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# **People Capability Maturity Model<sup>®</sup> (P-CMM<sup>®</sup>)**

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FOR THE COMMANDER

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# Training and Development

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*A process area at Maturity Level 2: Managed*

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**Purpose**                      **The purpose of Training and Development is to ensure that all individuals have the skills required to perform their assignments and are provided relevant development opportunities.**

**Description**              The primary focus of Training and Development is on removing the gap between the current skills of each individual and the skills required to perform their assignments. Once individuals have the necessary skills to perform current assignments, they may focus their development activities on other objectives.

Each unit identifies the critical skills required for each individual to successfully perform their assigned tasks. Critical skills are those that, if not performed effectively, could jeopardize the successful performance of these assigned tasks. Training needs related to these critical skills are identified for each individual. Then, each unit develops a training plan based on the training needs identified for each individual within the unit. Training in critical skills is delivered in a timely manner and is tracked against the unit's training plan.

The primary focus of Training and Development is on removing the gap between the current skills of each individual and the skills required to perform their assignments. After these primary needs are addressed, other development objectives can be pursued. Development discussions are held regularly to ensure each individual recognizes the organization's interest in their professional development. These development discussions are held to discuss training needs, as well as potential next assignments, career options, and other development interests. Training and development opportunities are identified for each individual that support their individual development objectives.

Since resources and opportunities are limited in many circumstances, training and development activities should be prioritized for each

individual. Training in the critical skills required to perform an individual's assigned work should take precedence over training that supports their development interests. When individuals have addressed their needs for training in critical skills, their available training time and resources can be used to pursue training or other development activities that provide preparation for future assignments, career options, or other development interests. Thus, the training and development activities identified for individuals within the scope of available time and resources may not satisfy all of their development objectives.

## **Goals**

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| <b>Goal 1</b> | <b>Individuals receive timely training that is needed to perform their assignments in accordance with the unit's training plan.</b>    |
| <b>Goal 2</b> | <b>Individuals capable of performing their assignments pursue development opportunities that support their development objectives.</b> |
| <b>Goal 3</b> | <b>Training and Development practices are institutionalized to ensure they are performed as managed processes.</b>                     |

## **Commitment to Perform**

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| <b>Commitment 1</b> | <b>The organization establishes and maintains a documented policy for conducting its Training and Development activities.</b> |
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Issues typically addressed in the policy include:

1. Training and development activities serve the business objectives and stated values of the organization.

2. Training requirements for critical skills required to perform assigned work are identified.
3. Training to support the performance of assigned responsibilities is timely.
4. Training and development opportunities are provided to support individual development needs.
5. Training time is allocated for each individual.
6. Training and Development practices and activities comply with relevant laws, regulations, and organizational policies.

**Commitment 2**      **An organizational role(s) is assigned responsibility for assisting and advising units on Training and Development activities and procedures.**

Examples of individuals who might assist or advise units on Training and Development activities include the following:

- Members of the training or development functions
- Instructional designers
- Members of the human resources function or other appropriate professionals
- Appropriate managers or other appropriate personnel

## **Ability to Perform**

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**Ability 1**      **Within each unit, an individual(s) is assigned responsibility and authority for ensuring that Training and Development activities are performed.**

Examples of individuals who might be assigned responsibility for various Training and Development activities include the following:

- The unit manager or assistant
- A training coordinator or committee
- A project or group leader
- An empowered team
- A member of the human resources function or other appropriate professional

**Ability 2****Adequate resources are provided for performing Training and Development activities.**

1. When feasible, experienced individuals who have expertise in training and development methods are made available for conducting Training and Development activities.

