



## Lessons educ - Lecture notes 2-5

Introduction to Training and Development (Concordia University)

## LESSON 2

### Definitions: HR Management, Performance Management, Training, Development

<b>Human Resource Management is:</b>
<ul style="list-style-type: none"><li>▪ The strategic approach to the management of an organization's employees.</li><li>▪ Its objective is to recruit, motivate, develop and retain employees whose performance is necessary for the attainment of the organization's goals.</li></ul>
<b>Performance Management is:</b>
<ul style="list-style-type: none"><li>▪ The process of establishing performance expectations with employees.</li><li>▪ The design of interventions and programs to improve performance.</li><li>▪ Monitoring the success of the interventions and programs.</li></ul>
<b>Training is:</b>
<ul style="list-style-type: none"><li>▪ The acquisition of knowledge, skills and abilities to improve performance on one's current job.</li><li>▪ A planned effort undertaken by a company to facilitate their employees' learning of job-related competencies.</li></ul>
<b>Development is:</b>
<ul style="list-style-type: none"><li>▪ The acquisition of knowledge, skills and abilities required to perform future job responsibilities and the long-term achievement of individual career goals and organizational objectives.</li></ul>

**Training** is a means to acquire skills that can have an immediate impact in the company *whereas*

**Development** focuses on preparing the employee for future situations.

### Training vs. Education

*Training is not education.*

Education:	whereas	Training:
<ul style="list-style-type: none"><li>▪ focuses on the development of one's intellect (knowledge acquisition).</li></ul>		<ul style="list-style-type: none"><li>▪ deals with learning how to perform specific skills (skill acquisition).</li></ul>

- is an individual activity which involves the use of one's mind
- is a way to develop skills that are used for social and economic benefit.

*This is not a training course.*

### **It aims to educate you about training.**

#### The Benefits of Training and Development (cont'd)

When an organization invests in training and development, not only can it result in a positive effect on its bottom line, but it can also benefit its employees, as well as the society in which it operates.

When an organization invests in the training and development of its employees, either by implementing it themselves and/or by providing an environment that fosters it, the benefits reverberate at numerous levels directly and indirectly.

The next slide explores the possible

#### The Benefits of Training and Development (cont'd)



##### *A) Employee Benefits*

###### **Intrinsic**

- Greater knowledge and skills
- Higher self-efficacy
- Feel more useful
- More positive attitudes towards their job and organization

###### **Extrinsic**

- Higher earnings
- More marketable
- Greater job security
- Enhanced promotion prospects



### *B) Organizational Benefits*

#### **Organizational strategy**

- Help organizations achieve their short- and long-term goals.

#### **Increase organizational effectiveness**

- Better productivity, fewer errors, fewer accidents, less supervision needed.
- Return on investment.

#### **Employee recruitment and selection**

- A company's training and development program can help recruit new employees, and retain the ones they have.



### *C) Societal Benefits*

#### **Educated population**

- Helps to create an educated and skilled workforce.
- Provides skills that also serve employees outside of the work environment.

#### **Better standard of living**

- A better-trained workforce is more productive, thereby improving the economy and the standard of living.

## Training in Canada

### *Demographics*

- Aging workforce as baby boomers retire (employee turnover).
  - Rate with which workers are leaving the workforce is greater than the ability of new employees to fill that void.
  - Will likely have to rely on immigration.
  - Causing a loss of expertise and knowledge.
  - Greater need for knowledge management initiatives.

## ***Evolution of Information Technologies***

- New products
- New ways of gathering information
- New ways of communicating
- New ways to efficiently carry out the tasks of one's job.

**This requires constant updating of skills to remain competitive.**

## **Quebec's "1% Law"**

Legislation (Bill 90) was introduced in 1995 to catalyze the stagnant workplace training sector.

- "La Loi favorisant le développement de la formation de la main-d'oeuvre."
- Law requires the investment of a minimum of 1% of a company's total payroll on the training of its employees.
- In cases where the payroll exceeds \$1 million CAD.
  - Failure to comply would result in a tax equivalent to the unspent amount.
  - Collected monies are pooled into a common fund used to finance workplace training initiatives throughout the province.

## ***Results of Quebec's "1% Law"***

Over a 6-year span starting in 1997, workplace training in Quebec enjoyed the fastest growth rate in Canada in workplace training.

- Increased by 57%.
- Despite significantly narrowing the gap, the province was still below the national average.
- Training participation among companies was not evenly distributed.\*

## **Employer Reluctance to Training Investment**

- Employers lack confidence in their specific training needs and how best to organize and provide for it when it is identified.
- Employers are concerned about employees who take advantage of their training opportunities, and then offer their services elsewhere. Some companies have countered this with "firm-specific" training.
- Small and medium-sized enterprises lack the economies of scale that make training more feasible for larger firms.

## High Performance Work System

An interrelated system of HR practices and policies which typically includes:

- rigorous recruitment and selection procedures
- performance-contingent incentive compensation
- performance management
- a commitment to employee involvement
- extensive training and development programs

Workplace training is not an independent activity.

- It is influenced by a broader organizational and environmental context, and a human resource system.

## Context of Training and Development

### A) Environmental Factors

#### 1. Laws

- Quebec's 1% Law is an example of legislation that has a direct effect on a company's attitude towards training its employees.

#### 2. Global competition (and globalization)

- International competitors, customers, suppliers and employees require increased cross-cultural awareness training.

