

The background of the entire page is a stylized, slightly faded American flag. The stars are white and arranged in a grid pattern on a light blue field. The stripes are red and white, with a slight wavy effect. The entire image is enclosed in a dark blue border.

Training Development Plan

***Managing Generational Differences at the
Department of Highway Safety & Motor Vehicles***

By Karen E. Share

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Introduction

During the 2009 - 10 fiscal year, the Department of Highway Safety & Motor Vehicles (DHSMV) Office of Performance Management, which monitors strategic goals and organizational metrics, noticed trends negatively affecting agency performance. A root cause analysis revealed that many of these issues were due to intergenerational differences and misunderstandings among DHSMV members.¹

The Learning and Development Office (LDO) was tapped to produce a training solution to improve members' intergenerational relationships to further the agency's mission, vision, and values.¹ This Training Development Plan details the project using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model.

Mission

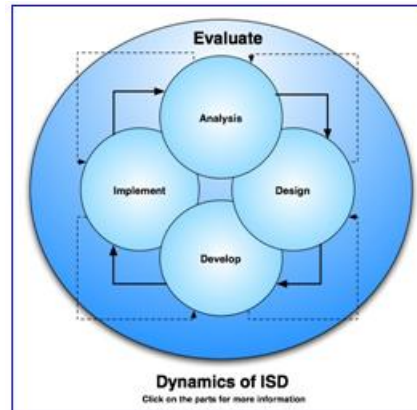
Providing highway safety and security through excellence in service, education and enforcement.

Vision

A Safer Florida!

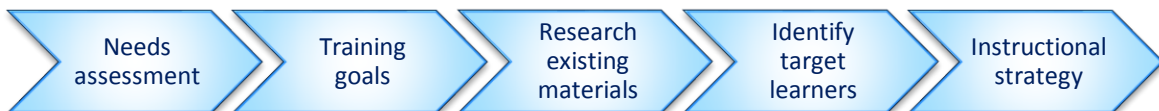
Values

*Service – Integrity –
Courtesy –
Professionalism –
Innovation –
Excellence*



The ADDIE Model²

Analysis



Adapted from ADDIER Model by Charles Sawyer, Florida Department of Health Office of Workforce Development

The DHSMV Office of Performance Management (OPM) conducted a gap analysis and needs assessment by reviewing member incident reports, interviewing key managers in four divisions (Administrative Services, FHP, Motorist Services, and Information Systems Administration), analyzing data from the Inspector General's Office, and tapping employee relations experts in Personnel Services. Findings indicated that many supervisors fail to appreciate the needs and perspectives of their employees from

¹ Fictitious information.

² <http://www.nwlink.com/~donclark/hrd/sat1.html>

different generations. This causes problems in communication and interpersonal relationships, leading to decreased performance.¹

OPM and LDO concurred that training is the best solution to address this problem. Existing courses were reviewed to determine if this subject was already being covered. The Florida Highway Patrol (FHP) sends all supervisors through the International Association of Chiefs of Police's *Leadership in Police Organizations* program. However, intergenerational issues are not addressed in that course.¹

The two offices collaborated to produce the following training goal:¹

Training Goal

Supervisors will understand their own generational perspectives and those of their employees, leading to improved communication, business relationships, and performance in furtherance of the agency's mission, vision, and values.

Since no DHSMV-specific resources currently exist on this subject, Executive Director Julie L. Jones tasked LDO with creating a course on Managing Generational Differences.¹ The benefits of this project include reduced turnover and thus cost savings, better motivation and morale, and fewer employee relations problems, all of which will improve the agency's effectiveness in serving the citizens of Florida.

Targeted learners for this course are supervisors in the agency's four divisions. Demographics indicate that this group generally has at least 10 years seniority at DHSMV and is predominantly in the "Builders" and "Boomers" generations.¹ A course for non-supervisory employees will be developed at a later date.

High-performing supervisors have been identified to serve as subject matter experts in course development. Their input is crucial in providing examples which are relevant to DHSMV. These members may also become mentors to other supervisors.

Due to the diverse occupations, locations, shifts, and access to technology of the target learners, there are several options for instructional strategies:

- ★ Classroom training
- ★ e-Learning
- ★ Blended learning
- ★ Job aids
- ★ Mentoring
- ★ Consultation

Executive Director Julie L. Jones has endorsed this training as mandatory for all DHSMV supervisors within one year of implementation.¹ To accomplish this, a multi-faceted approach is recommended:

Classroom training: Instructor-led training will be offered in the major cities of Florida over the next year. Due to the small group nature of this class, size will be limited. LDO will spearhead this effort.

Blended learning: For sworn DHSMV supervisors, the Criminal Justice and Standards Training Commission requires 40 hours of mandatory retraining every four years. The FHP Training Academy conducts this training through a new online, instructor-led program that minimizes travel and lodging expenses. This course will be added to the required curriculum.

For non-sworn supervisors, the course will also be offered by webinar conducted by LDO, with local facilitators.

