

Chapter 8: Training and Developing Employees - Detailed Study Guide

I. Introduction

- **Overview:** This chapter is about the importance of training and development in HRM. It stresses continuous training to align employee skills with organizational goals.
- **Definitions:**
 - **Training:** Job-specific skills for current roles.
 - **Development:** Preparing for future growth.
- **Detailed Explanation:** It links training to strategy, emphasizing that effective training is an investment.
- **Example:** AT&T's need to retrain staff for digital technology highlights training's strategic role.
- **Potential Exam Question & Answer:**
 - **Q:** What's the difference between training & development?
 - **A:** Training gives job skills, development prepares for future roles. Both are vital for success.

II. Orienting and Onboarding New Employees

- **A. Purpose of Orientation/Onboarding**
 - **Definitions:**
 - **Orientation:** Basic info for new hires.
 - **Onboarding:** Integration and engagement.
 - **Detailed Explanation:** The goal is to make new hires feel welcome, engaged, and productive.
 - **Four Goals:**
 - a. **Feel Welcome:** Belonging.
 - **Example:** Buddy system, team lunch.
 - b. **Basic Info:** Job details.
 - **Example:** Email, policies, facility tour.
 - c. **Understand Org:** Culture, goals.
 - **Example:** Mission, values presentation.
 - d. **Socialization:** Integrate into norms.
 - **Example:** Coffee breaks, mentorship.
 - **Example:** Mayo Clinic uses values-based onboarding.

- **Potential Exam Question & Answer:**

- **Q:** How can a firm improve onboarding to reduce turnover?
- **A:** Needs assessment + comprehensive process: making them feel welcome, imparting knowledge, orienting them into culture, encouraging socialization.

- **B. The Orientation Process**

- **Detailed Explanation:** Phased process over weeks/months.
- **Pre-First Day:** Prepare the new employee.
 - **Example:** Welcome email, schedule, docs.
- **First Day:** Create positive experience.
 - **Example:** Introductions, lunch, workplace overview.
- **Subsequent Days:** Gradual adjustment.
 - **Example:** Dept meetings, supervisor discussions.
- **Minimum Information:** Legal compliance.
 - **Example:** Safety, HR policies, benefits.
- **Extended Programs:** Long-term engagement.
 - **Example:** Mentorship, OJT, reviews.
- **Supervisor's Role:** Support & guidance.
 - **Example:** Check-ins, follow-ups.
- **Employee Engagement:** Actively participate.
 - **Example:** Enthusiasm, conversations, work participation.
- **Example:** Toyota engages with its mission from day 1.

- **Potential Exam Question & Answer:**

- **Q:** What are the steps for an effective orientation? What's the impact if done poorly?
- **A:** Before the first day, an enthusiastic start, followed by gradual integration and support. Poorly done means new hires feel lost and undervalued.

- **C. Key Aspects**

- **Executive Onboarding:** Smooth transition.
 - **Example:** Briefings on strategy, stakeholders.
- **Employee Handbook:** Legally compliant, disclaimers.
 - **Example:** "Not a legal contract" statement.
- **Technology Use:** Portals, online learning.
 - **Example:** Company's new hire online resource.
- **Example:** University of Cincinnati uses online platforms.

- **Potential Exam Question & Answer:**
 - **Q:** How to create a handbook for new hires?
 - **A:** Document key policies, add disclaimers about at-will employment and non-legal contracts.

III. The Training Process

- **A. Overview**
 - **Definition of Training:** Structured learning for job skills.
 - **Detailed Explanation:** Crucial for aligning employee capabilities with business requirements.
 - **Importance:** Addresses skill gaps, boosts performance.
 - **Example:** Coca-Cola uses development plans for engagement.
- **Potential Exam Question & Answer:**
 - **Q:** Why is training essential?
 - **A:** It develops skills, aligns employees, and improves performance.
- **B. Training and the Law**
 - **Detailed Explanation:** Programs must be fair, compliant to avoid discrimination and negligent training issues.
 - **Discrimination:** Training selections must be fair.
 - **Example:** All employees are eligible for trainings.
 - **Negligent Training:** Employer's responsibility for adequate training.
 - **Example:** Proper safety training.
 - **Mitigation Steps:** Skill checks, adequate training, evaluations.
- **Potential Exam Question & Answer:**
 - **Q:** What are the legal implications? How do we mitigate risks?
 - **A:** Must follow labor laws and not discriminate and adequate safety training must be provided.
- **C. Aligning Strategy and Training**
 - **Detailed Explanation:** Training must support company objectives.
 - **Strategic Plans Guide Training:** Based on business goals.
 - **Example:** Sales training for new markets.
 - **Training Goals:** Facilitate achieving goals.
 - **Example:** Customer service training for better customer satisfaction
 - **Example:** Walgreens changed training with its new health-care strategy.

