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Training & Development Proposal

Introduction

This proposal, prepared for the Training and Development department at the University of Houston, will describe strategic strategies for becoming a global leader in training and development. Working from literature and interviews, we will describe how to strategically incorporate strategies to move from a 20th to a 21st century organization. We will assess: 1) strengths and weakness, 2) external variables and 3) ways the department can proceed with the plan.

Current Situation

The University of Houston’s (UH) Training and Development (T&D) Department seeks to become a global leader in its field through producing highly sought after graduates. T&D is an established, graduate school program belonging to a new planner’s type of organization, in that it senses a need to change, but doesn’t understand how to get a grip on planning. Cultural issues of the T&D include the bureaucratic environment in which it must operate. T&D is not facing an immediate strategic crisis, but is seeking continued incremental improvements or attempting transformation into a significantly different and more vital entity.

Two staff members offered comments about T&D, which served as a basis for an Internal Assessment of the program.

First, Dr. Consuela Waight stated that T&D’s program is a young program and the goals are still emerging; however she would say that the current goals are growth, quality (relevant, meaningful course content and practice) and effective course delivery. According to Dr. Waight, leadership of the program is shared by all faculty members (Norwood, Ezell, Arcy, Greenwood, and Waight).

The program quality and student services can be improved through:

- Implementation of an exit interview process which would provide suggestions from students about how to continuously improve the program.
- Analysis of the present curriculum to determine whether course offerings make the greatest contribution to the overall goal.
- Enhancement of instructional delivery.
- Application of student experiences more effectively.
- Continuous research by faculty in their areas of expertise to stay abreast of industry changes.

Along with implementing an exit interview process, Dr. Waight said T&D should:
− Hire an additional professor to complement and enhance the program.
− Ensure that when a new process is implemented, the most up-to-date technology is used to augment the process.
− Continue developing relationships with T&D heads of companies in order to bring in guest speakers and one day mentors.
− Develop consistent methods to quantify progress (i.e., develop an effective course description) then verify through questionnaire or other method that students actually learned what we said they would learn.

Strengths of T&D’s program include:

− T&D’s departmental culture which is one of support, shared leadership and one where people listen and learn from one another.
− Embodying the ability to conduct research of competitors and the industry then reflect finding within the program.
− Being able to receive and use feedback from the students.
− Being positioned to teach students how to learn continuously.
− Being able to use management practices that augment achievement of the department’s goal through the review process.
− Faculty is held accountable for their productivity which contributes to goal achievement.
− Faculty is judged on the basis of innovation and service.

Secondly, Dr. Shirley Ezell elaborated on plans for the organization to develop an institute which would greatly expand their program offerings and compete into the future. Dr. Ezell stated that the program needed improvement in the following area:

− T&D lacks sufficient “hands-on” courses that use technology, and needs adequately-staffed computer labs equipped with current software.

Dr. Ezell pointed out what she perceived as the strengths of the program to be with the following:

− Faculty members want to make the program better and have lots of ideas on how to do so.
− Faculty members are willing and anxious to listen to the students.
− T&D has made proactive moves to improve their situation through submitting grants for web-based courses and added statistics courses to the program.
• An accelerated bachelor’s and master’s degree curriculum has been added to the program.

**External Assessment**

**markets/customers** Training & Development’s (T&D) target audience is anyone able to complete a face-to-face course as training and development cuts across all fields. However, if narrowed, our targets are those management professionals holding a bachelor’s degree desiring to become facilitators and change agents for their particular areas of expertise (those who would like to teach and become innovators in their fields).

**socio-demographics** Individuals holding a bachelor’s degree who would like to become facilitators in their field include individuals working in management occupations, or individuals who have reached seniority status in their fields and seek the next step in their career growth are members of our target group.

According to the U.S. Department of Labor - Bureau of Labor Statistics 2001 National Cross-Industry estimates of Employment and Mean Annual Wage for Managers, there are 7,212,130 individuals working in management occupations earning a mean annual salary of $70,800. In Texas, there are 603,810 individuals working in management occupations earning a mean annual salary of $66,410, and in Houston 145,280 individuals working in management occupations earning a mean annual salary of $70,290.

Some of the personal characteristics target group members include individuals who enjoy working with people and have a genuine desire to help people feel good about themselves and achieve their desired results, and they have a business-orientation with an interest in finding methods to improve the way things are done in their field, looking beyond the narrow focus of a job to the greater scope of the business. They usually think conceptually.

