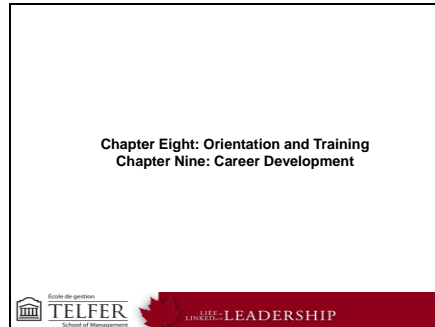


Slide 1



Slide 2

### Orienting Employees

- providing new employees with basic background information about:
  - the organization
  - the job

**Reality Shock**

- discrepancy between new employee's expectations and reality

Slide 3

### Purpose of Orientation Programs

- better job performance
- reduced turnover
- less disciplinary action
- fewer grievances
- reduced number of workplace injuries

## Slide 4

### Special Orientation Situations

- diverse workforce
- mergers and acquisitions
- union vs. non-union employees
- multi-location organizations

## Slide 5

### Problems With Orientation Programs

- 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

## Slide 6

### Evaluation of Orientation

Employee  
reaction

Socialization  
effects

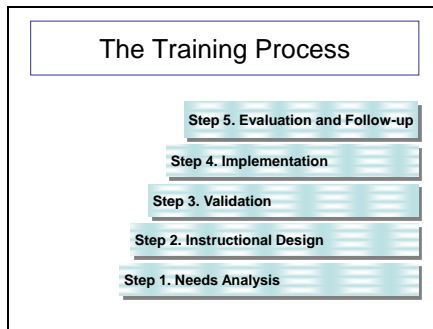
Cost/benefit  
analysis

## Slide 7

### Executive Integration

- roles must be clarified
- network of trusting relationships with key stakeholders must be developed
- culture of the organization must be learned


## Slide 8



## Slide 9

### How Learning is Accomplished

- Learning is a relatively permanent change in the way we think and behave
- First order versus deeper learning
- Information becomes knowledge through the process of learning.



## Slide 10

### Psychological Influences

- Behaviourism
- Humanistic Psychology  
(Humanism/Human relations school)
- Constructivism
  - <http://www.nwlink.com/~donclark/bloom.html>



## Slide 11

### Beliefs about teaching, learning and students

- Learning
  - Changes based on thought or action as a result of personal experience (internal)
  - **Behavioural stimulus – response (external)**
- Primary role of the teacher
  - SMEs, socio-emotional role, or technician/manager
- Students
  - Disposition (personality)
  - Skills
  - **Motivation**
  - Expectations



## Slide 12

### Types of Intelligence and Learning Styles

Bloom's and Howard Gardner's theories of multiple intelligences and learning styles suggests that there are many ways in which we learn.

## Slide 13

### Types of Intelligence and Learning Styles

#### **LINGUISTIC**

Students with this kind of intelligence enjoy writing, reading, telling stories or doing crossword puzzles.

## Slide 14

### Types of Intelligence and Learning Styles

#### **LOGICAL - MATHEMATICAL**

These students are interested in patterns, categories and relationships. They are drawn to arithmetic problems, strategy games and experiments.

## Slide 15

### Types of Intelligence and Learning Styles

#### **BODILY - KINESTHETIC**

These students process knowledge through bodily sensations. They are often athletic, dancers or good at crafts and other hands on tasks.

## Slide 16

### Types of Intelligence and Learning Styles

#### **SPATIAL**

These students think in images and pictures. They may be fascinated with mazes or jigsaw puzzles, or spend free time drawing, building with Lego or daydreaming.

## Slide 17

### Types of Intelligence and Learning Styles

#### **MUSICAL**

These students are always singing or drumming to themselves. They are usually quite aware of sounds others may miss. These kids are often discriminating listeners.

## Slide 18

### Types of Intelligence and Learning Styles

#### **INTERPERSONAL**

These are usually students who are leaders among their peers, who are good at communicating and who seem to understand others' feelings and motives possess interpersonal intelligence.

## Slide 19

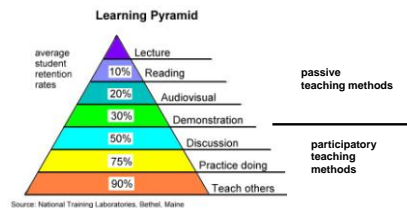
### Types of Intelligence and Learning Styles

#### **INTRAPERSONAL**

These students may be shy. They are very aware of their own feelings and are self-motivated.

