be applied in the exemplar of chapter 3.

Creating content. Returning to Beebe et al.'s five assumptions of adult learning (2013), the researchers offer applications for each of those assumptions: To make training meaningful and relevant, consider ways to include real, productive work in the session. To show the value of experience that adult learners bring to the session, find ways to invite them to share those experiences as examples for concepts to be learned. Because adult learners are internally motivated, focus on work-related tasks and discover what makes the members in the current session “tick” so to speak. Every group is different. Adults generally “know what they need to know” (Beebe et al., 2013 p. 39), so encourage self-directed learning with constructive feedback. Finally, adults are problem-oriented learners, and likely know the problems they need help with—start there. Survey the learners prior to the training session to learn what they perceive to be relevant problems, and combine those objectives with what is laid out by upper management, etc. Utilizing action steps for how adult learners learn will make EDT programs feel valuable to organizational members, and will also increase transfer of learning.

Facilitating content. How content is given to those participating is one of the largest factors in whether or not the training is perceived as useful. Face-to-face training is the preferred method for teaching communication skills with T&D professionals (ATD, 2018), but there are times when digital training modules may be more beneficial. For example, safety or diversity training could be better served (in time or monetary benefits) through an engaging online module. Surprisingly in this digital age, mobile learning through technology such as smartphones and tablets only makes up 2% of the learning hours used by organizations in 2017 (ATD, 2018), but that number is likely to grow. Be specific in what is being taught (focus on a skill, for example), and teach it in such a way that the skill is told and shown, then invite learners to try the skill—encourage and correct errors in that practice process as well (Beebe et al., 2013). Utilizing the “flipped classroom” approach is also beneficial. Flipped classrooms put the content learning responsibility on the participant, so that the in-person sessions can focus on practical application (Nederveld & Berge, 2015). For example, providing participants with concise content outlines (in hard copy or digital format) and ample preparation time, and following that with a shorter in-person practical session could be perceived as more time efficient and helpful in some organizations. Creating opportunities for practice is also crucial. Sometimes this should be actual work (referencing in-basket work discussed earlier), and sometimes realistic scenarios should be created for practice. Role-play exercises and case studies are tools where content creators, facilitators, and SMEs can collaborate to develop authentic settings and situations for participants to test skills in low-stake environments (Beebe et al., 2013; Salas et al., 2012).

Skills to teach. There are a variety of soft skills that are in talent shortage in organizations. These soft skills, or “human strengths” of communication, collaboration, relationship-building, creativity, empathy, desire to learn, and more are in high demand due to this shortage (ManpowerGroup, 2018). EDT becomes the avenue to teach skills organizations are asking for such as interpersonal communication (ATD, 2018), collaborative communication, listening skills, and conflict management (Beebe et al., 2013) and even the recently called for mental health training (Milligan-Saville et al, 2017). Communication about training to organizational members is also extremely important, as how training is discussed sets the tone for how many members will perceive its learning value and, potentially, its value for “fun.” The communication about the training should not focus on how members have a learning deficit, for example, but should focus on what positive benefits the training will offer (Salas et al., 2012).

As impactful as training has the capacity to be with those positive benefits, potential pitfalls cannot be left out of the discussion. Before offering a practical program, the following researched failures in training necessitate discussion.

Training Failures

Organizations spend a lot of money on training, and at a cursory glance, this may seem like a worthwhile investment. In fact, in 2017, organizations spent an average of $1,296 *per employee* on learning, which was also a 1.7% increase from 2016 (ATD, 2018). However, money spent doesn't always equal great results. Bunch writes that often "much of this investment appears squandered on ill-conceived or poorly implemented interventions" (2007, p. 142). Practitioners often feel pressure from organizational leaders to use the latest fads or quick fixes just because of their novelty, rather than truly evaluating what the needs of the organization are (Bunch, 2007). One example of a fad or novel idea is technology-based training in lieu of in-person training because there is a feeling that digital methods are more efficient, easier to facilitate, or cost effective. However, there's not really a difference in outcomes for technology-based training over in-person training—in fact, it's not even more cost effective (Salas et al., 2012). The decision of one over the other, or a blended system, should be made based on assurance that no learning ability is lost, and cost decisions should be analyzed, not assumed (Salas et al., 2012).

What is critical is whether or not the learning is transferable. If the learning doesn't transfer, then there is no lasting benefit to the training (Salas et al., 2012). There can be a myriad of causes for why the learning doesn't transfer—for example, the facilitator could be a great expert but not create activities that actually teach concepts, or the content could be fantastic, but presented by an untrained or unengaging facilitator, and then the training feels wasteful to participants (Bunch, 2007). Another potential reason comes back to a connection to adult learning theory: the learner has to be engaged in the training. Organizational members who are committed to their jobs and organization, who believe the training is beneficial, and who are dedicated to learning are those who will actually acquire new skills (Tracey, Hinkin, Tannenbaum, & Mathieu, 2001). This is essentially the concept of *intrinsic motivation*, which is shown to moderate the relationship between satisfaction with training and work performance (Kraiger & Ford, 2007). Organizations need members who are looking for fresh opportunities and ways to develop and improve the organizations they are a part of (Volmer et al., 2012). People who want to learn will engage better in training and might aid in communicating the benefits of training to members who don't currently want to learn. Nonetheless, there will be members of organizations who do not value learning experiences, and there may be nothing organizations can do to change the minds of those members.

In summary, through this survey of literature on onboarding's role within organizational socialization and EDT's role within the training and development of adult learners in the workplace, what is needed is a way to see these concepts in action and test their effectiveness.

Chapter 3 - EDT Exemplar

The preceding literature offers a number of prescriptive steps for how to develop an effective EDT program. These are summarized as action steps as an opening to this chapter. As an element of both the role-management stage of organizational socialization, and the role-making and role-routinization stages of LMX, EDT programs assist in the process of both developing skills within roles and in connecting leaders and followers for meaningful work. What we obtain from chapter 2’s background is that the process of developing an effective EDT program begins with conducting a needs-analysis to determine what skills are needed in the organization (Beebe et al., 2013), as well as a person-analysis to determine who specifically needs the training (Salas et al., 2012). Kirkpatrick & Kirkpatrick (2007) even offer an example form that could be distributed to organizational members to determine what skills they think they need (p. 18). Secondly, once skills are chosen, how they are approached by facilitators and content developers should reflect on the real problems and scenarios that the participants are experiencing in their roles (Beebe et al., 2013). The content creation process should involve the participants so that their understanding of what experience they do have and what skills they feel they are deficient in are reflected in the training (Beebe et al., 2013; Westover, 2008). The skills taught should be narrowed and specific as well (Beebe et al., 2013). If the session content feels too theoretical or larger-than-life it is hard to grasp on the part of the participants.