**competition** T&D’s competitors are universities that offer a graduate degree plan in Training and Development.

The University of Phoenix offers a Master of Arts in Education with a Specialization in E-Education, MAEd/E-Education. The specialization in E-Education is a graduate education degree for bachelor-prepared individuals who wish to develop and enhance skills necessary to effectively teach within a post-secondary setting or training environment in business. The program encompasses the study of adult learning theories, instructional design, multiple distance education modalities, assessment and evaluation, as well as tools, techniques and strategies associated with distance education with a focus on self-directed learning. Students earning online graduate education degrees will learn to use Internet resources, distance education delivery systems, and will focus on how to construct courses and rich learning environments for effective instruction with a variety of learners.

Purdue University’s Department of Curriculum and Instruction offers graduate level instruction in curriculum. This department prepares master teachers, curriculum specialists, teacher educators, educational researchers, directors of training for business and government,
and specialists in educational technology. Purdue prepares high-quality elementary and secondary teachers and other education professionals for the essential roles they play in guiding the education of our youth and in stimulating their learning. The faculty accomplishes this through a variety of instructional programs, through research in the educational process, and through service to Indiana schools.

**technology** The types of e-learning tools designed specifically for higher education is large and diverse. In order to review each product, one must have access to the producer's website resources, a product demo, and a set of guiding questions that enabled them to review each product fairly and consistently. A product list is available at edutool.org.

When considering **content**, T&D should look at vertical areas, such as business skills, technical skills, soft skills, and organization-specific content. Keep in mind the format in which it can best deliver information, whether it’s simulations, games, mentoring, or so forth. With regards to **technology**, account should be taken of current and future needs for learning management, content management, knowledge management, content distribution, competency management, collaboration, assessments, reporting, workflow, and localization. In the area of **services**, think about change management, customization, strategic deployment, project management, and other areas related to the successful implementation and deployment of technology within your organization.

T&D should look for a supplier who can help them decide what they need and how best to configure and integrate the parts and pieces for their total solution. To preserve the best e-learning suite possible for its organization, incorporate open interfaces with the capability to integrate with existing corporate computing infrastructure, and check for compliance with industry standards.

T&D should consider joining forces with other universities to build vertical learning portals to bring the “campus” to the student. To create a more interactive experience for the online students, educators are beginning to incorporate technologies for streaming audio, video and simulation in their e-learning courseware. This allows the potential for content that tailors itself to the preferred learning style of each student in a “mass customized” model of deliver.

Java and Java media framework should be used for T&D to benefit from rapid development and a readily available pool of reusable content to help subsidize the cost of deploying their e-learning programs.

Interactive courseware designed to take advantage of higher bandwidth networks should also be a consideration. Web enabled PDAs provide wireless access for nomadic students.

Possible challenges exist in providing the infrastructure and support services required by an on-line student body. Support services required by e-learners are still lacking. Since scalability and reliability are key issues (on-line learners are typically working adults with limited study opportunities and low tolerance for downtime) e-learning portal architectures must be able to expand to meet the growing number of on-line students. Education planning, infrastructure and business partnerships are vital in this new era of education.
**economy** Although the economy seems likely to at least post some improvement, answers to the true shape of economy will depend on:

Possible war in Iraq, tax cuts, business spending, and the Federal Reserves.

*War with Iraq.* Most observers expect a quick, successful resolution to the conflict, and that would certainly give a boost to consumer and business confidence. But if the war were to drag on, or if the flow of oil from the Middle East were disrupted, or if terrorists launched massive strikes to protest a U.S. attack on or occupation of Iraq, confidence could be shaken.

*On Tax Cuts.* With Bush’s recent tax stimulus plan, it is expected that it will help the short-term economy, and will be better for long-term fiscal probity.

*Business Spending.* First, businesses still have too much production capacity, after going on a spending spree on new technology and plant equipment in the late 1990s. Businesses won't buy much more merchandise until they expect a strong pick-up in demand. Secondly, businesses have little leverage to raise prices, which makes it harder to grow profits and forces them to keep costs low. This means it's been harder for many of the 1.8 million people laid off during the recession to find jobs, which discourages them from spending, thus keeping demand low and dissuading businesses from boosting their spending, spurring a vicious cycle.

