

5. BUILDING STAFF CAPACITY

INTRODUCTION

One-Stop system-building generates a need for staff training in a number of different ways. First, training is often required to meld staff from a number of different partner agencies—each with its own identity, work culture, program rules, and job expectations—into a functioning One-Stop career center system characterized by a common customer service approach and seamless services. Second, because One-Stop service designs emphasize the use of information technology to deliver customer services and support internal management functions, One-Stop staff often need training in computer literacy and specific computer skills. Finally, in a One-Stop setting, staff must often move from a narrow program-based set of skills to a broader skills-set that enables them to link customers to a variety of services supported by different program-based funding streams and community resources. Because of these training needs, the case study sites all identified capacity building initiatives as essential to the success of One-Stop implementation.

In this chapter, we discuss the key similarities and differences across the case study sites in (1) the objectives of capacity building efforts, (2) the specific activities undertaken during the first year of One-Stop implementation to further these goals, and (3) the progress made in the development of the new One-Stop capacity building systems and the important steps identified for the future.

GOALS OF CAPACITY BUILDING EFFORTS

Case study sites often viewed staff training as part of a larger human resource investment strategy that also included organizational restructuring into a “high performance workplace” that continuously improved quality. Emulating successful private sector strategies and approaches, states expected capacity building efforts to improve overall productivity and create an ongoing commitment to innovation and the delivery of high-quality services among career center staff. In many sites, One-Stop partners recognized that policy board members, managers, and direct service staff had distinct training needs. For example, policy board members often needed training in team processes, conflict resolution, and the development of integrated services. Managers often needed enhanced skills in consensus decision making, marketing, information systems, performance management, and team-building. Local service

delivery staff often needed increased familiarity with the entire range of services available to customers through multiple funding streams as well as enhanced technology skills for helping customers use the resources available within the One-Stop center.

Specific capacity building goals identified by the case study sites consisted of the following:

1. Coordinating the roles played by state and local One-Stop partners in planning and conducting staff development efforts.
2. Preparing policy makers and staff from multiple agencies to work together in a high-performance work environment.
3. Cross-training career center staff so they are familiar with all the programs and services available to One-Stop customers and are able to carry out broad functions within the One-Stop center.
4. Preparing staff from multiple agencies to provide integrated One-Stop services—such as reception, assessment, and case management—and to support customers in using One-Stop resource rooms and career libraries.
5. Training managers and technical support staff in specific new skills needed in the One-Stop environment, including those related to marketing, measuring customer satisfaction, and using performance data to support continuous improvement.

Different case study sites addressed these goals in differing ways. Below we highlight the different approaches used to address capacity-building goals.

GOAL 1. COORDINATING THE CAPACITY BUILDING ROLES PLAYED BY DIFFERENT ONE-STOP PARTNERS

In general, state and local One-Stop partners agreed that the state needed to play an important role in building staff capacity at both the state and local levels. However, in a number of early-implementation sites, states were not fully prepared to provide assistance with local first-year start-up efforts.

State-level partners in the One-Stop initiative were often involved in assessing needs, developing overall goals, allocating resources, and identifying potential providers of training. Typically, the One-Stop implementation states designated one entity to lead capacity building efforts. Examples of designated lead entities include an existing state training institute, the human resources unit or a training unit within the lead One-Stop agency, and the state staff responsible for state–local coordination of One-Stop system-building issues.

In almost all states, however, the official lead agency for capacity building was supported, assisted, or advised by a work group representing the different One-Stop partner agencies. Selected local agency staff often served on state capacity building work groups so that local perspectives were represented in the state-level planning process. Capacity building work groups also coordinated their efforts with the parallel work groups responsible for planning related One-Stop activities such as marketing and developing integrated management information systems and technology-based products. In many states, a number of local One-Stop systems and centers simultaneously convened local capacity-building teams to identify training needs and design and coordinate staff training activities at the local level.