Creating engaged activities that solidify learning are also crucial in the process. Continuous lecturing does not assist in participants maintaining information (Nederveld & Berge, 2015). To create engaged learning activities, consider creating case studies based on real, or at least realistic, scenarios or utilizing role-play conversations that mimic real life (Beebe et al., 2013; Salas et al., 2012). In-person facilitated training is found to be the more preferred method, so when able, prioritize in-person sessions (ATD, 2018). When in-person time is limited, the "flipped classroom" approach can also be effective—create concise and specific content to be read on the participants' own time, and utilize the in-person session to apply the concepts covered in that content (Nederveld & Berge, 2015).

After the training has concluded, it is crucial that its effectiveness be evaluated for future improvements (Kirkpatrick & Kirkpatrick, 2006). The Kirkpatrick module of evaluation may prove beneficial, and organizations could consider also utilizing the Kirkpatrick's second book *Implementing the Four Levels* which contains specific tools and questionnaires that evaluate training based on the four levels of reaction, learning, behavior, and results (Kirkpatrick & Kirkpatrick, 2007).

Based on the literature basis provided in the previous chapter that has just been reviewed, this report now offers a complete EDT program module with ability to be flexed to any organization's needs and values. There are significant practitioner pieces, textbooks, blogs, etc. on proper onboarding practices, and some for specific technical skill training, but there is not the same depth of example for EDT, which is the rationale behind the focus of this section. This practical document offers a complete module on teaching collaborative communication in the workplace—including rationale, content plan, and learning exercises. Connections to the literature that informs content decisions are denoted by footnote citations. The reference list for those citations is included in an appendix of this chapter to meet the goal of allowing chapter 3 to stand alone from the rest of the report as part of the researcher's portfolio. The starting point of this program should begin after organizational members are onboarded to avoid potential information overload in dual training programs—onboarding can provide its own information overload (Klein et al., 2015)—and should be framed as a core skill element employee development when promoted by the organization.

Important to note are the ways in which this EDT exemplar utilizes characteristics from the LMX theory and the content creation within it. Firstly, the topic of collaboration exemplifies LMX holistically, as the theory is founded on leaders and members working to build a relationship together. Secondly, LMX is predicated on the ability of both leader and member to engage with one another in ways that are costly—perhaps tangibly in time, and intangibly in the emotional effort it takes to develop and maintain a relationship (Erdogan & Bauer, 2014). EDT, when done effectively, is likely to take considerable time in preparation, operation and evaluation, all items that are part of a continuous cycle of training improvement, and that time is costly to leaders and members alike. Yet, the time spent in collaboration and relationship building is shown to increase the quality of the relationship, which also increases work quality in a general sense (Erdogan & Bauer, 2014; Sin et al., 2009; Walumbwa, 2001b). There is also the opportunity for developing an EDT program specifically for leaders and members to build on the quality of their relationship. One of the strengths of the module is its flexibility, as the content or activities can be altered in ways that would allow for specific training on how leaders and organizational members can collaborate by communicating effectively, making decisions well, and managing differences. As it stands, the module is an exemplar of the literature outlined in the previous chapters, the justification of which is as follows:

The first characteristic this module utilizes from the previous literature is that the purpose of not only the module as a whole, but each learning objective is clearly communicated to the participants (Beebe et al., 2013). Second, through Activity #1, the facilitator can flesh out information on past experience which can be incorporated as examples and furthering of content to show recognition of participants' experience (Beebe et al., 2013). Self-motivation is predicated on the individual participant, but positive communication about the session and an engaged facilitator can't hurt to encourage participation. Next, as the facilitator asks engaging questions and involves the participants in learning the content and application through exercises (activities two and three especially), conversation can develop regarding the deficiencies the participants feel they have (Beebe et al., 2013; Westover, 2008). Whether conversation verbally happens or not, job-related and relevant content allows participants to internally evaluate their skills, which might be all that is needed. This is also a part of the interrelated learning process where facilitators and learners come together to improve both the current learning experience and the training process holistically (Westover, 2008). Finally, the module also focuses on the day-to-day problem of collaborative communication in the workplace, offering practical communication practices in groups, functional decision-making processes, and conflict management strategies to help solve that problem (Beebe et al., 2013). Each concept is also reiterated through practice in activities that incorporate active learning, role-play, and realistic scenarios (Beebe et al., 2013; Salas et al., 2012). The module is also designed as an in-person event, the preferred method of many organizations for training (ATD, 2018).

Holistically, full training programs are best served by following a module like this exemplar, where needed training for specific skills are selected via needs-analysis (Westover, 2008). It's also important that content creators and facilitators talk with potential participants to learn what prior experience is being brought to the table. Once the session begins, that learning, and potential content adaption, should continue. Each module or training session's purpose should be clearly communicated, which limits the feeling of ambiguity regarding why a training is valuable, if voluntary, or even required (Beebe et al., 2013; Kirkpatrick & Kirkpatrick, 2006).

Content creators need to utilize those fact-finding conversations about participant experience to develop activities that solidify learning in a way that is active, engaging, and contains realistic, job-related work. Essentially, training programs are most effective when they are focused on the needs of the learner. With this backing of literature, this report continues with an EDT exemplar, after which the conclusion chapter is presented.

EDT Exemplar Module: Collaborative Communication

Purpose & participant rationale of module

Workplaces are in need of soft skill training in ways to develop a collaborative team and manage conflict, as well as how to problem-solve and make decisions in groups and teams.[1] Participants will find value in the ability to better understand how to effectively communicate with groups and understand how they form. Participants will also find value in learning ways to effectively make decisions and manage differences within those groups.

