

8

Training and Developing Employees

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LEARNING OBJECTIVES

1. Summarize the purpose and process of employee orientation.
2. List and briefly explain each of the four steps in the training process.
3. Describe and illustrate how you would identify training requirements.
4. Explain how to distinguish between problems you can fix with training and those you can't.
5. Discuss how you would motivate trainees.
6. Explain how to use five training techniques.
7. List and briefly discuss four management development programs.
8. List and briefly discuss the importance of the eight steps in leading organizational change.
9. Answer the question, "What is organizational development and how does it differ from traditional approaches to organizational change?"

For about 6 years after its merger with May Department Stores Co., Macy's Inc. was in a consolidation mode. First, it had to concentrate on integrating the regional department store chains under the single Macy's umbrella. Then the 2008 recession hit and the focus shifted to cutting costs. During these years, Macy's customer service suffered. Many Macy's sales associates just weren't providing the level of service that customers wanted. The question was, what should Macy's do about it now?

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WHERE ARE WE NOW . . .

Chapters 6 and 7 focused on the methods managers use to interview and select employees. Once employees are on board, the employer must train them. The purpose of this chapter is to increase your effectiveness in training employees. The main topics we'll cover include orienting employees, the training process, analyzing training needs, implementing training and development programs, and evaluating the training effort. Then, in Chapter 9, we'll turn to appraising employees.

ORIENTING AND ONBOARDING NEW EMPLOYEES

Carefully selecting employees doesn't guarantee they'll perform effectively. Even high-potential employees can't do their jobs if they don't know what to do or how to do it. Making sure your employees do know what to do and how to do it is the purpose of orientation and training. The human resources department usually designs the company's orientation and training programs, but the rubber hits the road with the supervisor. He or she does most of the day-to-day orienting and training. Every manager therefore needs to know how to orient and train employees. We will start with orientation.

1 Summarize the purpose and process of employee orientation.

The Purposes of Employee Orientation/Onboarding

Employee orientation (or "onboarding") involves more than what most people realize.¹ **Employee orientation** still provides new employees with the information they need to function (such as computer passwords and company rules); ideally, though, it should also help new employees start getting emotionally attached to the firm. You want to accomplish four things by orienting new employees:

1. Make the new employee feel welcome and at home and part of the team.
2. Make sure the new employee has the basic information to function effectively, such as e-mail access, personnel policies and benefits, and what the employer expects in terms of work behavior.
3. Help the new employee understand the organization in a broad sense (its past, present, culture, and strategies and vision of the future).
4. Start the person on becoming socialized into the firm's culture, values, and ways of doing things.²

Getting the new employee to appreciate the company's culture and values distinguishes today's *onboarding* programs from traditional orientation.³ For example, the Mayo Clinic's new "heritage and culture" program emphasizes core Mayo Clinic values such as teamwork, personal responsibility, innovation, integrity, diversity, customer service, and mutual respect.⁴

The Orientation Process

The length of the orientation program depends on what you cover. Traditional orientation programs take several hours. The human resource specialist (or, in smaller firms, the office manager) usually performs the first part of the orientation by explaining basic matters like working hours, benefits, and vacations. That person then introduces the new employee to his or her new supervisor. The supervisor continues the orientation by explaining (see Figure 8-1) the organization of the department and by introducing the person to his or her new colleagues, familiarizing the new employee with the workplace, and helping to reduce first-day jitters. Supervisors need to be vigilant. Follow up on and encourage new employees to engage in activities (such as taking breaks with current employees) that will enable each to "learn the ropes" and become productive. In firms like Toyota Motor USA, onboarding-type orientations take up to a week. These may include videos, lectures by company officers, and exercises covering matters like company history, vision, and values.

At a minimum, as in Figure 8-1, an orientation typically includes information on employee benefits, personnel policies, the daily routine, company organization and operations, safety measures and regulations, and a facilities tour.⁵ New employees should receive (and sign for) print or Internet-based employee handbooks covering matters like these.

