CAPSTONE REPORT

Ready or Not?

An analysis of the Career Development Program efficacy in a non-profit setting

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Learning and Leadership in Organizations Concentration

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About the Researcher

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Foreword

This report, like this program, was a labor of love. I'm so glad that it has been completed, but I am also glad that I did it. Through this period of great growth, I have become a better practitioner with an increased ability to solve workplace issues. I hope this research does something to move the needle on the way organizations think about employee development and adult learning. More than anything, I hope this study and its findings provide assistance to organizations who may not be able to afford high dollar consultants, but are in dire need of organizational development and support.

Organizations are living, breathing things. We breathe life into them every day we show up and we change the fiber of their existence with every new experience. Let's work better together!

Acknowledgments

First, honor and glory to Almighty God for keeping me and ordering my steps through it all.

Next, there are no words that adequately express the love, adoration and devotion I feel for my wife, Deniece. You have been my happy place since we met, and these past three years are no different. For every night I came to bed late, for every time my fuse was a little too short and for every moment I left you alone with OUR babies…I'm sorry. You are the true embodiment of grace and I work every single day to be the husband you deserve. Thank you for loving me through this and for believing in me even when I didn't believe in myself. I'll make sure Vanderbilt prints two of these things so I can put your name on it 😊

To my children, Grayson and Dylan (and whoever comes next), I hope you see what is possible. Daddy was told, many times, that he set his sights too high. People in positions of authority have questioned my intentions and I refused to allow them to steal my joy or my ambition. Education is a key that opens many doors. But for every door your education opens, your courage, humility, kindness, decency and tenacity will open five more. Be bold and brilliant in your Blackness and never let anyone write your story for you. You are you own actor, agent and author.

To my parents: Thank you for the foundation which allowed me to go seek the life God had predestined for me. Thank you for encouraging me to "run as far and fast as your legs will take you, and God's got the rest." As I navigate life and encounter so many people, it strikes me that you have become the voices in the back of my head asking me "do you need to say this?" and "what do you hope to gain from that?"

To my siblings: Hey big heads! You know this means you have to call me "Doctor" now, right? You all have taught me so much about what to do and what not to do, that I can't even begin to single out your contributions. But I thank you for loving me and encouraging me to lean into my differentness; it literally got me here.

To my friends: I'm so sorry for flaking on you so much! Now that this is over, maybe I'll get better at text messaging – I used to be really good at it. I know I also suck at group chats now, so here's hoping I get better at that. Please welcome me back into the fold with open arms. You know I love us, for real!

To my Work Family: Thank you for letting me try out all the new things I've learned in this program on you! I'm sorry for "scholar-practitioner"-ing you to death over the past three years…I'll try to stop. But who am I kidding? It's going to continue.
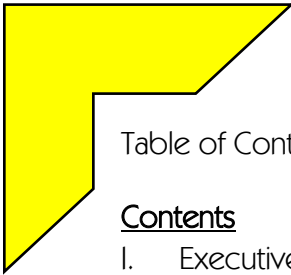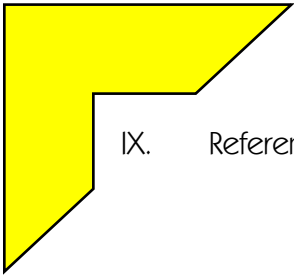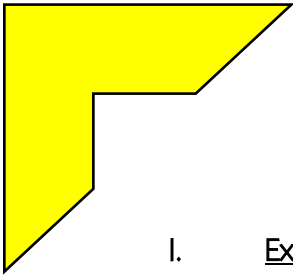
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I.   Executive Summary

This report describes a study completed of the efficacy of a career development program in meeting its stated goals at a regional affiliate of a national non-profit organization. The goal of the internal career development program is to equip affiliate members with the tools they need to be successful in their current roles or in pursuit of advancement opportunities within the affiliate or any of the affiliates within the organization. While the national organization does not have a standardized career development program, the affiliate has created its own program which has become a model for other affiliates with national organization leaders frequently calling on the affiliate's leaders to describe the success of their program.

In 2019, the affiliate leaders examined their own retention rates and made an alarming discovery: the rate of their employees who complete the career development program and leave the organization was greater than 70 percent. Affiliate leaders became disturbed by their status as a success story for other affiliates. The current career development program was designed with an emphasis on mid-career professionals; defined by the affiliate as those employees with between seven and 14 years of service with the organization either at the affiliate or with other affiliates.

This study examines the efficacy of the current career development program known as the Creating Access to Real Employment Success (C.A.R.E.S.) with regards to its stated program goals:

- To improve the morale and motivation of employees;
- To increase loyalty and commitment to [redacted] and retain employees in the [redacted] family
- To help employees adapt to rapidly changing working environments
- To help employees set and meet individual advancement goals
- To create good stewards of [redacted]'s resources and meet personal, department and organizational goals

Research Questions

The overall research questions were subsequently divided into more precise areas of inquiry to provide the Affiliate with a realistic understanding of the efficacy of the program against its stated goals, but also to provide insight into some issues that were not previously addressed and provide recommendations for improvement to the Affiliate's employee development efforts. The questions are:

1. Does the C.A.R.E.S. program meet its stated goals?
   a. Has employee morale and motivation improved since implementing the C.A.R.E.S. program?

b. Of the employees who participated in the program, what percentage left the Affiliate and the Organization?
c. Do employees feel they are better prepared to handle change following participation in the C.A.R.E.S. program?
d. How does the Affiliate seek to help employees set and meet their own goals?
e. Are employees more likely, less likely, or neutrally promoted following participation in the C.A.R.E.S. program?
f. Is there a correlation between participation in the C.A.R.E.S. program and high performance?
g. Is there a correlation between participation in the C.A.R.E.S. program and successful Affiliate outcomes?

Summary of Findings

Finding One: The Affiliate's current design of the C.A.R.E.S. Program is not rooted in industry standard best practices or academic support.

Finding Two: Employees do not feel that completion of the C.A.R.E.S. program was material in their current career standings.

Finding Three: The stated objectives of the program are not supported by the current program curriculum.

Finding Four: There are no internal metrics which assess participant perception or employment outcomes following participation in the program.

Finding Five: The program is not effective at meeting program objectives on whole.

Summary of Recommendations

Recommendation One

The Affiliate should revise the C.A.R.E.S. program to assess and address employee and participant needs and implement an industry standard instructional design method to improve the program's chances of success.

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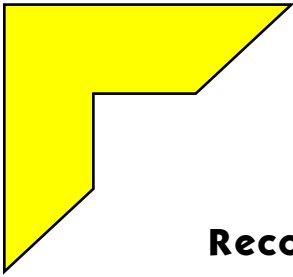
Recommendation Two

The Affiliate should add a mentorship and/or job training component to the program which permits participants to gain real access to and understanding of a job that could be in their future.

The analysis provides support for a curriculum addition which structures job analysis and mentorship opportunities based on a participant's own growth potential and desires. The Career Construction Theory becomes the framework for the implementation of a career development program where the individual is their own actor, agent and author in designing a career reflective of their own desires.

Recommendation Three

The Affiliate should revise its program objectives to more closely align with the desired outcomes.

The program was created in 2011 and in the 9 years since has not been revised. This analysis proffers that now is an optimal time for the Affiliate to put a critical eye to the outcomes of the program since its inception and strengthen in an effort to strengthen the program for years to come. The recommendation includes list of objectives that align leadership goals and organizational outcomes.

Recommendation Four

The Affiliate must have readily accessible, data-driven metrics to assess the program and promote sustainability.

The Affiliate is presented with a set of industry recognized key performance indicators (KPI), which are also relevant to the health and wellness of the Affiliate, Organization and participants. The suggested metrics-based system will permit the Affiliate to determine, among other things, whether employment outcomes following participation in the program are positive, negative or neutral. This is important because, as an organizational, nationally recognized program results must be internally valid in order to hope for replication of results in other affiliates.
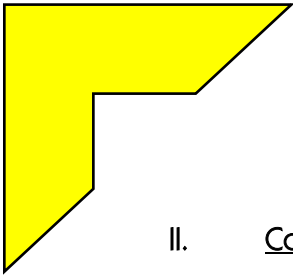
II.   Context and Problem

The organization is a regional affiliate of a national non-profit organization whose leadership team only agreed to participation in this study on the condition of anonymity given the sensitive nature of their concerns and the data being shared. To avoid confusion and provide the anonymity requested, throughout this analysis, the term "Affiliate" will refer to the site where the research was completed and any reference to the "Parent," "Organization," or "Parent Organization" will refer to the national body.

The Parent Organization employees approximately 170,00 people across more than 150 affiliates nationwide. The Affiliate employs more than 1,500 employees making them among the largest employers in the city in which the affiliate is located. The Affiliate provides a variety of services to the community including job training and career readiness, educational assistance, college preparation, recidivism programming and retail sales. The Parent Organization's network of more than 150 affiliates makes transferring for personal reasons such as relocation and going back to school a regular occurrence for employees.

Structurally, the Affiliate operates within Mintzberg's Five-Part Model as a Machine Bureaucracy which includes a strategic apex, middle line, technostructure, support staff and operating core. (Bolman and Deal, 2017) The strategic apex includes a 26-person Board of Directors with an executive committee including a Chair, Vice Chair, Secretary and Treasurer. The Board of Directors appoints and oversees the President and CEO of the Affiliate who, in turn, hires and oversees the remainder of the affiliate's staff. The President and CEO has a cabinet including Vice Presidents/Chiefs for Human Resources, Operations, Finance, Development and Marketing and Communications. The middle line includes all those department/division directors who oversee operational functions. The affiliate's technostructure are all those functions aimed at creating a high-functioning organization such as training and development and technology. The support staff includes the internal service departments which provide for the needs of the affiliate to be met on a regular basis including its payroll functions, pricing for services, mail delivery and internal relations. Finally, the operating core includes all the community facing and program-based roles with employees who are meeting the needs of customers and program participants on a daily basis. See Appendix A for Mintzberg's Five-Part Model.