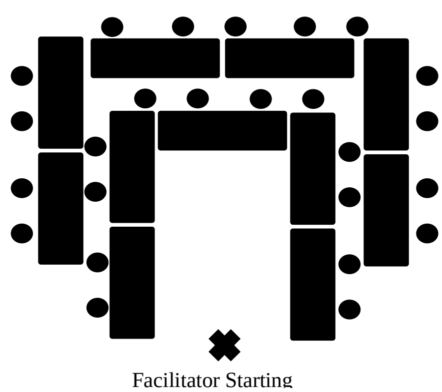
Concepts Covered

- Fundamentals of how groups communicate
- Fundamentals of group decision-making processes
- Fundamentals of conflict management in group settings

Coordination & Planning Items

- **Module type**: In person
- **Facilitator requirements**: SME in communication in groups and teams, should collaborate with participants to learn what issues are prevalent in group communication and to provide relevant and realistic examples during the workshop[7]
- **Total workshop time:** 2 hours
- **Maximum number of participants**: For the purpose of focused instruction on the part of the facilitator, there should be no more than 30 participants per session.
- **Room design/set up**:[2] Two horseshoe-oriented rows of rectangular tables, with chairs facing the center of the horseshoe. If there are fewer participants than will completely fill the horseshoe, instruct everyone to sit toward the middle of the horseshoe. Screens for PowerPoint or other slide deck system should be oriented in such a way that they can be clearly seen by all. For example, more than one screen may be necessary for a larger room/number of participants. See diagram below for example (this design suits 25 people):

Figure 1: Room Design



- Supplies required
    - **Activity 1**: Access to PollEverwhere.com web application or PowerPoint add-on for PollEv. Screen where results from PollEv can be shown to all participants.
    - **Activity 2**: Printed copies of case study roles (there are five roles, which should be printed at multiples to match the total number of participants).
    - **Activity 3**: (a) One printed copy of the two “Issue at Hand Statements”, (b) at least two sticky notes or small pieces of paper for each participant, and (c) a basket of slips of paper, totaling the number of participants, two of which say “Staff Member.” All other slips of paper should say “audience member.” If no PowerPoint is used during this session, then also print off the “context” paragraph for each participant.
- Optional supplies: PowerPoint slide deck printed in notetaking format for participants.

Collaborative Communication – Content Plan

Introduction

I. Introduction of Facilitator

II. Introduction of Purpose
   a. Identify the roles of communication in small group settings
   b. Identify collaborative and effective decision-making processes in small group settings
   c. Identify collaborative ways of managing differences in small group settings

III. Outline of Content
   d. Characteristics & composition of small groups
   e. Communication in decision-making in small groups
   f. Collaborative conflict management in small groups

Activity: Brainstorm advantages & challenges of working in small groups. Time limit: 10 minutes. See module appendix for instructions.

Communication in Small Groups

I. Definition of small group
   a. In the workplace, we collaborate, or work together, on a number of projects, so it's important to learn ways to make that collaborative work productive and efficient.
   b. What does a small group look like? There are a number of characteristics to take into consideration, which we'll detail later, but let's first separate a *small group* from a *team,* because understanding what our collective is can help us better communicate.
      i. Small group communication: a group that shares common purpose, sense of belonging, and influence one another.[3]
      ii. Team communication: coordinated group of people who work together for meeting a specific goal.[3]

While your small group could become a team looking to meet a goal, let's focus on how communication in small groups operate, as well as how these groups are formed and roles within them.

II. Communication in small groups
   a. To help us think about how small groups operate, it's helpful to think about the role of communication in small groups.
   b. One way to understand communication is by seeing it as a way that senders transmit messages to receivers through channels (SMCR model). [4]
      i. The person sending the message is called the *source*.
      ii. The *message* could be verbal, written, etc.
      iii. The message is sent through a *channel* or mode of communication (e.g. email, in- person, social media, etc)
      iv. Finally, the *receiver* gets the message. The receiver could be a single person or group of individuals.
      v. The basic idea is that, in groups, we have a bunch of senders and

receivers transmitting messages across quite a few channels. The key is for receivers to be tuned into the right channels and to be interpreting the messages being sent correctly.

c. Another way to understand how communication operates is by saying that communication is not just *sending*, but rather communication makes us who we are.
    i. For example, through communication, we sort out who is and who isn't a member of a group, and it what means to be a member of a group.
    ii. Basically, communication is a process of making meaning of what we're seeing and hearing.
        1. This means that communication and meaning-making depend on the person and the context.
    iii. This also means that how groups are formed, how they operate, how they communicate, and how they interpret are crucial to groups' abilities to be successful.

III. Composition & roles in small groups.

There are a number of characteristics to consider in how a small group forms, from size to how they function and create their own identities. Groups are also made up of unique individuals, and those diverse qualities need to be recognized.

a. Considerations & Characteristics
    i. Size: To be a small group, there must be at least three people (as two would be a dyad), but no more than 15. That said, we look for the ideal size to be between five and seven members.[5]
    ii. Function: Additionally small groups have systematic function and work to create their own identities. For example, in a department, what one member does impacts all others in the department in some way (like a machine or system), and there is some form of cohesion as well. Perhaps a membership requires certain practices, there are shared uniforms, or even code languages only those in the group understand.[5]

    iii. Diversity: Group members bring many unique qualities to their groups, and while our goal is to come together, we still bring our autonomous selves to the table. This diversity can be in many forms: Cultural, ethnic, cognitive, ideological, religious, or educational. We must be cognizant of differences and celebrate the valuable fresh ideas they bring to the table.
        1. Homogeneous: Groups that are the same/of similar make-up.
        2. Heterogenous: Groups that are diverse.

b. Roles: To help manage expectations, it is helpful to establish roles in a group, and many people will fall into these roles naturally, while others prefer clearly delegated roles. It should also be understood that these roles are not rigid, and they could be overlapped by two members. Successful groups will talk out their respective needs and goals to establish the best practice moving forward. However, there are five examples of group roles that could be helpful in starting this conversation[2]:

i. Recording: This person is quite often your notetaker or minutes keeper. Ideally, all members should take notes, but having a designated notetaker is helpful for future record or filling in absent members.
ii. Commentating & Challenging Ideas: To avoid *groupthink*, or group members harboring doubts about the group's decisions, sometimes we need people to speak up for fresh ideas. This can be in the form of constructive criticism, playing the devil's advocate, or suggesting potential solutions to the problem at hand. Ideally, all members participate in this role in some way.
iii. Researching: Complex problems require a deep understanding of what's at hand, and all members should adequately research the problem to help find the best solution. Sometimes this also requires bringing in a member who is an expert in the problem to share that expertise.
iv. Encouraging: We all like feeling supported and this feeling is the key to open participation in conversations. Sometimes we need someone to seek out thoughts from quiet members, thanking those who do share, or probing for more information or clarification.
v. Coordinating: We can likely all appreciate organization, even if it's not our personal gift. It's important to set the expectation of who is working with whom, and on what! Maintain that communication and update the group on task completion, challenges, and successes. It is only together that you truly thrive.