- **Potential Exam Question & Answer:**

- **Q:** How do HR managers ensure training aligns with strategy?
- **A:** By regular communication with management and design programs that meet business objectives.

- **D. The ADDIE Process**

- **Detailed Explanation:** A systematic training program framework.
 - **Analyze:** Identify training needs.
 - **Example:** Lack of software knowledge causing errors.
 - **Design:** Create training structure, objectives.
 - **Example:** Choose effective teaching methods.
 - **Develop:** Create learning materials.
 - **Example:** Create manuals and videos.
 - **Implement:** Deliver the training.
 - **Example:** Arrange workshops, online courses.
 - **Evaluate:** Assess training effectiveness.
 - **Example:** Measuring ROI through improved employee productivity.

- **Potential Exam Question & Answer:**

- **Q:** Describe the ADDIE model?
- **A:** Analysis identifies needs, design creates objectives and methods, development creates content, implementation delivers the training, and evaluation assesses results.

- **E. Analyzing Training Needs**

- **Detailed Explanation:** Identifies training needs.
 - **Strategic Analysis:** Long-term goals.
 - **Example:** Language training for expansion.
 - **Current Employee Analysis:** Immediate needs.
 - **Task Analysis:** Required job skillsets.
 - **Example:** Listing the skills for coding.
 - **Performance Analysis:** Performance issues.
 - **Example:** Low sales quotas due to poor product knowledge.
 - **Can't Do/Won't Do Issues:** Skill vs motivation.
 - **Example:** Worker lacking skills needs training (can't do), or not motivated (won't do) needs other strategies.

- **Potential Exam Question & Answer:**

- **Q:** What is the difference between a "can't do" and a "won't do" problem?
- **A:** "Can't do" needs training, and "won't do" needs motivational approaches.

- **F. Designing the Training Program**

- **Detailed Explanation:** Program should be effective, engaging and addresses constraints.
 - **Training Program Design:** Program structure.
 - **Example:** Choosing in-person or online training.
 - **Learning Objectives:** Specific, measurable.
 - **Example:** "Reduce assembly time by 15%."
 - **Budget:** Allocate funds and resources.
 - **Example:** Planning costs for materials and trainers.
 - **Constraints:** Time and financial limits.
 - **Example:** Scope is limited by resources.
 - **Motivation:** Create engaging content.
 - **Example:** Using gamification.
 - **Reinforcement:** Feedback, continuous support.
 - **Example:** Periodic skill check.

- **Potential Exam Question & Answer:**

- **Q:** How to set a training budget?
- **A:** Consider all direct and indirect costs and prioritize learning objectives to get best ROI.

- **G. Key Elements for Effective Learning**

- **Meaningful Learning:** Connecting to real work tasks.
 - **Example:** Linking new software to daily tasks.
- **Easy Skills Transfer:** Training similar to work.
 - **Example:** Using actual work equipment.
- **Reinforcement:** Immediate feedback.
 - **Example:** "Well done" after correctly performed task.
- **Learning Pace:** Self-paced learning.
 - **Example:** Flexible training schedules.
- **Transfer to Job:** Apply learned skills on the job.
 - **Example:** Use simulations in training.

- **Potential Exam Question & Answer:**

- **Q:** How do you make training meaningful and how to transfer skills?

- **A:** Explain the importance, make training as close as possible to the actual job, and provide constant feedback.

IV. Implementing the Training Program

- **A. Training Methods**

- **Detailed Explanation:** Use a variety of methods.
 - **On-the-Job Training (OJT):**
 - **Definition:** Learn while working.
 - **Types:** Coaching, rotation, assignments.
 - **Example:** A mentor guiding a junior coder.
 - **Steps:** Prepare, present, tryout, follow-up.
 - **Apprenticeship Training:** Learning with a skilled expert.
 - **Example:** An electrician training with an experienced worker for two years.
 - **Informal Learning:** On the job, social interactions.
 - **Job Instruction Training (JIT):** Step by step training.
 - **Example:** Training sheet for complex equipment.
 - **Lectures:** Information from a presenter.
 - **Example:** Presenting a new product to sales.
 - **Programmed Learning:** Self-paced learning.
 - **Example:** Study books with follow up questions.
 - **Behavior Modeling:** Right way with practice.
 - **Example:** Video and role play.
 - **Audiovisual-Based Training:** Using videos, PowerPoint.
 - **Example:** A safety training video.
 - **Vestibule Training:** Training in a simulated space.
 - **Example:** Training on an assembly line simulator.
 - **Electronic Performance Support Systems (EPSS):** Tools for support.
 - **Example:** Service reps using guidance from a software system.
 - **Job Aids:** On the job checklists.
 - **Example:** A check list for pilots.
 - **Videoconferencing:** Remote digital training.
 - **Example:** Web based training for remote employees.
 - **Computer-Based Training (CBT):** Digital interactive learning.
 - **Example:** Online quiz for software skills.
 - **Simulated Learning/Gaming:** Realistic practice.
 - **Example:** Virtual emergency treatment practice.