#### 3. Technology

- Employees must be trained in using new technologies if they are to be adopted.

#### 4. Demographics

- An ageing workforce means that there will be a significant "brain drain" as experienced workers retire. Transferring the know-how to new employees will be a challenge.

#### 5. Labour market

- Changes in demographics of the Canadian workforce will require adaptations in the amount and type of training required.

#### 6. Economy

- The economic downturn of 2009-10 caused higher unemployment and a return to school for many to upgrade their skills in an attempt to find a new job.

#### 7. Change

- Trends, new laws, economic changes and other events (external to the company) that affect the organization.

#### 8. Social Climate

- Specialized training programs that deal with diversity, security, and

stress management are examples of the effects of the social climate on training needs.

## B) Organizational Factors

### 1. Strategy

- One of the most influential factors of training and development.
- The alignment of human resources practices with an organization's business strategy is called: **Strategic Human Resources Management (SHRM)**.
- Training becomes strategic when it is related to the business strategy.

### 2. Structure

- Changes in employee tasks and responsibilities due to structural change within the organization.
- Emphasis on teamwork may require additional training in communication, supervision and cross-training (skills needed to complete all tasks that work team is responsible for).

### 3. Culture

- The shared
- 
- beliefs, values and assumptions that exist in an organization are referred to as the organizational culture.

### 4. Human Resources Management System

- All functional areas of HR work together to create an HR system
- Driven by organizational strategy and SHRM
- Is what constitutes a High Performance Work System (HPWS)
- Leads to a Strategic Model of training and Development

## Strategic Model of Training and Development

### **Chain Reaction:**

- An organization's business strategy has a direct impact on its human resource management (HRM) strategy.
- The HRM strategy has an impact on the organization's strategy for the learning and training of its employees.
- Once a strategy for the learning and training of employees has been identified, this will determine the nature of the training and development programs to design and deliver.

## Instructional Systems Design (ISD) Model

**A rational and scientific model of the training and development process consisting of:**

Training needs analysis

Training design and delivery

Training evaluation

## Popular Instructional Design Models

Training that is aligned with the business strategy is created using an instructional design process. Benchmarks against other companies are known as **high-leverage training**.

There are several prescriptive design models. There is no consensus as to which is preferred.

Some design model examples are:				
ARCS	Component Display Theory	Dick and Carey (see below)	Elaboration Theory	Etc.

## Popular Instructional Design Models (cont'd)

Instructional design is sometimes referred to as the

**ADDIE process**

:

1. **Analyze** the situation (learners, content, resources, environment).
2. **Design** the instruction (objectives, method).
3. **Develop** the learning material (content, multimedia, resources).
4. **Implement** the training (face-to-face, online, blended delivery).
5. **Evaluate** the outcome (make changes if necessary).

## LESSON 3

### Definition: Organizational Learning

The process of creating, sharing, diffusing, and applying knowledge in organizations.

- It is not simply a focus on current needs or deficiencies, but also on continuous learning.
- It is a main characteristic of an adaptive or agile organization; one that is able to identify the need to alter its practices based on shifts in its environment.

### The Learning Organization

An organization that acquires, organizes, and shares information and knowledge, and uses new information and knowledge to change its behaviour in order to achieve its objectives and improve its effectiveness.

- Able to transform itself by acquiring and disseminating new knowledge and skills throughout the organization.
- Has enhanced capacity to learn, adapt, and change its culture.
- Has the ability to make sense of, and respond to, surrounding environment.

### Principles of a Learning Organization

- Everybody is considered a learner.
- People learn from each other.
- Learning is part of a change process.
- Continuous formal and informal learning.
- Learning is an investment.
- Experimentation is valued.
- Failure is tolerated if it leads to learning.

Four Key Dimensions of a Learning Organization	
1	<p><b><i>Vision</i></b></p> <ul style="list-style-type: none"> <li>Requires clear vision of organization's strategy and goals.</li> </ul>
2	<p><b><i>Culture</i></b></p> <ul style="list-style-type: none"> <li>Fosters information sharing and continuous learning.</li> </ul>
3	<p><b><i>Learning Systems/Dynamics</i></b></p> <ul style="list-style-type: none"> <li>Seek solutions to problems through a systemic view of the organization and its environment.</li> </ul>
4	<p><b><i>Knowledge Management/Infrastructure</i></b></p> <ul style="list-style-type: none"> <li>Technology, systems and processes to support the capture, dissemination and evaluation of knowledge.</li> <li>Ensure that the "right person has the right knowledge at the right time."</li> </ul>

### Definition: Knowledge

<p>Sum of what is known; a body of truths, information, and principles.</p> <ul style="list-style-type: none"> <li>Found in the minds of employees.</li> <li>Transferred and stored in information systems in the organization.</li> <li>Embedded in tools and standard operating procedures and processes.</li> </ul>	<p>More than just information!</p> <p>It is information that has:</p> <ul style="list-style-type: none"> <li>been edited and put into context.</li> <li>analyzed and interpreted in a way that makes it meaningful, and therefore valuable to the organization.</li> </ul>
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## Types of Knowledge

