2019

Telecommunication Organization Employee Development Program's Role in Employee Engagement

Cynthia Jenkins Shuler
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Cynthia Jenkins Shuler

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. Olga Salnikova, Committee Chairperson, Education Faculty
Dr. Joanna Karet, Committee Member, Education Faculty
Dr. Charlotte Redden, University Reviewer, Education Faculty

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

Walden University
2019

Abstract

Telecommunication Organization Employee Development Program's Role in Employee

Engagement

by

Cynthia Jenkins Shuler

MA, Cambridge College, 2001

BS, Southern Wesleyan University, 1997

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

December 2019

Abstract

The risk of losing the most talented workers due to limited career opportunities had become an issue for telecommunication organizations. Talented workers became disengaged when there were limited opportunities for growth and development. To address this issue, human resource practitioners created employee development programs aimed at increasing employee engagement to help retain talented workers. However, data to determine the link between employee development programs, engagement, and retention were limited. The purpose of this qualitative study was to explore managers' and employees' perceptions of how a telecommunication organization's employee development program contributes to employee engagement and to explore employees' experiences resulting from the transfer of learning. Kahn's engagement model and Kirkpatrick's and Phillips's and Phillips's evaluation models provided the conceptual framework for this study. The guiding research questions focused on employees' and managers' perceptions of how the telecommunication organization's employee development program contributes to employee engagement and on employees' experiences resulting from the transfer of learning engagement concepts and activities. Using purposeful sampling, 10 employees who attended the employee development program and 5 managers shared their perceptions and experiences. The thematic analysis of the interview data uncovered 3 themes that are critical for engagement – employee-centric culture, support for career development, and management knowledge needed for real-time support. The implication of the project study was a 3-day professional development workshop for managers. Understanding how the employee development program contributes to employee engagement could offer better ways to retain talents.

Telecommunication Organization Employee Development Program's Role in Employee

Engagement

by

Cynthia Jenkins Shuler

MA, Cambridge College, 2001

BS, Southern Wesleyan University, 1997

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

December 2019

Dedication

I dedicate this doctoral study to my parents Simon and Sarah Elizabeth Gold

Jenkins; my children Travis Andre' (LaTanya) Shuler, Tamika LaVette Shuler (Devin)

Washington, Jorge Derrick Shuler, and Jimar Arne Shuler; and, my grandchildren Travis

Andre Shuler, II, Tyler Alexander Shuler, and Faith Bellamy Washington.

Table of Contents

List of Tables

List of Figures

Section 1: The Problem

The Local Problem

Over the years, organizations have been concerned with employee engagement as it relates to the most talented workers due to the added risk of losing them. In 2016, Deloitte, a consulting firm serving Fortune 500 companies throughout the world, conducted a study that examined organizational trends across various countries. The outcome showed engagement as one of the top five concerns listed on the 2016 Global Human Capital report (Morris, 2016). According to Brown, Bersin, Gosling, and Sloan (2016), "Employee engagement and retention today means understanding an empowered workforce's desire for flexibility, creativity and purpose" (p. 47). If employees are not engaged, and talent not managed well, turnover is destined to occur (Johnson, Robertson, & Cooper, 2018; Schiemann, 2014). Researchers have reported that organizations have expanded their concerns for employee engagement to include technological advances, global demographic makeup, and social trends, all of which create business challenges that impact meeting customer demands, maintaining workforce expectations, and attracting and retaining talent (Imperatori, 2017; Mujahid & Ozminkowski, 2016; Sanborn & Oehler, 2014). The 21st Century has generated many workplace challenges that presented a need for organizations to focus on employee engagement and talent retention strategies. How organizations build strategies to address engagement challenges could make the difference between success and failure in terms of future growth and talented workers' retention.

Engaged employees are ones who maximize their value because they are invested and committed to excel in their roles and contribute to the organization's success (Kahn, 1990; Sanborn & Oehler, 2014). This aspect puts engagement at the center of the emerging talent crisis; therefore, making employee engagement happen is the ultimate business challenge organizations face today (Sanborn & Oehler, 2014). For this reason, human resource roles are moving from the support of strategic business partners to helping to close employee engagement gaps.

Eldor and Vigada-Gadot (2017) defined engagement as a "state of mind characterized by feelings of vigor, fulfillment, enthusiasm, absorption, and dedication" (p. 526). Cook (2012) defined engagement as "how positively the employee thinks about the organization, feels about the organization, and is proactive in achieving organizational goals for customers, colleagues and other stakeholders" (p. 109). In the past, the challenge related to engagement centered on morale, performance, and productivity. However, today's risks include talented workers' departures (Jain, Budhwar, Varma, & Ratnam, 2012; Sternberg & Turnage, 2017; Vaiman, Scullion, & Collings, 2012). Researchers have shown a clear correlation between employee engagement, productivity, and retention (Ariani, 2013; Erickson, 2016). As a result, human resource practitioners have focused their strategies on creating programs and processes to increase employee engagement in the hope of retaining the most talented workers. If not addressed, a lack of focus on employee engagement could diminish employee commitment and workforce retention, which is why human resource practitioners are seeking to create and develop programs that support engagement

(Barrick, Thurgood, Smith, & Courtright, 2015). The purpose of this study was to explore managers' and employees' perceptions of how a telecommunication organization's employee development program contributes to employee engagement and to explore employee experiences resulting from the transfer of learning. Uncovering key drivers could assist developers in creating programs that foster an engaging work environment.

Organizations are continually seeking ways to understand key drivers of employee engagement and how engagement contributes to employee commitment. Research has shown that organizations that did not focus on increasing employee engagement suffered low rates of productivity, customer satisfaction, and talent retention (Bedarkar & Pandita, 2014). Reilly (2014) believed that engaged employees drive innovation, which helps move organizations forward. On the other hand, private research groups have completed studies that showed that disengaged employees cost organizations billions of dollars every year as a result of low employee satisfaction and high turnover (Bechan, Watson, & Tse, 2017; Crabtree, 2013; Morris, 2016). Tasked with creating activities and programs to increase employee engagement and minimize turnover, the telecommunication human resource managers focused their strategies on uncovering key drivers of engagement.

The landscape of today's telecommunication organizations looks different than it did years ago. Telecommunication organizations have flattened hierarchies in order to streamline processes and minimize costs (Bartels, Just, Kompalla, & Schmid, 2017; Colombo & Grilli, 2013; Truex, 2016; Virkar, 2016). These changes have influenced the

way employees view their companies, roles, and careers. For instance, employee loyalty is diminishing due to limited career opportunities within organizations (Mohammed, 2015). Consequently, limited career opportunities place organizations at risk of losing the most talented workers' loyalty. Mohammed (2015) defined loyalty as a concept of commitment and stated that employees are no longer committed to the organizations they work for because of limited career opportunities. Kaye and Evans (2014) reported that job opportunities are constantly expanding due to signs of economic recovery, which contributes to low employee commitment. Low commitment could drive employees to seek employment outside of their current organizations. According to Kaye and Evans, low commitment poses a negative effect on employee engagement. Therefore, human resource practitioners should maintain a keen awareness of industry changes in order to stay abreast of drivers that engage employees (Abou Khadra, Nachmias, & Chen, 2017; Presbitero, 2017). Otherwise, employees could become disengaged and seek career growth outside of their current organizations, which poses a risk to productivity and top talent retention.

An essential part of the telecommunication organization's human resource practitioner's role is to create employee development programs and activities targeted at increasing employee engagement and maintaining a talented workforce. As the economic recovery continues to rise, telecommunication human resource practitioners should assess these economic changes as it relates to employee engagement and, consequently, talent retention. For example, the economic climate has changed the way employees view factors important to being engaged at work. Employees want to feel valued and know

their contributions are meaningful (Tummers & Knies, 2013). When employees feel valued, they are more productive and stay longer. Employees also want to feel connected and competent. Connection and competence happen when employees use and develop their skills on the job (Csikszentmihalyi, 2014). Value, connection, and competency create the type of commitment that could lead to higher employee engagement. Focusing on these factors and key drivers may uncover links to help human resource practitioners create development programs that could ultimately increase employee engagement and retain talented workers.

Kahn's (1990) engagement model and Kirkpatrick's (1998) and Phillips's and Phillips's (2016) evaluation models provided the framework for this study. Uncovering managers' and employees' perspectives of a telecommunication organization's employee development program on employee engagement might bring researchers and human resource practitioners closer to understanding how to raise employee engagement levels and increase employee retention through development programs and activities based on the employee experiences. In Section 1, I defined the problem and established a basis for the study in a local setting and broader context from the scholarly and professional literature. Terms related to the problem are listed and defined. The significance of the problem is identified, guiding research questions explained, and a review of literature is presented to establish a rationale for exploring managers' and employees' perceptions of how a telecommunication organization's employee development program contributes to employee engagement. A discussion of the probable implications of this study is included, and the section ends with a summary.

Definition of the Problem

The purpose of this study was to explore the impacts employee development programs have on employee engagement, job satisfaction, and top talent risks. The purpose of this study was also to evaluate whether employee development programs are beneficial to telecommunication organizations and to uncover key drivers that stimulate employee engagement. While senior leadership asked the telecommunication organization's human resource department to develop a consistent engagement enhancing program, it was unclear how the current employee development program contributed to employee engagement and the employees' experiences, resulting from the transfer of learning. Research supporting the importance of an engaged workforce is well-defined; however, research outlining how employee development programs contribute to employee engagement and employee experiences resulting from the transfer of learning is vague (Phillips, Phillips, & Ray, 2012; Phillips & Phillips, 2016). Although the telecommunication organization's senior leadership team agreed that an employee development program might be of value to creating an engaged workforce, the human resource manager reported that the existence of multiple programs caused concerns that questioned the most effective program design. Despite the human resource manager's effort to create an engaged workforce by implementing employee development programs, the inconsistency placed the telecommunication organization at risk of disengaging employees at a time when customers rely heavily on exceptional customer service provided by frontline workers. This organizational risk highlights the need to deploy a consistent employee development program across the enterprise targeted at increasing

employee engagement. Even though no data exist to determine the effectiveness of past programs, perhaps a study that addresses managers' and employees' perceptions of how the telecommunication organization's newly deployed enterprise employee development program contributes to employee engagement could identify key drivers of engagement. This study could also help human resource training departments build effective employee development programs by including concepts and activities aimed at increasing employee engagement.

Rationale

Evidence of the Problem at the Local Level

Telecommunication organizations are at risk of adverse effects resulting from disengaged employees because customers rely on the service provided to them. If customers perceive that employees do not care about them and are dissatisfied or disengaged, customers may look for other service providers to meet their needs (Reilly, 2014). Organizations are investing in professional development programs designed to engage employees and promote career development, which in turn affects the employee experience, customer experience, and talent retention. Even though it is not uncommon for human resource practitioners to work with training departments to deploy employee engagement programs, this telecommunication organization used different professional development programs over the past 6 years that caused frustration, dissatisfaction, low engagement, and high turnover. Due to the inconsistency in the professional development programs, employees and leaders continued to raise concerns about the effectiveness of the programs, while other departments questioned their exclusion from

the programs. An organization's professional development program must be able to show

that participants are affected in ways that produce a positive change to be effective.

Conversely, the telecommunication professional development programs did not have a

positive effect on the employee's experiences, nor did it produce a positive change based

on the feedback from employee opinion surveys (EOS).

Over the years, the telecommunication organization used an EOS to gather

feedback for program and process improvement. The EOS was a tool that allowed the

telecommunication organization to look at scores and proactively address issues. The

EOS focused on making the employee experience better based on the employee's

perspective. Since 2008, the telecommunication organization has conducted annual EOS,

asking employees to respond to a series of questions that explained where the

organization excelled and needed to improve. The survey questions were grouped into

six categories and aligned with the company's key business priorities, including

employee development.

The first development program was designed in 2010 to provide career

opportunities for frontline leadership and develop future leaders, create cross-department

exposure for possible job movement, and recruit, engage, and retain employees. The first

development program in 2010 was also designed to improve employee experiences and

engagement levels. However, because the program was not consistent across all

customer service business units and yielded different experiences for employees

attending the program, a high level of concern was voiced by leaders and employees

continuously. The development program did not improve the employee experience nor increase employee engagement as intended.

In 2012, the EOS results showed that employee development continued to score the lowest, averaging 59% (Human Resource Department, September 2, 2013). The 2012 EOS results also showed that employees were still displeased with the inconsistent professional development programs across the customer service business units. In cases where no development program existed, employees felt at a disadvantage regarding their development. Sixty-eight percent of the employees responded, which represented active participation across the organization. Based on the EOS results, the development program was redesigned in 2013 and deployed across all customer service business units. The objective of this development program continued to focus on increasing employee engagement and talent retention by creating opportunities for employee professional growth.

In November 2012, the human resource (HR) department presented employees' concerns during the year-end planning session. Based on additional feedback, HR partnered with Learning and Development to create and deploy a consistent development program across all business units in the hope of increasing employee engagement levels. Nonetheless, once the 2013 employee development program deployed, inconsistency still existed in the development programs amongst all customer service business units. This continuous inconsistency in the employee development program did not solve the real concerns raised by employees, which could have contributed to the low employee satisfaction scores that fell below 40%.

A new development program scheduled to roll out in 2014 used the best elements from prior employee development programs while building on new elements to further increase employee engagement. No data existed to identify the best elements given that a program evaluation never occurred. Additionally, senior leadership asked for a higher level of accountability for the employee development program, including a return on investment. Senior leadership was also looking for a comprehensive evaluation of the past years' employee development programs' effectiveness and its tie into employee engagement. While this request could not be met, HR sought to deploy a consistent employee development program across all business units in 2014 to address leadership and employee concerns. Collecting data on the managers' and employees' perceptions of how a telecommunication organization's employee development program contributes to employee engagement and explored employees' experiences resulting from the transfer of learning would allow the HR training department to make adjustments and improvements as needed.

Due to inconsistent employee development programs amongst all customer service business units, a new employee development program was designed to provide the same experience for all employees across the entire organization using standardized criteria and components. Moreover, the employee development program can specifically develop employees for forecasted leadership positions and future career opportunities. The qualifications for the program included

- Minimum 6 months experience; 1 year+ preferred;
- Demonstrated performance in the role, mobility;

- Demonstrated talent (aspiration/ability), strong desire to be a people-leader;

- Individual contributor, no prior leadership experience;

- Demonstrated leadership attributes; and

- Minimum 2-year Associate's degree; 4-year Bachelor's or above preferred.

The development program year was part of the continuing effort to provide nationally recognized leadership development for employees. The program focused on developing the skills and abilities of the most talented employees to become the most talented leaders of the future. It was designed to align nationally on a consistent foundation of leadership development for individual employees across all business units. In addition to providing a useful and flexible tool for development, developing future leaders, and driving business results, the program had the following objectives:

- Develop consistent foundational leadership knowledge for all business functions,

- Create a specific pipeline of talent for forecasted opportunities,

- Increase and enhance experiential learning to drive effective leadership behaviors,

- Expedite ramp-up time to leadership roles,

- Broaden business acumen with cross-functional participant interactions,

- Increase the ability for cross-functional career movement and geographic mobility,

- Attract college graduates interested in expedited career advancement, and

- Retain the most talented workers and increase engagement.

In order to achieve the program objectives, the development program design included classroom and experiential training. The training focused on various aspects of

leadership, operations, and business acumen for 7 months. Each month of the program

contained 3 to 5 days of learning activities, which could be applied within the employee's

current position or program activities. This approach reinforced the critical skills and

abilities required for leadership success. Additionally, three of the program activities

occurred in a centralized location face-to-face. Assembling in one location allowed

participants from different channels to interact with one another, creating organic

learning opportunities to share best practices and broaden their understanding of the

business. The new development program was set to begin in March 2015.

While having a program evaluation was essential to determine the program's

effectiveness before deploying a national program, leadership decided to move forward to

rollout the new development program on a national level in 2015. With the deployment

of the national development program, an evaluation was still needed to determine if the

design of the development program was sufficient to impact the outcome−employee

engagement (Caffarella & Daffron, 2013; Eisenberger, Malone, & Presson, 2016). Data

from the 2016 Employee View Point Survey (formerly EOS) showed four-employee

development categories with the lowest overall scores:

- My organization helps me with opportunities to learn new skills and self-develop.

- I am motivated to contribute more than what is expected of me in my job.

- I am given the support and guidance needed to excel in my job.

- I get the help needed to remove obstacles that prevent me from doing my job well.

Based on the results of the 2016 Employee View Point Survey, an evaluation to

determine how the employee development program contributes to employee engagement

became a top priority for HR. The research reviewed on a larger scale and employee

development programs reviewed on a local scale still indicated concerns both on the local

and the national level for understanding how the telecommunication organization's

employee development program contributes to the employee engagement and employees'

experiences resulting from the transfer of learning.

Evidence of the Problem From the Professional Literature

Employee engagement has risen as one of the top concerns for HD development

professionals and their organizations. As organizations allocate resources to develop,

retain, and engage employees, HR development professionals are partnering with training

leaders to develop and deliver effective engagement strategies (Delaney & Royal, 2017;

Thompson, 2014). According to a recent Gallup poll, approximately one-third of

employees in organizations were actively engaged, 18% were actively disengaged, and

49% were disengaged (as cited in Crabtree, 2013; Mann & Harter, 2016). Gallup has

conducted these surveys since 2000, and the numbers have remained stagnant over the

past 5 years (Mann & Harter, 2016). Likewise, a Towers-Watson poll revealed that 65 to

70% of employees were moderately engaged, 15% were fully engaged, while 15% were

fully disengaged (as cited in Watson, 2013). Bechan et al. (2017) showed that close to

three-quarters of the employers surveyed were having trouble retaining high potential

employees, and 35% reported a turnover activity increase. Studies completed by leading

research groups revealed that the higher the intensity level of engagement, the higher the

retention level of the employees (Crabtree, 2013; Mann & Harter, 2016; Watson, 2013).

Christensen-Hughes and Rog (2008) indicated that retaining key employee talent was

critical to organizational success, which substantiates focusing on employee development programs that up-skill the workforce to meet future needs.

Researchers have identified specific situations that should be addressed if organizations want to increase employee engagement, retain the most talented workers, and be successful (Bechan et al., 2017; Crabtree, 2013; Delaney & Royal, 2017; Mann & Harter, 2016; Watson, 2013). Watson (2013) believed that as the economy continues to recover, employees looked for new opportunities within and outside of their current organization. The concern acknowledged was the loss of valued talent if opportunities are limited (Watson, 2013). This dismay gives organizations reasons to focus on improving employee engagement through career development opportunities and professional development training programs.

While engaged employees bring value to organizations, disengaged employees can bring challenges to organizations. Watson (2013) stated that employees who are disengaged are damaging because their unhappiness shows in their actions and attitudes at work. Kelly Services (2017) reinforced this belief by stating that disengaged employees have a negative impact on coworkers and organizational performance because their actions are toxic and contagious. Reasons identified for their disengagement included job dislike, lack of career growth or promotion, distrust in management, and perceived unequal salary treatment (Kelly Services, 2017). Kelly Services completed a survey with 120,000 respondents from 31 countries to determine their perceptions of employee engagement and retention in the workplace. The survey focused on four engagement topics: (a) career development and upskilling, (b) workplace performance,

(c) employee engagement and retention, and (d) social media and technology (Kelly

Services, 2017). Kelly Services examined employee views regarding commitment,

loyalty, and happiness and circumstances that lead them to look at jobs and careers

outside of their current positions. The results have given researchers insight into the

employee perspective and view regarding crucial engagement drivers. Career

development opportunities and up-skilling received the top reviews.

Employee engagement concepts are often viewed worldwide by researchers.

According to Kelly Services (2017), "The global economic recession had a profound

impact on the way employees viewed their work and their employers" (p. 25).

Companies worldwide have made moves to reduce headcount during the economic crisis.

As a result, employees have refocused their attention on job stability rather than on salary

and benefit improvements. The company's moves have impacted employees' behavior

and attitude toward their job. When the economy improved, the survey showed that 63%

of the respondents intended to look for jobs in other organizations; 43% frequently

thought about quitting their jobs; and 55%, even though they were happy, sought jobs

outside of their current employer (Kelly Services, 2017). When asked if they would

recommend their employer to a friend, 29% said they would with company culture and

opportunity for growth and advancement as key influencing factors (Kelly Services,

2017). The researchers stated that "in this relatively fickle environment, employees are

readily making judgment calls about the reputation of their employers and are ready to

switch jobs should the need arise" (Kelly Services, 2017, p. 25). In other words,

employees were keeping their options open, which could lead to career changes outside of their current organization.

Career growth opportunities are becoming a critical factor in employee engagement. Becker and Broad (2014) noted in their findings that opportunities exist when it comes to employee supervision, company culture, valuing employees, and professional growth. Results from their survey revealed that 66% of all employees surveyed did not see opportunities for professional growth in their current positions. The results revealed that employees were not even aware of career opportunities, citing limited training and mentoring opportunities, unclear promotion and growth paths, and uncertain future employment status as concerns. Limited career opportunities create the potential for employee disengagement and could eventually lead to job abandonment, especially for the most talented workers.

Negative experiences impact employee engagement levels. The Gallup 2013 survey report indicated that while sluggish economic conditions and social turbulence existed globally, it was essential to note that most employees were reporting negative experiences at work (as cited in Crabtree, 2013). As a result, negative employee experiences have contributed to low engagement and job satisfaction levels in organizations (Crabtree, 2013). Researchers have agreed that organizations must be aware of these employee experiences and create appropriate strategies to increase employee engagement, which is "vital to achieving sustainable growth for companies, communities, and countries; and, for putting the global economy back on track to a more prosperous and peaceful future" (Crabtree, 2013, p. 13). Overall, negative experiences

could be costly to an organization's bottom-line, while positive experiences could be more profitable.

According to Becker and Broad (2014), career growth opportunities are key factors in attracting and retaining the most talented employees. Becker and Broad cited limited career opportunities as one of the top reasons that caused employees to become disengaged and eventually leave their organization. To reinforce their belief, Becker and Broad highlighted Gallup's findings that 87% of the global workforce is disengaged. Becker and Broad concluded that the work environment plays a pivotal part in employee engagement. The survey responses revealed that career growth opportunities were critical to retaining employees and driving engagement.

Studies have cited for employee engagement. For example, the Society for Human Resource Management (2017) conducted a survey, Employee Job Satisfaction and Engagement Survey, in 2016 with approximately 600 U.S. employees. The purpose of the survey was to determine critical factors that influence engagement in the workplace. The survey highlighted that compensation, opportunities to use professional skills, and job security were the top contributing factors for employee engagement and job satisfaction (Society for Human Resource Management, 2017). Moreover, opportunities for employees to use their skills and abilities ranked highest among the five categories, with 70% of the employees responding somewhat satisfied or very satisfied (Society for Human Resource Management, 2017). Career development ranked second on the list of factors that influence employee engagement (Society for Human Resource

Management, 2017), which reinforces the need for employee development programs in the workplace.

Most people spend the majority of their lives in the workplace. As a result, their workplace experience drives their quality of life (Crabtree, 2013; Mann & Harter, 2016). In a worldwide study, Mann and Harter (2016) reported that only 13% of employees are engaged at work, which represents 1 out of 8 workers. Similarly, Dollard and Idris (2017) reported that 68% of U.S. workers and 87% of worldwide workers were still disengaged from their work. Crabtree (2013) observed the need to use employee talents as a crucial universal factor worldwide among organizations. When companies focus on employee skills and talents, a Gallup poll showed an increase in productivity. Companies that focus on employee skills and talents place themselves in the top percentile to succeed and maintain the most talented workers.

Definition of Terms

The following are definitions of terms used in the study. The definitions are presented to clarify meanings and help explain the major concepts used in the study.

Development engagement driver: Assesses work effectiveness and the availability of training and career development opportunities for employees (Bakker, 2017).

Employee engagement: The emotions and behaviors entailed in a positive, fulfilling, work-related state characterized by vigor, dedication, and absorption (Breevaart, Bakker, Demerouti, & Hetland, 2015).

Engagement driver: Innovative and creative ways to improve work processes and productivity (Mone & London, 2014).

Key (crucial, critical) driver: A study of the relationships among many factors to identify the most important ones (Bedarkar & Pandita, 2014).

Level 1 evaluation, reaction: Measures the participant's reaction and satisfaction to a learning experience (Kirkpatrick, 1998; Phillips et al., 2012; Phillips & Phillips, 2016).

Level 2 evaluation, learning: Assesses what the participant learned during training and/or learning experience (Kirkpatrick, 1998; Phillips et al., 2012; Phillips & Phillips, 2016).

Level 3 evaluation, behavior: Evaluates the participant's behavioral changes that occur in their daily work routine after attending a training session and/or learning experience (Kirkpatrick, 1998; Phillips et al., 2012; Phillips & Phillips, 2016).

Level 4 evaluation, results: Quantifies the return on investment time and money for the individual to attend professional development programs (Kirkpatrick, 1998; Phillips et al., 2012; Phillips & Phillips, 2016). Various evaluation methods measure the results, including an increase in productivity, cost reduction, and increased profits.

Professional growth: The skills or knowledge an employee gains for personal development and job growth, commonly referred to as an indication of achievement (Doore, Jorgensen, Doore, & Mason, 2013).

Return on investment: The outcome of an investment. Return on investment is typically measured in either profit or cost savings, such as an increase in productivity and job satisfaction. Determining factors utilized to proceed in a business venture include the return on investment (Phillips et al., 2012; Phillips & Phillips, 2016).

Senior leadership: A leader who has strategic decision-making or influence power within the organization (Biswakarma & Khanal, 2015).

Transfer of learning: Transfer of learning in the workplace is the application of knowledge and skills learned in a training program that is applied back on the job. McKeough, Lupart, and Marini (2013) defined the transfer of learning as "prior learning affecting new learning" (p. 2).

Significance of the Study

Employee engagement has gained a considerable amount of focus over the past 20 years, but the concept continues to evolve with a need for additional research (Kehoe & Wright, 2013). When focusing on employee engagement, it is essential to understand the key elements that drive engagement and why it matters. It is also essential to understand what behaviors, activities, and strategies create an engaging environment where employees can perform at their highest potential. This study has the possibility to build knowledge in the area of employee engagement by focusing on exploring managers' and employees' perceptions of how a telecommunication organization's employee development program contributes to employee engagement and to explore employees' experiences resulting from the transfer of learning. The information gained in this study could serve as a framework to provide an effective engagement development program for other organizations. As a result, employee engagement researchers and HR professionals could benefit in the areas of assessing talent, reducing turnover, and designing effective development programs with the new information gained. The information gained in this

study could serve as a framework to provide an effective engagement development program for other organizations.

HR professionals have agreed that employees are valuable to any organization's success and should bring the most significant rewards (Gruman & Saks, 2015). They have also acknowledged a need for organizations to implement strategies that foster full employee engagement. Furthermore, researchers have argued that an engaged workforce is essential to the strength and sustainability of an organization's competitive edge (Kehoe & Wright, 2013). Researchers have often noted that engaged employees are more productive, go the extra mile, and make commitments to stay longer (Roberts, 2013). Roberts (2013) believed these factors are vital to an organization's overall performance and retention level. Understanding that employees are a valuable resource, this study was significant as it uncovered how the telecommunication employee development program contributes to employee engagement.

This study was a significant endeavor focusing on two areas of engagement based on the telecommunication organization's development program aimed at increasing employee engagement. The first significant area of study focused on applying engagement strategies through a telecommunication organization's development program to maintain positive outcomes and to retain the most talented workers. For example, as noted by Andrew and Sofian (2012), researchers for the Institute for Employee Studies uncovered common characteristics of employee engagement identified by HR practitioners during the Drivers of Employee Engagement study. A key finding of the Drivers of Employee Engagement study indicated that organizations must put forth the

effort to effectively engage employees because employees choose the level of engagement they offer organizations. The Drivers of Employee Engagement study further indicates the importance of focusing on strategies that produce positive outcomes (Ologbo & Sofian, 2013). Therefore, by identifying themes and behaviors from this study, Managers' and Employees' Perceptions of a Telecommunication Organization's Employee Development Program on Employee Engagement, HR professionals from other organizations may evaluate and include similar programs in their strategies to push forward employee engagement.

Using Kirkpatrick's (1998) and Phillips's and Phillips's (2016) evaluation models, the second area of significance identifies activities and concepts employees apply within their workplace as a result of participating in the organization's development program. As noted, researchers have observed that engaged employees are vital to an organization's overall performance and retention level (Roberts, 2013). However, evidence of the impact or return on investment cannot be provided without evaluation for any employee development program. For example, studies conducted by Gallup highlighted the impact engaged employees to have on organizational profits, satisfaction, productivity, and turnover as a result of participating in employee development programs (as cited in O'Boyle & Harter, 2013).

This study has the potential to create new knowledge about an employee engagement development program that can serve as a foundation for an effective engagement strategy for other organizations. Additionally, the results of this study have the potential to contribute to theory-building around each of the outcomes and themes

examined. As a result of this study, HR professionals could create developmental programs aimed at promoting opportunities for employees, reduction in turnover, and increased bench strength for emerging leaders. Finally, this study helps position HR and training professionals as essential stakeholders in the future of their organization's success when these programs show the impact and return on investment to have a significant relation with the overall organizational performance, which could be addressed in future studies.

Research Questions and Hypotheses

Merriam and Tisdell (2015) and Yin (2013) noted that case study questions are designed to offer clarification, inference, and generate opinions of the participants' experiences surrounding the study's events. This study's protocol included the design of how and why questions to allow the participants to answer the research questions in their own words without parameters (see Merriam & Tisdell, 2015).

The following primary research questions (RQs) guided the study:

1. What are employees' perceptions of how the telecommunication organization's employee development program contributes to employee engagement?

2. What are the managers' perceptions of how the telecommunication organization's employee development program contributes to employee engagement?

3. What are employees' experiences resulting from the application transfer of learning of employee engagement concepts and activities?

Review of the Literature

In this literature review, I present various studies significant to employee engagement and the application of organizational development programs. I begin the review with a summary of engagement models and theories, including the theoretical framework based on Kahn's (1990) engagement model. I continue by examining definitions, concepts, and activities to gain a deeper understanding of engagement. The development of the engagement construct provides an understanding of what factors influence drivers of employee engagement, coupled with how engagement is defined. This understanding is a key component for organizations when implementing programs designed to increase employee engagement. Next, I present an overview describing existing employee development programs and the impact these programs have on employee engagement and organizational outcomes. Finally, I conclude the review by summarizing the current literature related to the problem and the transfer of learning.

I used several search terms and search engines to conduct this literature review. In Education: Using Sage (a full-text database), I searched for the term *employee engagement,* which yielded over 250 articles. I reviewed 145 of them and selected 39 for this study. In ERIC, I searched *employee engagement development programs* and found 135 articles, of which 10 were selected from the 30 reviewed. To find additional sources, I used references from the above articles to find other sources relevant to this study.

Conceptual Framework

In this study, I used Kahn's (1990) engagement model and Kirkpatrick's (1998) and Phillips's and Phillips's (2016) evaluation model as the conceptual framework.

Kahn's model includes three dimensions: meaningfulness, safety, and availability. The conceptual framework reflected the following: employees participating in the development program, application of concepts, activities learned in the program, and results of using employee engagement concepts and activities. The engagement concepts and activities are viewed as key drivers that included career development, work environment, and management interaction (Kirkpatrick, 1998; Phillips & Phillips, 2016). Level 1 addressed the participants' and manager's reactions, Level 2 addressed participants' learning, Level 3 addressed participants' and managers' behaviors, and Level 4 addressed the application of concepts and activities (Kirkpatrick, 1998; Phillips & Phillips, 2016). I conducted interviews with employees who participated in the development program and managers of employees who participated in the development program to determine their perceptions and to address key drivers of Evaluation Levels 1, 2, 3, and 4.

Although employee engagement is a topic reviewed in several of these articles, the concept of engagement is gaining more attention as drivers are being identified and linked to performance and retention. Organizations include engagement concepts and activities in their goals, objectives, and strategic plans. This study builds on the conceptual framework of other engagement theories with outcomes examined by Kahn (1990), Kirkpatrick (1998), and Phillips and Phillips (2016). Understanding Kahn's engagement model and Kirkpatrick's and Phillips's and Phillips's evaluation models are critical components in linking other theories and concepts to employee engagement.

Engagement models and theories. Kahn's (1990) engagement model provided the conceptual framework for this study. Carrying out one of the most influential studies of engagement, Kahn began the foundation with the work of Goffman, who proposed that "people's attachment and detachment to their role varies" (p. 694). Examining several disciplines, Kahn used the terms *engagement* and *disengagement*, which referred to "behaviors by which people bring in or leave out their personal selves during work role performances" (p. 694). Kahn argued that engagement is an essential element in job performance. To test this theory, Kahn conducted two qualitative studies involving summer camp counselors and architectural firm employees who identified drivers of engagement and disengagement in the workplace. Understanding why engagement is essential and how engagement links to job performance can help drive behaviors conducive to a productive workforce.

According to Kahn (1990), employees become engaged cognitive and emotionally when they understand what is expected of them, experience job fulfillment, and have opportunities for development. Kahn linked three psychological conditions to existing theoretical concepts, which included meaningfulness, safety, and availability. Researchers have since identified several factors that influence employee engagement levels that evolved from Kahn's engagement model. The validity of Kahn's model has been strengthened by the empirical work of others (Rich, LePine, & Crawford, 2010). Currently, several conceptualizations of engagement (Barrick et al., 2015; Zhong, Wayne, & Liden, 2015) have built from Kahn's (1990) work, which provides a foundational and empirically tested framework for understanding employee engagement

(Shuck & Reio, 2014). Kahn's employee engagement theory is based on three dimensions: meaningfulness, safety, and availability. Each dimension is defined and discussed in the next section to provide insight into how meaningfulness, safety, and availability link to engagement and disengagement.

Kahn (1990) defined meaningfulness as one's ability to feel that their work was important and that their accomplishments were valued. Maslow (1943) also stated that the meaningfulness model is only complete when employees receive feedback about the value they add to an organization. Researchers have suggested that employees who receive feedback and feel their contributions are valued become more engaged, satisfied, and less likely to turnover (Brown & Leigh, 1996; Fredrickson, 1998; Vickers, 2008; Wagner & Harter, 2006). Conversely, those without an appreciation of their work were prone to develop feelings of loneliness, rejection, friendlessness (Maslow, 1943), and, eventually, burnout (Wong & Laschinger, 2015), leading to a turnover. Most recently, researchers cited sustainability as a way to provide meaningfulness and engage employees (Cooperrider & Fry, 2013). According to Cooperrider and Fry (2013), sustainability inspires and motivates employees to view their job as a calling rather than as work. Given that an organization's success correlates with employee engagement strategies, the way employees view the meaningfulness of their work is a crucial component to consider.

Safety was defined as the ability to be one's self without fearing "negative consequences to self-image, status, or career" (Kahn, 1990, p. 705). Kahn (1990) stated that the ability to trust one's work environment was important to employees. Employees

wanted to feel at ease being themselves, know what is expected of them, and understand how their work fits into the overall organization (Wagner & Harter, 2006). Safety from an employee's perspective also includes fear of psychological and emotional harm from their workplace (Fredrickson, 1998; Kahn, 1990). When employees feel safe in their workplace environment, they are more apt to become focused and engaged in the work.

Lastly, Kahn (1990) defined availability as having psychological, physical, and emotional resources to complete one's work. Employees must feel they have the tools and resources needed to perform their work. For instance, tangible resources include items such as budget, supplies, and manpower (Wagner & Harter, 2006; Zerin, 2018), while intangible resources can be learning opportunities, skill development (Vickers, 2008), job fit (Resick, Baltes, & Shantz, 2007), and commitment to the organization (Meyer & Allen, 1997). The availability of necessary resources allows employees to focus on their work tasks rather than a shortage of resources (Rich et al., 2010). Available resources include but are not limited to tangible resources such as supplies and intangible resources such as training development.

Researchers have discussed the practical components of employee engagement models in detail. For example, according to Shuck, Ghosh, Zigarmi, and Nimon's (2013), employee engagement increases when one finds meaningfulness in what they do at work. Shuck et al. further stated that an employee's psychological climate impacts their engagement level as well. Not only are employees more engaged when they feel their work is meaningful but it is also crucial for employees to feel safe and have the necessary resources to complete their work (Crawford, Rich, Buckman, & Bergeron,

2014). Shuck et al. and Crawford et al. (2014) findings correlated with Kahn's (1990)

conceptual employee engagement model.

Kirkpatrick's and Phillips's and Phillips's evaluation models. To determine

the managers' and employees' perceptions of how a telecommunication organization's

employee development program contributes to the employee engagement and to explore

employees' experiences resulting from transfer of learning, the interview process here

followed Kirkpatrick's (1998) and Phillips's and Phillips's (2016) evaluation models,

which focused on the participant's reaction, learning, behavior, and results. Interview

questions were designed according to Kirkpatrick's four levels of evaluation and were

constructed to help determine the effectiveness of the telecommunication organization's

development program. The levels include reaction, learning, behavior, and results. See

Table 1 for Kirkpatrick's four levels of evaluation.