Examples of contributions that could be made by those with special skills include the following:

- Assisting in analyzing critical skills
- Providing knowledge of sources for relevant training or development opportunities
- Applying instructional design principles
- Conducting in-house training
- Evaluating mastery of learning, transfer of learned skills to the workplace, and return on investments in training

2. Resources for supporting Training and Development activities are made available.

Examples of resources for supporting Training and Development include the following:

- Templates for critical skills or training needs analysis
- Skill inventories
- Job aids
- Training roadmaps
- Lists of training or development opportunities available
- Resources for in-house training and development
- Workstations and training software
- Software and materials for developing training

3. Support for implementing Training and Development activities is made available.

Examples of implementation support include the following:

- Training materials
- Guided self-study or independent study materials
- Distance learning
- Development or procurement of training
- Delivery of training
- Training facilities and equipment
- Instructor certification (i.e., train the trainer)
- Evaluation of the quality and effectiveness of the training
- Maintenance of training records

4. When required, adequate facilities are made available for on-site training.

Example characteristics of adequate training facilities include the following:

- Freedom from distractions such as noise, unpleasant temperatures, and interruptions
- Separation from the actual work environment
- Sufficient space for student functions and exercises
- Ability to simulate actual working conditions when appropriate
- Physical resources as needed to support training, such as computers, overhead projectors, flip charts, and white boards

5. Resources are made available to support to the accomplishment of each unit's training plan.
6. Funding to accomplish training and development activities is made available.

**Ability 3**

**Training time is made available to each individual according to the organization's training policy.**

Examples of methods to determine the amount of training time to be allocated to each individual include the following:

- Standard number of days of training that each individual should receive during a chosen time period (usually per year)
- Existing level of skill
- Time needed to acquire the critical skills required by an individual's current assignment
- Time required to develop a skill
- Time required to achieve a given proficiency level in actual working conditions
- Time needed to prepare for potential future assignments



**Ability 4**

**Individuals performing Training and Development activities receive the preparation needed to perform their responsibilities.**

1. Individuals responsible for identifying training and development needs receive the preparation needed to perform their responsibilities.

Examples of relevant methods for identifying training and development needs in which individuals are prepared include the following:

- Analyzing critical skills
- Discussing potential next assignments, career options, and other development interests
- Identifying training needs
- Identifying training and development resources
- Developing and tracking unit training plans

2. Individuals who develop or provide training have the necessary training or experience required to perform their responsibilities.

## **Practices Performed**

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**Practice 1**

**In each unit, the critical skills required for performing each individual's assigned tasks are identified.**

Refer to Practice 2 of the Staffing process area for information regarding identification of the skills needed to perform work.

1. The tasks involved in performing each individual's assigned work are identified.

Work should be analyzed to identify tasks that could jeopardize the successful performance of the assignment if these tasks are not performed well according to the task-related criteria. Examples of task-related criteria include the following:

- Accuracy
- Speed
- Synchronization with other tasks

2. The critical skills needed by each individual to perform their assigned tasks are identified.

*Critical skills* are those that, if not performed effectively, could jeopardize the successful performance of assigned tasks. Examples of critical skills include the ability to:

- Execute specific procedures
- Perform tasks within specific time limits
- Perform tasks to defined accuracy
- Use equipment safely and effectively
- Follow instructions
- Interpret information
- Organize actions, material, or people

3. Communication skills required to perform assigned tasks are identified and included among critical skills.

Examples of communication skills include the following:

- Literacy in one or more of the languages used in the organization
- Knowledge of local jargon or technical terms
- Situational communication protocols
- Oral presentation skills
- Negotiating skills
- Writing skills
- Ability to use communication media

4. The critical skills needed by an individual are updated each time there is a significant change in their assigned tasks.

## **Practice 2**

### **Training needed in critical skills is identified for each individual.**

1. The knowledge and skills of each individual are evaluated against the critical skills needed to perform their assigned tasks to determine if training is needed.

Examples of methods for evaluating training needs include the following:

- Individual's personal assessment
- Individual's previous experience
- Performance feedback sessions and reviews
- Assessment centers
- Tests
- Training records

2. Prior to undertaking a new assignment, an individual's knowledge and skills are assessed against the critical skills required for the new assignment to determine if training in these skills is needed.