*Fed.* After 11 rate cuts in 2001 -- a record for a calendar year -- the Federal Reserve was mostly on hold in 2002, waiting for signs that a recovery from 2001's recession was going to last. It didn't, and the Fed was forced to cut rates aggressively again in November. Rates are now at 40-year lows, the economic equivalent of flooring the gas pedal, since super-low rates make the cost of borrowing dirt-cheap and tend to pump more money into the economy. Even though some economists expect the Fed's next move will be to tighten gradually, other economists see lingering economic weakness, along with uncertainty about the Iraq situation, and say the Fed could be on the sidelines.

Already, the federal budget deficit is expanding, meaning that the bill for a war would lead either to more cutbacks in domestic programs. If consumer and investor confidence remains fragile, military action could have substantial psychological effects on the financial markets, retail spending, business investment, travel and other key elements of the economy, officials and experts said. War can have a negative effect on international institutions and scale back globalization.

As of February 2003, the Texas economy is expected to undergo a shortfall of $1.8 billion. For the next fiscal year, beginning Sept. 1 and running through Aug. 31, 2005, the projected shortfall is $8.1 billion. That budget is yet to be written by lawmakers meeting now. The combined shortfall is $9.9 billion.

**government/political** "I am pleased to send to the Congress a bold strategy for improving the management and performance of the federal government. Government likes to begin things – to declare grand new programs and causes. But good beginnings are not the measure
of success. What matters in the end is completion of performance results, not just making promises, but making good on promises. In my Administration, that will be the standard from the farthest regional office of government to the highest office in the land." --George Bush

This statement and the document from which it comes are critical evidence of the trend for accountability in the public sector. Public-sector agencies of all types are suddenly taking a keen interest in developing skills and implementing evaluation processes that include return on investment (ROI). There are some professionals who agree that public-sector entities should build greater accountability into their processes. Regardless of the position, ROI is a topic of discussion among public-sector organizations and the latest "stopping-off" place for the ROI trend.

Critical Success Factors

Areas and capabilities in which T&D must excel if they are to win with their customers and beat their competitors:

- Turning out top notch trainers
- Marketing the program effectively
- Hiring the best instructors or having top notch guest speakers
### How the plan would work

#### Time scale:

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
<th>People</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN</td>
<td>Diagnostic interview</td>
<td>Planning Committee</td>
<td>1 1/2 hours/person</td>
</tr>
<tr>
<td></td>
<td>Questionnaire diagnostic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAR</td>
<td>Diagnostic results</td>
<td>Dept. Heads/Faculty</td>
<td>1 day</td>
</tr>
<tr>
<td></td>
<td>External Analysis</td>
<td>Marketing Team</td>
<td>2 weeks</td>
</tr>
<tr>
<td>APR</td>
<td>Staff Handbook to help students achieve statement of attributes expected of students</td>
<td>Dept. Heads/Faculty</td>
<td>2 days</td>
</tr>
<tr>
<td></td>
<td>Retreat for the Planning Committee</td>
<td>Planning Committee</td>
<td>3 days</td>
</tr>
<tr>
<td>MAY</td>
<td>Financial analysis</td>
<td>Dept. Head</td>
<td>2 days</td>
</tr>
<tr>
<td></td>
<td>Environment analysis</td>
<td>Marketing Team</td>
<td>2 days</td>
</tr>
<tr>
<td>JUNE</td>
<td>Priority Planning Meeting</td>
<td>Planning Committee</td>
<td>2 days</td>
</tr>
<tr>
<td>JULY</td>
<td>Mission/Vision</td>
<td>Planning Committee</td>
<td>1 day</td>
</tr>
<tr>
<td></td>
<td>Allocation of Duties</td>
<td>Dept. Head</td>
<td>1 day</td>
</tr>
<tr>
<td></td>
<td>Curriculum Development</td>
<td>Planning Committee</td>
<td>3 days</td>
</tr>
<tr>
<td></td>
<td>Information Technology Strategy</td>
<td>IT Dept.</td>
<td>1 week</td>
</tr>
<tr>
<td></td>
<td>Code of Ethics</td>
<td>Planning Committee</td>
<td>2 days</td>
</tr>
<tr>
<td>AUG</td>
<td>Strategic planning meeting</td>
<td>Planning Committee</td>
<td>2 days</td>
</tr>
<tr>
<td>SEPT</td>
<td>Final plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In 3-5 years, facilitation will be entirely in the hands of T&D’s professors, as they will be ensuring that the process continues to work. Professors will be devoting regularly scheduled time to setting future strategy. T&D department will have their processes imbedded, be receiving meaningful results, and strategic priorities will be a way of life. T&D will be getting significant strategic and operating results in most functions.