- **Virtual Reality (VR):** Immersive digital training.
 - **Example:** Using VR to train complex tasks.
 - **Online/Internet-Based Training:** Web-based modules.
 - **Example:** Training modules on a website.
 - **Learning Portals:** access to online training courses.
 - **Example:** A platform with resources for courses.
 - **Virtual Classrooms:** Remote learning with interactions.
 - **Example:** A live online class with video and chat.
 - **Mobile/Micro Learning:** Short phone modules.
 - **Example:** Mobile modules on customer interactions.
 - **Web 2.0 Learning:** Social media for training.
 - **Example:** Online forums for discussion.
- **Potential Exam Question & Answer:**
 - **Q:** Compare OJT and VR training?
 - **A:** OJT is practical, immediate but not very structured. VR provides realism and control but is costly and might lack real life practice.
 - **B. Other Considerations**
 - **Diversity and Online Accessibility:** Training must be inclusive.
 - **Example:** Subtitles, large text, and audio descriptions.
 - **Lifelong Learning:** Continuous development.
 - **Example:** Tuition reimbursement programs.
 - **Literacy Training:** Support for low literacy employees.
 - **Example:** Visuals and demonstrations.
 - **Diversity Training:** Cross-cultural sensitivity.
 - **Example:** Training for diverse teams.
 - **Team Training:** Strengthens team work.
 - **Example:** Cross training and collaborative activities.
 - **Potential Exam Question & Answer:**
 - **Q:** Why is diversity and accessibility important?
 - **A:** They are important for compliance, equity and creating an inclusive workplace.

V. Implementing Management Development Programs

- **A. Management Development**

- **Definition:** Enhancing leadership and management skills.
- **Detailed Explanation:** It's a long-term strategy to create leaders and support business goals.
- **Importance:** Supports succession planning and leadership pipeline.
 - **Example:** Training junior managers for future roles.
- **Key Considerations:** Align with strategy, assessment.
 - **Example:** Aligning a leadership program with company goals and selecting the most promising candidates.
- **Potential Exam Question & Answer:**
 - **Q:** How is management development different from employee training?
 - **A:** Training enhances job skills, while development is for long-term leadership growth.
- **B. Managerial Training Methods**
 - **Detailed Explanation:** Use on the job and off the job training.
 - **Managerial On-the-Job:**
 - **Job Rotation:** Gaining experience in different departments.
 - **Example:** Moving between departments.
 - **Coaching/Understudy:** Learning from senior managers.
 - **Example:** Being mentored by senior managers.
 - **Action Learning:** Real world application.
 - **Example:** Solving an organizational issue.
 - **Off-the-Job:**
 - **Case Study:** Problem solving with realistic business cases.
 - **Example:** Analyzing a complex business scenario and developing solutions.
 - **Management Games:** Simulation of decisions.
 - **Example:** Running a simulated company and taking business decisions.
 - **Outside Seminars:** Expert knowledge.
 - **Example:** Learning about new trends in leadership.
 - **University Programs:** Formal leadership programs.
 - **Example:** Executives getting an MBA degree.
 - **Role Playing:** Practice in managerial situations.
 - **Example:** Simulating difficult conversations with a subordinate.
 - **In-house development centers:** Focused, custom management training.
 - **Example:** A company created center for training its leaders.
 - **Executive coaches:** Personalized feedback and guidance.
 - **Example:** A senior manager receiving coaching from an expert.
 - **SHRM learning system:** Training for HR certification.

- **Example:** Courses for credentials from SHRM.

- **Potential Exam Question & Answer:**

- **Q:** How does a combination of OJT and off the job training help a trainee?
- **A:** OJT provides real world experience and off-the-job provides theoretical learning, creating a well rounded leader.

VI. Managing Organizational Change Programs

- **A. Organizational Change**

- **Definition:** Transforming structures, strategies for better results.
- **Detailed Explanation:** Needed to stay competitive, adapt to new conditions, and requires careful planning and strategy.
- **Challenges:**
 - **Employee Resistance:** Aversion to change.
 - **Example:** Resistance to new work procedures.
 - **Lack of Resources:** Inadequate manpower and money.
 - **Example:** Understaffing and limited funds.
 - **Decreased Productivity:** Lower output.
 - **Example:** Errors and higher absenteeism.
- **Key Points:**
 - **Clarity of Purpose:** Clear goals for change.
 - **Example:** Explaining the reason for a reorg.
 - **Understanding Employee Resistance:** Acknowledging and mitigating fear of the unknown.
 - **Example:** Open communication and participation in the change process.