Table 1

Kirkpatrick's Four Levels of Evaluation

Research questions	Kirkpatrick's (1998) Phillips's & Phillips's (2016) four levels of evaluation	Interview questions
RQ 1. What are the employees' perceptions of how the telecommunication organization's employee development program contributes to employee engagement?	Level 1, Reaction	How did you feel when you were selected to participate in the employee development program? How did you feel the development program would assist with your career development opportunities?
	Level 2, Learning	How conducive was the development program environment to your learning?

(table continues)

Research questions	Kirkpatrick's (1998) Phillips's & Phillips's (2016) four levels of evaluation	Interview questions
	Level 3, Behavior	What did you learn during the development program that would improve your work environment?
		What topics, concepts, and activities of the employee development program were most beneficial? Least beneficial?
RQ 2. What are the managers' perceptions of how the telecommunication organization's employee development program contributes to employee engagement?	Level 1, Reaction	How did you feel when you learned your employee was selected to participate in the employee development program?
		How did you feel the employee development program would assist your employees with career development opportunities?
	Level 2, Learning	What activities and concepts did you observe being implemented by your employees that would improve their work environment?
		How do you feel the employee development program helped you build a better working relationship with your employees?
	Level 3, Behavior	What actions have you taken to assist your employees in applying the concepts and activities learned in the development program?
		What actions have you taken to discuss and assess career development opportunities with your employees?
RQ 3. What are the employees' experiences resulting from the application transfer of learning of employee engagement concepts and activities?	Level 4, Results Employees:	What changes have you experienced since participating in the employee development program?
		What concepts and activities learned in the development program have you applied in your job?
		What actions have your manager taken to assist you in applying the concepts and activities learned in the development program?
		How would you describe your overall experience as a result of participating in the employee development program?

(table continues)

Research questions	Kirkpatrick's (1998) Phillips's & Phillips's (2016) four levels of evaluation	Interview questions
		What recommendations do you have to improve the employee development program?
	Level 4, Results Managers:	What concepts and activities learned in the development program have your employees applied on the job?
		What concepts and activities have your employees completed that increased engagement levels?
		What changes have you observed since your employees participated in the development program?
		What recommendations do you have to improve the employee development program?

Review of the Current Literature Related to the Problem

The current literature review focuses on four specific areas: employee engagement, employee engagement development programs, how employee engagement development programs contribute to employee engagement, and the transfer of learning. The review begins by discussing the topic of employee engagement. Then, the focus shifts to employee development programs. Next, the review discusses how engagement development programs contribute to employee engagement. Lastly, the topic of transfer of learning was discussed. Exploring these topics help researchers gain a better understanding of concepts and activities from other engagement models.

Employee engagement. The topic of employee engagement has received a considerable amount of attention over the past few years. In today's competitive market, employee engagement has been identified as a key driver for organizational success

(Storey, 2016). Employee engagement evolved from studies focused on team

performance, organizational culture, employee behavior, leadership, and motivation

(Ambrose & Kulik, 1999; Deci, 1971; Maslow, 1943). Research examining employee

engagement has linked it to productivity, retention, loyalty, and customer satisfaction

(O'Boyle & Harter, 2013). The results showed that highly engaged employees

outperformed those who were not engaged. Thus, to foster a culture of engagement

means understanding what practices attract and retain talent with skills necessary for

organizational growth and sustainability.

   Employee engagement definitions. While various definitions of employee

engagement exist, literature reviews reveal common themes relating to passion,

commitment, alignment, pride, and willingness (Breevaart et al., 2015; Cook, 2012).

Kahn (1990) defined employee engagement as the enthusiasm, commitment, and passion

an employee has to excel in their roles. Kahn further expanded his definition to include

"the harnessing of organization members' selves to their work roles" (p. 694). Gallup

Consulting defined engaged employees as "those who are involved in, enthusiastic about

and committed to their work and contribute to their organization in a positive manner"

(O'Boyle & Harter, 2013 p. 12). Sunday (as cited by Hanaysha, 2016) defined employee

engagement as a positive attitude held by employees towards the organization and its

values. Mone and London (2014) defined employee engagement as "a condition of an

employee who feels involved, committed, passionate, and empowered and demonstrates

those feelings in work behavior" (p. 815). Other researchers, for example, Kruse (2012)

defined employee engagement as involvement, satisfaction, and commitment employees

have for their work, whereas Eldor and Vigada-Gadot (2017) defined employee

engagement as a state of mind about the workplace. The definition of employee

engagement continues to evolve as research scholars seek clarity and understanding about

the concept and the success of employee engagement activities (Albrecht, Bakker,

Gruman, Macey, & Saks, 2015). While somewhat different, each definition shares a

common theme that highlights an employee's commitment, involvement, satisfaction,

and passion for organizational performance and success.

  Employee engagement concepts. Understanding how employee engagement is

defined is crucial to understanding engagement drivers and concepts. Identifying

development opportunities as a key driver and concept for employee engagement, the

European Journal of Work and Organizational Psychology (DeVos & Cambre, 2016)

reported that a positive correlation exists between individual career growth, career

development paths, and engagement. In another study, Chiaburu, Diaz, and DeVos

(2013) revealed a similar situation citing a direct relationship between competency

development, employability, engagement, and career success. Ultimately, these concepts

were expanded to employee commitment, involvement, passion, and satisfaction.

  Moreover, Tims, Bakker, and Derks' (2013) concept of work engagement showed

that employees look for ways to change their work environment to maintain engagement.

A positive work environment produced satisfied and committed employees. At the end

of 2010, the number of employees that quit their jobs ranked higher than those who were

discharged due to low engagement (Thompson, 2014; Wang, Lu, & Siu, 2015).

According to the Bureau of Labor Statistics (2016), this empirical evidence indicated that

when employees are not satisfied with their current jobs or lack advancement

opportunities, they seek other career options. Organizations that understand drivers and

concepts of employee engagement could place themselves in a position to reduce attrition

and increase workforce engagement.

Employee engagement activities. Employees are more likely to be productive

and committed when they are engaged in the workplace. Understanding and analyzing

what drives engagement can help identify effective strategies for employee engagement.

According to Salas, Salazar, Feitosa, and William (2014), collaboration is one of the most

important drivers of engagement. These researchers defined collaboration as a form of

interaction that creates innovation, develops ideas, and connects team members.

Collaboration brings about the energy that creates positive contributions, involvement,

and commitment. A collaborative environment is prone to create engaged employees

who are productive in the workplace.

With constant changes in the economic environment, organizations that develop

strategies to help employees leverage transferable skills could prove to be an effective

engagement strategy. Sparrow and Cooper (2012) referred to transferable skills as

employability skills or a portable portfolio. According to Sparrow and Cooper,

employees tend to feel stuck in positions when promotions and job movements are

limited, which leads to disengagement. More so, employees become disgruntled when

changes are continually occurring within the organization. These changes could lead

employees to seek jobs externally. As organizational changes continue to happen, and

globalization induce employees to look at external career options, programs that build

skillsets for future jobs can create job satisfaction, organizational commitment, and employee motivation. Building new skillsets can also be instrumental in eliminating employees' desires to abandon jobs. Sparrow and Cooper noted that creating new skillsets and additional career opportunities fuel engagement. Focusing on transferable skills and their relationship to future career opportunities and development has the ability to engage employees.

In an era of workforce mobility, with internal employees seeking external positions, strategic partnering could offer a competitive advantage for employee engagement. Joo, McLean, and Yang (2013) recognized the importance of focusing on management practices and creative job designs to encourage strategic partnering as they relate to employee engagement. For example, strategic partnering practices such as job shadowing, mentoring, and coaching could play a vital role in improving employee engagement. First of all, job shadowing provides employees with role models for the workplace, work, and career development (Nomakuchi, Sakoda, & Takahashi, 2013). Job shadowing also enables employees to understand the big picture and critical aspects that create alignment with organizational goals and objectives. Next, mentoring supports employees during career and life development by providing advice along the employees' career path (DuBois & Karcher, 2013). Mentoring relationships also create an interaction that connects employees to organizational goals.

Similarly, coaching is an interactive process targeted at improving performance. Coaching tools and techniques also aim at promoting sustainable change for the benefit of the employee and stakeholder (Cox, Bachkirova, & Clutterbuck, 2014, p. 1).

Researchers cited coaching, job shadowing, and mentoring activities as ways of creating

alignment between the employee and the organization (Cox et al., 2014; DuBois &

Karcher, 2013; Nomakuchi et al., 2013). These researchers also cited a sense of pride,

commitment, motivation, passion, and satisfaction tied to these activities. Strategic

partnering aligns employees with organizational and career goals having the potential of

promoting an engaging culture that benefits the employee and organization.

When employees are aligned with organizational and career goals, their jobs are

more meaningful. Jung and Yoon (2016) found that meaningful work and employee

engagement were positively correlated. The study aimed to predict the value of

meaningful work and employee engagement. The results of the study showed that when

employees perceived work as meaningful, engagement scores were high, and they

aligned with organizational goals. Jon Warner, Executive Chairman of the Worldwide

Center for Organizational Development, an international management consulting

organization, cited nine strategies (2012). These strategies were outlined by Maclead and

Brady in their book *The Extra Mile: How to Engage Your People to Win*, which could be

instrumental for engaging and aligning employees in the workplace (Warner, 2012).

According to Maclead and Brady, employees should:

- Understand how their job contributes to the organization's success
- Understand how their role is related to the organization's goals and
  objectives
- Be motivated to help with that success
- Care about the future of the organization

- Put in effort beyond what is expected willingly

- Derive a sense of personal accomplishment from their job

- Recommend their organization to a friend as a good place to work

- Believe that their company inspires them to do their best work

- Be proud to tell others that they work for the organization

Employee engagement research continues to evolve because organizations link it to retention, productivity, and customer satisfaction (Reichard, Serrano, & Wefald, 2013). Most importantly, researchers have concluded that drivers of engagement seem to be global rather than country-specific (Wiley, Herman, & Kowske, 2013). Nonetheless, Bhatnagar and Biswas (2012) argued that learning and development is an essential lever for keeping employees engaged and maintaining a competitive advantage. Despite continued research, no authors have yet identified one single strategy that drives engagement resulting in the need for research to continue to evolve.

Employee engagement development programs. Employee engagement has been explored by several researchers, including consulting firms such as Towers Perrin, ASTD, and Gallup. Towers Perrin, ASTD, and Gallup completed studies where their findings indicated specific components and elements that drive employee engagement (Mann & Harter, 2016; Watson, 2013). These drivers included the importance for organizations to focus on employee development and career growth opportunities. O'Boyle and Harter (2013) noted that the world's top-performing organizations engage their employees starting the first day on the job. These organizations have well-defined and comprehensive development programs that focus on all levels of employees.

Employee engagement is a component of its development strategy. Likewise, HR practitioners emphasized the importance of creating development programs that align employee skills and knowledge with career opportunities to engage and retain the most talented workers (Alagaraja & Shuck, 2015). Alagaraja and Shuck (2015) noted that HR practitioners should seek to understand better how employee training and development programs contribute to engagement and organizational performance. Results from researchers and consulting firm studies could provide valuable information to help HR practitioners answer questions and close gaps regarding the elements that contribute to employee engagement.

Several employee engagement components relate to organizational performance and employee retention. Shuck and Reio (2014) organized engagement into three components that are aligned and supported by leaders within organizations: cognitive energies, emotional energies, and behavioral energies. Alagaraja and Shuck (2015) explored perspectives of organizational alignment and employee engagement to understand the alignment-engagement linkages to employee performance. The conceptual model conveyed principles that outlined the importance of HR, creating consistent development programs that aligned employee skills and knowledge with job characteristics and organizational routines. In their model, Alagaraja and Shuck highlighted engagement as a key source that could facilitate employee performance and influence employee behaviors such as satisfaction and retention. Alagaraja and Shuck's conceptual model reinforced the belief that engagement ties into performance, employee satisfaction, and retention. Employee engagement development programs with the right

concepts and activities could create an environment for employee satisfaction, retention, and organizational success.

Harnessing a shared responsibility from a corporate level may also lead to organizational success. Mirvis (2012) conducted research on corporate social responsibility for engaging employees, which considered its impact on employee motivation and establishing a sense of meaningfulness. Three approaches were explored: a transactional approach that addresses employee needs, a relational approach that highlights employee social responsibilities, and a developmental approach that centers on employees becoming noble corporate citizens (Mirvis, 2012). Mirvis (2012) described a non-boundary career path with a continuous learning element. While this promoted ongoing employee development, it also provided sustainability and employability for the workforce. This development model also worked in conjunction with other social and corporate initiatives to close gaps for the organization's retention and employee satisfaction levels (Mirvis, Herrera, Googins, & Albareda, 2016). A shared responsibility focused on internal and external initiatives could benefit an organization by creating meaningful activities that increase engagement and help retain top talent workers.

Impact of employee engagement development programs. Human resource practitioners continue to focus on employee engagement strategies, which creates a need for more information on how employee development programs contribute to employee engagement. Wiley et al. (2013) identified the need for employees to feel they are "building their own skillset and becoming more capable of taking on new assignments" (p. 3) as a key driver for engagement. In their worldwide study, Wiley et al. discovered

that a high level of employee engagement is optimized by specific drivers. These
researchers identified the top ten drivers with the top four listed as workplace practices
(support for work/life balance), safety, recognition, and opportunities for skill
enhancement. They also discovered that organizations that focused on these drivers
experienced positive organizational outcomes, which included product/service
improvement, talent retention, and higher profits. Based on the results of the study,
Wiley et al. (2013) created areas of focus from a global perspective to push engagement
levels higher. As HR continues to focus strategies on creating development programs
aimed at increasing employee engagement, it is vital to uncover program designs and
elements that link to an organization's success.

ASTD, Gallup Consulting, and Corporate Leadership Council conducted studies
that showed the importance of leaders taking an interest in developing employees and
assisting with growth and career opportunities to promote engagement. Gallup (O'Boyle
& Harter, 2013) conducted a study with 1003 U.S. employees to determine the impact of
career development when organizations are aware of and utilize employee's skills,
knowledge, and talents. Gallup's data showed a 7.8% increase in productivity when
organizations acknowledged an employee's strength. When organizations focused on the
employee's strengths on a daily basis, the results increased to 12.5% greater productivity,
and the engagement level rose to a higher level. The study found that more than two-
thirds of the employees were engaged, which is twice the average of the industry average
of 30%.

Consequently, of those surveyed, it was noted that when talents and strengths were ignored, 40% of those workers became actively disengaged. Gallup concluded that organizations have higher profits, productivity, and more excellent shareholder value when they invest in the development of their employees (O'Boyle & Harter, 2013). Based on these findings, employees agreed that they feel more engaged and productive if they can use their skills and talents at work. These findings reinforce the need to design development programs with components that contribute to employee growth and promote engagement.

Organizations want their employees to be highly engaged because researchers have noted positive performance as a result of having an engaged workforce. If ignored, disengaged employees can negatively impact on an organization's overall performance (Anitha, 2014). Employees want to be engaged, which is why understanding engagement concepts and drivers is important in creating the right development programs (Crawford et al., 2014). The results of several studies indicate high numbers of disengaged employees worldwide (Anitha, 2014). When employees are disengaged, the risk includes the loss of the most talented workers, low morale, low productivity, and poor performance (Crawford et al., 2014). Therefore, understanding how a telecommunication organization's employee development program contributes to employee engagement and to explore employees' experiences resulting from transfer of learning can prove to be an asset for managers, leaders, training and development professionals, curriculum developers, and HR practitioners when creating strategies for effective development programs aimed at increasing employee engagement.

Transfer of learning. Transfer of learning in the workplace is the application of knowledge and skills learned in a training program that is applied back on the job. McKeough et al. (2013) defined the transfer of learning as "prior learning affecting new learning" (p. 2). Researchers realize there is a growing concern from organizations regarding the transfer of learning amongst training attendees. According to Cormier and Hagman (2014), when the transfer of learning is facilitated, it is positive; when impeded, it is negative. Forbes Magazine reported that over 100 billion dollars are spent annually on training employees; however, it noted that only 10% of what is learned is transferred back on the job. Nonetheless, there are multiple strategies used by instructors to reinforce training to ensure the transfer of learning occurs, which includes techniques applied before, during, and after training.

The effort to gain a better understanding of the ways learning-transfer conditions affect the learning outcomes could be instrumental in creating effective training programs. Peter Strupp, President of Achieve Global, a worldwide organizational development group, studied the transfer of learning in the workplace (2015). Strupp (2015) listed common failures in learning as:

- No measurement for business results
- Managers lack understanding of their roles in the development
- Poor communication before, during, and after the learning
- No, follow up

According to Strupp (2015), a transfer of learning occurs with defined roles and time combinations. For example, the role of the instructor was critical before and during training because support could be offered before training and during training.

In contrast, Strupp implied that the role of the leader was critical before and after the training because support could be offered before the training event and when the employees return to their jobs. In this study conducted by Achieve Global, participants became frustrated when there were limited opportunities and a lack of support from leaders to use the skills learned, back on the job. Findings also indicated that whenever employees were not encouraged to use the skills learned, transfer of learning did not take place. This study implied that the transfer of learning was a partnership between the trainers, learners, and leaders. The study also signified that with a support system from all stakeholders–trainer, trainee, and manager, learning could be sustained.

Transfer of learning could be a critical factor in sustaining employees. As noted by Achieve Global, the review of literature reinforced the importance of leadership support to help facilitate the transfer of learning. Lancaster, DiMilia, and Cameron (2013) recommended that support before and after the training was critical for leaders. Before training events, leaders should provide support consisting of setting expectations and encouraging and motivating employees. After the training, leaders should maximize employees' experience by showing interest in their learning, reinforcing the use of what was learned, and involving employees in initiatives that allow them to use what was learned during the training. The conclusion of this study aligned with Achieve Global's

findings. Both studies reinforced the need for support before, during, and after the training event for the transfer of learning to occur.

Implications

Understanding employee development program concepts and drivers can provide reliable data on ways program designers can implement changes by identifying whether or not the program is effective. Designing and implementing employee development programs could be affected negatively if there is a lack of understanding as to what is working and why something is not working. Researchers have noted that highly engaged workforces yield higher organizational success (Bedarkar & Pandita, 2014). Consequently, organizations have included development programs as part of their engagement strategy. However, there is a gap in consistently evaluating or determining the success of these employee development programs and how it contributes to employee engagement. To help overcome this gap, the two possible implications for this study were an evaluation report and a policy recommendation. These implications helped the researcher make suggestions that could improve and enhance existing programs. The first implication for this study could be an evaluation of the telecommunication organization's employee development program that derived from a focus to include classroom and experiential training; create a pipeline of talent for forecasted opportunities, and increase the ability for cross-functional career movement through targeted activities. The implication for the telecommunication organization's employee development program evaluation also derived from the use of a qualitative evaluation method to understand the phenomenon in a real-world setting and evaluation of

individualized outcomes of data collected from program participant interviews. Data gathered from program participants provide credible and useful information for a better understanding of the process.

The second implication of this study could be a policy recommendation. Given that limited information exists on the success of the telecommunication organization's employee development program in the past, key findings could offer direct program recommendations, such as adding or deleting concepts or activities. As a result, program developers and managers can be urged to take specific action to enhance or change the program.

Although the two initially suggested implications for this study, an evaluation report and a policy recommendation, could provide insight on ways to modify the existing program they were not chosen as a potential project. Based on the study findings a professional development workshop was developed and presented in Appendix A. Even more, the implications of this study can be shared across multiple organizations in hopes of creating a happier, satisfied, and highly engaged workforce that is focused on business objectives. Finally, the implications of this study can initiate measures of organizational leaders, training developers, curriculum developers, and HR practitioners can utilize to create strategies tailored to build a culture conducive to positive employee engagement.

Summary

Employee engagement is a concern for organizations because engagement is tied to organizational performance. Engagement is highly discussed among HR practitioners and leaders as they design strategies to increase the level of employee engagement.

Understanding engagement drivers is critical to the success of any program implemented in an organization. This topic is being addressed by researchers, consulting firms, and organizations in order to develop effective strategies. By exploring managers' and employees' perceptions of how a telecommunication organization's employee development program contributes to employee engagement and exploring employees' experiences resulting from the transfer of learning concepts and key drivers can be uncovered from previous studies during section one. Section 2 explained the methodology and process used to examine employee engagement and its impact on an organization's employee development program. Section 3 developed the project and Section 4 provided a discussion of the findings as well as recommendations and suggestions for future research.

Section 2: The Methodology

Research Design and Approach

In this section, I present an overview of the research design, followed by a review of the primary question and research method (See Appendix B). Next, I discuss the criteria used for selecting the study participants as well as the data collection and analysis methods. The roles and responsibilities of the researcher are summarized. Afterward, I present an outline of the process used to gain Walden's Institutional Review Board's approval. Finally, I end with a summary.

Qualitative Research Design and Approach

In this study, I used a qualitative single case study design to explore managers' and employees' perceptions of how a telecommunication organization's employee development program contributes to employee engagement and to explore employees' experiences resulting from the transfer of learning. Creswell and Poth (2017) defined a case study as an examination of a situation, group, or person over time. Using this qualitative single case study approach allows the phenomenon to be studied in a natural setting and an understanding is gained from the perspective of others. Additionally, this qualitative single case study design helped produce results that could be used to interpret the views of others filtered through their own view.

While this single qualitative case study provided an understanding and interpretation from the views of others, the design also allowed me to focus on one event at a particular time. Using this qualitative single case study, I focused on managers' and employees' perceptions of how a telecommunication organization's employee

development program contributes to employee engagement and to explore employees'

experiences resulting from the transfer of learning. According to Yin (2013), researchers

can retain meaningful and holistic characteristics of real-life events gathered from

participants during a single qualitative case study. Yin further stated that researchers

should use a qualitative case study approach when the study focuses on how what, and

why questions and is time-bound. Creswell and Poth (2017) noted that during a

qualitative case study, researchers could gain incredible insight from participants by

collecting detailed information from a variety of sources, including interviews, focus

groups, documents, and observations. The protocol for this qualitative single case study

design included what and how research and interview questions to uncover the managers'

and participants' perceptions of their experiences during the study. A qualitative case

study design protocol outlined the process for conducting the study and augmented the

reliability of the study. I began the study with the research questions.

Research Questions

The primary research questions that guided the study are as follows:

1. What are employees' perceptions of how the telecommunication

   organization's employee development program contributes to employee

   engagement?

2. What are the managers' perceptions of how the telecommunication

   organization's employee development program contributes to employee

   engagement?

3. What are employees' experiences resulting from the application transfer of

 learning of employee engagement concepts and activities?

Participants

Participants in this study included employees who completed the

telecommunication organization's development program and their managers. Yin (2013)

recommended using a two-stage screening process whenever a study has a potential of 30

or more possible participants. During the first stage of screening, the potential

participants for the study were identified. Potential participants for this study consisted

of approximately 495 employees and 350 managers. During the second stage of

screening, the operational criterion was identified (see Yin, 2013). This study includes

geographical limitations imposed due to the cost and convenience of visiting various

regions. Selections were drawn from North Carolina and South Carolina using LinkedIn

as the driver (See Appendix C). Potential participants from those regions included

approximately 40 employees and 25 managers; however, 10 employees and five

managers were selected to participate in the study using a purposeful sampling method.

Even though small, this sample size was sufficient enough to reach saturation. Similar

studies of this type reached the point of saturation within nine to 18 participants

(Biniecki, 2015). Additionally, according to Brinkmann (2014), purposeful sampling

involves participants who are knowledgeable about the issues in question because of their

experience and involvement in a situation (Miller, Cih, & Hammond, 2015). Therefore,

the purposeful sampling criterion was the best method to select participants for this study

because of their experience and participation in the telecommunication employee development program.

For this study, the inclusion criteria for the participants were as follows:

- The participant must have attended the telecommunication organization's development program.

- The participant must complete all components of the telecommunication organization's development program.

- The participant must have been located in North Carolina or South Carolina.

The inclusion criteria for the manager were as follows:

- The manager must have supervised an employee who completed all components of the telecommunication organization's development program.

- The manager must have been located in North Carolina or South Carolina.

I submitted an application to the institutional review board (IRB) for approval. Once approved, information about the study was posted on the LinkedIn page to recruit participants.

To gain access to participants, the LinkedIn social media platform was used as the primary recruiting tool. After receiving Walden IRB approval, potential participants were recruited via a LinkedIn post (See Appendix D). Potential participants were also approached by email, inviting them to participate in the study. Through email correspondence, ineligible participants were advised accordingly. Participants had the power of free choice to consent voluntarily to participate.

Participants had the option to choose dates and times for recorded telephone interviews (See Appendix E). Confirmations were sent once dates and times are finalized (See Appendix F). An interview guide helped focus on the interview without imposing too much structure (See Appendices G and H). Interviewees were able to find the sample interview questions on the consent form. No incentives were given for participating in the study.

The measures to ensure the protection of participants' rights included confidentiality and protection from harm. First, participants were informed that participation in the study was completely voluntary, and they were free to decline to participate for any reason (see Creswell & Poth, 2017). The participants were also advised that they could refuse to answer any individual question or stop participating in the study at any time, even after signing the consent form. Additionally, if a participant decided to decline or stop participating in the study, they were advised that their decision to do so would not impact them negatively.

Second, an application was submitted for IRB approval. Once approved, information about the study was posted on my LinkedIn page to recruit participants. Participants received the Letter of Consent inviting them to participate in the study with an option to decline or opt-out anytime during the study before collecting data. All participants were given the power of free choice to consent voluntarily to participate or decline participation (see Flick, 2015). Participants were also advised that signing the form did not waive their legal rights or alter their ability to stop participating at any time. A copy of the form was given to each participant for reference.

Third, a description of risks and benefits was disclosed to all participants, and these were also listed on the consent form. There were no physical or nonphysical risks involved in this study. Likewise, there were no benefits to be expected from participating in this study. Participants were informed of the benefits, risks, and whom to contact if the need arose. Risks, benefits, and contact information disclosure is a critical component of the participant's rights.

Finally, interviews were scheduled according to the date and time set by the participants. The interview questions consisted of open-ended questions designed specifically for the employee development program participants and managers of program participants (See Appendices G and H). The names of the study participants remained confidential to protect their identity. Participants were given an opportunity to review data for accuracy, a process known as member checking (see Yin, 2013). Member checking the data source is a method that is used to reduce biases and validate data (Harper & Cole, 2012). Once the study was completed, the Excel spreadsheet was removed from the hard drive and transferred to a thumb drive for storage. The removal of the spreadsheet provides an added layer of confidentiality. As noted by Yin (2013), it is important to disclose to anyone who is considering taking part in a study that they have certain rights. Taking the proper steps helped protect participants' rights, including confidentiality and protection from harm.

Data Collection

For this qualitative case study, interviews were the only source used to collect data. Caffarella and Daffron (2013) defined interviews as a one-on-one discussion

between an individual and interviewer to gather information on a topic. When collecting

case study data, Yin (2013) identified protocol by outlining guiding principles that

included using as many sources of evidence as possible, for example, interviews,

documentation, observations, and records. Similarly, Caffarella and Daffron suggested

using participant feedback forms, interviews, and documents when collecting case study

data. Interviews were well suited for this study because they are a means of getting closer

to the participants' understanding and perspective of issues (see Maxwell, 2013;

Spaulding, Lodico, & Voegtle, 2013). The purpose of conducting interviews for this

study was to gather data necessary to explore managers' and employees' perceptions of

how a telecommunication organization's employee development program contributes to

employee engagement and to explore employees' experiences resulting from the transfer

of learning.

Data were collected using semi-structured interviews. According to Brinkmann

(2014), a semi-structured interview is the best format for a qualitative study. Using a

semi-structured interview process, a self-produced guide, with questions and topics to be

covered, helped direct the conversation. Open-ended questions guided the interview (See

Appendices G and H). This approach was less structured and allowed free-flowing

responses for flexibility to ask additional questions if needed (Brinkmann, 2014). Open-

ended questions also drew out responses that summarized the participant's perception of

outcomes and experiences. Probing assisted in having more in-depth discussions to

uncover more details regarding topics and to ensure consistency amongst all participants.

Even though the interview guide included a list of questions and probes, I used discretion

regarding which order to ask the questions. The tone was conversational. Interview questions aligned with Kirkpatrick's (1998) and Phillips and Phillips's (2016) evaluation models captured participant's reaction (Level 1), learning (Level 2), behavior (Level 3), and results (Level 4).

One-on-one interviews were conducted in person or by telephone with participants until data saturation was satisfied. Each interview lasted approximately 60 minutes. Interviews took place at a suitable venue (onsite or telephone) and at a time convenient to the participants. Written consent to record interviews using a laptop was obtained from the participants.

To increase trustworthiness, member checking the data to reduce bias was completed during this process. Member checking also ensured the accuracy and credibility of the information gathered (Creswell, 2013). Likewise, member checking allowed the program participants to review the interpretation of their experience to make sure that their words were captured and interpreted correctly (See Appendix J). Additionally, member checking gathers feedback from program participants interviewed on the interpretation of information recorded to validate the accuracy of the data. Harper and Cole defined member checking as a process where the researcher seeks to improve the validity, accuracy, and credibility of what was recorded during the research interview (Thomas, 2017). When anonymity cannot be granted, member checking can also be useful (Thomas, Kern, Hughes, & Chen, 2016). During and after each interview, the information obtained was restated and summarized with the program participants to verify accuracy. As an added measure to verify the accuracy, I emailed a copy of the

initial data analysis summary to the participants. The program participant interviewed determined if the information was accurate and reflected their view. If yes, credibility was determined to have been established. If not, I updated the initial data analysis based on feedback from the program participants and the managers who were interviewed.

The role of the researcher in this qualitative study is to act as the primary vehicle to collect information. In this qualitative study, the phenomena were studied in their natural settings, where the purpose was to understand and interpret the perspectives of others. I had some knowledge of the issues being studied and knew how to build rapport in order to ask appropriate questions, listen attentively with impartiality, and probe to uncover more details. Additionally, I was aware that it was my responsibility to identify the biases of the study, especially when the environment was familiar. For this study, I met the criteria noted to act as the primary vehicle to collect information.

I am employed at a telecommunication organization and manage a team of trainers who facilitate workshops for employee development programs. I am familiar with the settings of some of the employee development programs. This familiarity established a level of trust and rapport, which are vital components to complete case study research effectively. The familiarity of the environment and the participant's setting also created a level of support and comfort when the researcher was asking questions and seeking answers.

Data Analysis

The data analysis process started with a systematic approach that included specific objectives. Guest, Namey, Taylor, Eley, and McKenna (2017) emphasized the

importance of establishing a systematic process aligned with targeted objectives to

interpret data. Guest et al. (2017) also stated that in order to preserve reserved data and

retain quality, established targeted objectives with specific steps are necessary to reach

those objectives. Creswell (2013) identified six steps that I followed to analyze and

interpret the data.

1. Organize and prepare the data;

2. Code the database;

3. Describe findings and theme data;

4. Report findings;

5. Interpret the meaning of findings;

6. Validate the accuracy of findings (pp. 185-190).

To provide structure for the data analysis process, preparation and organization of the

data-centered around Creswell's (2013) data analysis steps and Guest et al. (2017)

targeted analysis objective. Guest et al. described the approach that I used to code and

identify emerging themes as an exploratory analysis. Providing a data analysis process

that follows Guest et al. targeted analysis objective and Creswell's (2013) steps

constructed framework support for data in this study.

The data analysis process for my qualitative case study began immediately

following the first interview. I created and used an Excel spreadsheet to document the

collected data (See Appendix I). After each interview, I continued to transcribe the data

in the Excel spreadsheet for timely documentation. Coding and searching for

commonalities, I read each interview transcript four times. I used a color-coded system

to associate the data with the codes (Merriam & Tisdell, 2015). The analysis was not completed until all data were collected, and interviews transcribed.

Once the interview transcripts were approved through member checks, the coding process began (See Appendix J). Following Creswell's (2014) guidelines, I analyzed the data manually, highlighting and coding words, phrases, and reoccurring themes into categories. Miles, Huberman, and Saldana's (2013) matrix analysis and Guest et al. (2017) thematic analysis involved reviewing the data several times by reading and rereading, identifying patterns and themes to find common ideas or statements that reoccur, and coding the themes identified. During this process, I focused on the details by considering the data as a whole. Based on the conceptual framework for the study, I coded the data and organized into groups on an Excel spreadsheet categorized by evaluation levels that linked to the research questions: Level 1 (reaction), Level 2 (learn), Level 3 (behavior), and Level 4 (results) (Kirkpatrick, 1998; Phillips & Phillips, 2016). I construed and refined anecdotal notes and codes throughout the analysis to produce answers for guiding the research questions. The process of constructing meaning began when the data was consolidated and interpreted.

The last step in data analysis was to validate the findings. To accomplish this task, Creswell (2013) recommended using member checking as a quality control process to provide credibility, validity, and accuracy of what was stated during the research interview process. During the interview process, I applied member checking to determine accuracy when I restated and summarized the information provided by the research participants. Once I identified themes from the data source (interview

transcriptions), I conducted member checking when I sent copies of the interview transcripts to participants to ensure the credibility of the data gathered and recorded. Member checking also applied when I sent coded documents to participants for interpretive validity. Finally, member checking applied when I allowed the participants to either agree or disagree that the summaries reflected their feelings, views, and experiences. As a result of the member checking process, no changes were requested by the research participants.

Evidence of quality and procedures. To ensure that I established trust with participants in this qualitative case study, I sought to satisfy four criteria – credibility, transferability, dependability, and confirmability. Credibility is the first criterion of trustworthiness that a qualitative researcher must establish. Credibility essentially asks the researcher to link the study's findings with reality in order to demonstrate the truth of the findings (Merriam & Tisdell, 2015). To establish credibility, I conducted interviews with participants who were familiar with employee development programs. The time spent with each interviewee built credibility and added value to my project study (Spaulding et al., 2013). As the researcher, I built a level of trust and rapport with the participants due to my knowledge of the program being studied, the familiarity of the setting, and experience as a leadership consulting and development manager. To promote credibility, I uncovered a detailed, thick description of the phenomenon being studied as it helped me to explain the real-life situations that were investigated and put contexts around them.

Balancing the view of data collection, member checking functioned as a bias check to ensure credibility. Creswell (2013) claimed that asking study participants to review the finding in research adds credibility and diminished discrepancies. Each participant was given the opportunity to review their responses and make corrections for accuracy. No changes were requested. Triangulation occurred when I analyzed the managers' perceptions alongside the employees' perceptions. To assess the degree to which my research study results were consistent with past studies, I reviewed previous research findings for credibility.

Transferability is the second criterion of trustworthiness that a qualitative researcher must establish. Transferability is established by providing evidence that the research study's findings could be applied to other situations, populations, and contexts (Merriam & Tisdell, 2015). To determine transferability, readers of research make their own connections between elements of a study and their experience. I read peer-reviewed journal articles, the findings of which shaped the framework for my qualitative case study. Likewise, the findings from my study matched similar findings found in other current research study findings. For example, Duncan (2013) conducted a study that revealed the need for organizations to implement specific activities during employee development programs in order to engage employees. My project study uncovered similar findings. My project study findings and findings future researchers may find applicable resulted from examining findings from other studies.

Dependability is the third criterion of trustworthiness that a qualitative researcher must establish. Dependability is associated with the accuracy and consistency of research

findings. The process used for data gathering, analysis, and interpretation in my qualitative case study was described in detail. This kind of thick description of methods offers information as to how repeatable the research could be or how unique the situation is. To be able to deal with the dependability issue more directly, the processes within my research study were documented in detail. Documentation allows future researchers to repeat my work. In order to allow readers of the research report to develop an understanding of the methods used I included sections that explained the research design as well as its implementation; what was planned and carried out on a strategic level; the operational aspect of data gathering; and the details of what and how data was gathered. As the primary researcher, throughout the analysis phase of the study, I conducted a code-recode procedure on the data to evaluate the results. This approach was included in the design of my study to ensure dependability.

The fourth criterion qualitative researchers must establish is confirmability. Confirmability validates that the research study findings are based on the participants' words and not the researcher. To establish confirmability, I provided details about the process of data collection, data analysis, and data interpretation. I recorded data collection topics, wrote down my process for coding, provided a rationale for merging codes, and explained what the themes meant. I present patterns, relationships, and themes as findings supported by the data and aligned with the research questions. These details provided insight for readers to understand how the themes emerged from the data. The confirmability criterion of trustworthiness explained the decisions that were made during the research process.

Procedures for dealing with discrepant cases. In some instances, discrepant

cases are uncovered by researchers. Merriam and Tisdell (2015) suggested that

researchers should take sufficient time to intentionally check for variations in the

understanding of the phenomenon when they collect data. Merriam and Tisdell also

indicated that when researchers deliberately look for data that challenge their findings,

confidence in their original findings increases. This strategy has been labeled as a

negative or discrepant case analysis (Merriam & Tisdell, 2015). When discrepancies are

found, researchers need to report those finding to alert readers of their discoveries

(Creswell & Poth, 2017). Whether discrepant or not, all data reported from research

should remain usable for establishing the credibility of the project and individuals

studying the phenomenon. No discrepant data emerged in my research case study (see

Figure 1).

Figure 1. Data analysis processes.

Data Analysis Results

This section presents an in-depth analysis of the data gathered from 12 one-on-

one phone interviews with selected telecommunication employees who met the criteria

for inclusion in this phenomenological single-case study. This single-case study analysis

provides a narrative of the managers' and employees' perceptions of how a telecommunication organization's employee development program contributes to employee engagement, and employees' experiences resulting from the transfer of learning. Data analysis results were produced through several processes. The process commenced by establishing targeted analysis objectives that could be reached when established data analysis steps were applied.

