

Chapter Seven – Self Notes
TRAINING AND DEVELOPMENT
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OUTCOME ONE: A STRATEGIC APPROACH TO TRAINING

- **Training:** Any effort initiated by an organization to foster learning among its members.
 - Tends to be narrowly focused and oriented toward short-term performance concerns.
- **Development:** Oriented more toward broadening an individual's skills for future responsibilities.
 - Longer, broader, and future oriented.
- **Training and Development:** The combination of activities organizations uses to increase the skill base of employees.
- The goal of training is to contribute to the organization's overall goals.
 - **12 types of strategic goals:**
 1. Improve organizational performance
 2. Develop organizational leaders
 3. Align learning and business objectives
 4. Improve individual (employee) performance
 5. Enable employees to obtain/maintain competencies and certifications
 6. Comply with industry and other regulatory training environments
 7. Knowledge management/transfer
 8. Increase the use of information technologies for learning
 9. Keep pace with rapid organizational and technological change
 10. Increase in-house content development
 11. Reduce learning and developmental costs
 12. Maximize reuse of internal learning content
- **4 phases of strategic approach to ensuring that a firm's training and development investment has the maximum impact possible:**
 1. Conducting the needs assessment
 2. Designing the training program
 3. Implementing the training program
 4. Evaluating the training program

OUTCOME TWO: PHASE 1 – CONDUCTING THE NEEDS ASSESSMENT

- Because business conditions change rapidly, as does technology, keeping abreast of the training a firm's employees need to remain competitive can be a challenge.

- If employees consistently fail to achieve their productivity objectives, this might be a signal that training is needed.
- An excessive number of complaints also might suggest that a firm's training is inadequate.
- **Chief Learning Officer (CLO):** A high-ranking manager directly responsible for fostering employee learning and development within the organization.
- **3 types of needs assessment analysis:**
 1. **Organizational Analysis**
 - Examination of the environment, strategies, and resources (technological, financial, and human) of the organization to determine where training emphasis should be placed.
 - To cope with budget constraints yet continue to meet their strategic imperatives, firms have become more focused on efficiently using their training budgets.
 2. **Task Analysis**
 - The process of determining what the content of a training program should be on the basis of a study of the tasks and duties involved in the job.
 - Involves reviewing the job description and specifications to identify the activities performed in a particular job and the KSAOs needed to perform them
 - **Competency Assessment:** Analysis of the sets of skills and knowledge needed to be successful, particularly for decision-oriented and knowledge-intensive jobs.
 - Also captures elements of how these traits (Ex. motivation levels, personality traits, and interpersonal traits) should be used within an organization's context and culture.
 3. **Person Analysis**
 - Determination of the specific individuals who need training.
 - Managers have to sit down with employees to talk about areas for improvement so that they can jointly determine the developmental approaches that will have maximum benefit.

OUTCOME THREE: PHASE 2 – DESIGNING THE TRAINING PROGRAM

- Once the training needs have been determined, the next step is to design the type of learning environment necessary to enhance learning.
- **4 issues that the design of training programs should focus on:**
 1. **Instructional Objectives**
 - Desired outcomes of a training program.
 - Describes the skills or knowledge to be acquired and/or the attitudes to be changed.

- On the basis of the training needs, the company can more formally state the desired outcomes of training through writing instructional objectives.

2. Trainee Readiness and Motivation

- **2 preconditions for learning that will affect the success of training:**

I. Trainee Readiness

- Whether or not the experience of trainees has made them receptive to the training that they will receive.
- Prospective trainees should be screened to ensure that they have the background knowledge and the skills necessary to absorb what will be presented to them.

II. Trainee Motivation

- The organization needs to help employees understand the link between the effort they put into training and the payoff.
- Why is the training important? What will happen does not occur? What is in it for the employees themselves?

3. Principles of Learning

- Training programs are likely to be more effective if they incorporate the principles of learning.

- **8 principles of learning:**

I. Goal Setting

- When trainers take the time to explain the training's goals and objectives to trainees – or when trainees are encouraged to set goals on their own – the level of interest, understanding, and effort directed toward the training is likely to increase.

II. Meaningfulness of Presentation

- The material to be learned should be presented in a meaningful a manner as possible.
- Colourful examples or personal experience examples can be used for trainees to better learn and connect to new information.

III. Modelling

- Modelling demonstrates the desired behaviour or method to be learned.
- Modelling the wrong behaviour can be helpful even if it shows trainees what not to do and then clarifies the appropriate behaviour.

IV. Individual Differences

- o Training programs should try to account for and accommodate these individual differences to facilitate each person's style and rate of learning.

V. **Active Practice and Repetition**

- o Trainees should be given frequent opportunities to practice their job tasks in the way that they will ultimately be expected to perform them.

VI. **Whole-vs-Part Learning**

- o In evaluating whole-vs-part learning, it is necessary to consider the nature of the task to be learned.
- o If the task can be broken down successfully, it probably should be broken down to facilitate learning; otherwise, it should probably be taught as a unit.

VII. **Massed-vs-Distributed Learning**

- o Another factor that determines the effectiveness of training is the amount of time devoted to practice in one session.
- o It has been found in that spacing out the training will result in faster learning and longer retention.

VIII. **Feedback and Reinforcement**

- o Feedback can help individuals focus on what they are doing right and what they are doing wrong.
- o **Behaviour Modification:** A technique that operates on the principle that behaviour that is rewarded, or positively reinforced, will be exhibited more frequently that is penalized or unrewarded will decrease in frequency.
- o **Spot Rewards:** Programs that reward employees "on the spot" when they do something particularly well during training or on the job.
 - Ex. Cash, gift cards, time off, or anything of value to the employee.