Responsibility for the actual design and delivery of training was assigned to a variety of different One-Stop partners, depending on staff availability and expertise. The different training delivery arrangements included the following: (1) the design and delivery of One-Stop-related training by staff from existing workforce development training institutes or state agency training divisions, (2) the development and delivery of training by state One-Stop planning team members, (3) the development of formal or informal “peer training networks” to promote exchanges of information among staff from local One-Stop career centers, and (4) the delivery of local training activities by staff within local partner agencies or by experts procured from outside sources.

Exhibit 5-1 provides examples of case study states that had particularly well-developed statewide capacity building activities to support the One-Stop initiative at the time of the evaluation site visits. In many of these states, local One-Stop representatives had also been invited to participate in the design of state-initiated training efforts. In addition, states with well-developed training approaches often encouraged local career center systems to develop their own locally-initiated training or—in the case of “train the trainer” materials developed at the state level—adapt state training curricula to meet local circumstances.

A second group of states were in the process of planning statewide capacity-building initiatives but had only a limited ability to provide assistance to local areas during the first year of One-Stop implementation. In these cases, states usually tried to respond to urgent local needs on an ad hoc basis. For example, at the time of the site visit, state One-Stop local liaisons in Wisconsin would alert the state-level Capacity Building Team if a local One-Stop site needed immediate training assistance (e.g., conflict resolution training to help the site deal with tensions among One-Stop partners)

Exhibit 5-1
Case Study Examples of States with Well-Developed Capacity Building Roles

<p>Connecticut</p>	<p>Staff development and training occupy a central place in the state’s One-Stop initiative. CTDOL’s Staff Development Unit (SDU) is comprised of eight full-time staff persons. SDU staff define their jobs not only as trainers, but as “performance consultants” to local areas.</p> <p>Most One-Stop staff have been provided with an orientation to the <i>Connecticut Works</i> system, inter-agency team building, and cross-training skills. SDU staff have held multiple rounds of training in each of the regions on three “basic skills” designed to improve One-Stop customer services: (1) telephone skills, (2) basic communication skills including active listening and problem solving, and (3) skills specifically related to One-Stop services.</p> <p>In addition to direct training, SDU has also developed “train the trainers” sessions and encouraged networks of peer-led training sessions and the involvement of field staff in peer-to-peer training programs. A state training goal is to encourage “creativity” among local office staff.</p>
<p>Maryland</p>	<p>The state of Maryland has placed a premium on capacity building initiatives to support statewide One-Stop implementation. Primary responsibility for capacity building projects resides with the state’s training institute, the Maryland Institute for Employment & Training Professionals (MIETP).</p> <p>A collaborative approach is used that involves state and local officials in both training design and delivery. MIETP training includes: (1) orientation for local staff covering “managing change” and the state’s “inverted pyramid” model of One-Stop service delivery (using a train-the-trainer approach) and (2) an intensive 16-day-long curriculum for resource area specialists.</p> <p>Additional training provided by the state One-Stop technical team includes technical training on the CareerNet system.</p>

Exhibit 5-1 (Continued)

Indiana	<p>Indiana has identified and begun responding to a wide range of staff development needs associated with One-Stop implementation. Training in these different areas is being provided by a wide variety of agencies and organizations, including the training section of the state lead agency's human resources unit and staff of specific state and local partners.</p> <p>Staff training has occurred in several different waves to support the different phases of One-Stop development in the state. Early training was designed to achieve a common understanding of the One-Stop initiative and to train the staffs of JTPA, ES, UI, and VETS about the details of the different programs operating within a local career center setting. More recent waves of training have continued to focus on cross-training for front-line staff as well as on training for the new automated technology-based systems and products.</p> <p>Current DWD staff development offerings focus on the needs of staff at various levels within the career center setting. Training for managers includes training in leading effective meetings, problem solving, and communication skills. Training for line operations staff includes training on counseling theory, basic communication skills, career counseling, and case management.</p>
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so that the team could provide or arrange for “just-in-time” training. Similarly, in Texas, the lead One-Stop agency’s Technical Assistance Director, together with other One-Stop team members, served as *de facto* facilitators for local team building training. Much training was done informally and can best be described as helping to “put out brush-fires” by helping Career Center partners develop conflict management skills.