Five years is realistic and an adequate enough time for T&D to have achieved such milestone activities.

Facilitators will conduct a minimum analysis of the following:

- Determine what skills employers of our graduates are looking for.
- Who are our customers? What are their needs? and How to reach them, and insure that they develop habits of life long learning?
- Plan for a reduction in funding, economic crisis, a downturn in enrollment and rapid developments in information technology.

Remove barriers, provide resources. Planning will be espoused, along with providing for time, people, skills, and money needs to implement strategic changes. Human resources will be provided to facilitate the process and to serve as objective and confidential coaches and counselors during the early years. By doing this, the facilitative lubricant will pay huge dividends far out of proportion to its cost.

Show and reinforce tangible results. Early results from planning will be rewarded. One strategy would be an annual planning conference for key organization managers. At the first and subsequent conferences, the T&D would give significant awards for the most profitable plan, the most creative plan, and the most promising plan.

T&D should look for early results by:

- First, utilizing the planning process to gather enough coordinated information quickly to make early, reasonable risk decisions.
- Second, having management communicate to the organization that good programs are supported with newly funded equipment.
- Finally, establishing a system of psychological and monetary rewards that pay off over the time frame and get strategic results (usually three to five years).

Set a climate tolerant of mistakes. Fear will be mitigated by creating an atmosphere of support for learning, mistakes, miscues, and early on failures. Change, by definition, involves learning and risk. Tolerance and coaching people through their failures is key. Replacements for someone who continuously misses objectives and repeats mistakes will be made. Mistakes will be expected by the talented hard chargers.
Quality assessment and control. Assessments and controls of the clarity, effectiveness, and quality of all organization processes, particularly when in the initial development and early implementation stages will be done. When designing the process, developing procedures, and drafting manuals, solicit inputs from a broad spectrum of potential users. In addition, have one or two groups actually critique and road test the process before introducing it to the entire organization.

During the first year, the facilitator will actively solicit opinions on what is working and what is and is not relevant, what needs changing in the process, and identifying barriers to effective planning. The information collected will aid in revising the manual and the process so that they work the second time around. It takes at least one and sometimes two revisions to make a manual and a process workable.

Before ending the final work, an update should be made to the plan each year. T&D should verify that basic processes still apply to the program.
The following action format will be used to conduct meetings:

<table>
<thead>
<tr>
<th>Program Action Plan Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Manager</td>
</tr>
<tr>
<td>Program #</td>
</tr>
<tr>
<td>Priority Issue</td>
</tr>
<tr>
<td>What’s Required</td>
</tr>
<tr>
<td>When/Who/What</td>
</tr>
<tr>
<td>Special Guest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Impact Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>Revenue</td>
</tr>
<tr>
<td>2 year</td>
<td>Revenue</td>
</tr>
<tr>
<td>3 years</td>
<td>Revenue</td>
</tr>
</tbody>
</table>
Four critical concepts should be adhered to with strategic implementation:

- **Relevance**—making the mission, priority issues, and actions that need to be taken relevant to and understood by those who must execute. The staff’s actions will directly affect the strategic success.

- **Resources**—skills, time and money

- **Alignment**—all actions, including ongoing tasks, must support the mission and the strategic priorities. It makes sense for a T&D that identifies customer service as a competitive advantage to set up an elaborate customer service and order entry organization. But it makes no sense for the some T&D to allow the people in put in place to go on thinking their job is to achieve the lowest possible cost, and the customer be damned.

- **Accountability**—give everyone who has a strategic task to perform the ability to win or lose on the basis of how they carry out their charge.

Operational issues involving the plan should also occur in the following areas:

- **Communicating the mission, strategic thrust, and priority issues**: such as putting into place the communication plan you developed at the strategy meeting.

- **Identifying the leverage individuals, teams, and functions**—those who will be on program teams and those who manage and deliver in areas that support your critical success factors.

- **Having the right people with the right skills in the right leverage slots**, and dealing quickly and effectively with those who don’t have the skills or who resist change.

- **Driving the plan down through the organization**, making assignments, providing resources, and holding people accountable.

Steps for making the plan operational:

The first step to making the plan operational for the Training and Development department is to break down the strategic objectives, programs and tasks and assign them to teams and individuals who have the resources and the motivation to execute them. It is vital that the people who carry out the plan be committed to doing so. Faculty members who are involved in carrying out the plan must adjust their course load so that plenty of time is allocated for current responsibilities i.e. students.