4. **Characteristics of Instructors**

- The success of any training effort largely depends on the teaching skills and personal characteristics of those responsible for conducting the training.
- Training is also influenced by the trainer's personal manner and characteristics.
- **8 desirable traits from a trainer:**

Knowledge of subject	Interest
Adaptability	Clear instructions
Sincerity	Individual assistance
Sense of humour	Enthusiasm

OUTCOME FOUR: PHASE 3 – IMPREMENTING THE TRAINING PROGRAM

- A major consideration in choosing among various training methods is determining which ones are appropriate for the KSAOs to be learned.
- **9 training methods for non-managerial employees:**
 1. **On-the-Job Training**
 - A method by which employees are given hands-on experience with instructions from their supervisor or other trainer.
 2. **Apprenticeship Training**
 - A system of training in which a worker entering the skilled trades is given thorough instruction and experience, both on and off the job, in the practical and theoretical aspects of the work.
 3. **Cooperative Training, Internships, and Governmental Training**
 - **Cooperative Training:** Training program that combines practical on-the-job experience with formal educational classes.
 - **Internship Programs:** Programs jointly sponsored by colleges, universities, and other organizations that offer students the opportunity to gain real-life experience while allowing them to find out how they will perform in work organizations.
 4. **Classroom Instruction**
 - Enables the maximum number of trainees to be handled by the minimum number of instructors.
 - **Blended Learning:** The use of multiple training methods to achieve optimal learning on the part of trainees.
 - Lectures and demonstrations can be combined with films, DVDs, videotapes, or computer instruction.
 5. **Programmed Instruction**
 - Self-directed learning – involves the use of books, manuals, or computers to break down subject matter content into highly organized, logical sequences that demand a continual response on the part of the trainee.
 6. **Audio-visual Methods**
 - Video recordings are often used to illustrate the steps in a procedure such as assembling electronic equipment or working with a problem employee.
 - Teleconferencing and videoconferencing allow an instructional program to be transmitted to many locations simultaneously and trainees to interact with one another.
 - Web conferencing is used to conduct live meetings or presentations over the Internet.
 7. **Simulation Method**
 - Emphasizes realism in equipment and its operation at minimum cost and maximum safety.

8. **E-Learning**
 - Learning that take place via electronic media.
9. **Learning Management Systems (LMS)**
 - Online system that provides a variety of assessment, communication, teaching, and learning opportunities.
- **6 methods for management development:**
 1. **On-the-Job Experiences**
 2. **Seminars and Conferences**
 - In terms of developing managers, seminars and conferences can be used to communicate ideas, policies, or procedures, but they are also good for raising points of debate or discussing issues that have no set answers or resolutions.
 3. **Case Studies**
 4. **Management Games and Simulations**
 5. **Role-Playing**
 6. **Behaviour Modelling**
 - An approach that demonstrates desired behaviour and gives trainees the chance to practice and role-play these behaviours and receive feedback.

OUTCOME FIVE: PHASE 4 – EVALUATING THE TRAINING PROGRAM

- Training, like any other HRM function, has to be evaluated to determine its effectiveness.
- **4 criteria to evaluate training:**
 1. **Reactions**
 - One of the simplest and most common approaches to evaluating a training program is assessing participants' reactions.
 - Trainees can give insights into the content and techniques they found most useful.
 2. **Learning**
 - Beyond what participants think about the training, it might be a good idea to see whether they learned anything.
 - Testing the knowledge and skills of trainees before and after a training program will help determine their improvement.

3. **Behaviour**
 - For several reasons, trainees do not demonstrate behaviour change back on the job.
 - **Transfer of Training:** Effective application of principles learned to what is required on job.
 - Trainers should observe trainees once they return to their regular positions, interview the trainees' managers about their progress later on, and examine their post-training performance appraisal.
4. **Results, or Return on Investment (ROI)**
 - **Return on Investment:** The benefits a company derives from training its employees relative to the costs it incurs.
 - The benefits can include high revenues generated, increased productivity, improved quality, lower costs, more satisfied customers, high job satisfaction, and lower employee turnover.
 - **Return on Investment (ROI) = Results / Training Cost**
 - If the **ROI ratio is >1**, the benefits of the training exceed the cost of the program.
 - If the **ROI ratio is <1**, the costs of the training exceeds the benefits.
- **Benchmarking:** The process of measuring one's own services and practices against those of recognized leaders to identify areas for improvement.

OUTCOME SIX: ADDITIONAL TOPICS IN TRAINING AND DEVELOPMENT

- **Orientation**
 - The formal process of familiarizing new employees with the organization, their jobs, and their work units.
- **Onboarding**
 - The process of systematically socializing new employees to help them go "on board" with an organization.
- **Basic Skills Training**
 - Businesses report that they are having a harder time finding workers with the basic skills they seek.
 - Basic skills employees need include reading, writing, computing, speaking, listening, problem solving, leading others, working in a team, self-discipline, etc...
- **Team Training**
 - Team building is a difficult and comprehensive process.
 - Team development is not always a linear sequence of forming, storming, norming, and performing.
 - Additional training is required to assimilate new members.
- **Cross-Training**
 - The process of training employees to do multiple jobs within an organization.

- **Ethics Training**
 - Requires top management support
 - Should be a part of new employee orientation
 - Should be regularly available to all employees
 - **Chief Ethics Officer:** A high-ranking manager directly responsible for fostering the ethical climate within the firm.