## Slide 20

### Teaching and Retention



## Slide 21

### Exceptionality: A definition

- Students above or below the norm such that they require an Individual Education Plan (IEP) and special services
- Includes students with:
  - Mental disability
  - Physical disability
  - Sensory impairment
  - Behavioral disorders
  - Emotional disturbance
  - Intellectual gift
  - Special talent

## Slide 22

### Step 1: Needs Analysis

- identify required job performance skills
- analyze audience
- develop specific measurable objectives

## Slide 23

### Training Needs Analysis

**Task Analysis** (for new employees)

- list tasks
- when and how often performed
- quantity and quality of performance
- conditions under which performance
- competencies required
- where best learned

**Performance Analysis** (for existing employees)

- appraise performance
- distinguish between "can't do" and "won't do"

## Slide 24

### Step 2: Instructional Design

- prepare curriculum
- ensure training materials support learning objectives
- ensure quality and effectiveness of program elements



## Slide 25

### Traditional Training Techniques

- on-the-job
- apprenticeship
- informal learning
- job instruction training
- lectures
- audiovisual techniques
- videoconferencing
- programmed learning
- vestibule/simulated training

## Slide 26

### On-the-Job Training

1. preparation of learner
2. presentation of the operation
3. performance tryout
4. follow-up

## Slide 27

### Programmed Learning

1. present questions, facts or problems to the learner
2. allow the learner to respond
3. provide feedback on the accuracy of answers

## Slide 28

### E-Learning

- computer-based training
- online training
- electronic performance support systems

## Slide 29

### Step 3: Validation

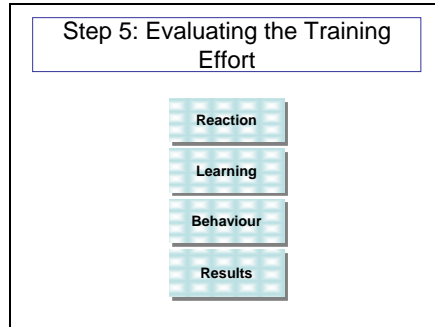
- validate training using representative audience
- make revisions based on pilot results

## Slide 30

### Step 4: Implementation

- train-the-trainer workshops
- focus on presentation as well as content

## Slide 31



## Slide 32

Transfer of Training

- application of skills acquired during the training program into the work environment, and the maintenance of these skills over time

**To enhance transfer of training:**

- before -> assess trainees
- during -> provide feedback and reinforcement
- after -> use goal setting and relapse prevention

## Slide 33

Career Development

## Slide 34

### Career Planning and Development

- process through which an employee
  - becomes aware of personal career-related attributes
  - undertakes activities that contribute to career fulfillment
  - develops transferable skills for boundaryless careers spanning several organizations and/or industries

## Slide 35

### Individual's Role In Career Development

- accept responsibility for own career
- requires:
  - self-motivation
  - independent learning
  - effective time and money management
  - self-promotion
- networking is the foundation of effective career management

## Slide 36

### Manager's Role In Career Development

- provide timely performance feedback
- provide developmental assignments and support
- participate in career development discussions
- act as coach and advisor

## Slide 37

### Employer's Role In Career Development

- provide training and development opportunities
- provide career information and career programs
- offer a variety of career options

## Slide 38

### Occupational Orientation Affects Career Choices

- realistic
- investigative
- social
- conventional
- enterprising
- artistic

## Slide 39

### Career Anchors Affect Career Choices

- technical/functional
- managerial competence
- creativity
- autonomy and independence
- security
- service/dedication
- pure challenge
- lifestyle

## Slide 40

### Responsibilities of the Organization

- avoid reality shock
- provide challenging initial jobs
- provide realistic job previews
- be demanding
- provide career-oriented performance appraisals
- provide career-planning workshops
- provide opportunities for mentoring
- become a learning organization

## Slide 41

### Managing Promotions

- seniority vs. competence
- how to measure competence
- formal vs. informal
- vertical, horizontal, other

## Slide 42

### Managing Transfers

- greater possibility of advancement
- personal enrichment
- more interesting job
- greater convenience
- two-thirds of transfers refused due to family/spousal concerns

## Slide 43

### Management Development

- attempt to improve current or future management performance by:
  - imparting knowledge
  - changing attitudes
  - increasing skills

## Slide 44

### Management Development Process

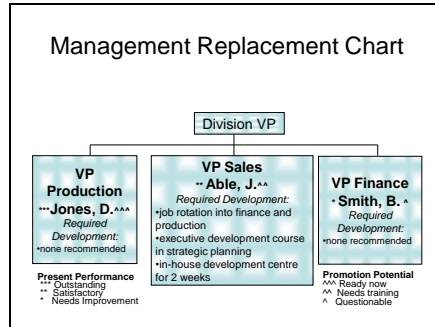
1. assessing HR needs to achieve strategic objectives
2. creating a talent pool
3. developing managers