The second step is to communicate the mission statement, strategic thrust, and priority issues. It is important that these items are understood by those assigned to execute them.

The third step involves identifying the key people who will have the most impact in implementing the plan. Determine what resources are available, i.e. people talent and financial resource, how the plan will align with the Universities overall plan and who will be
accountable for what. If the right people with the right skills are not readily available, we may need to hire experts from outside the department.

Step four involves passing the torch to team leaders, installing an accountability system if one is not already in place, and enforcing it.

Reviews of T&D’s plan should be made frequently in order to:

- stay abreast and respond flexibly to areas of the plan and program where funds and assets may need to be re-distributed,
- evaluate the functioning of the team helping them stay on task,
- address any obstacles that prevent team members from working the plan,
- stimulate the team through motivational techniques, and
- ensure that all work supports accomplishment of the plan and vision.

Interventions the top team needs to make to keep the program on track include providing:

- counseling, which may include advice for solving project problems, etc.,
- influence, which may include persuasion to obtain a needed resource,
- skill development, which may include obtaining and providing additional training to team members, and
- direction, which may include getting the team back on task.

Quarterly reviews should be attended by members of the team who can review the program, have the authority to decide and motivate the entire execution team. In T&D, this would include Drs. Shirley Ezell, Thomas Arcy, Katy Greenwood, Marcella Norwood, and Consuelo Waight.
Below is a sample Quarterly Review Form:

**Quarterly Program Review Form**

_____ Quarter, 20 ____

Faculty Lead: ______________________________

Team Members: ____________________________

Program Name:

Problem/issue to be addressed:

Results expected:

Steps/objectives due but not accomplished:

Changes in timing, objectives, resources requested:

What are the incremental results since plan was approved?

What are the sales results since plan was approved?

What are the gross margin results since plan was approved?

What are the net profit results since plan was approved?

What are the cash flow results since plan was approved?

What have you spent so far versus what you planned to spend?
Reward Success

One non-financial reward that T&D department can use to recognize individuals and team performance is to establish a Reward Fund. The reward fund can consist of rewards the team members deem valuable. For instance, team members can choose from receiving time off, having parts of their vacation paid for (lodging and/or transportation), a party to celebrate their accomplishment, or any other pre-specified types of rewards.

A second non-financial reward that could be given includes having the accomplishment of the team member showcased on the UH website homepage, as well as having a mention in Houston Cougar and other trade publication’s ads about the team member’s accomplishment.

A third non-financial reward that could be given includes giving the team member a budget to architect a program or project that would afford them status, further recognition (through being recognized as the chief architect and acting in the role) and an outlet for their ideas. In other words, provide the staff member creative room and resources to develop an idea of their own that furthers their personal career or development in some way.

Any reward system should characteristically: (1) serve as an important motivator, (2) have measurement systems in place, and (3) be tied to the company’s performance (factors include time allocated, importance of the tasks and the impact it has on end results).

Annual Priority-Setting Meeting Agenda

<table>
<thead>
<tr>
<th>Annual priority-setting meeting agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
</tr>
<tr>
<td>90 Min.</td>
</tr>
<tr>
<td>1. Review of current plan SWOTs, assumptions, markets, competition, and trouble spots; continued validity of strategies. Are there changes? If so, what are their implications?</td>
</tr>
<tr>
<td>120 Min.</td>
</tr>
<tr>
<td>2. Review of mission statement. Are any changes needed? How is the organization moving toward achieving the vision and the strategic objectives? Are there gaps? How will they be addressed?</td>
</tr>
<tr>
<td>85 Min.</td>
</tr>
<tr>
<td>3. Presentations from staff and line managers on their divisions’ strategic and operating priority issues and the programs they will develop to address them.</td>
</tr>
<tr>
<td>60 Min.</td>
</tr>
<tr>
<td>4. Consensus on top five strategic priority issues for the next year.</td>
</tr>
<tr>
<td>60 Min.</td>
</tr>
<tr>
<td>5. Consensus on top five operating priority issues for the next year.</td>
</tr>
<tr>
<td>15 Min.</td>
</tr>
<tr>
<td>6. Identification of issues for program development.</td>
</tr>
<tr>
<td>90 Min.</td>
</tr>
<tr>
<td>7. Tentative programs to address priority issues. Assignment of responsibility for program development.</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
</tr>
<tr>
<td>60 Min.</td>
</tr>
<tr>
<td>8. Next year strategy</td>
</tr>
<tr>
<td>60 Min.</td>
</tr>
<tr>
<td>9. Budget additions</td>
</tr>
<tr>
<td>80 Min.</td>
</tr>
<tr>
<td>10. Final conclusion and additions/changes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>720 min. (1.5 days)</td>
</tr>
</tbody>
</table>
**Possible Problems and Solutions**

