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An Assessment of New Employee Training in a U.S. Government Agency

KiSaana Fernanders
Walden University

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Walden University

College of Health Sciences and Public Policy

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KiSaana Fernanders

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Mark Gordon, Committee Chairperson, Public Policy and Administration Faculty

Dr. Ahmad Sabbagh, Committee Member, Public Policy and Administration Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2026

Abstract

An Assessment of New Employee Training in a U.S. Government Agency

by

KiSaana Fernanders

MSHCA, Grand Canyon University, 2018

BS, Pima Medical University, 2016

Professional Administrative Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Public Administration

Walden University

February 2026

Abstract

This study evaluated the utility of a newly developed employee training initiative within a U.S. government disaster recovery agency. The purpose of the professional administrative study was to examine the existing training architecture and recommend improvements aligned with the agency's mission. A general qualitative approach was employed, using interviews and surveys with government personnel to elicit their perceptions of the training's effectiveness. The research aimed to identify key elements to incorporate into a revised employee training program, with the goal of enhancing disaster response readiness and policy implementation. It also sought to recommend strategies for continuous improvement. The study was grounded in Kirkpatrick's training evaluation model and organizational learning theory. Data were analyzed using inductive thematic analysis. Key findings included that interruption in skill training provision, scenario-based instruction, and the feedback process were linked to poor employee preparedness and high turnover. A new training ideal was reimagined to combine leadership development, experiential learning, and a continuous feedback loop. Recommendations included workforce resilience, enrichment activities to increase retention, and agency strategic priorities for disaster response operations. The implications for public administration include strengthening institutional capacity while enhancing organizational efficiency through an improved employee training systems that properly align the workforce development with disaster response priorities. Positive social change can be achieved when employees are retained and developed for optimal use of human and financial resources.

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Dedication

This professional administrative study is dedicated to my late grandmother Claudette Colbert Hunt, my mother, Karen Fernanders, my sister, KiToria Fernanders, and my brother, KaLand Fernanders. Before the passing of my grandmother, I made her a promise I would continue my education and become the first doctor in our family. My family (mother, sister, and brother) has been my lifeline throughout my doctoral journey as they've encouraged and uplifted me whenever this process became more than I expected. The love each has for me made every moment of the journey effortless, and they truly deserve more than I could ever give them. To my "Heartbeats," I love you.

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Section 1: Introduction to the Study

Introduction

Government agencies in the United States play a critical role in addressing some of the key societal challenges, which range from disaster recovery processes to economic stability. According to Godinho et al. (2023), their success is founded on onboarding and training for their employees. Programs that comprehensively train employees to understand organizational policies, procedures, and mission objectives empower them to execute their duties aptly and confidently (Maleka, 2023). Effective onboarding has also been linked to better employee retention rates and morale, which directly contribute to organizational success in high-pressure environments. Structured and adaptive training frameworks have played a pivotal role in achieving operational excellence, fostering leadership development, and enhancing employee engagement. The question of the effectiveness of programs, particularly in disaster operations, had emerged unorganized internally within a U.S. government agency where the stakes were especially high and timely action was expected. However, a poorly designed onboarding program can result in misaligned organizational priorities, leading to bottlenecks in emergency response and a decrease in overall efficiency. This study aimed to inform the government agency's orientation training for new employees by identifying gaps in its current training and suggesting modifications to align it more closely with the agency's mission and overall goals, ultimately supporting the organization's pursuit of excellence.

Organizational Background and Problem Statement

Background of Client Agency

In most government agencies in the United States, training new employees is the key to their success in responding to complex, high-stakes situations (Bryson, 2018). While the significance of onboarding can never be denied, successful programs not only prepare employees with knowledge and skills but also provide the conditions for continuous culture learning and adaptability, which are the ultimate keys to navigating through the modern complexities associated with governance. Despite these imperatives, developing effective training frameworks was a daunting challenge for most federal agencies, not just the government (Talley, 2021). A lag in onboarding processes led to numerous inefficiencies, resulting in lower productivity and employee resentment (Godinho et al., 2023). In fact, a survey by the Partnership for Public Service found that nearly 40% of federal employees felt ill-equipped for the jobs to which they were assigned (Murphy, 2020). Apart from having adverse effects on individual performance, this undermines public confidence in governmental institutions. These deficiencies may have long-term consequences for government agencies, including delays in service delivery and hindrances to disaster recovery efforts (Ames, 2018).

The current government agency training program has shown limitations in properly equipping employees to handle the demands placed on them, especially in disaster zones where the environment can be emotionally charged and pressurized. In support, a Government Accountability Office study found that over half of the federal workforce was unprepared due to inadequate onboarding programs (Dayal & Verma,

2021). Thus, these findings pointed towards the serious need for an overall scanning of the training framework of the government agency concerning any gaps and introducing some evidence-based solutions that have the potential to help improve the preparedness of employees alongside better organizational efficiency (Murphy, 2020). Moreover, inconsistencies in training delivery and a lack of standardized frameworks have been identified as critical issues within the government agency. These shortcomings contributed to inconsistent policy implementation, lower employee satisfaction, and higher turnover rates, all of which impede the agency's ability to fulfil its mission. A strategic approach that integrates best practices from both the public and private sectors was necessary to address these challenges, focusing on scenario-based learning, leadership development, and continuous evaluation.

Problem Statement

The problem addressed by this study was the inefficacy of new-employee training programs within U.S. government agencies, which was a significant barrier to operational efficiency and employee engagement. This recurring problem in government institutions engaged in disaster response operations was due to the nature of such organizations when faced with the brunt of high public expectations. However, onboarding programs did not adequately prepare their personnel for such challenging environments, resulting in a host of challenges.

First, the level of employee readiness was a significant concern. Inconsistent and insufficient training left these employees underprepared to face real-world scenarios, particularly in disaster zones. The lack of preparedness impaired the agency's ability to

provide timely and effective assistance to affected communities. Secondly, high turnover rates and low employee satisfaction were attributed to subpar onboarding programs. Employees consistently cite reasons related to practical training and engagement as contributing factors to their dissatisfaction and attrition patterns.

A lack of consistency in training delivery led to erratic adherence to policies, which could undermine the public's faith in government services. This was especially alarming for government agencies responsible for supporting businesses and disaster recovery efforts. Furthermore, inefficiency, delays, and costs associated with the need to rehire and retrain staff resulted in poorly trained personnel, which in turn eroded the core mission and objectives of the agency.

These challenges highlighted the urgent need for a comprehensive review and redesign of the current training programs. Igielski (2023) highlighted inadequately trained staff who were draining organizational resources, eroding standards, and stifling service delivery, ultimately diminishing trust in service delivery systems. Addressing these issues was crucial not only for enhancing the operational capacity of these agencies but also for reinforcing their role as a model of excellence in public sector service delivery.

Administrative Problem

The administrative problem for this study was centered on the need for dramatic changes in new-employee training in a U.S. government department. The current orientation and onboarding policies fail to provide the necessary skills or knowledge base to enable employees to perform their work effectively, due to their poorly established

employee engagement. Additionally, new employees were only provided with generalized orientation messages and no specificities were conveyed in terms of the work expected of them in executing policy matters or attending to any emergency that may present itself during on-duty hours (Blumberg et al., 2019). Furthermore, the lack of scenario-based methodologies in such training programs fails to provide employees with the necessary skills to handle real-life high-stress scenarios or operate in newly appointed positions. According to Gassas (2021), the absence of standardized training modules led to inconsistent knowledge transfer, creating gaps in essential skills. Employees in disaster recovery roles may not fully understand all the protocol nuances, resulting in a delayed or errors during emergency responses (Talley, 2021; Godinho et al., 2023). These training gaps result in suboptimal performance, delays, and increased turnover, which directly undermined the agency's ability to fulfil its mission effectively.

Deliverable Addressing the Client Problem

This study aimed to critically analyze the existing training programs of government agencies and provide recommendations that could be applied in revising the training program for new employees, starting with orientation. At the core of this study was the theory of Organizational Learning and Kirkpatrick's Evaluation Model, which was applied to the identified training gap and made recommendations for future improvements, with notable features including scenario-based learning, leadership development, and feedback. The achievement of these objectives sought to integrate training output and the mission of the agency, as well as the degree of preparedness of the employees and the learning processes within the agency.

Problem Statement Summarized

The agency's new employee training program proved ineffective, posing a critical challenge to achieving operational excellence. Employees were often ill-equipped to handle the expectations of their duties, mostly when under pressure. Developing the training program into which this deficiency could be woven was therefore critical for improving workforce capacity, reducing turnover, and ensuring that the agency's objectives were met effectively and sustainably.

Purpose

The purpose of this study was to critically evaluate and enhance new employee training programs within a U.S. government agency, specifically in disaster recovery. As a result, the study focused on identifying systemic gaps that hindered operational efficiency and employee engagement, with the aim of narrowing these improvement opportunities. This initiative was taken to align training outcomes with the government agency's mission to increase organizational excellence and resilience.

Purpose Statement

The purpose of this qualitative study was to evaluate and enhance the government agency's new employee training program by critically addressing systemic gaps that undermined operational efficiency and employee engagement. From the perspective of disaster mitigation provided in this study, which analyzes existing treatment procedures in-depth, several inadequacies were identified, including a lack of preparation for disasters, ineffective policy execution, and employee dissatisfaction. Using the theory of organizational learning and Kirkpatrick's model of training evaluation, the research

aimed to create a customized training model that embodied the mission of the government agency focused on business assistance and disaster recovery.

The study design centered on identifying gaps based on surveys, interviews, and a review of documents that captured employees' and managers' opinions on the strengths and weaknesses of the current training program. It also drew on the experience of the civil and business sectors to create a formal framework for training based on evidence. The model incorporated domain-based training, leadership promotion, and continuous assessment to maintain staff readiness and accountability. Furthermore, the study recommended tangible actions to improve and strengthen the delivery and evaluation of training programs in relation to government staff agencies' functions and missions.

By addressing these objectives, the study aimed to empower the government agency workforce with the skills and knowledge needed to excel in their roles, reduce turnover rates, and strengthen public trust in the agency's ability to deliver high-quality services. The proposed training framework would increase the agency's operational capacity and serve as a case study for other government agencies that look to enhance their onboarding programs. By promoting a culture of continuous learning and adaptability, the study guided the government agency into navigating the complexities of modern governance and bolstering its resilience against evolving challenges.

Client Agency Advantage

The findings of this study were used to make evidence-based improvements to the new employee training program for the government agency in retrospect. By identifying specific gaps in disaster response preparedness and policy implementation to improve

employee satisfaction, this study proposes a framework tailored to address those deficiencies. Utilizing organizational learning theory and Kirkpatrick's model of training evaluation, the findings enabled government agency leadership to foster a culture of adaptability and enhance operational efficiency while aligning their training outcomes with the agency's mission. Such knowledge would help in driving strategic, sustainable workforce development.

Research Questions

The research questions for this study included the following:

RQ1: What were the key elements to include in a revised employee training program to improve disaster response readiness and policy implementation?

RQ2: What strategies could government agency leadership adopt to foster a culture of adaptability and continuous improvement through scenario-based training and regular feedback loops?

