

# Managing the Development of Surveying Staff

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## What is Development?

- Training is a program that helps employees learn specific knowledge or skills to improve performance in their current roles.
- Development is more expansive and focuses on employee growth and future performance, rather than an immediate job role



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## Why is Development Important?

- Business robustness
- Ability to weather stress
- Staff retention
- Higher level of work efficiency, throughput and output
- Employee loyalty

## Summary & Objectives

- Learn about development and its importance to you
- How to achieve development?
- Practices to consider
- Some to-do's

# Organization-Wide Recognition

- Training is essential
- No shortcuts
- Time HAS to be made for it
- Otherwise there may be impacts on
  - Safety
  - Customer experience
  - Employee satisfaction
  - Profitability
  - Workload management

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# To Properly Manage Development

- Teaching managers how to coach and mentor—realizing traditional styles may be difficult
- Understand that learning has a short shelf-life, especially when the knowledge is not frequently accessed
- Help staff understand that training helps them with their careers
- Be flexible about how and when you offer training
- Be creative in the use of technology

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## Be Passionate About Training

- Teach managers how to coach and mentor—realize traditional styles may be different
  - Life is much more complex
  - More is understood about learning processes
  - Consider a training department or person with prime responsibility for this to take the primary load off managers (outside consultant?)

## Deal With Short Shelf-Life

- Learning has short shelf-life, especially when the knowledge is not frequently accessed
  - Needs change (company, team, the individual)
  - Impacted by clock, technology changes, drift in job responsibilities
  - Better to deal with training in frequent short bursts than grandiose weeks, days or even half-days of training
  - Overloading training does not help the learner

## Help Staff Own Their Development

- Help staff understand that training helps them with their careers
  - Better facilitated with individualized programs that the staff participating in designing
  - Make it a part of annual or semi-annual reviews
  - Make constant access to training available, but hold them accountable
  - Develop methods of recognition so that staff have pride in their own development, expertise and skills

## Review?

- Performance review
- Regular informal feedback
- Honesty
- Face-to-face
- Tangible pertinent examples
- Have a written development plan
- Choose words with care
- Discuss achievements—ask the team member to bring them, but have some of your own
- End on positive note

## See Your Job As Coach (as well!)

- Show attention to your team
- Be a leader
- Explain why all "A"s on a review is not necessarily bad
- If someone is not pulling their weight don't hesitate to tell them about it

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## Flexible Learning

- Be flexible about how and when you offer training
  - Adopt on-demand scenarios
  - Create mobile solutions
  - Offer training that deals with immediate issues staff need to cope with
  - Allow time to absorb and put into practice before moving on

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## Technology Can Help

- Be creative in the use of technology
  - If they work out of town are they bored out of their minds in the evenings?
  - Create work collaboration groups that can use various technologies such as Zoom, Skype and webcasts to connect with each other even when not in the same physical place
  - Technology can help with formal training as well as informal coaching and mentoring

## But You Have to Walk the Talk

- Don't give lip service to training
- If there is no momentum driven by your leadership, staff will give it lip service too
- Lead by example
- Talk about your own learning journey to encourage other to share
- Don't limit to learning journey, share about career hopes and dreams as well

## Be Careful of What You Convey

- Today, knowledge and skills have a much shorter shelf-life than they used to
- So it isn't enough to learn the ropes and then be done with training
- Ensure that there is an understanding of the process of life-long learning
- Again, model this behavior

## Make Customized Training Goals

- Annual, semi-annual or quarterly reviews
- Don't leave it up to them
- This means being a true manager!



## Research the Options

- Require certain books and articles
- Magazines
- Certain programs at professional meetings, online training, courses at tech colleges and schools, even high school programs can be a choice

## Who Are The Trainers?

- Who's good at it in your company, in your area, in your chapter?
- Create training opportunities that cut across organizations
- What about local schools?
- Training competency is important
- How to train the trainer?

## But Don't Randomly Assign Training

- Teachers are developed, not magically born
- Start small
- Invested in trainer/teacher/leader development

## Create a Matrix of Training

- Customize for each person on your staff
- Not everyone has the same needs even if in same position or with same title
- Include dates for achievement of goals
- Reward achievements, don't reward if not achieved

## Avoid the Peter Principle

- Have an organizational ethic that mandates excellent performance
- Mandates are not enough
- Show you mean it with the support your employees need

## Make Training Meaningful

- Share news about current operations
- The term often used is “transparency”
- Talk about new policies for staff to follow when interacting with customers, government officials, passers-by, etc.
- Discuss new initiatives driven by strategic plans
- Explain managers’/owners’ vision as it exists and as it develops

## Encourage Cross-Training

- Many like this
- Makes their skill set more rounded
- Useful for discussion at reviews, when progress towards licensure comes up with young employees
- Staff will see this as job security

## Ask the Staff!

- How can they contribute?
- What do they know?
- What would they like to learn?
- How would they like to learn?

## Instill Pride; Develop Secondary Skills

- Have staff who have undergone training talk about what they've learned
  - In small work groups
  - In departments
  - Company-wide
- Don't forget to ask them to share about how the new skills and knowledge help them
- What new things are they able to do with the training that they couldn't do before?

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## Appraisal of Skill Levels

- Teach managers and supervisors to assess the skill levels of employees
- This means keeping an ongoing list of critical tasks and evaluating abilities with respect to it
- Particularly identify a lack or a “needs improvement” skill

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## Why Training Is Not Implemented

- Focus on the here and now
  - Constantly fighting fires
  - We don't have time to train
  - [but we do have time to re-do a survey]
- Senior management needs to show the way with planning based on a longer-term view

## Employees Recall Well-Done Development

- Organization seen as supportive
- Organization cares about their careers
- Recognition is awesome
- Morale improves
- Productivity increases
- Retention of quality staff improves
- Company loyalty expands
- Good talented people want to advance and appreciate real support

## Some Notes About Content

- Retention is rarely possible with long convoluted classes
- Keep it short
- If you can use technology, 10 minutes is ideal
- Enables focus on a skill

## Notes About Learner Ability

- Don't run everyone through one-size fits all training
- Novices will be lost right away
- Seasoned staff will be bored

## Don't Forget Refreshers

- Oh, yes, we were trained on this 2 years ago
- If they didn't do skills that they saw
- If they didn't get to put into practice skills they were taught or needed to know
- Then very likely that lack of doing (in training or immediately after) makes skill disappear!

## Don't Waste Resources

- Training must address the **RIGHT TIME**
- That is, deliver training when they are about to put the training into practice



## Don't Waste Resources

- Training must address the **RIGHT NEED**
- If you think they need to do A but your training delivers skills to do B, then the training is pointless

## Don't Waste Resources

- Deliver the **RIGHT AMOUNT**
- Even if they need a lot, don't make them drink from a fire hose
- Think about filling a glass with beer
- Just turn the bottle upside down until it is empty and what do you get?

## If You Are the Developed

- Talk about the need for training as part of development
- Find the right people who can respond positively and with understanding
- Don't give up, if you don't find it where you are, go somewhere else

## Questions?