In 2019, Affiliate leaders began to examine turnover and voluntary attrition rates. Attrition refers to the rate employees come to an organization and make the voluntary decision to leave the organization even when continuing work is still available. (Singh, Varshney, Wang, Mojsilovic, Gill, Faur & Ezry, 2012) This is an important distinction to be made in the discussion on turnover.
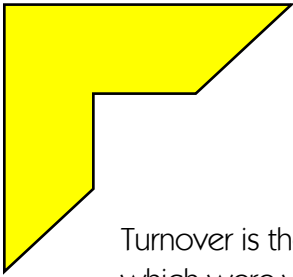
Turnover is the total number of positions which were vacated and filled in the same period. (Singh, et al., 2012) The affiliate entered 2019 with 33 vacancies and totaled 255 vacancies in 2019, filling 174. Of the total 255 vacancies, 204 of them were voluntary decisions and only 9 of those 255 were transfers to other affiliates within the Parent Organization. Figure 1 below shows the number of vacancies by type in 2019. A full account of vacancies and their causes can be found in Appendix B. The analysis portion of this study will provide more detail on where the nuances lie in the numbers, but the Affiliate leadership team was right to be concerned by what appeared to be high turnover numbers, and really turned out to be high voluntary attrition which is, all together, a different phenomenon.

The concerns over the turnover and attrition rates gave cause for concern for two reasons. The first of those reasons was the Affiliate's desire to do what is right for their employees and to create a positive, developmental working environment. By the admission of the VP of Human Resources, when the numbers were first revealed, they were embarrassed that it had taken them this long to pay attention to these important metrics. The other cause for concern was due to the fact that the Affiliate's career development program had been held up as a model across the country for other affiliates desiring to begin career development programs. 2019 also saw a change to some of the reporting and analysis tools used by the Parent Organization to assess affiliate success so many of the data points addressed in this analysis were not previously measured by the organization as key performance indicators.

FIGURE 1.

| Transfers	Resignations	Retirements	Terminations	Force Reduction	TOTAL
9	195	10	39	2	288
3.53percent	76.47percent	3.92percent	15.29percent	.79percent	
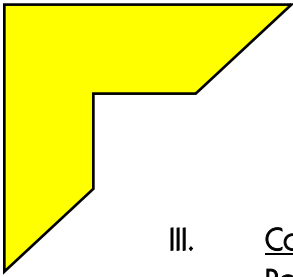
III. Conceptual Framework and Relevant Literature

In this study, there are two main components of research: that which addresses the efficacy of the existing program and the research which supports the recommendations offered. The first body of research is on career development theory, which assists in the analysis of the current program's efficacy. Career development theories tend to apply to career development as a practice versus career development as a desire for a person's specific career. For example, the major career development theory selected for this analysis may have limited impact on an individual sitting down with the literature to map out their own career but is better suited for career development program designers.

There is one major theory of career development which frames this study of the efficacy of the Affiliate's career development program: the Career Construction Theory. The earliest version of the Career Construction Theory traces back to Super's 1957 publication, *The Psychology of Careers*, where he theorizes that career construction begins in adolescence. The more widely understood Career Construction Theory was introduced in 1988 when Super expanded his thinking and discussed the construct of career adaptability; the idea that a person could have more than one career in their lifetime

and, indeed, multiple careers at one time. Later researchers (Goodman, 1994 and Savickas, 1997, 2005, 2011, 2013) expounded on that theory to include attention to maturity or readiness in the career development process from the individual's perspective. This becomes the first lens through which the analysis will determine whether the C.A.R.E.S. program is beneficial to employees, in addition to meeting its stated goals. The Career Construction Theory will be an integral part of both analysis of the data and recommendations for changes to the program. Career construction as a concept for career development and instructional designers will help to draw parallels and present perspectives which the Affiliate may not have considered when first creating the program.

Later additions to the Career Construction Theory by Savickas will provide the Affiliate with an understanding of the three views an individual program participant can take of their own career development: (1) Assessing life themes (2) Career Adaptability and (3) Vocational Personality. Savickas' take on the Career Construction Theory reimagines the cycle by making room for the overarching theme's of a person's life (not the individual experiences), their ability and willingness to adapt to a career which may not be the one they chose and the personality typically assigned to that vocation. Overall, the Career Construction Theory seems to

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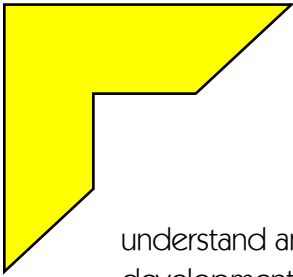
understand and address career development as a process through social and personal growth and development.

The three frames are crucial to constructing and administering any career development program or training designed to help the individual enhance their abilities and their career. Assessing life themes permits career development professionals to support a person's personal growth and development in a professional environment which is a factor that Super, 1990 found to be particularly beneficial to those seeking career development. Career adaptability is a lens relevant to the extent that things change, sometimes very rapidly, and individuals must be able to keep up. Career adaptability helps to push the idea that a person's career does not have to look like one thing, and it does not have to look like anything a person sees or hears their career should look like. It is the idea that a person's career can be whatever they want it to be, whenever they want it to be that. Lastly, vocational personality is a combination of both life themes and career adaptability. Vocational personality is wide-ranging, in that it can talk about the traits of a particular vocation, but most often refers to the way a person can equate their own traits into the career they have chosen to enter into. A simpler way of explaining this is making it a good fit.

Another important part of career construction theory revolves around the psychological self as actor, agent and author. Specifically, regarding the parts of career construction which focus on personality and life themes/experiences, the psychological self is an indelible part of the conversation, and the relevant literature provides that it has been studied by psychologists and other social scientists for decades. It now lends itself into the human resources and employee development arena. Features of the psychological self as actor, agent and author include important discourses between the self's contents, mechanisms of self-definition and temporal definition, as described by Northwestern University Psychology professor D.P. McAdams who proposed a now-widely cited model for the development of the psychological self. Figure 2 shows McAdams' Features of the Psychological Self. The psychological self continues to be a part of this discussion, in a different context as the literature focuses on coaches and career developers over employees.

As we move from career construction and into discussion of whether the program meets goals, the literature focus turns to career coaching and counseling, which are typically large parts of – if not the entirety of – career development programs. The widely accepted career coaching and counseling models that permeate workplaces across the United States (and the globe). Adding to the study's emphasis on coaching and counseling as a major benefactor of career construction, Savickas' 2011 continuation of his research offers
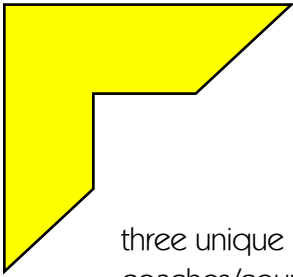
three unique perspectives through which coaches/counselors can assist individuals in constructing a career reflective of themselves: actor, agent and author. We all, Savickas argues, enter the world as actors – taking our place in the world based on all the categories which define us (e.g. gender, race, class, birth order). Career development professionals and programs must, on Savickas' urging, listen for career stories to recognize an actor. This means taking the time the listen to a person's story and determine what they feel is their place in the world and how they got there. Next, she offers, is the individual as an agent for themselves. The actor's entry into agency means beginning to set more long-range goals for themselves and creating plans for how to achieve those goals. Savickas encourages career development professionals and programs to take a subjective focus on the employee's motives and characteristic way of adapting to social expectations and developmental tasks. This is, simply, the idea of self-regulation and the constant question of how the individual regulates themselves for strategic positioning in their own career development. This is an important factor considered in the development identification process: whether a person self-identifies for development opportunities or accept opportunities presented to them. Finally, Savickas offers – in a largely symbolic way – the individual as an author. That is to say the individual as the author of their story which career development professionals and

programs must recognize as both a told and lived story. "From the authorial perspective, counselors listen for how a client is unique, rather than whom the client resembles. Career construction theory encourages employment counselors to take the narrator's perspective and listen for stories about self-making, identity, shaping, and character arcs. To understand that the story is being both told and lived, counselors concentrate on making meaning from important incidents, recurrent episodes, self-defining moments, life-changing experiences, and memories that typify the life."

As mentioned earlier, the existing literature relevant to this study belongs to two frameworks. The first being literature relevant to the analysis of the efficacy of the program and the second being relevant to the recommendations provided. As the discussion brings recommendations into focus, the literature reviewed still emphasizes career development, but in different modes: demonstration, coaching, apprenticeship, job instruction, field work and supervised practice to name several. Regarding apprenticeship, the literature also opens itself up to include mentorship relationships.

Research suggests that employers with mentorship programs often see increased retention. A 2010 study found that employees in a professional environment saw success in being promoted on their first try 72 percent of the
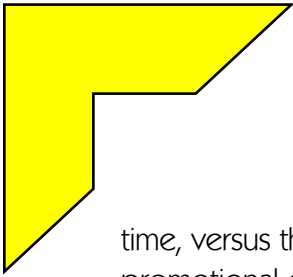
time, versus their counterparts seeking promotional opportunities who were not part of structured mentoring relationships and only saw success 31 percent of the time when seeking a promotion for the first time. (Beckett, 2010) This suggests a positive correlation between having a formal mentor and being successful in seeking an internal promotion. That positive correlation, and that of other studies (Lienard, Achakulvisut, Acuna & David, 2018; Brown, 2009) is an indicator that similar results may be achievable across industry and contingent groups.

Perhaps the most externally valid relevant research to this study begins in 1959 with Huggens' "Through Coaching, Progressive Training and Development." In a lot of ways, Huggens' theories appear to be well before his time. His theory on coaching is well suited in the 21st century where organizations have seemingly learned the difference between controlling an employee's development and participatory development. Huggens proffers that "An instructor does not develop people – he controls or effects change in the external conditions influencing development." (Huggens, 1959) Huggens goes on to offer four approaches to training and development: (1) the conference method handled by a trained leader (2) the conference method handled by a supervisor or member of the conference group (3) individual coaching conducted by an immediate supervisor and (4) self-development training conducted by the individual. Huggens argues that these coaching methods are the lens through which employers should view their role in the development process and make room for the employee to participate in their own development for best results.