Preparing for Analysis

The data analysis process began by referencing the research questions (See Appendix M). My qualitative case study objective focused on employees' and managers' perceptions of how a telecommunication employee development program contributes to employee engagement and employees' experiences resulting from the transfer of learning. The purpose of the study centered on uncovering concepts and activities related to employee engagement based on the participants' perceptions and their shared experiences. Guest et al. (2017) stated that the "analysis should directly inform one or more of your research questions" (p. 32), producing evidence. The analysis objective and research question alignment supported the use of this analysis approach.

Data analysis results were generated using semi-structured interview transcripts. Using ten open-ended questions to gather information, responses were recorded from phone interviews that targeted four selected managers whose employees participated in an employee development program and eight selected employees who participated in the employee development program. Interviews were the primary source of data. Step one in the data analyst was to prepare and organize the data (Creswell, 2013). Once I read

through all the data to gain a sense of the overall meaning, the organized data were ready for Creswell's (2013) data analysis step 2.

Coding.

Step 2 in the data analysis included a coding process. Coding was described as a process to help organize data and identify patterns for easier reference to research questions (Creswell, 2013). Coding could consist of a single unit or any combination of words, colors, phrases, letters, or numbers. Regarding employees and managers, I assigned an alphabetic letter to represent each participant in the study. For instance, Employee Participant E claimed that "the offsite location was great". I coded the comment by Participant E as "offsite location" and assigned a red highlight to the initial open code offsite location. Employee Participants A, B, C, D, F, and H shared like comments that link to the initial open code offsite location assigned to Employee Participant E.

Coding was initiated through an inductive process. The purpose of the inductive approach was to allow research findings to emerge from themes acquired from data. I used the coding tiers showcased in Figure 2. Tier 1 showed initial open coding that took place when I read through one interview four times and hand-coded portions of the data that related to the phenomena being studied (Spaulding et al., 2013). Access to the interviewees' experience based on their answers to the interview questions was sanctioned through open coding. Tier 2, in figure 2, provided clarification of the data over the initial open coding. During the Tier 2 process, I looked for relationships and patterns of responses within each frame of reference, placed them into categories, and

labeled them with a term. Overall, I reviewed the initial codes for commonality and

assigned a pattern code. Tier 3 in figure 2, represented focused coding where pattern

coding was grouped based on like units. Focused coding finds the most frequent codes to

develop the most salient categories in the data (Miles et al., 2013). Coding helped to

establish meanings from the data, development of themes, and development of thick

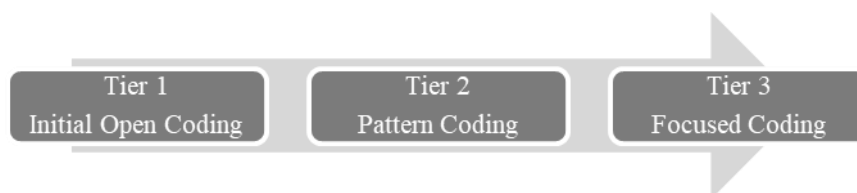descriptions for my study (see Figure 2).

Figure 2. Tiers of the coding process.

Thick Descriptions and Themes

Step 3 in Creswell's data analysis addressed the need to refine thick descriptions

and themes by describing data that helped readers live the experience. The goal of

providing thick descriptions was to describe settings and experiences (Spaulding et al.,

2013). Once coding was completed, themes emerged from the thick descriptions of the

participants' experiences (Miles et al., 2013). I drew from each coded interview

transcript to convey themes that helped answer the research questions. I counted the

occurrences of each Tier 2 code, counted the most frequent code, and then assigned a

major theme. Analysis of the data identified three major themes (employee-centric

culture, career development activities, and managers' knowledge for real-time support).

The themes produced an organizational framework for data analysis. Spaulding et al.

(2013) described themes as the ideas that bring together several codes that guided the research.

Research Question Findings

Creswell's steps 4 and 5 of the data analysis process highlighted the interpretation of meanings as the next step. The findings conveyed the identified problems as resulting from a lack of pre-training discussions between employees and managers to promote an employee-centric environment, inconsistent support for career development opportunities, and managers' lack of knowledge regarding the employee development program. The purpose of this qualitative, single-case study was to answer three key research questions:

1. What are employees' perceptions of how the telecommunication organization's employee development program contributes to employee engagement?

2. What are the managers' perceptions of how the telecommunication organization's employee development program contributes to employee engagement?

3. What are employees' experiences resulting from the application of the transfer of learning of employee engagement concepts and activities?

Measurement of how the application of activities and concepts contribute to employee engagement followed Kirkpatrick's and Phillips and Phillips' four levels of evaluation, (a) reaction, (b) learning, (c) application, and (d) results (Kirkpatrick, 1998; Phillips & Phillips, 2016). Aligned with the four levels of evaluation, interview questions were

mapped to the research questions to indicate how study participants' felt the application

of activities and concepts linked to employee engagement. Three major themes emerged

– lack of actions to promote an employee-centric culture, lack of consistent support for

career development activities, and lack of managers' knowledge to provide real-time

support. Creswell's (2013) data analysis process highlighted steps 5 and 6 to

communicate and interpret findings. A summative evaluation was used to report the

findings and measure the program outcomes.

Employees' Perceptions

RQ1. What are employees' perceptions of how the telecommunication

organization's employee development program contributes to employee engagement?

(See Table 2 for a summary of the emergent themes from RQ1).

Table 2

Summary of Research Question 1 and Emergent Themes

Research questions	Kirkpatrick's (1998) Phillips's and Phillips's (2016) four levels of evaluation	Interview questions	Code	Emergent theme
RQ 1. What are employees' perceptions of how the telecommunication organization's employee development program contributes to employee engagement?	Level 1, Reaction	How did you feel when you were selected to participate in the employee development program?	exciting to be a part of a program focused on growth; opportunity for career advancement recognition for hard work; excited, proud, honored, inspired; opportunity to meet peers outside of the department	employee-centric culture
		How did you feel the development program would assist with your career development opportunities?	improved relationships across business units; classes, activities, leadership concepts	career development opportunities

(table continues)

Research question	Kirkpatrick's (1998) Phillips's and Phillips's (2016) four levels of evaluation	Interview question	Code	Emergent theme
	Level 2, Learning	How conducive was the development program environment to your learning?	offsite location for classes	employee-centric culture
		What did you learn during the development program that would improve your work environment?	networking created support groups; executive speakers' knowledge & exposure; mentoring provided role models; collaborative meetings; connection through projects setting departmental goals & objectives; leadership transition, resolving conflicts, effective communication, team-builders time management; project assignments; using tools & building skillsets and strategies	career development opportunities
	Level 3, Behavior	What topics, concepts, and activities of the employee development program were most beneficial?	courses - generation gaps, time management, conflict resolution, critical thinking, communication; team & individual projects; hand-on exp.; mentors; executive speakers; team-builders; coaching tips	career development opportunities
		Least beneficial?	managers not knowing their roles & responsibilities	lack of management knowledge

Theme 1: Lack of actions to promote an employee-centric culture. In understanding the theme labeled lack of actions to promote an employee-centric culture, employee participants were asked in Interview Question 1 how they felt when they were selected to participate in the employee development program. Six out of eight employee participants expressed feeling honored and excited; 3 out of 8 felt valued; and, 2 out of 8 felt proud. Employee A felt honored and excited that the company made an investment in her career. Employee A prefaced that being selected to the program increased her motivation to excel on the job. Employee A further proclaimed that she developed a sense of urgency to help her team win. Additionally, Employee D shared that she felt honored and excited because she had to be selected to attend the program. According to Employee D, management had to nominate her for the program. Likewise, Employee E felt honored and referenced her being selected as a "big accomplishment." Moreover, Employee F felt valued that the company saw the potential to invest in her growth. Employee F also felt excited about her nomination to participate in the program. Also, finally, Employee G expressed being "taken back" with excitement after he found out he was selected to attend the employee development program.

To further explore the theme of employee-centric culture, Interview Question 2 addressed employee participants' feelings regarding how they felt the development program would assist with career development opportunities. All eight employee participants unanimously acknowledged their desire for the program was to provide tools, resources, and activities that could assist with career growth. Employee A looked for insight into what was expected in a leadership role and tools that would help grow into a

leadership role. Employee B considered the fact that it would open doors to further assist

with career development. Collectively, Employees C, D, E, F, and G mentioned that

training courses would be beneficial and contribute to their career growth.

Continuing the discussion as to how the employee development program would

assist with career development, five out of eight employees cited networking as an

activity that could help grow their career. Employee E stated, "Networking will put me

in a place where I would be able to be exposed to others and … grow within my career."

Employee G claimed that networking could possibly lead to a promotion or at least help

develop and prepare for career progression to the next level. Employee H summed up his

feelings by saying,

> I was excited for the opportunity to network with others. It improved
>
> relationships across all business units, especially my department. The exposure to
>
> leadership concepts through the classes offered, activities held during the
>
> program, and all the training that this program afforded participants could help me
>
> grow my career.

Employees shared their feeling of being selected for the employee development

program and how the program could assist with their career development. According to

Hoogervorst (2018), organizations that want to develop an employee-centric culture must

consider employees and their subjective feelings as important aspects. Additionally,

organizations should provide meaningful work that aligns the employees' and

organizations' interests (Hoogervorst, 2018). Hoogervorst further explained that it is

crucial to integrate the needs of employees with the needs of the organization in order to

avoid discontentment, which could eventually lead to disengagement. Referencing McGregor's theory Y, Hoogervorst declared that if organizations want long term success, they should consider not only their bottom-line profits but also the employees' desire to pursue high levels of achievement. The employee participants depicted positive emotions when they were selected to attend the employee development program and noted specific career development activities that were meaningful to them. McPolin (2014) described an employee-centric culture as one where an employee feels connected to their team, has a sense of identity at work, and operated with free-flowing communication. Even though the employee participants expressed positive emotions when they were selected to attend the development program, there was no mention of collaboration, one-on-one meetings nor pre-training discussions with their managers. Potentiality Coaching and Consulting (PCC) stated that pre-training discussions should happen before any training because it gives the manager and their employee an opportunity to form a mutual understanding of the development needed and agree on an approach. PCC further stated that pre-training discussions create employee-centric cultures that help employees develop meaningful connections. When employee participants were asked in a follow-up call what pre-training conversations took place with their managers, all eight said none (See Appendix P). McPolin (2014) expressed that creating an employee-centric culture is essential when seeking to engage employees. The theme of employee-centric culture emerged from employee participants' interview question 1 and interview question 2.

Theme 2: Lack of consistent support for career development opportunities.
In exploring the theme labeled lack of consistent support for career development

activities, Interview Question 3 asked employee participants how conducive the development program environment was to their learning. All eight employee participants mentioned the location. Employee participants A, C, D, E, F, and H praised the decision to hold the training off-site. Employee D declared moving the training to another location created a better environment for the learning experience. Employee H pointed out that the offsite location allowed him to be more focused on the training.

On the other hand, Employee B experienced onsite and offsite training locations explaining that both provided what was needed. However, Employee B said the off-site location was better due to fewer distractions. Similarly, Employee G revealed that her training was held on-site, which made it difficult to focus due to constant distractions. An off-site location was preferred.

Interview Question 4 asked employee participants what was learned during the development program that would improve their work environment. While there were inconsistencies identified with the location of the training, employee participants identified courses, concepts, and activities that improved their work environment. For example, communication was mentioned six times, conflict resolution was mentioned four times, leadership transition and team-builders were mentioned three times each, and project and time management were mentioned one time each. Employee A said the team-builders help her to understand how to communicate with people. Employee E stated she gained insight on how to transition into a leadership role, lead projects, and communicate more effectively. Employee F indicated that when dealing with conflicts and difficult employees, he was able to communicate more effectively.

Interview Question 5 continued to uncover topics, concepts, and activities of the employee development program when employee participants asked which were most beneficial. Similar to responses from Interview Question 4, the following topics, concepts, and activities were identified as most beneficial: team-builders were mentioned 8 times, networking was mentioned five times, and mentoring was mentioned four times; courses for communication were mentioned eight times, conflict resolution was mentioned three times, generation gaps were mentioned one time, time management was mentioned one time, and critical thinking was mentioned one time.

Employee A said, "The networking and team-building exercises were a good learning experience because it provided a realistic approach that empowers individuals to contribute to a common goal." Employee B replied, "Team-builders, networking, communication personality training was beneficial because I learned how to be a leader and build a team at the same time. I also learned how to set realistic goals to set teams up for success." Employee C stated, "The team exercises, networking, mentoring, and executive speakers helped us learn a lot about other departments, build strong support groups, and opened doors for promotion opportunities." Employee D felt the team builders created excitement, and the mentor was great. Employee E raved about how the executive speakers, networking, and mentoring provided direction on her career path, calling the experience "phenomenal." Time management, communication, and teambuilding activities were cited as "fun and engaging and quite a learning experience." Employee F went on to talk about the DISC team-builder calling it "a gateway to effective communication that helped establish better relationships with co-workers and

healthier interactions with managers." Employee F also stated that the team-builders were fun and engaging. Employee G mentioned how she practiced learning how to use skills to resolve conflicts and participated in networking to build a support team. Communication tools and the mentor experiences were noted as very helpful to Employee G. Employee H indicated that the ability to foster relationships through networking, build healthy relationships with peers, communication tools, and mentoring opportunities were beneficial. Employee H described the food drive team-builder as "humbling … and away … to give back." Seven out of eight employees announced receiving a promotion as a result of participating in the employee development program.

An off-site learning environment was noted as important to employee participants. Employee participants also highlighted specific courses, programs, and initiatives aimed at increasing knowledge and building skills. Perry and Boylan (2018) explained that managers must be clear about what they want employees to achieve in any development program. Additionally, Perry and Boylan declared implementing unplanned ideas and activities without monitoring is a waste of time and resources. Perry and Boylan revealed that in order for organizations to deliver the benefits of employee engagement, they must be committed and involved throughout a program in order to implement efficient initiatives. Blessing White (2013) believed career development opportunities, training, and more opportunities to do what employees do best are on the top of the list for drivers of employee engagement. Employee participants validated this theory with their responses identifying courses and activities that created engagement.

However, there was no mention of management's consistent active involvement in the learning process.

While the employee participants were asked during Interview Question 5 what topics, concepts, and activities of the employee development program were most beneficial, they were also asked which ones were least beneficial. Seven out of the eight employees cited a lack of support, understanding, and knowledge about the program as a central theme for this. Participant B stated that her manager seemed confused about the overall program. The inconsistent theme support for career development opportunities emerged from interview questions 3, 4, and 5. Theme 3, lack of manager knowledge and understanding discussed this topic and findings in depth.

Theme 3: Lack of managers' knowledge to provide real-time support.
Employees were asked in Interview Question 5 what topics, concepts, and activities of the employee development program were least beneficial. Seven out of eight employees voiced experiencing a gap in their managers' support due to the manager's lack of knowledge about the program. Employee A shared,

> My manager did not give me permission to do extra activities at times because of service requirements. When this happened, there were missed opportunities to revisit the experience – a bummer. I felt like there was minimum leadership support. My manager acted like she did not care.

Employee C said, "I had to do a lot of explaining to get my manager on board with what was expected. It was quite annoying at first, but it did get better as time went on." Employee D expressed, "My manager gave me support, but it was up to me to tell her

what I needed to do." Employee B stated, "Disappointed that my manager did not know more about what the program was all about." Employee E replied, "Management support was ok but not the best because I had to initiate everything."

Interview Question 8 addressed similar experiences as Interview Question 5. Employee A shared "management did not provide the kind of support I needed. My manager constantly admitted having no knowledge of what I was learning in the program and appeared not to care." Employee E replied, "After I explained how my manager needed to support me, she started delegating more." Employee H shared that there was a delay in creating his action plans because his manager was not sure how to connect the dots at first." The lack of management knowledge about the program and their roles appeared to be one of the emerging themes from Interview Question 5 and Interview Question 8. Nerstad, Dysvik, Kuvaas, and Buch (2018) claimed employees get committed, motivated, and engaged when they are supported for growth and development. Nerstad et al. further claimed that employee morale improves. Employee responses indicated while managers had an awareness of the employee development program, they lack knowledge of their roles and program expectations. The managers' lack of knowledge and support had a negative effect on the employee participant's experience.

Theme 4: Lack of organizational support for development programs. Research Question 2 asked for the manager participants' perception of how they felt the telecommunication organization's employee development program contributes to employee engagement. While exploring this question, three themes emerged from the

manager participants' interview questions 1, 2, 3, and 4: lack of actions to promote

employee-centric culture, inconsistent support for career development opportunities, and

lack of managers' knowledge about roles, responsibilities, and program expectations.

Interview Questions 1, 2, 3, and 4 answered Research Question 2.

Table 3

Summary of Research Question 2 and Emergent Themes

Research questions	Kirkpatrick's (1998) Phillips's and Phillips's (2016) four levels of evaluation	Interview questions	Code	Emergent theme
RQ 2. What are the managers' perceptions of how the telecommunication organization's employee development program contributes to the employee engagement	Level 1, Reaction	How did you feel when you learned your employee was selected to participate in the employee development program?	excited, proud, honored, inspired career advancement opportunities; recognition for hard work	employee-centric culture career development opportunities
		How did you feel the employee development program would assist your employees with career development opportunities?	smooth transition into a leadership role; builds a foundation for a career path; build skills for future positions; no communication with employees	career development opportunities
	Level 2, Learning	What activities and concepts did you observe being implemented by your employees that would improve their work environment?	improve communication; collaborated with team members on goals; originated peer recognition; conducted peer coaching & feedback;	career development opportunities

(table continues)

Research questions	Kirkpatrick's (1998) Phillips's and Phillips's (2016) four levels of evaluation	Interview questions	Code	Emergent theme
			initiated networking with other departments;	
			open door to discuss career; feedback coaching; understood development path;	career development
		How do you feel the employee development program helped you build a better working relationship with your employees?	improved communication;	career development
			communicate logistics at the beginning of the program	lack of manager knowledge
	Level 3, Behavior	What actions have you taken to assist your employees in applying the concepts and activities learned in the development program?	understood career paths & development needs; 1:1 career development discussion; delegated tasks that were readily accepted; improved communication; opened up to more coaching and feedback; collaborated efforts on skills reinforcement	career development
				(table continues)

Research questions	Kirkpatrick's (1998) Phillips's and Phillips's (2016) four levels of evaluation	Interview questions	Code	Emergent theme
		What actions have you taken to discuss and assess career development opportunities with your employees?	ongoing support with follow up; assigned special & stretch projects; delegated more tasks; incentives to motivate & benchmark goals one-on-one career development coaching & discussions	career development
			employee initiated discussions; not familiar with tasks	lack of manager knowledge

Theme 1: Lack of actions to promote an employee-centric culture. Interview Question 1 asked the managers how they felt when they learned that their employees were selected to participate in the employee development program. Four out of four managers shared positive emotions regarding their employee's selection into the program. It appeared the managers shared similar feelings as they used descriptive words such as excited, honored, proud, and inspired. The managers also cited the employee development program as an opportunity for employee growth. Manager A proclaimed, "Inspired that I was instrumental in providing my team members with an opportunity to grow." Manager B stated,

> I was able to make an impact and inspire someone to be a part of something that they worked hard to achieve. I was excited about the career progressing opportunity to help my employees move to the next level. It felt good, and I felt a sense of pride.

Manager C said they were: "proud that I was helping someone else to improve their development and … get to that next level." Manager D replied, "I felt good when one of my employees was accepted."

When manager participants were asked in Interview Question 2 how they felt the employee development program would assist their employees with career development opportunities, all four managers indicated the employee development program would help employees grow their leadership skills. Manager C stated, "It will help employees build skills for future leadership positions." An employee-centric culture is cultivated when employees feel valued, and there is an opportunity to develop and grow within an

organization. Even though managers displayed positive emotions and felt the employees

would grow their leadership skills, there was no mention from managers that this was

communicated to the employees before starting the employee development program. The

lack of a pre-training discussion was validated by a follow-up call to the managers and

employees (See Appendix K).

Theme 2: Lack of consistent support for career development opportunities.

Interview Question 3 asked the manager participants what activities and concepts they

observed being implemented by employees that would improve their work environment.

Three out of four managers identified communication and two identified coaching.

Manager A observed employees communicating with team members more frequently and

providing coaching and feedback to others in a confident manner. Manager B observed

more collaboration and employees providing tips on how to express their thoughts in a

sincere and candor manner when giving feedback. Manager C revealed that her

employee asked for more responsibilities and communicated with team members more

effectively. Manager D observed her employee providing peer coaching and assisting

team members with difficult tasks. Manager D also observed the use of effective

communication techniques and improved listening skills being demonstrated by the

employee.

When managers were asked in Interview Question 4 how the development

program helped to build a better working relationship with their employees, managers

unanimously felt the discussions that focused on understanding the employees' career

aspirations were key. Manager A stated the program helped her understand her

employee's career development path. When asked how the manager based it on observations and discussions initiated by the employee. Manager B said having an open door to always be a point of reference for employees helped her build a better working relationship. Manager B also said her availability to assist with the foundational skills and skill reinforcement helped to build good relationships. Additionally, Manager B mentioned consistent feedback and career coaching helped to maintain relationships with everyone on her team. Manager C declared that her relationship improved when the employee became more empathetic to supervisory tasks. The relationship also improved when Manager C stated she gained a better understanding of the employees' career development path. Manager C admitted that it was difficult to connect with her employees at first, but through one-on-one discussions, the relationship got better. According to Manager C, it would help if program logistics were revealed at the beginning of the program so the employees and leaders could be aligned. Manager D spoke about her ability to build mutual respect through one on one meetings and opening up the employees' understanding regarding leadership roles helped strengthen their relationship. Manager's responses indicated that relationships with their employees strengthened once communication improved, and they understood the employees' career aspirations. Three out of four managers admitted the employees initiated the communication. One manager suggested a need for communicating the logistics to managers for better program alignment.

Theme 3: Lack of managers' knowledge to provide real-time support.
Interview Questions 5 and 6 produced similar responses from managers. The questions

addressed actions taken to assist employees with applying concepts and activities learned and to discuss and assess career development opportunities. In both cases, all four managers mentioned they provided ongoing support and held one-on-one meetings to assist employees with application and career development opportunities. When asked who initiated the conversations, Managers A, B, and D admitted that employees initiated the development conversations since they were not familiar with the tasks employees were undertaking. Manager B explained:

> The no. 1 is when employees tell me they are assigned special projects and stretch assignments I give the support needed to ensure the stretch assignments and projects were completed. I followed up and touched basis giving what is helpful and maintained open communication giving and receiving feedback regarding progress in a one on one discussion as best I could. I provide opportunities to use concepts and information on the job with constant touchpoints to help bridge theory that we give in the program to see how they are handling in real-life situations. The problem is that I am not sure what the program offers until the employee and I discuss the specifics.

Consistent with data provided by the employee participants, ongoing support based on employee-initiated discussions took place. Managers acknowledge not knowing much about the tasks and expectations for their role in the development program. As a result, employees' experiences were inconsistent but supported nonetheless by the managers.

Research Question 3 asked the employee and manager participants what are the employees' experiences resulting from the application transfer of learning of employee engagement concepts and activities.

Table 4

Summary of Research Question 3 and Emergent Themes

Research questions	Kirkpatrick's (1998) Phillips's and Phillips's (2016) four levels of evaluation	Interview questions	Code	Emergent theme
RQ 3. What are the employees' experiences resulting from the application transfer of learning of employee engagement concepts and activities?	Level 4, Results Employees:	What changes have you experienced since participating in the employee development program?	increase moral & desire to stay with company; increased productivity	employee-centric culture
			communicate more effectively; understanding the why behind changes; connection through projects; promoted to another position; enhanced skills & gained knowledge	career development opportunities
		What concepts and activities learned in the development program have you applied in your job?	conflict resolution; team builder & community activities; presentation skills;	career development opportunities

(table continues)

Research questions	Kirkpatrick's (1998) Phillips's and Phillips's (2016) four levels of evaluation	Interview questions	Code	Emergent theme
		How would you describe your overall experience as a result of participating in the employee development program?	limited to no support; delegating more tasks; special project assignments; coaching opportunities; career action planning; mentoring opportunities; lateral job moves; point of contact assignments	employee-centric culture
			experience great due to: classroom training, enjoyed, memorable;	career development opportunities
			special projects assignments for growth; networking; senior leader exposure; mentor connections; confident posting for jobs; communication	career development opportunities
			no support	lack of manager support/knowledge

(table continues)

Research questions	Kirkpatrick's (1998) Phillips's and Phillips's (2016) four levels of evaluation	Interview questions	Code	Emergent theme
Managers:		What concepts and activities learned in the development program have your employees applied on the job?	self-initiative activities; mentoring; networking opportunities; community projects for team	career development opportunities
		What concepts and activities have your employees completed that increased engagement levels?	communication; presentations; collaboration; smoother transitions to other departments	career development opportunities
		What changes have you observed since your employees participated in the development program?	high energy; positive attitude; career versus job outlook; took action to build high level of team spirit	career development opportunities
			promotions; new skills	employee-centric

Employees' Perceptions

Theme 1: Lack of actions to promote an employee-centric culture. Interview question 6 centered on changes that employee participants experienced since participating in the employee development program. Participants mentioned retention three times. Employee F stated, "Investment in the employees is a plus to keep employees and eliminate attrition as well keep morale up." Along the same lines, Employee H said, "I

feel so much better about the company and plan to stay to make this my career. I did not feel this way before."

Interview Question 9 asked employee participants to describe their overall experience as a result of participating in the employee development program. All eight employee participants acknowledged having positive experiences. Employee A said that it was a "great experience … classes were helpful." Employee B said, "Great experience that provided an opportunity for growth and career enhancement." Employee C declared, "One of the most memorable proud moments." Employee F voiced, "Definitely enjoyed the experience."   While employees had positive experiences in the program, there was no mention of collaboration, one-on-one meetings, or follow-up sessions about the program logistics with managers.

Theme 2: Lack of consistent support for career development opportunities. Interview Questions 6 and Interview Question 7 produced similar responses from the employee participants. The questions centered on changes employee participants experienced since participating in the program and concepts and activities applied back on the job. Both situations yielded similar responses for communication, where 8 out of the 8 participants felt their communication skills improved. Employee C stated, "my communication improved with peers and managers. Now there are less unresolved conflicts." Employee G shared,

I found out that communication is key to building an effective team, and listening to others is very important when resolving conflict. I was able to resolve a conflict as a result of using the techniques learned in class. I was able to gain respect from

peers who witnessed the way the problem was resolved. I believe the way I was

able to handle this situation was one thing that helped me move forward. I

applied so many of the concepts on the job with my team that even my supervisor

said he could see a difference.

Participants mentioned increased knowledge, skills, and overall performance six times

each. Employee Participant B said her performance was better because now she

understood the importance of answering the "why" behind organization changes.

Participants mentioned retention three times. Employee F discussed feeling more

confident because the company had provided tools to build skills and knowledge.

Employee F further stated, "Investment in employees is a plus to keep employees and

eliminate attrition as well keep morale up." Along the same lines, Employee H said, "I

feel so much better about the company and plan to stay to make this my career. I did not

feel this way before."

Interview Question 9 asked employee participants to describe their overall

experience as a result of participating in the employee development program. Employee

A said, "Classes were helpful." Employee B said, "… provided opportunities for growth

and career enhancement. Courses, activities, mentors, and networking made the program

successful. I also got a promotion." Employee C declared, "I learned a lot learn more in

six months than the entire time I been here. … helpful to move into the next level."

Employee D stated, "Enjoyed the classroom training learned a lot of information … I

would like to have more time with the manager to implement more projects." Employee

E cited, "the experience gave me exposure to higher management that I would never have

the opportunity to experience." Employee G uttered, "I learned so many new skills. I also had an opportunity to apply them back on the job." Employee H said, "… has given me the opportunity to learn and become more knowledgeable and build healthy relationships." Employees praised the program but noted that managers become involved only when employee-initiated their involvement.

Theme 3: Lack of managers' knowledge to provide real-time support.

Interview Question 9 asked employee participants to describe their overall experience as a result of participating in the employee development program. Employee A said that it was a "great experience…would have been nice to have leadership's support." Employee A was the only employee participant in the study who did not move to another position. Eight out of eight employees voiced concerns with managers not knowing program specifics, which caused the employees to have to initiate processes.

Managers' Perceptions

Theme 1: Lack of actions to promote an employee-centric culture. Interview Question 9 asked the manager participants what changes were observed since their employees participated in the development program. All managers said they saw an increase in engagement using descriptive words such as high energy level, positive attitude, and upbeat to describe employee engagement behaviors.

Theme 2: Lack of consistent support for career development opportunities. Manager participants were asked in interview question 7 what concepts and activities learned in the development program have their employees applied on the job. Four out of four managers mentioned effective communication techniques. Manager B said,

This training provided concepts to help the employees understand time management; communication skills; mentoring; networking; project management skills, but this is a work in progress, which needs more shaping.

When asked during interview question 8 what concepts and activities have your employee completed that increased engagement levels, the following were cited: taking responsibility through self-initiated activities was mentioned four times, teambuilding exercises were mentioned three times, and communication was mentioned two times.

Manager C replied, "In addition to mentoring, networking opportunities have afforded employees to be exposed to other business units within the organizations and to learn about opportunities and the skills required in other fields. I have seen improvement in communication across business units." Manager B commented, "Community team projects initiated by employee development program participants have engaged team members to unite and become active in the community. My team is working more cohesive and much better as a result of some of the team builder activities the employee engaged everyone in." Manager D shared, "I saw a more confident presentation from my employee that made me proud. I even threw out a few incentives to sweeten the pot, and the employee rose to the challenge."

Interview Question 9 asked managers what changes were observed since your employee participated in the development program. Four out of four managers said they saw growth in their employees, citing effective communication, taking the initiative for team-building activities, and collaborating with others. Manager A said, "employees were able to make a smoother transition into a leadership position due to applying

concepts learned in the development program." All managers expressed a sense of pride, having at least one employee promoted after completing the development program.

Theme 3: Managers' knowledge to provide real-time support. Managers were asked in interview question 10 what recommendations they make to improve the employee development program. Three out of four mentioned the need for knowledge and support. Manager A said program administrators needed to work on communication so that the managers could better understand their roles and responsibilities. Manager A also mentioned the need for resources from program directors so they could feel connected to the program and have the ability to provide support without having to rely on the employees. Manager C explained that there was limited program knowledge given to her, so she was not aware of what was going on. Manager D said she had to rush through the program and pull her employee out early, which did not sit well with the employee. All managers recommended more effort should be made to clarify their roles, responsibilities, and expectations, which reinforced the theme of managers' lack of knowledge. Managers also needed access to the appropriate resources to hold meaningful conversations and provide support to the employees attending the development program.

<div align="center">

Summary of Findings

</div>

This section summarized the themes revealed through the analysis of this qualitative case study that explored managers' and employees' perceptions of how a telecommunication organization's employee development program contributes to employee engagement and to explore employees' experiences resulting from the transfer

of learning. The findings identified three themes that answered the research questions (1) actions to promote an employee-centric culture, (2) consistent support for career development opportunities, and (3) managers' knowledge to promote real-time support. The themes emerged from the study participants' interviews.

First, participants of the employee development program acknowledged employee-centric culture as an overarching theme and engagement catalyst for their learning environment. Employee-centric environments promote a culture where employees feel valued and create an atmosphere that promotes open communication. Both employees and managers shared several examples of how they felt at the onset of the development program, which included employee-centric concepts that promote an engaged culture. Even though they shared their feelings during the interviews, there was neither communication nor discussion held between the employees and their managers once the employees were chosen to attend the development program.

Second, participants of the employee development program acknowledged career development opportunities as an overarching theme and engagement catalyst. The employees mentioned that the ability to build relationships, take development courses, and participate in activities to build their leadership skills inspired them to move forward. Likewise, managers felt the development program was a vehicle that could help employees build leadership skills and provide smoother transitions into leadership roles. Sub-themes identified by participants connected activities such as networking, senior leader speakers, mentors, and team builders as motivational and engagement catalysts.

Both employees and managers shared several examples from the development program that included activities and concepts centered on employee growth and career development that were essential to engagement. However, both managers and employee participants also mentioned concerns of inconsistent support due to lack of managers' knowledge, initiation, and guidance.

Lastly, participants in the employee development program acknowledged the lack of managers' knowledge as an overarching theme and engagement catalyst. The lack of program awareness, knowledge, and skills to fully support employees attending the development program was identified as a shortcoming of the development program. Shared experiences revealed the need for managers to gain additional knowledge before employees attending the development program. The final theme suggested managers needed insight into their roles, responsibilities, and expectations for the program to be successful.

All the findings supported the objective that focused on how a telecommunication organization's employee development program contributes to the employee engagement and employees' experiences resulting from the transfer of learning. The objectives aligned with the research questions. The research questions explored the participants' perceptions and experiences as it relates to employee engagement. The findings also supported the recommendation to develop a 3-day professional development workshop to enhance the managers' awareness, knowledge, and skills to support employee development program participants.

Recommendations for Improvement

Employees and managers were asked to provide recommendations on ways to improve the employee development program (Figure 3). The recommendations were noted and considered for topics in the 3-day professional development workshop.

Employee Recommendations
- Extend program length
- Set realistic goals
- Ensure projects have leadership buy-in
- Use graduates to mentor in future sessions
- Assign one leadership mentor per participant
- Incorporate self-reflection tool
- Conduct pre and post training activities

Manager Recommendations
- Communicate roles, responsibilities, and expectations
- Add interviewing simulations
- Design more robust courses with real life experiences
- Incorporate more teambuilding activities
- Reinforce concepts and tools throughout the program
- Place program participants in open positions, whenever possible

Figure 3. Employees' and managers' recommendations.

Recommendation for Project

All the findings supported the objective that focused on how a telecommunication organization's employee development program contributes to employee engagement and employees' experiences resulting from the transfer of learning. The case study participants described their experience with the development program and the objective aligned to the research question. The research questions inquired how a telecommunication organization's employee development program contributes to employee engagement and employees' experiences resulting from the transfer of

learning. The findings further supported the rationale for developing a 3-day professional development workshop to enhance the managers' skills and knowledge to understand their roles and to provide tools to support, develop, and engage their team members at the onset and throughout the employee development program.

Evidence of Quality and Recommendation

Step six of Creswell's (2013) data analysis process involved validating the findings. Member checking was used to support credibility and validate the findings of my qualitative case study. Participants were asked to review the ten interview questions and confirm the accuracy of the data. A four-day timeframe was set for a response. All 12 participants responded to the member checking with approval and no changes were requested in the data. Triangulation was another method used to validate the findings. Merriam and Tisdell (2015) described triangulation as using different sources to cross-check collected data. Interviews from managers and employees were cross-checked for commonalities and accuracy. Member checking and triangulation thus strengthened my study.

Evidence of quality was provided as a result of ethical accountability supported training that I completed before the start of my study. I received my Certificate of Completion from The National Institutes of Health Office of Extramural Research on 10/01/2017 – certificate number 2517954. Additionally, I received IRB approval from my local university IRB, No. 12-12-17, and Walden IRB approval number 0168443. The local IRB served at the IRB of record for the data collection, and Walden IRB served as the IRB of record for the data analysis and data findings.

Based on findings from my study, I developed a 3-day professional development training as the project outcome. I based the 3-day professional development training proposal on themes that emerged during the interview process and recommendations from the study participants. The purpose of the 3-day professional development training was to help managers understand how to promote an employee-centric culture, to clarify their roles, responsibilities, and expectations, and to provide tools to support, develop, and engage their team members attending the employee development program. I recommended integrating the 3-day professional development workshop for any organization that conducts employee development programs. The 3-day professional development training could be facilitated at universities, educational facilities, organizations, seminars, and workshops.

Conclusion

Section 2 described the qualitative case study I proposed using for this research. The qualitative case study design was suitable for the problem and research questions. The study design led to data collection using semi-structured interviews with open-ended questions. Data collection focused on interviews with employees who participated in an employee development program and managers of employees who participated in an employee development program. Volunteer study participants provided answers to questions aimed to narrow the gap of the research problem. I outlined procedures for selecting participants, explained the process of gaining access, and described participants' protection. I explained my role as the researcher and any biases concerning the participants. A description of how data were stored and protected was revealed, and I

addressed discrepancies within the study. I concluded the chapter with data analysis, study findings, and the project recommendation.

Section 3 outlined the project based on the results of my qualitative case study findings. The identification of project goals and the rationale are stated here. The literature review provided theoretical support for the project. The leadership development workshop supports the need for content delivery to address themes identified in Section 2.