A third group of states planned to promote local control by providing overall state guidance and financial support to local areas on capacity building issues but leaving the selection of training providers and the development of specific training curricula up to the region or local site. For example, in Ohio, the state encouraged local One-Stop stakeholders to identify potential training vendors and the types of training needed at the local level. Rather than emphasizing the direct provision of training by state staff to local One-Stop partners, members of the state One-Stop management team in Ohio have created opportunities for information-sharing among peers by sponsoring problem-solving conferences for local One-Stop practitioners. State staff have also encouraged local areas to use local One-Stop implementation funds to support locally-driven capacity building efforts.

GOAL 2. PREPARING ONE-STOP STAFF TO WORK TOGETHER IN A HIGH-PERFORMANCE WORKPLACE

An initial capacity-building priority for most case study sites was to orient managers and staff to the goals and objectives of the transformed workforce development system—one driven by customer needs rather than program-based goals. Often, One-Stop partners attempted to organize the new integrated workforce development system around principles of total quality management, team building, customer focus, and continuous improvement. To support this organizational transformation, a number of state and local capacity building work groups developed early training activities that emphasized the skills needed for staff to work together in a high-performance workplace. Exhibit 5-2 provides examples of the different capacity-building activities undertaken within the case study sites to further this goal.

Training topics developed to support a customer focus included the following:

- The goals and objectives of One-Stop systems.
- How to provide high quality customer service.
- Team building and working as a member of a team.
- Communication skills.

Exhibit 5-2**Case Study Examples of Training that Emphasizes Customer Orientation and High Performance Workplace Skills**

Connecticut	The state training unit has worked with local management teams to provide staff training designed to improve service quality by enhancing basic communication skills, encouraging active listening and problem solving, and improving telephone service to customers.
Iowa	The state Capacity Building Committee has identified training in “systems change” as a high priority. State capacity-building staff recognize that addressing organizational change and training in continuous quality improvement strategies, team building, and collective decision-making will be a complex, long-term project. Managers of the local sites have expressed particular interest in instruction in team-building so that program and agency identities can be integrated within workforce development centers.
Massachusetts	The staff of FutureWorks Career Center in Springfield Massachusetts is well-versed in the paradigm of the high-performance workplace. Staff are required to practice their high-performance work skills on a regular basis to improve customer services. One opportunity for staff to develop and maintain these skills is participation on the “No Excuses” Team—a cross-functional, rotating group of six FutureWorks staff charged with maintaining customer focus, designing mechanisms for customer feedback, and insuring that such feedback informs the continuous improvement process.
Minnesota	The Minnesota Department of Economic Security—through its Office of Quality Resources—has joined forces with the state JTPA Association to launch a “Workforce Excellence Initiative” funded in large part by a grant from the McKnight foundation. The objectives of this initiative include, among others, (1) combining resources in Workforce Centers and creating a “model partnership” among federal, state, local, and private organizations; and (2) promoting customer satisfaction and continuous improvement based on TQM criteria. Workforce Excellence training will be offered to groups of approximately 100 people at a time in a “train the champion” model.

Exhibit 5-2 (Continued)

Ohio	First- and second-year capacity building and training activities have included orientation and discussion sessions on problem solving and conflict management for members of local governance boards. Board members have also been provided with materials developed by the State of Ohio for the purpose of improving group interaction, communication skills, and the ability to work toward a common goal. Training topics have included problem solving, improving communication, reaching consensus, and strategic planning.
Texas	Four regional capacity building forums were held on such themes as discussion of the state’s One-Stop framework, managing the change process, and customer satisfaction. As part of its efforts to further promote its vision of One-Stop Career Centers, the Workforce Commission also sponsored a major capacity building initiative in the form of a statewide “Texas Career Center Conference” that featured a simulated “model office” to help participants understand how non-program-based case management was intended to function.