Knowledge can be grouped in two ways:	
<b>1 Explicit Knowledge:</b>	<p>Things that you can buy or trade, such as patents or copyrights and other forms of intellectual property.</p> <ul style="list-style-type: none"><li>▪ Knowledge that has been codified and documented.</li><li>▪ Can be written into procedures or stored in databases.</li><li>▪ Is transferred fairly accurately.</li><li>▪ Small proportion of corporate knowledge is explicit.</li></ul>
<b>2 Tacit Knowledge:</b>	<p>Known only by the individual and is not necessarily known by the organization.</p> <ul style="list-style-type: none"><li>▪ Valuable wisdom learned from experience and insight that has been defined as intuition, know-how, little tricks, and judgment.</li><li>▪ Difficult to transfer.<ul style="list-style-type: none"><li>• People are often not aware of the tacit knowledge they possess and how valuable it is to others.</li></ul></li><li>▪ Difficult to articulate.<ul style="list-style-type: none"><li>• Accounts for greater proportion of corporate knowledge.</li><li>• Often this knowledge is critical to competitive advantage.</li></ul></li></ul>

### Definition: Intellectual Capital

An organization's knowledge, experience, relationships, process discoveries, innovations, market presence, and community influence.

- The source of innovation and wealth production.
- Has to be formalized, captured, and leveraged to produce a more highly valued asset.
- Not like other assets – it grows with use.
- It is increasingly viewed as the organization's most valuable asset.

## The Types of Intellectual Capital

Human	Renewal	Structu
<ul style="list-style-type: none"><li>• Knowledge, skills, and abilities of employees.</li></ul>	<ul style="list-style-type: none"><li>• Intellectual property such as patents, licenses, copyrights, and marketable innovations.</li></ul>	<ul style="list-style-type: none"><li>• Systems and relationships that allow employees to communicate, solve problems, and make decisions.</li></ul>

### Definition: Knowledge Management (KM)

Involves the creation, collection, storage, distribution, and application of compiled 'know-what' and 'know-how' or, seeks to identify and connect individuals based on their expertise and areas of activity.

#### Knowledge Management/Infrastructure

- Refers to systems and structures that integrate people, processes, and technology.

or more information, read: "[If Only HP Knew what HP Knows...](#)" by T. Davenport .

#### Why is KM important?

- In a knowledge-based economy, knowledge (or know-how) rather than access to labour, capital, technology, or raw materials, is the basis of competitive advantage.
- Knowledge in the form of intellectual capital has assumed a greater value.

### The Life Cycle of Knowledge (cont'd)

#### A. Knowledge Acquisition

- 1 Environment
  - Internal; includes individuals, teams,

scanning:	<ul style="list-style-type: none"> <li>departments, etc.</li> <li>External; includes sources of information from other organizations, customers, industry watchers, etc.</li> </ul>
2 Formal learning (training & development):	<ul style="list-style-type: none"> <li>Key part of the knowledge-acquisition process</li> <li>Represents a small, but critical proportion of how employees learn</li> </ul>
3 Informal learning:	<ul style="list-style-type: none"> <li>Represents the largest proportion of employee learning</li> <li>Often spontaneous, immediate and task-specific</li> <li>Can be based on trial and error, search or social network</li> </ul>
(Learn more about informal learning on the following slide)	

Comparing Formal and Informal Learning		
<i>Factor</i>	<i>Formal Learning</i>	<i>Informal Learning</i>
<b>Control</b>	Controlled by organization	Controlled by learner
<b>Relevance</b>	Variable	High
<b>Timing</b>	Delay between learning and use of knowledge acquired	Learning used immediately on the job
<b>Structure</b>	Highly structured	Unstructured
<b>Outcomes</b>	Specific	Not specific

<i>B. Knowledge Interpretation</i>
<ul style="list-style-type: none"> <li>Mental models are deeply engrained assumptions, generalizations, or images that influence how we understand the world and how we take action.</li> <li>An effective way to develop shared mental models is to establish teams to stimulate work-related learning, solving real problems.</li> <li>Communities of Practice are networks of people who work together and regularly share information and knowledge.</li> </ul>

Communities of Practice (CoPs) comprise individuals who share common values, goals, problems or challenges, and a shared language for framing and exploring issues.

- Often, members share a disciplinary background, though a CoP could be interdisciplinary.

Unlike a project team, a CoP has no formal mandate, no formal designation of roles and responsibilities, no predefined deliverables or preset lifespan and no specific defined objective.

### *B. Knowledge Interpretation (cont'd)* **More about Communities of Practice**

CoPs are the mechanism through which individuals gradually come to participate fully in a profession or discipline.

- The learning that occurs is largely informal, and based on exposure to the practices and norms of the community. This form of learning is sometimes referred to as “enculturation” or “apprenticeship.”

There is an upper limit on the number of individuals who can form a CoP. This limit is sometimes pegged at the “Dunbar Number” after the sociologist Robin Dunbar, who studied the relationship between the cognitive ability of different species and their sociability.

CoPs are naturally occurring phenomena. However, in modern organizational settings, there is a great deal of focus on facilitating CoPs through information and communications technology, and even on creating CoPs. It is an open question to what extent CoPs can be implemented artificially.

<i>C. Knowledge Dissemination</i>		
▪	Moving ideas requires a different set of skills.	
▪	Systems for sharing knowledge.	
•	Shared mental models and language.	
▪	Information and Communication Technology (ICT):	
•	Increased codification of knowledge; that is, its transformation into information that can be easily transmitted.	
•	Intranet and portals are critical components for managing knowledge.	
•	Employee questions can be answered in hours instead of weeks.	
▪	CoPs are a mechanism for disseminating knowledge (particularly tacit knowledge).	
<i>D. Use/Application</i>		
In the sphere of KM, it is important to monitor:		
<b>How</b> knowledge is being used.	<b>Where</b> it is being used.	<b>Who</b> is using it.