Section 3: The Project

Introduction

I designed this project study to examine how employee development programs contribute to the employees' engagement and the employees' experiences resulting from the transfer of learning. A qualitative case study was used as the methodology for data collection and data analysis. Interview questions were used to gather information on managers' and employees' perceptions of how a telecommunication organization's development program concepts and activities contribute to employee engagement. The findings of this study guided the project development. Data from the study disclosed three emerging themes:

1. Lack of actions to promote an employee-centric culture.

2. Lack of consistent support for career development opportunities.

3. Lack of management knowledge to provide real-time support.

The project selected for this study was a 3-day professional development workshop for managers (See Appendix A). The 3-day professional development workshop was designed to enhance managers' knowledge, skills, and competencies needed to foster an employee-centric culture, provide support for career development opportunities, and understand their roles, responsibilities, and program expectations so real-time support can be provided to program participants. In this section, I describe the project genre and content, goals, and rationale of the project, a current literature review, a project outline, and a project evaluation plan. Implications for stakeholders are stated, and the possibilities of social change for local and larger context settings are acknowledged.

Goals of the Project

Development programs are an effective strategy to ensure there is a plan in place that promotes the growth of employee skills, competencies, and capabilities. The overall goals of my 3-day professional development workshop emulated the concept that training and development cover not only activities, which improve job performance, but also those which bring about growth (see Tanveer, 2016). The goal of this 3-day professional development workshop was to enhance managers' knowledge, skills, competencies, and capabilities based on the study findings noted in Section 2. The 3-day professional development workshop was designed to provide organizations with training based on the needs identified by both employee and manager participants. The professional development workshop was designed to support managers' development at the local settings and could be implemented in far-reaching settings.

The goals for the 3-day professional development workshop described what managers would achieve as a result of attending the program. The development workshop addressed three explicit goals:

1. Fostering an employee-centric culture.

2. Driving employee development opportunities.

3. Supporting employee development.

The defined goals for the professional development workshop provided a focused roadmap for program planning. At the end of the 3-day professional development workshop, participants will gain the knowledge, skills, and competencies needed to

support employee development program participants so the transfer of learning can occur. The outline for my project is discussed later in the section.

Rationale

The chosen genre for the project study was professional development training. The idea of a 3-day professional development workshop evolved from scholarly literature reviews, the Section 2 data analysis, and project content designed to address the gaps identified. Justification is provided for each area mentioned above.

First, I justified the use of the professional development training genre based on the scholarly literature reviewed. Lino (2014) highlighted that even though professional training continues throughout one's career, it starts with an initial training program. When thoughtfully implemented, employee training and development programs are the cornerstones of an organization's success. Van-Hecke, Verhaeghe, Beeckman, Pype, and Duprez (2019) have suggested that successful development and evaluation of professional training include relevant content design and a valid assessment of training outcomes. Training outcomes articulate what a participant should know and can do after completing a course or program. The assessment of training outcomes also provides information that puts employee development at the forefront of the planning process. This focused process could support creating the employee-centric culture identified in Section 2. Chuang (2019) contributed to adult education research and practices that prompted conversations about effective training strategies among researchers. Chuang went on to explain that skill gaps affect all employees from entry-level to chief executives. Chuang cited that despite a wide range of solutions, skill gaps will not

merely disappear without effective training strategies. Considering the comments from

Lino, Van-Hecke et al., and Chuang, the selection of a professional development training

genre showed to be suitable for my training design.

Second, I justified the use of the professional development training genre based

on Section 2 data analysis. Eight employee participants and four managers whose

employees attended the employee development program shared experiences that

indicated the need for additional training for managers. The findings of the study

indicated that participants had positive reactions to the training and learning new skills.

However, employees and managers shared experiences that revealed the need for

managers to enhance their knowledge, skills, and competence due to lack of (a) actions to

promote an employee-centric culture, (b) consistent support for career development

opportunities, and (c) program knowledge to provide real-time support. Data analysis

justified using a professional development training genre.

Finally, the content design focused on addressing skill gaps identified by the

study participants. Thomas et al. (2016) developed a six-step approach model that

incorporated ways to develop, implement, evaluate, and continually improve educational

experiences:

Step 1: Problem Identified

Step 2: Targeted Needs Assessment

Step 3: Goals and Objectives

Step 4: Developmental Strategies

Step 5: Implementation

Step 6: Evaluation and Feedback (pgs. 6 – 8).

I followed the six steps to address the problem, determine the approach that would highlight the gaps, and create a design for my study. Kiemer, Gröschner, Kunter, and Seidel (2018) stated that content design needed to provide a supportive context and fulfill the basic needs of independence and competence. The content of the 3-day professional development workshop addressed the skill gaps uncovered by the project study participants. The supportive context that addressed the problem and fulfilled the basic needs identified by the findings and program participants justified using a professional development training genre.

The project for this study, a 3-day professional development workshop for managers, was an appropriate design because it laid the foundation for managers to develop a deeper understanding of how to support their direct reports during the employee development program. The 3-day professional development workshop featured content based on the study findings and emerging themes:

- Day 1 content focused on understanding managers' roles, responsibilities, expectations, available resources, and communication skills.

- Day 2 content focused on preparing development conversations and integrating development activities.

- Day 3 content focused on identifying actions to support employee development participants, practicing skills learned, and creating action plans.

Managers and employees identified the areas mentioned above as gaps in the employee development program. Participants in the study provided ideas for enhancing the

employee development program. I incorporated the following recommendations into the professional development workshop: (a) ensure projects have leadership buy-in; (b) conduct pre- and post-activities; and (c) communicate managers' roles, responsibilities, and expectations. Other recommendations from participants were listed on a handout designed for managers as suggestions for added structure and support (See Appendix A Handout 1).

- Set realistic goals,

- Use graduates to mentor in future sessions,

- Assign one leadership mentor per participant,

- Incorporate self-reflection tool,

- Conduct interviewing role-plays,

- Reinforce concepts and tools throughout the program, and

- Place program participants in open positions, whenever possible.

The professional development workshop for managers could be used to create a more consistent approach that is unique to the organization; educate the managers on their contributions to the overall programs' success; and, enhance managers' knowledge, skills, and competencies to align with the employees' perceived needs for engagement and transfer of learning.

The research questions guiding this study aimed at identifying how a telecommunication organization's employee development program contributes to employee engagement and explores employees' experiences resulting from the transfer of learning. The top emergent themes identified were employee-centric culture, career

development activities, and managers' knowledge of real-time support. Analysis of the data revealed that both employees and managers perceived these themes as critical factors that engaged employees. The 3-day professional development workshop for managers provided critical steps to align managers with their employees during the development program so the participants could be successful and a transfer of learning could occur. The study participants highly recommended professional development for managers.

Review of the Literature

The purpose of this study was to explore managers' and employees' perceptions of how a telecommunication organization's employee development program contributes to employee engagement and experiences resulting from the transfer of learning. This literature review serves to examine the use of professional development as the appropriate genre to address the gaps in this study and to provide support for the findings noted in this study. Three themes emerged from the findings of this study: an employee-centric culture, managers' support for development activities, and managers' knowledge of real-time support. According to recent findings from Deloitte, 94% of executives and 88% of employees believed that employee-centric workplace culture is critical to employee growth and business success (as cited in Johnson, 2018). Fletcher (2019) stated that there is a need for managers to understand their roles and program processes that link personal development with employee engagement. Other researchers believed that consistent management support is necessary for employees' growth and career development (Holland, Cooper, & Sheehan, 2017; Mone & London, 2018; Podnar, Kohont, & Jancˇicˇ, 2017; Urbancová & Hudáková, 2015). Sitzmann and Weinhardt

(2018) agreed that management has a crucial role in supporting career development activities for the transfer of learning to occur. These needs align with the findings of the research study questions. This literature review supports the purpose and needs of a professional development training genre as a means to enhance managers' knowledge, skills, and competencies that meet participants' concerns based on their perceptions and experiences. Knowles's (1970) adult learning theory was chosen as the foundation for the professional development project. Adult learning theories help designers plan, develop, and execute courses in a way that facilitates the learning process.

The search for scholarly literature focused on the study findings and project genre. I centered my research on the most recent and relevant studies on professional development training within the past five years. The literature search resources included ERIC, EBSCOhost, Walden University Library, ProQuest Central, Google Scholar, Education Research, Sage, websites, and books. The search was conducted using terms that included employee-centric culture, employee development programs, development program activities, development programs, training programs, leadership development, project-based learning, coaching, mentoring, collaboration, leadership support, and professional development. My search yielded over 370 articles. I reviewed all of them and selected approximately 89 for the current literature review. The collection of books, articles, dissertations, and white papers provided sufficient evidence and support for the findings and conclusion of this study. The literature reviews also provided support for using professional development training as the project genre. Finally, the literature review guided the context and structure of the project genre. This section included

discussions on (a) professional development, (b) employee-centric culture, (c) career development opportunities, and (d) supporting employee development programs.

Appropriate Genre for the Problem

Professional development training is suitable to address the need for managers to increase leadership effectiveness, competency, and capabilities in order to provide guidance and real-time support to the employee development program participants. Wynants and Dennis (2018) stated that given the variety of learning and engagement needs, flexible approaches play a crucial role in learner success. Kezar and Maxey (2014) argued that instructor relationships and contacts inside and outside the classroom impact learners' motivation, persistence, and engagement. While at the same time providing convenience and flexibility, development programs are challenged to come up with ways that promote meaningful and deep learning. According to Dailey-Hebert, Mandernach, Donnelli-Sallee, and Norris (2014), several development opportunities involve one-day workshops focused on a particular skill. However, providing one-time training is unlikely to lead to deep learning. Bickerstaff and Cormier (2015) believed that more time is required to process, and additional examples are needed with which to engage.

In one study, the faculty expressed a desire for opportunities that capitalize on their intrinsic motivation for growth as a preference for professional development (Dailey-Hebert et al., 2014). In another study, Elliott (2014) identified opportunities that could be accessed on-demand and could provide continuous access to resources during and after program completion as a preference for professional development. Sellu and

Ching (2019) stated that integrating new learning benefited both the instructors' and students' growth. The professional development training genre appeared to be suitable to address the need for managers to increase leadership effectiveness, competency, and capabilities in order to provide guidance and real-time support to the employee development program participants.

Adult Learning Theory

Knowles's (1970) theory of adult learning was used as the guiding conceptual framework for the development of the project. The findings for this study indicated that managers would benefit by providing professional development focused on adult learner needs and experiences. Past literature reviews discussed various principles, assumptions, and theories that encompass adult learning (Courtney, 2018; Illeris, 2018; Merriam, 2018). Researchers have concluded that there is no one particular theory that applies to all adults (Illeris, 2018; Merriam, 2018; Smith, 2017). However, adult educators who are familiar with adult learning theories could be more effective if they channel their practice to the needs of adult learners (Fernandez, Peyton, & Schaetzel, 2017; Sogunro, 2015). When organizations are made aware of employee perceptions regarding the need for professional development, the design can be relevant and meaningful for any adult needing development (Johnson, 2018). Andragogy, self-awareness, and transformative theory are sub-theories that relate to the finding of the study and the participants' perceptions and experiences (Chun, Lee, & Sosik, 2018; Mezirow, 2018; Suprijandoko, 2018). Implications of andragogy, self-awareness, and transformative learning theories will be discussed further.

Andragogy Learning Theory

Incorporating components of Knowles (1970) theory of andragogy to the professional development design is critical for achieving success with adult learners. The six characteristics of Knowles andragogy theory included: (a) self-concept, (b) experience, (c) learning readiness based on needs, (d) problem-centered focus, (e) internal motivation, and (f) knowing the reason for the need (Knowles, 1970; Palis & Quiros, 2014; Smith, 2017). Knowles posited that since adults are self-directed, they should be involved in designing the content and process of their learning. Knowles also suggested that adults should add to what they learned in the past because they have so much experience. Since adults are looking for practical learning, Knowles postulated that adult learning content should focus on topics related to their personal life or work.

Furthermore, Knowles conceived that adult learning should center on problem-solving. Most adults are motivated by internal factors and learn best when they understand why and see the benefits (Knowles, 1970; Palis & Quiros, 2014; Smith, 2017). The design for the professional development workshop included adult learning principles. Including participants' recommendations, answering the whys, and sharing the benefits remained at the forefront of the development plan. Section 2 outlined the responses from the participants that made incorporating the adult learning content meaningful.

Self-Awareness Learning Theory

Workplace learning is an essential means of employees' continuous learning and professional development. Delaney (2017) stated that scholars often associate

professional development with self-development describing it as a place where individuals focus on learning through self-awareness. To achieve greater self-awareness, Marrocco (2009) suggested asking several questions (p. 188). For example, what do I like or dislike? What ten words might I use to describe myself? What fears do I have about my work? Although definitions vary, self-awareness is an evaluative process where individuals use reflection to make self-comparisons to reality and the feedback of others (Steiner, 2014). The goal of the self-awareness process is to create better self-knowledge, make adjustments and improvements, and accommodate for weaknesses. Steiner described the self-aware adult learner as one who:

- has an independent self-concept;

- can direct their learning;

- has accumulated a reservoir of life experiences that can be a resource;

- has learning needs closely related to changing social roles;

- is problem-centered and interested in immediate application of knowledge; and

- is internally motivated, rather than externally, to learn.

Transformative Learning Theory

Transformative learning demonstrates collaborative efforts in leadership training and development. Turkel (2014) focused on a transformative leadership style that incorporated caring science into leadership development. Caring science was a method by which valuable relationships were built between leaders and their subordinates to obtain the best outcome and results (Turkel, 2014). A collaborative and caring relationship builds trust. Trust is defined by Bligh (2017) as "an expectation or belief

that one can rely on another person's actions and words and that the person has good intentions to carry out their promises." Bligh described trust as most meaningful in situations where one party is at risk or vulnerable to another party. According to Bligh, both managers and their direct reports play an essential role in creating and sustaining trusting relationships. Transformative learning was the framework for generating knowledge and building trust through collaboration (Noh, Kim, & Jang, 2014; Pickett, 2019). The professional development focused on creating a collaborative and caring environment that could promote an employee-centric environment, drive career development opportunities, and provide real-time management support for employee development program participants. Participants from the study identified these as critical engaging factors based on their interview responses noted in Section 2.

Professional Development

Professional development is one method for enhancing employee and leadership capabilities. There are multiple terms linked to professional development that are used in the current literature, which include career development, staff development, workforce development, workplace development, professional learning, and continuing education (Cruess, Cruess, & Steinert, 2016; Curran et al., 2019; Nasreen & Odhiambo, 2018; Whitford & Barnett, 2016). Professional development refers to initiatives that enhance the capacity, competency, and capability of individuals to efficiently and effectively build skills (Curran et al., 2019; Nasreen & Odhiambo, 2018). Firdinata and Hendriyani (2018) confirmed several terms of influencing professional development - the work, environment, leadership, and opportunity for personal growth. The objective of the

processes for these terms is to facilitate and improve learning (Nasreen & Odhiambo, 2018). Professional development serves two objectives in which learning is central. It improves organizational performance and develops skills, knowledge, and attitudes of employees (Asfaw, Argaw, & Bayissa, 2015; Hernandez-Espallardo, Osorio-Tinoco, & Rodriguez-Orejuela, 2018; Naim & Lenkla, 2016; Tahir, 2014). Both organizational performance and individual growth are significant drivers for learning capability.

Several definitions exist for professional development. McChesney and Aldridge (2019) defined professional development as a potential driver for positive change. Perry and Boylan (2018) referred to professional development as a theory of professional learning and change. The researchers also described professional development activities as experiences and activities leading to professional learning. Likewise, Kennedy (2016) explained that professional development is a program based on theories that indicate how students and teachers learn. Kennedy cited specific design features that impact learning and development, such as networking, coaching, online learning, classroom learning, duration, and intensity. Even though professional development definitions and activities remain under-researched, understanding how professional development occurs within programs should remain a priority in order to retain credibility (Evans, 2019). Professional development programs and development activities should be carefully planned to connect definitions with the appropriate design format.

Over the years, books, research studies, articles, and reports have been published targeted at improving development programs. A successful development approach should be aligned with meeting the professional and personal needs of the organizations,

employees, and stakeholders (Leonard, 2019). Despite research suggesting new designs, the one-time training format still exists (Patton, 2018). Even though there are several professional development formats, Patton (2018) claimed that a critical characteristic of quality design is the sustainability of learning. Professional development programs encourage discussions about activities and concepts, information and practice, and culture adjustments (Voogt et al., 2015). Subsequently, enlisting a variety of quality professional activities is another method of promoting learning among managers, which is also discussed in this section.

Professional development criteria. Two criteria guided the project. According to Caffarella and Daffron (2013), criteria provided the foundation for priorities and justification for final choices. The first criterion was urgency. The urgency was defined as an idea that required "immediate attention" (Caffarella & Daffron, 2013, p. 148). Given the speed of the world, urgency and agility have become an essential component for all learning and development projects (Illanes, Lund, Mourshed, Rutherford, & Tyreman, 2018). Urgency is becoming increasingly essential because change is shifting from episodic to continuous. A sense of urgency is necessary to sustain performance in a changing world. Illanes et al. (2018) highlighted the need to close skill gaps with urgency in order to achieve success. Managers faced the urgent need to increase leadership effectiveness, competency, and capabilities to provide real-time support and guidance to employee development program participants.

The second criterion guiding the project study development was stakeholders. Stakeholders included senior leaders, managers of employees attending the development

program, and employees who participated in the development program. Given the nature

of the challenges facing the employee development program, stakeholder dialogue is a

crucial feature of development (Edelbro, Eitzenberger, Edström, Jonsson, & Svedberg,

2017). Engagement initiated through meetings and interviews to discuss the competence

of managers could uncover future needs in the program. The input will make program

development and course work more visible. According to Edelbro et al. (2017),

continued support and feedback are warranted during program development. Levine,

Howard, and Moss (2014) concluded that failure to implement and create supportive

instructional materials result in underprepared individuals. The project study design

could cost employees and society as a whole if not adequately planned (Levine et al.,

2014). Stakeholders and project planners are critical to the design of the 3-day

professional development workshop.

Analysis of Research That Supports the Content of the Project

Three themes emerged from the findings of this study in Section 2: (a) actions to

promote an employee-centric culture, (b) consistent managers' support for development

opportunities, and (c) managers' knowledge to provide real-time support. Each theme

underscored the appropriate content to address the problem identified in my project

study. The 3-day professional development project content highlighted the emerged

themes identified in the findings.

Theme 1: Actions to create employee-centric culture. Theme 1, lack of actions

by managers to promote an employee-centric culture, framed the content for Day 1. The

workshop title for Day 1 was titled "Foster an Employee-Centric Culture." The focus

was placed on understanding managers' roles, identifying available resources, and utilizing practical communication skills. I conducted my research over content terms related to employee-centric cultures, managers' roles and responsibilities, career development resources, and communication models.

   Employee-centric culture. Employee-centric culture emerged as a theme during data collection in Section 2. Employee-centric means creating meaningful work experiences and work environments to stimulate employee engagement (Ruch, 2018). To date, most of the literature has focused on the leader-centric behaviors of individuals who are already in leadership roles (Katz, Eilam-Shamir, Kark, & Berson, 2018; Marinova, Van Dyne, & Moon, 2015). However, Marinova et al. (2015) focused on employee-centric behaviors of individuals who are not in leadership roles. Marinova et al.'s study revealed that managers who stimulated positive employee attitudes and behaviors in the workplace build trusting relationships and enhance engagement (Audenaert, Decramer, George, Verschuere, & Van-Waeyenberg, 2019; Marinova et al., 2015). Organizations are beginning to acknowledge that culture helps to shape employee engagement and sustain productivity.

   Nonetheless, although culture matters, it is hard to define. Ulrich and Brockbank (2016) showed that organizational culture impacts business performance two to four times as much as individual talent. The researchers posited that understanding the impact of organizational culture could be advantageous (Sai & Sayee, 2018; Ulrich & Brockbank, 2016). Even though the employee participants expressed positive emotions when they were selected to attend the employee development program, it was unanimous

that managers were unclear on roles, responsibilities, and expectations. Moreover, there was no mention of collaborative discussions or activities held by managers with their employees before the program start, which left a gap. Creating a culture that engages employees could generate opportunities for managers and employees to develop a meaningful connection from the onset of the program.

Managers' roles, responsibilities, and expectations. Managers play an essential role in employee development programs. Crawshaw and Game (2015) examined the implications of managers' role in employee development. The researchers conducted two studies that showed employees viewed career management as a relationship process where managers are expected to support their career development (Crawshaw & Game, 2015). While the first study showed positive perceptions in building relationships due to management involvement in career development, the second study showed negative perceptions due to lack of management involvement. Participants in the second study reported that managers provided limited career growth opportunities, and demonstrated low participation in their development activities, yielding high turnover intentions. The study centered around managers making relationship connections built on trust and value.

One responsibility of managers is to help employees realize the value of development activities and how participating in a development program connects them to the organizational goals (Mone, & London, 2018; Pulakos, Mueller-Hanson, & Arad, 2019). Managers play an essential role in motivating employees to enhance their skills and acquire new skills. Jamali, El-Dirani, and Harwood (2015) pointed out the importance for managers to provide support and guidance when employees are first

selected to attend a development program to make the connection early. Jamali et al. further explained that managers are expected to monitor performance, observe behaviors, and provide ongoing feedback. On the contrary, researchers also conveyed that managers cannot provide accurate feedback if they are not monitoring, observing, and collaborating with employees (Allen, Reiter-Palmon, Crowe, & Scott, 2018; Beer, Finnström, & Schrader, 2016; Jamali et al., 2015). If managers are not clear on what is expected, and employees are not sure about expectations, they may become frustrated, restrained, and reserved. Researchers recommended that managers conduct an initial meeting to review the expectations and objectives of the program (Allen et al., 2018; Beer et al., 2016; Zepeda, 2019). Beer et al. (2016) recommended that managers acknowledge employees and share plans on how they will provide support. This acknowledgment could deepen the level of engagement and employee to manager connection. The findings of Allen et al. (2018), Beer et al., (2016), Jamali et al. (2015), and Zepeda, (2019) aligned with the findings and results in Section 2.

Resources needed for employee development. Participating in an employee development program presented an exciting opportunity, as shared by the employees and managers in Section 2. Nonetheless, it also presented challenges. Although resources were not a primary topic for this study, it is a critical component for planning employee one-on-one meetings, supporting employee development, and providing real-time feedback (Bakker & Demerouti, 2017, 2018; Hirschi, Nagy, Baumeler, Johnston, & Spurk, 2018). The manager's lack of knowledge was described by Lesenyeho, Barkhuizen, and Schutte (2018) as an example of poor planning and ineffective

communication. Lesenyeho et al. (2018) went on to say that these challenges can easily

be corrected with proper planning and implementing a communication strategy. The two

biggest resource challenges were weak interaction between the managers and program

directors and insufficient planning for employee one-on-one meetings.

The first challenge was a weak interaction between managers and the employee

development program directors. Findings in Section 2 revealed that managers were not

aware of the program logistics. It was unclear whether managers received any

communication regarding the employee development program or how they found out

employees were chosen to attend the development program. Nevertheless, employees

need encouragement and guidance to be successful in any development program (Cohen,

2017; Cullen-Lester, Woehler, & Willburn, 2016; Greene, 2018). If managers want to

equip themselves to provide guidance and support for employees, proper planning to gain

access to resources and knowledge is critical.

The second challenge was insufficient planning for one-on-one employee

meetings. The second challenge is a motivational process, in which job resources could

impact work environment, work engagement, and job performance (Evers, van der

Heijden, Kreijns, & Vermeulen, 2016; Van Steenbergen, van der Ven, Peeters, & Taris,

2018). Job resources can promote the development and personal growth. According to

Van Steenbergen et al. (2018), job resources play a significant role in stimulating work

engagement. At the onset of any development program, several factors should be taken

into consideration. These factors include employee accomplishments, interest, current

skillset, strengths, opportunities, values, challenges, past performance, and current

performance (Audenaert et al., 2019). Taking a view of these areas will help identify

specific development needs to focus on and strengths to leverage. Job resources require

reflection on the past, coupled with the present and future (Bakker & Demerouti, 2017,

2018). Developing an understanding of what resources are needed, where to find them,

and how to use them was a valuable component in the 3-day professional development

training.

   Communication. Managers need effective communication skills to build rapport

and trust with employees. Kwiatkowski (2019) claimed that the impact of effective

communication on organizational performance had been a topic of discussion by scholars

and practitioners for several years. Research literature has provided insight into

understanding the impact of effective communication in leaders. Effective

communication builds trust and engagement (Combs, Harris, & Edmonson, 2015).

Combs et al. (2015) asserted, "trusted leaders demonstrate care, character, and

competence in their interaction" (p. 18).

   On the other hand, there are cases in which communication between leaders and

employees failed (Kwiatkowski, 2019). Seven out of eight employee participants in

Section 2 mentioned having to initiate conversations with their managers. As a result,

several participants mentioned feeling annoyed and disappointed. Kwiatkowski (2019)

shared three essential skills that leaders should focus on to improve their communication

competence: (1) active listening; (2) getting across a message clearly and vividly; and (3)

providing performance feedback in a supportive manner (p. 124). 3-day professional

development training includes topics that address building these skills.

Theme 2: **Consistent support for development opportunities.** Theme 2, lack

of consistent support for career development opportunities, framed the content for Day 2.

The title of Day 2 workshop was Drive Employee Development. The focus was placed

on preparing development conversations and integrating development activities. I

conducted my research on content terms related to training discussions, development

discussions, development activities, and effective communication.

Management support for development opportunities. Organizations are

increasingly designing employee development programs that allow participants to

experience transformational learning in a supportive and collaborative environment. Wu

and Parker (2017) proposed that leadership support can enable opportunities that

motivate employees to behave proactively at work and bring about change. The authors

considered the impact of leadership support from the onset of a program and intervention

strategies when shaping employee behaviors (Wu & Parker, 2017). The study concluded

that consistent leadership support throughout a development program in the form of

availability and encouragement promotes engagement and motivates employees'

proactive behavior. Consistent leadership support demonstrates that the organization

genuinely cares and values its' employees.

Employees' perception that the organization cares and values their contributions

and well-being affects their commitment to the organization. Studies conducted to assess

the relationship between support and competence showed that performances improved

when there were structure and ongoing support for employee development opportunities

(Kim, Eisenberger, & Baik, 2016; Lau, Lee, & Ho, 2019). Furthermore, it was uncovered

that structure and ongoing support that included collaboration played an essential role in building employee competence and creating meaningful connections (Kim et al., 2016).

Meaningful connections between managers and their employees from the onset of a development program could help build an environment that promotes an employee-centric culture and employee engagement. Individuals are motivated by learning from personal interactions and conversational practice involving an application, competence development, and reflective interaction (Brue & Brue, 2016). Brue and Brue's (2016) study revealed that meaningful interconnections were of value because they fostered knowledge, skill, and talent development. These connections should originate before employees attending a development program. Many organizations focus exclusively on the training occasion but ignore the context of the training program, which puts development programs at risk of failure. One essential activity that managers can do before the start of a development program to stimulate engagement is to conduct pre-training one-on-one meetings with each employee participant (Allen et al., 2018). Pre-training one-on-one meetings involve planning and thoughtful execution for learning to take place.

Preparing pretraining development meetings. Managers can harness employee development by enhancing their motivation to learn and motivation to transfer learning through one-on-one meetings. Consequently, organizations should structure the role of managers in a way that promotes the transfer of learning and effective management of development programs (McCaffery, 2018). Employee engagement studies revealed that employees share their primary working relationships with their immediate managers

(Allen et al., 2018). When employees are selected to attend development programs, meaningful connections help lay the foundation for successful one-on-one meetings. Researchers suggested actions to consider when planning and conducting employee development, pre-training one-on-one meetings (Grossman & Burke-Smalley, 2018; Johnson, 2018; Mone & London, 2018). First, managers should recognize employees' accomplishments. Recognition builds trust, demonstrates care, and strengthens bonds (Mone & London, 2018). Second, managers should communicate and collaborate. Communication builds engagement, and collaboration builds trust and rapport (Bond-Barnard, Fletcher, & Steyn, 2018; Fletcher, Alfes, & Robinson, 2018; Johnson, 2018). Third, managers should provide ongoing guidance and support. Follow-up activities could have a positive effect on performance (Lehmann-Willenbrock, Rogelberg, Allen, & Kello, 2018). Lastly, it is important to hold everyone accountable. Accountability strategies enhance learning and the transfer of learning (Grossman & Burke-Smalley, 2018). These actions present opportunities for managers to develop a deeper working relationship with their employees by conducting meaningful discussions.

When planning employee development discussions, managers should have first-hand knowledge regarding employees' strengths, weaknesses, values, interests, and performances. Managers should also clarify assignments, goals, roles, responsibilities, expectations, and program logistics (Grossman & Burke-Smalley, 2018; Zepeda, 2019). Allen et al. (2018) mentioned cases where employees had no idea why they were nominated to attend a development program. Allen et al. described this as an unstructured scattergun approach that could demotivate and frustrate employees. Section

2 findings indicated a lack of management discussions at the onset of the program and inconsistent involvement throughout the program, which resulted in employee frustration. Several employee participants noted they had to lead their managers into discussions to initiate meaningful connections. While some managers may not be comfortable conducting one-on-one sessions with employees, Allen et al. (2018) and Zepeda, (2019) suggested creating a form of training in which a meeting is demonstrated to assist managers who are uncomfortable or lack knowledge conducting these sessions. The 3-day professional development workshop includes a component aimed at addressing this gap.

Integrating blended learning development activities. Training is necessary for personal and professional growth of employees. Learning and new skills acquired by an employee through training would not only help in a present job but also for future assignments. Interest in blended learning for employee development has remained high (Hrastinski, 2019). Although the term blended learning was coined in the late 1990s, the elements that could pertain to development activities are likely to be classified under blended learning (Lyulyaeva & Shapiro, 2018). Blended learning includes some form of face-to-face learning, online learning, and other activities that enhance employee skills and competencies. Lack of agreement on the definition has limited research on the effectiveness of blended learning. However, researchers do agree in one area - blended learning uses two or more training methods. The employee development program used a combination of student-centered methods, technology, virtual, and online methods as a teaching tool for the employee development program. Lyulyaeva and Shapiro (2018)

stated that blended learning inspires and motivates students of all ages. Employee participants in Sectioned 2 validated Lyulyaeva and Shapiro's assessment with favorable comments regarding the value and benefits of the blended training activities.

The participants in this study relied on various methods of learning to expand their professional development. Individuals learn by engaging in real-world projects and work assignments. Work assignments and real-world projects provide a means for applying new knowledge and building skills. Participants of this study acknowledged that applying concepts and knowledge through real-world projects improved their performance and enhanced their skills. David Dinwoody of The Center for Creative Leadership conducted studies in the 1980s to investigate how executives learned the skills they needed to be successful (Johnson, Blackman, & Buick, 2018). The study revealed that 70% of the learning was related to on the job experiences, 20% of learning transpired from interacting with others such as coaching, mentoring, networking, collaboration, and feedback, and 10% related to formal training (Davidson & Major, 2014; Hatcher, 2014; Hinkelman, 2018). Based on their findings, 90% of the learning was from informal training. Researchers today still support the 70% - 20% - 10% model and framework (Patil & Meena, 2018). Studies also showed that practice, coaching, and feedback could lead to improvements in learning (Akalin & Sucuoglu, 2015; Daniel & Kyle, 2015). Both the employee development program and the professional development for managers included informal and formal blended learning activities with practice, coaching, and feedback.

Informal and formal training. Self-awareness and personal growth increase through informal and formal training where participants gain knowledge, skills, competencies, and develop values. According to Komives and Wagner (2016), the overall outcome of informal and formal training increase awareness and uncover how managers' behavior impacts the effectiveness of others. Evans (2019) expressed that enhancing employee and leadership capabilities in an organization produces better skill, aptitude, and knowledge. Enhancing employee and leadership capabilities also cultivated external and internal career opportunities (Evans, 2019). Even though a significant amount of information exists about formal learning activities for professional development, the landscape continues to expand.

According to Evans (2019), the landscape of professional development and learning knowledge has expanded steadily over the last few decades. This expansion includes recognizing when put into place, professional learning and development should occur as part of an employees' everyday work life. Evans' study revealed that training and development build knowledge and skills that lead to increased employee performance, retention, and sustainability. Professional development can be delivered internally or externally or a combination of both inclusive of a variety of approaches (Frich, Brewster, Cherlin, & Bradley, 2015). Professional development programs are delivered using several designs (Koellner & Jacobs, 2015). Patton (2018) recommended for the sustainability of learning using a variety of professional development formats and designs (Figure 4).

Integrate Development Activities

Informal	Informal	Formal
Experience 70%	**People 20%**	**Training 10%**
• Stretch Assign • Special Project • Expanded Role • Leadership Exp. • Shadowing • Teamwork • Teaching Others • Task Diversity	• Coaching • Mentoring • Feedback • Networking	• Classroom • Webinars • Reading • Videos • Coursework • Certifications • Conferences
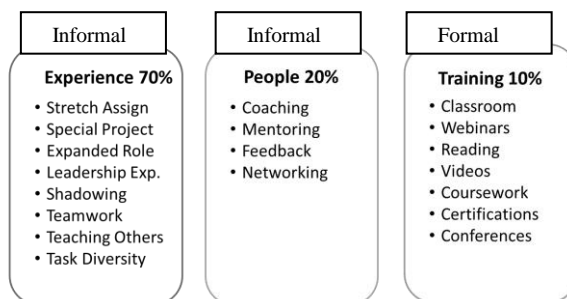
Figure 4: Integrate development activities

Theme 3: Management's lack of knowledge to provide real-time support.

The title of Day 3 workshop was Support Employee Development. The focus was placed on identifying actions to support employee development, practicing skills learned, and creating action plans. I conducted my research on content terms related to training support, development support, and post-training activities.

Due to fluctuating organizational environments and variable role expectations, leaders of today face so many demands. With the competition for highly talented leaders, organizations realize the need to develop employees in-house to become effective leaders (Turner, 2019). Several organizations are implementing employee development programs to develop employees' competencies and enhance their performance. All development is the result of learning. Employees need continuous support from managers to help reinforce learning. To effectively support personal development consistently, organizations should enhance managers' knowledge of ways to foster an employee-centric culture of learning by taking actions to provide real-time support.

There are many mechanisms, tools, and incentives organizations can foster support. However, Forbes Coaches Council recommended starting with the manager

(Folkman, 2017). Managers can facilitate their employees' development and help open

doors. Folkman (2017) claimed that one of the most important things organizations could

do to retain talent is to provide development opportunities. Members of Forbes Coaches

Council recommended some essential areas managers can implement to support

employee development:

- Create growth plans collaboratively

- Build-in growth time

- Set learning goals

- Offer innovative learning experiences

- Map out far-reaching benefits

- Take active interest

- Think beyond formal training

- Ask and listen

- Ask employees what they need and want

- Be actively involved

- Have regular conversations about progress on the development plan,

- Provide in-the-moment coaching and feedback

- Schedule time to talk

The 3-day professional development training content incorporated actions and activities

managers can implement to provide real-time support for employee development.

    Manager's actions to support employee development. Workplace development

is a term that links to professional and employee development. Frich et al. (2015)

reinforced the idea that workplace development includes efforts to build leadership

capacity and develop leadership competencies. These researchers conducted a study

aimed at investigating the impact of managerial support, job support, and organizational

support, on employees' motivation. The results showed that employees' perceived

managerial support and job support had a significant impact on individual learning, and

organizational support had a significant influence on social learning (Frich et al., 2015).

Employees also perceived that managerial support influenced their level of motivation

(Frich et al., 2015). To maximize employee development programs, participants need to

not only attend training but also have managers' support that includes specific actions to

help employees grow.

Management support plays a critical role in helping employees grow and develop.

Employees place a higher value on training when managers show support and take action

to signify training as a high priority (Ghosh, Chauhan, & Rai, 2015; Towler, Watson, &

Surface, 2014). Weinberger (2019) highlighted the need for managers to prioritize

ongoing individualized support for career development. The author developed a platform

to help employees achieve their performance and career goals that included management

support. The platform suggested that

1. An initial goal-setting conversation with a manager was critical for
   engagement and understanding of the program;

2. Coaching needed to extend over a six to nine-month period with meetings
   held at least once a month;

3. Shorter coaching and feedback sessions should be held in between
   development for reinforcement;

4. Personal conversations should be conducted at the start of the program
   with each employee.

Weinberger (2019) noted that in-person coaching improved performance while in-person check-in meetings offered guidance. These actions could provide the type of managerial support that enhances the transfer of learning.

Strupp (2015) emphasized the importance of management support as a critical element for the transfer of learning to occur. Participants in another study conducted by Kiemer et al. (2018) expressed an increase in self-determination and learning motivation due to having collaborative conversations that included scheduled check-in meetings, periodic coaching and feedback sessions, and the ability to adjust plans when needed. These actions resulted in faster career transitions, an increase in the speed of learning, and higher retention rates (Kiemer et al., 2018). A structured strategy that outlined specific action could enhance the manager's knowledge, skills, and competence needed to provide real-time support.

Although support was offered on several occasions by some managers, findings from my study indicated a need for continuous real-time support. Participants in Section 2 cited a delay when they needed support from managers. Breen et al.'s (2016) findings confirmed a critical need for managers to provide continuous support for development program participants to ensure the transfer of learning occurs. The 3-day professional development workshop featured content from the emerged themes. Each theme

highlighted appropriate content to address the problems identified in my project study.

Day 1 professional development training content focused on roles, responsibilities,

expectations, resources, and communication skills. Day 2 professional development

training content focused on preparing development conversations and integrating

development activities. Day 3 professional development training focused on identifying

actions to support employee development, practicing skills learned, and creating action

plans.