**Overcoming Resistance to Change**

It is human nature to initially resist change. To overcome resistance to change within the Training and Development department:

Communicate to all participating levels the departments’ goals, the reasons these goals are important and the actions needed to achieve them. Give participants adequate time to perform tasks. Conduct random checks on how well planning is understood and to judge the extent of commitment to the process. Communicate your commitment to planning.

Further, T&D management should:

− Train all decision makers how to plan and effect change.
− Conduct team-building meetings to establish and expand teamwork for both developing and implementing plans. To create a sense of ownership, involve the faculty and staff early in the planning process.
− Decide who will do what and when.
− Eliminate barriers and provide adequate recourses to affect change.
− Provide reinforcement to team members by publicizing successes in the Houston Cougar on U of H’s website.
− Establish a tolerant climate that accepts and learns from mistakes.
− Constantly sell the plan, plan the plan and celebrate the victories.

**Challenges to Globalization**

At any given time, the mindset of managers is a consideration in the globalization scenario. It is just human nature for some managers to want to do things simply in order to save themselves time and effort in fulfilling their responsibilities. Some businesses deserve a complex answer because their businesses are complex. In this case, facilitating agreement on strategy and strategic priorities becomes key to all efforts.

Complexity of doing business could be a consideration insofar as students wishing to attend distance education classes online would have to adapt to the instructor’s style of speaking. Also, currencies could be an area where exchange rates and tax rates have to be measured. Volatile or fluctuating economic states in foreign countries could affect the rate of return on tuition.

Re-creation of the sources of T&D’s competitive advantage is a major consideration, as one will have to consider cultural issues in other countries. For example, if a competitive advantage within the U.S. includes delivering the cutting-edge training and development
courses, one would have to constantly stay abreast of what is happening with competitors in other countries and assess whether their culturally-derived solutions to training and development is more superior to those derived from an American standpoint.

Increasing geopolitical uncertainty is a minimal consideration for T&D in that students attending in-class courses will be on campus in the U.S., and those attending distance education are attending from their homes via computer. However, courses which have online and in-class requirements would severely limit foreign enrollment into T&D’s courses.

Globalization of the customer is a factor of T&D to the extent that T&D fails to update its course offerings. If T&D updates its curriculums to comprehensively solve the training and development needs of workplaces within the U.S. and anticipate those needs of other countries, globalization of the customer becomes less of a problem.

**Conclusion**

There is certainty that T&D’s program can be streamlined and improved in terms of return on investment, student enrollment and retention and ultimate performance. In addition to honing performance of its Critical Success Factors, T&D should consider the following to improve its program:

Increased financing alternatives for students can greatly increase student enrollment in the program. In addition to cultivating relationships with the local business community, for teaching resources, T&D should seek to develop opportunities with these entities to erect scholarships that fund the education of students attending the program.

The use of monitoring efforts to gauge the external climate is key in T&D’s organization. Today, technology affords organizations large and small varied access to massive amounts of information. If T&D is going to develop into a responsive organization that is able to change as a result of the environment, it needs to develop its use of information technology to stay constantly aware of conditions affecting its organization.

T&D must work to align its internal program with external academic ranking system indicators. Regular monitoring of the salaries of graduates and how much time it takes them to find jobs and/or how long it takes them to achieve their goals of entering their field of study, as well as developing methods to use the background and experiences of students and staff in the educational environment will contribute to T&D’s goal of global leaders who produce sought after graduates.

Effective usage and constantly seeking feedback from students, faculty, business community & peers of T&D will increase the responsiveness of T&D’s organization. Devising methods and forms to capture such feedback, as well as analyze, to identify trends will serve as process improvement tools as well. For instance, T&D should collect student assessments of whether the instructor achieved the class objectives. Faculty members should provide meet regularly to voice concerns and suggestions in a formal setting. Further, representatives of the local business community can critique class content to sharpen its scope.
When the organization is able to implement a strategic plan that outlines a course of action to set, communicate, and assign accountability, it will be able to add and maintain value in its program offerings increasing its prestige and demand.