IV. Methods of decision-making in small groups

a. Functional Theory of Decision-Making: This theory essentially states that communication has effect (or function) on a group and understanding that function can help us reach our goals.[3]
    i. Assumptions: We can essentially boil down the theory into three assumptions: 1) Group communication promotes sound reasoning, 2) Group communication prevents errors, and 3) Group communication builds productive member relationships.[3]
    ii. Steps/Stages: We can outline four basic steps groups must work through: 1) Orientation (define the problem, plan a process for getting to a solution), 2) Discussion (working through conflict, constraints, ideas, etc.), 3) Decision (If one has been reached, perhaps fleshing out the steps, or if one is not chosen, the group may need to go back to the discussion phase), and finally 4) Implementation (putting the decision into action).[3]

b. But people aren't always this rational all the time
    i. For example, people tend to make decisions that they feel are "good enough," which is called satisficing
    ii. They might also be unwilling to take in new information to make a decision, which is connected with cognitive conservatism.

Activity: Functional Decision-Making Role Play. Time limit: 30-35 minutes. See module appendix for instructions and materials.

Managing Differences in Small Groups

I. Sources of differences in groups
   a. Make-up/Composition of the group—Diversity brings many benefits to a group in exchange of ideas and variety of experience, but those variations can cause conflict.
   b. Expectations regarding work and relationships—are people quick-starters or last-minute racers? How about how work should be divided?
   c. Connection with other groups—is this group dependent upon another, or vice versa?
   d. Degree of identification with the group—in-group/out-group, how much do members feel they are a part of the group they are working with?

II. Consequences of differences in groups: Conflict.
   a. First remember that conflict can be a good thing—we often have a negative connotation in regard to conflict, perhaps that conflict means making arguments and high intensity defense of opinions. However, conflict also be a great thing as it allows you to hear our various experiences and opinions and can lead to great collaborative decisions.
   b. Types of conflict in small groups
      i. Task: Differences related to the work being done
      ii. Relational: Differences related to perceived interpersonal/relational incompatibility
      iii. Process: Differences related to how the task is carried out

III. Managing differences in groups
   a. Expect conflict and know that conflict can be healthy & productive
   b. Surface & set expectations regarding work, time commitments, deadlines, and communication
   c. Aim to facilitate collaborative conversations in small groups
      i. Distinguish interests from positions—interests are the general things we value in a discussion, while positions are specific objectives we want. For example, in a conflict on a working on a project with a team, I could say I value working earlier, but my interest is a specific date, likely earlier than the proposed deadline given to the group as a whole.
      ii. Separate people from the problem
      iii. Ask open-ended questions—closed-ended, or “yes” and “no,” questions don’t really tell us much. We can’t understand those underlying interests unless we ask open-ended questions.
      iv. Ask effective probing questions—these are the questions that search for those underlying interests. We may have similar interests that manifest themselves in different positions, and if we establish commonality on interests, for example, we might be able to meet those core values with adjustments on our positions.

Activity: Fishbowl of Probing Questions. Time limit: 10-15 minutes. See module appendix for instructions and materials.

Summary

I. Key Take-Aways

a. Effective group performance depends on effective group communication
b. Effective group communication involves collaboration, question-asking, and active listening.
c. Effective group communication is the cornerstone of productively managing differences in groups.

II. Action Planning – How do you put into action what they learned today?

a. Evaluate your approach to communication. Do you tend to be collaborative? Do you tend to be commanding? What situational factors make you more likely to practice collaborative communication?
b. Evaluate how you set up group meetings. Do you have a clear goal? Do you have a participatory process?

III. Question & Answers

Module References

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EDT Module Appendix

Collaborative Communication – Activity Plan

The following activities include purpose, required materials list, time allotment, instructions, and content materials (if applicable), for the content plan above.

Activity 1: Challenges & Advantages of Group Work

Purpose:

Icebreaker activity to get ideas rolling about how the group perceives the concept of group work.

Required Materials:

(a) Slide embedded into PowerPoint to run the application PollEverywhere OR access to web browser where PollEverywhere.com can be accessed. Facilitator will need to have a PollEverywhere account. (b) Participants will need access to a PollEverywhere website or PollEv app via mobile device or laptop.

Alternatively, if the facilitator prefers or has access to another word cloud creation application for live responses, that application could be used in lieu of PollEverywhere.

Time Allotted:

10 minutes

Instructions:

1. Display first (of two) prepared slides (example given below) that includes instructions for participation.
    a. Once participants engage with the question by submitted answers, the slide will automatically display their answers live on the screen, and the instruction font will decrease.
2. Allow adequate time for participants to answer the first question. Select a few common or perhaps interesting responses, and engage in group discussion about the themes chosen. Encourage participants to elaborate on their answers—this time helps create a sense of community in the room based on common experience.
3. After some discussion, change slides to reveal the second question, and repeat the same process of giving adequate answering and discussion time.
4. Example screenshots of both slides are shown below using a “John Doe” account:

Figure 2: Challenges of Group Work PollEverywhere Slide

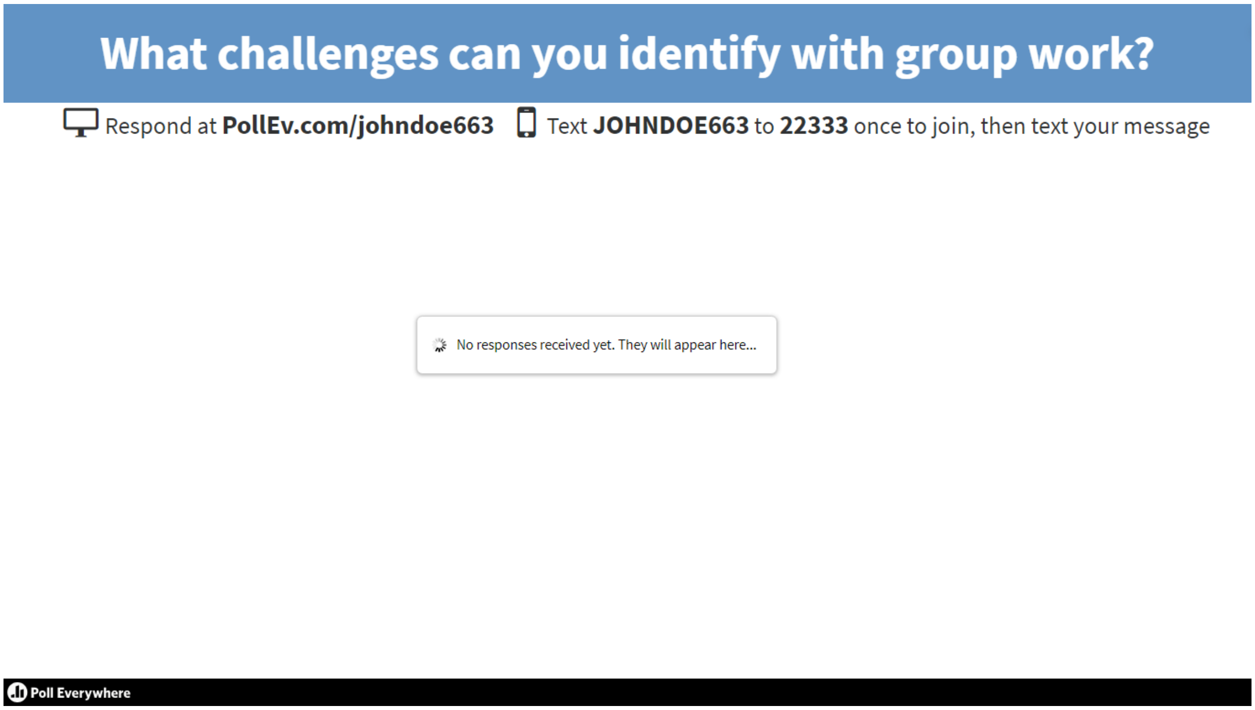
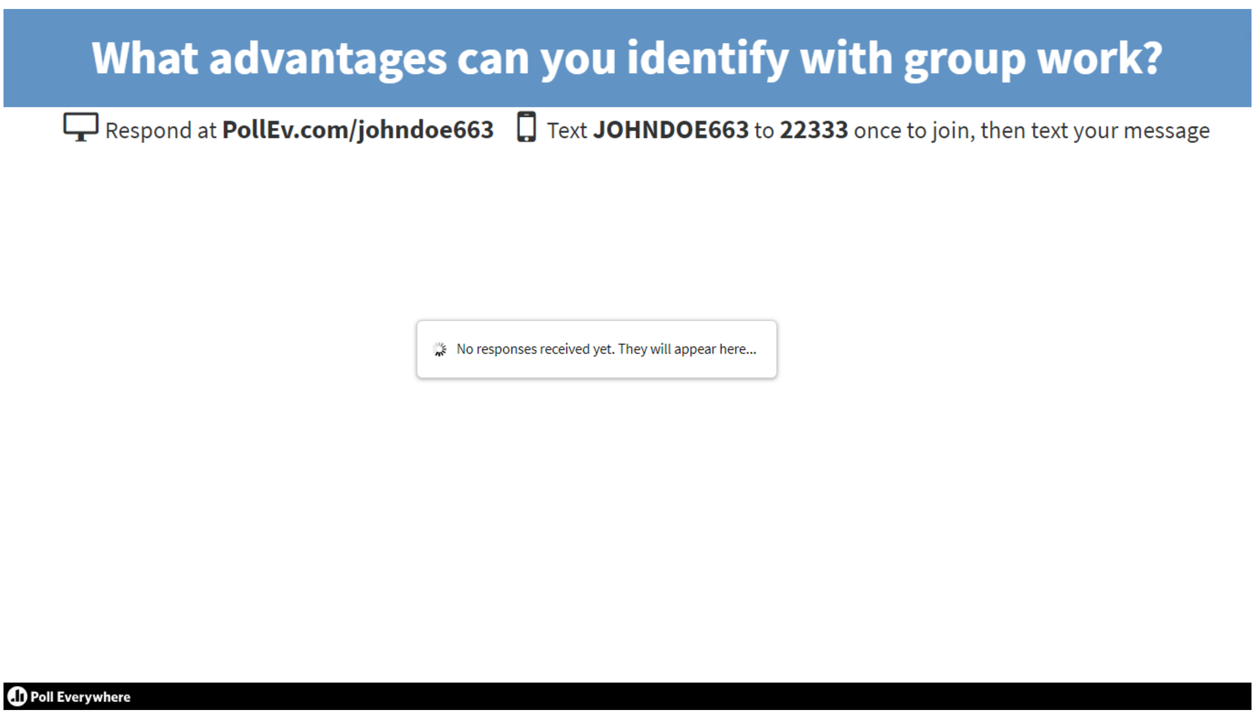


Figure 3: Advantages of Group Work PollEverywhere Slide



Activity 2: Functional Decision-Making Role Play

Purpose:

To role-play a common scenario in collaborative group work to allow for learning the process of making effective and functional group decisions.

Required Materials:

One copy of the case study for each participant—there are five roles, which need to be distributed as equally as possible in the room. Participants should be grouped so that one of each role is represented in each group. The activity does allow for the flexibility of having almost any combination of three of the five roles, for example, in a group, but roles should not be doubled. At minimum, make sure every group has the role "Taj Amari" as that role is a core element.

Organization tip: Consider color-coding each of the five roles to easily distribute them to the larger group and verify that each group does not have two of the same role. For example, add a purple flagged sticky note to all cases with the "Taj Amari" role and ask "Does each group have a purple?"

Time Allotted:

30-35 minutes

Instructions:

1. Hand out case studies, as instructed in "Required Materials." Give participants a few minutes to read over their role—feel the room for how much time is needed. Either wait till it appears that everyone is finished reading or give a time warning to wrap up if necessary.
2. Once each participant has reviewed their role, allow each group to start discussion based upon those roles—facilitator should float through each group to address questions and listen in on conversation. Give groups roughly 20 minutes to conduct the role play discussion.
3. Use the remaining time to have large group discussion on the impact and thoughts of the conversation.

Notes: Each role has a different stake in the conversation. Each case sheet will only contain general background information, discussion goal, and information for one specific role. It is not necessary that participants match any perceived gender of the role they are given. They may or may not choose to take into account how gender could play a role in how their character communicates with others.

Included on the following pages are the complete role information documents for each role.

Case Study -- Facilitator Information

As the facilitator, you have received the general background, conversation goal, and specific role information for all those present in the upcoming policy creation discussion. Your responsibility is to answer questions and observe the conversation, but have no stake in the actual policy creation.