Results of the Study Address the Administrative Problem

These results formed the basis for constructing an orderly, evidence-based framework for addressing the systemic inefficiencies in the government agency's new employee training program. Based on the organizational learning theory, specifically single-loop and double-loop learning, these findings enabled the government agency to understand and bridge the gaps within the procedure, and accordingly train employees for work related to disaster response operations in a high-pressure work environment. The integration of Kirkpatrick's model of training evaluation further pinpointed the most critical factors, such as reaction, learning, behavior, and results, that were needed to

optimize training outcomes and align them with the agency's goals. The study's emphasis on scenario-based learning and continuous feedback mechanisms enhanced operational efficiency, reduced errors, and improved disaster response readiness, directly addressing the administrative challenge of employee preparedness.

Furthermore, actionable insights into fostering a culture of adaptability and innovation supported the leadership effort in creating an engaging, retention-focused workplace environment that can mitigate high turnover rates and employee dissatisfaction. The results equipped government agency leadership with targeted strategies to improve policy implementation consistency, operational efficiency, and public trust. This would not only align with the government agency's mission objectives of enhancing internal processes and creating a model that other governmental agencies would emulate. In this regard, the government agency demonstrated greater resilience and performed well in meeting the changing expectations of modern governance, utilizing improved delivery and evaluation of training.

Summary of Data Sources and Analysis

Data Sources

This study leveraged multiple data sources to establish and provide a comprehensive evaluation of the new employee training program within the government agency. In this case, the primary data consisted of employee surveys and semi-structured interviews with both newly hired and experienced staff who were knowledgeable about the demands of their respective duties. Additionally, the collected data were obtained from a structured leadership representative interview (see Appendix C). The interviews

included systematic questions about the government agency's context, its structure, organization-specific preparedness, emotional spillover during disaster feedback, and feedback mechanisms on resilience during disaster response. This source provided management views that complement the results from employee surveys, which helps justify the recurring patterns and sketch out the recommendations from management for additional training frameworks.

The data collected added a diverse viewpoint on the usefulness of the existing training program on disaster response preparedness and policy implementation, as well as general employee satisfaction. Organizational documents, internal reports, training manuals, and performance evaluations would also lend some of the much-needed contexts and permit triangulation of the findings. With such a combination, this study ensured a holistic understanding of the strengths and weaknesses of the program.

Approach to Analysis of the Data

The data analysis adopted a thematic approach for qualitative inputs, supported by Dedoose software, to identify recurring patterns, themes, and relationships. The survey data were also analyzed using descriptive statistics that enabled an in-depth exploration of employee perceptions and their alignment with training outcomes. The data were mapped to Kirkpatrick's four training evaluation levels, reaction, learning, behavior, and results, to adequately evaluate both immediate and long-term impacts.

Purpose for Government Agency

The purpose of this study was to improve a government agency's new employee orientation program and meet the deliverables by creating an evidence-based orientation

program. This framework incorporated scenario-based learning, continuous feedback mechanisms, and leadership development modules to align with the government agency's mission and cultivate a culture of adaptability and excellence.

Definitions

Organizational learning theory served as a conceptual framework for investigating how government agencies respond to and change through structured process learning. The theory distinguishes between single-loop learning, which refines existing practices to attain solutions for immediate problems, and double-loop learning, which involves questioning and changing the underlying rationale to foster innovation and promote long-term adaptability through the application of new knowledge in novel permutations (Argote & Argote, 2013).

Kirkpatrick's model of training evaluation was a widely adopted framework for assessing training effectiveness based on four hierarchical levels: reaction (participant satisfaction), learning (knowledge and skills acquisition), behavior (application of skills in the workplace), and results (agency's impact; Setyadi et al., 2024).

Scenario-based learning: A training methodology that utilizes realistic, real-life scenarios to simulate on-the-job challenges, thereby enhancing experiential learning, improving decision-making skills, and preparing employees for high-pressure situations (Weiler, 2018).

New employee training: A structured onboarding process for recruits to equip them with knowledge, skills, and competencies that help them to perform their jobs

effectively (Murphy, 2020). For government agencies, orientation was provided on policies, operational procedures, and mission-critical tasks.

Disaster response readiness: The readiness of employees to respond appropriately and manage the operations in case of any disaster occurrence. It includes the ability to work in a high-stress environment, adaptability to changing environments, and execution of organizational procedures (Dayal & Verma, 2021).

Continuous learning culture: Where an organization establishes an atmosphere or environment that stresses lifelong development and flexibility for its employees, enabling them to continually improve their skills and knowledge to remain relevant to the emerging challenges (Morris, 2019).

Employee turnover: An evaluation of how employees quit the organization and were being replaced to keep the Agency's activities running. On most occasions, high turnover has been related to poor training, dissatisfaction in the job, and poor fit of the government agency, which disturbs cohesiveness in a team and is more costly (Igielski, 2023).

Onboarding: The process of how workers join the government agency, their instrumentation, resources, and information to execute their jobs (Godinho et al., 2023). Effective onboarding contributes to employee engagement, retention, and productivity (Shellow, 2022).

Training gap analysis: Refers to the process by which the government agency identifies the gap between employees' current competencies and what is required in terms

of skills or knowledge to do the job effectively. This forms the basis for creating specific training interventions (Keynejad et al., 2018).

Employee engagement: The emotional and cognitive commitment of employees towards the government agency, which can manifest in their motivation, performance, and willingness to contribute to the agency's goals. According to Shellow (2022), it was usually higher in those who have undergone better training and professional development.

Public trust: The confidence and reliance that the public places on government agencies to deliver services effectively, ethically, and transparently. Public trust was influenced by the efficiency, responsiveness, and integrity of agency operations (Lanin & Hermanto, 2019).

Workplace adaptability: Refers to the ability of employees to adjust to changes enforced in their work environments, including new policies, procedures, and technologies (Park & Park, 2019). Training programs that promote adaptability were critical for enhancing resilience and organizational performance.

Significance

Leadership within government agencies bore the onus of ensuring a well-trained workforce as well as nurturing and recognizing staff for their hard work. The value of this qualitative study lies in its exploration of the profound influence that considerate power has within the government agency, enabling a more precise articulation of the needed staff training in the context of government agencies. The major problem among government agencies was that staff were not adequately prepared through proper training

and orientation before performing job-specific tasks. Employee members within the government sectors often felt that they had been insufficiently trained, which affects their efficiency in delivering services (Orzechowski, 2020).

Although a plethora of studies have been conducted on work satisfaction and innovative actions within public sector Agencies, there was a significant gap in understanding how well these actions fill the relationship between employee job satisfaction and innovative activities (Demircioglu, 2021; Shellow, 2022). Government agency employees, mostly those under the government agency, often left their homes for prolonged periods to work in different states and cities affected by natural disasters. This study aimed to provide a detailed analysis of employee training perspectives and requirements, ensuring that staff could effectively comprehend and utilize the training.

During deployments, employees were away from their places of residence, families, and friends for an extended period to render organizational support in efforts toward responding to catastrophic natural incidents within the United States. The existing practice gap was the lack of adequate training and inflexibility in values, resulting in disempowerment and disunity among the workforce (Igielski, 2023). The purpose of this study was to determine if inadequate employee training within a government agency was linked to the treatment of leadership.

In response to external pressures, there was a growing interest in employee satisfaction within organizational structures. Babcock (2019) discussed the impacts of climate change, highlighting the significant threat it poses to human life, which warrants a comprehensive response given the federal government's inadequate response. Various

response strategies, including the corporate self-representations involving staff training, were examined. This research focused on training dynamics and relationship structures within the workplace. Employee dissatisfaction emanated from the job specifics, training, and working environment, resulting in turnover. The effectiveness of keeping employees greatly depends on the work environment, and this was reinforced through successful training, understanding of the job description, and policy retention. Without this, the turnover rate increased (Dayal et al., 2021). Surveys or reporting activities aimed at improving staff productivity and encouraging participation in fostering a culture of ethics were considered vital towards establishing a proper ethical system. For leadership to be effective, an understanding of the appropriate training dynamics was important (Steil et al., 2022).

Significance to Practice

Effective new employee training is vital for ensuring government productivity and accurate policy implementation. It reflects the agency's core values and mission deliverables, enhancing the public's perception of the agency. Proper training improved the morals, values, and integrity of the organization. Inadequate training can lead to potential deficiencies, as new employees are expected to meet certain standards from the outset. Training equips them with the necessary knowledge and skills they needed to meet deadlines, achieve goals, and accomplish milestones.

Significance to the Public or Nonprofit Sector

Government agencies were foundational to public service, creating standards that enable the public to thrive. Properly trained employees were essential to maintaining

these standards and providing reliable services to the public. Without structured and efficient government agencies, there was a lack of government agencies within states, cities, and counties, leading to potential chaos and inefficiency. The significance of well-trained employees extends beyond daily operations; it ensures the resilience of public institutions in facing challenges. This includes everything from disaster response and policy implementation to public trust and satisfaction. In addition, training programs were crucial in equipping employees with the necessary skills and knowledge to excel in their roles, ultimately enhancing the agency's operational capacity and serving as a benchmark for other public sector agencies.

Social Change Significance

The study was highly likely to generate a significant social impact by increasing the effectiveness of new employee training within government agencies. Resilience and timely, efficient disaster recovery, together with economic support for those in need, require a suitably trained workforce. Training gaps should be identified, and evidence-based frameworks can help employees develop the skills, flexibility, and preparedness necessary to perform under extreme pressure. In addition, such an improvement in workforce capability meant more reliable and equitable service delivery, directly benefiting the public, especially vulnerable populations affected by crises. It aimed to promote a culture of continuous learning and ethical leadership that can influence broader organizational standards within the public sector. As the government agency improved its operations, it became a model for excellence to inspire similar improvements in other

government agencies. This ripple effect contributes to increased public trust, equity, and social cohesion, which in turn strengthens societal resilience.

Summary

The purpose of this qualitative study was to critically evaluate and enhance a government agency's new employee training program by addressing systemic deficiencies that impede operational efficiency and employee engagement. With an emphasis on disaster response readiness, policy implementation, and employee satisfaction, this research aimed to identify the critical gaps in the government agency's training framework and propose evidence-based solutions aligned with the agency's mission. Grounded in organizational learning theory and Kirkpatrick's model of training evaluation, the study sought to develop a robust, scenario-based training model that emphasized adaptability, leadership development, and continuous improvement.

These objectives were met through a qualitative research methodology, including surveys, interviews, and document analysis, which enabled the researcher to obtain a thorough understanding of the information from employees and management. Methods involved exploring participants' experiences in terms of how effective they felt the training to be and how applicable the learning was to high-stakes situations. This was achieved by integrating the principles of single-loop and double-loop learning, thereby allowing the government agency to cultivate an innovative culture and foster continuous learning, which in turn developed a resilient workforce capable of coping with dynamic operational demands.

Recommendations from this study were action-oriented and focused on improving training content, delivery, and evaluation. The outcomes would enhance employee readiness, retention, and reduce turnover, while increasing the government agency's capacity to effectively respond in times of crisis. Moreover, it exemplified high standards of public sector training excellence and contributed to the agency's larger mission of building bridges of trust and social change in society as a whole, as government agency staff were more prepared to better serve populations in need. Since the outset of these efforts, the missions of the government agency were better served in favor of businesses and disaster recovery, as well as organizational efficiency, where impacts were felt with relevance to public service delivery.