Marion Kellogg, following the Civil Rights Act of 1964, began to focus her attention on the ways that career development programs were going to be impacted in newly integrated workplaces. Huggens' four methods would become some of the major theories that Marion Kellogg uses to develop her management study regarding employee development. In her 1967 *Closing the Gap: results-centered employee development,* which she described as a "handbook for those who get work done through other people," Kellogg emphasizes ways that organizations and managers can and should create environments which foster individual growth over team growth; arguing that that the former is what makes the latter possible. One of the ways in which a company and a manager can create that environment, Kellogg offers, is through honest coaching aimed at helping the employee meet their individual development goals. *Closing the Gap* includes important research on the way that changes in working climate (now read as environment) should be factored into individual development goals, talent and motivations. Kellogg's many management studies have been cited in at least 75

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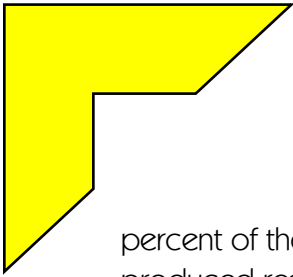
percent of the relevant research this study produced regarding career development and readiness. Kellogg's approach introduced business and employee goals as one in the same, while also crafting out a place for the manager's responsibility in the development process. It was the earliest research available which placed onus onto supervisors, managers and administrators instead of squaring it solely on the shoulders of the employee. Kellogg offers supervisors and managers a development quiz which is designed to test the implications, ethical considerations and cautions associated with developing employees. Many scholars following Kellogg's lead developed assessment instruments by which supervisors and other leaders can rate or test their ability to develop their teams based on a structured set of standards. While an assessment is not an instrument this study will recommend, it is a noteworthy finding in the relevant literature.

The final body of relevant literature includes literature on instructional design theories and concepts. To provide recommendations, it was imperative to understand the ways the Affiliate's current curriculum compared to an industry recognized instructional design model. The bodies of work for instructional design on the workplace context tended to point back to the International Board of Standards for Training, Performance and Instruction.

The Board publishes one of the leading instructional design texts, *Instructional Designer Competencies: The Standards*. The book, first published in 1986, is in its 13th edition and has become a widely referenced and highly regarded text in instructional design. *Instructional Designer Competencies* became a guide throughout this study and several of the case studies used in the book are examples of the types of interventions instructional designers may use. This text was foundational in the review of the existing program and the recommendation of interventions that follow the analysis.

Figure 2.

Feature	The self as . . .		
	Actor	Agent	Author
The self's contents	Social roles, skills, traits; social reputation	Personal goals, plans, values, hopes and fears	Life narrative
Mechanisms of self-definition	Self-attribution and categorization, built on observation of social performances	Exploration of and commitment to life projects; planning; prioritizing investments for future	Autobiographical reasoning; construction of an integrative life story
Temporal emphasis	Present	Present and future	Past, present, and future
Psychosocial problem	Self-regulation	Self-esteem	Self-continuity
Developmental emergence	Age 2–3: early childhood	Age 7–9: mid- to late childhood	Age 15–25: adolescence and emerging adulthood
Culture provides . . .	Performance norms, display rules; behavioral constraints	Scripts for goal content, timing, and goal pursuit/disengagement; motivational constraints	A menu of images, metaphors, and stories for life; narrative constraints
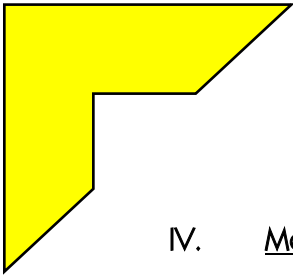
IV.   Methodology

This study is best classified as a mixed methods approach which analyzes the following sources of data: administrative data, interviews with leadership, interviews with C.A.R.E.S. program participants and surveys from C.A.R.E.S. program participants.

Sampling Strategy

Because of the qualitative and identifying nature of the information being provided, the population could only be determined by the total number of currently employed program participants who agreed to participate in the study. According to administrative data provided by the Affiliate, there are 135 program participants who are still employed by the Affiliate. 72 participants agreed to have the Affiliate release their names, telephone numbers and email addresses and other relevant employment data to participate in the study.

To support a random sample, an online random number generator was used to assign a numeric value to each participant in the self-selected sample. Participants who were selected for an interview were contacted on a tiered approach beginning with a telephone call, a follow up telephone call, an email from the researcher, and an email from the Chief Human Resources Officer before being removed from the sample. Only three participants had to be contacted by follow up telephone call and

no participant was removed from the sample.

It was determined that anywhere from 10 to 16 would be an adequate sample size but as the study went on, it became apparent that some of the same information could be gleaned from a survey versus an interview and that would help to increase the sample size. The created survey, which will be discussed later in this section, was sent out to 58 remaining members of the population who did not get selected for an interview. In total, 72 respondents participated in the descriptive interview and survey. This accounts for 53 percent of the total population of currently employed program participants. Figure 3 provides a breakdown of functions of interviewees.

Interviews

The interviews for this study can be placed into two distinct categories: descriptive/diagnostic and substantive. Descriptive/diagnostic interviews were conducted with executive and senior staff to determine the direction for the study while substantive interviews were conducted to help determine the efficacy of the program as the study was designed to do.

Descriptive / Diagnostic Interviews

Nine (9) descriptive/diagnostic interviews were conducted to gain a better understanding of what leaders and program

administrators believed to be the greatest challenges facing the program and what they saw as the future of the program. The interview protocol has been attached as Appendix B. Their names have been changed to preserve anonymity:

- Arthur, President and Chief Executive Officer
- Beatrice, Vice President and Chief Operating Officer
- Charlie, Vice President and Chief Financial Officer
- Dave, Vice President and Chief Human Resources Officer
- Emily, Vice President and Chief Programming Officer
- Francis, Vice President and Chief Resource Development Officer
- Gloria, Human Resources Manager and Chief Training and Development Officer
- Hester, Training Specialist
- Ian, Training Specialist

These interviews were conducted in person in February 2020 in 30-minute increments. All the Vice Presidents were identified by the President and CEO as required participants. Interviews were also conducted with the training and development staff members who administer the C.A.R.E.S. program. The meetings with training staff were conducted one week prior to the meetings with the executive staff to gain the most honest, unfiltered responses.

Substantive Interviews

The interviews with leadership and program administrators assisted in the development of the substantive interview protocol and survey. During substantive interviews, 14 current employees who had also completed the C.A.R.E.S. program were interviewed about their experience and their feelings about the program.

Due to time constraints and other physical constraints brought on by the global COVID-19 pandemic, the interview protocol was altered, and I created a brief survey that could be sent to more participants than could be interviewed.

Survey

The survey included the exact same format and questions as the in-person interview that was conducted. It was created using Qualtrics and sent to individuals in the sample via email first by the researcher. 13 participants required a follow up email from the CHRO prior to completing it. The surveys, like the interviews, were permitted to be completed during work time and using the Affiliate's technology. 58 participants completed the survey.

14 currently employed program participants were interviewed, and 58 currently employed program participants responded via survey. This is a 100 percent yield rate which can help to increase the internal validity of the survey results. The survey is attached as appendix E.
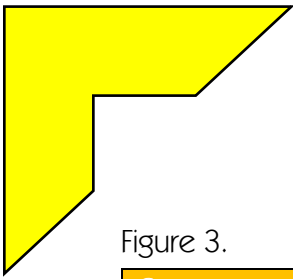
Figure 3.

| Category	Job Title	Survey Sampled	Interviewed
Executive	President	-	1
	Vice President	-	5
Management	Manager	6	3
	Assistant Manager	2	-
	Supervisor	5	1
	Assistant Supervisor	2	2
Operations	Associate	30	5
	Attendant	7	3
	Technician	4	1
	Specialist	2	2
Total		58	23

Document Review

The Affiliate provided administrative data including the following documents:

- Employee census data; including demographic information on all employees with names and other personal information redacted except;
  - Age, Race, Gender, Disability Status, Veteran Status, Hire Date, Adjusted Seniority Date, 5-Year Performance Appraisal Data Scores, Position, Promotions and Transfers, Employment Category

- C.A.R.E.S. program participant data; including the same demographic information listed above for all program participants since its 2011 inception.
  - Additional information on program participants included: Program Participation Term, Outcome
- Listing of 72 C.A.R.E.S. Program participants (current employees) who expressed interest, electronically, to participate in the study
- Program curriculum design
- Program participant agreement

Sample Demographics
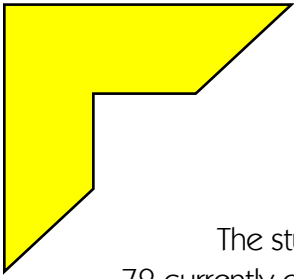
The study included responses from 72 currently employed program participants who completed the program somewhere between its inception in 2011 and December 2019. The median participation year for the sample was 2017. The average age of the participants was 41-years-old and the average length of service for participants was 10 years. Participants were 60 percent female and 40 percent male, with 33 percent filling supervisory or leadership roles and 26 percent reporting receiving a promotion following completion of the C.A.R.E.S. program.
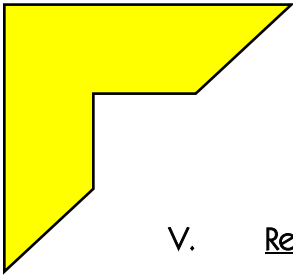
V.   Research Question Discussion

Research Question

1. Does the C.A.R.E.S. Program meet its stated goals?
    a. Has employee morale and motivation improved since implementing the C.A.R.E.S. program?
    b. Of the employees who participated in the program, what percentage left the Affiliate and the Organization?
    c. Do employees feel they are better prepared to handle change following participation in the C.A.R.E.S. program?
    d. How does the Affiliate seek to help employees set and meet their own goals?
    e. Are employees more likely, less likely, or neutrally promoted following participation in the C.A.R.E.S. program?
    f. Is there a correlation between participation in the C.A.R.E.S. program and high performance?