Basic background

Your department has struggled to keep up with deadlines and communication on project status—especially with who is completing steps, and how they are to be completed. This has caused issues in losing clients and poor office morale, and now the company is experiencing a bad image in the public eye. Due to this issue, you received the following email from your department director, Taj Amari:

> *Greetings!*
>
> *Due to the recent issues our department has experienced in project management and completion, I feel it is necessary that we meet as a group to determine what actions we should take moving forward in this area.*
>
> *I have noted your preferred availability and set the meeting using our Outlook calendar system. Please make this meeting a priority and RSVP as soon as possible. The meeting should last no more than 20 minutes.*
>
> *Thank you for your service to the department and your input in this matter.*
>
> *Best Regards,*
>
> *Taj Amari*

Discussion Goal:

Determine what action steps or policy (if any) should be put into place regarding departmental project management, and what elements those entail if action steps or a policy is implemented.

Roles & Their Backgrounds:

1. Aiesha Jackson – Customer Relations Associate
    a. Aiesha's main concern is that members of the department are cared for and their needs are given priority. Aiesha also has a lot of experience with handling group conflict. Aiesha feels that collaborative projects where everyone can share in creating the project are the most successful. Aiesha also dislikes conversations like this one because too many past experiences have revealed that department members don't care about coming together on issues or policy creation. Aiesha is hesitant to come to the table because of these experiences, and will react negatively to anyone who appears to only be there because they were told to be.
2. Jorge Romero – Marketing Representative
    a. Jorge's main concern is to increase participation in department projects. Jorge has been waiting for this conversation to happen, and is 100% energized that all those emails to Taj and various committees to have further discussions has finally paid off! Jorge feels that a clear policy needs to be created for both how

the department projects are managed, and how deadlines are addressed. Jorge will fight for this policy or consider resigning.

3. Ethan Williams – Accountant
    a. Ethan has worked extensively to manage the finances and project budgeting in the department in an efficient manner—Ethan's main goal is to continue financial responsibility. Ethan feels this meeting is a waste of time, and that creating a project management policy or "deadline rules" is ridiculous. Ethan feels that avoiding a policy like this is a hill to die on.
4. Nicole Coleman – Logistics Supervisor
    a. Nicole's main concern is that the department runs smoothly. Nicole takes part in supervising the day-to-day operations of the department to ensure efficiency. Nicole also has a project management certification and has significant knowledge in this area. Nicole feels that a single policy for all projects in the department will be difficult to enforce, and therefore is not the most effective decision. With the right steps in place, Nicole might be convinced that this policy could work, but those steps need to be practical.
5. Taj Amari – Department Director
    a. Taj's main goal is to reach an actionable decision in the meeting. Taj wants the group to come to a consensus and also believes a policy is necessary. Taj does not want to compromise on this area—a policy is the target to be reached. As the director of the department, Taj will direct the meeting and will likely need to assist in conflict that may arise.

Case Study -- Role of Aiesha Jackson

Basic background:

Your department has struggled to keep up with deadlines and communication on project status—especially with who is completing steps, and how they are to be completed. This has caused issues in losing clients and poor office morale, and now the company is experiencing a bad image in the public eye. Due to this issue, you received the following email from your department director, Taj Amari:

Greetings!

Due to the recent issues our department has experienced in project management and completion, I feel it is necessary that we meet as a group to determine what actions we should take moving forward in this area.

I have noted your preferred availability and set the meeting using our Outlook calendar system. Please make this meeting a priority and RSVP as soon as possible. The meeting should last no more than 20 minutes.

Thank you for your service to the department and your input in this matter.

Best Regards,

Taj Amari

Discussion Goal:

Determine what action steps or policy (if any) should be put into place regarding departmental project management, and what elements those entail if action steps or a policy is implemented.

Your Role & Background:

Aiesha Jackson – Customer Relations Associate

Your main concern is that members of the department are cared for and their needs are given priority. You also have a lot of experience with handling group conflict and definitely feel it's okay to jump in help resolve conflict when it arises. You feel that collaborative projects where everyone can share in creating the project are the most successful. You also dislike conversations like this one because too many past experiences have revealed that department members don't care about coming together on issues or policy creation. You are hesitant to come to the table because of these experiences, and you will react negatively to anyone who appears to only be there because they were told to be.

Additionally, you will react strongly to anyone who doesn't come to this meeting "all in"—or acting like they care. If anyone even sounds like they don't think this meeting is important, you will call them out.

Other Roles:

1. Jorge Romero – Marketing Representative
2. Ethan Williams – Accountant
3. Nicole Coleman – Logistics Supervisor
4. Taj Amari – Department Director

Case Study -- Role of Jorge Romero

Basic background:

Your department has struggled to keep up with deadlines and communication on project status—especially with who is completing steps, and how they are to be completed. This has caused issues in losing clients and poor office morale, and now the company is experiencing a bad image in the public eye. Due to this issue, you received the following email from your department director, Taj Amari:

> *Greetings!*
>
> *Due to the recent issues our department has experienced in project management and completion, I feel it is necessary that we meet as a group to determine what actions we should take moving forward in this area.*
>
> *I have noted your preferred availability and set the meeting using our Outlook calendar system. Please make this meeting a priority and RSVP as soon as possible. The meeting should last no more than 20 minutes.*
>
> *Thank you for your service to the department and your input in this matter.*
>
> *Best Regards,*
>
> *Taj Amari*

Discussion Goal:

Determine what action steps or policy (if any) should be put into place regarding departmental project management, and what elements those entail if action steps or a policy is implemented.

Your Role & Background:

Jorge Romero – Marketing Representative

Your main concern is to increase participation in department projects. You have been waiting for this conversation to happen, and you are SO energized that all those emails to Taj and various committees have finally paid off! You feel that a clear policy needs to be created for both how the department projects are managed, and how deadlines are addressed.

Additionally, if a policy is not put in place, you will threaten to resign, and the department knows you will be hard to replace.

Other Roles:

1. Aiesha Jackson – Customer Relations Associate
2. Ethan Williams – Accountant
3. Nicole Coleman – Logistics Supervisor
4. Taj Amari – Department Director

Case Study -- Role of Ethan Williams

Basic background:

Your department has struggled to keep up with deadlines and communication on project status—especially with who is completing steps, and how they are to be completed. This has caused issues in losing clients and poor office morale, and now the company is experiencing a bad image in the public eye. Due to this issue, you received the following email from your department director, Taj Amari:

Greetings!