Section 2: Conceptual Framework and Relevant Literature

Introduction

Adequate training is a pivotal component of employee performance and government agency success, particularly in the public sector. According to Demircioglu (2021), a direct correlation exists between effective training programs and increased job satisfaction and productivity among employees in public sector agencies. Similarly, Steil et al. (2022) stress the point that good and organized training programs not only nurture the passion of the employees but also increase the retention rates of the employees, which reduces the cost of turnover hiring. This statement indicates that expenditure towards qualitative training programs is significant for the nurturing of competent and efficient staff, which is necessary for the achievement of organizational targets. Regardless of the stated focus, government agencies faced many constraints in realizing an effective training program.

One of the main challenges is the scarcity of resources, which could limit both the number and the quality of training administered to employees. Also, there is sometimes a lack of consistency in the offering of training programs, and this results in uneven exposure of employees to training. Another important aspect is the failure to meet some of the job's needs, which was more prevalent in cases involving challenging tasks, such as responding to emergencies (Igielski, 2023). In such situations, employers have to be able to exert critical judgment while under intense stress, but 'too little' preparation hinders this ability. The private sector is rife with valuable lessons on how to improve training within government agencies.

However, beyond just improved individual measures of performance, new employee training plays a crucial role in achieving organizational culture and long-term strategic outcomes (Lin & Huang, 2021). In the context of a government agency, poor training not only diminishes its service delivery but also undermines a key component of public confidence. It was, therefore, very important to explore innovative or context-specific approaches to newcomer training that helped gain and maintain a competent, motivated workforce to fulfill the agency's objectives.

Literature Search Strategy

Conceptual Framework

The conceptual framework for this study is grounded on organizational learning theory and Kirkpatrick's model of training evaluation, thereby providing a broad lens through which training programs for U.S. government agencies can be evaluated and subsequently optimized. Specifically, these frameworks offer a dual focus: on how the underlying processes that drive organizational adaptability are structured, and on the application of systematic methodologies in measuring training effectiveness.

Organizational Learning Theory

Organizational learning theory was developed by Argyris and Schön in 1978, emphasizing the importance of continuous learning and adaptation for public agencies. Single-loop learning was a type of learning aimed at resolving immediate issues through adjustments in routine behaviors. In contrast, double-loop learning involves questioning the underlying assumptions and norms to foster innovation and long-term adaptability of the government agency (Argote & Argote, 2013). This was particularly important in

government agencies, such as the government agency, where many employees worked in dynamic and high-pressure environments.

Through single-loop learning, short-term outcomes are optimized by addressing specific skill gaps in the new employee training context, while double-loop learning enables the Agency to evolve its training strategies in response to changing operational demands (Argote & Argote, 2013). In this regard, mechanisms are implemented to ensure that regular feedback loops and scenario-based training support a continuous improvement culture that equips staff with both proficiency in current roles and readiness for new challenges.

Model of Training Evaluation

Kirkpatrick's model, introduced in the 1950s, provided a comprehensive framework for assessing the effectiveness of training programs through four distinct levels: reaction, learning, behavior, and results. The reaction level gauged participants' engagement and their perceived relevance of the training content. The learning level measured the acquisition of knowledge and skills offered by the participants. The behavior level evaluated how well the learned skills were applied in the workplace. Finally, the results level examined the broader organizational impact, such as improved efficiency and service delivery (Setyadi et al., 2024). Each level offered a structured approach to evaluating different aspects of training efficacy.

By applying this model, the government agencies can identify the areas their training programs needed to target. For example, participant surveys and pre- and post-training assessments were used to measure reactions and learning, while workplace

observations and performance metrics were employed to assess on-the-job behavioral changes and organizational outcomes. This enabled a comprehensive evaluation of all aspects of training, aligning with the program's objectives and the agency's established goals.

However, during this illustrated study, the methodological choice and evolution of the research problem illuminated the working relationships with these frameworks. The research problem centered on the ineffectiveness of current training programs within the government agency and established the need for evaluation and reform. Similarly, the purpose of the study was to enhance employee preparedness and reduce turnover, while ensuring that it aligned with the agency's mission to support communities in times of crisis. Organizational learning theory was used as an additional goal in the study, considering modern agency trends to create an environment of learning and thinking for the sake of development within the government agency. This was especially important when considering the rapidly changing and often emotionally demanding scenarios in which government agency employees were accustomed to working.

On the other hand, Kirkpatrick's model of training evaluation served as a guide for the study in this regard, helping to determine the methodological aspects of the study by providing a system to assess the effectiveness of the training program. The study involved qualitative data derived from employee evaluations of the training program, as well as an analysis of training models and programs in both government and private sectors. This combination of multiple data sources enabled the proper appraisal of the

training program, covering all aspects, including the employees, their experiences, and the actual outcomes achieved after the training.

Integrating the Frameworks

Combining organizational learning theory and the Kirkpatrick model arguably represents the most holistic approach to improving training. Organizational learning theory advocates for a continuous culture of improvement, while Kirkpatrick's model measurement tools offer essential, practical instruments. Together, these frameworks enabled the agency to identify gaps in current training practices and develop targeted recommendations that were used to enhance the training content, delivery, and evaluation while fostering a culture of adaptability and innovation that aligned with the training initiatives and the agency's mission. This integration underscored that leadership played a crucial role in effective training. Agency leaders induced double-loop learning and utilized comprehensive feedback mechanisms to create a dynamic training environment that supported both immediate and long-term objectives.

Case Studies

Exploiting real-life case studies from other countries or states provided useful insights to improve employee training in U.S. government agencies. This was done by showcasing successful models of employee training that have been tried by other countries and their effectiveness with innovative and contextual approaches.

Scenario-Based Training in Australia's Emergency Services

Australian emergency services have adopted scenario-based training programs to enhance awareness of how employees respond to a range of real-life situations they may

encounter. They introduced complex situations into simulated environments, including natural disasters, to help enhance critical thinking and problem-solving skills in employees, as well as develop stress management. According to Igielski (2023), scenario-based training was especially effective in dynamic environments, allowing employees to practice practical skills in a controlled setting. By replicating such practices, U.S. government agencies enhanced the preparedness of their employees for disaster response and other high-stakes operations.

Mentorship Programs in Canada's Public Sector

The Canadian public service has gone to the extent of providing mentorship programs to support the professional and personal growth of new entrants. These programs were commonly constituted by pairing currently serving personnel with more recent arrivals, which allowed for effective transfer of knowledge and developed a sense of cohesion. Indeed, as suggested by Dayal and Verma (2021), through mentorship activities, “retention and job satisfaction were enhanced.” Similarly, such initiatives were considered best practices that U.S. government agencies looked up to in developing competent and engaged workforces through reduced workforce separations and reduced separation expenses.

Continuous Learning Culture in Singapore's Civil Service

Singapore established a civil service environment that fostered continuous learning through periodic workshops and training on e-learning platforms. The employees became abreast of the current best practices and job requirements, which kept changing. Using this theory of Organizational Learning to guide their framework in

training, the U.S. government agencies would similarly be able to achieve this model of adaptability and innovation.

Gaps in Research

While employee training has seen growing attention in recent literature, many areas remain underexplored, especially within U.S. government agencies. One significant gap was the lack of customization in training programs. Although the efficacy of scenario-based training and mentorship has been well-documented, there has been insufficient focus on tailoring these approaches to specific functions, such as disaster response or community support. Additionally, existing research tends to emphasize training outcomes over the challenges of resource allocation. There is a critical need for studies that identified cost-effective strategies to deliver high-value training within budget constraints.

Another under-researched area was the long-term impact of training programs. Most evaluations were based on short-term outcomes like immediate knowledge acquisition. There was a pressing need for longitudinal studies that examined the sustained impact of training on employee performance and organizational success. Moreover, while feedback loops were recognized as vital for continuous improvement, few studies delved into the best methods for collecting and integrating employee feedback into training design and delivery. This gap highlighted the necessity of understanding how feedback mechanisms enhanced training effectiveness.

Practical Applications

The conceptual framework was expected to guide the methodology of the study in attaining proper resonance between the data collection and analysis and theoretical insights. Surveys and interviews were conducted to observe the reactions of the participants along with the learning outcomes and behavioral change. In contrast, document analysis was conducted to identify the organizational results. By grounding these methods in the conceptual framework, the study delivered actionable and evidence-based recommendations to address government agencies' training challenges. Additionally, the framework highlighted the importance of leadership in driving effective training and fostering a culture of continuous learning.

Key actors in the government agency leadership were inspired to initiate double-loop learning by questioning and changing the existing norms and assumptions to be able to innovate and improve training practices. Scenario-based training and regular feedback loops were also integrated into the training framework to ensure relevance and adaptability. Since the conceptual framework combines the strengths of Organizational Learning Theory and Kirkpatrick's model, it would aid in providing a holistic approach to assessing and improving the government agency's new employee training program. This integration ensured that the study not only addressed the immediate training gaps but also built a foundation for sustainable, long-term improvements in workforce preparedness and organizational performance.

Key Concepts

The policies of government organizations were to ensure that new employees and current employees were properly trained before performing their specified job duties. The balance of any organization was what enabled the business to flourish successfully throughout the tenure of the business and or time (Yeatman, 2021). An unwavering balance or vision due to lack of training might have had a cause-and-effect impact that interrupted the business dynamic, triggering a ripple of catastrophic events (Roesti, 2021). Any organization without order could not be successful until that order was restored for the good of the public and the people who valued or benefited from the organization.

Without training, there was no ground to stand on when issues occurred within the staffing foundation of the government agency. The overall structure of the Agency was congruent with the policy implemented by leadership to uphold the significant structures that control the dynamics (Roesti, 2021). To ensure each policy was followed, the leadership should enforce the dynamics controlling the provisions long-term, informing those who wish to challenge the organizational foundations of the organizational consequences (Sones, 2018). The policy was structured and controlled for a reason, and many individuals should understand what should be done regardless of what occurred in the world beyond the agency's control (Yeatman, 2021).

Leadership balance was the voice in many government agencies. However, it was not dispensed enough to be addressed in this study, and what benefits were substantial enough to ensure the quality of the environments in government agencies was upheld in

all aspects. Proper training dynamics were what was missing in government agencies, and they required the essentials of great leaders who thrived on the longevity of healthy employee environments (Babcock, 2019). Public administrations stood among government departments worldwide that employed people in an industry largely organized on a business basis. All decisions needed to be made with persistence and dedication to be a leader who had his/her staff well-trained.

Rationale for Framework

The conceptual framework for this study would combine organizational learning theory and Kirkpatrick's Model of Training Evaluation, offering a comprehensive lens for analyzing and improving government agencies' new employee training programs. Organizational learning theory emphasized continuous adaptation and learning, which made it critical for addressing dynamic organizational challenges (Argote & Argote, 2013). The theory's distinction between single-loop learning would help in refining current practices, and double-loop learning, which questions the underlying assumptions, making it relevant for improving training processes in high-stakes environments like disaster response. On the other hand, Kirkpatrick's Model of training evaluation would offer a systematic methodology to measure training effectiveness based on four levels: reaction, learning, behavior, and results (Setyadi et al., 2024). This hierarchical structure enabled a granular understanding of training outcomes, from participant satisfaction to impact on the government agency. Its usage ensured that training targets, both short-term and long-term, were evaluated and optimized directly.