Question 1: Does the C.A.R.E.S. Program meet its stated goals?

OBJECTIVE ONE DISCUSSION

"To improve the morale and motivation of employees."

It does not appear that the program meets this goal, because nearly 85 percent of the survey and interview participants report not feeling better about the Affiliate and 93 percent reported not feeling any change in their own motivations. During interviews, participants were asked follow-up questions as to why they gave the answer they gave. The overwhelming majority of respondents in the interview

On Morale

"That's one of those things I wish I could have gotten out of the program. I came in with pretty low morale and had to fight to get them to send me to C.A.R.E.S. On the first day, I thought it was going to help but by the end it just felt like hollow words."

Participant actively seeking other outside employment
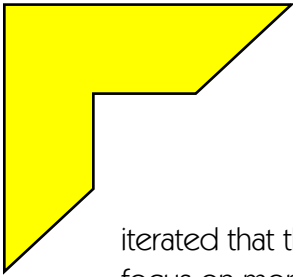
iterated that the C.A.R.E.S. program does not focus on morale or motivation building.

Several participants mentioned having been so far from the program that they may not remember every small detail but, notably, no participant could recall a specific thing from the program that affected their morale or motivation. Those who answered yes noted a general feeling of closeness to their Cluster – or group with whom they went through the program. The relationships built in the program were a common thread among all participants – even those who reported not feeling better about the Affiliate following completion of the program.

The program curriculum provided at the beginning of the study mentions that participants should grow closer to the Parent Organization's brand and become brand ambassadors for the organization. In interviews, the participants were asked about that statement in response to the program goal of improving morale, and 100 percent of respondents responded positively to being brand ambassadors.

However, respondents abidingly mentioned that they did not feel it was a result of the C.A.R.E.S. program, but as a result of their working within the Parent Organization "family," and that it is something instilled in them from their very first day at whatever affiliate they began with. Even though the responses to the question would appear to help advance the program's successfulness in this area, the circumstances that appear to be responsible for respondent's brand ambassador responsibility are not the program.

One survey respondent noted that he was "…glad to have a job but I would never say that I think they helped improve my morale or my motivation. I'm here to do my job so I can pay my bills. I'm motivated to work overtime 'cause I need the money. I really don't even know how you can improve somebody's motivation." This theme was repeated in interviews, with one respondent saying "…motivation ain't something you can give somebody so, no."

OBJECTIVE TWO DISCUSSION

"To increase loyalty and commitment to [redacted] and retain employees in the [redacted] family."

This was a bright spot in the results, because 82 percent of respondents said they felt the program had increased their loyalty to the Parent Organization. Among those interview respondents who answered affirmatively, the general feeling was that they felt the Organization had invested something into them at the Affiliate level and that was appreciated and enough to have earned loyalty. When asked what that loyalty meant exactly, one respondent said that it meant: "I'm more likely to give [redacted] the benefit of the doubt when [explicative] goes wrong sometimes. Before C.A.R.E.S., I
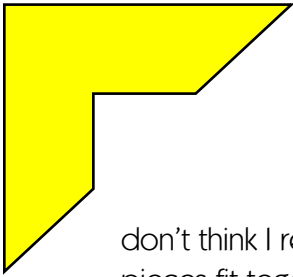
don't think I really understood how all the pieces fit together. So, like, now when my manager jumps on my [explicative] because I'm loading too slow, I get why that's such a big deal and how it could get us all behind and lose us money." Of note here is that none of the respondents mentioned – though they were not prompted to – not being loyal or committed to the Parent Organization. Even among respondents who answered no, at least seven mentioned that they already felt committed to the Organization, having transferred in form another affiliate and that they would probably not leave even despite being given the chance to.

A respondent who answered no said they had worked for three other affiliates before coming to this one and they had never seen an affiliate run so well, and noted that as their reason for staying. The respondent also mentioned that the C.A.R.E.S. program helped them to decide to stay at a time when they were considering another job because they asked the potential new employer about growth and development opportunities in comparison to the C.A.R.E.S. program, and they didn't have anything like that. The employee mentioned that they felt the Affiliate and the Organization were "ahead of the curve" when it came to employee development.

One respondent joked that sometimes it felt like a cult the way everybody used the same language on certain things like "brand ambassador." "I mean, I've watched documentaries. I see how them cult leaders do. They draw folks in with their outgoing personality and they get them all talking the same language, and wearing the same clothes. I be looking like 'hmm…that's what they doing down at [redacted], but," he closed "it ain't no cult here. They pay good and for the most part they treat you good – especially when you got seniority. I'm getting closer and closer to my preferred holiday list."

On Commitment

"It almost feels like 'dang, they really believed in me enough to put me in this program.' 'They must really want to see me succeed." I ain't never had that on no other job – where somebody came and pulled me off my register and asked me if I was interested in a development program. So, yeah, I'm here for the long haul!"

Through interviews, I tried to understand just where in the program curriculum loyalty and commitment are central to the program and there was no clear answer. One participant likened it to propaganda in the way that the Affiliate uses nicely cut videos

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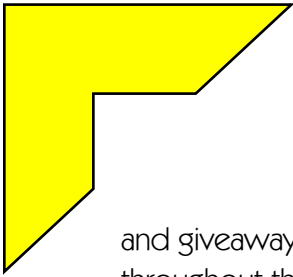
and giveaways of branded merchandise throughout the program. Interviews with the training staff revealed that their approach to building loyalty and commitment is really through proving to the employee that they are the Affiliate and the Organization's most valued resources. Training staff also said they like to regularly draw on examples of individuals who have worked their way up in the Affiliate and those who have gone on to work for other affiliates in the Organization's family through pre-recorded interviews to drive home the point that loyalty to the Organization is rewarded. One such example comes directly from one of the study participants – the Vice President and Chief Operating Officer who started as a retail employee, worked into management, attended school on evenings and weekends to obtain both a Bachelor's and Master's degree and now leads the entire division.
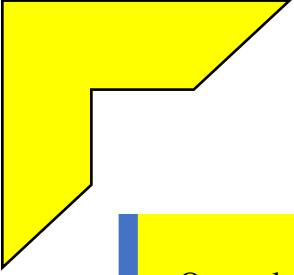
OBJECTIVE THREE DISCUSSION

"To help employees adapt to rapidly changing working environments."

When asked whether they felt that their participation in the program had helped them learn to adapt to rapidly changing work environments, respondents gave responses on opposite ends of the spectrum. A respondent stated "They're always changing something, but no – I don't think they ever taught us how to work through change. I hear about that and I've been reading a lot about it with the COVID stuff but I ain't seen none of it come to us through [redacted]. And even still, I definitely ain't get it from C.A.R.E.S."

Another respondent reported: "Oh my God Yes! I can be a little bit spacy sometimes, but some of the tools I got from C.A.R.E.S. really help me to focus my energy into solutions when things come up on the floor." The interview responses, both in close and open-ended questions were perfectly split with one half of respondents reporting they felt the program had taught them to adapt to rapidly changing work environments and one half reporting the opposite.

The question, while written well before the outbreak began, was perfectly apt for a time with the Affiliate and the Organization – and rest of the world – were making their ways through the earliest days of COVID-19. While the study does not assess whether the Affiliate was, in fact, prepared to adapt to rapidly changing working environments, the responses to the question widely indicated that they were not. Positively, respondents felt that C.A.R.E.S. had effectively taught them how to either lead their teams or manage themselves through periods of great change such as COVID-19. Negatively, respondents felt that they had not learned how to navigate through rapidly changing environments and they only reason they were successful was because of skills they brought with them to the Affiliate or the resources provided by external sources.

OBJECTIVE FOUR DISCUSSION

"To help employees set and meet individual advancement goals."

Respondents overwhelmingly (95.83 percent) reported not feeling that the program helped them to set and meet their own individual advancement goals. The respondents had strong responses to this question, with some some scoffing and others laughing. The respondents reported that they remembered being told what the goals of the program were but most did not recall the program assisting them in setting and meeting their individual advancement goals.

Per the information provided from the training specialists, of the 72 respondents, only 13 of them had advanced to roles other than the roles they were in when they participated in the C.A.R.E.S. program. While that is not a singular indicator of the failure of the program to meet this goal, it becomes less plausible that the program accomplishes this goal when evaluating program statistics and employee responses.

According to administrative data, over the life of the program (2011 – 2019), 981 participants have matriculated through the program. 135 of those participants remain with the Affiliate while 212 of them have transferred to other affiliates within the Organization. 47 participants have been terminated and 587 have opted to work for another organization. In 2019 alone, of the 195 employees to voluntarily resign from the organization, 154 – or 78.97 percent – of them were C.A.R.E.S. alumni. This is a particularly troublesome statistic because it means that just over 15 percent of the existing workforce has benefited from the Affiliate's only structured career development program.

The respondents' insistence that no one had ever asked them their own advancement goals is a direct contradiction of the stated goal and the training specialists' interview comments where they shared – in different interviews – that one of the things
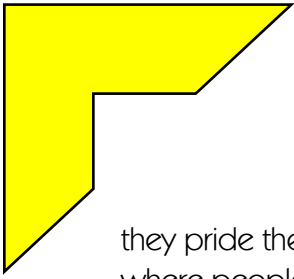
they pride themselves on most is finding out where people see themselves in the Affiliate or within the Organization and helping them to devise a plan to get there. By the researcher's estimation, this is likely the result of time lapsed since participation in the program. The curriculum clearly outlines a module where participants are asked about their career aspirations and asked to complete a career roadmap. In either case, this in an area of improvement for the Affiliate because it should not be a forgotten part of the program to participants no matter how long they have been out.