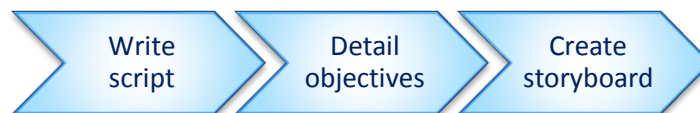
e-Learning: An online version of the course will be available 24/7 through the Department's web-based learning system, iLearn, for those unable to attend the classroom or blended learning sessions. This will also be available to county tax collectors and local, state, and federal law enforcement agencies.

Job aid: A laminated card listing common generational characteristics and suggested strategies will be included in the course handouts and available online.

Mentoring: Supervisors who would like assistance in managing intergenerational relationships, as well as those who have been identified as needing improvement in this area, will be assigned an experienced mentor. The mentor will review issues that the supervisor is experiencing with subordinates and offer ongoing support.

Consultation: Follow-up consultation will be available by LDO and OPM performance consultants for those who have completed the course. They can assist supervisors with specific or ongoing intergenerational issues.

Design



Adapted from ADDIER Model by Charles Sawyer, Florida Department of Health Office of Workforce Development

The script and storyboard for the online course will be submitted in separate documents.

Prior to training, learners will be supervisors with varying ranks and years of experience. They may possess different levels of ability in dealing with multigenerational issues. The facilitator's task will be to draw out the experience of the high performers to share with those who need improvement.

To further the Training Goal, the course will encompass these Learning Objectives:

Learning Objectives

- ★ ***Explain your own generational perspective.***
- ★ ***List common generational characteristics of other age groups.***
- ★ ***Describe several ways to manage generational differences.***

Learning will be measured by an increase in knowledge between a pre-test and post-test, on-the-job participant feedback, management reports of improved supervisory relationships, decreased employee relations problems due to intergenerational misunderstandings, improved member job satisfaction, and reduced turnover of FHP troopers and corporals.

Activities which will enhance learning include:

- ★ an icebreaker concerning participants' year of birth,
- ★ group brainstorming on problems caused by intergenerational conflicts,
- ★ a small group activity to share common attitudes among the same age group,
- ★ a fishbowl activity to observe attitudes of subordinates from other age groups, and
- ★ a role play on handling intergenerational conflict.

Pre and post-training communication is key to participant motivation, acceptance of change, and improvement of supervisory skills. Communication strategies include:

- ★ a message from the Executive Director, preferably on video, endorsing the program,
- ★ pre and post-meetings with managers (the supervisor's supervisor) to emphasize the importance of these skills, and
- ★ stressing that the future of DHSMV, and their advancement opportunities, depend upon successful management of generational differences.

Development



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The content and training materials will be provided separately. Support materials will include a course outline, classroom trainer's outline, classroom slides, a job aid, online script, published online course, a text transcript for accessibility, and an Internet launch page.

Implementation



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Two pilot classes, one of sworn supervisors and one of non-sworn supervisors, will be conducted in the Tallahassee area. Lessons learned will be incorporated into the course before statewide roll-out, which will be scheduled at a later date.

Evaluation



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Formative evaluations will be conducted throughout each phase of development (Analysis, Design, Development, and Implementation) to ensure it is accomplishing the Training Goal. Summative evaluations will be conducted at the completion of development, and the training will be updated as necessary in a continuous improvement cycle. Pre and post tests will be analyzed, including most-missed questions, to determine if the training needs to be supplemented or the questions need improvement. The two pilot classes will provide invaluable information for process improvements, including the class timing.

Kirkpatrick's four level evaluation model³ will be utilized:

Level 1 – Reaction. Training evaluation sheets will be distributed after classroom and online courses (via Survey Monkey) to determine how well participants liked the course.

Level 2 - Performance. A pre-test and post-test will be administered to see the extent to which learners gained new knowledge or skills.

Level 3 – Behavior. Changes in job performance resulting from the learning process will be measured by a survey three to four months after training, and by interviewing managers. The survey will include Likert scales as well as open-ended questions. Any additional resources that supervisors need to support performance will be identified. In addition, supervisors may be selected at random, as well as those who previously

³ <http://www.nwlink.com/~donclark/hrd/isd/kirkpatrick.html>

needed improvement, for an LDO or OPM performance consultant to sit in on a member performance appraisal meeting to see if any of the learned techniques are applied.

Level 4 – Results. This is the most difficult, yet most rewarding, level of evaluation, which demonstrates whether the desired impact has been achieved to meet business needs. Reduced cost, improved quality, increased production, and better efficiency are difficult to measure. However, two tangible metrics exist:

- ★ Percent of members who rate job satisfaction as satisfactory or better. 2010 – 2011 standard = 75%⁴
- ★ Percent turnover for all FHP troopers and corporals. 2010 - 2011 actual = 3.1%, standard = 7.5%.⁵

The Level 3 survey and Level 4 data will be monitored, and after three years a trend analysis should reveal if there is any improvement in intergenerational relationships.

Conclusion

LDO and OPM are excited by the opportunities presented by this project to improve intergenerational relationships between DHSMV supervisors and their employees in furtherance of the agency's mission, vision, and values!

⁴ Strategic Plan Fiscal Year 2010 – 2011, p. 11 <http://www.flhsmv.gov/html/StratPlan.pdf>

⁵ Annual Performance Report Fiscal Year 2010 – 2011, p. 14
<http://www.flhsmv.gov/html/AgencyAnnualReport2011.pdf>