3. The critical skill needs of each individual in a unit are identified as the gap between the skills possessed by the individual and the critical skills needed to perform the tasks assigned to them.

If the identification of needed knowledge and skills is made independently by a responsible individual, it should always be discussed, and modified as appropriate, during formal or informal performance feedback or development discussions with each individual.
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4. The types of training needed by each individual to develop the critical skills needed to perform assigned tasks are identified.
5. If the critical skills required by assigned tasks change, an individual's training needs are re-evaluated.

**Practice 3****Each unit develops and maintains a plan for satisfying its training needs.**

The training needs of a unit consist of the aggregated training needs of the individuals and workgroups within the unit. Each unit's training plan consists of the training activities identified for each individual or workgroup in the unit.
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The unit's training plan typically specifies:

1. Training needed by each individual or workgroup to perform their assigned responsibilities.
2. Training to be provided to individuals or workgroups to support their development interests.
3. The schedule for when training is to be provided.

4. How this training is to be provided.

Examples of methods for delivering training include the following:

- Classroom instruction
- Apprenticeship or mentoring programs
- Job rotation
- On-the-job training
- Cross-training positions
- Seminars and tutorials
- Conferences and workshops
- Local college and university courses
- Computer-aided instruction
- Videotapes
- Directed self-study courses

5. How coordination with other groups that are involved with training is to be accomplished.

Examples of other groups that are involved with training may include the following:

- Process or improvement group
- Corporate training group
- External training providers
- Local colleges and universities

**Practice 4****Individuals or groups receive timely training needed to perform their assigned tasks.**

1. Training alternatives are evaluated to determine which provides the most effective mechanism for developing the required knowledge and skills.

Examples of training alternatives include the following:

- Classroom training
- Distance learning
- Mentoring
- Apprenticeships
- Self-paced learning courses

Training alternatives may be available from a number of sources. Examples of these sources include the following:

- The unit
- Internal training organizations
- External training providers
- Local colleges and universities

2. Training content is evaluated to ensure that it covers all the knowledge and skills needed by the individual or group to perform their assigned responsibilities.
3. Training is scheduled to provide knowledge and skills for timely application in performing assigned tasks.
4. Individuals and groups provide feedback on the quality and usefulness of the training they receive.

**Practice 5****Training is tracked against the unit's training plan.**

1. The unit's training activities are routinely reviewed against its training plan.
2. When training activities performed deviate significantly from the plan, corrective action is taken.
3. Completion of training activities is documented for each individual.

**Practice 6****A development discussion is held periodically with each individual.**

Development needs and interests may be discussed with individuals on a continuing basis; however, at a minimum, individuals should be offered an opportunity to hold a formal development discussion at least once during each period covered by the formal recording of performance results. Development discussions can be conducted:

- As part of ongoing performance feedback. Refer to Practice 6 of the Performance Management process area for information regarding maintaining ongoing communication about performance.
- In conjunction with or subsequent to providing formal performance feedback. Refer to Practice 9 of the Performance Management process area for information regarding formal performance feedback.

1. The knowledge and skills needed to enhance performance in current and future assignments are identified and discussed.

Information about knowledge and skills needing development can come from the following:

- Evidence from current performance
- Changing requirements of the current assignment
- Anticipated future assignments
- Individual desire to know more in an area relevant to the organization
- Recommendations from others
- Individual desire for reassignment or advancement

2. Potential future assignments, career options, and other development interests are discussed.
3. Development activities to enhance knowledge and skills, and to prepare for future assignments and career options, are identified.

4. When training time can be allotted to support preparation for future assignments, career options, and other development interests, objectives for each individual's development are established.

*Individual development objectives* represent a combination of development needs to enhance knowledge and skills and to prepare for future assignments and career options. Individual development objectives at the Managed Level are less formal than those objectives documented in personal development plans that will be established in the Career Development process area at the Defined Level.