The administrative data supports the interview and survey findings that participants are not being developed or advancing in their careers. Only 45 of the Affiliate's 342 supervisors have participated in the C.A.R.E.S. program. This is representative of just 13 percent of the total supervisory population, which is not indicative of a program preparing its participants for leadership and assisting in their advancement. While the program administrators do not do not track its success by measuring the number of individuals promoted to supervisory or management positions, this is a metric by which the goal can be judged in the absence of and numeric data reviewing the program's successful placement of graduates into management roles. The language used for the goal still make
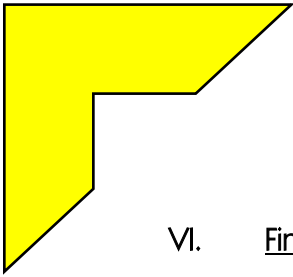
VI.   Findings

Finding One: The Affiliate's current design of the C.A.R.E.S. Program is not rooted in industry standard best practices or academic support.

The descriptive/diagnostic interviews made it apparent that there was no external research done when designing the program. While there is no 100 percent correct way to design instruction, experts agree that formalized instruction should either (a) be based on peer-reviewed models and information or (b) incorporate techniques from industry proven to produce results to help validate the instruction's claims. "Using instructional design principles and models can result in significant change in the overall learning process. Instructional design bridges the gap between content and learning by evaluating the current state and needs of a learner and setting appropriate foals for instruction." (Morrison, Ross, Morrison & Kalman, 2019) The International Board of Standards for Training, Performance and Instruction provides a generic competency development model which can assist instructional designers in creating effective training programs, including goals and evaluation methods. Neither this model, nor any other model that is available for public consumption supports the current program design.

Finding Two: Employees do not feel that completion of the C.A.R.E.S. program was material in their current career standings.

One of the major drawbacks of the program's stated goals is that meeting them relies heavily on the thoughts, feelings and opinions of the program participants. Positive or negative experiences can skew the results heavily in one direction. That was particularly evident in the case of participants who were asked whether they felt that their participation in the program had impacted them in six areas: morale, motivation, position as a brand ambassador for the Organization, loyalty to the Organization, ability to adapt to change and setting and meeting individual advancement goals.

Motivation/Morale

61 of 72 participants did not feel that their participation in the C.A.R.E.S. program had improved their morale. This would indicate that the Affiliate does not meet this stated goal. Interviews with participants revealed that there is low morale across the Affiliate for issues ranging from pay inequity and job dissatisfaction to favoritism and preferential placement. Appendix E provides a visual depiction of data gathered on this matter.

67 of 72 participants did not feel that their participation in the C.A.R.E.S. program had improved their motivation. This would indicate that the Affiliate does not
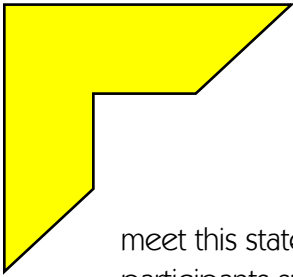
meet this stated goal. Interviews with participants suggest that most participants view motivation as something intrinsic that cannot be affected by external things such as participation in the program. This is an objective to which the researcher suggests significant change. Appendix E provides a visual depiction of data gathered on this matter.

Brand Ambassador

All 72 participants reported feeling that they were brand ambassadors which, on its face, appears to support the assertion that the Affiliate is meeting this goal. However, interviews with participants revealed that the language of "brand ambassador" is something that begins on day one with the Organization and continues throughout the life of employment. One respondent showed the researcher an email that came out the day of their interview which began "Good morning, Brand Ambassadors!" So, even though the respondents all agreed to being brand ambassadors, the researcher found no evidence in the course of the study which suggests that participation in the C.A.R.E.S. program was the cause of that feeling. Appendix E provides a visual depiction of data gathered on this matter.

Loyalty

59 of 72 respondents reported feeling an increased sense of loyalty to the Parent Organization following participation in the C.A.R.E.S. program. This number

represents 82 percent of respondents with a favorable opinion and, by most indicators, would be a success. However, the researcher found through interviews and other data provided by the Affiliate that this score is not reflective of trends. In fact, as seen in Appendix F, the rate at which employees leave the Organization following participation in the program remains high. 60 percent of all employees who complete the program leave the Organization, while only 22 percent of those employees completing the program transfer to other affiliates. The data does not support the assertion, as respondents' answers may suggest, that the Affiliate meets this goal.

Adaptability to Change

Respondents were split on whether the C.A.R.E.S. program teaches them to adapt to rapid change. The curriculum provided did not include any coursework or instructional design which focuses on change management so it is likely that this goal is not met. Nothing provided in the administrative data provides a way to track success on this objective

Finding Three: The stated objectives of the program are not supported by the current program curriculum.

The program curriculum provided to the researcher, summarized in Appendix G and supported by interviews with training staff and Affiliate leadership do not align with the program objectives. The stated objectives of the program should, in some
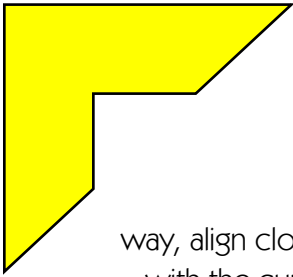
way, align closely – in fact, nearly identically – with the curriculum design. Through thorough review, the researcher was able to determine that the findings of failure to meet the program objectives are likely a direct result of the objectives not aligning with the curriculum. It also appears that the curriculum was not designed, so much as it came together over years of instruction. The researcher requested the formal instruction manuals and plans, to no avail. Eventually, it was revealed by training staff that they did not exist and no one on staff had used the terminology or anything similar in creating the program. The researcher was provided with a series of Microsoft PowerPoint presentations and handouts which are given to participants as the full curriculum. This is indicative that there has never been a formalized curriculum to meet the objectives as was previously stated to the researcher.

Finding Four: There are no internal metrics which assess participant perception or employment outcomes following participation in the program.

This finding logically follows the finding that there was no formalized instructional design or curriculum implemented. Because no formalized instruction plans exist, it would make it difficult – if not impossible – for any internal or external partner to assess the program's effectiveness. As the researcher became more entrenched in the documents provided and data collection, it became clear that the program had existed

since 2011 with no evaluation plans. If a formalized evaluation plan existed, the Affiliate would have determined – likely years ago – that the program was not meeting its objectives. But, in this cyclical process, where there is no design, there is no curriculum to provide outcomes on which to be assessed. The researcher hopes to address this in the subsequent recommendations.

Finding Five: The program is not meeting program objectives.

Research questions 1(b), 1(e), 1(f) and 1(g) were answered using the administrative data provided by the Affiliate.

1(b) – Are employees, on average, more or less likely to leave the Parent Organization following participation in the C.A.R.E.S. program?

Of the 981 employees who completed the program, 587 – or 59.8 percent – voluntarily resigned from the organization. This number does not include those who retired, transferred to another affiliate, were terminated or laid off in a Reduction of Force (RIF).

On the inverse of this finding is how this compares to non-program participants. The Affiliate provided information on the 2019 employment moves, but did not do so historically. Based on 2019's data alone, of the 195 resignations that year, 154 of
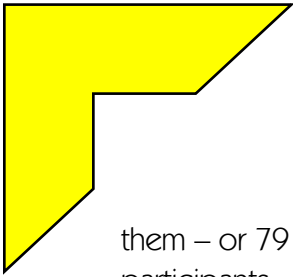
them – or 79 percent – were C.A.R.E.S. participants.

The data supports the finding that employees are more likely to leave the Parent Organization.

1(e) – Are employees more likely, less likely, or neutrally promoted following participation in the C.A.R.E.S. program?

The administrative data provided by the Affiliate provided that 411 of the program's 981 participants – or 41.8 percent – received at least one promotion. This number seems to be a good indicator, but it cannot stand alone. To control for the fact that historical data was not provided, this analysis only compared the promotional histories available for the 2019 employees.

Of the employees on staff at any point in 2019, 289 – or 19.8percent - had participated in the C.A.R.E.S. program. Of that number 41 – or 14percent - were promoted at least one time, 16 – or 5.5percent - were promoted two times and 2 – or .69percent - were promoted three or more times. This is compared to the total number of employees on staff1,459.

Of that number 711 (48.7percent) were promoted at least one time, 167 (11.45percent) were promoted twice and 89 (6.1percent) were promoted three or more times. Based on these numbers, it seems an employee is less likely to be selected for a promotion following participation in the C.A.R.E.S. program.

1(f) – Is there a correlation between participation in the C.A.R.E.S. program and high performance?

The Affiliate uses if a five-point scale to determine an employee's annual performance score:

- 5 = Outstanding
- 4 = Exceeds Expectations
- 3 = Meets Expectations
- 2 = Partially Meets Expectations
- 1 = Does Not Meet Expectations

On that scale, the Affiliate determines a score of four or higher to be a "high score".

The best way to assess whether participation in the C.A.R.E.S. program impacts overall performance scores, the analysis should be provided based on the score for the year immediately following participation in the program. That assists in better determining whether there is a correlation between the two. That was unable to be done in this analysis because the Affiliate was unable to provide historical data on performance appraisals in a timely fashion so the only year a score was available for was 2019.

The average performance rating for all employees in 2019 was 3.2. The average performance rating for C.A.R.E.S. program participants was 3.4 while the average performance rating for employees who did not participate in the C.A.R.E.S. program was 3.2. 103 C.A.R.E.S. participants – or 35percent - scored four or higher. This is in
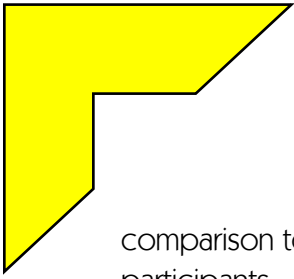
comparison to 284 non-C.A.R.E.S. participants – or 23percent - who scored high.