- **B. Lewin's Change Process**

- **Detailed Explanation:** 3 stages: unfreezing, moving, refreezing.
 - **Unfreezing:** Preparing for change.
 - **Example:** Explaining that current process is not working.
 - **Moving:** Adopting new behavior.
 - **Example:** Training on new systems and policies.
 - **Refreezing:** Stabilizing the changes.
 - **Example:** Embedding the changes in new systems and performance reviews.
- **Implementation Process:**
 - a. **Establish Urgency:** Communicate the need for change.
 - **Example:** Metrics of poor performance and losses.

b. **Mobilize Commitment:** Involve everyone in analyzing the situation.

- **Example:** Forming cross functional teams to tackle challenges.

c. **Create Guiding Coalition:** Leaders that drive change.

- **Example:** Forming a management committee.

d. **Develop Vision:** A shared view of the future.

- **Example:** Slogan for new vision.

e. **Help Make the Change:** Provide time and support.

- **Example:** Giving time for training and reducing work duties.

f. **Aim for Short-Term Goals:** To build confidence and progress.

- **Example:** Implementing pilot projects.

g. **Reinforce New Ways:** Make the new process permanent.

- **Example:** Align incentives with new systems.

h. **Monitor Progress:** Compare results to desired state.

- **Example:** Tracking improvements in efficiency.

- **Potential Exam Question & Answer:**

- **Q:** How does Lewin's model help manage resistance?
- **A:** The "Unfreezing" stage addresses concerns, "Moving" enables adaptation and "Refreezing" embeds the new changes.

- **C. Organizational Development (OD)**

- **Definition:** Employees actively improve the organization.
- **Detailed Explanation:** OD emphasizes empowerment and problem-solving.
 - **Action Research:** Involves data collection, feedback.
 - **Example:** Employee satisfaction surveys.
 - **Applying Behavioral Science:** Using knowledge of organizational behavior.
 - **Example:** Incentives to improve productivity.
 - **Emphasis on Empowerment:** Employee involvement.
 - **Example:** Employees involved in decision-making processes.
 - **Common OD Methods:**
 - **Team Building:** Enhances collaboration.
 - **Example:** Workshops on team communication.
 - **Survey Research:** Employee feedback.
 - **Example:** Feedback surveys on effectiveness.

- **Potential Exam Question & Answer:**

- **Q:** What distinguishes OD from other approaches?
- **A:** OD empowers employees, and seeks change from the ground up.

VII. Evaluating the Training Effort

- **A. The Need to Evaluate**

- **Detailed Explanation:** Essential to check training impact and ROI.
- **Justification:** Ensures training meets objectives.
 - **Example:** Showing if training has met business needs.
- **Measurement:** Reactions, learning, behavior, results.
 - **Example:** Measuring customer feedback.

- **Potential Exam Question & Answer:**

- **Q:** What are the steps to evaluate training programs?
- **A:** Measuring employee reaction, learning, behavior, and impact on the organization.

- **B. Evaluation Design**

- **Detailed Explanation:** Comparison is required to evaluate the training.
 - **Time Series Design:** Measuring before and after.
 - **Example:** Before and after training measurement of performance.
 - **Controlled Experimentation:** Compare with a control group.
 - **Example:** Measuring sales numbers in a trained and untrained team.

- **Potential Exam Question & Answer:**

- **Q:** Compare Time Series Design vs. Controlled Experimentation?
- **A:** Time series can show trends in training outcomes but cannot attribute the changes to training alone. Controlled experiments are more accurate, but do not reflect real world scenarios.

- **C. Measuring Training Effects (Kirkpatrick's Model)**

- **Detailed Explanation:** Measures training outcomes.
 - a. **Reaction:** Trainee satisfaction.
 - **Example:** Gathering feedback with surveys.
 - b. **Learning:** Knowledge acquired.
 - **Example:** Pre and post training tests.
 - c. **Behavior:** Changes in performance.
 - **Example:** Assessing if new skills are being implemented.
 - d. **Results:** Impact on goals.
 - **Example:** Tracking performance metrics.

- **Potential Exam Question & Answer:**

- **Q:** What are the four levels of Kirkpatrick model and why is each step important?
- **A:** Kirkpatrick model helps assess training impact. Reactions show engagement, learning measures knowledge, behavior change is observed, and finally results assess if the organization is benefiting.

VIII. Conclusion

- **Key Takeaway:** Training and development are ongoing processes for aligning skills with strategic objectives.