## Slide 45

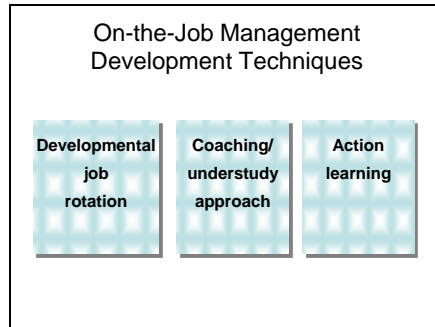
### Succession Planning

- establish a strategic direction for the organization
- identify core leadership skills and competencies needed to achieve strategy
- identify people inside the organization who have or can acquire these skills/competencies and provide developmental opportunities
- implement a succession plan

Slide 46



Slide 47

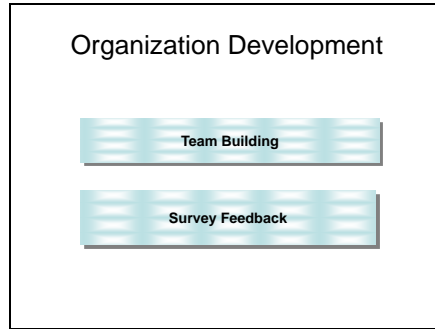


Slide 48

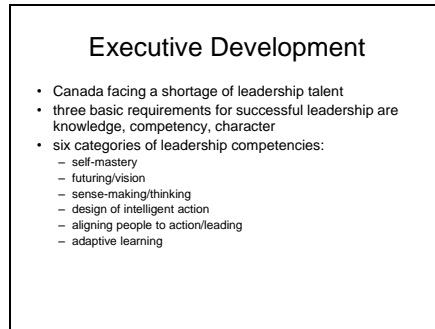




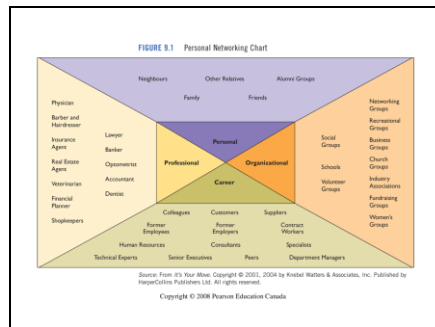
## Slide 49



## Slide 50



## Slide 51



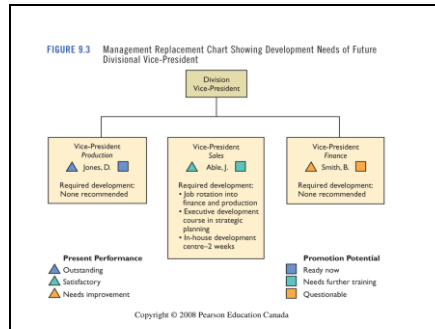
## Slide 52

**FIGURE 9.2** Male-Female Breakdown of Mentors and Protégés (Mentees)

Program Objectives	Mentor Male/Female Ratio	% Male	% Female	Mentee Male/Female Ratio	% Male	% Female
Entrepreneur development	1.1:1	52.2	47.8	0.5:1	35.4	64.5
Retention/succession planning	1.7:1	63.3	36.7	2.1:1	67.3	32.7
Career entry/settlement	1.4:1	58.7	41.3	1.4:1	58.5	41.5
Industry-specific mobility	0.1:1	8.7	91.3	0.004:1	3.7	96.3

Source: C. Giesler, ed., *Mentoring and the World of Work in Canada*. Source Bank of Best Practices, Chelmsford, QC: Fondation de l'entrepreneuriat, 2003. Reprinted with permission of the publisher. Copyright © 2008 Pearson Education Canada.

## Slide 53



## Slide 54

**FIGURE 9.4** Typical Roles in an Employee Discipline Role-Playing Exercise

**Manager:** Dale has failed to adapt to the new requirements for production planning. His/her plans are often incomplete or inadequate. Dale's attitude is defensive and he/she is often nasty to co-workers when they are working on their plans. Dale doesn't seem to understand the importance of the new planning procedure. You have given him/her two verbal warnings in the past. You need to get Dale to understand why production planning is so important in this business. You have just asked Dale to come into your office.

**Employee:** For 25 years in this job, you have never had any complaints about your work. However, in your performance appraisal last month your manager said that you needed to complete your production planning more quickly. Your manager is also very concerned about the accuracy of your production planning and has warned you a couple of times to be more careful. He/she has just asked you to come into his/her office, and you think it may be about your production planning work.

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Slide 55