There is no significant difference in these scores and, in the absence of the additional data needed, I cannot make a conclusion as to whether this is a correlation between C.A.R.E.S. program and high performance.
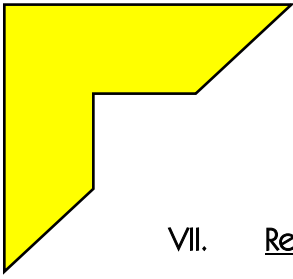
VII.   Recommendations

Recommendation One

The Affiliate should revise the C.A.R.E.S. program to assess and address employee and participant needs and implement an industry standard instructional design method to improve the program's chances of success.

The International Board of Standards for Training, Performance and Instruction has, for nearly 40 years, been the leading professional association for setting standards, certifying and leading the work of instructional design and performance management. According to its website, the Board operates as a standard bearer across the globe with members from the United States, China, France, South Africa, Australia and many more countries. Its research and development activities include the publication of a set of competency standards for instructional design professionals across five disciplines: online learning, instructional design, training management, evaluation and instruction. These competencies are reviewed and updated annually through a peer reviewed process.

The Board also publishes one of the leading instructional design texts, *Instructional Designer Competencies: The Standards*. The book, first published in 1986, is in its 13th edition and has become a widely referenced and highly regarded text in instructional design.

In that text, the Board and its authors discuss the focus of competency modeling. "Competency modeling refers to the process resulting in a cohesive description of human performance and the attributes of people required to perform effectively." (Koszalka, 2013) Even though there are broad areas on which the C.A.R.E.S. program focuses, the program overall should provide a general emphasis on its plan to retain employees and engage a leadership pipeline through a competency-based curriculum which provides participants with the tools necessary to perform well in continued and advanced employment. Koszalka opines that "The application of a competency-based approach can occur in many different settings including academic/training, public and private sectors, and extending to nonprofit and professional organizations." Another definition provides that competency models can include critical competencies or behavioral indicators which can drive success. The C.A.R.E.S. program was designed as a competency-based program, even if its designers did not take the approach directly from any recognized instructional design model.

While the Board does not endorse any organization-specific, copyrighted instructional design model, it does provide a rigorous set of standards that instructional designers should follow when creating and
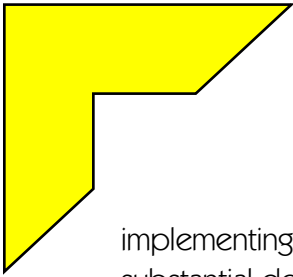
implementing curriculum which will have substantial dominion of an individual or group's access to learning materials. Those are:

- Effective communication
- Research and theory
- Data collection and analysis
- Identification and response to ethical, legal and political implications of the design
- Assessment of needs
- Identification and description of target populations and environmental characteristics
- Assessment and modification of existing instructional materials
- Development of instructional materials
- Design of learning assessment
- Management of partnerships

These standards are not requirements, but they are supported by research and relied upon in the field of instructional design so, to the extent that the Affiliate is able, they should be closely aligned to in the proposal of a changes to the C.A.R.E.S. program.

One such model which meets those standards is the ADDIE model, which is an acronym for Analysis, Design, Development, Implementation and Evaluation. The ADDIE Model for instructional design was developed by scholars at Florida State University for the United States Armed Forces. (Molenda, 2003) According to Molenda, the ADDIE Model is ideal in the design process as an organizing principle when many different concepts are covered. The C.A.R.E.S. program is broad in scope, because it must instruct employees on various competency areas including customer service, supervision, internal workflows and external work engaging the community and donors. Using the ADDIE Model to organize the curriculum design can lead to a significantly more succinct, effective and robust curriculum. The ADDIE Model begins with analysis, which makes it an ideal model for redesigning an existing curriculum. (Molenda, 2003) This study may stand as the analysis required for the first step of the ADDIE Model.

In the Design portion, the program administrators will work with the consultant to build a program that meets the Affiliate's needs. The best way to meet the Affiliate's needs is to meet the employees' needs, which is why the design of the program should incorporate ways to determine, assess and assist with meeting employees' individual development needs.
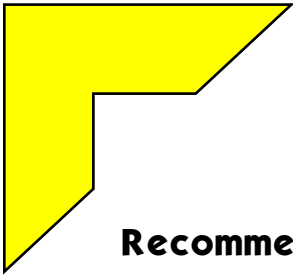
Recommendation Two

The Affiliate should add a mentorship and/or job training component to the program which permits participants to gain real access to and understanding of a job that could be in their future.

The Affiliate is primed to elevate job analysis and mentorship opportunities based on a participant's own growth potential and desires. With the revision of curriculum to include individuals' professional development needs, it becomes likely that the Affiliate will gain further insight into program participant's career goals and should take a vested interest in helping employees to reach those goals. The addition of the mentorship or shadowing component to the program will also provide the Affiliate with a chance to engage with program participants on a deeper level and support their individual advancement goals in a way which participants in this study seemed to desire. Research also suggests that employers with mentorship programs often see increased retention, which was one of the major problems facing the Affiliate. A 2010 study found that employees in a professional environment saw success in being promoted on their first try 72 percent of the time, versus their counterparts seeking promotional opportunities who were not part of structured mentoring relationships and only saw success 31 percent of the time when seeking a promotion for the first

time. (Beckett, 2010). This suggests a positive correlation between having a formal mentor and being successful in seeking an internal promotion. Held true, this study supports the addition of a mentorship component to the C.A.R.E.S. program. A later recommendation calls for revising the program goals to align with the outcomes desired. A mentorship program addition is a key driver in making the successful move to an outcomes-based metric system, where one of the measured outcomes is the number and/or percentage of program participants who receive promotional opportunities within the Affiliate or Organization. This can help to add context to the retention reports which the Affiliate runs annually and may become a key performance indicator.

As the program realigns itself strategically to include more outcomes-based metric reporting, the Affiliate should incorporate a mentorship model where a senior employee provides guidance to a junior employee. This is also integral to the career construction theory discussed earlier. So from perspective of the Affiliate assisting employees in being able to visualize themselves in a position before they are in that role, this addition could be transformative to both the program and its participants.

Helping people to visualize their careers and themselves as long-term employees with the Affiliate and/or Organization may be achieved by
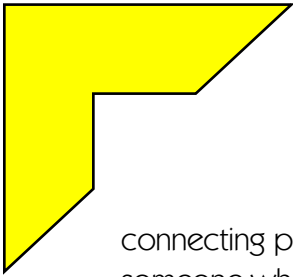
connecting program participants with someone who is where they are attempting to be in their career. This is the very premise of mentorship relationships; both formal and informal. According to Wright and Werther (1991), the mentor/protégé network offers a maximum return on investment and mitigates the risk of premature loss of employees. In a pharmacy industry study of more than 50 mentor/protégé pairings done by researchers at Western University of Health Sciences, nearly 97 percent of mentors were pleased with their pairings and more than 70 percent of protégés were pleased with their pairings. In the study, while there was no significant productivity increase among protégés, there was a significant increase in feelings of morale and support which led to higher numbers of peer-reviewed publications. (Jackevicius, Le, Nazer, Hess, Wang & Law, 2014) These results suggest that, while there may not be a significant increase in productivity in the short or long-term, the Affiliate may be able to see other positive implications of the program's success throughout the life of an employee.

Recommendation Three

The Affiliate should revise its program objectives to more closely align with the desired outcomes.

The C.A.R.E.S. program was created in 2011 and in the 9 years since has not been revised. With the identification of the Affiliate's difficulty in retaining and developing employees, now is an optimal time for the Affiliate to put a critical eye to the outcomes of the program. During this time, it will be imperative for the program administrators to align the program's goals with both organizational outcomes and the leadership team's vision for the program.

The program goals and objectives, as written, do not support leadership's vision for the program to be one which prepares leaders for the Affiliate and the Organization. The current objectives read as attempts to build brand loyalty and less as objectives designed to build the competencies of leaders for the Affiliate and the Organization. The suggested change

"The C.A.R.E.S. Program seeks to enhance the employment experience and develop tomorrow's Organization and Affiliate leaders through:

- Understanding participants' role as the designer of their own career;
- Providing participants with the tools to make them successful in their current or next identified role;
- Improving understanding of Affiliate, Organization and community relations; and
- Encouraging participants to set individual advancement goals and supporting meeting them.
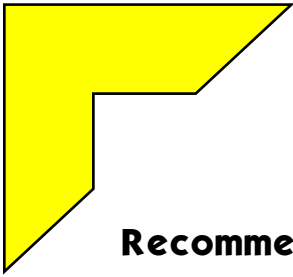
Recommendation Four

The Affiliate must have readily accessible, data-driven metrics to assess the program and promote sustainability.

The researcher provides the Affiliate with a set of industry recognized key performance indicators (KPI), which are also relevant to the health and wellness of the Affiliate, Organization and participants. The metrics-based system the researcher suggests will permit the Affiliate to determine, among other things, whether employment outcomes following participation in the program are positive, negative or neutral. This is important because, as an organizational, nationally recognized program results must be internally valid in order to hope for replication of results in other affiliates.

In the sixth edition of *Key Performance Indicators: developing, implementing, and using winning KPIs*, David Parmenter takes his previously 12-step model for developing good Key Performance Indicators and condenses it to six steps for practitioners to follow. See Figure 4. Presumably, steps one through three will be easily managed by virtue of the Affiliate leadership team agreeing to permit the researcher to complete this study. Steps four through six have largely been identified throughout this study, so the time to complete will be minimal.

Figure 4.