   Practicing skills learned. Organizations now emphasize the importance of

building competence, knowledge, and skills for successful career development to

transpire. Role-plays and simulations are examples of active learning approaches to

collaboratively build knowledge, skills, and competency (England, Nagel, & Salter,

2019). Simulations and role-playing exercises help employees create awareness and

better understand concepts (Müller-Christ, 2019). Brown (2018) specified that

facilitators should model the extensiveness of what needs to be learned, practiced, and

understood in order to lead effective development programs. The experience should also

be structured to help participants practice new behaviors before using them in the

workplace. Weinberger (2019) created a competency model based on performance and

tasks. The model was built based on coaching practices and management concepts.

Weekly reflection and other regular practices that originated from various concepts were

incorporated (Weinberger, 2019). The practice generated positive results. Practice plays

an integral part in shaping skills. Practice can also enhance the potential to improve

skills. The practice has the potential to provide a diagnostic review on where and how a skill or knowledge can be improved.

The use of simulation and role-playing for instructional and diagnostic purposes has been applied in diverse disciplines since the mid-twentieth century (Abelló, Avalos-Rivera, Motavas, Prodanovic, & Zappa-Hollman, 2018, p.7). Although the original definition of simulation has evolved over the decades, in essence, it is still referred to as a series of context learner-centered tasks in which the participants embody well-defined tasks and concepts (p. 8). According to Abelló et al. (2018), simulations provide learners with information regarding the setting, while role-plays engage participants in impromptu situations. Previous studies concur that simulations may provide learners with a meaningful learning environment in which they can apply specific content and develop skills (Johnson, 2015; Kallestrup, 2018). The benefits of using role-play and simulation tasks to practice skills learned inspired implementation in the 3-day professional development program.

Project Description

The purpose of the project study is to inform human resource practitioners and training directors of the results of my study and to provide suggestions for enhancing employee development programs in organizations. Based on the findings, a 3-day professional development workshop was created, "Driving Your Team's Development" (See Appendix A), for managers to support employee development program participants. Managers continued to miss critical steps. A lack of consistent support and practice becomes an obstacle to any training program (Ford, 2014). Three themes identified as

engagement factors emerged from the study: (1) employee-centric culture, (2) career development activities, and (3) managers' knowledge for real-time support. Participants identified inconsistent practice in all three areas. Managers have an essential role in supporting their employees through development and career growth opportunities. The goal is to create a thriving learning environment, so the transfer of learning can occur.

I proposed a 3-day professional development workshop to enhance managers' skills, knowledge, and competencies needed to close existing gaps identified by participants in the study. The objective of the project was to incorporate the workshop into future employee development programs before the first day. Conducting the 3-day professional development training could reduce the time it takes managers and employees to get up to speed when they are not aligned on program objectives and managers' roles, responsibilities, and expectations, which were identified as a concern during the interviews. Likewise, conducting a 3-day professional development workshop prior to the first day could help establish the framework for a positive employee-centric work environment; provide opportunities to build collaborative working relationships from the onset; enable a better understanding of program expectations; gain a better perspective of program goals; and help employees and managers ease into their roles sooner. Finally, the 3-day professional development training could enable managers to provide real-time support for the employee development program participants. Communicating the recommendation for the professional development workshop to the telecommunication organizations is crucial.

As a way of giving back for the assistance provided for my study, I will send a one to two-page summary of the results to the participants. After the completion of my project, I will present the findings to the human resource director and training director. I will offer public workshops, seminars, conferences, presentations, research articles, and newsletters to communicate my findings to others.

Needed Resources and Existing Support

Resources needed for my professional development training project are trainers or consultants. The trainers and consultants would facilitate each module in the workshop. The preferred presenter would be one who is familiar with employee development programs; however, the developed content allows consultants or trainers to adapt to training material.

The "Driving Your Team Development" training is designed to be delivered as a standalone training workshop over three days. However, it can be included with other programs as well. The location of the training determines the budget for this project. If the training takes place at an organization with a training room onsite, the cost will be minimal. However, if the training takes place at an offsite location, the cost will vary depending on the venue selected. Most venues have wireless internet connections available at no charge, tables, and chairs included in the rental, and an upcharge for projectors and easel charts. Participants would receive an agenda and directions to access materials each day. Evaluations would be copied and ready for distribution at the end of each session.

Support for participants and presenters are available upon request. Most managers have laptops, notebooks, and iPads. These tools can also be rented at an affordable price if needed. Rental information would be made available during registration. Support and resources are readily available, as needed.

Potential Barriers and Potential Solutions to Barriers

One potential barrier the Driving Your Employee Development training could face is time. Scheduling three days of training for managers' professional development could be challenging. Conflicts could arise due to the needs of the business. If not prioritized, managers could delay professional development training. Managers often delay training as something to be completed only when the time is right. There are no monetary incentives to attend the workshop. The possibility of working with organizations to embed the workshop as a pre-requisite for managers who have employees attending the development program is a possible solution. Another possible solution would be to offer the program through seminars, conferences, workshops, educational facilities, and businesses. One final solution would be to offer the workshop on three separate days to eliminate excessive time out of business at one time. The 3-day professional development training could be facilitated at universities, educational facilities, businesses, seminars presentations, and discussed in research articles, and newsletter articles.

Implementation and Timetable

The implementation timeline would commence as early as the first quarter of 2020 since most employee development programs start in the spring. The suggested

timeline would allow managers to position themselves with the knowledge, resources, and skills needed to support the employee development program participants before, during, and after the program. Day 1 module title is Foster Employee-centric Culture. I would include such topics as (a) who am I (know my role, responsibilities, and expectations); (b) treasure hunt (know my resources, gather relevant employee data, gather program logistics), and (c) make the connection (communication). The first day focused on creating an employee-centric work environment.

The Day 2 module title is "Drive Employee Development." I would include topics such as: (a) preparing employee conversations (clarify priorities, recognize accomplishments and determine opportunities, identify strengths to leverage and skills to develop, determine ability to take on greater responsibility, align with performance, capabilities, and development program); (b) integrating development activities (blended learning approaches and strategies). The second day focused on preparing pre-training conversations and understanding development activities.

The Day 3 module title is "Support Employees' Development." I would include topics such as: (a) supporting actions (check progress regularly, provide ongoing coaching and feedback, and adjust the plan as needed to develop the skill); (b) putting it all together (reflections, and action planning). The third day focused on sharpening skills to support employee development program participants.

Roles and Responsibilities of Student and Others

I am the sole individual responsible for the content development of the 3-day professional development training. The responsibility of presenting my research findings

and project deliverables included in Appendix A, remain with me. Key drivers for implementation of the 3-day professional development program are training managers and human resource managers in the organizations. I would provide all materials for facilitators teaching the workshop and make sure all materials are available for reproduction as needed. My responsibility would include conducting the train-the-trainer certifications to ensure consistency in delivering the program.

The responsibility of gaining support and approval to deliver the workshop at universities, conferences, educational facilities, businesses, seminars, and presentations would consist of gaining access to the decision-maker and selling the program. Following approval, I would conduct a train-the-trainer certification and provide a copy of all the materials for anyone facilitating the program to ensure consistency. In most cases, I will be the primary facilitator. If the training is approved in my organization, I will begin the train-the-trainer certification as early as February 2020 with delivery to managers second quarter of 2020.

Stakeholders include training directors and human resource directors of organizations who are responsible for approving the workshop. Organization managers are responsible for being actively involved in the 3-day professional development program to enhance their knowledge, skills, and competencies to support employee development participants. The role of participants will be to embrace opportunities provided to develop their knowledge and competency. An evaluation of the content and facilitator will be given at the end of each day, which is the responsibility of the

facilitator (See Appendix A). Evaluation results will determine the changes needed for the project.

Project Evaluation Plan

As the designer for the 3-day professional development workshop, it will be my responsibility to monitor and provide updates on the effectiveness of the program. First, I plan to monitor the implementation of the 3-day professional development workshop through my interaction with facilitators and, more specifically, notes taken from observations of workshops. Monitoring is essential to making the workshop meaningful and keeping it on track. Monitoring the workshop will allow me to reconcile what was planned and what was achieved. The feedback gathered will be specific, simple, and straightforward to allow for easy interpretation. Three questions will be asked at the end of each day: "What went well? What were the opportunities? What changes should be made?" The workshop facilitator and designer will discuss their perspective for each question. The feedback will be recorded on a spreadsheet and compared to the end of course evaluation responses. While observations provide an evaluation from a developer's perspective, participant evaluations are critical to the success of the 3-day professional development program.

Evaluation involves a systematic process. Evaluation in the context of professional development "refers to the monitoring of practice in order to diagnose problems and develop, implement and evaluate remedies or to assure oneself that all is well" (McCormick & James, p. 18, 2018). According to Sharma (2018), learning organization "acquires, creates, evaluates, and disseminates knowledge" (p.15). The

evaluation processes used in my professional development training project were formative and summative, where participants provided feedback after each day (See Appendix A).

Types of Evaluation

My professional development training used formative and summative evaluation at the end of each day. A formative evaluation was described as an evaluation performed during the development of a program (Villachica, Stieha, Giacumo, Becker, & Fenner, 2019). Formative data (See Appendix A) are collected as the program takes place. Issues or problems in the project are identified and reported back to stakeholders so that the necessary changes can occur. Modifications could be made before full implementation of a program during a formative evaluation (Mertens & Wilson, 2018). The facilitators will collect formative evaluations at the end of each day during the 3-day professional development workshop. Facilitators will enter the results into a spreadsheet. If the workshop is held public, I will collect the evaluations and enter the results into a spreadsheet. Giving feedback that is non-evaluative, specific, timely, and goal-related will provide stakeholders with opportunities to revise and improve the program, where needed. I will share the formative evaluation feedback with all stakeholders involved in the professional development workshop to establish validation for its' use.

Summative evaluations (See Appendix A) collect data to measure outcomes. Summative evaluations are collected at the end of a project (Mertens & Wilson, 2018). Grant and Voorhees (2018) complied a summative evaluation on an innovation project and provided a narrative to stakeholders of choices, consequences, and lessons learned.

The value of Grant and Voorhees's summative evaluation is that it could be of use to others embarking on an innovation pathway. Summative evaluations provide additional feedback that will be used at the end of the 3-day professional development training. One drawback of summative evaluation is the limited feedback beyond the final report to participants (Shavelson, 2018). Summative evaluation occurs at a predetermined point when significant revisions are no longer taking place (Davidson-Shivers, Rasmussen, & Lowenthal, 2018). The purpose of summative evaluation is to determine the value and worth. Summative evaluations provide evidence of the transfer of learning and added value to the evaluation of the 3-day professional development training.

Justification and Overall Goals of Summative and Formative Evaluations

The noted forms of feedback conducted during the 3-day professional development training included formative and summative evaluations. Evaluations are generally conducted for two reasons; first, to find an area for improvement and second, to generate an assessment of overall value or quality (Carlson, Barnes, & McCreanor, 2017). Evaluations are an essential activity that has allowed researchers to evolve, develop, improve, and survive in an ever-changing environment (Mertens & Wilson, 2018). Using formative and summative evaluations throughout and after the 3-day professional development training provided two forms of evidence focused on program quality and value (See Appendix A).

The overall goal of the 3-day professional development training is to build leadership knowledge and competencies to support employee development program participants before, during, and after training, so the transfer of learning can occur.

Implementation of the professional development workshop prepares managers to provide

ongoing employee career development support (See Appendix A Handout 2).

Before Training:

- Attend 3 Day "Driving Your Team Development" workshop

- Review resources

  o Review employee data

  o Meet with the program manager to gather data on logistics,
    roles, responsibilities, & expectations

- Send congratulatory email to employee and schedule pre-training one-
  on-one meeting

- Conduct pre-training meeting with the employee

  o Discuss how the development program ties into performance
    and business results

  o Create an individual development plan

  o Offer full support

  o Schedule first check-in

During Training:

- Check-in often and remain curious to keep the conversation going.

- Follow-up on progress throughout the development program

After Training:

- Continue ongoing support

- Continue to check-in and follow-up on progress

Overall Evaluation Goals and Key Stakeholders

The overall evaluation goals are to determine its worth or value and make recommendations for modification and success. Patton (2018) described the purpose of the evaluation is to make judgments, improve effectiveness, and inform program decisions. Evaluation strategies consist of revisiting programs periodically and discussing changes with stakeholders as needed (Sylvain, Durand, Sanchez, Lessard, & Maillette, 2018). Anderson (2018) positioned summative evaluation as one that evaluates in terms of outcomes, and formative evaluation, as one that considers the processes leading to those outcomes. During the 3-day professional training, each day consists of modules guided by specific objectives that are the focal point that indicate the knowledge, skills, and behaviors desired. The objectives are also the foundation that builds lessons and assessments to determine if set goals are met. Formative evaluation affords opportunities for adjustments to be made during the 3-day program to reach the overall goals. On the other hand, summative evaluation measures whether the program goals and objectives have been met.

The key stakeholders are managers whose employees are attending an employee development program. The employees are high performing individuals who have been selected to attend the development program based on set criteria, as noted in Section 1. Human resource directors and training directors are also key stakeholders who will determine the implementation of the program. The purpose of the employee development program is to build bench strength for future career advancement. The purpose of the managers' development program is to enhance managers' skills,

knowledge, and competencies to guide, develop, and support employee development program participants. Managers will practice real-life situations during the workshop. Figure 5 shows a sample of the workshop flow.

Foster Employee-Centric Culture
- Clarify roles, responsibilities, expectations
- Identify resources and data to conduct meaningful conversations (program logistics, employee data, performance, recognition, current status planning)
- Review the communication triangle to gage where you are with builfing rapport - plan to move the bar to build trust, rapport, and make connection with the employee
- Send congratulatory letter to recognize employee for being selected to the program and invite to 1:1 meeting

Drive Employee Development
- Conduct 1:1 meeting with employee (collaborative session)
- Clarify priorities, recognize accomplishments, and determine opportunities.
- Clarify roles, responsibilities, expectations, and program logistics (manager and employee)
- Identify strengths to leverage and skills to develop.
- Determine ability to take on greater responsibility.
- Align with performance, capabilities, and employee development program.
- Identify actions to build skills through blended integrated learning
- Agree on plans for ongoing communication, timelines, check-ins and 1:1 meeting schedule

Support Employee Development
- Support runs the entire year:
- Have regular conversations about progress on the development plan.
- Provide in-the-moment coaching and feedback.
- Schedule time to talk.
- In conjunction with observing the employee and offering feedback, hold periodic conversations to build awareness of desired behavior; commitment to acting on the development plan; Concrete next steps as skill development progresses.
- Review and practice Handout #2 for review of support actions to take before, during and after the training.

Figure 5. Sample flow of the 3-day workshop for managers.

Project Implications

Social Change: Local Community

The "Driving Employee Development" training project has the potential for improving managers' knowledge and competencies to support employee career development programs. Based on the findings in Section 2, managers demonstrated a lack of knowledge and skills to support employee development program participants. Improving leaders' priorities and skills are the keys to raising employee engagement.

Leadership development is an excellent opportunity to help organizations boost engagement and performance.

Managers' support builds a trusting relationship. A trusting relationship promotes a positive organizational culture. Positive organizational culture creates employee engagement. Engaged employees are happy at work and at home. When employees are happy, they are more productive, and organizations experience a higher retention rate. Employees, managers, and communities' benefit when organizations are profitable. Researchers believe that employee engagement is linked to supervisory relationships, leadership trust, and organizational culture (Bligh, 2017; Combs et al., 2015; Hatipoglu & Inelmen, 2018). Organizational culture has become a primary factor in the choice of employers, so engaged employees are more likely to stay, which increases the retention rate (Ulrich & Brockbank, 2016).

Far-Reaching

My qualitative case study results are not generalized to a broader population. Based on data collected from employees and managers interviewed, findings in Section 2 uncovered three emerged themes: (a) lack of actions to promote an employee-centric culture, (b) lack of consistent support for career development opportunities, and (c) lack of management knowledge to provide real-time support. Even though the results of my qualitative study are not generalized to a broader population, related situations can be applied to career development programs in organizations, corporations, businesses, and educational institutions.

The results of my qualitative case study are valuable to organizations, corporations, businesses, educational institutions, and society at large. Employees complete the development program successfully and in turn, take the initiative to position themselves for career advancement. Not only are employees developed in their current position, but also for career paths to meet future goals. Development opportunities are valuable in the retention of employees. The systems in place to develop and support employees allow for individuals to find intrinsic value in the work they do. The employee development program played a significant role in employee satisfaction and engagement, which leads to employee retention. As a result, organizations are profitable and competitive in the marketplace. Organizations also have skilled talent and a ready pool of bench strength that remains with the organization and in the local community. The "Driving Your Employee Development" 3-day professional training program has the potential to create future growth in leadership training programs. Primarily, the results benefit employees, managers, learning and development teams, human resource practitioners, organizations, stakeholders, and communities.

Conclusion

Section 3 focused on the project of a 3-day professional development training for managers whose employees are attending an employee development program. The 3-day professional development training focused on building knowledge, skills, and competencies to meet the project goal of preparing employees to be successful in current and future positions in an ever-changing world. Successful implementation of Driving Your Employee Development can enhance managers' knowledge, awareness, skills, and

competency to support employee development programs before, during, and after training for the transfer of knowledge.

Section 4 presents the reflections and conclusions of my project study. I identify the project's strengths and limitations, make recommendations for alternative approaches, provide a summary of my research, project development and evaluation, and leadership and change. I then reflect on the importance of the work, state implications, applications, and directions for future research. My final thoughts are included in a conclusion.

Section 4: Reflections and Conclusions

This project study was a qualitative case study analysis that addressed managers'

and employees' perceptions of how a telecommunication organization's development

program contributes to employee engagement and transfer of learning. In Section 4, I

provide an analysis of the strengths and limitations of the project titled "Driving Your

Employee Development" as well as recommendations for alternative approaches for

research. I also include reflections on scholarship, project development and evaluation,

leadership and change, the importance of the work, implications, applications, and

directions for future research. I begin with project strengths and limitations.

Project Strengths and Limitations

This professional development project has several strengths that can be of

immediate use to human resource practitioners, learning and development organizations,

and consultants, facilitators, and leaders who work with employee development

programs. The first strength of my project was that it promoted intangible benefits such

as a collaborative work environment, a positive employee-centric culture, and employee

commitment. Peters (2019) conducted a study describing the Beryl Call Center and its

founder and leader, Paul Spiegelman, as remarkable because of the company's culture.

Beryl has been given the Best Place to Work Award nine times in the past 2 decades.

Peters attributed the recognition to their influential people-centric culture, led by a true

people-centric leader. The second strength of my project was that it included a mixture

of instructional methodologies to build managers' skills, knowledge, capacities, and

competencies. Men and Yue (2019) conducted a study that sanctioned the idea of

incorporating multiple approaches to learning yields successful learning environments.

Patton (2018) cited that building managers' skills, knowledge, capacities, and

competencies are essential goals of a competent professional development program. The

third strength of my project was it coexists with a development program already in place,

which makes it relevant for immediate use.

There are also some limitations to this project. The first limitation is a

geographical limitation imposed due to the convenience and cost of visiting sites to

conduct the research. Potential case study selections were drawn from two states, North

Carolina and South Carolina. The second limitation of my project was that employees

and managers who did not participate in the interviews might have different views of the

application of engagement concepts and activities of the professional development

program. The findings might not be generalized across all organizations and may be

specific to the participants in the organizations who participated in the study due to the

small number of locations that participated in this research study.

Recommendations for Alternative Approaches

An alternative approach to address findings uncovered in Section 2, the lack of

consistent management support for employee development program participants, might

include developing a study using other methods. I chose a professional development

training project genre as the method of addressing the problem. An alternative approach

that I considered was completing an evaluation report. An evaluation report documents

results, findings, interpretations, conclusions, and recommendations that originated

through an evaluation. An evaluation report provides an executive summary of the points

covered by the evaluation (Patton, 2018). The evaluation report helps stakeholders understand the purpose of the evaluation plan and the outcomes. Additionally, an evaluation report promotes awareness on how the outcomes and conclusions were reached, and if the time and resources were used accurately. An evaluation report is also an effective way to distribute evaluation findings.

Another alternative approach to address findings in Section 2 that I considered included creating a policy to require employee development training as a component of the new leader onboarding process. Organizations could provide employee development training to build managers' knowledge, skills, and competency needed to instruct, support, and prepare employees to perform in current and future positions. The training would include a requirement to prepare individual employee development plans for employees as part of the employee's work profile. It may be possible to address the problem in different ways. The alternative approaches provide an opportunity for managers to gain knowledge, skills, and competence needed to support employee development program participants.

Scholarship, Project Development and Evaluation, and Leadership and Change

During this process, a variety of learning, both personal and academic, has taken place. I began this research project with thoughts of anxiety, excitement, and lots of questions about what had to be done. Conducting a qualitative case study was a new venture that allowed me to expand my experience and capacity as a learner and training manager. Learning about building knowledge, skills, competencies, and capacities yielded career growth and development for me personally and professionally. The

process gave me insight into research studies that imparted knowledge, provoked curiosity, and created something that I could apply to my organization. Overall, this project has allowed me to experience a process where professors were helpful, and classes were structured. The classroom work consisted of writing papers, which taught me how much time, attention to detail, care, and accuracy were necessary for scholarly writing. I spent an enormous amount of time on this project that required practical organization skills.

Project Development

The development of my 3-day professional development training project provided a challenging task to organize large amounts of materials. Applying organization skills was critical when writing the proposal, documenting book reviews, journal readings, research articles, peer-reviews, HR practices, and current educational practices. I had never taken on a project of this scope, but reviewing hundreds of materials justified putting a system in place for easy access and reference. Collecting and analyzing data from emerging themes helped to shape the project content. After completing the research review and research findings, I focused on organizing and developing the project. Developing a project based on needs uncovered from the experiences of others proved to be significant. As a learning and development leader, conducting projects that expand career growth and development as well as create engaging environments would add value to organizations locally as well as far-reaching.

Evaluation

Gaining clarity in the difference between formative and summative evaluations was beneficial for me. The main difference between formative and summative assessments is that formative assessments occur during the learning process, whereas summative assessments occur at the end of the learning. Formative assessment is a continuous process that happens during learning. Summative assessment refers to the evaluation that focuses on the result, usually after the course. I used both formative and summative during the 3-day professional development training program. I have used both formative and summative evaluations throughout my career. However, I will continue to use formative and summative evaluation as an active part of my training programs more effectively now that I have a better understanding of how these evaluation tools work.

Leadership and Change

As a training and development leader, I have developed a great deal of respect for curriculum developer scholars. This 3-day professional development training project has allowed me to appreciate the work of developers. I have taken multiple advanced courses as a part of my Doctor of Education degree. On an individual level, I continue to increase my knowledge by engaging in continuous learning activities for personal and professional growth. My personal goal to build managers' skills, knowledge, and competencies so they can consistently support employee development program participants in the transfer of learning is one way I can help close the gap many managers encounter.

Working on this project study has made it clear that sharing the findings from my project with local stakeholders, HR practitioners, presenters, and school institutions could help narrow the gap in the lack of leadership support for employee development training programs. Sharing my findings, an overview of my project study, and the 3-day professional development training addresses the problem identified in the research project.

Reflective Analysis of Self as a Scholar

While completing a doctoral degree takes hard work and dedication, I learned that this program required an exceptional skill set. Throughout this program, I learned how to access information from various databases, read peer-review articles, record information, analyze data, and synthesize results. My personal experiences lead me to explore The Role of a Telecommunication Organization's Employee Development Program in Employee Engagement. As a learning and development leader, I was interested in learning about engagement concepts and activities and the transfer of learning. Examining this topic allowed me to discover details about employee engagement as it relates to organizational structure. It also placed me in a position to teach others what I learned. I have always had a desire to teach.

As an elementary school student, I had a strong desire to become a teacher. This desire lasted throughout high school. I loved school and enjoyed learning. I was very active in organizations such as the Future Teachers of America and Student Council. One of my most memorable experiences was being selected to assist an elementary teacher for

a 1-year assignment. I was recognized for this achievement. My desire and passion for teaching has remained constant.

Even though I had a strong desire to teach, I entered the workforce instead. Later in my career, I decided to go to school and earned my bachelor's degree in business. After I earned my bachelor's degree, I earned a master's degree in education. Rather than pursuing a teaching job, I transitioned to the training department as a manager. I felt my passion and desire was being somewhat fulfilled**.**

Training in a corporate setting was rewarding. The classroom was filled with adult learners from senior executives to individual contributors. I was later promoted to a senior manager in the training department, where I developed trainers and consultants. I discovered that I wanted to obtain my doctoral degree in adult education.

Pursuing an advanced degree provided opportunities to pass along current and relevant information to my department. Knowledge gained from studies, peer-review articles, and courses are taken at a higher level have proven to be valuable. One might question why someone at my age is working so hard to complete such a degree. As a lifelong learner, I count it as part of my life's journey. My doctoral research project has given me an insight into a social change in an area that is forever moving and changing. I desire to have a positive impact on others through various educational programs throughout my life, both locally and far-reaching.

Analysis of Self as a Practitioner

I enjoy teaching and facilitating classes. I have taught at workshops, school institutions, churches, seminars, and organizations. The doctoral program experience

confirmed how much I believe that teaching is my calling. The courses and research

experience in the doctoral program have added value to my career path by expanding my

horizon. As I embarked upon the doctoral program, my desire was to be able to move

into an independent consulting role with the flexibility of teaching at local colleges

(online and face-to-face), workshops, seminars, conferences, churches, organizations, and

private institutions.

I am currently a learning and development manager. The research experience has

increased my curiosity and professional knowledge. Researching current and past articles

have helped me understand and explore educational issues that apply to organizations.

The assignments often tied into what was happening in my workplace, which made it

relevant to me. As a result, I have been able to look at gaps in my organization with a

different set of lenses. My research project is relevant to what is currently happening in

the workplace with development programs. It is a project that I can speak about with

conviction and hope that sharing the results will help move others in a direction that can

be of value and evoke change.

Analysis of Self as a Project Developer

The doctoral project development was a monumental task. I struggled to create a

balance due to conflicting priorities, an increase in business demands, extensive travel

with late-night projects, self and family sickness, and lack of family time. Managing the

project was overwhelming at times. Even though challenging, my goal was to finish.

While the journey has been rewarding, the challenges were often testy. I have had to

refocus and reorganize throughout the process. Even though there were multiple

challenges, I have experienced success along the way. As I entered the final study stage, motivated to continue, I felt a sense of accomplishment. Entering the doctoral program has been a social change for me. Developing the 3-day professional development training project has given me a foundation for creating projects that could be of value to others now and in the future.

Reflection on Importance of the Work

As I reflect on the project study, I have concluded that undertaking research is vital since it helps uncover plans for the future, based on what may have occurred in earlier times. If performed effectively, research can impact an organization's profits, competitiveness, and retention rate, or educational settings and decisions. After experiencing the research process, it became apparent of the time, and details are given to each project. Consequently, I acquired a great deal of respect for researchers and their work. There were several answers researchers validated or confirmed for my study based on their findings. On the other hand, in some cases, findings were rejected.

My project study findings confirmed a gap in management support for employee development program participants. The findings confirmed that the employee development program needed to address the gap to benefit participants before, during, and after the program, so a transfer of learning can occur. Opportunities for managers to receive training to build knowledge, skills, and competencies can affect the success of the program participants. The findings confirmed a need to focus on building managers' knowledge, skills, and competencies.

Implications, Applications, and Directions for Future Research

Implications

This study finding may be used as a guide when designing, delivering, and assessing employee development programs. The study identified concepts and activities focused on engaging employees. Management competencies should support an employee-centric culture and development activities ongoing throughout the year. An employee-centric culture is one that demonstrates collaboration, respect for the individual, and interest in employee growth and development. An employee-centric culture sets the stage for employee engagement. Even though recommendations were made to enhance managers' knowledge, skills, and competencies, if managers do not support the employee development program participants ongoing, engagement could suffer. Employee development program participants need ongoing support that the 3-day professional development training for managers would address. Closing this gap could bring about social change in individuals and organizations at large.

Applications

The 3-day professional development training project provides a roadmap for designing curriculum and delivering courses. Managers and employee participants acknowledged limited ongoing support for program participants. Changes to employee development program designs and deliveries could bring about a social change to individuals, organizations, and communities.

The methodology used was the qualitative case study method. Interviews were conducted to gather the perception from eight employees who attended an employee

development program and four managers who had employees who attended the employee

development program. While the findings were not generalized to others, the findings

could provide a roadmap for others in similar situations.

Directions for Future Research

Directions for future research could consist of completing additional studies.

Additional studies could reinforce the findings of this study and provide stronger

implications to instructional designers and learning and development leaders. This study

focused on the application of engagement activities and concepts effects on employees in

the telecommunication industry. The results may be exclusive to the telecommunication

industry. Therefore, it is recommended completing additional studies with audiences

from other organizations and industries.

Another direction for future research could be follow up studies to determine if

the application of a professional development training project is continuous over time.

Learning and development leaders could use the research outcomes to determine what

kind of sustainment support is needed to reinforce the participants' application of

engagement activities and concepts learned at a training program.

A final direction for future research could focus on instructional designers

creating a short version of the professional development training project for senior

leadership. This top-down approach promotes leadership support of the concepts,

behaviors, and activities of employee engagement as part of their organizational culture.

It also creates a culture where leadership displays the same behaviors and applies

engagement activities with their employees, as they expect those same employees to do

with their associates. Implementing these recommendations, organizations could increase employee engagement and experience positive outcomes.

Conclusion

Section 4 summarized reflections of my project study experience. I reflected on the strengths and limitations of using professional development training as the project genre. I also included reflections on my learning as a scholar, practitioner, and project developer through this project study. Reflections on leadership and social change gave insight into the impact of individuals, organizations, and local communities. Recommendations for alternative approaches created a vision for future research. Reflections on the project work and the importance of the work lead me to reflect on directions for future research that could add value to the current project study.

The overall purpose of this qualitative study was to explore managers' and employees' perceptions of how a telecommunication organization's employee development program contributes to employee engagement and to explore employees' experiences resulting from the transfer of learning. The data were examined and used as the basis for creating a 3-day professional development training. As organizations, identify ways to enhance employee experiences, learning and development leaders and human resource practitioners are asked to develop professional development training focused on employee engagement.

Organizational leaders should collaborate with human resource practitioners, learning and development leaders, and instructional designers to create professional development programs that engage employees. Engaged employees have an emotional

connection to organizations that increases productivity and retention. Application of the 3-day professional development training project, "Driving Your Team Development," supports findings from my project study and supports future research possibilities to add this program to the new leader curriculum. Organizations could utilize the study in developing and accessing a current training curriculum that focuses on employee engagement. Understanding how the employee development program contributes to employee engagement can provide stakeholders with reliable information that helps develop efficient employee development programs and act as a possible vehicle to retain talented workers.

References

Abelló, J., Avalos-Rivera, A., Motavas, S., Prodanovic, V., & Zappa-Hollman, S. (2018). Use of a roleplaying exercise to illustrate design stakeholder roles in a first-year design course. *Proceedings of the Canadian Engineering Education Association (CEEA)*, *18*(87), 1-5. doi:10.24908/pceea.v0i0.13032

Abou Khadra, W., Nachmias, S., & Chen, G. (2017). Can learning organization and affective commitment contribute towards employee retention: The case of engineering organizations in the Gulf Cooperation Council Countries? *The 18th International Conference on Human Resource Development Research and Practice across Europe (UFHRD),* Universidade Europeia, Lisbon, Portugal. doi:10.21236/ada623449

Akalin, S., & Sucuoglu, B. (2015). Effects of classroom management intervention based on teacher training and performance feedback on outcomes of teacher-student dyads in inclusive classrooms. *Educational Sciences: Theory & Practice, 15*(3), 739-758. doi:10.12738/estp.2015.3.2543

Alagaraja, M., & Shuck, B. (2015). Exploring organizational alignment-employee engagement linkages and impact on individual performance: A conceptual model. *Human Resource Development Review*, *14*(1) 17-37. doi:10.1177/1534484314549455

Albrecht, S. L., Bakker, A. B., Gruman, J. A., Macey, W. H., & Saks, A. M. (2015). Employee engagement, human resource management practices and competitive

advantage: An integrated approach. *Journal of Organizational Effectiveness: People and Performance*, *2*(1), 7-35. doi.10.1108/JOEPP-08-2014-0042

Allen, J. A., Reiter-Palmon, R., Crowe, J., & Scott, C. (2018). Debriefs: Teams learning from doing in context. *American Psychologist*, *73*(4), 504-510. doi:10.1037/amp0000246

Ambrose, M. L., & Kulik, C. T. (1999). Old friends, new faces: Motivation research in the 1990s. *Journal of Management, 25*(3), 231-292. doi:10.1177/01492063 990 2500302

Anderson, A. W. (2018). Truckin'down the principles-focused evaluation road: A review of Michael Quinn Patton's Principles-Focused Evaluation: The GUIDE. *The Qualitative Report*, *23*(4), 774-778. Retrieved from https://nsuworks.nova.edu.