Integrating these frameworks provided a solid foundation to address the training challenges faced by the government agencies, as organizational learning theory would advocate adaptability and innovation. At the same time, Kirkpatrick's model would provide actionable metrics to evaluate training success. Together, they guaranteed the crafting of a custom, evidence-based training model that aligned with the government agency's mission, improved employee readiness, and supported organizational resiliency in complex operational environments.

Literature Review for the Study

History of the Context of the Problem

The challenges related to the proper training of employees in government entities had remained persistent over decades, symptomatic of broader issues concerning workforce development and management in the public sector. The training programs have had difficulty reconciling general induction with the needs of many different roles in complex agencies. Murphy (2020) pointed out that most federal employees were ill-prepared to undertake their jobs properly, lowering their confidence, rendering their work ineffective, and eventually leaving their positions within the first year. Likewise, McCarthy et al. (2020) also cited the lack of proper training as a primary reason why nearly a quarter of all newly hired employees left their jobs within a year in government agencies in the United States.

However, for government agencies, the issues were salient, particularly due to the high-stakes environment of their responsibilities and functions, which involved service delivery in the contexts of disaster recovery and management of crises. Training

deficiencies in such contexts could lead to service delivery being delayed, not following policies, and the worst erosion of public trust (Ames, 2018). Over time, these shortcomings have highlighted the need for role-specific and scenario-based training approaches that could emphasize real-world application and adaptability. Studies by Igielski (2023) and Godinho et al. (2023) underscore how historical underinvestment in tailored training solutions has hampered workforce readiness, agency efficiency, and employee engagement in government agencies.

Current State of Practice

Various research studies continued to reveal some of the significant gaps in the existing training programs within government agencies. A study conducted by Dayal and Verma (2021) majored in the lack of uniformity in the programs for the training of these government employees in different departments as a significant gap led to different results. According to the authors of the study, there were no well-outlined onboarding and skills development structures; hence, the learning experiences were somewhat shattered, particularly in the highly stressful context of disaster management. This finding also resonated with the study conducted by Godinho et al. (2023), who found blatant deficiencies in scenario-based and role-specific training programs due to employees' dissatisfaction with basic, decontextualized learning content. These results were also in line with the research done by Ames (2018), who found that orientation was too general and not specific enough, which reduced employee engagement and eventually led to reduced retention.

Deliverable Approach

Literature advocated for the fused evidence-based training models in tackling these long-standing problems. The theory of Organizational Learning offered another perspective by highlighting single-loop and double-loop learning. Single-loop learning was intended as an adaptive process within established routines in a wish to improve, whereas double-loop learning appears more radical and questioning existing assumptions and ways of doing things to mature the capability of the agency as adaptive and resilient (Argote & Argote, 2013). This theoretical lens was particularly relevant for government agencies, where employees must navigate complex, dynamic environments that require continuous improvement.

Kirkpatrick's Model of Training Evaluation provided a complementary, structured framework for assessing training effectiveness. This was evident in the evaluation of training at multiple dimensions, where reaction, learning, behavior, and organizational results confirmed the alignment between training objectives and the government agency's goals (Setyadi et al., 2024). According to Başer et al. (2024), the contemporary training approach could only be underlined through scenario-based learning when exploiting this framework. For a government agency, it could be exploited to provide employees with hands-on, real-world experiences, enabling them to apply theoretical knowledge to practical situations and enhance their decision-making and problem-solving skills. Furthermore, as depicted by Dayal and Verma (2021), through mentorship programs and continuous learning cultures, for instance, the Singapore civil service was seen to reinforce the training frameworks because long-term skills

development and employee engagement were being pursued (Morris, 2019). By integrating these approaches, the proposed deliverable framework offered government agencies a pathway to enhanced training effectiveness, improved employee readiness, and greater organizational efficiency.

Summary

The integration of the organizational learning theory with Kirkpatrick's Model of Training Evaluation for the analysis and enhancement of a government agency's new employee training program was crucial to the realization of this public agency's mission and objectives. The frameworks emphasized the need for continuous learning opportunities and the use of structured methodologies to evaluate training outcomes. The literature review dwelt on the background of training challenges from a historical perspective, identifying existing practice gaps and arguing for scenarios and evidence-based solutions to solve the problems. By synthesizing these insights, the study provided a robust theoretical foundation and rationale for delivering a tailored training framework that aligned with the government agency's mission and improved employee readiness. It supported the agency's excellence in high-pressure operational contexts.

Section 3: Data Collection Process and Analysis

Introduction

This section details the methodology used to assess the training program for new employees at the U.S. government agency. It highlights a qualitative research approach that explores data collection and analysis methods used in line with the organizational learning theory and Kirkpatrick's model of training evaluation. Through the triangulation of multiple data sources, including employee surveys, interviews, and organizational documents, this section aimed to provide a comprehensive understanding of training effectiveness, gaps, and opportunities for improvement. The approaches adopted ensured that the findings were actionable, ethically grounded, and even reflective of the agency's operational and strategic goals.

Practice-Focused Research Questions and Research Design

The deliverables were a customized framework for enhancing the government agency's new employee training initiative, which directly exemplified the research inquiries by harmonizing training enhancements with the agency's operational objectives and mission statement. The investigation explicitly considered how single-loop and double-loop learning concepts could be implemented to enhance training standards, focusing on both immediate issue resolution and long-term adaptability. It also investigated strategies for integrating scenario-based learning and feedback loops to promote a culture of continuous improvement at government agencies. These elements aimed to improve disaster response readiness while ensuring consistent policy implementation and enhancing employee satisfaction. Aligning the training framework

with organizational learning theory and Kirkpatrick's model of training evaluation, the deliverable set forth an actionable plan to address knowledge transfer, skill application, and efficiency-related gaps in the agency. Additionally, the study examined the potential for targeted interventions to improve employee engagement, turnover reduction, and resilience, and sought alignment with the strategic goals of the government agency for this training program.

Nature of the Study

This study employed a qualitative research design based on a case study approach, which was most inherently applicable for examining complex organizational phenomena within real-life contexts. This design facilitated a granular analysis of the intricacy and challenges involved in the government agency training program from the viewpoint of both trainees and trainee supervisors. Furthermore, the data collection techniques involved a combination of surveys, semistructured interviews, and document reviews to comprehensively evaluate the training program's impact.

The qualitative approach emphasized depth over breadth, allowing the study to identify patterns and themes related to training gaps and their impact on employee preparedness and performance. Through the application of Kirkpatrick's model, the study assessed participant responses, learning objectives, behavioral instances, and the benefits to governmental agencies. Furthermore, incorporating organizational learning theory, the framework encouraged flexibility and innovation. This holistic approach ensured that the results were actionable and theoretically sound, providing government agencies with a strategic plan that could lead to sustainable employee development.

Roles of the Researcher and Client Organization

The roles of the researcher and the client Agency ensured the success of this study by maintaining the methodological rigor, ethical compliance, and ensuring the study aligned with its objectives. As the research tool, I used data collection, data analysis, and appropriate interpretation to ensure that the research was carried out in line with set scholarly standards and ethical rules. This necessitated maintaining an objective point of view; as much as possible, the bias was mitigated by reflecting on the research process. Triangulation was leveraged as a strategy for the credibility of the findings (Setyadi et al., 2024). Also, I assisted in reaching out to the stakeholders, ensuring that data collection tools were ready and that the synthesis of findings into actionable recommendations was in line with the goals of the client.

However, the client, a government agency, played its role by giving access to the resources, participants, and organizational documents needed. This partnership was necessary to comprehensively assess the effectiveness and challenges of the training program. The government agency leadership facilitated the study by providing logistics, including arranging interviews and granting access to archival data. In addition to endorsing the distribution of surveys among employees, their expertise ensured that the findings had a solid foundation in the realities and priorities of the government Agency. Therefore, this ensured that the implementation of any recommendations came from the study (Argote & Argote, 2013).

Methodology

Sources of Data

This study employed a qualitative research design that combined various data collection techniques to comprehensively assess the training program for new employees of a government agency. This approach was chosen to give detailed insights into what perceptions were lacking in the present training system that hindered its proper implementation and to be able to make well-informed recommendations that can be benchmarked on both organizational learning theory and Kirkpatrick's model of training evaluation.

Research Design

The qualitative research approach adopted in this study was appropriate because it enabled a detailed investigation of subjective experiences and organizational processes. The case study design involved a holistic examination of the training program affiliated with the government department. It was a sophisticated variation, in which a much more granular analysis was conducted of the actual, live practice upon which the Agency's expectations in the real world today rested regarding how and why those dimensions, with regard to training performance and operational impact, worked together. In addition to administering the survey, interviews were conducted with a subset of participants. Appendix C: Interview Transcripts provides verbatim accounts of these conversations and helps deepen understanding of the subjects' viewpoints and experiences. Qualitative responses were coded and analyzed to identify repeated themes and patterns. As a result,

the study's exploratory nature aligned with the qualitative methodology, therefore prioritizing depth over breadth to uncover the nuanced issues and solutions.

Data Collection Methods

The study employed a multi-method data collection approach to ensure a comprehensive evaluation of the government agency's new employee training program. The methods included the following.

Surveys. Structured surveys were administered to the staff of a government agency, including both recent hires and long-standing employees. The questionnaire consisted of Likert items and open-ended questions for all dimensions related to employee perception of the effectiveness, appropriateness, and compatibility of training activities with the Government Agency's goal. A structured survey was developed and distributed to gain insights from participants. Appendix A: Survey Questionnaire **includes** the key questions designed to evaluate the participants' experiences and perspectives to ensure data consistency and reliability. These questionnaires were designed to gather both qualitative and quantitative responses, aligning with the research objectives. The survey links were distributed via email addresses available from the database held by the human resources office at a government agency. The survey remained active for three weeks; reminders to non-respondents were sent at weekly intervals to improve the response rate.

Semistructured Interviews. Key stakeholders involved in the management and implementation of the training program were interviewed. These interviews provided in-depth views on the strengths and weaknesses of the existing training program,

government agencies regarding disaster response preparedness, and actual policy implementation challenges. Participants were identified through purposive sampling, with contact information provided by the client Agency. A total of 15 participants which comprised of six new employees (three employees hired within the last six months, and three employees hired between six months to two years), three experienced staff (only employees with over 5 years in the Agency), two training coordinators/ HR representatives (individuals who were responsible for designing and implementing the training program), and two senior leadership (managers or department heads). Each interview lasted approximately 30 minutes and was conducted virtually or in person, depending on participant preference and logistical considerations.

Document Analysis. Organizational documentation, including training guides, performance appraisals, and internal reports, was also considered in evaluating whether the training objectives were met. However, to access these documents, I requested the government agency's leadership team, and, with their help, gained a comprehensive understanding and evaluation of the program's structure and content.

Sampling Strategy

The study employed purposive sampling to select participants directly involved in or impacted by the existing training program. Recruitment of participants began with obtaining email lists and permissions from the agency's human resources department. Survey invitations were distributed via email through Microsoft Forms to employees across various job roles and geographic regions. Participants for interviews, including training coordinators and senior leadership, received invitations through Microsoft

Teams. These email invitations included detailed information about the study and a link to an appendix, which contained the formal invitation to participate.