### *E. Evaluation*

- A consideration of the value and potential of the knowledge.
- Could be rated by employees and managers.
- Could be gauged through measurable outcomes (e.g., the return-on-investment of a best practice or an innovation).
- Could be based on usage (e.g., number of searches in a repository in a given subject area).

### *F. Knowledge Retention*

- The way in which useful knowledge is stored and organized in such a way that it can be easily retrieved.
- Knowledge repositories are inventories of knowledge that organizations compile and store, which can be easily retrieved.
  - Some repositories are more informal lists of lessons learned, white papers, presentations, and so on.
  - Most have links to the originator of the documents.
  - Includes content and document management systems, public file structures, and libraries.

## Organizational Learning and Training

### Connection Between Organizational Learning and Training:

- Training is an important element of learning.
- Learning organizations exceed other organizations in terms of both training practices and expenditures.
  - Increased spending on training alone does not entail a learning organization.
- Individuals learn through training and development.

## LESSON 4

### What is the Link Between Motivation and Learning?

In the previous lesson we looked at, among other things, informal learning. But what drove the individual to seek out this instruction? What was at its root? In order for learning to occur, one has to be motivated in some capacity. Whether it be for advancement on the job, getting a university degree, or pure curiosity, something triggers and sustains the desire to acquire, refine, apply, and retain knowledge.

### What is Learning?

#### Definition:

- “The process of acquiring knowledge and skills, and a change in individual behaviour as a result of some experience.” (Saks and Haccoun).
- “Learning is an interaction between the individual and the environment that results in a relatively permanent change in behaviour.” (O’Donnell et al., 2009).
- Learning is a persisting change in human performance or performance potential as a result of experience. (Driscoll, 2000).

### Learning Outcomes

*Learning outcomes can be classified according to five general categories (Gagne, 1984):*

1) Verbal information	<ul style="list-style-type: none"><li>▪ Facts, knowledge, principles, information (declarative knowledge).</li><li>▪ Verbs: state, recite, tell, declare, define.</li><li>▪ Example: “Define the term learning.”</li></ul>
2) Intellectual skills	<ul style="list-style-type: none"><li>▪ Concepts, rules, and procedures (procedural knowledge).</li></ul>

	<ul style="list-style-type: none"> <li>▪ Categories: discrimination, concrete concept, defined concept, rule, higher-order rule.</li> <li>▪ Verbs: distinguish, identify, classify, solve, label, specify.</li> <li>▪ Example: "Identify each instance as an example of procedural or declarative knowledge."</li> </ul>
3) Cognitive strategies	<ul style="list-style-type: none"> <li>▪ Application of information and techniques.</li> <li>▪ Understanding how and when to use the information.</li> <li>▪ Verbs: adopt, create, originate, invent.</li> <li>▪ Example: "Create and explain your own strategy to solve the following problem."</li> </ul>
4) Motor skills	<ul style="list-style-type: none"> <li>▪ Coordination and execution of physical movements.</li> <li>▪ Verbs: execute, perform, demonstrate.</li> <li>▪ Example: "Hit a ball with a baseball bat."</li> </ul>
5) Attitudes	<ul style="list-style-type: none"> <li>▪ Preferences and internal states associated with beliefs and feelings.</li> <li>▪ Verbs: elect, favour, prefer, choose.</li> <li>▪ Example: "Which learning theory do you prefer and why?"</li> </ul>

### Stages of Learning a Skill

Stages	Example in Reading
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<p><i>Declarative knowledge: Learning knowledge, facts, and information.</i></p>	<p>Learn the alphabet, learn conventions about direction of reading (in North America: left-right, top-down) separation of words, purpose of punctuation, rote learning of some words, learn some phonemes.</p> <ul style="list-style-type: none"> <li>▪ Attempts at reading involve the conscious application of this knowledge to text.</li> </ul>
<p><i>Knowledge compilation: Integrating tasks into sequences to simplify and streamline the task.</i></p>	<p>Word recognition becomes automatic, however over time, a proficient reader is able to grasp whole sentences and even passages at a glance.</p> <ul style="list-style-type: none"> <li>▪ This is because the component sub skills involved in reading have been completely automated and merged together, overcoming limitations of working memory.</li> </ul>
<p><i>Procedural knowledge: Learner has mastered the task &amp; performance is automatic &amp; habitual.</i></p>	<p>Learner no longer has to think deliberately and consciously about the sounds associated with letter combinations or the meaning of individual words.</p> <ul style="list-style-type: none"> <li>▪ Comprehension increases as working memory no longer has to perform the conscious tasks mentioned above.</li> </ul>

## Learning Styles

**Definition:** The way an individual gathers, processes and evaluates information during the learning process.

According to Kolb (1984), there are four ways in which individuals gain experience (and learn):

1. Concrete experience (CE)
2. Abstract conceptualization (AC)
3. Reflective observation (RO)
4. Active experimentation (AE)

An individual's preferred learning style is a combination of two of the modes of learning:

- Converger (AC + AE) = thinking and doing
- Diverger (CE + RO) = feeling and watching
- Assimilator (AC + RO) = thinking and watching
- Accomodator (CE + AE) = feeling and doing

## Learning Theories

### What is a learning theory?

A learning theory consists of a set of propositions and constructs that attempt to explain how change in behaviour (learning) is achieved.