Andrew, O. C., & Sofian, S. (2012). Individual factors and work outcomes of employee engagement. *Procedia-Social and behavioral sciences*, *40*, 498-508. doi:10.1016/j.sbspro. 2012.03.222

Anitha, J. (2014). Determinants of employee engagement and their impact on employee performance. *International Journal of Productivity and Performance Management,63*(3), 308-323. doi:10-1108/IJPPM-012013-0008

Ariani, D. W. (2013). The relationship between employee engagement, organizational citizenship behavior, and counterproductive work behavior. *International Journal of Business Administration, 4*(2), 46-56. doi:10.1177/1046496409339630

Asfaw, A. M., Argaw, M. D., & Bayissa, L. (2015). The impact of training and development on employee performance and effectiveness: A case study of District

Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia. *Journal of Human Resource and Sustainability Studies*, *3*(4), 188-202. doi:10.4236/jhrss.2015.34025

Audenaert, M., Decramer, A., George, B., Verschuere, B., & Van-Waeyenberg, T. (2019). When employee performance management affects individual innovation in public organizations: The role of consistency and LMX. *International Journal of Human Resource Management*, *30*(5), 815-834. doi:10.1080/09585192.2016.1239220

Bakker, A. B. (2017). Strategic and proactive approaches to work engagement. *Organizational Dynamics, 46*(2), 67-75. doi:10.1016/j.orgdyn.2017.04.002

Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, *22*(3), 273-283. doi:10.1037/ocp0000056

Bakker, A. B., & Demerouti, E. (2018). Multiple levels in job demands-resources theory: Implications for employee well-being and performance. In E. Diener, S. Oishi, & L. Tay (Eds.), Handbook of wellbeing. Salt Lake City, UT: DEF Publishers. doi:10.1037/e524362011-024

Barrick, M. R., Thurgood, G. R., Smith, T. A., & Courtright, S. H. (2015). Collective organizational engagement: Linking motivational antecedents, strategic implementation, and firm performance. *Academy of Management Journal*, *58*(1), 11- 135. doi:10.5465/amj.2013.0227

Bartels, A., Just, V., Kompalla, A., & Schmid, J. (2017). Forces and effects in the privatisation process: An empirical study of telecommunications companies in Germany and Romania. *Ecoforum Journal, 6*(1), 1-8. Retrieved from http://ecoforumjournal.ro/index.php/eco/index

Bechan, B., Watson, W. T., & Tse, D. (2017). *2016 Global talent management and rewards global workforce studies.* Retrieved from http://www.decusoft.com/wp-content/

Becker, S., & Broad, S. (2014). The seven trends impacting today's workplace. *TINYpulse.* Retrieved from https://cdn2.hubspot.net/hub/443262/file-2492854670-pdf/Employee_Engagement__Organizational_Culture_Report.pdf?t=1434127674349

Bedarkar, M., & Pandita, D. (2014). A study on the drivers of employee engagement impacting employee performance. *Procedia-Social and Behavioral Sciences*, *133*, 106-115. doi:10.1016/j.sbspro.2014.04.174

Beer, M., Finnström, M., & Schrader, D. (2016). Why leadership training fails—and what to do about it. *Harvard Business Review*, *94*(10), 50-57. Retrieved from https://www.visionmind.it/images/VisionMind/informazione/eventi/Why-Leadership-Training-Fails-and-What-to-Do-About-It.pdf

Bhatnagar, J., & Biswas, S. (2012). The mediator analysis of psychological contract: Relationship with employee engagement and organizational commitment. *International Journal of Indian Culture and Business Management*, *5*(6), 1-22. doi:10.1504/IJICBM.2012.049340

Bickerstaff, S., & Cormier, M. S. (2015). Examining faculty questions to facilitate
   instructional improvement in higher education. *Studies in Educational Evaluation,
   46*, 74–80. doi:10.1016/j.stueduc.2014.11.004

Biniecki, S. M. (2015). Adults' perceptions of knowledge construction as participants
   innonformal world affairs programs: An interpretive study. *Adult
   EducationQuarterly: A Journal of Research and Theory*, *65*(2), 116–132.
   Retrieved from http://journals.sagepub.com/home/aeq

Biswakarma, G., & Khanal, P. K. (2015). Employee perceived leadership style and their
   engagement: An empirical study of private sector commercial bank of Nepal.
   International Journal of Management & Behavioural Sciences, *6*, 57-89.
   Retrieved from https://www.researchgate.net/profile/Moitreyee_Paul/publication

BlessingWhite. (2013). *Employee engagement research report*. Retrieved from
   https://blessingwhite.com/employee-engagement-research-report-update-jan-
   2013/

Bligh, M. C. (2017). Leadership and trust. In *Leadership today* (pp. 21-42). New York,
   NY: Springer, Cham. doi:10.1007/978-3-319-56955-0_3

Bond-Barnard, T. J., Fletcher, L., & Steyn, H. (2018). Linking trust and collaboration in
   project teams to project management success. *International Journal of Managing
   Projects in Business*, *11*(2), 432-457. doi:10.1108/IJMPB-06-2017-0068

Boylan, M., & Demack, S. (2018) Innovation, evaluation design and typologies of
   professional learning. *Educational Research 60*(3), 336-356.
   doi.org/10.1080/19415257.2017.1306789

Breen, L., Roberts, L., Mathew, D., Tariq, Z., Arif, I., Mubin, F., & Aziz, F. (2016). Time for management training? Investigating the support for the continuous professional development of critical management skills amongst community and hospital pharmacists. *Health Service Research in Pharmacy Practice (Conference), Pharmacy Research UK, Reading, April 2016.* Retrieved from http://www.pharmacyresearchuk.org/training-and-events/health-services-research-pharmacy-practice/

Breevaart, K., Bakker, A. B., Demerouti, E., & Hetland, J. (2015). The measurement of state work engagement. *European Journal of Psychological Assessment, 28*(4), 305-312. doi:10.1027/1015-5759/a000258

Brinkmann, S. (2014). Interview. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1008-1010). Berlin: Springer. doi:10.1007/978-1-4614-5583-7_161

Brown, D., Bersin, J., Gosling, W., & Sloan, N. (2016). Engagement: Always on. *Global Human Capital Trends*, *8*(4), 47-54. Retrieved from https://www2.deloitte.com/content/dam/

Brown, N. W. (2018). *Psychoeducational groups: Process and practice*. Routledge. doi:10.4324/9781315169590

Brown, S. P., & Leigh, T. W. (1996). A new look at psychological climate and its relationship to job involvement, effort, and performance. *Journal of Applied Psychology*, *81*, 359-368. doi:10.1.1.472.821

Brue, K. L., & Brue, S. A. (2016). Experiences and outcomes of a women's leadership development program: A phenomenological investigation. *Journal of Leadership Education*, *15*(3), 112-114. doi:10.12806/V15/I3/R2

Bureau of Labor Statistics. (2016). *Job openings and labor turnover survey highlights August 2016.* Retrieved from https://books.google.com/books?id=TJN4CgAAQBAJ&pg=PT587&lpg=PT587&dq

Caffarella, R. S., & Daffron, S. R. (2013). *Planning programs for adult learners: A practical guide*. New York, NY: John Wiley & Sons. doi:10.1177/1045159515594148

Carlson, T., Barnes, H. M., & McCreanor, T. (2017). Kaupapa Māori evaluation: A collaborative journey. *Evaluation Matters—He Take Tō Te Aromatawai*, *3*, 67-99. doi:10.18296/em.0023

Chiaburu, D. S., Diaz, I., & DeVos, A. (2013). Employee alienation: relationships with careerism and career satisfaction. *Journal of Managerial Psychology*, *28*(1), 4-20. doi:10.1108/02683941311298832

Chuang, S. (2019). Exploring women-only training program for gender equality and women's continuous professional development in the workplace. *Higher Education, Skills and Work-Based Learning*, *9*(3), 359-373. doi:10.1108/heswbl-01-2018-0001

Chun, J. U., Lee, D., & Sosik, J. J. (2018). Leader negative feedback-seeking and leader effectiveness in leader-subordinate relationships: The paradoxical role of

subordinate expertise. *The Leadership Quarterly*, *29*(4), 501-512. doi:10.1016/j.leaqua.2017.11.001

Cohen, E. (2017). Employee training and development. In E. Cohen (Ed.), *CSR for HR: A necessary partnership for advancing responsible business practices* (pp. 153-162). London: Routledge. doi:10.9774/gleaf.978-1-907643-30-9_10

Colombo, M. G., & Grilli, L. (2013). The creation of a middle management level by entrepreneurial ventures: Testing economic theories of organizational design. *Journal of Economics & Management Strategy, 22*, 390–422. doi:10.1111/10.1111/gems.2013.22

Combs, J. P., Harris, S., & Edmonson, S. (2015). Four essential practices for building trust. *Educational Leadership*, *72*(7), 18-22. doi:10.4324/9781315170176-1

Cook, S. (2012). *The essential guide to employee engagement*. Kogan Page. London Retrieved from http://static1.squarespace.com/static/

Cooperrider, D. L., & Fry, R. (Eds.). (2013). *The positive psychology of sustainable enterprise*. Austin: Greenleaf Publications. doi:10.9774/gleaf.4700.2012.su.00002

Cormier, S. M., & Hagman, J. D. (2014). *Transfer of learning: Contemporary research and applications*. Cambridge: Academic Press. doi:10.1016/b978-0-12-188950-0.50007-2

Courtney, S. (2018). *Why adults learn: Towards a theory of participation in adult education*. London: Routledge. doi:10.1007/978-3-319-31036-7_2

Cox, E., Bachkirova, T., & Clutterbuck, D. A. (2014). *The complete handbook of coaching*. London: Sage. doi:10.1080/17521880903541620

Crabtree, S. (2013, October 8 Last Modified). *Worldwide, 13% of employees are engaged at work.* Retrieved from http://www.gallup.com/poll/

Crawford, E. R., Rich, B. L., Buckman, B., & Bergeron, J. (2014). The antecedents and drivers of employee engagement. *Employee Engagement in Theory and Practice*, *57- 81*. doi*:*10.1108/JWL-09-2013-0063

Crawshaw, J. R., & Game, A. (2015). The role of line managers in employee career management: An attachment theory perspective. *International Journal of Human Resource Management*, *26*(9), 1182-1203. doi:10.1080/09585192.2014.934886

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thousand Oaks, CA: Sage Publications, Inc. doi:10.7748/nr.12.1.82.s2

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks: CA: Sage doi:10.5539/elt.v12n5p40

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications. doi: 10.13187/rjs.2017.1.30

Cruess, R. L., Cruess, S. R., & Steinert, Y. (Eds.). (2016). *Teaching medical professionalism: supporting the development of a professional identity*. Cambridge: Cambridge University Press. doi:10.1017/cbo9781316178485.011

Csikszentmihalyi, M. (2014). *Applications of flow in human development and education.* Netherlands: Science + Business Media. doi:10.1007/978-94-017-9094-9

Cullen-Lester, K. L., Woehler, M. L., & Willburn, P. (2016). Network-based leadership development: A guiding framework and resources for management

educators. *Journal of Management Education*, *40*(3), 321-358. doi:10.1177/1052562915624124

Curran, V., Gustafson, D. L., Simmons, K., Lannon, H., Wang, C., Garmsiri, M., ... & Wetsch, L. (2019). Adult learners' perceptions of self-directed learning and digital technology usage in continuing professional education: An update for the digital age. *Journal of Adult and Continuing Education*. doi:10.1177%2F1477971419827318.

Dailey-Hebert, A., Mandernach, B. J., Donnelli-Sallee, E., & Norris, V. R. (2014). Expectations, motivations, and barriers to professional development: Perspectives from adjunct instructors teaching online. *Journal of Faculty Development*, *28*(1), 67–82. Retrieved from https://www.ingentaconnect.com/content/nfp/jfd/

Daniel, G. W., & Kyle, J. H. (2015). Types of informal learning in cross-organizational collegial conversations. *Journal of Workplace Learning, 27*(8), 596-610. doi:10.1108/JWL-09-2014-0070

Davidson, N., & Major, C. (2014). Boundary crossings: cooperative learning, collaborative learning, and problem-based learning. *Journal on Excellence in College Teaching*, *25*(3/4), 7-55. Retrieved from http://northweststate.edu/wp-content/uploads/files/BoundaryCrossings.pdf

Davidson-Shivers, G. V., Rasmussen, K. L., & Lowenthal, P. R. (2018). Conducting summative evaluation and research: The final stage. In Davidson-Shivers, G.V., Rasmussen K.L., & Lowenthal, P.R. (Eds.) *Web-based Learning* (pp. 327-352). Cham: Springer. doi:10.1007/978-3-319-67840-5_10

Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of Personality and Social Psychology, 18*(1), 105-115. doi:10.1037/h0030644

Delaney, H. (2017). *The Routledge companion to leadership: Identity work in leadership development.* New York: NY: Routledge. doi:10.4324/9781315739854

Delaney, M. L., & Royal, M. A. (2017). Breaking engagement apart: The role of intrinsic and extrinsic motivation in engagement strategies. *Industrial and Organizational Psychology, 10*(1), 127-140. doi:10.1017/iop.2017.2

DeVos, A. N. S., & Cambre, B. (2016). Career management in high-performing organizations: A set theoretic approach. *Human Resource Management, 56*(3), 501-518. doi:10.1080/09585192.2011.573965

Dollard, M. F., & Idris, M. A. (2017). Climate congruence: How espoused psychosocial safety climate and enacted managerial support affect emotional exhaustion and work engagement. *Safety Science*, *96*, 132-133. doi:10.1016/j.ssci.2017.03.023

Doore, B., Jorgensen, B., Doore, S., & Mason, C. A. (2013). Teacher evaluation and professional growth systems: A national review of models, approaches and challenges. Orono, ME: University of Maine. Retrieved from https://usm.maine.edu/ sites/default/

DuBois, L., & Karcher, M. J. (2013). *Handbook of youth mentoring*. London: Sage. doi:10.4135/9781412996907

Duncan, A. C. (2013). *The roi of mentoring, coaching, and other employee development programs (white paper).* Retrieved from http://docplayer.net

Edelbro, C., Eitzenberger, A., Edström, K., Jonsson, K., & Svedberg, E. (2017). Engaging with program stakeholders to support program development. In *The 13th International CDIO Conference, June 18-22, 2017, University of Calgary, Canada*. Retrieved from http://www.cdio.org/knowledge-library/documents/engaging-industry-stakeholders-support-program-development

Eisenberger, R., Malone, G. P., & Presson, W. D. (2016). Optimizing perceived organizational support to enhance employee engagement. *Society for Human Resource Management and Society for Industrial and Organizational Psychology*, *23*(2), 2-22. Retrieved from https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/

Eldor, L., & Vigada-Gadot, E. (2017). The nature of employee engagement: Rethinking the employee-organization relationship. *The International Journal of Human Resource Management, 28*(3), 526-552. doi:10.1080/09585192.2016.1180312

Elliott, R. W. (2014). Faculty development curriculum: What informs it? *Journal of Faculty Development, 28*(3), 35–45. Retrieved from https://www.ingentaconnect.com/content/

England, T., Nagel, G. L., & Salter, S. P. (2019). Using Soft Skills in the Electronic Business World: A Case Study Approach. *SSRN. doi:10*.2139/ssrn.3323448

Erickson, R. A. (2016). Communication and employee retention. *International Encyclopedia of Interpersonal Communication*, 1-10. doi:10.1002/9781118540190.wbeic239

Evans, L. (2019). Implicit and informal professional development: what it 'looks like', how it occurs, and why we need to research it. *Professional Development in Education*, *45*(1), 3-16. doi:10.1080/19415257.2018.1441172

Evers, A. T., van der Heijden, B. I., Kreijns, K., & Vermeulen, M. (2016). Job demands, job resources, and flexible competence: The mediating role of teachers' professional development at work. *Journal of Career Development*, *43*(3), 227-243. doi:10.1177/0894845315597473

Fernandez, R., Peyton, J. K., & Schaetzel, K. (2017). A survey of writing instruction in adult ESL programs: Are teaching practices meeting adult learner needs? *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*, *6*(2), 5. Retrieved from https://www.researchgate.net/profile/ Kirsten_ Schaetzel/publication/

Firdinata, R., & Hendriyani, H. (2018). Predicting employee engagement: A study among millennials. In *Proceedings of the Social and Humaniora Research Symposium (SoRes 2018)*. Atlantis Press. doi:10.2991/sores-18.2019.25

Fletcher, L. (2019). How can personal development lead to increased engagement? The roles of meaningfulness and perceived line manager relations. *The International Journal of Human Resource Management*, *30*(7), 1203-1226. doi:10.1080/09585192.2016.1184177

Fletcher, L., Alfes, K., & Robinson, D. (2018). The relationship between perceived training and development and employee retention: the mediating role of work

attitudes. *The International Journal of Human Resource Management*, *29*(18), 2701-2728. doi:10.1080/09585192.2016.1262888

Flick, U. (2015). *Introducing research methodology: A beginner's guide to doing a research project.* London: Sage. doi:10.1177/136078041602100204

Folkman, J. (2017, May). 13 ways to regularly support your employees' personal development. *Forbes Coaches Council*. Retrieved from https://www.forbes.com/sites/forbescoachescouncil/

Ford, J. K. (2014). *Improving training effectiveness in training organizations*. Hoboken: Taylor and Francis. doi:10.4324/9781315806662

Fredrickson, B. L. (1998). What good are positive emotions? *Review of General Psychology*, *2*, 300-319. doi:10.1037/1089-2680.2.3.300

Frich, J. C., Brewster, A. L., Cherlin, E. J., & Bradley, E. H. (2015). Leadership development programs for physicians: a systematic review. *Journal of general internal medicine*, *30*(5), 656-674. doi:10.1007/s11606-014-3141-1

Ghosh, P., Chauhan, R., & Rai, A. (2015). Supervisor support in transfer of training: Looking back at past research. *Industrial and Commercial Training, 47*(4), 201 207. doi:10.1108/ict-11-2014-0071

Grant, T. A., & Voorhees, R. A. (2018). Summative Evaluation.

Greene, R. J. (2018). *Rewarding performance: Guiding principles; custom strategies*. London: Routledge. doi:10.4324/9780429429019-6

Grossman, R., & Burke-Smalley, L. A. (2018). Context-dependent accountability strategies to improve the transfer of training: A proposed theoretical model and

research propositions. *Human Resource Management Review*, *28*(2), 234-247. doi:10.1016/j.hrmr.2017.08.001

Gruman, J. A., & Saks, A. M. (2015). Employee engagement, human resource management practices and competitive advantage: An integrated approach. *Journal of Organizational Effectiveness: People and Performance, 2*(1), 7-35. doi:10.1108/JOEPP-08-2014-0042

Guest, G., Namey, E., Taylor, J., Eley, N., & McKenna, K. (2017). Comparing focus groups and individual interviews: findings from a randomized study. *International Journal of Social Research Methodology 20*(6), 1-16. doi: 10.1080/13645579.2017.1281601

Hanaysha, J. (2016). Improving employee productivity through work engagement: Evidence from higher education sector. *Management Science Letters, 6*(1), 61-70. doi:10.5267/j.msl.2015.11.006

Harper, M., & Cole, P. (2012). Member checking: can benefits be gained similar to group therapy? *The Qualitative Report*, *17*(2), 510-517. doi:10.1177/1049732316654870

Hatcher, K. (2014). Don't just train your employees, engage them! *EHS Today, 7*(6), 41-42. Retrieved from https://www.ehstoday.com/train-employee-engagement

Hatipoglu, B., & Inelmen, K. (2018). Demographic diversity in the workplace and its impact on employee voice: The role of trust in the employer. *International Journal of Human Resource Management*, *29*(5), 970-994. doi:10.1080/09585192.2017.1322120

Hernandez-Espallardo, M., Osorio-Tinoco, F., & Rodriguez-Orejuela, A. (2018). Improving firm performance through inter-organizational collaborative innovations: the key mediating role of the employee's job-related attitudes. *Management Decision*, *56*(6), 1167-1182. doi:10.1108/MD-02-2017-0151

Hinkelman, D. (2018). Evolution of Blended Learning. In Gruba, P. and Hinkelman, D. (Eds.) *Blending Technologies in Second Language Classrooms* (pp. 1-21). Palgrave Macmillan, London. doi:10.1057/978-1-137-53686-0_1

Hirschi, A., Nagy, N., Baumeler, F., Johnston, C. S., & Spurk, D. (2018). Assessing key predictors of career success: Development and validation of the Career Resources Questionnaire. *Journal of Career Assessment*, *26*(2), 338-358. doi:10.1177/1069072717695584

Holland, P., Cooper, B., & Sheehan, C. (2017). Employee voice, supervisor support, and engagement: the mediating role of trust. *Human Resource Management*, *56*(6), 915-929. doi:10.1002/hrm.21809

Hoogervorst, J. A. (2018). *Foundations of Enterprise Governance and Enterprise Engineering: Presenting the Employee-Centric Theory of Organization*. New York: Springer. doi:10.1007/978-3-319-72107-1

Hrastinski, S. (2019). What Do We Mean by Blended Learning? *TechTrends 63*(5), 1-6. doi:10.1007/s11528-019-00375-5

Illanes, P., Lund, S., Mourshed, M., Rutherford, S., & Tyreman, M. (2018). Retraining and reskilling workers in the age of automation. *McKinsey Global Institute.*

Retrieved from https://www. mckinsey. com/featured-insights/future-of-work/retraining-and-reskilling-workers-in-theage-of-automation, accessed, 29.

Illeris, K. (Ed.). (2018). *Contemporary theories of learning: learning theorists in their own words*. Routledge. doi:10.4324/9781315147277

Imperatori, B. (2017). *Engagement and disengagement at work: Drivers and organizational practices to sustain employee passion and performance*. New York: Springer. doi:10.1007/978-3-319-51886-2

Jain, H., Budhwar, P., Varma, A., & Ratnam, V. (2012). Human resource management in the new economy in India. *International Journal of Human Resource Management, 23*(5), 887-891. doi:10.1080/09585192.2012.651295

Jamali, D. R., El-Dirani, A. M., & Harwood, I. A. (2015). Exploring human resource management roles in corporate social responsibility: the CSR-HRM co-creation model. *Business Ethics: A European Review*, *24*(2), 125-143. doi:10.1111/beer.12085

Johnson, I. (2018). Communication huddles: The secret of team success. *Journal of Continuing Education in Nursing*, *49*(10), 451-453. doi:10.3928/00220124-20180918-04

Johnson, S., Robertson, I., & Cooper, C. L. (2018). Well-being and employee engagement. In S. Johnson, I. Robertson, & C.L. Cooper (Eds.), *WELL-BEING* (pp. 31-42). Cham: Palgrave Macmillan. doi:10.1007/978-3-319-62548-5_3

Johnson, S. J., Blackman, D. A., & Buick, F. (2018). The 70: 20: 10 framework and the transfer of learning. *Human Resource Development Quarterly*, *29*(4), 383-402. doi:10.1002/hrdq.21330

Johnson, W. L. (2015). Constructing virtual role-play simulations. *Design Recommendations for Adaptive Intelligent Tutoring Systems: Authoring Tools*, *3*, 211-226. Retrieved from https://www.researchgate.net/profile/Robert_Sottilare/publication/

Joo, B. K. B., McLean, G. N., & Yang, B. (2013). Creativity and human resource development an integrative literature review and a conceptual framework for future research. *Human Resource Development Review*, *12*(4), 390-421. doi:10.1057/9781137465191

Jung, H. S., & Yoon, H. H. (2016). What does work meaning to hospitality employees? The effects of meaningful work on employees' organizational commitment: The mediating role of job engagement. *International Journal of Hospitality Management, 53*, 59-68. doi:10.1016/j.ijhm.2011.06.008

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal, 33*(4), 692-724. doi:10.2307/256287

Kallestrup, M. (2018). Learning effects of negotiation simulations: Evidence from different Ssudent cohorts. In P. Bursens, V. Donche, D. Gijbels, & P/ Spporen (Eds.), *Simulations of Decision-Making as Active Learning Tools* (pp. 165-182). Cham: Springer. doi:10.1007/978-3-319-74147-5_13

Katz, I., Eilam-Shamir, G., Kark, R., & Berson, Y. (2018). Introduction: From leader-centric to collective leadership. In I. Katz, G. Eilam-Shamir, K. Ronit, & Y. Benson (Eds.), *Leadership Now: Reflections on the Legacy of Boas Shamir* (pp. 1-6). Bingley: Emerald Publishing Limited. doi:10.1108/S1479-357120180000009001

Kaye, B., & Evans, S. (2014). *Love em or lose em: Getting good people to stay* (5th ed.). San Francisco: Berrett Koehler. doi:10.1108/01435120810855368

Kehoe, R. R., & Wright, P. M. (2013). The impact of high-performance human resource practices on employees' attitudes and behaviors. *Journal of Management*, *39*(2), 366-391. doi:10.1177/0149206310365901

Kelly Services. (2017). *Kelly Global Workforce Trends Index 2016.* Retrieved from https://www.kellyservices.com/global/workforce-trends/workforce-trends-reports/kgwi/

Kennedy, M. M. (2016). How does professional development improve teaching? *Review of Educational Research, 86*(4), 954-980. doi:10.3102/0034654315626800

Kezar, A., & Maxey, D. (2014). Faculty matter: So why doesn't everyone think so? *Thought and Action, Fall 2014,* 29–44. Retrieved from https://www.nea.org/assets/docs/HE/e-Kezar.pdf

Kiemer, K., Gröschner, A., Kunter, M., & Seidel, T. (2018). Instructional and motivational classroom discourse and their relationship with teacher autonomy and competence support—findings from teacher professional development.

European Journal of Psychology of Education, 33(2), 377-402.
doi:10.1007/s10212-016-0324-7

Kim, K. Y., Eisenberger, R., & Baik, K. (2016). Perceived organizational support and affective organizational commitment: Moderating influence of perceived organizational competence. *Journal of Organizational Behavior*, *37*(4), 558-583. doi:10.1002/job.2081

Kirkpatrick, D. L. (1998). *Evaluating training programs, the four levels* (2nd ed.). San Francisco: Berrett-Koehler. doi:10.1007/978-94-011-4850-4_5

Knowles, M. S. (1970). *The modem practice of adult education: Andragogy vs. pedagogy.* New York: Association Press. doi:10.1080/0034408770720210

Koellner, K., & Jacobs, J. (2015). Distinguishing models of professional development: The case of an adaptive model's impact on teachers' knowledge, instruction, and student achievement. *Journal of Teacher Education*, *66*(1), 51-67. doi:10.1177/0022487114549599

Komives, S. R., & Wagner, W. (Eds.). (2016). *Leadership for a better world: Understanding the social change model of leadership development*. Hoboken: John Wiley & Sons. doi:10.1353/csd.0.0140

Kruse, K. (2012). *Employee engagement 2.0*. Richboro, PA: The Kruse Group.

Kwiatkowski, C. (2019). Effective Team Leader and Interpersonal Communication Skills. In W. Strielkowski (Ed.), *Sustainable Leadership for Entrepreneurs and Academics* (pp. 121-130). Springer, Cham. doi:10.1007/978-3-030-15495-0_13

Lancaster, S., DiMilia, L., & Cameron, R. (2013). Supervisor behaviours that facilitate

training transfer. *Journal of Workplace Learning, 25*(1), 6-22. doi:10.1108/13
665621311288458

Lau, P. Y., Lee, C. K., & Ho, C. (2019). University student engagement in
learning, *Education + Training, 61*(3), 342-358. doi:10.1108/ET-02-2018-0045

Lehmann-Willenbrock, N., Rogelberg, S. G., Allen, J. A., & Kello, J. E. (2018). The
critical importance of meetings to leader and organizational
success. *Organizational Dynamics*, *47*(1), 32-36.
doi:10.1016/j.orgdyn.2017.07.005

Leonard, K. (2019). The Roles of Stakeholders in the Planning Process. *Small Business -
Chron.com*. Retrieved from http://smallbusiness.chron.com/roles-stakeholders-
planning-process-32051.html

Lesenyeho, D. L., Barkhuizen, N. E., & Schutte, N. E. (2018). Exploring the causal
relationship between the antecedents and consequences of talent management for
early career academics in South African higher education institutions. *SA Journal
of Human Resource Management*, *16*(1), 1-10. doi:10.4102/sajhrm.v16i0.912

Levine, T., Howard, E., & Moss, D. (Eds.). (2014). *Preparing classroom teachers to
succeed with second language learners: Lessons from a faculty learning
community*. London: Routledge. doi:10.4324/9780203766590

Lino, D. (2014). Early childhood teacher education: How to enhance professional
development. *Journal Plus Education / Educatia Plus, 11*(2), 200-209. Retrieved
from http://www.uav.ro/jour/index.php/jpe

Lyulyaeva, N. A., & Shapiro, E. D. (2018). Blended learning in teaching EFL to different age groups. *The Impact of Information on Modern Humans*, *622*, 380. doi:101007/978-3-31975383-6_49

Mann, A., & Harter, J. (2016). The worldwide employee engagement crisis. *Gallup Business Journa, 7*. Retrieved from http://news.gallup.com/businessjournal/188033/ worldwide-employee-engagement-crisis.aspx

Marinova, S., Van Dyne, L., & Moon, H. (2015). Are good citizen's good transformational leaders as well? An employee-centric perspective on transformational leadership. *Group & Organization Management*, *40*(1), 62-87. doi:10.1177/1059601114561257

Marrocco, M. M. (2009). Understanding and promoting transformative learning: A guide for educators of adults. *Canadian Journal of University Continuing Education, 35*(2). doi:10.21225/D5Z59X

Maslow, A. H. (1943). A theory of human motivation. *Psychology Review, 50,* 370-396. doi:10.1037/h0054346

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach.* Thousand Oaks, CA: Sage. doi:10.1093/obo/9780199756810-0126

McCaffery, P. (2018). *The higher education manager's handbook: effective leadership and management in universities and colleges*. London: Routledge. doi:10.4324/9781351249744

McChesney, K., & Aldridge, J. M. (2019). A review of practitioner-led evaluation of teacher professional development. *Professional Development in Education*, *45*(2), 307-324. doi:10.1080/19415257.2018.1452782

McCormick, R., & James, M. (2018). *Curriculum evaluation in schools*. London: Routledge. doi:10.4324/9780429454233

McKeough, A., Lupart, J. L., & Marini, A. (2013). *Teaching for transfer: Fostering generalization in learning*. London: Routledge. Retrieved from https://www.routledge.com/Teaching-for-Transfer-Fostering-Generalization-in-Learning-1st-Edition/McKeough-Lupart-Marini/p/book/9781315044736

McPolin, M. J. (2014). *Leadership requirements for successful large-scale cultural change using continuous process improvement methods: A mixed methods research study* (Doctoral dissertation, Colorado Technical University). Retrieved from https://search.proquest.com/openview/b8a554438b5333f64b2b564b9004ecfa/1?pq-origsite=gscholar&cbl=18750&diss=y

Men, L. R., & Yue, C. A. (2019). Creating a positive emotional culture: Effect of internal communication and impact on employee supportive behaviors. *Public Relations Review, 45*(3). doi:10.1016/j.pubrev.2019.03.001

Merriam, S. B. (2018). Adult learning theory: Evolution and future directions. In Illeris, K. (Ed.,), *Contemporary theories of learning* (pp. 83-96). London: Routledge.

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. Hoboken: John Wiley & Sons.

Mertens, D. M., & Wilson, A. T. (2018). *Program evaluation theory and practice*. New York: Guilford Publications.

Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Thousand Oaks, CA: Sage. doi:10.4135/9781452231556

Mezirow, J. (2018). Transformative learning theory. In K. Illeris (Ed.), *Contemporary Theories of Learning* (pp. 114-128). London: Routledge. doi:10.4324/9781315147277

Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis*. London: Sage. doi:10.1177%2F239700221402800402

Miller, J. R., Cih, C., & Hammond, D. (2015). *Guide for collecting and analyzing qualitative data for safety culture evaluations.* Thousand Oaks, CA: Sage.

Mirvis, P. (2012) Employee engagement and CSR: Transactional, relational, and developmental approaches. *California Management Review*, 54, 93-117. doi:10.1525/cmr.2012.54.4.93

Mirvis, P., Herrera, M. E. B., Googins, B., & Albareda, L. (2016). Corporate social innovation: How firms learn to innovate for the greater good. *Journal of Business Research*, *69*(11), 5014-5021. Retrieved from http://www.sciencedirect.com/science /article/pii/S0148296316302363

Mohammed, A. (2015). The Impact of Talent Management on Employee Engagement, Retention and Value Addition in achieving Organizational Performance. *International Journal of Core Engineering & Management*, *1*(12), 142-152. Retrieved from https://www.researchgate.net/profile/Abdulquddus_Mohammad/

Mone, E., & London, M. (2014). *Employee engagement through effective performance management: A practical guide for managers.* London: Routledge Publishing. doi:10.4324/9781315820057

Mone, E., & London, M. (2018). *Employee engagement through effective performance management: A practical guide for managers*. London: Routledge. doi:10.4324/9781315626529

Morris, J. (2016). Examining employee engagement to predict retention rates. Sr. Projects. Paper 7. Retrieved from http://scholarworks.gvsu.edu/lib_seniorprojects/7

Mujahid, A., & Ozminkowski, R. J. (2016). Demographic trends and implications of the aging workforce, with some policy options for consideration. In Antonious, A., Burket, R.J., & Cooper, C.L. (Eds.,) *The aging workforce handbook: Individual, organizational, and societal challenges* (pp. 441-467). Bingley: Emerald Group Publishing Limited. doi:10.1108/978-1-78635-448-820161018

Müller-Christ, G. (2019). Inquiry-based learning in business administration. In H.A. Mieg (Ed.), *Inquiry-based learning–undergraduate research* (pp. 261-269). Cham: Springe. doi:10.1007/978-3-030-14223-0_24

Naim, M. F., & Lenkla, U. (2016). Knowledge sharing as an intervention for Gen Y employees' intention to stay. *Industrial and Commercial Training*, *48*(3), 142-148. doi:10.1108/ICT-01-2015-0011

Nasreen, A., & Odhiambo, G. (2018). The continuous professional development of school principals: Current practices in Pakistan. *Bulletin of Education and*

Research, *40*(1), 245-266. Retrieved from

http://pu.edu.pk/images/journal/ier/PDF-FILES/18_40_1_18.pdf

Nerstad, C. G., Dysvik, A., Kuvaas, B., & Buch, R. (2018). Negative and positive

synergies: On employee development practices, motivational climate, and

employee outcomes. *Human Resource Management, 57*(5), 1285-1302.

doi:10.1002/hrm.21904

Noh, M., Kim, H., & Jang, H. (2014). Learning performance and business performance of

knowledge management organizations: The moderating effect of technology

capability. *Information Development*, *32*(3), 1-18.

doi:10.1177/0266666914564629

Nomakuchi, T., Sakoda, K., & Takahashi, M. (2013). A study about the advantage of

acquiring role models through job shadowing. *CERI2013 Proceedings*, 6430-

6440. Retrieved from https://library.iated.org/view/NOMAKUCHI2013AST

O'Boyle, E., & Harter, J. (2013). *State of the American workplace: Employee*

engagement

insights for US business leaders. Washington, DC: Gallup. Retrieved from

www.gallup.com/reports/199961/state-american-workplace-report-2017.aspx

Ologbo, A. C., & Sofian, S. (2013). Individual and organizational factors of employee

engagement on employee work outcomes. *International Journal of Business and*

Behavioral Sciences, *3*(3), 1-9. Retrieved from http://iiste.org/Journals/index.

php/EJBM/article/viewFile/265/150

Palis, A. G., & Quiros, P. A. (2014). Adult learning principles and presentation pearls. *Middle East African Journal of Opthamology, 21*(2), 114-122. doi:10.4103/0974-9233.129748

Patil, M., & Meena, M. (2018). Effect of practicing experiential learning (Like online learning-ICT) in engineering education. *Journal of Engineering Education Transformations*, *31*(3), 95-101. doi:10.16920/jeet/2018/v31i3/120770

Patton, M. Q. (2018). *Principles-focused evaluation: The GUIDE*. New York: Guilford Press. doi:10.1177/1035719x18785028

Perry, E., & Boylan, M. (2018). Developing the developers: supporting and researching the learning of professional development facilitators. *Professional Development in Education*, *44*(2), 254-271. doi:10.1080/19415257.2017.1287767

Peters, L. (2019). Corporate culture and people-centric leadership at Beryl: An interview with Paul Spiegelman. In L. Peters (Ed.), *The Simple Truths About Leadership* (pp. 139-151). Cham: Palgrave Macmillian. doi:10.1007/978-3-030-03958-5_11

Phillips, J., Phillips, P., & Ray, R. (2012). *Measuring leadership development: Quantify your program's impact and ROI on organizational performance*. New York: McGraw-Hill Publishing. doi:10.4324/9780080572659

Phillips, J. J., & Phillips, P. P. (2016). *Handbook of training evaluation and measurement methods*. London: Routledge. doi:10.4324/9781315757230

Pickett, A. (2019). [Understanding and promoting transformative learning: A guide to theory and practice by Cranton, P.]. *Adult Education Quarterly 69*(4): 349-351. doi:10.1177%2F0741713619829451

Podnar, K., Kohont, A., & Jancˇicˇ, Z. (2017). Employee development in the international arena: internal marketing and human resource management perspectives. *Strategic International Marketing: An Advanced Perspective*, 153. doi:10.1007/978-0-230-35664-1_10

Presbitero, A. (2017). How do changes in human resource management practices influence employee engagement? A longitudinal study in a hotel chain in the Philippines. *Journal of Human Resources in Hospitality & Tourism*, *16*(1), 56-70. doi:10.1080/15332845.2016.1202061

Pulakos, E. D., Mueller-Hanson, R., & Arad, S. (2019). The evolution of performance management: Searching for value. *Annual Review of Organizational Psychology and Organizational Behavior*, *6*, 249-271. doi:10.1146/annurev-orgpsych-012218-015009

Reichard, R. J., Serrano, S. A., & Wefald, A. (2013). Engaging followers at a distance: Leadership approaches at work. In M.C. Blingh & R.E. Riggio (Eds.), *Exploring distance in leader-follower relationships: When near is far and far is near* (pp. 109-135). London: Routledge. Retrieved from https://issuu.com/thedavinciinstitute/docs/fostering_and_managing_engagement_a/15

Reilly, R. (2014, January). Five ways to improve employee engagement now. *Gallup.* Retrieved from www.gallup.com/businessjournal/

Resick, C. J., Baltes, B. B., & Shantz, C. W. (2007). Person-organization fit and work related attitudes and decisions: Examining interactive effects with job fit and

conscientiousness. *Journal of Applied Psychology*, *92*(5), 1446-1455.

doi:10.1007/978-94-007-0753-5_2155

Rich, B. L., LePine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and

effects on job performance. *Academy of Management Journal*, *53*(3), 617-635.

doi:10.1177/1523422311431220

Roberts, D. (2013). *Using engagement analytics to improve organizational performance:

Employee relations today*. Hoboken: Wiley Periodicals.

doi.org/10.1002/ert.21422

Ruch, G. (2018). The contemporary context of relationship-based practice. Retrieved

from https://www.jkp.com/uk/relationship-based-social-work

Sai, M. G., & Sayee, M. R. (2018). Victory through organization: Why the war for talent

is failing your company and what you can do about it by Dave Ulrich, David

Kryscynski, Mike Ulrich, Wayne Brockbank. *The Journal of Values-Based

Leadership*, *11*(1), 14. doi:10.22543/0733.111.1212

Salas, E., Salazar, M. R., Feitosa, J., & William, S. (2014). Collaboration and

conflict in work teams. In B. Schneider & K.M. Barbera (Eds.), *The Oxford

Hanbook of Organizational Climate and Culture* Oxford: Oxford University

Press. doi:10.1093/oxfordhb/9780199860715.013.0020

Sanborn, P., & Oehler, K. (2014). *2014 Trends in Global Employee Engagement*.

Retrieved from http://www.aon.com/

Schiemann, W. A. (2014). From talent management to talent optimization. *Journal of

World Business*, *49*(2), 281-288. doi:10.1016/j.jwb.2013.11.012

Sellu, G., & Ching, C. C. (2019). The effectiveness of learning communities in increasing employee learning. In V.H. Kenon & S.V. Palsole (Eds.), *The Wiley Handbook of Global Workplace Learning* (pp. 501-519). Hoboken: Wiley. doi:10.1002/9781119227793

Sharma, M. (2018). A case report of formative and summative evaluations of a graduate course on foundations of health promotion for Masters of Public Health Students. *Social Behavior Research & Health*, *2*(2), 275-286. doi:10.18502/sbrh.v2i2.289

Shavelson, R. J. (2018). Methodological perspectives: Standardized (summative) or contextualized (formative) evaluation?. *education policy analysis archives*, *26*(48). doi:10.14507/epaa.26.3813

Shuck, B., Ghosh, R., Zigarmi, D., & Nimon, K. (2013). The jingle jangle of employee engagement further exploration of the emerging construct and implications for workplace learning and performance. *Human Resource Development Review*, *12*(1), 11-35. doi:10.1037/h0055617

Shuck, B., & Reio, T. G., Jr. (2014). Employee engagement and well-being: A moderation model and implications for practice. *Journal of Leadership & Organizational Studies*, *21*(1), 43-58. doi:10.1177/1548051813494240

Sitzmann, T., & Weinhardt, J. M. (2018). Training engagement theory: A multilevel perspective on the effectiveness of work-related training. *Journal of Management*, *44*(2), 732-756. doi:10.1177%2F0149206315574596

Smith, E. (2017). Andragogy – Adult Learning Theory (Knowles). Retrieved from https://www.learning-theories.com/andragogy-adult-learning-theory-knowles.html.