Due to the recent issues our department has experienced in project management and completion, I feel it is necessary that we meet as a group to determine what actions we should take moving forward in this area.

I have noted your preferred availability and set the meeting using our Outlook calendar system. Please make this meeting a priority and RSVP as soon as possible. The meeting should last no more than 20 minutes.

Thank you for your service to the department and your input in this matter.

Best Regards,

Taj Amari

Discussion Goal:

Determine what action steps or policy (if any) should be put into place regarding departmental project management, and what elements those entail if action steps or a policy is implemented.

Your Role & Background:

Ethan Williams – Accountant

You have worked extensively to manage the finances and project budgeting in the department in an efficient manner—your main goal is to continue financial responsibility. You feel this meeting is a complete waste of time, and that creating a project management policy or "deadline rules" is ridiculous, and you don't have a problem saying so.

Finally, you feel that avoiding a policy on project management or these "deadline rules" is a hill to die on.

Other Roles:

1. Aiesha Jackson – Customer Relations Associate
2. Jorgo Romero – Marketing Representative
3. Nicole Coleman – Logistics Supervisor
4. Taj Amari – Department Director

Case Study -- Role of Nicole Coleman

Basic background:

Your department has struggled to keep up with deadlines and communication on project status—especially with who is completing steps, and how they are to be completed. This has caused issues in losing clients and poor office morale, and now the company is experiencing a bad image in the public eye. Due to this issue, you received the following email from your department director, Taj Amari:

> *Greetings!*
>
> *Due to the recent issues our department has experienced in project management and completion, I feel it is necessary that we meet as a group to determine what actions we should take moving forward in this area.*
>
> *I have noted your preferred availability and set the meeting using our Outlook calendar system. Please make this meeting a priority and RSVP as soon as possible. The meeting should last no more than 20 minutes.*
>
> *Thank you for your service to the department and your input in this matter.*
>
> *Best Regards,*
>
> *Taj Amari*

Discussion Goal:

Determine what action steps or policy (if any) should be put into place regarding departmental project management, and what elements those entail if action steps or a policy is implemented.

Your Role & Background:

Nicole Coleman – Logistics Supervisor

Your main concern is that the department runs smoothly. You take part in supervising the day-to-day operations of the department to ensure efficiency. You also have a project management certification, so you have significant knowledge in this area. You feel that a single policy for all projects in the department will be difficult to enforce, and therefore is not the most effective decision. With the right steps in place, you might be convinced that this policy could work, but those steps need to be practical.

You think conversations like this one are important, but only if everyone gets to say their piece. You will step in if you feel someone has been silenced, or is choosing to not share their ideas.

Other Roles:

1. Aiesha Jackson – Customer Relations Associate
2. Jorgo Romero – Marketing Representative
3. Ethan Williams – Accountant
4. Taj Amari – Department Director

Case Study -- Role of Taj Amari

Basic background:

Your department has struggled to keep up with deadlines and communication on project status—especially with who is completing steps, and how they are to be completed. This has caused issues in losing clients and poor office morale, and now the company is experiencing a bad image in the public eye. Due to this issue, you received the following email from your department director, Taj Amari:

Greetings!

Due to the recent issues our department has experienced in project management and completion, I feel it is necessary that we meet as a group to determine what actions we should take moving forward in this area.

I have noted your preferred availability and set the meeting using our Outlook calendar system. Please make this meeting a priority and RSVP as soon as possible. The meeting should last no more than 20 minutes.

Thank you for your service to the department and your input in this matter.

Best Regards,

Taj Amari

Discussion Goal:

Determine what action steps or policy (if any) should be put into place regarding departmental project management, and what elements those entail if action steps or a policy is implemented.

Your Role & Background:

Taj Amari – Department Director

Your main goal is to reach an actionable decision in the meeting. You want the group to come to a consensus and you also believe a policy is necessary. As department director, you will direct the meeting and will need to diffuse conflict that arises. You will not compromise on whether or not a policy on project management is needed—a policy MUST be created. You are willing to consider ideas for what the policy should entail as long as there is a policy by meeting's end.

Additionally, while you desire for all opinions to be heard, you feel that roles in the conversation should be clear, so since you are managing the conflict, no one else should need to step in to assist. If they do, you feel that this is inappropriate behavior, even if the goal is to be helpful, so you'll need to shut that down.

Other Roles:

1. Aiesha Jackson – Customer Relations Associate
2. Jorgo Romero – Marketing Representative
3. Nicole Coleman – Logistics Supervisor
4. Ethan Williams – Accountant

Activity 3: Fishbowl of Probing Questions

Purpose:

To resolve conflict, those involved need to be able to ask questions that probe at potential common interests. Finding these common interests can aid in diffusing conflict through mutual understanding.

Required Materials:

Slips of paper in a "hat" matching the total number of participants. Two slips should say "staff member," all other slips should say "audience."

***Make sure that the slips for "staff member" are actually drawn or the activity won't work correctly.*

Time Allotted:

10-15 minutes

Instructions:

1. **Context:** This message should be shown in some way to participants, whether on PowerPoint slide deck, or printed for this activity):

   Context: *Two staff members in the department are in conflict—they are coming together in conversation in the hopes of resolving the conflict.*

   General Instructions*: We will identify (by random selection) who will play the two "staff members" in conflict, and the "audience" who will help the supervisor crowdsource questions that they could ask to get to the root of the conflict.*

   If you are part of the "audience," you will write your question suggestions on the sticky notes given to you at the beginning of the activity, which will be collected by the facilitator (as soon as you are finished writing) to be used by the "Staff Members."

2. **Slight room alteration**: Pass the hat with slips of paper around the room, then move two chairs to the center-most part of the horseshoe to create the "fishbowl." Make sure that everyone has drawn a slip of paper that identifies them as either the staff members or the audience.
   a. Ask the two "staff members" to sit in the two chairs placed in the middle of the room. Give one "Issue at Hand" statement (attached below) to each of the "staff members," and allow a few moments for them to read over the points.
3. **Starting the Activity:** Remind the "audience" that they need to actively offer ideas of questions the "staff members" should ask to help get to the true interests of both parties. Instruct the two "staff members" to start asking questions, and let conversation begin. **Facilitator**: Mediate only when absolutely necessary, to move conversation forward, or

if time is running out.

a. Collect sticky notes with probing questions from the “audience” and give them to the “staff members” try to fairly distribute questions to each “staff member.”
b. The “staff members” should answer any questions asked of them according to the points of their “Issue at Hand” statements (they are free to add-lib or get creative).