Because implementing these high-performance themes requires new ways of behaving and interacting with co-workers, most of the training activities developed by the case study sites involved hands-on exercises in problem-solving, consensus building, and practicing new customer service skills through role-playing. In some sites, staff decided to practice team-building and consensus decision-making skills in a real-life applied context—while planning how to share One-Stop facilities and how to design integrated One-Stop services.

Planning for widespread changes in agency identities, job descriptions, physical worksites, customer services, and accountability mechanisms often aroused deep-seated fears among the staff of partner agencies about the long-term future of their agencies and their individual jobs. Thus, in addition to giving One-Stop staff a positive vision of the goal of improving customer services, One-Stop partners also had to help staff to “feel safe in the change process.” Several different training approaches were developed to address the stresses resulting from organizational change. A number of the case study sites addressed training topics such as managing organizational change, decision making and conflict resolution skills, and respecting diversity among partner agencies and among customers.

State and local staff expressed several different points of view regarding how to provide training that would help staff adjust to culture change in the work setting. On the one hand, One-Stop planners in some sites wanted to begin with training in concrete technical skills rather than conflict management skills. They felt that training staff from multiple agencies in computer applications, for example, would be less threatening than “team-building training.” Further, they felt that staff participating in joint training on technical topics would also result in staff developing a team identity and shared goals. In contrast, planners in some other sites felt that it was important for training workshops to tackle the reality of interagency tensions head on, before addressing technical issues.

GOAL 3. CROSS-TRAINING ONE-STOP STAFF TO CARRY OUT BROAD FUNCTIONS

The case study sites developed a number of different service delivery arrangements to make seamless services available to One-Stop customers; these ranged from coordinated intake, information, and referral procedures (using a “no wrong-door” approach) to integrated delivery of core services. Whatever level of service integration was attempted, staff needed to develop familiarity with the different

workforce development programs, eligibility rules, and detailed services available to One-Stop customers.

Exhibit 5-3 describes the different types of cross-training provided to staff in the case-study sites. Training to orient staff to the full range of One-Stop partners and services took a variety of different forms, including formal peer-to-peer training by staff within the One-Stop center, the development and dissemination of written descriptions of different categorical programs, and the formation of interagency work groups within which staff from multiple program backgrounds could share ideas about opportunities for and barriers to service consolidation. Many case study sites also installed integrated communications systems (e.g., electronic mail and telephone systems) that facilitated the informal exchange of information and technical assistance across staff from different programs and agencies.

In addition to providing staff with a general orientation to other programs, a number of case study sites cross-trained staff in the procedures and content of specific services so that One-Stop staff could take responsibility for providing a broader range of services. In some sites, cross-training was part of a formal redesign of job classifications, job descriptions, and service functions. Where formal job descriptions changed, training on new job responsibilities had to be reviewed by and coordinated with the activities of labor-management committees.

Cross-training to support the integration of the ES and UI functions was already well underway in many sites at the time of the site visits. Cross-training ES and UI staff provided a model of how to cross-train other staff to support service consolidation. In some sites, the increased focus on customer needs and the greater flexibility of job descriptions for consolidated ES/UI customer service representatives was perceived as consistent with and supportive of even broader cross-training initiatives within the One-Stop center. However, in at least one site, the intensive training associated with ES/UI cross-staffing efforts was viewed as a barrier to further efforts to cross-train staff because ES/UI staff were already “stretched to the limit” in terms of learning new functions and accommodating time for cross-training into their busy schedules.