Society for Human Resource Management. (2017). *Employee job satisfaction and engagement: Revitalizing a changing workforce*. Retrieved from https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/2016-Employee-Job-Satisfaction-and-Engagement-Report.pdf

Sogunro, O. A. (2015). Motivating factors for adult learners in higher education. *International Journal of Higher Education*, *4*(1), 22-37. doi:10.5430/ijhe.v4n1p22

Sparrow, P., & Cooper, C. L. (2012). *The employment relationship: Key challenges for HR*. London: Routledge.

Spaulding, D. T., Lodico, M. G., & Voegtle, K. H. (2013). *Methods in educational research: From theory to practice*. San Francisco: Jossey-Bass.

Steiner, P. (2014, August). The impact of the self-awareness process on learning and leading. New England Board of Higher Education. Retrieved from https://nebhe.org/journf-awareness-process-on-learning-and-leading/al/the-impact-of-the-sel

Sternberg, L., & Turnage, K. (2017). *Managing to make a difference: How to engage, retain, and develop talent for maximum performance*. Hoboken: John Wiley & Sons.

Storey, J. (Ed.). (2016). *Leadership in organizations: Current issues and key trends*. London: Routledge Publishing. doi:10.4324/9781315695792

Strupp, P. (2015). *Learning transfer in the workplace: A practical guide.* AchieveGlobal United Business Development S.A. Retrieved from https://slideplayer.com/slide/7324435/

Suprijandoko, F. (2018). Hypno-andragogy 2.0: Transformation Of learning process using hypnosis method in andragogy class. *PEOPLE: International Journal of Social Sciences*, *4*(3). doi:10.20319/pijss.2018.43.196207

Sylvain, C., Durand, M. J., Sanchez, A. V., Lessard, N., & Maillette, P. (2018). Development and Implementation of a Mental Health Work Rehabilitation Program: Results of a Developmental Evaluation. *Journal of Occupational Rehabilitation*, *29*(2),1-12. doi.org/10.1007/s10926-018-9783-9

Tahir, N. (2014). The impact of training and development on employees' performance and productivity. *International Journal of Academic Research in Business and Social Sciences, 4*(4). doi:10.6007/IJARBSS/v4-i4/756

Tanveer, K. (2016). Training and development program in Airtel. *The Status of Art Journal of Business and Management*, *18*(1), 74-88. doi:10.9790/487X-18117488

Thomas, D. R. (2017). Feedback from research participants: are member checks useful in qualitative research? *Qualitative Research in Psychology*, *14*(1), 23-41. doi:10.1080/14780887.2016.1219435

Thomas, P. A., Kern, D. E., Hughes, M. T., & Chen, B. Y. (Eds.). (2016). *Curriculum development for education: a six-step approach*. Baltimore: Johns Hopkins University Press.

Thompson, K. (2014). Honoring employees is good business. *Phi Kappa Phi Forum, 94*(2), 29-30. doi:10.12781/978-1-907549-23-6-

Tims, M., Bakker, A. B., & Derks, D. (2013). The impact of job crafting on job demands, job resources, and well-being. *Journal of Occupational Health Psychology*, *18*(2), 230. doi:10.1037/a0032141

Towler, A., Watson, A., & Surface, E. (2014). Signaling the importance of training. *Journal of Managerial Psychology, 29*(7), 829-849. doi:10.1108/JMP 03-2012-0092

Truex, D. (2016). ERP systems as facilitating and confounding factors in corporate mergers: The case of two Canadian telecommunications companies. *Systèmes d'Information et Management, 6(1)*, 1-14. Retrieved from https://nall.oise.utoronto.ca/res/63DuaneTruex.pdf

Tummers, L. G., & Knies, E. (2013). Leadership and meaningful work in the public sector. *Public Administration Review, 73*(6), 859-868. doi:10.1111/puar.12138

Turkel, M. C. (2014). Leading from the heart: Caring, love, peace, and values guiding leadership. *Nursing Science Quarterly, 27*(2), 172-177. doi:10.1177/0894318414522663

Turner, P. (2019). Leadership development practices. In P. Turner (Ed.), *Leadership in Healthcare* (pp. 295-324). Cham: Palgrave Macmillan. doi.org/10.1007/978-3-030-04387-2_11

Ulrich, D., & Brockbank, W. (2016). Creating a winning culture: next step for leading HR professionals. *Strategic HR Review*, *15*(2), 51-56. doi:10.1108/SHR-02-2016-0009

Urbancová, H., & Hudáková, M. (2015). Employee development in small and medium enterprises in the light of demographic evolution. *Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis*, *63*(3), 1043-1050. doi:10.11118/actaun201563031043

Vaiman, V., Scullion, H., & Collings, D. (2012). Talent management decision making. *Management Decision*, *50*(5), 925 – 941. doi.10.1177/0972262916668711

Van-Hecke, A., Verhaeghe, S., Beeckman, D., Pype, P., & Duprez, V. (2019). Criteria for reporting on development and evaluation of professional training interventions in health care (CRe-DEPTH). In CARE4 International Scientific Nursing and Midwifery Congress, Third Edition. Retrieved from http://hdl.handle.net/1854/LU-8599739

Van Steenbergen, E. F., van der Ven, C., Peeters, M. C., & Taris, T. W. (2018). Transitioning towards new ways of working: do job demands, job resources, burnout, and engagement change? *Psychological reports*, *121*(4), 736-766. doi:10.1177/0033294117740134

Vickers, M. (2008). *Learning's role in employee engagement: An ASTD research*

Study. Alexandria, VA: American Society for Training & Development. Retrieved from https://www.books24x7.com/marc.asp?bookid=31135

Villachica, S. W., Stieha, V., Giacumo, L., Becker, L., & Fenner, J. A. (2019). A formative evaluation of a master's-level career-coaching course for performance improvement students. *Performance Improvement Quarterly*. doi:10.1002/piq.21302

Virkar, S. (2016). Information and communication technology for government by design: The new digital media, actors, creative influences, and fields of play. In A. Lugmayr (Ed.), *Information Systems and Management in Media and Entertainment Industries* (pp. 47-79). Cham: Springer International Publishing. doi:10.1007/978-3-319-49407-4_3

Voogt, J., Laferriere, T., Breuleux, A., Itow, R. C., Hickey, D. T., & McKenney, S. (2015). Collaborative design as a form of professional development. *Instructional science*, *43*(2), 259-282. doi:10.1007/s11251-014-9340-7

Wagner, R., & Harter, J. K. (2006). The elements of great managing. The Gallup Organization. Retrieved from http://sa.berkeley.edu/sites/default/files/2013AbouttheQ12corequestions.pdf

Wang, H. J., Lu, C. Q., & Siu, O. L. (2015). Job insecurity and job performance: The moderating role of organizational justice and the mediating role of work engagement. *Journal of Applied Psychology*, *100*(4), 1249. doi:10.1037/a0038330

Warner, J. (2012). *Employee engagement alignment.* Retrieved from http://blog.

    readytomanage.com/employee-engagement-and-alignment

Watson, T. (2013). *Engagement at risk: Driving strong performance in a volatile global*

    environment. Retrieved from http://www.towerswatson.com/assets/pdf/2012-

    Towers-Watson-Global

Weinberger, A. (2019). *The use of digital intercultural coaching with expats and*

    implications for transition plans in global mobility (Master's thesis). Available

    from https://feibv.nl/wp-content/uploads/2019/04/Master-Thesis_Weinberger-

    Angela_Jan-2019_Final.pdf

Whitford, E. V., & Barnett, B. E. (2016). The professional development school approach

    to teacher education: Identification of a model. *Conference Proceedings. The*

    Future of Education (p. 457).

Wiley, J. W., Herman, A. E., & Kowske, B. J. (2013). *Developing and validating: A*

    global Model of employee engagement. London: Edward Elgar.

Wong, C. A., & Laschinger, H. K. S. (2015). The influence of frontline manager job

    strain on burnout, commitment and turnover intention: A cross-sectional

    study. *International journal of nursing studies*, *52*(12), 1824-1833.

    doi:10.1016/j.ijnurstu.2015.09.006

Wu, C. H., & Parker, S. K. (2017). The role of leader support in facilitating proactive

    work behavior: A perspective from attachment theory. *Journal of*

    Management, *43*(4), 1025-1049. doi:10.1177/0149206314544745

Wynants, S., & Dennis, J. (2018). Professional development in an online context: Opportunities and challenges from the voices of college faculty. *Journal of Educators Online*, *15*(1), n1. doi:10.9743/jeo2018.15.1.2

Yin, R. K. (2013). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage. doi:10.3138/cjpe.30.1.108

Zepeda, S. J. (2019). *Professional development: What works*. London: Routledge. doi:10.4324/9781315386744

Zerin, T. (2018). An analysis of the training and development activities of Dhaka electric supply company (desco) limited. Retrieve from http://dspace.library. daffodilvarsity.edu.bd

Zhong, L., Wayne, S. J., & Liden, R. C. (2015). Job engagement, perceived organizational support, high performance human resource practices, and cultural valuations: A cross-level investigation. *Journal of Organizational Behavior, 37*(6), 823-844. doi:10.1002/ job.2076

Appendix A: The Project

Employee centric culture, career development activities, and managers'
knowledge for real-time support were identified by employees and managers as the top
emergent themes that were most beneficial. Analysis of the data revealed that both the
employees and managers perceived these themes as key factors that engaged employees.
Strupp (2015) emphasized the importance of management support before, during, and
after training as a critical element for transfer of learning to occur.

The purpose of this professional development training workshop is to reinforce
and build managers' awareness, knowledge, and skills when working with employee
development program participants. The professional development training workshop
provides managers with the competence needed to support employee development
program participants before, during, and after training for transfer of learning to occur.

The application of formative, summative, and learning outcomes are three
evaluations implemented in the development workshop. Formative evaluation is
completed throughout the workshop, summative evaluation is compiled at the close of the
workshop, and a structured development action plan created during the workshop
function as the learning outcome evaluation. The primary outcome is to enhance and
strengthen managers' competency needed to prepare, develop, and support employee
development program participants. The workshop goal is to help managers build and
practice skills to develop their employees. Workshop goals promote:

- Fostering employee-centric culture.
- Driving employee development.

- Supporting employee development.

The target audiences are managers in organizations whose employees participate in development programs. The project covers modules for three days of training. The following outlines the 3-day professional development training workshop:

Workshop Title: **Driving Employee Development**

Day 1: Module 1: Foster Employee-centric Culture

Topic 1: Who am I?

- Know my role, responsibilities, and expectations

Topic 2: Treasure Hunt

- Know my resources
  - Gather relevant employee data
  - Gather program logistics, when applicable

Topic 3: Make the Connection

- Communication Model

Day 2: Module 2: Drive Employee Development

Topic 1: Prepare Employee Conversation

- Clarify priorities, recognize accomplishment

  and determine opportunities.

- Identify strengths to leverage and skills to develop.

- Determine ability to take on greater responsibility.

- Align with performance, capabilities, and development program.

Topic 2: Integrate Development Activities

- Blended learning approaches and strategies

  o Formal and Informal activities

Day 3: Module 3: Support Employees' Development

Topic 1: Supporting Actions

- Check in regularly about progress.

- Provide ongoing coaching and feedback.

- Adjust the plan as needed to develop the skill.

Topic 2: Putting it All Together

- Reflections & Action Planning

Participant materials required include writing instrument, personal laptop with

wireless capabilities. All other training resources are provided by facilitator.

Workshop Agenda

DAY 1 **Foster Employee-centric Culture**	DAY 2 **Drive Employee Development**	DAY 3 **Support Employee Development**
OUTCOMES • Understand the role of managers in employee development • Identify data to conduct meaningful conversations • Build trust and rapport to make connections	OUTCOMES • Identify skills to develop employee • Identify actions to build skills • Practice discussion and collaboration with employee	OUTCOMES • Identify actions to support employee development • Practice skills learned • Creating an action plan
8:30am - Welcome & Program Overview Icebreaker – Hidden Talents 9:00am **– Topic 1: Who Am I?** • Know my role, responsibilities, and expectations	8:30am - Day 1 Review 9:00am **- Topic 1: Prepare Employee Conversation** • Clarify priorities, recognize accomplishments, and determine opportunities. • Identify strengths to	8:30am - Day 2 Review 9:00am **- Topic 1: Supporting Actions** • Check in regularly about progress. • Provide ongoing coaching and feedback.

10:00am **- Topic 2: Treasure Hunt** • Identify resources o Gather employee data o Gather program logistics 12:45pm- Lunch 1:45pm **– Topic 3: Make the Connection** Activity: Did you hear what I said? • Communication Model Closing Activity: Hysterical Insurance Claims **Reflections & Action Planning** **Day 1 Module 1 Evaluation** **Session ends at 4:30pm**	leverage and skills to develop. • Determine ability to take on greater responsibility. • Align with performance, capabilities, and employee development program. 12:45pm – Lunch 1:45pm **- Topic 2: Integrate Development Activities** • Blended learning approaches & strategies 3:15 – 4:15 Activity: Practice skills **Reflections & Action Planning** **Day 2 Module 2 Evaluation** **Session ends at 4:30pm**	• Adjust the plan as needed to develop the skill. **Topic 2: Putting it all together** Activity: Design Next Steps Plan **Reflections & Action Planning** **Day 3 Module 3 Evaluation** **Session Ends at 4pm**

Welcome and Overview

Day 1

Title: Driving Your Employee Development

Slide 1

Welcome & Introductions

Slide 2
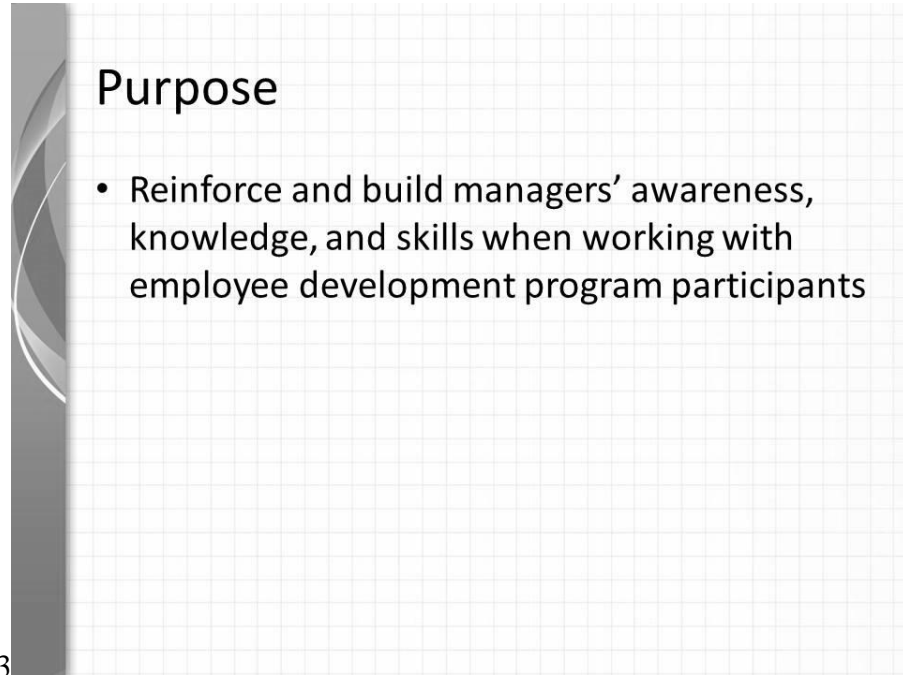
Explain: Welcome to Driving Your Employee Development. This 3-day workshop will provide leaders with support and tools needed to prepare, develop, and support employee development program participants. It is important to remember that leaders have a direct impact on the culture within their team. As a leader, it is up to you to be aware of there is a shared responsibility among the employee, the leader, and the organization to develop employees. We are here today to help leaders build and practice skills to support and develop employees who participate in employee development programs.

Conduct introductions. Ask participants to share their name, the function and/or organization they work in, and one positive and one challenging experience encountered while working with an employee development program participant.

Explain Participant Workbook. Cover housekeeping items as necessary.

Review workshop purpose, objectives, and learning outcome. Ask for comments.

Purpose

Slide 3

Reinforce and build managers' awareness, knowledge, and skills when working with

employee development program participants.

Objectives
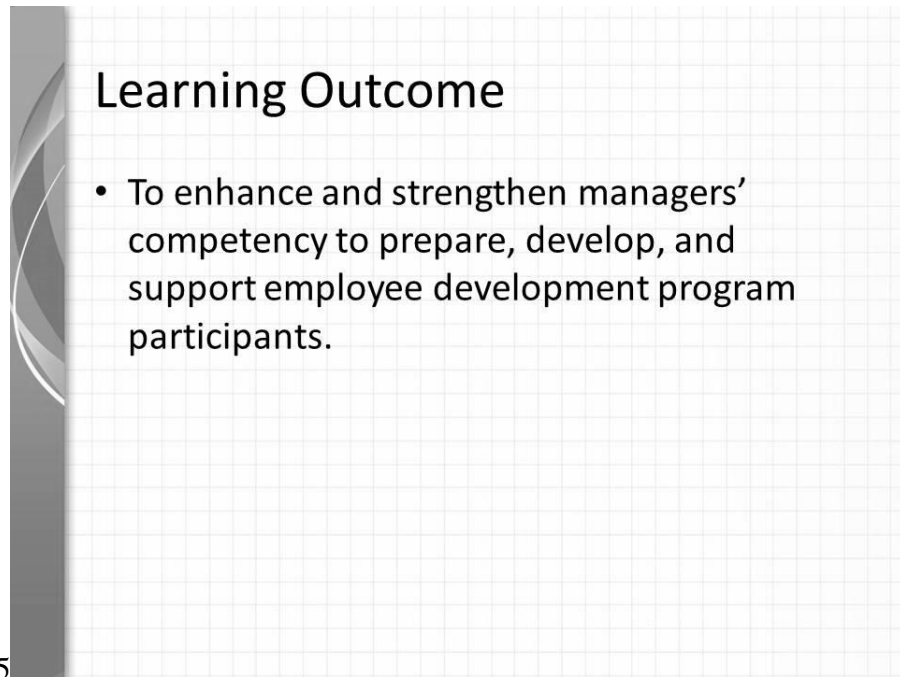
Slide 4

The professional development training workshop will focus on:

- Fostering an employee-centric culture (Day 1).

- Driving employee development (Day 2).

- Supporting employee development (Day 3).

Learning Outcome

Slide 5

To enhance and strengthen managers' competency to prepare, develop, and support

employee development program participants.

Strupp's Model for Transfer of Learning

Slide 6

Strupp (2015) emphasized the importance of management support before, during, and after training as a critical element for transfer of learning to occur.

Ask:

- What questions do you have about what we will cover today?

- What do you think happens when managers guide and support employees through a development program effectively?

- What are the results when managers are unable to guide and support employees through a development program effectively? Possible answers: Morale goes down, employees leave, profit decreases, productivity suffers, etc. (Nothing positive.)

Explain: One of the most important things managers can do to guide and support their employees' development is to take an active role in helping them grow their skills.

Transition to activity

Hidden Talents

Slide 7

Explain: People tend to underestimate what they know how to do. In this activity, you will identify the skills you have but really haven't thought about as job relevant.
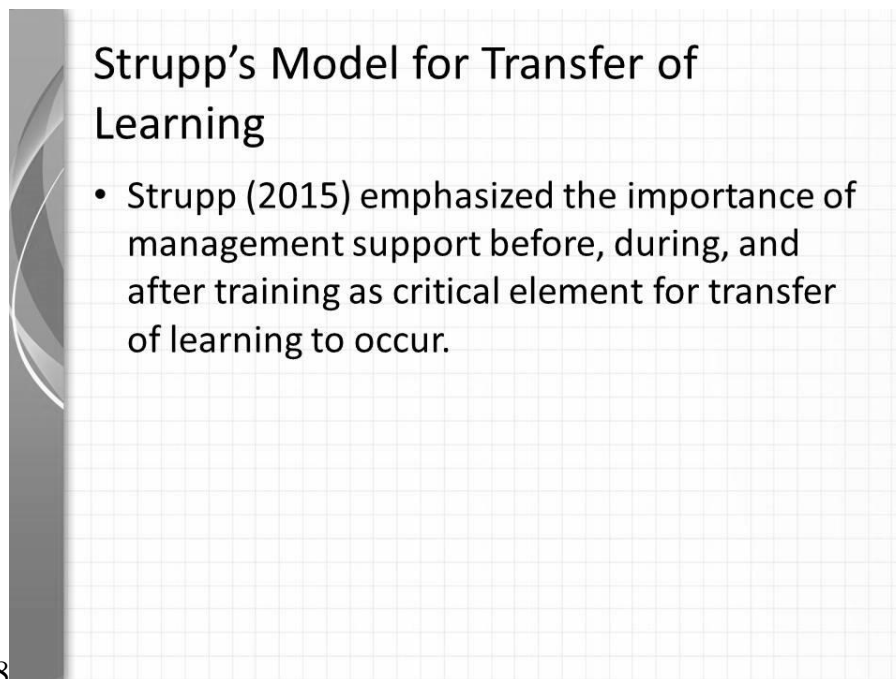
Instructions:

1. Write down at least ten things you learned or things you knew how to do that were not directly part of your education or job responsibilities.

2. Indicate where or how you learned these things. For example, you might write that being comfortable presenting in front of a group stemmed from doing speeches and singing solos during church services.

Remind the group we are trying to identify what they learned in their life experiences that could eventually be applied to a career or job. After people have completed the task, have participants share some of their most surprising skills and how they got them. As they do so, ask the participant and others from the group to suggest possible careers that make use of those skills.

Summarize the activity by pointing out that we all have skills that are transferable to jobs even if we haven't done those specific jobs. As managers, we are responsible for helping our employees identify, develop, and grow their skills and talents. Doing so fosters an employee-centric culture and a foundation for employee engagement.

Transition to Day 1 Foster Employee-centric Culture

Slide 8

Explain: A powerful indicator of an organization's growth, efficiency, and productivity is employee engagement. In a study conducted by Canada's Queens School of Business,

results showed that engaged employees are more productive, happier, and have lower

absenteeism. To increase employee engagement, leaders are challenged to create an

employee-centric culture where all employees are encouraged to connect with their work

and their coworkers in deeper and more meaningful ways.

Employee-centric Culture is defined as one where an employee feels connected to

their team, has a sense of identity at work, and operates with free flowing communication

(McPolin, 2014).

Slide 9

Today's sessions will help you create and foster an employee-centric culture by

Objectives/Outcomes

Slide 10

- Understand managers roles, responsibilities, and expectations

- Identify data to conduct meaningful conversations

- Build trust and rapport to make connections

Topic 1: Who am I?
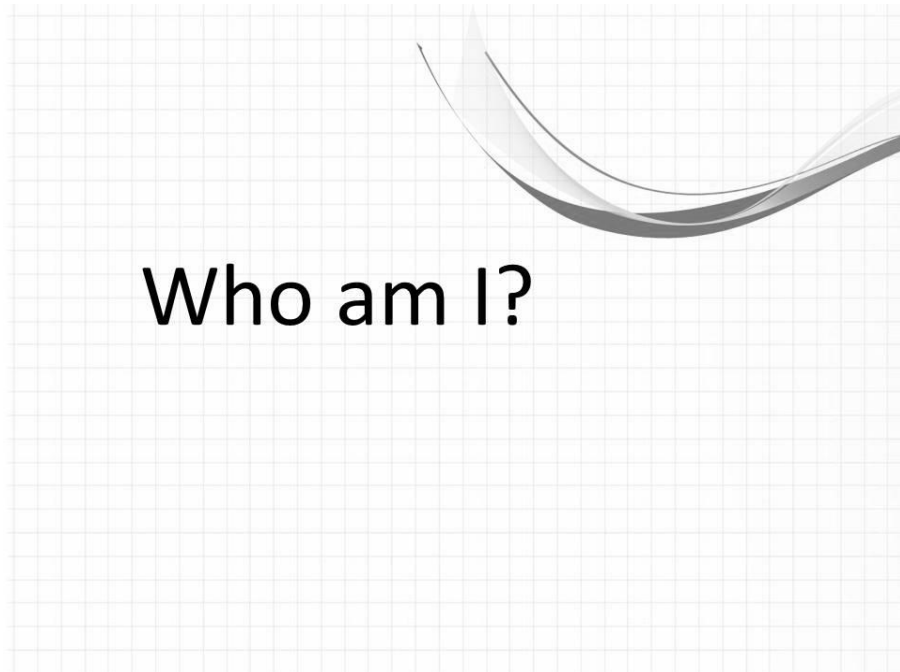
Slide 11

- Know my role, responsibilities, and expectations

Slide 12

Explain: In order to be viewed as credible, managers must understand their roles, responsibilities, and expectations when working with employees who are part of an employee development program.

Ask: What other reasons is it important to understand your role, responsibilities, and expectations? What happens if you don't know your roles, responsibilities, and expectations?

 Review the chart below. **Ask** participants to add to the list. Accept all responses.

Slide 13

Roles	Responsibilities	Expectations
Leader	Collaborate with employee to	Understand development program
Coach	develop a strategy to reach goals	Schedule time with employee
Mentor	Communicate clear instructions	when notified about attendance
Role Model	Provide guidance and support	Communicate and check in often
Motivator	Implement timelines	
Engager	Listen to feedback	
Inspirer	Provide coaching and feedback	
	Monitor progress	
	Lead by example	

Ask: How does understanding your roles, responsibilities, and expectations foster an employee-centric culture? (possible answers - gives the manager and their employee an opportunity to form a joint understanding of the development needs and agree on an approach, helps develop meaningful connections and conversations, allows managers to provide better guidance and support, etc.)

Explain: Now that we understand our roles, responsibilities, and expectations, let's look at what information and resources are critical to having a meaningful conversation with your employees.

Know my Resources

Slide 14

- Know my resources

Know my Resources

- Gather relevant employee data
- Gather program logistics, when applicable

Slide 15

      o   Gather relevant employee data

      o   Gather program logistics, when applicable

Last Year's & Current Year's Performance Review

Capabilities Assessment & Notes from Regular Check-ins

Potential Assessment and Nomination to Program

Treasure Hunt Activity

Slide 16

Activity: Divide participants into table teams. Ask participants to generate a list of resources needed to have a meaningful development conversation with your employees and to answer the questions.

1. To prepare for initial employee meeting.

    a. Why is this important?

    b. Where would you find the information?

2. To understand program logistics.

    a. Why is this important?

    b. Who would you contact?

Allow ten minutes for tables to construct and discuss their list. Ask each table to select a presenter.

Debrief activity by allowing each table to present their list.

Explain it is impossible to guide and support your employees participating in a development program real-time or when needed if you don't know what to expect during the program. What can happen if you don't understand the program logistics? (Employees can become frustrated and discouraged, feel time is wasted, low employee morale, employees can become discouraged, little to no collaboration between employee and manager, etc.) How can you keep up with what guidance and support your employees need during the program? (Possible answers - schedule frequent meetings, ask for feedback from employee, have employee to send update following each activity, etc.)

Ask participants for additional comment and questions

Transition to next topic – introduce the Communication Model

Topic 3: Make the Connection

Slide 17

- Communication Model

Slide 18
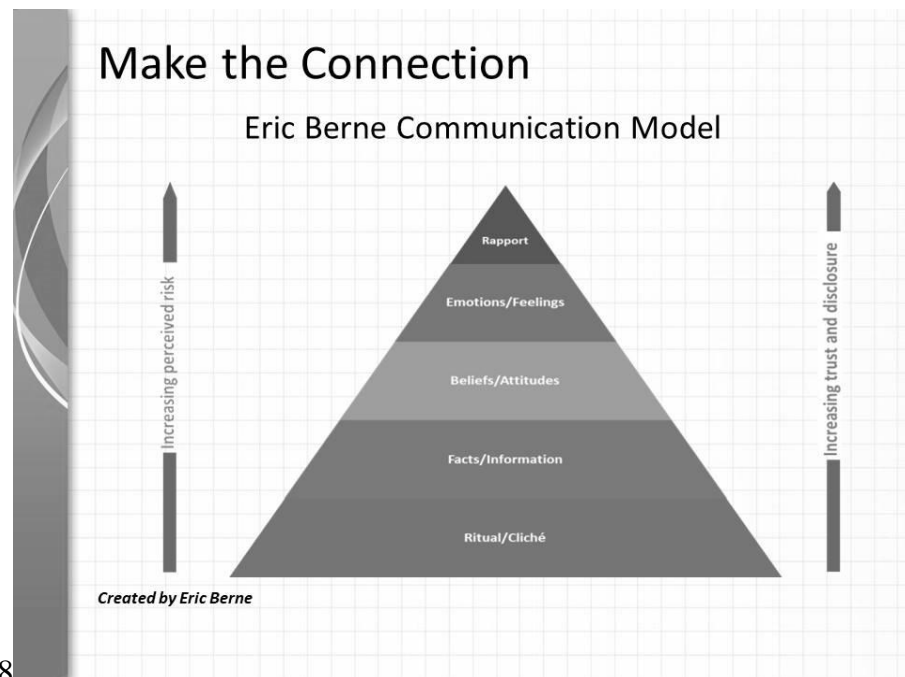
Overview

- When individuals meet socially or work together, they initially communicate at the level of ritual cliché. That is at a safe level.

- As they become more comfortable with each other, individuals will begin to communicate at other levels.

- Rapport communication is rare and happens only between individuals who feel completely safe with each other and are knowledgeable about each other's needs.

- Boundaries between the levels will only be crossed when individuals feel that it is safe to do so and will only improve their communication when they operate at enhanced levels.

Review the communication model.

Ask:

- Which tier on the Levels of Communication model is the most challenging for you and why?

- What do you need to do to build more rapport and increase trust with your employee development participant?

- How would increasing trust and disclosure impact an employee-centric culture?

- What can you do to create an employee-centric culture when meeting with your employee?

Ask for additional comments and/or insights from participants.

Explain: Communication with others should always be two ways - the speaker and the listener. At some point, the listener becomes the speaker, and the speaker becomes the listener. Listening skills are an important part of effective communication.

Review: Listening techniques

Slide 19

- Direct eye contact

- Face the employee

- Avoid interruptions (email, phone calls, etc.)

- Don't interrupt

- Paraphrase to check for understanding

- Take notes

Ask: What are some ways to show you are actively listening? (Possible answers -

nodding, saying yes, facial expressions, etc.)

Say: Listening is the most important communication skill. We probably take more time

using our listening skills than any other skill. Real listening is an active process.

Listening requires purposeful attention. Like other skills, listening takes practice.

Activity: Practice Listening Skills

Slide 20

Explain: The purpose of this activity is to practice active listening and get feedback on your listening skills.

Instructions: Place participants in trios – one is the speaker, one is the listener, and the third one is the observer. The speaker will be asked to use the communication model to begin building rapport with their employees. The listener will demonstrate active listening techniques. The observer will provide feedback. Conduct three rounds so everyone will have a chance to practice each role. Speaker should speak for two minutes. Facilitator should give a start and stop signal.

The listener explains what they "heard" the speaker say. The speaker confirms whether what was heard was what was meant. The observer provides feedback to the speaker and listener on what techniques were used effectively.

Reverse the roles and repeat until everyone had a chance to practice each role. Allow 5 minutes for each round.

Debrief in the larger group setting how well they did. Ask what went well and what were some challenges and/or opportunities.

   Activity: End session with phrases capture from real insurance claims (select a few)

Slide 21

- A bull was standing near, and a fly must have tickled him because he gored my car.

- A lamp-post bumped into my car, damaging it in two places.

- A pedestrian hit me and went under my car

- A truck backed through my windshield into my wife's face.

- After the accident, a working gentleman offered to be a witness in my favor.

- An invisible car came out of nowhere, struck my car, and vanished.

- As I approached an intersection, a sign suddenly appeared in a place where no stop sign had ever appeared before.

- Coming home, I drove into the wrong house and collided with a tree I haven't got.

- Going to work at 7 am this morning, I drove out of my drive straight into a bus. The bus was 5 minutes early.

- I am responsible for the accident as I was miles away at the time.

- I am sure the old fellow would never make it to the other side of the road when I struck him.

- I blew my horn, but it would not work as it was stolen.

- I bumped into a lamp-post, which was obscured by human beings.

- I bumped into a shop window and sustained injuries to my wife.

- I can't give details of the accident as I was somewhat concussed at the time.

- I collided with a stationary tramcar coming the other way.

- I collided with a stationary tree.

- I collided with a stationary truck coming the other way

- I consider that neither vehicle was to blame, but if either were to blame it was the other one.

- I didn't think the speed limit applied after midnight.

- I had been driving for 40 years when I fell asleep at the wheel and had an accident.

- I had one eye on a parked car, another on approaching lorries, and another on the woman behind.

- I heard a horn blow and was struck violently in the back. Evidently, a lady was trying to pass me.

- I knew the dog was possessive about the car, but I would not have asked her to drive it if I had thought there was any risk.

- I knocked over a man. He admitted it was his fault as he had been run over before.

- I left for work this morning at 7am as usual when I collided straight into a bus. The bus was 5 minutes early.

- I left my car unattended for a minute, and whether by accident or design, it ran away.

Source: unknown.

Explain the importance of clear, concise communication to send the right message and avoid confusion involves both the speaker and the listener.

Reflections and Action Planning

Slide 22

Say: Let's take some time for reflection.

Ask:

1. What insights have you generated from the topics today?

2. How will you apply these insights to guide your employee through the development program?

3. How will you apply these insights to foster an employee-centric culture?

Do: Encourage participants to share their insights.

Do: Have participants complete Day 1 evaluation

Driving Employee Development Evaluation

Module 1: Foster Employee-centric Culture

Overall Material	Excellent	Good	Fair	Poor
Quality				
Content				
Usefulness				

Additional comments about the overall presentation of topics 1 - 3:

_____

_____

_____

_____

Module 1 Outcome: Understanding the roles, responsibilities, and expectations of

managers in employee development programs; identify data to conduct meaning

conversations, build trust, and rapport to build connections.

Outcomes	Strongly Agree	Agree	Disagree	Strongly Disagree
I acquired new information useful to help create an employee-centric culture				
I acquired information to				

help conduct meaningful conversations with my employee				
I plan to use the information from Day 1 to help create an employee-centric culture				

Share major concepts learned and how you will implement those concepts when fostering

an employee-centric culture.

_____

_____

_____

_____

Slide 23

Day 2

Welcome to Day 2

Slide 24

Title

Driving Your Employee Development

Say: Let's start the day off with a review of Day 1 - Fostering an Employee-centric Culture.

Ask participants to share one take away from Day 1. Ask for a volunteer to start. Gently throw the volunteer a soft small ball to get things going. The volunteer will then pass the ball to another person of choice. Continue to pass the ball around in no specific order until everyone shares one insight.

Today we will focus on module 2 **Drive Employee Development**

Slide 25

Review outcomes
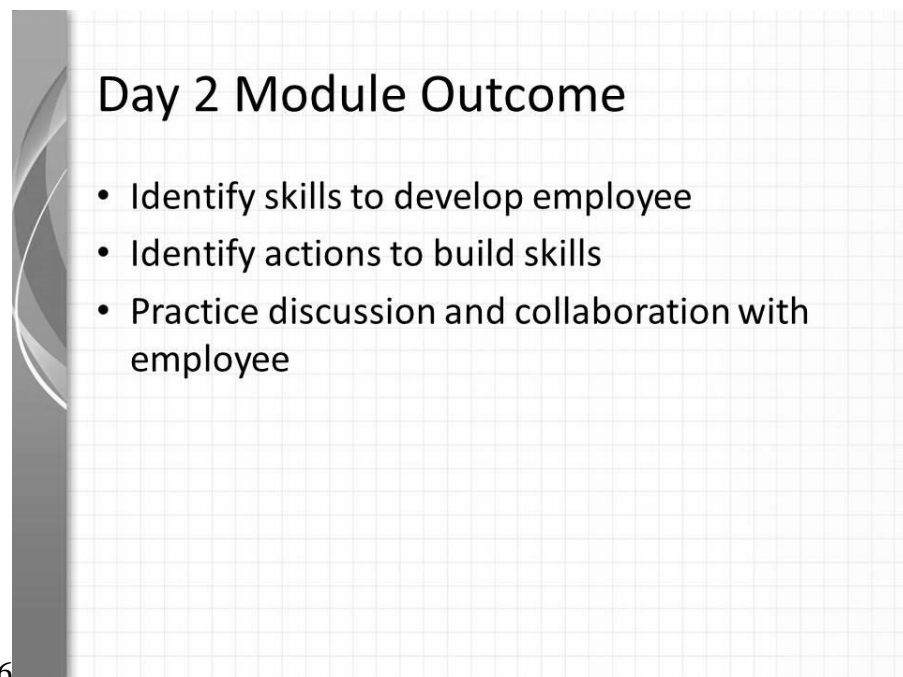
Slide 26

OUTCOMES

- ▪ Identify skills to develop employee

- ▪ Identify actions to build skills

- ▪ Practice discussion and collaboration with employee

Say: Let's begin with our first topic **Prepare Employee Conversation**

Slide 27

Explain: Prepare includes preparing your employees for the meeting. Let them know that you will be scheduling a development conversation with them after they receive notification of their acceptance into the employee development program.