#### We will investigate three learning theories:

1. Conditioning Theory (from Behaviourism)
2. Situated Cognition (from Cognitivism)
3. Social Learning Theory

## Learning Theories (cont'd)

### A. Conditioning Theory

- Learning is a result of reward and punishment contingencies that follow a response to a stimulus.
- A stimulus or cue would be followed by a response, which is then reinforced.
- Strengthens the likelihood that response will occur again and that learning will result.

<b>Positive Reinforcement:</b>	<b>Negative Reinforcement:</b>	<b>Punishment:</b>
<ul style="list-style-type: none"><li>▪ application of a positive stimulus after an act.</li></ul>	<ul style="list-style-type: none"><li>▪ removal of a negative stimulus after an act.</li></ul>	<ul style="list-style-type: none"><li>▪ receiving a negative consequence for an undesirable act.</li></ul>
Note that both forms of reinforcement (positive and negative) will increase or maintain behaviour.		
<b>Shaping:</b>	<b>Chaining:</b>	<b>Generalization:</b>
<ul style="list-style-type: none"><li>▪ Reinforcement of each step in a process until it is mastered.</li></ul>	<ul style="list-style-type: none"><li>▪ Reinforcement of entire sequence of a task.</li></ul>	<ul style="list-style-type: none"><li>▪ Conditioned response occurs in circumstances different from those during learning.</li></ul>

### B. Situated Cognition

Theory that builds on cognitive approaches to understanding learning. Cognitivism focuses on the structures that are created in the mind, through experience, and that further mediate our interpretation of experience.

- These structures are called mental models or schema.
- Schema evolve through different processes in which they are tweaked or extended to deal with new experiences, or undergo radical restructuring, if required ("accretion", "tuning", "restructuring").

- Schema serve as filters that focus our attention in different ways

Learning is seen as a process in which schema are further elaborated to contend with new experiences.

- Key processes are “generalization” and “discrimination” (in the former, a very concrete concept becomes more abstract, and more inclusive; in the latter, a schema that reflects a broad categorization is narrowed or restricted, to allow more contrast or discrimination).

Cognitive theories are also based on an information processing model of the mind.

- Key elements in the basic model (there are variants) are short-term, working and long-term memory stores or registers.
- Sensory channels provide input to short-term and working memory. These are not permanent storage units, and there are well-established limits on how much information can be held in working memory and manipulated (7 plus or minus 2).
- The object is to move information from working memory into long-term memory, which is a stable repository, for future retrieval and use.

- Situated Cognition builds on the cognitive paradigm.
  - The insight captured in situated cognition is that at the time of learning we also encode aspects of the situation in which we are learning. These become part of our memory structures and affect our ability to successfully apply what we have learned – both facilitating and obstructing performance depending on circumstances. The aspects of the situation that are encoded are, if you like, conditions of applicability.
  - If we learn and practice a new concept or skill over and over in the same or very similar situations or contexts we will find that we are very well able to apply this learning when we are confronted with a similar context.
    - Our ability to do this will likely exceed that of someone who has learned the principle or concept in a more abstract (less situated, less applied) fashion.
    - However, it is also true that if we are placed in a novel context where the same learning could be useful, we may be unable to recognize this, and fail to retrieve and apply the relevant schema.
  - To enable learners to access and apply schema across a wide variety of relevant situations, learning and practice must involve a variety of contexts.
  - Decontextualized or abstracted presentations of a topic may also lead to greater “wide transfer” of what is learned.

## . Social Learning Theory

Three Key Components	
1. Observation	<ul style="list-style-type: none"> <li>▪ Learning by observing the actions of others and the consequences.</li> <li>▪ Four key critical elements: Attention, Retention, Reproduction, Reinforcement</li> </ul>
2. Self-efficacy	<ul style="list-style-type: none"> <li>▪ Judgments people have about their ability to successfully perform a specific task.</li> </ul>



- Influenced by four sources of information in order of importance:
  - a. Task performance outcomes
  - b. Observation
  - c. Verbal persuasion & social influence
  - d. Physiological/emotional state

“People who hold a low view of themselves will credit their achievements to external factors rather than to their own capabilities.”  
(Albert Bandura)




**Watch the video:**

***"Bandura's Social Cognitive Theory"***

- Dr. Albert Bandura explains his social cognitive theory: [Watch Clip](#) (6:17) 
- Biography of Dr. Albert Bandura: [Watch Clip](#) (9:58) 

**To learn more about self-efficacy:**

- Read: Bandura, A. (2002). [Social Cognitive Theory in Cultural Context. Applied Psychology: An International Review](#) , 151, 269-290.
- [Read: Teaching Tip Sheet: Self-Efficacy \(from the American Psychological Association\)](#)

**3. Self-management**

Managing one's own behaviour through a series of internal processes.

- Observe personal behaviour, as well as the behaviour of others
- Setting performance goals
- Assessing personal progress
- Rewarding oneself for goal achievement
- Concepts: self-regulation, metacognition

## Behavioural, Cognitive and Socio-Cultural Theories

Behavioural, cognitive, and socio-cultural learning theories differ in the emphasis they place on the environment, the individual, and behaviour.

- **Behaviourists** will argue that an influence in the environment will have a change on one's behaviour. Individual differences are not as important.
- **Cognitivists** believe that the individual is key since individuals can perceive the environment differently and their behaviour will differ accordingly.
- **Socio-cultural theorists** focus on the effect of the environment on behaviour, but particularly on the role of the community in shaping one's behaviour.