Rather than formally implementing new integrated job descriptions, some sites had staff share job responsibilities on a more informal basis. In these sites, staff could step in when needed to provide One-Stop customers with information about and assistance with a broad range of programs. To support this change, staff were cross-

Exhibit 5-3
Case Study Examples of Cross-Training One-Stop Staff to Carry Out
Broad Functions

Indiana	<p>Since 1985, the state has trained JTPA, ES, UI, and VETS staff about the details of the different programs operating within local career centers. More recent waves of training have continued to focus on cross-training for front-line staff, including training on counseling theory, career counseling, and case management. Technical training provided to line staff by the state in association with One-Stop development has included UI Automation Training and beginning and refresher courses in the state’s automated job matching system.</p> <p>Staff at the Lawrenceburg Workforce Development Center view cross-training as an opportunity to develop staff members’ core competencies and identify opportunities for skills transfer, rather than as “learning how to do someone else’s job.” The capacity-building framework developed by the state and supported by the Lawrenceburg Center also places a heavy emphasis on informal peer support and training as a means of sustaining skill development and moving toward integrated services.</p>
Maryland	<p>The state has identified the need for cross-functional training, but has not yet developed specific training activities in this area. Particularly because the state does not mandate co-located programs and services, this area is perceived as especially challenging. Promising ideas include “job shadowing” arrangements among partner entities and user-friendly “primer” manuals on agency programs.</p>
Massachusetts	<p>Competitively selected career center operators have been forced to take responsibility for categorical funding streams and have attempted to implement categorical programs in a totally new context. The state Career Center Office, with the assistance of the Department of Employment and Training, has organized training sessions around the eligibility and reporting requirements for the different categorical programs.</p>
Ohio	<p>The Wood County Employment Resource Center sponsored a workshop for all partners to share information with each other. At the workshop, each partner made an oral presentation and provided written information describing the agency/organization, services available, and eligibility criteria. The session was considered to be highly successful by all partners.</p>

trained in a generic set of core competencies that would be useful to all One-Stop staff, rather than “learning to do someone else’s job.” In these cases, cross-training often took the form of job shadowing, working as interdisciplinary teams, and sharing information about different staff job duties and services. Sometimes staff with particular expertise would provide formal in-service training to other One-Stop staff (e.g., on sensitivity to individuals with disabilities). In other instances, members of interagency work groups would cross-train each other by sharing information or skills relevant to solving common customer or community problems.

GOAL 4. PREPARING STAFF TO PROVIDE INTEGRATED ONE-STOP SERVICES

In most of the study sites, many services were re-engineered as shared One-Stop functions. These services included customer reception, providing information and referral, performing intake and eligibility screening, and assisting customers in the resource room. Additional services sometimes included in integrated service designs were assessment, case management, the provision of training assistance, assistance with child care and other supportive services, and delivery of services to employers. Sites that formally integrated services from multiple funding streams needed to train staff to perform the new shared service functions.

Exhibit 5-4 provides examples of the types of capacity-building activities developed within the case study sites to support the delivery of integrated One-Stop services. Training protocols varied in duration, intensity, and formality, depending on the complexity and specificity of the job to be performed. Perhaps the most intensive training curriculum was a 16-day curriculum developed by the Maryland Institute for Employment and Training Professionals to train designated individuals to function as “resource area specialists” within local One-Stop centers. A formal training curriculum was developed in Connecticut to prepare and certify staff from all 19 Job Centers as “resume writers.” Training staff in resume writing skills was seen as particularly important in this state because of the advent of new technologies such as Talent Banks in which job seekers can post their resumes electronically.