THE EMPLOYEE HANDBOOK Note that under certain conditions, courts may find that the employee handbook's contents represent legally binding employment commitments. Therefore, employers often include disclaimers. These make it clear that statements of company policies, benefits, and regulations do not constitute the terms and conditions of an employment contract, either expressed or implied. Also,



UNIVERSITY of CALIFORNIA, SAN DIEGO
MEDICAL CENTER

NEW EMPLOYEE DEPARTMENTAL ORIENTATION CHECKLIST

(Return to Human Resources within 10 days of Hire)

NAME:	HIRE DATE:	SSN:	JOB TITLE:	
DEPARTMENT:	NEO DATE:	DEPARTMENTAL ORIENTATION COMPLETED BY:		
TOPIC			DATE REVIEWED	N/A
1. HUMAN RESOURCES INFORMATION				
a. Departmental Attendance Procedures and UCSD Medical Center Work Time & Attendance Policy			a. _____	<input type="checkbox"/>
b. Job Description Review			b. _____	<input type="checkbox"/>
c. Annual Performance Evaluation and Peer Feedback Process			c. _____	<input type="checkbox"/>
d. Probationary Period Information			d. _____	<input type="checkbox"/>
e. Appearance/Dress Code Requirements			e. _____	<input type="checkbox"/>
f. Annual TB Screening			f. _____	<input type="checkbox"/>
g. License and/or Certification Renewals			g. _____	<input type="checkbox"/>
2. DEPARTMENT INFORMATION				
a. Organizational Structure-Department Core Values Orientation			a. _____	<input type="checkbox"/>
b. Department/Unit Area Specific Policies & Procedures			b. _____	<input type="checkbox"/>
c. Customer Service Practices			c. _____	<input type="checkbox"/>
d. CQI Effort and Projects			d. _____	<input type="checkbox"/>
e. Tour and Floor Plan			e. _____	<input type="checkbox"/>
f. Equipment/Supplies			f. _____	<input type="checkbox"/>
• Keys issued			_____	<input type="checkbox"/>
• Radio Pager issued			_____	<input type="checkbox"/>
• Other _____			_____	<input type="checkbox"/>
g. Mail and Recharge Codes			g. _____	<input type="checkbox"/>
3. SAFETY INFORMATION				
a. Departmental Safety Plan			a. _____	<input type="checkbox"/>
b. Employee Safety/Injury Reporting Procedures			b. _____	<input type="checkbox"/>
c. Hazard Communication			c. _____	<input type="checkbox"/>
d. Infection Control/Sharps Disposal			d. _____	<input type="checkbox"/>
e. Attendance at annual Safety Fair (mandatory)			e. _____	<input type="checkbox"/>
4. FACILITIES INFORMATION				
a. Emergency Power			a. _____	<input type="checkbox"/>
b. Mechanical Systems			b. _____	<input type="checkbox"/>
c. Water			c. _____	<input type="checkbox"/>
d. Medical Gases			d. _____	<input type="checkbox"/>
e. Patient Room			e. _____	<input type="checkbox"/>
• Bed			_____	<input type="checkbox"/>
• Headwall			_____	<input type="checkbox"/>
• Bathroom			_____	<input type="checkbox"/>
• Nurse Call System			_____	<input type="checkbox"/>
5. SECURITY INFORMATION				
a. Code Triage Assignment			a. _____	<input type="checkbox"/>
b. Code Blue Assignment			b. _____	<input type="checkbox"/>
c. Code Red – Evacuation Procedure			c. _____	<input type="checkbox"/>
d. Code 10 – Bomb Threat Procedure			d. _____	<input type="checkbox"/>
e. Departmental Security Measures			e. _____	<input type="checkbox"/>
f. UCSD Emergency Number 6111 or 911			f. _____	<input type="checkbox"/>

This generic checklist may not constitute a complete departmental orientation or assessment. Please attach any additional unit specific orientation material for placement in the employee's HR file

I have been oriented on the items listed above _____

D1999(R7-01)

WHITE – HR Records (891 2)

Yellow – Department Retains

FIGURE 8-1 New Employee Departmental Orientation Checklist

Source: Used with permission of UC San Diego Medical Center.

employers generally should not insert statements such as “No employee will be fired without just cause” or statements that imply or state that employees have tenure. Indeed, it’s best to emphasize that the employment relationship is strictly “at-will.”

employee orientation

A procedure for providing new employees with basic background information about the firm.