## Adult Learning Theory

1. Andragogy:	2. Pedagogy:
<ul style="list-style-type: none"><li>▪ An adult-oriented approach to learning that takes into account the differences between adult and child learners.</li></ul>	<ul style="list-style-type: none"><li>▪ The traditional approach to learning used to educate children and youth.</li></ul>

## Adult Learning Theory (cont'd)

### Teaching Children Versus Adults

Factor	
Personality	Dependent
Motivation	Extrinsic
Roles	Student
	Child
Openness to change	Keen
Barrier to change	Few
Experience	Subject-centred

## Theories of Motivation

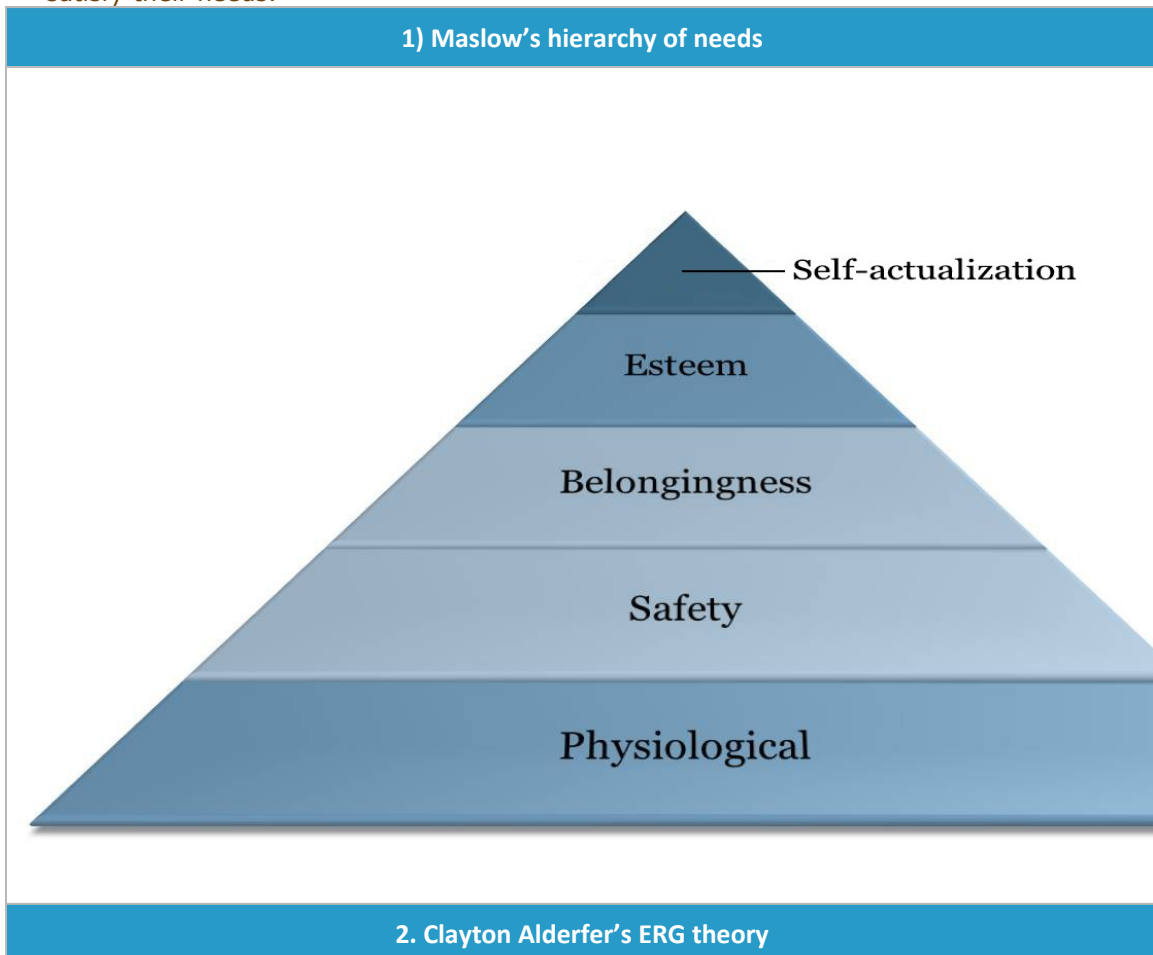
**Motivation:** degree of persistent effort that one directs toward a goal.