A number of One-Stop sites were planning widespread training for One-Stop staff in technology skills, including general computer familiarity and training in the specific software applications available to customers in One-Stop resource rooms. For example, Connecticut began Internet training in mid-1996, to coincide with the state’s development of an Internet Web site. Front-line staff dealing with customers were

Exhibit 5-4
Case Study Examples of Training to Support the Delivery of Integrated One-Stop Services

Connecticut	<p>To support the delivery of high quality job search support services, the state has developed training modules based on the National Association of Resume Writers standards, and has certified approximately 30 staff from all 19 Job Centers as “resume writers.” Resume training was seen as particularly timely, since new skills are required of resume writers with the advent of new technologies, such as Talent Banks, in which job seekers can post their resumes electronically.</p> <p>The state is collaborating with the information technology staff to develop technology curriculum units for supervisors and local staff. Although substantial investments in technology have been made and reporting systems are adequate, the largest challenge is training staff in the use of technology.</p>
Iowa	<p>At the Des Moines Workforce Development Center, the agencies that have taken the lead in developing a shared Resource Center and Assessment Center have developed formal curricula to train other staff to work in these areas. Cross-training of staff from different agencies was underway at the time of the evaluation site visit to prepare individuals to staff these functions, both on a regular and back-up basis.</p>
Maryland	<p>The Maryland Institute for Employment and Training Professionals has developed an intensive 16-day curriculum to prepare individuals to function as <i>resource area specialists</i> within local One-Stop centers. This training is divided into separate modules and includes general training on customer service and interpersonal communication as well as training on different technology-based customer products. Once the training is refined, it is the state’s intention to issue certificates so that individuals can be “certified” resource area specialists.</p>
Minnesota	<p>Current staff training efforts administered by the state include training on the key functions and responsibilities of “service consultants,” who serve as the first point of contact at Workforce Centers.</p>

trained in using Netscape to access the Internet as a tool in the job search process. In Iowa, local-level staff required both immediate computer literacy training, including exposure to word processing and spread-sheet applications, and training in specific technology-based customer products.

Several sites have developed new staff training on how to help customers access and use labor market information. In Ohio, a Professional Development Institute operated by the state labor market information division will train local One-Stop staff on how to use labor market information, based on case study examples. In Minnesota, six new regional labor market analysts have conducted a number of LMI training sessions for One-Stop staff and hosted an “LMI User’s Conference” to acquaint One-Stop staff with available labor market information and train staff in the use of career and occupational information software available to One-Stop customers.

GOAL 5. TRAINING MANAGERS AND TECHNICAL SUPPORT STAFF IN NEW SKILLS NEEDED IN THE ONE-STOP SETTING

Case study sites realized early on that managers would need training in special skills to support their responsibilities in managing and overseeing customer-oriented services within integrated One-Stop systems. Specifically, managers and technical support staff needed training in (1) maintaining the information infrastructure to support technology-based customer services and One-Stop management tools and information-sharing procedures; (2) marketing One-Stop services; (3) measuring customer satisfaction and using performance data to support continuous improvement efforts; and (4) generating One-Stop revenues and allocating One-Stop costs.

The training needs of One-Stop technical support staff and One-Stop management teams were somewhat different. Technical support staff had to be able to support direct service staff in making technology-based information services available to employer and job-seeker customers. They also had to provide guidance in the use of electronic networks to input and retrieve data on labor market information, program services, customers, community resources, and program outcomes. State information technology staff have generally taken the responsibility for initiating local staff into the skills they need to keep the information technology system running smoothly.

The members of local One-Stop management teams had to learn how to develop effective marketing strategies. Since previous DOL-funded programs did not require aggressive marketing of services and programs to the general public, staff tended to

have little direct experience or expertise in marketing. The new emphasis on reaching a broader customer base both for individual customers and employers requires staff to develop more sophisticated marketing skills. States have tended to provide marketing models or templates for local staff to build on in their marketing efforts.

Local One-Stop managers also needed specific training in how to measure customer satisfaction and how to use performance data for continuous improvement. Increasingly, One-Stop centers are promoting the concept of documenting performance and using performance information to support continuous improvement efforts. This is frequently an unfamiliar concept to managers, who need to learn how to set benchmarks and how to use performance indicators to identify opportunities for improvement. In Connecticut, the state planned for staff in local offices to receive training in the analytical techniques that would allow them to design supplementary local performance measures and to analyze local performance on both state-mandated and locally-initiated performance measures.