Ask: What can you do to let them know you will be scheduling a development conversation with them? (Send an email, congratulations note, tell them in person, etc.) During this session, we will practice meeting with an employee who was selected to attend the employee development program.

Introduce The Four C's model to help managers craft their conversations.

Say: The Four C's model will help to ensure managers foster an employee-centric culture when communicating with their employees. Employees want to know that there is genuine care, recognition for their accomplishments, and a firm commitment from their manager to help them achieve their goals.

Review the model explaining each C in the Four C Model
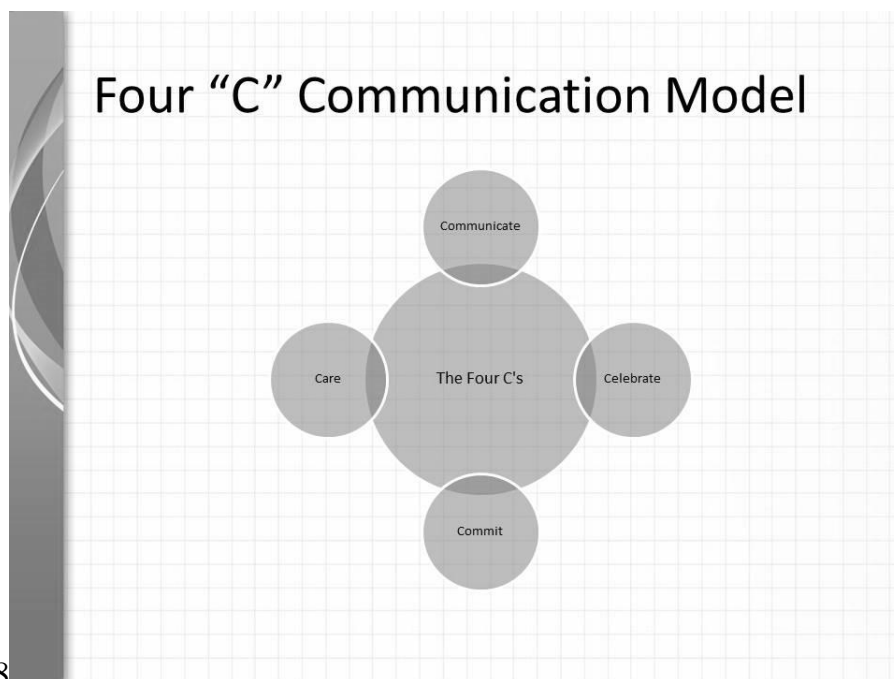
Slide 28

Say: Meet Cindy.

Slide 29

Cindy just received an email notifying her that she was selected to attend the employee development program. Cindy is very excited. Cindy's manager was copied on the email. Based on what we have discussed so far, what actions will you take? Create an email message to send Cindy. Write it out. Be sure to schedule a date and time for the meeting.

Allow participants to work independently for 10 minutes. Pair up with a partner. Describe what actions you will take. Read your email message. Provide feedback to your partner. Allow 20 minutes to work with partner. 10 minutes each round.

Say: Now that you have sent an email to Cindy, let's prepare for the meeting. When preparing for the meeting with your employee be sure to gather relevant information.

Slide 30

- Clarify priorities, recognize accomplishments, and determine opportunities.

- Identify strengths to leverage and skills to develop.

- Determine ability to take on greater responsibility.

- Align with performance, capabilities, and employee development program.

- Identify actions to build skills.

Use what you know:

Slide 31

- Last year's Performance Review

- This year's Performance Agreement

- Capabilities Assessment

- Potential Assessment and any Nominations

- Notes from regular check-ins and meetings

- Other?

Say: During your meeting, involve your employees in creating their development plan to gain buy-in and commitment.

Ask: What can you do to prepare your employees for a development discussion?

- Let them know that you will be scheduling a development conversation with them.

- Ask the employee to bring their questions, goals, thoughts, and expectations to the meeting.

- Be prepared to share information about employee development program goals and objectives.

Ask: Where do you find the relevant information for your employee's development?

Say: It is time to prepare for the upcoming development discussion with Cindy.

Let's prepare slide – show information on Cindy's performance, etc.

Slide 32

Slide 33

Use what you know

Slide 34

Preparation – tips to remember

Slide 35

- Capabilities, potential, and performance all work together to build a robust development plan.

- Regular coaching and feedback help you gain a deeper understanding of opportunities.

- Review the information you have prior to and during the session.

- Identify skills that could produce greater success or prepare employees for another role.

- Prioritize 2-3 skills and select actions that work well to build and practice the skill.

- Take notes to help you prepare for a collaborative discussion.

Prepare for your meeting. Allow 45 minutes for independent work. Pair up with a partner and provide feedback to each other. You will each 7 minutes. Remind participants in 7 minutes to switch roles.

Review discussion slides.

<center>**Discussion and collaboration with employee**</center>

Slide 36
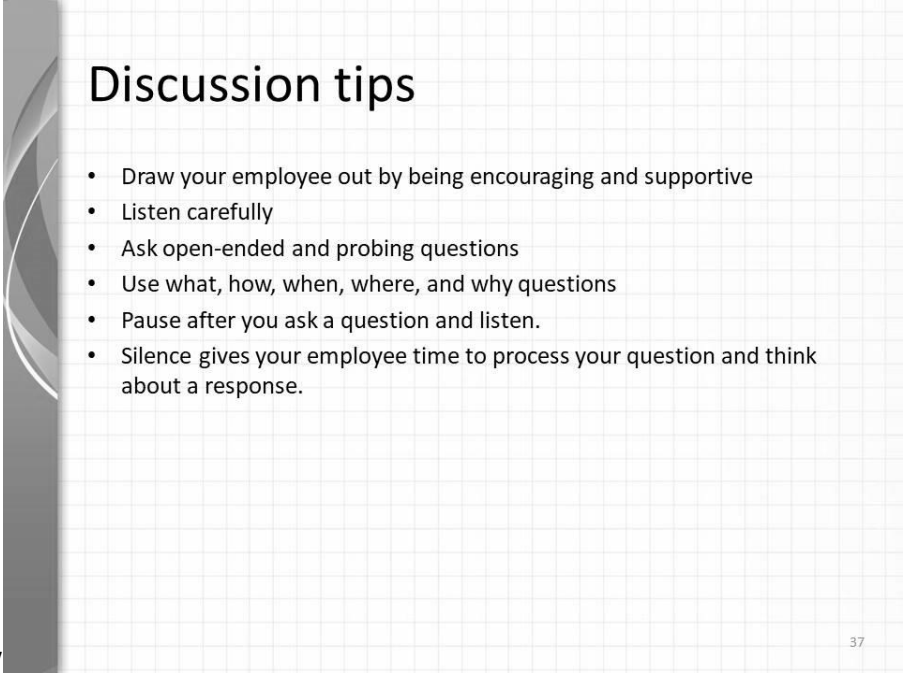
- Reach agreement on skills and actions.

- Agree on timeline for accomplishing actions.

- Set expectations around check-ins.

- Discuss how you can support the employee's development.

- Be prepared to adjust the plan.

Discussion tips

Slide 37
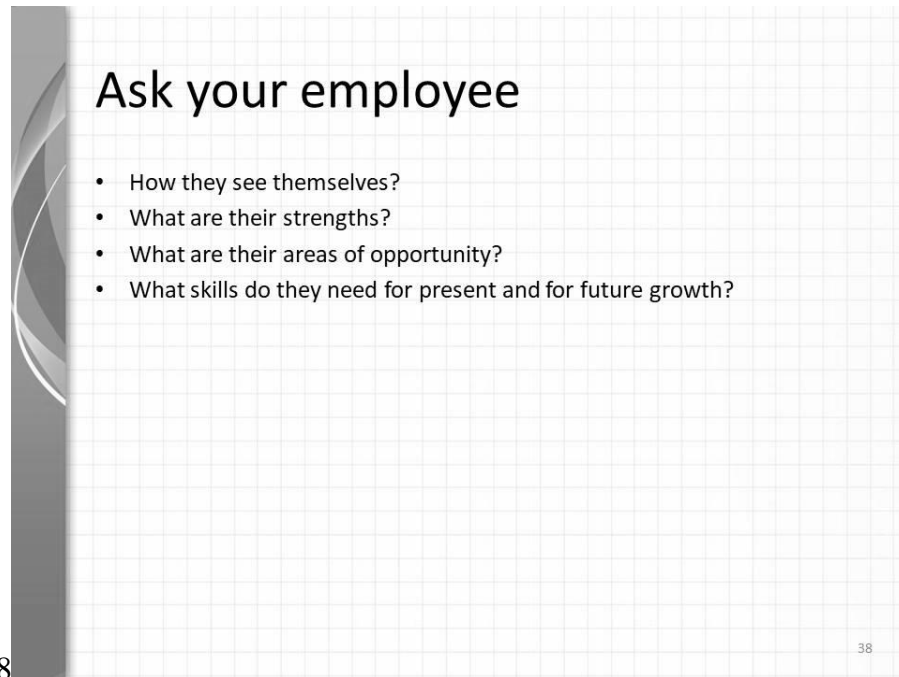
- Draw your employee out by being encouraging and supportive

- Listen carefully

- Ask open-ended and probing questions

- Use what, how, when, where, and why questions

- Pause after you ask a question and listen.

- Silence gives your employee time to process your question and think about a response.

Ask your employee

Slide 38

- How do they see themselves?

- What are their strengths?

- What are their areas of opportunity?

- What skills do they need for present and future growth?

Wrapping up the development discussion

Slide 39

- Lead a collaborative conversation.

- Confirm the skills and actions agreed on.

- Discuss dates for each action.

- Solidify the development plan

- Plan check-ins.

- Ask for feedback about the process.

- What else…….?

Activity
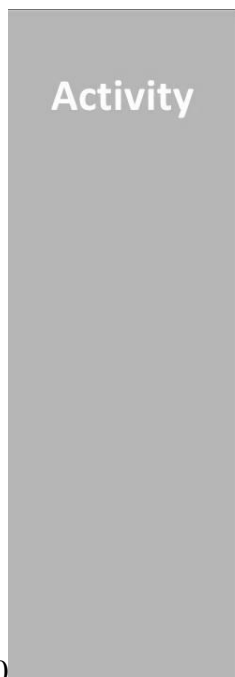
Slide 40

Practice Instructions:

Pair up with your partner. Practice your conversation. Switch roles and repeat. You will each have 30 minutes, including feedback time. Remind participants in 10 minutes to switch roles.

Debrief: Reconvene entire group.

- What did you learn from this exercise?

- What was valuable about hearing someone else's meeting conversation?

- What went well?

- What was challenging?

- What opportunities do you have?

- What tools did you leverage?

▪ What will you do different in real situations to conduct a meaningful employee

development conversation?

It doesn't stop here!

Slide 41

You'll follow up on progress throughout the program.

Check in often and remain curious to keep the conversation going.

Integrate Development Activities

Slide 42
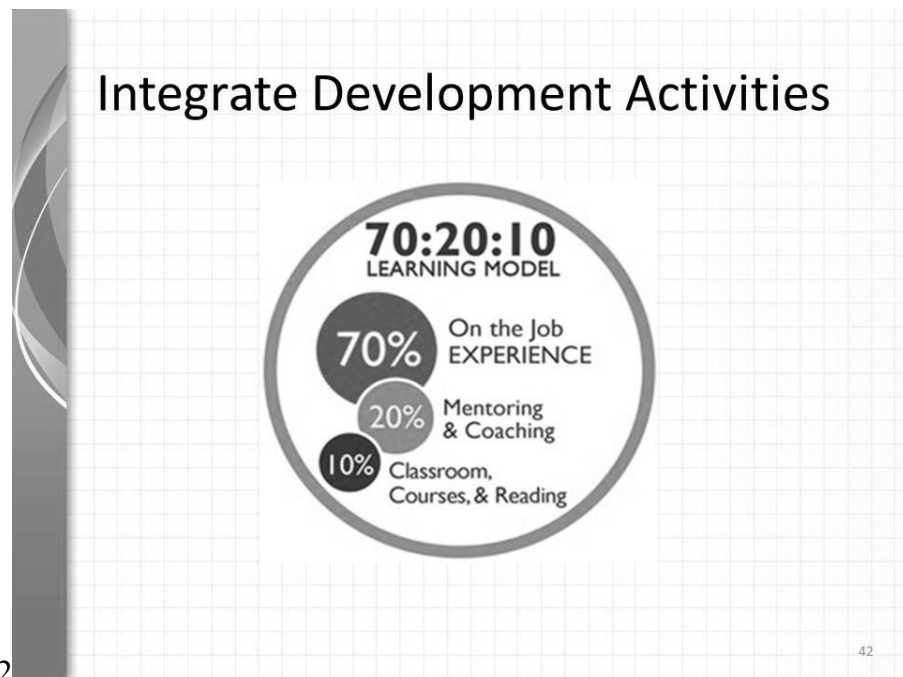
Explain: The employee development program uses a blend of different approaches, with the greatest focus on experience. It is important for managers to understand the model so the model can be incorporated into the employee's development plan.

Integrate Development Activities

Slide 43
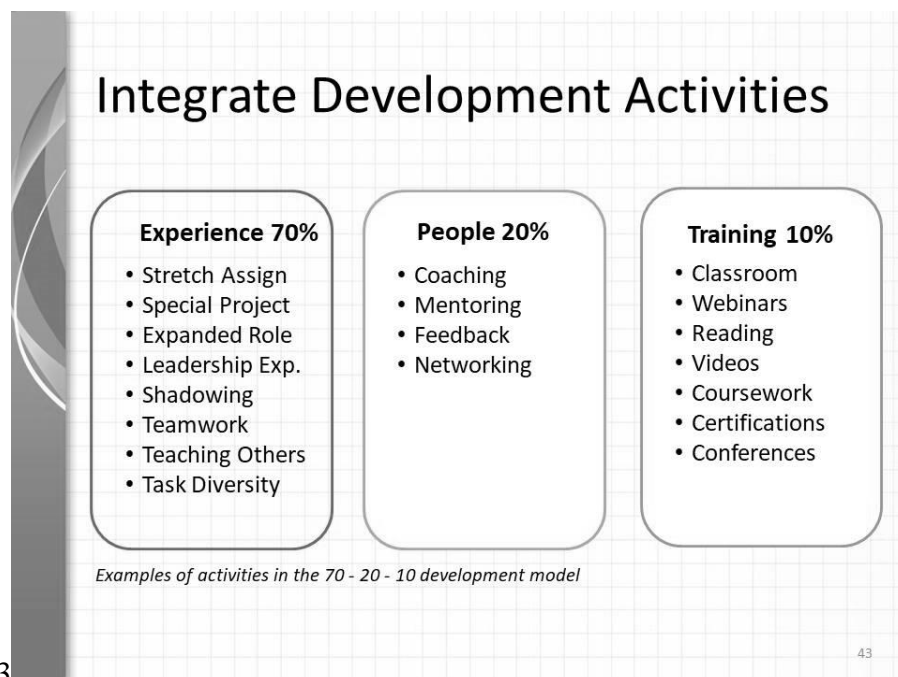
Experiences:

 Stretch Assign

Special Project

Expanded Role

Leadership Exposure

Job Shadowing

Teamwork

Teaching Others

Task Diversity

Training:

Classroom

Webinar

Reading

Video

Continued education

Coursework

Certifications

Conferences

People:

Coaching

Mentoring

Networking

Feedback

Summarize: Partner with your employees throughout the development program to support and/or create a development plan that helps them be as productive and successful as possible. Be a coach, role model, and a resource to your employees. Help them identify and develop the skills they need to succeed. By doing so, you show them that you care about their career growth and doing their best. It also helps to build a genuine employee-centric culture.

Say: Let's take some time for reflection.

Slide 44

Ask: What insights have you generated from today's session? How will you apply these

insights with your employee?

Encourage participants to share their insights.

Do: Have participants complete Day 2 evaluation

Reflections and Action Planning

Slide 45

Driving Employee Development Evaluation

Day 2 Evaluation

Slide 46

Module 2: Drive Employee Development

Overall Material	Excellent	Good	Fair	Poor
Quality				
Content				
Usefulness				

Additional comments about the overall presentation of topics 1 - 3:

_____

_____

_____

Module 2 Outcome: Identify skills to develop employee; identify actions to build skills;

practice discussions and collaboration with employees.

Outcomes	Strongly Agree	Agree	Disagree	Strongly Disagree
I acquired new information to help drive employee development				
I acquired useful tools to develop employees				
I plan to use the information from Day 2 to help drive employee development				

Share major concepts learned and how you will implement those concepts when

developing your employees:

_____

Day 3

Welcome to Day 3

Slide 47

Title

Driving Your Employee Development

Title   Support Employee Development

Driving Your Employee Development

Say: Let's start the day off with a review of Day 2 - Drive Employee Development.

Ask participants to share one take away from Day 2. Ask for a volunteer to start. Gently

throw the volunteer a soft small ball to get things going. The volunteer will then pass the

ball to another person of choice. Continue to pass the ball around in no specific order

until everyone shares one insight.

Today we will focus on Module 3: Support Employees' Development

Outcomes

- Identify actions to support employee development

- Practice skills learned

- Create an action plan

Supporting Actions

Slide 48

- Support runs the entire year:

- Have regular conversations about progress on the development plan.

- Provide in-the-moment coaching and feedback.

- Schedule time to talk.

In conjunction with observing the employee and offering feedback, periodic

conversations build:

- Awareness of desired behavior.

- Commitment to acting on the development plan.

- Concrete next steps as skill development progresses.

Summarize: Be a coach, be a role model, be a resource to your employee. Help them identify and develop the skills they need to succeed.

Summative Evaluation: Driving Employee Development

Evaluation

At the conclusion of the 3-day workshop, participants will have an opportunity to demonstrate what they learned during Day 1, 2, and 3. Participants are placed in pairs and given the opportunity to role-play to illustrate their understanding and learning from the content delivered.

Putting it All Together

Slide 49

Putting it all together

Slide 50

Putting it all together

Slide 51

Activity

52
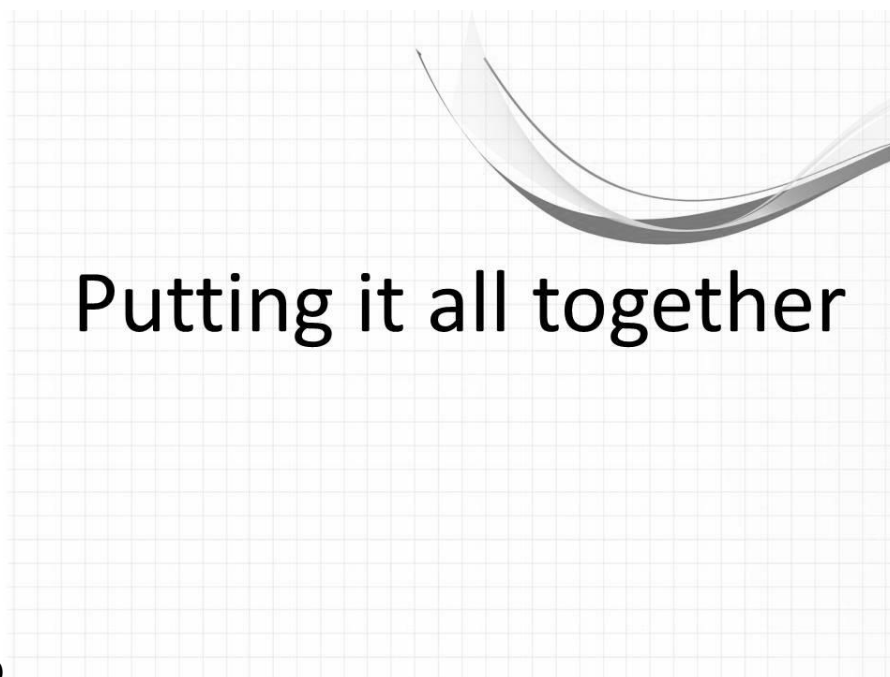
Slide 52

Now we will prepare and practice conducting a meeting with one of your employees who was selected to attend the employee development program. This activity has three parts; preparation, delivery, and feedback. We will start with preparation (Allow 60 minutes).

- Choose an employee development participant to meet with once you return to the office.

- Create an email message to send to the employee. Be sure to schedule a date and time to meet.

- Prepare for the meeting.
    - o Gather relevant information.
    - o Use what you know.

Let's practice conducting the meeting.

- Pair up with your partner.

- Conduct your meeting.

- After conducting your meeting, give yourself feedback on what you did well and what you'll do differently next time.

- Then your partner will give you feedback on what you did well, plus any suggestions for improvement.

- Switch roles and repeat the process.

You will each have 45 minutes; remind participants in 10 minutes to switch roles. What questions do you have?

Ask for volunteers to demonstrate in front of the entire group for additional practice.

Provide feedback. Be sure to thank participants.

Have participants share best practices and main takeaways as it relates to day 1, 2, 3.

Ask: What question do you have from day 1, 2, 3.

Reflections & Action Planning

Closing comments: The overall outcome of this workshop was to enhance and strengthen managers' competency to prepare, develop, and support employee development program participants. As a result of attending this workshop, we hope you will be able to help your employees develop the skills to grow within the organization.

Do: Have participants complete Day 3 evaluation.
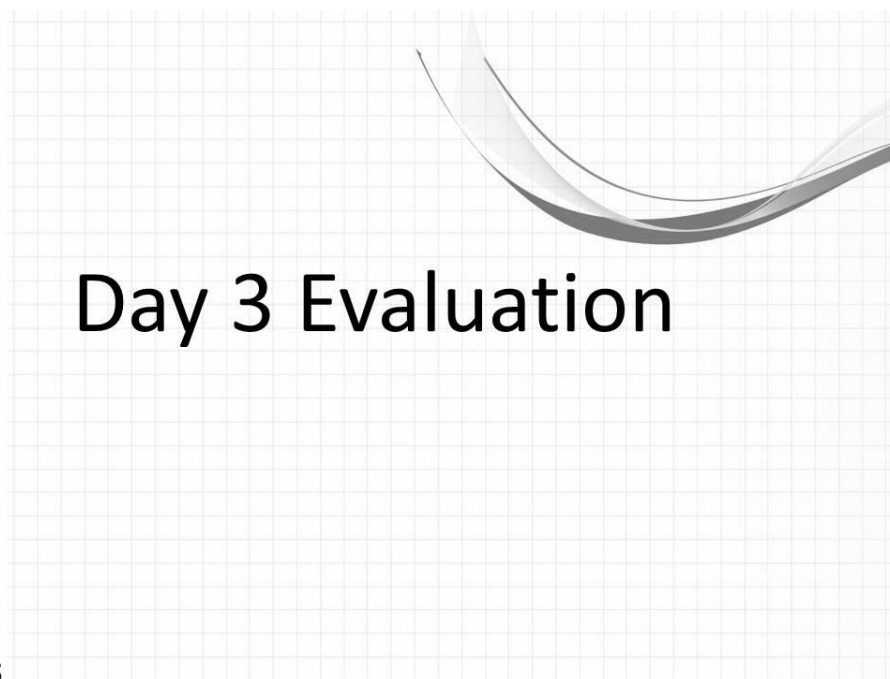
Day 3 Evaluation

Slide 53

Driving Employee Development Evaluation

Module 3: Support Employee Development

Overall Material	Excellent	Good	Fair	Poor
Quality				
Content				
Usefulness				

Additional comments about the overall presentation of topics 1 - 2:

_____

_____

_____

_____

Module 3 Outcome: Identify actions to support employee development participants;

practice skills learned; create an action plan

Outcomes	Strongly Agree	Agree	Disagree	Strongly Disagree
I acquired new information useful to support employee development programs				
I acquired useful strategies to support employee development programs				
I plan to use the information from Day 3 to support employee development programs				

Share major concepts learned and how you will implement those concepts when

supporting employee development programs:

_____

_____

Slide 54

Handout 1

Additional Tips (Optional)

1. Set realistic goals

2. Use graduates to mentor in future sessions

3. Assign one leadership mentor per participant

4. Incorporate self-reflection tool

5. Conduct interviewing role-plays

6. Reinforce concepts and tools throughout the program

7. Place program participants in open positions, whenever possible.

8. Other _____

Handout 2

Before Training:

- Attend 3 Day "Driving Your Team Development" workshop

- Review resources

    o Review employee data

    o Meet with program manager to gather data on logistics, roles, responsibilities, & expectations

- Send congratulatory email to employee and schedule pre-training one-on-one meeting

- Conduct pre-training meeting with employee

    o Discuss how the development program ties into performance and business results

    o Create individual development plan

    o Offer full support

    o Schedule first check-in

During Training:

- Check in often and remain curious to keep the conversation going.

- Follow up on progress throughout the development program

After Training:

- Continue ongoing support

- Continue to check-in and follow-up on progress

Appendix B: Research Design Tool

Student Name: Cynthia Shuler   **Date:** May 27, 2016
Title of Project: The Role of a Telecommunication organization's Employee
Development Program in Employee Engagement

Study Problem and Purpose	Research Questions	Data Collection Tools	Datapoints Yielded	Data Source	Data Analysis
Provide one sentence for each. They must align with all RQ rows.	*List each research question (RQ) in a separate row below. Add or delete rows, as needed.*	*List which instrument (s) are used to collect the data that will address each RQ.*	*List which specific questions/ variables/ scales of the instrument will address each RQ.*	*List which persons/artifacts/ records will provide the data.*	*Briefly describe the specific statistical or qualitative analyses that will address each RQ.*
Problem: There is a lack of data to determine how employee development programs contribute to the employee engagement.

Purpose: The purpose of this study is to explore managers' and employees' perceptions of how a telecommunication organization's employee development program contributes to the employee engagement and to explore employees' experiences resulting from transfer learning | RQ 1: What are employees perceptions of how the telecommunication organization's employee development program contributes to the employee engagement | Interview protocol for employees; member checking | Interview questions:

How did you feel when you were selected to participate in the employee development program?

How did you feel the development program would assist with your career development opportunities?

How conducive was the development program environment to your learning? | 10 employees who participated in the employee development program | Interview transcript; open coding with thematic analysis

(table continues) |

Study Problem and Purpose	Research Questions	Data Collection Tools	Datapoints Yielded	Data Source	Data Analysis
Provide one sentence for each. They must align with all RQ rows.	*List each research question (RQ) in a separate row below. Add or delete rows, as needed.*	*List which instrument (s) are used to collect the data that will address each RQ.*	*List which specific questions/ variables/ scales of the instrument will address each RQ.*	*List which persons/artifacts/ records will provide the data.*	*Briefly describe the specific statistical or qualitative analyses that will address each RQ.*
			What did you learn during the development program that would improve your work environment? What topics, concepts, and activities of the employee development program were most beneficial? Least beneficial?		
	RQ 2: What are managers' perceptions of how the telecommunication organization's employee development program contributes to the employee engagement?	Interview protocol for managers; member checking	Interview questions: How did you feel when you learned your employee was selected to participate in the employee development program? How did you feel the employee development program would assist your employee with career development opportunities?	5 managers of employees who participated in the employee development program	Interview transcript; open coding with thematic analysis

(table continues)

Study Problem and Purpose	Research Questions	Data Collection Tools	Datapoints Yielded	Data Source	Data Analysis
Provide one sentence for each. They must align with all RQ rows.	*List each research question (RQ) in a separate row below. Add or delete rows, as needed.*	*List which instrument (s)are used to collect the data that will address each RQ.*	*List which specific questions/ variables/ scales of the instrument will address each RQ.*	*List which persons/artifac ts/ records will provide the data.*	*Briefly describe the specific statistical or qualitative analyses that will address each RQ.*
			What activities and concepts did you observe being implemented by your employee that would improve their work environment?		
			How do you feel the employee development program helped you build a better working relationship with your employee?		
			What actions have you taken to assist your employee with applying the concepts and activities learned in the development program?		
			What actions have you taken to discuss and assess career development opportunities with your employee?		
			(table continues)		

Study Problem and Purpose	Research Questions	Data Collection Tools	Datapoints Yielded	Data Source	Data Analysis
Provide one sentence for each. They must align with all RQ rows.	*List each research question (RQ) in a separate row below. Add or delete rows, as needed.*	*List which instrument (s) are used to collect the data that will address each RQ.*	*List which specific questions/ variables/ scales of the instrument will address each RQ.*	*List which persons/ artifacts/ records will provide the data*	*Briefly describe the specific statistical or qualitative analyses that will address each RQ.*
	RQ 3: What are the employees' experiences resulting from the application transfer of learning of employee engagement concepts and activities?	Interview protocol employees and managers; member checking	Interview questions: What actions have your manager taken to assist you with applying the concepts and activities learned in the development program? How would you describe your overall experience as a result of participating in the employee development program? What recommendation (s) do you have to improve the employee development program?	10 employees who participated in the employee development program;	Interview transcript; open coding with thematic analysis

(table continues)

Study Problem and Purpose	Research Questions	Data Collection Tools	Datapoints Yielded	Data Source	Data Analysis
Provide one sentence for each. They must align with all RQ rows.	*List each research question (RQ) in a separate row below. Add or delete rows, as needed.*	*List which instrument (s) are used to collect the data that will address each RQ.*	*List which specific questions/ variables/ scales of the instrument will address each RQ.*	*List which persons/ artifacts/ records will provide the data*	*Briefly describe the specific statistical or qualitative analyses that will address each RQ.*
			What concepts and activities learned in the development program have your employee applied on the job?	5 managers of employees who participated in the employee development program.	
			What concepts and activities have your employee completed that increased engagement levels?		
			What changes have you observed since your employee participated in the development program?		
			What recommendations do you have to improve the development program?		

Appendix C: Research Participants

Study Participant	Gender	Location
Employee A	Female	North Carolina
Employee B	Female	North Carolina
Employee C	Female	South Carolina
Employee D	Female	South Carolina
Employee E	Female	South Carolina
Employee F	Male	North Carolina
Employee G	Female	South Carolina
Employee H	Male	South Carolina
Manager A	Female	North Carolina
Manager B	Female	North Carolina
Manager C	Female	South Carolina
Manager D	Female	South Carolina

Appendix D: LinkedIn Post

Hello,

Would you like to share your experiences about activities and concepts learned as a result of participating in a telecommunication employee development program? I am a graduate student conducting research to explore managers' and employees' perceptions of how a telecommunication organization's employee development program contributes to the employee engagement. I am looking for employees who completed a telecommunication employee development program and managers who supervised employees who completed the program. If you are living and working in North Carolina or South Carolina and would like to learn more about the study and possibly participate in a phone interview focusing on concepts and activities that support employee engagement, please contact me to set up an appointment for a phone interview: XXX@Waldenu.edu

Cynthia Shuler
Doctoral Student, Walden University

Appendix E: Setting a Date

Hello,

Thank you for confirming your eligibility to participate in my research project study for Walden University. You will be asked to discuss your perceptions of how a telecommunication organization's employee development program contributes to the employee engagement. This interview will be audio recorded.

Please let me know a date and time you would be available. What telephone number may I use to confirm your appointment and contact you for the interview?
Thank you again for your interest in participating in my research project study.

Sincerely,

Cynthia Shuler
Doctoral Student, Walden University

Appendix F: Confirming a Date

Hello,

This email is to confirm our phone interview on (date) at (time).
Thank you for your interest in my research project study,

Sincerely,

Cynthia Shuler
Doctoral Student, Walden University

Appendix G: Interview Questions: Employees

Research Questions	Kirkpatrick's (1998) four levels of evaluation	Interview Questions
RQ1: What are employee's perceptions of how the telecommunication organization's employee development program contributes to employee engagement.	Level 1, Reaction	How did you feel when you were selected to participate in the employee development program? How did you feel the development program would assist with your career development opportunities?
	Level 2, Learning	How conducive was the development program environment to your learning? What did you learn during the development program that would improve your work environment? What topics, concepts, and activities of the employee development program were most beneficial? Least beneficial?
What are the employees' experiences resulting from the application transfer of learning of employee engagement concepts and activities?	Level 3, Behavior	What changes have you experienced since participating in the employee development program?
	Level 4, Results	What concepts and activities learned in the development program have you applied in your job? What actions have your manager taken to assist you with applying the concepts and activities learned in the employee development program? How would you describe your overall experience as a result of participating in the employee development program? What recommendations do you have to improve the employee development program?

Appendix H: Interview Questions: Managers

Research Questions	Kirkpatrick's (1998) four levels of evaluation	Interview Questions
What are manager's perceptions of how the telecommunication organization's employee development program contributes to the employee engagement.	Level 1, Reaction	How did you feel when you learned your employees was selected to participate in the employee development program?
		How did you feel the employee development program would assist your employees with career development opportunities?
	Level 3, Behavior	What activities and concepts did you observe being implemented by your employees that would improve their work environment?
		How do you feel the employee development program helped you build a better working relationship with your employees?
		What actions have you taken to assist your employees with applying the concepts and activities learned in the development program?
		What actions have you taken to discuss and assess career development opportunities with your employees?
What are the employees' experiences resulting from the application transfer of learning of employee engagement concepts and activities?	Level 4, Results	What concepts and activities learned in the development program have your employees applied on the job?
		What concepts and activities have your employees completed that increased employee engagement?
		What changes have you observed since your employees participated in the development program?
		What recommendations do you have to improve the program?

Appendix I: Codes and Patterns

Employee/ Manager	Interview Question	Codes	Patterns	Emerging Theme
employee	How did you feel when you were selected to participate in the employee development program?	emotions	honored 6 proud 2 valued 3 excited 6	employee-centric cultural
employee	How did you feel the development program would assist with your career development opportunities?	leadership tools	networking opportunities 5 resources, activities, & tools to develop career 8	career development opportunities
employee	How conducive was the development program environment to your learning?	place off-site leadership speakers networking opportunity committed to do good	location 8 (6) networking 5 mentoring 2 speakers 5 people resource 1 committed 4 projects 1	career development opportunities
Employee	What did you learn during the development program that would improve your work environment?	communication tools, team-builders, tips to resolve conflicts	communication tools 6 teambuilders 3 resolve conflicts 4 leadership transition 4 decision making 2 projects 1 time mgt. 1	career development opportunities
employee	What topics, concepts, and activities of the employee development program were most beneficial?	networking team-builders, classes - conflict resolution, generational gaps, time management, critic thinking	mentoring 4 networking 5 team-builders 8 conflict resolution 3 generational gaps 1 time mgt. 1 critical thinking 1	career development opportunities
	Least beneficial?	management support lack of	management support lack of	lack of support *(table continues)*

Employee/ Manager	Interview Question	Codes	Patterns	Emerging Theme
employee	What changes have you experienced since participating in the employee development program?	Communication resolve conflict presentation	communication 6 resolve conflict 1 presentation 2 projects increase knowledge & skills 6 better performance 6 promotion 6 Attrition 3	career development
employee	What concepts and activities learned in the development program have you applied in your job?	communication	communication 8 team-building 4 conflict resolution 3	career development
employee	What actions have your manager taken to assist you with applying the concepts and activities learned in the development program?	No support	No support lack of knowledge about program career development conversations	Lack of management knowledge/support
employee	How would you describe your overall experience as a result of participating in the employee development program?	great experience promotions memorial proud moment enjoyable	positive experience 8 promotion 7	employee-centric culture
manager	How did you feel when you learned your employee was selected to participate in the program?	emotions growth opportunity	inspired, excited, proud 3 opportunity to grow 3	employee-centric cultural

Employee/ Manager	Interview Question	Codes	Patterns	Emerging Theme
manager	How did you feel the employee development program would assist your employee with career development opportunities?	strengthen leadership skills	develop leadership skills 4	career development
manager	What activities and concepts did you observe being implemented by your employee that would improve their work environment?	communication team player networking coaching/feedback	communication 3 coaching 2	career development
manager	How do you feel the employee development program helped you build a better working relationship with your employees?	understanding career development path	understanding career development path 4	career development opportunities
manager	What actions have you taken to assist your employees with applying the concepts and activities learned in the development program?	ongoing support one on one	support 3 one-on-ones 4	career development opportunities
manager	What actions have you taken to discuss and assess career development opportunities with employees?	one-on-ones	one-on-ones 4	career development opportunities

Employee/ Manager	Interview Question	Codes	Patterns	Emerging Theme
manager	What concepts and activities learned in the development program have your employees applied on the job?	motivated driven	better communication 2	career development opportunities
manager	What concepts and activities have your employees completed that increased engagement levels?	sharing idea communication freely team-builders positive impact	taking responsibility through self-initiated activities 4 Teambuilding 3 communication 2 motivated 3 positive emotions 4	career development opportunities
manager	What changes have you observed since your employees participated in the development program?	attitude team building career focused	positive emotions 4	employee-centric culture

Appendix J: Member Checking Initial Analysis

Appendix K: Follow-up Interview Question

Interview Question	Participant	Response
What conversations did you and your manager have once you found out you would be attending the employee development program?		
	Employee A	None
	Employee B	None
	Employee C	None
	Employee D	None
	Employee E	None
	Employee F	None
	Employee G	None
	Employee H	None
What conversations did you and your employee have once you found out he/she would be attending the employee development program?		
	Manager A	None
	Manager B	None
	Manager C	None
	Manager D	None