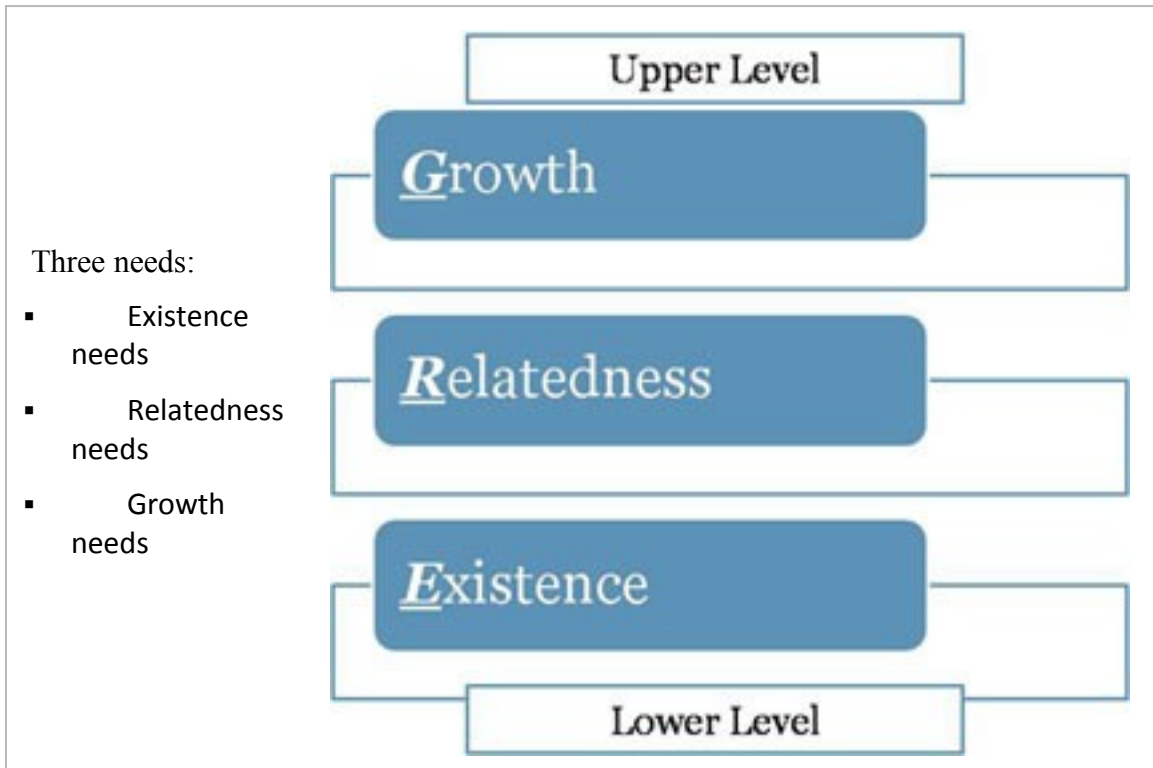
There are two forms of motivation:	
<b>Extrinsic Motivation:</b> <ul style="list-style-type: none"><li>▪ stems from factors in the external environment.</li></ul>	<b>Intrinsic Motivation:</b> <ul style="list-style-type: none"><li>▪ stems from a direct relationship between worker and task.</li></ul>

## Theories of Motivation (cont'd)

### A. Need Theories

- Needs refer to physiological and psychological desires.
- Needs are motivational because people are motivated to obtain the things that will satisfy their needs.





**ERG theory differs from Maslow's in the following ways:**

- Not a rigid hierarchy of needs.
- If unable to satisfy a higher need, then the desire to satisfy a lower level will increase.

**B. Process Theories**

**1) Expectancy Theory**

- Process theory of motivation.
- Energy or force that a person directs toward an activity is a direct result of three factors:

**A) Expectancy:**

individual's subjective probability that they can achieve a particular level of performance on a task.

**B) Instrumentality:**

subjective likelihood that attainment of a first-level outcome such as an "A" or "B" in this course will lead to attractive consequences that are known as second-level outcomes.

**C) Valence:**

refers to the attractiveness of first- and second-level outcomes.

$$\mathbf{D) Effort} = \text{Expectancy} \times (\text{Instrumentality} \times \text{Valence})$$

## 2. Goal Setting Theory

- People's intentions are a good predictor of their behaviour.
- Goals are motivational because they direct people's efforts and energies and lead to development of strategies to help them reach their goals.

Characteristics for goals to be motivational are:

- a. Specific in terms of their level and time frame
- b. Challenging
- c. Must be accompanied by feedback
- d. People must accept them and be committed to them

### *Goal orientation*

#### **Mastery/Learning goals:**

Process-oriented goals that focus on learning process.

#### **Performance goals:**

Outcome-oriented goals that focus attention on achievement of specific performance outcomes.

## Training Motivation

**Definition:** The direction, intensity, and persistence of learning-directed behaviour in training contexts.

Personality variables that predict training motivation:

- Locus of control
- Achievement motivation
- Anxiety
- Conscientiousness
- Self-efficacy

## Model of Training Effectiveness

- Training motivation is also a strong predictor of learning and training outcomes.
- Self-efficacy, cognitive ability, and personality characteristics also have an effect on learning.
- Attitudes (i.e., job involvement, job satisfaction, and organizational commitment).



- Key issue for training is ensuring that what is learned is applied in the workplace (in the operational context).
- Degree of transfer attained in training is often limited.
- The mechanisms of transfer of learning are the subject of the next lesson.

## LESSON 5

### What is Transfer of Training?

**Definition:** Transfer of training refers to generalization of knowledge and skills learned in training on the job and maintenance of acquired knowledge and skills over time.

Two conditions:	
Generalization	▪ Use or application of learned material on the job.
Maintenance	▪ Use or application of learned material on the job over a period of time (repeated behaviour).

### The Extent of Transfer of Training

Positive	Zero	Negative
▪ Trainees effectively <b>apply</b> new learning on the job.	▪ Trainees <b>do not apply</b> new learning on the job.	▪ Trainees <b>perform worse</b> on the job after training.

#### *Types of transfer of training:*

- **Near:** Applying new learning to situations that are very similar to those in which training occurred.
- **Far:** Applying new learning to situations that are different from those in which training occurred.
- **Horizontal:** Transfer across different setting at the same level.
- **Vertical:** Transfer from trainee level to organizational level.