A critical skill for managers in the current One-Stop environment is the ability to use funds from multiple categorical funding streams to support the delivery of integrated One-Stop services. In Texas, a second round of regional training conferences planned at the time of the evaluation site visit focused on funding and financial management issues for One-Stop center managers.

ANALYSIS OF CAPACITY BUILDING ACCOMPLISHMENTS, CHALLENGES, AND NEXT STEPS

The approach to capacity building taken by most of the case study sites was not to limit staff training to a few discrete skill areas but to include training in the full set of attitudes, knowledge, and skills needed to build and operate a transformed One-Stop workforce development system. Thus, in addition to addressing the specific occupational skills needed by the staff responsible for delivering One-Stop services, the capacity-building efforts of the case study sites addressed the organizational and interpersonal skills needed by One-Stop managers and staff to forge a unified One-Stop system and culture. The paradigm of total quality management, team work, and continuous improvement—borrowed from private industry—provided an extremely useful framework both for the content of the capacity-building efforts and for the procedures used to design and implement the One-Stop capacity building efforts.

One-Stop capacity building activities faced a number of challenges, including the following:

- *The need to develop a long-term capacity-building plan while also responding to the immediate technical assistance and training needs of the earliest implementation sites.* While state plans for capacity building tended to derive from a long-term view of One-Stop system-building goals, local-site technical assistance and training plans focused on how to begin delivering services in an integrated multi-agency context.
- *The need to address simultaneously the capacity building needs of the One-Stop system as a whole and the specific training requirements of the different partner agencies.* One-Stop partners most often retained their individual job descriptions, funding structures, and personnel policies, while consolidating a selected subset of One-Stop service functions.
- *The need to coordinate plans for staff training with evolving plans for other aspects of One-Stop system building.* These other aspects of system-building included marketing, the development of technology-based customer products and integrated information systems, and performance measurement and continuous improvement. To coordinate these efforts required collaboration among a number of different system-building work groups.
- *The need to balance time and resource investments in training with the demands of direct service delivery.* At the same time that staff perceived the importance of training, they were often also facing the need to respond to an increasing demand for One-Stop services and a declining resource base. One-Stop partners had to be careful to develop training schedules that would not interrupt services or overload an already overworked staff.

During their first year of One-Stop implementation efforts, many of the case study sites made notable progress in designing and implementing a capacity building approach.

- Most states and local areas had completed an assessment of staff training needs associated with One-Stop implementation.
- Most sites had developed interagency work groups to coordinate capacity building plans and take into account the priorities and resources available from all One-Stop partners.
- Most sites had identified a wide range of vehicles for the delivery of training, some drawing on existing training resources and others involving the development of new delivery strategies.

- Most sites had carefully coordinated their capacity-building strategies with related areas of One-Stop system design such as marketing, developing staffing plans and job descriptions, and performance management.
- Most sites had developed a careful balance between training designed to encourage system transformation and training designed to reassure staff who were fearful about how they would be affected by these changes.

However, it is clear that the One-Stop initiative will need to maintain an ongoing investment in staff training and institutional capacity building efforts. Lessons learned from the early implementation sites can help make training designs more relevant to the needs of the next generation of One-Stop implementation states and local sites. In addition, experienced sites and centers can provide a wide range of trainers and peer consultants to assist newly emerging local One-Stop systems.

Still requiring additional attention in most case study sites are the following concerns:

- How to make sure that staff have the technical expertise and experience to assist customers with technology-based products and services.
- How to balance and coordinate state and local training initiatives.
- How to attend to the staff development needs of managers as well as those of service delivery staff.
- How to pay for ongoing staff development and organizational capacity building efforts.
- How to measure the effectiveness of different capacity building approaches and identify needed training improvements.

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