



# Orientation and Training

# Benefits of and Problems with Orientation

## ■ Benefits

- Better job performance
- Reduced turnover
- Less disciplinary action
- Fewer grievances
- Reduced number of workplace injuries

## ■ Problems

- Too much information in a short time
- Too many forms to fill out
- Little or no orientation
- HR information too broad; supervisory information too detailed

# Evaluation of orientation

- Employee reaction
- Socialization effects
- Cost benefit analysis

# The training process

- Step one: Need analysis
- Step two: Instructional design
- Step three: Validation
- Step four: Implementation
- Step five: Evaluation and follow up

# Step one: Need analysis

**Organization  
Analysis**

**Person Analysis**

**Task  
Analysis**

Based on our **assessment**, we should clarify the **specific** objectives of the training in **behavioural** terms. **In-house** or **contracted out**?

# Example of Training Objective

<p>Overall Training Objective</p>	<p>Improve Customer Service</p>
<p>Examples of Behavioural Objectives/ Criteria</p>	<p>Is always polite with customers, even the rude ones.</p> <p>Checks to see if he/she clearly understands customer's needs.</p> <p>Asks customers if their needs have been fulfilled.</p> <p>Cont...</p>

# Step two: Instructional design

- Assess needs for training
- Evaluate conditions for training
- Plan training program
  - Objectives, trainers, methods, location, prepare curriculum etc.
- Implement training program
- Evaluate results of training
  
- Feedback should be part of each stage!



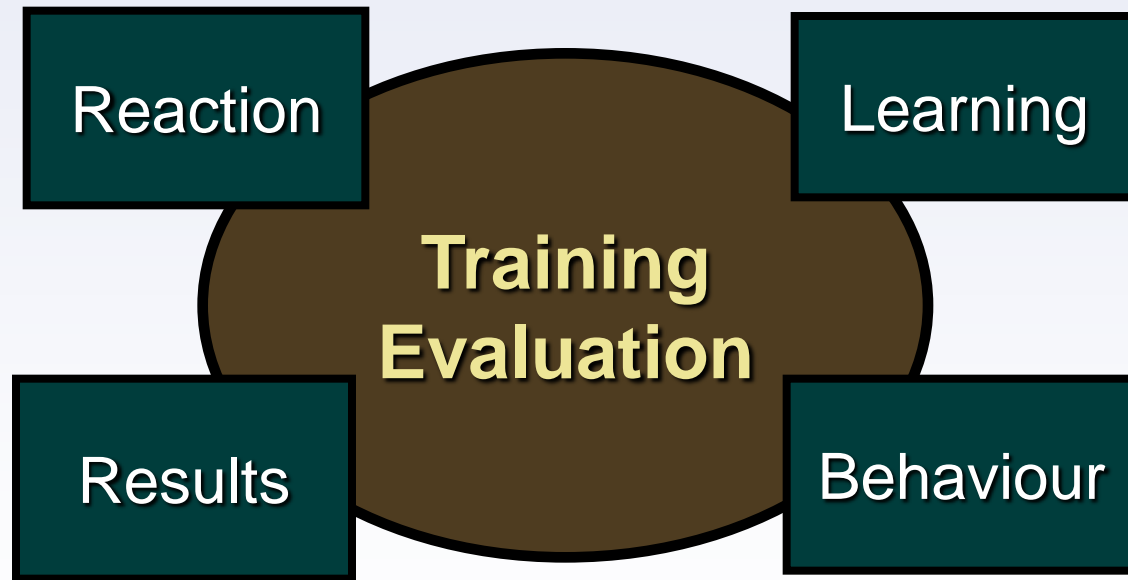
- **Step three: Validation**

- Validate training using representative audience
- Make revisions based on pilot results

- **Step four: Implementation**

- Train the trainer workshops
- Focus on presentation as well as content

## Step five: Evaluation and follow up



# Training for special purposes

- Literacy and special skills training
- Diversity training
- Customer service training
- Team/coordination training
- Cross functional training
- Cross cultural training
- Creativity training
- Crisis training
- Time management and conflict management training etc.

**TABLE 6.1**

What Managers  
Should Do to  
Support Training

Understand the content of the training.

Know how training relates to what you need employees to do.

In performance appraisals, evaluate employees on how they apply training to their jobs.

Support employees' use of training when they return to work.

Ensure that employees have the equipment and technology needed to use training.

Prior to training, discuss with employees how they plan to use training.

Recognize newly trained employees who use training content.

Give employees release time from their work to attend training.

Explain to employees why they have been asked to attend training.

Give employees feedback related to skills or behaviour they are trying to develop.

SOURCE: Based on A. Rossett, "That Was a Great Class, but . . ." *Training and Development*, July 1997, p. 21.



# Developing Employees for Future Success



# Training Versus Development

	<b>Training</b>	<b>Development</b>
<b>Focus</b>	<b>Current Job</b>	<b>Current/Future Jobs</b>
<b>Scope</b>	<b>Individual</b>	<b>Group/ Organization</b>
<b>Time Frame</b>	<b>Immediate</b>	<b>Long Term</b>
<b>Goal</b>	<b>Fix Skill Deficit</b>	<b>Prepare for Future</b>

# Approaches to Employees Development

- Formal education
- Assessment
- Job experiences
- Interpersonal relationships
  - Mentoring and Coaching

# Steps and roles in the career management process

- Self assessment
- Reality check
- Goal setting
- Action planning

# Responsibilities of the Organization

- Provide realistic job previews
- Provide challenging initial jobs
- Prevent reality shock
- provide challenging initial jobs
- Be demanding
- Provide periodic developmental job rotation
- Provide career oriented performance appraisals
- Provide career planning workshops
- Provide opportunities for mentoring
- Become a learning organization
- Manage transfers and promotions

# Development-related challenges

- Widespread challenges
  - Glass ceiling
  - Succession planning
  - Dysfunctional managers
  - Inappropriate emphasis
  - Meeting the needs of a diverse workforce

# On-the-Job Management-Development Techniques

**Developmental  
Job  
Rotation**

**Coaching/  
Understudy  
Approach**

**Action  
Learning**

# Off-the-Job Management-Development Techniques

- case study method
- management games
- outside seminars
- college/university related programs
- role playing
- behaviour modelling
- in-house development centres

# Executive Development

- Canada facing a shortage of leadership talent
- **three basic requirements** for successful leadership are knowledge, competency, character
- **six categories** of leadership competencies:
  - self-mastery
  - futuring/vision
  - sense-making/thinking
  - design of intelligent action
  - aligning people to action/leading
  - adaptive learning