Stage	Steps	
1	1,4	Getting the CEO and senior management committed to the change
2	2,3	Up-skill in-house resources to manage the KPI project
3	5	Leading and selling the change
4	6	Finding your organization's operational critical success factors
5	7,8,9	Determining measures that will work in your organization
6	10,11,12	Get the measures to drive performance

Additional KPI's may be added if Affiliate leaders believe they will help to drive successful evaluation of the program's efficacy and offers the following:

- Number and percentage of participants promoted within six months;
- Number and percentage of participants promoted within one year;
- Number and percentage of nonwhite participants;
- Number and percentage of nonmale participants;
- Number and percentage of employees participating in the program;
- Number and percentage of participants receiving transfers to other affiliates;
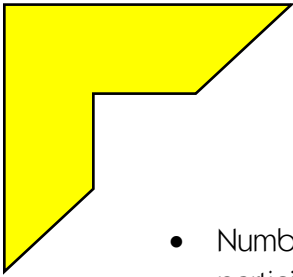
- Number and percentage of participants resigning from the Organization;
- Number and percentage of participants retiring;
- Number and percentage of participants terminated for behavioral reasons;
- Number and percentage of participants terminated for performance reasons;
- Number and percentage of participants serving as mentors to program participants;
- Number and percentage of EEOC/DOL claims involving program participants;
- Number and percentage of participants in Performance Improvement Plans
- Number and percentage of participants rated "Outstanding"
- Number and percentage of participants rated "Exceeds Expectations"
- Number and percentage of participants rated "Meets Expectations"
- Number and percentage of participants rated "Needs Improvement"
- Number and percentage of participants
- Number of employee complaints on participants

- Number of customer complaints on participants
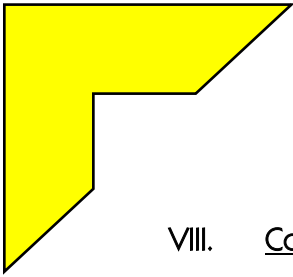
VIII.   Conclusion

The Affiliate's initial concerns were confirmed; the C.A.R.E.S. program is not meeting the stated standards and objectives of the program. But the program objectives are largely ineffective due to shortcomings in the program's design and. To that end, it was a particularly difficult task; more than initially thought. While the Affiliate had rich data on employees and their movement throughout the Organization, it took a bit of splicing together to get the type of data needed for the analysis and discussion. Once the data was compiled in a way conducive to analysis, it became imperative to glean whether the program was meeting its stated goals through a measured approach.

If the Affiliate chooses to implement all or some of the suggested interventions, it will increase the likelihood of producing measurable outcomes supporting external validity and cementing the Affiliate's program as the national model some already see it as. During the analysis that the training and development staff maintain a great deal of ownership over the program and its curriculum. There were times in the data collection interviews that became extremely tense where training and development staff exhibited emotions such as anger and frustration over their perceived though that the researcher was judging or jumping to conclusions about the program.

Training and development staff pointed to an "almost nonexistent" training budget, which they largely credit for some of the program's shortfalls. These preconceived notions regarding the research and the researcher may cause undue strife in the implementation process should the Affiliate choose to pursue all or some of the aforementioned interventions. The beauty of the interventions offered is that they require little to no financial investment, realizing that the Affiliate may face difficulties in securing additional funding. There are free resources available to assist in curriculum development.

While there were more areas that can and should be further developed in order to enhance the program, change must come in manageable quantities. The Affiliate sjpi;d consider personality assessment and emotional intelligence training and certification for training and development staff to, in turn, implement with program participants. This can assist in growing the program to include more individual development and, ultimately, team and organizational development.

-MHB

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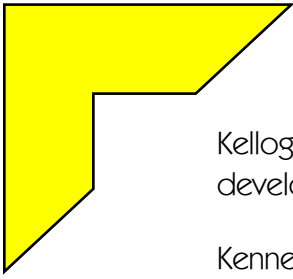
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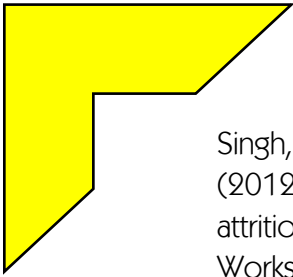
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Strategic apex

Technostructure

Middle
line

Support staff

Operating core
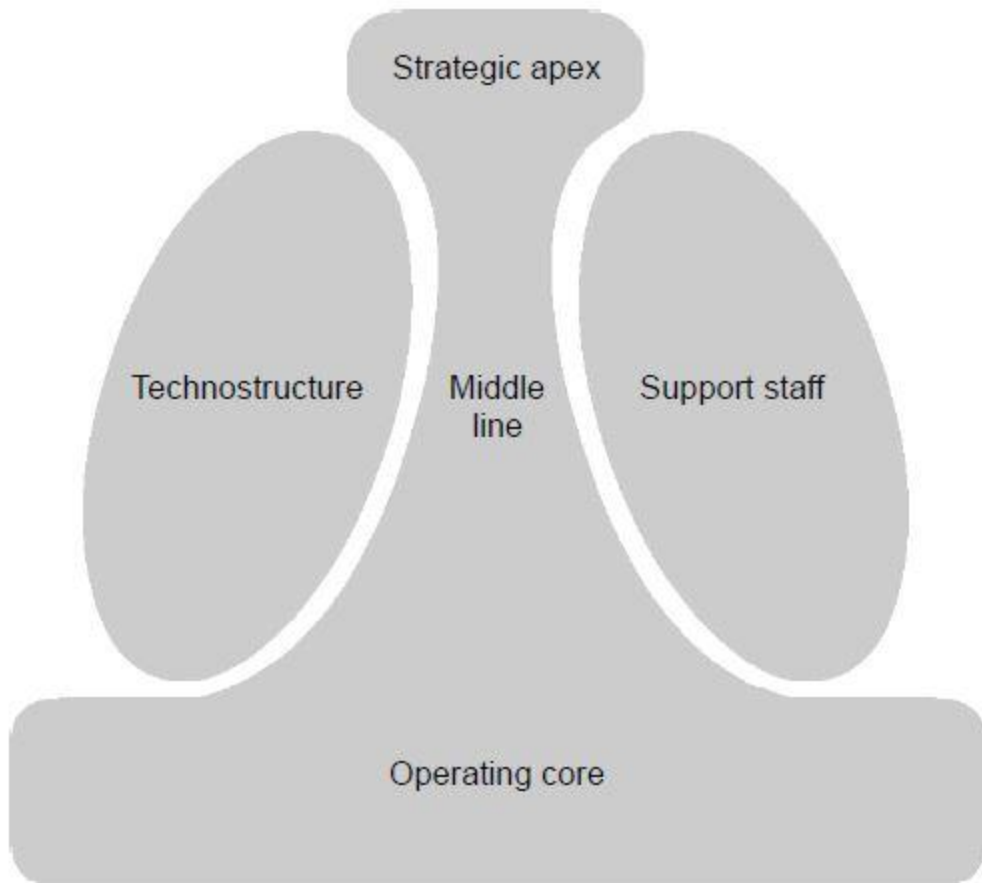
Appendix B

Summary of 2019 Personnel Movement and Program Participation

Total Budgeted Positions	1,492
Total Employees 1/1/2019	1,459
Total Vacancies 1/1/2019	33
Total Employees 12/31/2019	1,351
Total Vacancies for 2019	288
Total Vacancies created in 2019	255
Total 2019 Hires	147
Total Vacancies on 12/31/2019	141

Vacancies by Type

Transfers	Resignations	Retirements	Terminations	Force Reduction	TOTAL
9	195	10	39	2	
3.53percent	76.47percent	3.92percent	15.29percent	.79percent	288

2019 Vacancies by Race

Type	Black	White	Hispanic	Mixed	Other*
Transfer	-	9	-	-	-
Resignation	82	97	12	-	4
Retirement	-	7	-	3	-
Termination	32	1	-	6	-
RIF	1	-	-	-	1
TOTAL	115	114	12	9	5

Participation Year	Total Participants	Participants Still Employed	Participants in the Study
2011	86	11	6
2012	129	6	2
2013	117	3	4
2014	64	2	-
2015	93	5	9
2016	209	9	11
2017	84	5	5
2018	78	17	19
2019	121	77	16
Total	981	135	72

Appendix C. Affiliate Executive Leadership Interview Protocol

Hello, my name is Marquis Barnett, and I am a doctoral candidate at Vanderbilt University. Part of my research focuses on the effectiveness of career development programs in preparing participants for future opportunities. I have been granted permission from the President and CEO to speak with staff members regarding the C.A.R.E.S. program, to both assess its effectiveness and offer improvement recommendations.

I will be recording your responses today for me to refer to as I prepare my final report. Your responses will be held in confidence, and I will not share any specific or identifying information about your experiences with anyone. Do you still agree to participate in this study?

1. What is your position with the Affiliate?
2. How long have you been with the Affiliate?
3. Has all your service been with this affiliate?
4. How are you familiar with the C.A.R.E.S. program?
5. Are you aware of the program's objectives?
    a. Read off objectives if not
6. What do you believe the program does or achieves well?
7. What do you feel are some areas for the program to improve on?
8. Have you ever worked somewhere with a structured career development program?
9. How would you say this program compares to other career development programs with which you are familiar?
10. To the best of your knowledge, how is the program assessed?
11. Does it happen quarterly, biennially, annually?
12. Do you believe employees look forward to participating in the C.A.R.E.S. program?
13. Would you or do you recommend the C.A.R.E.S. program to your direct reports?
14. How often would you say that you or the organization send staff for external training?
15. If you were the person assessing the program, would you say that it meets your expectations?
16. Please explain.
17. Is there anything else you think I should know about the C.A.R.E.S. program, its facilitation or its outcomes?

Appendix D. C.A.R.E.S. Program Participant Interview Protocol

Hello, my name is Marquis Barnett, and I am a doctoral candidate at Vanderbilt University. Part of my research focuses on the effectiveness of career development programs in preparing participants for future opportunities. I have been granted permission from the Human Resources Department and Executive Director to speak with prior participants of the program to both assess its effectiveness and offer improvement recommendations.

I will be recording your responses today for me to refer to as I prepare my final report. Your responses will be held in confidence, and I will not share any specific or identifying information about your experiences with anyone. Do you still agree to participate in this study?