Individual development objectives are organized primarily around the career interests of the individual, since the organization may not be able to offer input or guidance from well-defined career paths or competency descriptions. Input for individual development objectives can be drawn from the following:

- Needs for development of critical skills
- Changes in work or responsibilities
- Potential next assignments
- Career options
- Other development interests



**Practice 7**

**Relevant development opportunities are made available to support individuals in accomplishing their individual development objectives.**

If an individual has the critical skills required to perform their committed work, then their allocated training time may be used to pursue development objectives relative to potential future assignments or other development objectives. Consequently, the scope of relevant learning experiences may be large and choices should to be matched to an individual's level of skill and experience. Appropriate development opportunities can be made available following a development discussion or on other occasions by supervisors or other responsible individuals. Examples of development opportunities include the following

- Courses
- Degree or certification programs
- Mentors or coaches
- Special temporary assignments
- Position or role assignments

1. Responsible individuals assist individuals in identifying development opportunities that would support their individual development objectives.
2. When possible, relevant opportunities are sought for assigning work or exposing individuals to experiences that support their individual development objectives.

**Practice 8**

**Individuals pursue development activities that support their individual development objectives.**

1. Time to pursue development opportunities is coordinated with committed work and other relevant schedules.
2. Development opportunities are accomplished according to identified objectives for each individual's objectives.
3. The accomplishment of development opportunities is tracked to ensure they are timely with respect to an individual's development objectives.
4. The impact and results of completed development activities are discussed to determine if adjustments to individual development objectives are needed.

5. The results of development activities are documented and used as input to performance management, staffing, promotion, compensation, and other workforce activities as appropriate.

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## Measurement and Analysis

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**Measurement 1**      **Measurements are made and used to determine the status and performance of Training and Development activities.**

Examples of measurements include the following:

- Amount of training provided
- Rate of training against stated training needs
- Timeliness of training
- Cost of training
- Retention of trained skills
- Improvements in learned skills
- Application of learned skills or behaviors in job performance
- Quality of training as rated in student evaluations
- Frequency of development discussions
- Number and type of development opportunities arranged

**Measurement 2**      **Unit measures of Training and Development activities are collected and maintained.**

1. Units collect data as Training and Development activities occur.
2. Measurements made to determine the status and performance of Training and Development activities are maintained.

Examples of reasons for maintaining measurements of Training and Development activities include the following:

- Periodic analysis to determine unit-level trends
- Aggregating data at the organizational level to develop organizational measures
- Analysis to determine organizational trends
- Evaluation of organizational trends

## **Verifying Implementation**

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### **Verification 1**

**A responsible individual(s) verifies that Training and Development activities are conducted according to the organization's documented policies, practices, procedures, and, where appropriate, plans; and addresses noncompliance.**

These reviews verify that:

1. Training and Development activities comply with the organization's policies and stated values.
2. Training and Development activities comply with relevant laws and regulations.
3. Training and Development activities are performed according to the organization's documented practices and procedures.
4. Training and Development activities are performed according to the unit's plans and selected methods.
5. All actions related to the development and implementation of training plans are periodically reviewed to ensure they conform to documented policies.
6. Noncompliance issues are handled appropriately.

**Verification 2      Executive management periodically reviews the Training and Development activities, status, and results; and resolves issues.**

These reviews verify:

1. The amount and effectiveness of the training provided.
2. Progress in performing planned Training and Development activities.
3. Results from reviews of Training and Development practices and activities.

Refer to Verification 1 for information regarding reviews of Training and Development activities to ensure adherence to the following:

- Relevant laws and regulations
- Organizational policies, practices, and procedures

4. Status of resolution of noncompliance issues.
5. Trends related to training and development needs.
6. Effectiveness of Training and Development activities in accomplishing planned training.