To account for the online surveys and interviews, which were the two distinct data collection methods for the study, separate communication strategies were used to ensure clarity and maximize response rates. Surveys remained open for three weeks, with weekly reminders sent to non-respondents. Interviews were scheduled flexibly to accommodate the participants' availability. The sample size was guided by the data saturation principles to ensure comprehensive representation and diverse perspectives while maintaining feasibility.

Project Management

The study followed a sequential workflow, incorporating planning, data collection, and analysis with reporting stages. To ensure the timely completion of this study, a structured approach was adopted to define the key phases, allocate resources, as well as monitor progress. The study was managed using a combination of Gantt charts and milestone-tracking tools to maintain adherence to the established deadlines. Regular progress evaluations were conducted to address any deviations from the timeline. Team collaboration and stakeholder communication were prioritized to ensure alignment with research objectives. Additionally, risk management strategies were also implemented to address potential challenges such as data collection delays or resource limitations. Contingency plans were developed to mitigate disruptions, ensuring that the research remained on track. Appendix E: Project and Data Collection Timeline, which outlined the

key milestones, deadlines, and even the task completions, ensured that all the phases of the study progress were as planned.

Procedures for Recruitment, Participation, and Data Collection

Participants (13)

Participants in this study were drawn from different employee categories at government agencies to meet the objective of the study. This included newly hired employees, experienced staff members, training coordinators/ HR representatives, and individuals in senior leadership positions. In this way, the study was able to capture approximately 13 viewpoints from a variety of roles and geographical locations within the government agency to gain a comprehensive understanding of the effectiveness of the training program. The participants' selection was guided by purposive sampling to include individuals who were directly involved with or impacted by the training program. The sample size was defined by data saturation, guaranteeing the representation of all relevant perspectives.

Procedures

Recruitment commenced with approval from the government agency's leadership. Email invitations were sent to the potential participants, explaining the nature of the study, the procedures, and the ethical considerations of the study. Electronic consent forms were also collected, reflecting details about confidentiality and voluntary participation.

Data collection methods employed included diverse strategies. Phase 1 involved electronic surveys to gather quantitative data on training perceptions. The second phase

involved qualitative data collection methods, including semi-structured interviews. In addition, archival data such as training manuals and performance evaluations were interrogated with permission from the government agencies to triangulate the findings. All data collection activities were conducted in accordance with ethical standards in a manner that would earn the trust of the participants and ensure compliance with research regulations.

Strategy for Data Analysis

Thematic analysis was the primary method for qualitative data, with the support of Dedoose for coding and identifying the recurring patterns and themes. Descriptive statistics were used in the analysis of quantitative survey data to provide insight into the employee perceptions and the outcome of the training program. All findings were triangulated with Kirkpatrick's four levels of training evaluation for a holistic assessment of the program. The table below summarizes the approach employed for analyzing the various types of data gathered within the study. This analysis ensured a thorough understanding of the data while preserving rigor and reliability. Furthermore, triangulation of data enhanced the validity of the findings.

Table 1*Data Types*

Data Type	Analysis System	Organizing and Coding the Data	Treatment of Discrepant Cases
Survey Data	Software (SPSS or Excel)	Data was organized based on the respondent demographics and Likert-scale responses. Descriptive statistics were used to summarize the findings.	Outliers or conflicting responses were cross-verified with qualitative data from the interviews for clarification.
Interview Transcripts	Software (Dedoose)	Transcripts were uploaded into Dedoose. Thematic coding helped identify patterns, themes, and key insights.	Discrepant cases were analyzed separately to understand their uniqueness in terms of perspectives and were included in the discussion of findings.

Limitation

While the case study design provides rich, contextual insights, it limits the generalizability of findings to other government agencies. Additionally, another possible problem was related to access to internal documents and the willingness of participants to give their views candidly. Even this limitation was somewhat balanced by the fact of having a single representative. The response provided valuable managerial input, which succeeded in supporting the employees' point of view. However, engaging several leaders from different clusters enhanced the robustness of the findings and the conclusions drawn from them. These limitations were mitigated through robust data triangulation and transparent reporting of findings. Generally, the methodology integrated diverse data collection methods and analytical frameworks to provide a comprehensive evaluation of the government agency's training program. By aligning the research design with Organizational Learning Theory and Kirkpatrick's model, the study's findings were both actionable and theoretically grounded. This approach delivered meaningful insights

to enhance the government agency's training framework and fostered a resilient, well-prepared workforce.

Expected Outcomes and Deliverables

The objective of this study was to draw from the insights and best practices on how to enhance the new employee training program of the government agency. These outcomes were multifaceted, each designed to address one dimension of the following elements.

Comprehensive Needs Assessment. The study encompassed a detailed exploration of current shortages in the existing government agency training program. The assessment had to be driven by qualitative data from employees and managers for the comprehensive identification of training needs from different perspectives. It ascertains the precise areas in which the training program does not measure up, thus providing a basis for improvement.

Proposed Training Framework. The aspect of the proposed study was customized as a training model for the government agency. The model was developed in such a way that it advocated scenario-based learning to improve practical competence, fosters leadership growth to prepare the leadership of tomorrow, had the mechanisms for feedback and the modification of the model. The proposed model was also designed in a way that allowed for the agency's growth and changes, which would effectively change the requirements for the model.

Employee Retention Strategies. The study was expected to propose evidence-based job satisfaction and turnover rate reduction strategies. Within both the public and

the private sector, different practices, mechanisms, and instruments had proved useful since the study was drawn from these practices. These measures included supportive work environments, continuous learning and opportunities, and recognition of the employees.

Evaluation Metrics. To measure the effectiveness of the proposed training interventions, the study developed a set of robust evaluation metrics. These tools included performance benchmarks, employee feedback loops, and other quantitative and qualitative measures. The metrics provided a means for assessing the impact of the training program on employee performance and the government agency's outcomes, ensuring that the program remained aligned with the government agency's mission and operational goals.

These deliverables equipped government agencies with the practical solutions to address their training challenges, thereby enhancing their overall efficiency and effectiveness in fulfilling their mission. The study's findings supported the government agency in developing a more capable, motivated, and mission-driven workforce.

Issues of Trustworthiness

Credibility

The study employed triangulation methods, combining a survey with interviews and archival documents to establish credibility. Member-checking was also employed, and the research members had the opportunity to check the responses that had been provided in the analysis and change them if necessary. The researcher also pursued reflexive practices to mitigate bias, seeking to base interpretations on participant

experience (Olmos-Vega et al., 2023). Finally, data collection and analysis were achieved by following the focus of the study, increasing the coherence of the results and the phenomena studied.

Transferability

Transferability was achieved by allowing for detailed and rich descriptions of the context of the government agency, the demographics of the participants, and the nature of the training program. These accounts allowed subsequent researchers or practitioners to evaluate the applicability of the findings to their settings. Purposeful sampling techniques were employed to ensure that a diverse range of viewpoints were captured, further contributing to the generalizability of the study's findings to other government organizations facing similar challenges.

Dependability

The study ensured dependability by maintaining a clear audit trail, detailing all methodical choices and research work upon completion. Dedoose software was also employed to fix a standard for coding procedures (Mortelmans, 2019). Peer debriefing was used to review strategies for coding and interpretations, which raised the level of rigor.

Confirmability

Confirmability was established through robust data triangulation and transparent reporting. Whenever a conclusion or an interpretation was made, there was always direct evidence from the data to support that conclusion. While the participant's contribution was critical to the study, their thinking, decisions, and emotions surrounding the research

were documented in reflexivity logs, thereby ensuring that the findings were reasonable and accurate.

Ethical Procedures

This study aimed to meet high ethical standards to uphold the integrity of research processes and safeguard the rights of the participants. Some of the key considerations included the client government agency's consent, human subjects' treatment during research, data protection, and ethical risk management. Ethical integrity was at the core of this study, and it was ensured through respect for participants, confidentiality, and transparency in the research process. Several key ethical measures were employed by upholding these principles:

Consent

Participants were provided with a detailed explanation concerning the purpose of the study, the methods, and possible outcomes. Informed consent was supported with a consent form that incorporated detailed information on the voluntariness of participation and that there were no punitive actions if one withdrew from participating at any time they wished. Explaining the intention and method of the study in unvarnished language remained important in obtaining appropriate and true informed consent that ensured that participants were comfortable and respected.

Confidentiality and Anonymity

Identification of participants was not needed. Since all data were anonymized, any identifiable information was kept securely and could only be accessed by authorized persons. Ensuring anonymity of the responses allowed the participant to talk freely

without possible repercussions. Also, data were reported in such a way as not to identify any of the respondents.

Organizational Approval

Before conducting the study, permission was sought from the government agency. The rationale ensured that the research agreed with the agency's policies and current priorities. Further, approval from the government agency had been sought so as not to violate ethical procedures as a form of respect towards the Agency's contexts where this study was conducted. In organizational approval, access was readily offered to the respective resources from the government agency, and additional support was provided. For a complete signed Government Agency agreement, see Appendix B: Approval Letter from Government Agency.

Data Security

The security of digital and physical data was another major ethical concern. As a result, encryption was considered for the protection of digital data, while physical documents were kept in locked cabinets. Methods of data disposal were secure to maintain participant confidentiality at the end of the study.

Avoidance of Bias

The researcher assumed a neutral position so that the respondents were not biased in any way in their responses. The practices of reflexivity were employed in identifying and eliminating potential biases so that the research findings were objective and valid. Strategies to minimize the researcher's bias, such as triangulation and member checking, were also reflected in the research design.

Ethical Review and Compliance

This involved the study undergoing a severe ethical review by the IRB, which ensured that the standards were met. Any issues raised by the IRB were promptly addressed to guarantee the integrity of the research process.

Transparency and Accountability

Transparency was ensured throughout the whole research process regarding data collection, analysis, and reporting. Informed consent was obtained from participants regarding the usage of their information and the measures taken to ensure their privacy. Accountability concerning ethical guidelines engendered confidence in the research process and its results.

The study prioritized ethical integrity while focusing on new employees, whose feedback identified the training gaps; training coordinators were offered insights on program design and effectiveness; and senior leadership, enabled access to resources, and aligned the recommendations with the Agency's goals as its key stakeholder groups for the project. Ethical considerations during the study were to ensure trust, transparency, and meaningful collaboration to support the workforce development and the government agency's mission adequately.

Client Government Agency Approval

Securing approval from government agency leadership was integral to the study's success. In this case, the government agency provided access to participants, documents, and resources, which ensured the alignment with institutional policies. This approval signified the government agency's commitment to improved training programs and

ensured the government agency's buy-in for implementing recommendations. Given that all research activities had to be conducted in accordance with the established ethical guidelines.

Treatment of Human Participants

- **Institutional Permissions:** Prior to data collection, IRB approval was obtained to ensure compliance with ethical standards. The IRB reviewed the study design, data collection methods, and consent procedures.
- **Recruitment:** Participants were selected using purposive sampling, with invitations distributed via email. Recruitment materials emphasized voluntary participation and outlined the study's purpose and benefits.
- **Informed Consent:** Participants received a consent form explaining the study's purpose, risks, benefits, and confidentiality. Consent was electronically documented or in writing.
- **Data Collection:** Ethical standards guided the interviews, surveys, and document analysis, ensuring respectful and non-intrusive engagement.
- **Data Security:** All data were anonymized and stored securely in encrypted digital formats. Physical documents were kept in locked cabinets, with access limited to authorized personnel.