### Training Inputs

<b>1</b>	<p><b>Trainee Characteristics</b></p> <p>Cognitive ability, training motivation, self-efficacy, personality characteristics.</p> <p>Most likely to transfer:</p> <ul style="list-style-type: none"> <li>▪ High cognitive abilities, motivation to learn, self-efficacy.</li> <li>▪ Internal locus of control and high need for achievement.</li> <li>▪ High job involvement, job satisfaction, and</li> </ul>
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		organizational commitment.
2	<b>Training Design</b>	<p>Active practice and conditions of practice.</p> <p>These topics are covered in more detail in the next lesson - Training Design.</p> <p>Learning principles:</p> <ul style="list-style-type: none"> <li>▪ Identical elements (authenticity)</li> <li>▪ General principles (theory)</li> <li>▪ Stimulus variability (practice)</li> </ul>
3	<b>Work Environment</b>	<p>Pre-training</p> <ul style="list-style-type: none"> <li>▪ Management actions send messages/signals regarding importance and organizational support of training.</li> <li>▪ Organizational constraints: lack of time, equipment, and/or resources.</li> </ul> <p>Post-training</p> <ul style="list-style-type: none"> <li>▪ Support provided by trainees' supervisor.</li> <li>▪ Training transfer climate: Characteristics in the work environment that can foster or inhibit applying the training to the job.</li> <li>▪ Learning culture: Transfer of training is greater in an organization that values the acquisition of knowledge and skill (a learning organization).</li> </ul>

### Facilitating and Improving Transfer of Training

<b>Transfer of Training Activities Before Training</b>		
<b>1. Management</b>	<b>2. Trainer</b>	<b>3. Trainees</b>
<p>Decide who should attend</p> <ul style="list-style-type: none"> <li>▪ Readiness to learn/trainability</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure application of ISD model.</li> <li>▪ Ensure both trainees' supervisor</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find out about training objectives prior to attendance.</li> <li>▪ Meet with</li> </ul>

<p>(Ability x Motivation x Perceptions of the Work Environment) = Readiness to Learn and Trainability.</p> <ul style="list-style-type: none"> <li>Trainability tests</li> </ul> <p>Increase motivation to learn</p> <ul style="list-style-type: none"> <li>Meet with employees to discuss training needs.</li> <li>“WIIFM” (“what’s in it for me?”)</li> </ul> <p>Provide employees with support for learning and training.</p>	<p>and trainees are prepared in terms of knowing objectives and benefits.</p> <ul style="list-style-type: none"> <li>Find out supervisor and trainee needs and expectations.</li> <li>Ensure that trainees are prepared for training in terms of prerequisite courses/readings, etc.</li> </ul>	<p>supervisor to discuss training program and develop action plan for learning and transfer.</p> <ul style="list-style-type: none"> <li>Prepare for training program.</li> </ul>
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### Facilitating and Improving Transfer of Training (cont'd)

<i>Transfer of Training Activities During Training</i>		
1. Management	2. Trainer	3. Trainees
<ul style="list-style-type: none"> <li>Participate in training programs.</li> <li>Speak about importance of training programs.</li> <li>Attend training programs before trainees.</li> <li>Reassign employees' work while they are attending training.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate conditions of practice, adult learning principles, and other learning principles in design.</li> <li>Include content and examples that are relevant and meaningful.</li> <li>Include instruction on transfer of training.</li> <li>Have trainees prepare a performance contract.</li> </ul>	<ul style="list-style-type: none"> <li>Enter training program with positive attitude and motivation to learn.</li> <li>Engage themselves by actively participating.</li> <li>Develop an action plan for application of training on the job.</li> </ul>

### *Transfer of Training Activities After Training*

1. Management	2. Trainer	3. Trainees
<ul style="list-style-type: none"> <li>▪ Ensure trainees have immediate and frequent opportunities to practice and apply what they learned.</li> <li>▪ Encourage and reinforce trainees' application of new skills.</li> <li>▪ Develop action plan with trainees, reduce job pressures and workload, arrange practice sessions, give promotional preference to employees who have received training and, transfer and evaluate employees' use of trained skills on the job.</li> </ul>	<p>Conduct field visits</p> <ul style="list-style-type: none"> <li>▪ Observe trainees, provide feedback and support.</li> </ul> <p>Offer booster sessions</p> <ul style="list-style-type: none"> <li>▪ Definition: Extensions of training programs that involve periodic face-to-face contact between the trainer and trainees.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begin using new knowledge and skills on the job ASAP.</li> <li>▪ Meet with supervisor to discuss opportunities for transfer.</li> <li>▪ Form a "buddy system".</li> <li>▪ Consider high-risk situations that might cause a relapse and develop strategies for overcoming them and avoiding a relapse.</li> </ul>

### Transfer of Training Interventions

#### **Relapse prevention**

- Anticipate transfer obstacles and develop coping skills.

#### **Self-management and self-coaching**

- Perform a series of steps to manage transfer behaviour and establish performance maintenance and improvement goals.

#### **Goal setting**

- Set specific, challenging goals to enhance transfer.

#### **Goal setting interventions**

- Teach trainees about the goal setting process.

#### **Booster sessions**

- Extensions of training programs that involve a review of the training material.

### The Transfer System

**Definition:** All factors in the person, training and organization that influence transfer of learning to job performance.