4. **Ending the Activity**: The activity “ends” when either those in the fishbowl (staff members) mutually feel the conflict is resolved, or if time is running out. The purpose of the activity is to learn how to ask probing questions to learn common interests, not necessarily to actually diffuse the conflict.

Issue at Hand Statement Staff Member 1

Issue

Email communication conflict. You and a colleague are in conflict *again* over how and when emails should be answered, and when emails should even be sent. Your supervisor told you two to "get together and figure it out," so here you are, face-to-face to *hopefully* resolve your conflict.

Interests to consider

- You get hundreds of emails *per day*, and at least 10 of those from Staff Member 2 alone
- You think that email usage should be limited to only really important things
- Your department has policies on addressing emails in a "timely fashion" but there's no specific timeframe given, so you play email catch up when you can
- The department head has told you to get a grip on your email communication with Staff Member 2, or you will lose your spot in the next promotion—this interpersonal conflict is hindering your ability to be considered for other positions.

How to Act

Get into character! Try to communicate your interests but be a little stubborn in getting your way. You can "ad-lib" or make things up on the spot as you would like (for example, making up an email Staff Member 2 sent you). This activity is designed to last 10 minutes, so we need you to refrain from giving in too early (so don't cave at the first thing Staff Member 2 asks of you), but at the same time, don't fight too long. Once you have each asked a couple of questions and you've been able to talk, feel free to just sense when you want to "cave." If the facilitator feels the need to wrap up, they will step in.

Issue at Hand Statement Staff Member 2

Issue

Email communication conflict. You and a colleague are in conflict *again* over how and when emails should be answered, and when emails should even be sent. Your supervisor told you two to “get together and figure it out,” so here you are, face-to-face to *hopefully* resolve your conflict.

Interests to consider

- You keep your email inbox spotless, clearing emails as soon as they come in. The key to efficient work is immediate response, right?
- You think emails are a great way to quickly handle questions, needs for signatures, input, meeting scheduling, etc. Why waste time running to someone’s office when you can just send an email?
- Your department has policies on addressing emails in a “timely fashion” which obviously means “same-day,” right?
- You feel that Staff Member 1 is always getting their needs put first, and you’ve been in the department longer, so that’s just annoying.

How to Act

Get into character! Try to communicate your interests but be a little stubborn in getting your way. You can “ad-lib” or make things up on the spot as you would like (for example, making up an email Staff Member 1 sent you). This activity is designed to last 10 minutes, so we need you to refrain from giving in too early (so don’t cave at the first thing Staff Member 1 asks of you), but at the same time, don’t fight too long. Once you have each asked a couple of questions and you’ve been able to talk, feel free to just sense when you want to “cave.” If the facilitator feels the need to wrap up, they will step in.

Chapter 4 - Conclusion

As of a 2018 survey of over 39,000 companies in 43 countries and territories, 54% of companies are tackling the talent shortage in hard and soft skills by providing additional training and development opportunities beyond initial onboarding because they can't find the people with skills they need from initial applicants (ManpowerGroup, 2018). If over half the world is utilizing this tool, it had better be effective.

Organizations can always be better, and most are probably looking for ways to improve—even if the benchmark for improvement is just monetary. This report situates the need for training improvement in the framework of leader-member exchange theory, as a tool to understand the importance of not only how leaders communicate about training, but also their role in cultivating relationships as a part of training. Chapter 2 reviewed organizational socialization, which has received a lot of attention in the communication and management fields in regards to how organizations can best assimilate new members into their culture and clarify their roles and tasks. Onboarding then became an element of formal practice for this socialization process so that both organizations and members could directly communicate those expectations. Next came a review of the field of training and development through adult learning practices in the workplace, all of which were operationalized through the soft skill training of EDT. Chapter 3 provided an exemplar of EDT as a complete content and facilitation module that is ready to be taken to an organization, followed by a short section of justification for elements included in the module.

In spite of the vast literature covered in this report, there are considerable opportunities for researchers and practitioners alike to build up the literature in future research, theory, and practice.

Future Directions

There are three core directions that can be taken from this report: future research, future practice, and the specific future use of chapter 3's exemplar module. For future research, there is a need for more work on how LMX operates in the training and development field—specifically, it would be interesting to see how the frame of LMX informs how facilitators and participants in training programs develop relationships and whether there is a significant difference or action plan for a facilitator over an organizational leader or manager. Secondly, more research into how HR frameworks (e.g. Blake and Mouton's Managerial/Leadership Grid and Likert's System IV— from Miller, 2009) inform onboarding and EDT practices could offer organizations more avenues for understanding best practices for leaders and members alike.

Thirdly, it would be of both scholarly and practitioner interest to investigate how LMX operates within the frame of organizations who are focused on more tangible outcomes, rather than on human development. Future research-informed practice could explore how the frame of LMX could bridge the divide between organizations who are focused on human development with organizations who are focused on tangible outcomes (i.e. attaining a bottom line). Creation and evaluation of what a training program looks like to bridge that divide would offer invaluable opportunities for organizations who truly wish to change their organizational structure. Researchers may find though-provoking the effects a program of this nature might have on the organization.

Beyond applied theory research, more EDT exemplar modules are needed. With a wider variety of modules to study, the evaluation of whether or not they are actually effective would be more significant and could help to determine if EDT is generalizable as an effective tool. For the practitioner, focusing on evaluating the types of skills currently taught, and how they are taught are first steps to making their onboarding, technical skill, and EDT programs more effective. Adding new skills or training before evaluating the current offerings is more likely to send organizations into a tailspin than into steady progress.

Finally, one core element missing from the EDT exemplar module is an evaluation tool specific to that module. Once taken to an organization, better implementation of the module would first include conducting a needs-analysis on the organization to determine what elements of the content need to be flexed, as well as who should participate. Second, a pilot participant group and review system should be created as a way to evaluate the module within that organization. Using data from that pilot session and organizational needs, a formal participant evaluation can be created and used after facilitating the “real” sessions—all of which are parts of the continual evaluation and renovation of effective EDT programs.

Final Thoughts

Overall, “true development is about transforming the operating system itself, not just increasing your fund of knowledge or your behavioral repertoire” (Kegan & Lahey, 2009, p. 6). If training, in all its forms, isn’t transforming organizations through their members—even in small ways—, that training is not worthwhile. Develop training that matters, training that transforms, and training that develops organizational members into their full potential.

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