Other Ethical Issues

Potential conflicts of interest and researcher bias were addressed through reflexivity and transparent reporting. However, the participants had the right to withdraw at any stage without penalty. It ensured their autonomy and trust in the research process.

Summary

The government agency's new employee training program evaluation and analysis was conducted under a qualitative research design guided by the organization learning theory and Kirkpatrick model of training evaluation to ensure ease in data collection and analysis. Multiple data sources, such as surveys, interviews, and government agency documents, were utilized to provide a comprehensive insight into training effectiveness and gaps. However, the strategy for data analysis, which included thematic coding, was supported by software like Dedoose and descriptive statistical techniques for survey data.

Ethical considerations were also rigorously addressed, with client government agency approval, informed consent, and data confidentiality at the forefront. Trustworthiness was ensured through credibility, transferability, dependability, and confirmability. The deliverable was a tailored training framework incorporating scenario-based learning, leadership development, and evaluation metrics aligned with the government agency's mission. This section laid the foundation for actionable recommendations aimed at enhancing workforce preparedness, retention, and operational excellence in high-pressure environments.

Section 4: Results and Recommendations

Introduction

This section presents the results of a rigorous evaluation of a new employee development program at a U.S. government agency, utilizing employee surveys, in-depth interviews, and organizational documents as data sources. The analytical framework included the following key themes: employee preparedness, engagement, training gaps, and alignment with disaster response objectives to assess program effectiveness. The findings were also analyzed according to the double theories of organizational learning theory and the Kirkpatrick model of training evaluation, both leading to a simple dimensional model offering, in terms of interpretation, useful training implications relative to the performance of government agents and workforce behavior. The section ended by offering actionable, evidence-based recommendations aimed at improving the training delivery, increasing employee engagement, and aligning onboarding strategies with the agency's mission. This study combined qualitative and quantitative data to address the primary administrative issue of ineffective training. It provided a pathway for the development of a more mission-ready workforce in high-stakes operational settings.

Data Collection

This study utilized three data sets designed to ensure triangulation and sufficient depth to provide a comprehensive evaluation of the effectiveness of a new employee training program implemented through one U.S. government agency. Data were gathered from three main sources: structured employee surveys (n=9), a semi-structured interview with leadership (n=1), and organizational documentation. The employee survey had

quantitative and qualitative data on satisfaction, preparedness, communication, and leadership support. As a result, the participants responded to closed-ended questions concerning their satisfaction with the onboarding process, preparedness, and training objectives. Additionally, there were open-ended questions where participants shared their strengths and weaknesses regarding the onboarding experience. A total of nine employees participated, providing insights into their post-training confidence, job readiness, communication skills, and perceptions of leadership engagement.

Contextual information regarding the alignment of training with field operations within the government agency was provided through a semistructured interview. The interview shed light on gaps in emotional preparedness and the ethical complexities associated with frontline service. Finally, supporting documents such as training policies, instructional materials, and references pertaining to participants' performances provided institutional context and allowed for triangulation of participants' responses. Together, these sources of data provided a solid foundation for assessing the adequacy of training practices, pinpointing gaps, and formulating precise strategic suggestions. Having multiple perspectives enhanced the rigor of the research outcomes and ensured that they were representative of the government agency employees' experiences and expectations.

Data Analysis

Participant Demographics

The survey was completed by nine participants from the U.S. government agency. In order to maintain anonymity, demographic identifiers were not collected; however, these participants represented a cross-section of new employees who had recently gone

through the agency’s onboarding and training program. Their roles span administrative, field operations, and support services, and they have varying prior government experience.

Table 2

Participant Demographics Overview

Category	Distribution
Total Participants	9
Employment Tenure	0–6 months (6) 6–12 months (3)
Departmental Roles	Field Operations, Administration, Support
Prior Government Experience	Yes (4) No (5)

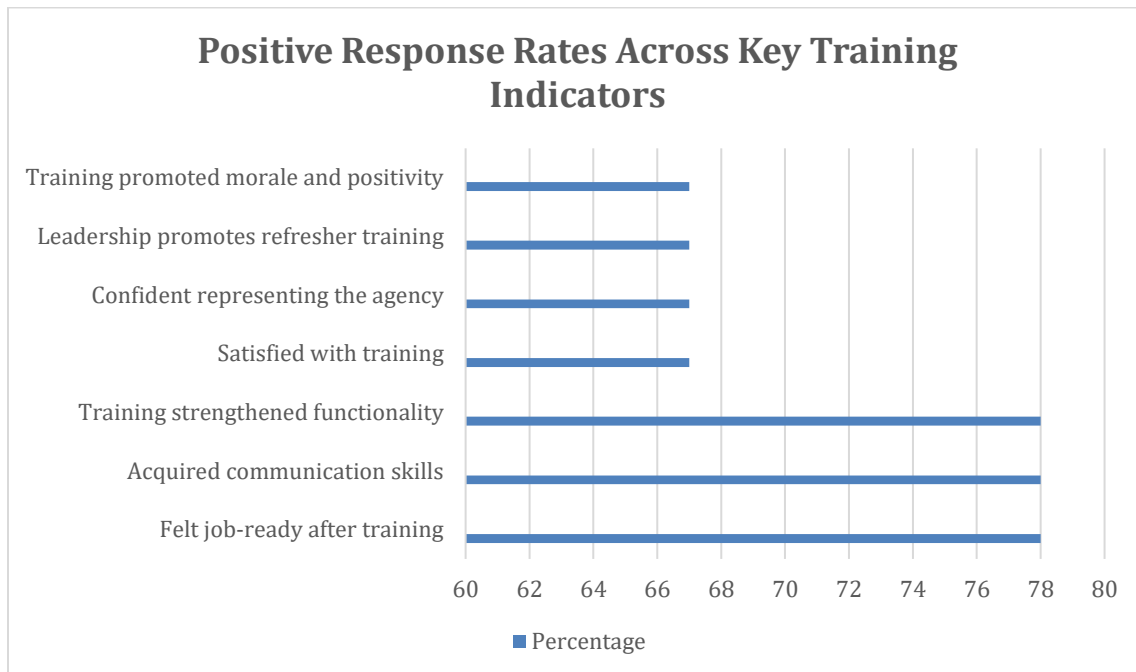
The study’s diversity in tenure and background enabled it to present a balanced perspective on the training program’s strengths and limitations. Several employees explained that the training felt too general. One participant noted that much of their role had to be learned ‘on the job’ since simulations or role-specific exercises were missing. Another added that they expected structured preparation, but instead had to figure out tasks independently once deployed.

Quantitative Survey Analysis

The participants of the study responded to a set of closed-ended questions, which were aimed at determining their satisfaction with the training program and how it influenced their readiness for their job, communication skills, and understanding of the agency’s mission.

Figure 1

Positive Response Rates Across Key Training Indicators



The data indicated that approximately one-third of participants expressed dissatisfaction or uncertainty across multiple indicators, despite the majority responding positively. The consistency in this approach suggested systemic gaps in training delivery or content that warranted further exploration.

Qualitative Analysis and Thematic Coding

The government agency interview and open-ended survey responses were also analyzed using thematic coding in Dedoose. From these four dominant themes emerged with each reflecting a given critical dimension of the training experience.

Table 3*Themes Generated From the Study*

Theme	Description
Training Content Gaps	Lack of role-specific modules and scenario-based learning
Communication and Coordination	Inconsistent internal communication and unclear expectations
Leadership and Feedback	Limited mentorship, weak feedback loops, and inconsistent support from leadership
Emotional Preparedness	Insufficient training for high-stress, emotionally charged disaster environments

Theme 1: Training Content Gaps

The theme that consistently emerged was the lack of depth and granularity of the training program. The participants claimed that the training was on-the-job training, but it did not include actual tasks that would have allowed some of the field team to experience the challenges they saw in the field. Another respondent stated that there was no training on their role or change simulations, leaving most of the things they learned during their role out in the open while working. They would have preferred to learn this before taking on their role. These reactions revealed a disconnect between what was trained and what was required when facing disaster.

This gap aligns with Kirkpatrick's Level 2 (Learning) in this case, where knowledge acquisition is somehow limited by the absence of applied learning opportunities. The responses from the interviews with the representative confirmed this theme, stating that the existing training modules were overly simplified and "layered" instead of being more tailored. The representative pointed out that differentiating the training of employees based on the role is paramount for the fulfillment of expectations and responsibilities.

Theme 2: Communication and Coordination

Some participants reported experiencing communication breakdowns during and after training. One of them responded that the understanding of the agency's mission was not clear since it was not about the core procedures but more about how you handle things that arise that they were not prepared for. This suggested that these new employees had questions since it was not clear what the communication structure of the agency. However, the government agency interview further supported this issue as the operations representative revealed that communication silos during deployment delay response times. In addition, communication was never a part of training in terms of inter-departmental coordination protocols. Some participants said the mission and communication structures were unclear, which left them uncertain about how to respond to unexpected issues. One respondent described this as 'not knowing where to turn when situations came up in the field,' reinforcing the leadership representative's point that silos between departments slowed responses. This theme reflected a lack of employee readiness for teamwork, contradicting or lowering Kirkpatrick's Level 3 (Behavior), where the transfer of learning should be manifested as effective workplace performance. The leadership representative pointed out that training objectives were underscored during the deployment phase because of a lack of communication protocols, which is counterproductive. Thus, suggesting that during the onboarding phase, protocols for cross-departmental coordination should be incorporated to prepare employees for practical disaster operations.

Theme 3: Leadership and Feedback Mechanisms

Participants reported inconsistent leadership support and a lack of structured feedback mechanisms. From the survey, a participant responded that there was no follow-up after training. Others echoed this frustration, explaining that they were left questioning if they were ‘doing things right or wrong,’ while another pointed out that leadership spoke about training but showed little commitment to ongoing development. This left them with questions about whether they were doing things right or wrong. Another one also claimed that the leadership talks about training, but there was no real push for ongoing development. This theme indicated failure in double-loop learning because feedback from employees is not being used systematically to refine training practices. It also showed failure in reinforcing Kirkpatrick’s Level 4 (Results) due to training outcomes not being aligned with the government agency’s goals. Leadership input underscored this issue, stating that iterative feedback mechanisms or a lack of structured feedback loops lead to stagnation throughout the reporting period. The representative said that in their opinion, if they were in charge, their first action would be to put in place feedback mechanisms to cultivate a training environment that is adaptable and not static.