1. How long have you been employed with the Organization?
2. And how long have you been with this Affiliate?
3. What made you first decide to take the job with this Affiliate?
4. Did you imagine staying here _____ years when you came here?
5. Do you recall participating in the C.A.R.E.S. career development program since you have been employed here?
6. Did you self-identify for the program or were you selected by the organization to participate?
7. *If Self-Identify – What made you decide to pursue participation in the program?
   *If Selected – To the best of your knowledge, why were you selected to participate in the program?
8. How long ago did you complete the C.A.R.E.S. program?
9. What would you consider to be most valuable thing you learned from the program? (This could be a theory, concept or material you covered in the program)
10. Do you feel that your career has been impacted by your participation in the program?
    a. If yes – A positive or a negative impact?
    b. If no – Why not?
11. I want to switch gears a bit and talk about supervisory skills. I know part of the program focuses on completing supervisory responsibilities. At the point you participated in the program did you have supervisory responsibilities?
12. Since completing the program do you now supervise other employees?
    a. If questions 10 and 11 are answered affirmatively
        i. Do you supervisor more or less employees than when you started the program?
13. What do you think are the top three skills required to be an effective supervisor?
14. Did you learn any of those skills in the C.A.R.E.S. Program?
    a. If yes
        i. How did the program teach you those skills?
    b. If no
        i. Why not?
        ii. Ask relevant follow up questions

15. Have you changed positions since completing the CARES program?
    a. If yes
        i. Do you feel that anything you learned in the program successfully prepared you for your new position?
    b. If no
        i. Do you feel that anything you learned in the program successfully prepared you to compete for another opportunity?
16. Do you feel that the information you learned in the C.A.R.E.S. program was more geared towards being successful internally or do you feel that what you learned was geared at helping you to be successful even outside the organization?
17. I'm going to ask you a series of questions now about the program's goals.
    a. Do you feel the program improved your morale?
    b. Do you feel the program improved your motivation?
    c. Would you consider yourself a brand ambassador for the Parent Organization?
    d. Did you feel an increased sense of loyalty to the Parent Organization after completing the C.A.R.E.S. program?
    e. Do you feel the program helped you to adapt to rapidly changing work environments?
    f. Do you feel the program helped you set and meet your own individual advancement goals?
18. Thinking just about internal factors (e.g. not including family circumstances, lack of funding etc.) do you believe you will stay with the organization?
    a. Why or why not?
19. How much does your participation in the CA.R.E.S. program have to do with that?
20. Is there anything else you would like to share with me about your participation in the C.A.R.E.S. program and how it has impacted your career or abilities?

Thank you for participating!

Appendix E. Survey and results

Hello, my name is Marquis Barnett, and I am a doctoral candidate at Vanderbilt University. Part of my research focuses on the effectiveness of career development programs in preparing participants for future opportunities. Thank you for agreeing to participate in this study. The following is a series of questions which I hope will help to both assess the C.A.R.E.S. program its effectiveness and offer improvement recommendations.

Any information you provide will not be shared, and I only request contact information in case I need to follow up with you to clarify any of your responses. Please click "I understand" to continue to the survey.

1. Name
2. Telephone Number
3. Email Address
4. How long have you been employed with the Organization?
5. How long have you been with this Affiliate?
6. Why did you decide to work for this Affiliate/Organization?
7. When you started, did you think you would still be with the Affiliate?
8. Do you recall participating in the C.A.R.E.S. career development program since you have been employed here?
9. Did you self-identify for the program or were you selected by the organization to participate?
10. LOGIC BUILT IN *If Self-Identify – What made you decide to pursue participation in the program?
    *If Selected – To the best of your knowledge, why were you selected to participate in the program?
11. What year did you complete the C.A.R.E.S. program?
12. What would you consider to be most valuable thing you learned from the program? (This could be a theory, concept or material you covered in the program)
13. Do you feel that your career has been impacted by your participation in the program?
    a. Yes, a positive impact
    b. Yes, a negative impact
    c. No impact at all
    d. Please share any details you are comfortable sharing about why you answered this way.
14. When you enrolled in the program, how many employees did you supervise?
15. How many employees do you currently supervise?
16. Have you changed positions since completing the CARES program?
    a. LOGIC BUILT IN - If yes
        i. Do you feel that anything you learned in the program successfully prepared you for your new position?
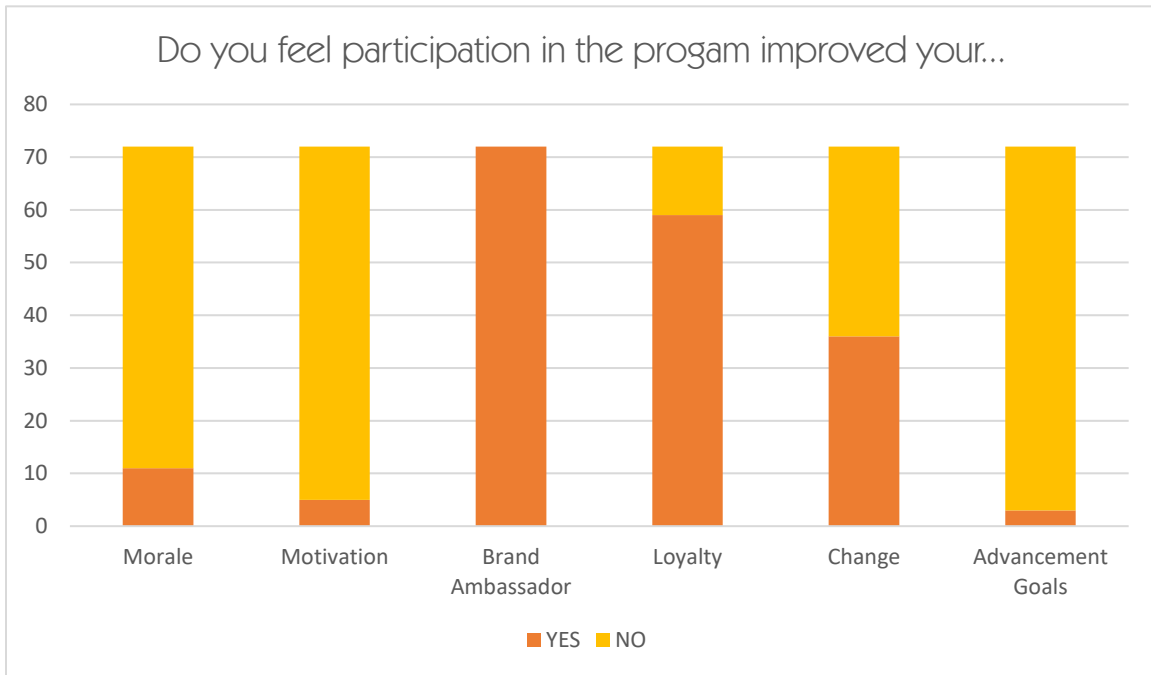   b. LOGIC BUILT IN - If no
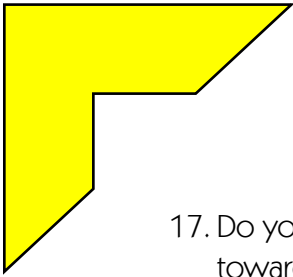
    i. Do you feel that anything you learned in the program successfully prepared you to compete for another opportunity?

17. Do you feel that the information you learned in the C.A.R.E.S. program was more geared towards being successful internally or do you feel that what you learned was geared at helping you to be successful even outside the organization?
  a. Geared at internal success
  b. Geared at success internally or externally
  c. Geared at success externally
  d. The program was not geared at helping me be successful

18. Now please consider the program's goals. They will be stated for you:
  a. Do you feel the program improved your morale?
    i. Yes
    ii. No
  b. Do you feel the program improved your motivation?
    i. Yes
    ii. No
  c. Would you consider yourself a brand ambassador for the Parent Organization?
    i. Yes
    ii. No
  d. Did you feel an increased sense of loyalty to the Parent Organization after completing the C.A.R.E.S. program?
    i. Yes
    ii. No
  e. Do you feel the program helped you to adapt to rapidly changing work environments?
    i. Yes
    ii. No
  f. Do you feel the program helped you set and meet your own individual advancement goals?
    i. Yes
    ii. No

19. Thinking just about internal factors (e.g. not including family circumstances, lack of funding etc.) do you believe you will stay with the Affiliate?
  a. Yes
  b. No
  c. Why?

20. Thinking just about internal factors (e.g. not including family circumstances, lack of funding, etc.) do you believe you will stay with the Organization?
  a. Yes
  b. No
  c. Why?
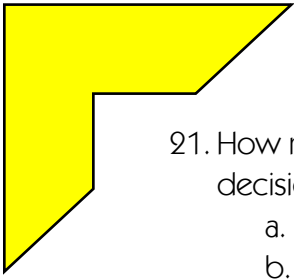
21. How much does your participation in the CA.R.E.S. program have to do with your decision?
    a. Everything
    b. A Little
    c. It is not a factor
22. Is there anything else you would like to share about your participation in the C.A.R.E.S. program and how it has impacted your career or abilities?

Appendix F.

Do you feel participation in the progam improved your…

Legend: YES (orange), NO (yellow)

Categories: Morale, Motivation, Brand Ambassador, Loyalty, Change, Advancement Goals

Creating Access to Real Employment Success Program

(C.A.R.E.S.)

Module 1 – Being a Supervisor

    a. Ins and outs of managing a team
    b. Dos and Don'ts of leadership
    c. Supporting your staff
    d. Managing productivity

Module 2 – Non-Profit Finance and Ethics

    a. 501(c)(3) status
    b. What tax exemption means, exactly
    c. Mission, vision and values
    d. Gifts
    e. Affiliate Status and Relationship to Parent Organization

Module 3 – Legal Compliance

    a. EEOC
    b. Department of Labor
    c. IRS Tax Code
    d. State laws governing personnel
    e. ADA
    f. ADEA
    g. GINA
    h. Protected Classes

Module 4 – Performance Management

    a. Performance reviews
    b. Performance Improvement Plans
    c. Disciplinary Actions
    d. Documented Verbal Warnings
    e. Tardy Occurrence Tracking

Module 5 – Community Support and Involvement

    a. Fundraising vs. Resource Development
    b. Garnering the support of the community

Engaging with community leaders