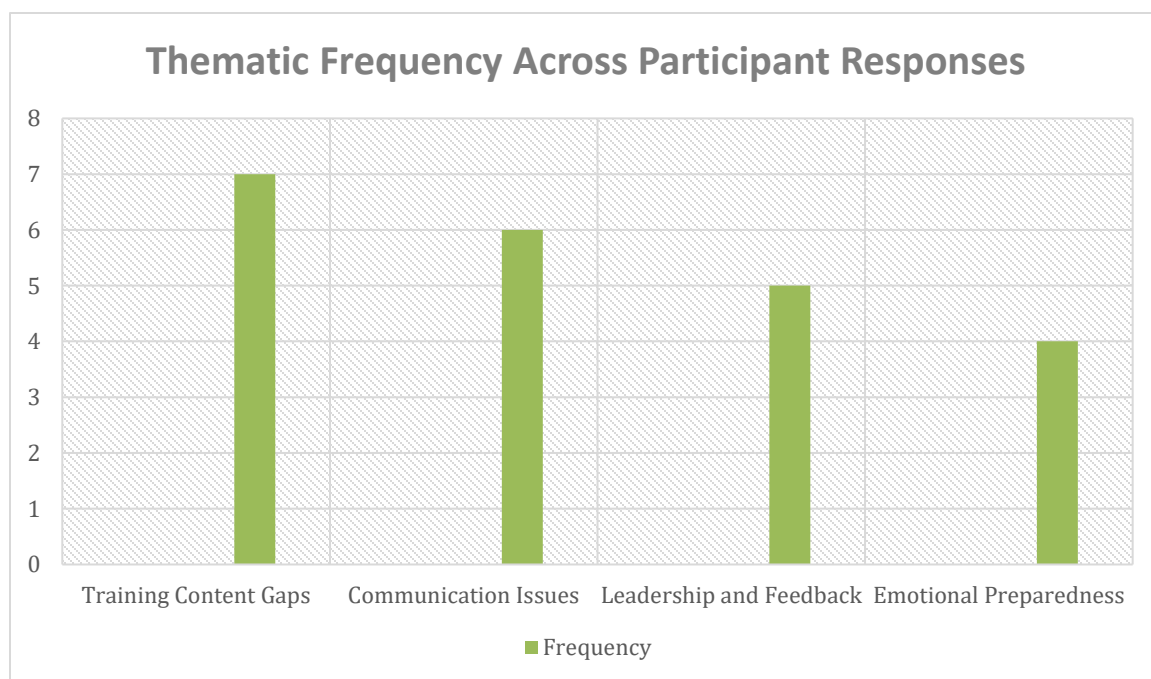
Theme 4: Emotional Preparedness

Most employees worry about not being ready for emotionally intense situations, especially in areas where disasters occur. One participant shared that they were not ready for the emotional toll of working with disaster survivors, as they still need more training in empathy and resilience. Another employee reflected that the training focused heavily on technical policies but did little to prepare them for the human side of disaster work,

which they found overwhelming in their first deployment. The government agency interview echoed this, as some staff members often face emotionally charged environments. Therefore, without proper preparation, it can also lead to burnout or poor decision-making. This theme highlights the need for scenario-based training, including emotional intelligence and stress management as critical components in high-stakes public service roles. The leadership representative highlighted the lack of scenario-based simulations, which can address both the logistical and emotional challenges of disaster response. They advocated for training modules that incorporate resilience-building and empathy exercises to better prepare employees for frontline deployments. The frequency of these themes demonstrates that training content and communication were the most pressing concerns among these new employees.

Figure 2

Thematic Frequency Across Participant Responses



Leadership Interview Findings

The leadership representative further developed the survey themes, adding additional managerial perspectives. They described the training as “layered”, even though it was not streamlined, causing considerable confusion among new staff. They emphasized that training needed to be differentiated by role so employees appreciate specific expectations and associated tasks, as opposed to being fed illogical surface-level information. The leader also remarked that in its current format, training was ‘layered and confusing’ rather than practical. They stressed that role-specific and scenario-based simulations would help employees feel confident and prepared before deployment. The leader also stressed the importance of scenario-based simulations that replicated real field situations. By explaining that the training in its current format was overly theoretical and failed to prepare staff for the emotional and logistical challenges of disaster deployments. Notably, the leader noted that if they were in charge, they would establish that their first action was to implement feedback loops to ensure training was never static and was continuously improved based on staff feedback. While they acknowledged that informational materials were useful, they concluded that the program was “not as successful as it should be” due to the absence of action and responsible leadership on the materials. These insights from the leaders corroborate employee comments and further justify the need for an improved, flexible training setup.

Findings Summary

The findings indicated that, relative to the realities of disaster response, the agency training does not fully equip employees, although it offers basic orientation.

Survey data revealed moderate satisfaction with training; however, dissatisfaction and ambivalence were reported from a sizable portion of the training population. In addition, employees consistently cited a lack of practical training and claimed that training was so general that the critical tasks were carried out unsupervised. This aligns with Kirkpatrick's Level 2 (Learning), where knowledge acquisition was limited when content lacked applied practice. Participants also reported ineffective communication due to a lack of anticipation of the need for preparation for cross-departmental collaborations. This concern diminished employees' capability to learn the application and surfaced gaps in Level 3 (Behavior) of the Kirkpatrick Model. The feedback also remained scarce, and so participants were left without the appropriate constructive criticism or guidance that was needed for proper validation of their performance. This concern was also shared by the leadership delegate, who stated that the training was "not as successful as it should be" and described the lack of deliberate and systematic feedback as an exaggerated and critical issue.

Resilience and stress management as learned behavior strategies also emerged as a critical concern that was missing. The employees' aspects of disaster response, to some extent, were articulated as being psychologically unprepared for the toll of the work. At the same time, leadership expressed concern that training must be more focused on these areas. Study guides and resources were seen as applicable, but the application of context was agreed to be missing by leadership and employees alike. These insights indicated that the agency practices single-loop learning by focusing on adjusting the superficial steps without analyzing the underlying assumptions. Losing the ability to be resilient benefits

neither the agency nor the agency's mission, so the shift would need to be toward double-loop learning, which was more scenario-based training, more explicit role definition, and greater accountability of leadership within the onboarding framework.

Deliverables and Recommendations

Based on the triangulated findings and informed by both theoretical models, the following targeted recommendations were proposed:

Develop a Scenario-Based, Tiered Training Framework

By adopting a structured, three-phase onboarding model as outlined in *Appendix D* of the capstone, which also requires prescreening or pre-onboarding where the agency's mission and principles related to disaster relief were introduced through web modules.

The onboarding should also include scenario-based workshops, utilizing real-world field case studies from the government agency. Furthermore, a post-onboarding training program that provided these employees with continuous learning opportunities prided on simulations and refresher briefings. The approach would satisfy Kirkpatrick's Levels 2 and 3 and would improve both applied learning and the transformation of workplace behavior, as well as promote double-loop learning with continuous reflection and refinement.

Standardize Role-Specific Training Modules

We can do this by designing modular content that is tailored towards specific job functions, in this case, disaster response roles. This would include having interactive simulations of emergency deployments. Also, role-playing exercises for policy

enforcement scenarios and video walkthroughs of on-site operations and client communication expectations. This mitigates gaps identified in employee comments about the “one-size-fits-all” nature of current training.

Establish a Feedback-Driven Continuous Improvement Model

By creating a formal feedback loop structure for post-training, we can help capture employee insights and real-world application challenges. In this case, the agency should utilize anonymous post-deployment debriefs, quarterly performance reflection sessions, and feedback dashboards for training coordinators. This approach would help in building the organizational learning theory cycle and ensure real-time training refinement based on field realities.

Integrate Mentorship and Peer Support Channels

As recommended by best practices in Canada’s public sector, a peer mentorship system should be implemented to pair new hires with experienced staff. This supports long-term retention, cultural onboarding, and professional development, which was key to Kirkpatrick’s Level 4 (Results). In addition, mentorship not only addresses technical knowledge transfer but also improves team cohesion and morale, which were cited as concerns by several respondents.

Evaluation Metrics and Performance Benchmarks

Establish clear success indicators for training effectiveness, such as pre- and post-training knowledge assessments accompanied by simulation performance ratings. Additionally, retention, absenteeism, and post-orientation satisfaction levels were key

indicators. These metrics were used to benchmark success and ensure that Kirkpatrick's Level 4 (Results) was aligned with the government agency's objectives.

In outlining the anticipated results of the interview process, the leadership also introduced the importance of customized control packages and tiered scenario rehearsal and ongoing metrics tracking for additional recommendations. Training should move beyond passive, content-driven lectures. From the lens of the leadership representative, an agile approach must be followed that adapts to the operational realities faced on the ground. As a result, localizing leadership was explicitly embedded into the training structure, which was a sure-fire means of ensuring that the continuity of critical evolution was preserved and that the improvements were productive for the staff's crisis-affected operational realities in the context of a large government organization.

Evidence of Trustworthiness

Trustworthiness was ensured through multiple qualitative research strategies. Credibility was established through triangulated data across surveys, interviews, and agency documents. Transferability was addressed through detailed descriptions of the agency's setting and participant contexts, which enhanced the relevance for others. Dependability was addressed as the findings reflected consistent responses from diverse participants and field leaders. Confirmability was noted as themes were derived directly from coded responses, aligning with pre-existing literature and training models.

Strengths and Limitations of the Study

The study's strength lay in the integration of qualitative and quantitative data, as well as the triangulation of data between employee and leadership perspectives. The

reliance on highly respected theoretical bases had ensured that the recommendations were relevant and systematic. However, the study had limitations, primarily due to its small sample size and potential self-reporting bias. Further, access to performance metrics was restricted after deployment, limiting the ability to evaluate the impact of long-term training.

Summary

By synthesizing data from various sources to evaluate the effectiveness of a well-established training program, while giving focused, idea-based approaches that would help in fixing some of the emerging challenges faced by new employees. The organization should develop a revised, context-based training plan incorporating feedback cycles, leadership responsiveness, and ongoing learning to sufficiently prepare new employees for their roles within the agency's high-stakes mission. These improvements would not only rectify the difficulties but also equip the agency to deal with emergencies more effectively while remaining true to its ethos of social service.

Section 5: Dissemination Plan and Conclusion

Dissemination Plan

The dissemination plan is designed to ensure that the findings and recommendations of this capstone project, which aims to improve the training of new employees in a government agency in the United States, are shared with relevant stakeholders in an accessible, engaging, and actionable manner. The dissemination plan will not only share the research findings but also facilitate discussion, adoption of evidence-based practices, and organizational learning in line with the Walden University philosophy of positive social change. The dissemination strategy incorporates both the formal and informal communication methods, making it accessible, inclusive, and involving audiences both inside and outside the client's agency. It focuses on equitable access to knowledge, transparency, and cooperation between the employees, leadership, policymakers, and the broader community of the administration.

Key Audiences

Internal Agency Leadership and Human Resources Division. The primary audience for this project is senior executives, training coordinators, and human resources professionals involved in onboarding and workforce development. These individuals will apply the findings and recommendations of this project to restructure the agency's training system, making it more aligned with organizational objectives and employee requirements.

New and Existing Employees. The proposed training model will benefit newly hired personnel and frontline staff directly. However, sharing the results will prove to

them to be strategically and operationally important for buy-in and inclusion regarding transparency, lifelong learning, and professional development.

Federal Training and Workforce Development Agencies. The study can be of interest to entities like the U.S. Office of Personnel Management and the Federal Emergency Management Agency (FEMA) to benchmark or replicate best practices in their respective training systems.

Scholarly and Academic Community. The findings of this capstone can be used by doctoral scholars, researchers in the field of public administration, and educational institutions specializing in leadership, workforce development, and organizational learning to contribute to academic knowledge and practice.

Public Stakeholders and Policy Advocates. Sharing with community partners, oversight bodies, and the public increases transparency and shows the agency is also dedicated to making their service to the people more effective.

Applicability to a Broader Audience And Impact for Social Change

To maximize the reach and impact, multiple dissemination formats will be employed:

Agency Workshops and Briefing Sessions

- Format: Interactive presentations and guided workshops with HR and leadership teams.
- Purpose: To present findings, explain the proposed training framework, and discuss on the actionable steps towards their implementations.

- Approach: Use visual infographics, role-based scenarios, and simplified executive summaries to ensure clarity across all the different employee levels.

Internal reports and executive summaries.

- Format: Concise, visually appealing reports distributed electronically through the agency's intranet.
- Purpose: Provide evidence-based information and prioritized recommendations to guide the agency's leadership in decision-making.
- Accessibility: Ensure compatibility with screen readers as well as the availability in both PDF and HTML formats.

Scholarly and professional publications.

- Format: Submission of a peer-reviewed journal article to journals like Public Administration Review or Journal of Public Affairs Education.
- Purpose: Contribute to the scholarly discussion of organizational learning, training evaluation, and workforce readiness within the public sector.

Conference Presentations and Webinars

- Format: Publication of the findings at professional conferences like the American Society of Public Administration Annual Conference or online research symposiums.
- Purpose: Facilitate collaboration, feedback, and knowledge sharing between researchers and practitioners.

Digital and Social Media Dissemination

- Format: Professional posts and summaries published through LinkedIn, ResearchGate, and agency-approved social media.
- Purpose: Educate the public about the significance of having and exploiting structured onboarding while emphasizing the innovation of the agency in workforce development.
- Accessibility: Include captioned videos that highlight and provide multilingual summaries to appeal to a broad audience.

Community and Educational Outreach

- Format: Collaborations with the local universities and training centers to host open-access webinars and learning modules.
- Purpose: Go beyond the impact on the agency by adding to the knowledge of the people and empowering future public administrators.

Knowledge Repository and Learning Portal Integration

- Format: Upload key resources, templates, and the new training model to the digital learning management system (LMS) of the agency.
- Purpose: Ensure sustainability by embedding the results into the agency's long-term training infrastructure.

Ensuring Accessibility and Inclusivity

The dissemination process is based on accessibility and inclusivity. All materials will be in accordance with the Americans with Disabilities Act and Section 508 standards. The strategies would include the following.

- **Multilingual Formats:** Provide translated summaries in English and Spanish to reflect the agency’s workforce diversity.
- **Captioned and Transcribed Media:** All videos and webinars will include closed captions and transcripts.
- **Accessible Design:** Reports and presentations will be readable with plain language, high-contrast graphics, and sans-serif fonts.
- **Equitable Participation:** Dissemination workshops will be arranged at various time zones and will have virtual attendance opportunities to remote employees.
- **Feedback Loops:** Feedback will be collected through post-dissemination surveys to maintain continuous improvement and inclusivity.

Table 4*Timeline for Dissemination Activities*

Activity	Responsible Party	Timeline	Outcome
Develop an executive summary and an internal brief	Researcher and HR leadership	Month 1 post-defense	Concise report distributed to agency leadership
Host internal workshop and training debrief	HR division	Month 2	Engage staff and gather feedback for framework implementation
Submit an article for publication.	Researcher	Months 3-4	Expand academic contribution
Present findings at a professional conference and webinar	Researcher	Month 5	Disseminate to the public administration community
Upload framework to agency LMS.	IT and HR	Month 6	Institutionalize the learning model
Publish social media highlights and infographics.	Communication office	Month 7-8	Broaden outreach and visibility
Conduct a follow-up evaluation of adoption outcomes	HR and Researcher	Month 9	Assess integration and training effectiveness

Exploiting a phased approach will ensure that dissemination is structured, inclusive, and aligned with both the agency's operational priorities and Walden's vision of social impact through applied research.

Conclusions

Project's Goals

This professional administrative research project was intended to evaluate and improve the training of new employees in a U.S. government agency that responds to and recovers from disasters. The overall objectives of the project were to determine training gaps, assess the efficiency of the current onboarding framework, and create a list of evidence-based recommendations to enhance employee preparedness, engagement, and retention. Based on the organizational learning theory and the model of training evaluation by Kirkpatrick, the study aimed to develop a culture of continuous learning and to align training practices with the mission of the agency to serve communities in crisis.

The findings revealed that the agency's training program was based on foundational knowledge, but it lacked sufficient scenario-based learning, leadership development, and feedback mechanisms. Employees complained of inadequate role-specific training and a lack of emotional resilience training in high-stress settings. Based on these findings, the research suggested an updated training framework that focuses on experiential learning, adaptive leadership, and iterative feedback, all factors that are essential in developing a responsive and mission-ready workforce.

The implementation of the proposed framework will generate valuable organizational and societal-level benefits:

- Preparedness will improve because employees will take scenario-based and experiential learning modules, and they will be better equipped to manage future challenges.
- Commitment and job satisfaction will increase because employees will experience higher retention and engagement owing to a defined developmental trajectory and a feedback-oriented environment.
- Operational efficiency founded on consistent training standards will reduce onboarding inefficiencies and improve disaster response coordination.
- Public trust through an enhanced service delivery will bolster the credibility and accountability of the agency, which will lead to increased citizen trust in government institutions.

Beyond the internal performance benefits, this project, by increasing the capability of public institutions to respond to the needs of communities ethically and effectively during difficult times, will advance the mission of social change.

Contribution to Linguistic Justice, Community Empowerment, and Knowledge

The project upholds the mission of Walden University to operationalize linguistic justice and empower members of the community through communication accessibility, inclusive workforce development, and equitable employee training. The agency promotes equity among employees of diverse backgrounds by making sure that training content and dissemination materials are linguistically and culturally inclusive. The research

encourages communities indirectly by improving the public sector's ability to respond to crises with compassion and effectiveness. Trained workers will be empowerment agents by connecting policy and practice and making sure that populations affected by disasters get human-centered support in time. The project also contributes to the scholarship of public administration by applying the principles of organizational learning to the design of government training. It adds to the accumulating evidence linking employee development to institutional resilience and public trust.

Future Directions and Opportunities for Collaboration

The findings from this study provide avenues to further research and interagency cooperation:

- Cross-Agency benchmarking, where the flexibility of the proposed training model can be tested through comparative studies with other federal or state agencies.
- Longitudinal evaluation to understand the long-term impact the framework may have on employee performance, retention, and community outcome; a longitudinal follow-up study is necessary.
- Partnerships with academic institutions where joint research, internship, and public service excellence-focused curriculum development can be achieved through partnerships with universities and professional associations.
- In technology integration, the incorporation of AI and virtual simulations to create immersive training on disaster response and crisis management is a potential future focus.

- In terms of global application, the components of the framework can be adopted by International Development Agencies to promote global workforce resilience, leadership, and capacity.

Summary

This capstone project highlights the transformative nature of research-based administrative practice. The study helps build a workforce that is competent, flexible, and ethically aligned to government objectives by identifying and remedying systemic training gaps. The sharing of such findings will ensure that the knowledge is not limited to the agency, as it will be utilized in the innovation of the public sector, in scholarly discourse, and in the empowerment of communities that rely on effective governance. This capstone is a demonstration of how academic research can result in practical social change, in the spirit of the mission of Walden University, where all well-trained workers can make a difference in a stronger, fairer, and more empowered community.

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Appendix A: Sample Survey Questions

Training Effectiveness Assessment

- How effective do you find the current training program in preparing you for your role? (Rate on a scale of 1–5)
- Can you provide an example where the training directly impacted on your ability to perform your duties effectively?

Identifying Training Gaps

- What were some of the challenges that you have faced due to gaps in training?
- Were there any skills or knowledge areas that you feel were not adequately covered?

Program Benefits

- Which aspects of the training program that you still find to be the most beneficial? If so, why?
- How has the training supported your understanding of a government agency's mission and values?

Additional Resources

- What additional resources or support would improve your onboarding experience?

- Would you recommend changes to the training duration, format, or delivery methods?

Future Recommendations

- If you could redesign one aspect of the training program, what would it be and why?

Appendix B: Approval Letter from Organization

[Redacted]

Secretary [Redacted]

November 11, 2024

To whom it may concern:

Client Organization Agreement Letter

This letter is to inform you that KiSaana Fernanders, a student enrolled at the Walden University Public Administration Doctoral Program, will host her Professional Administrative Study (PAS) at the [Redacted]

Ms. Fernanders topic is "An Assessment of Disaster Preparedness New Employee Training in a U.S. Government Agency." Ms. Fernanders has identified several improvements to new employment training in Disaster Preparedness that would contribute to the efficiency and effectiveness of the organization. Improving disaster preparedness new employee training will encourage leadership to achieve better outcomes and understanding of disaster preparedness training. To determine different areas of new employee training methods and how each leader could improve or implement proper training dynamics.

Ms. Fernanders will address this concern by conducting a qualitative evaluation contained with surveys, interviews, and providing the [Redacted] with recommendations for effective value-based disaster preparedness training.

This study will be done for authenticity of information from the [Redacted]. However, the organization name and names of individuals will be hidden/masked for finalization of this study to protect confidentiality and disclosure of the organization's name.

Thank You,
[Redacted]
Secretary [Redacted]

[Redacted], Washington, DC 20201



Appendix C: Interview Protocol

Introduction

- Provide an overview of the study's goals individually to participants.
- Explain the voluntary nature of participation and reiterate confidentiality measures.

Guiding Questions

- Experience with Training:
 - i. Describe your initial impressions of the government agency's training program.
 - ii. What elements of the program stood out to you as effective or ineffective?
- Challenges and Solutions:
 - i. Can you share a situation where you felt unprepared due to gaps that might have originated for your training?
 - ii. What changes would you recommend addressing these gaps?
- Skill Application:
 - i. How has the training influenced your performance when it comes to disaster response or policy implementation?
- Long-Term Development:
 - i. What ongoing learning opportunities enhanced your skills and job satisfaction?

Conclusion

- Summarize key points and allow participants to add any final thoughts.
- Thank participants for their time and contribution.

Appendix D: Proposed Training Framework Overview

Phase 1: Pre-Onboarding (Two Weeks)

Objective: To familiarize new employees with the organization's structure and culture.

Activities include:

- A virtual orientation session to introduce government agency's mission and disaster recovery objectives.
- Delivery of customized e-learning modules by highlighting some of the essential skills and expectations.
- Access to a resource hub with FAQs, organizational charts, and other job-specific documentation.

Phase 2: Onboarding (One Month)

Objective: To equip employees with role-specific knowledge through interactive training.

Activities:

- Hands-on workshops that would simulate various disaster scenarios and government agency case studies.
- One-on-one mentoring sessions that would pair new hires with experienced employees.

- Establishing feedback loops where trainees can freely share their insights and learning experience.

Phase 3: Continuous Learning (Ongoing)

Objective: To foster growth and adaptability within the workforce.

Activities:

- Biannual refresher courses that would focus on addressing emerging challenges and policy updates.
- Participation in leadership development programs.
- Implementation of a recognition system for employee contributions and skill acquisition.

Appendix E: Project and Data Collection Timeline

Month 1

- Obtain organizational approval and recruit a diverse group of participants.
- Develop and finalize survey and interview questions based on the research framework.

Month 2

- Conduct surveys across various government agency offices, ensuring geographical representation.
- Schedule and complete semi-structured interviews with employees and management.

Month 3

- Use thematic analysis to interpret qualitative data from interviews and surveys.
- Compile findings into actionable insights and draft the proposed training framework.

Month 4

- Present the findings to key stakeholders during interactive workshops.
- Finalize implementation strategies and establish evaluation metrics for tracking progress.