ORIENTATION TECHNOLOGY Employers use technology to support orientation. For example, some employers put all or some of their orientation media on the Web. At the University of Cincinnati, new employees spend about 45 minutes online learning about their new employer's mission, organization, and policies and procedures. IBM uses virtual environments like Second Life to support orientation, particularly for employees abroad. The new employees choose virtual avatars, which then interact with other company avatars, for instance to learn how to enroll for benefits.⁶ ION Geophysical uses an online onboarding portal solution called RedCarpet. Ion's CEO uses RedCarpet to offer a streaming video welcome message. New hires can view things like photos and profiles of members of their work teams.⁷ With Workday's iPhone app, employers can provide their employees easy mobile access to their employee directories. Users can search their company's worker directory for names, images, and contact information; call or e-mail coworkers directly; and view physical addresses on Google Maps.⁸

OVERVIEW OF THE TRAINING PROCESS

Directly after orientation, training should begin. **Training** means giving new or current employees the skills that they need to perform their jobs. This might mean showing new Web designers the intricacies of your site, new salespeople how to sell your firm's product, or new supervisors how to complete the firm's weekly payroll. It might involve simply having the current jobholder explain the job to the new hire, or a multi-week training process including classroom or Internet classes.

In any case, training is a task that managers ignore at their peril. Having high-potential employees doesn't guarantee they'll succeed. They must know what to do and how to do it. If they don't, they will improvise or do nothing useful at all.

Inadequate training can also trigger **negligent training** liability. As one expert puts it, "It's clear from the case law that where an employer fails to train adequately and an employee subsequently does harm to third parties, the court will find the employer liable."⁹ Employers should confirm the applicant/employee's claims of skill and experience, provide adequate training (particularly where employees use dangerous equipment), and evaluate the training to ensure that it's actually reducing risks.

Aligning Strategy and Training

The employer's strategic plans should ultimately govern its training goals.¹⁰ In essence, the task is to identify the employee behaviors the firm will require to execute its strategy, and from that deduce what competencies employees will need. Then, put in place training goals and programs to instill these competencies. As one trainer said, "We sit down with management and help them identify strategic goals and objectives and the skills and knowledge needed to achieve them."¹¹ For example, Caterpillar Inc. created Caterpillar University to oversee all its training and development programs. Company executives comprise the university's board of directors. They set the university's policies and oversee "the alignment of the corporation's learning needs with the enterprises' business strategy."¹² The accompanying Strategic Context feature illustrates strategy's role in training and development.

THE STRATEGIC CONTEXT

Having spent about 6 years consolidating and cutting costs to navigate its way through the recession, Macy's top management turned to a new strategy in 2011. As its CEO said, "We are [now] talking about a cultural shift . . . becoming more of a growth company."¹³ However, Macy's top management knew that growth would not occur without a dramatic improvement in how its sales associates treated customers. (For example, studies by the consulting firm Bain & Co. showed that when customers had positive interactions with sales associates, customer purchases rose by as much as 50%.) To produce the improved customer service that Macy's new growth strategy depended on, Macy's installed a new training

program. Rather than just watching a 90-minute interactive video as they previously did, sales associates now attended 3½-hour training sessions aimed at cultivating higher levels of customer service. Macy's management believes the training program and resulting improvement in customer service will be the biggest factor in achieving Macy's projected 3% growth in 2011 sales.¹⁴

Training and Performance

One survey found that “establishing a linkage between learning and organizational performance” was the number-one pressing issue facing training professionals.¹⁵ Training experts often use the phrase “workplace learning and performance” in lieu of training to underscore training's dual aims of employee learning and organizational performance.¹⁶ Training has an impressive record of influencing performance. It scores higher than appraisal and feedback and just below goal setting in its effect on productivity.¹⁷ Companies recently spent on average \$1,103 per employee for training per year and offered each about 28 hours of training.¹⁸

- 2** List and briefly explain each of the five steps in the training process.

The ADDIE Five-Step Training Process

Creating a training program involves more than contracting with an online training vendor and requiring your employees to take the course. The employer should use a rational training process. The gold standard here is still the basic analysis-design-develop-implement-evaluate (ADDIE) training process model that training experts have used for years.¹⁹ As an example, one training vendor describes its training process as follows:²⁰

- *Analyze* the training need.
- *Design* the overall training program.
- *Develop* the course (actually assembling/creating the training materials).
- *Implement* training, by actually training the targeted employee group using methods such as on-the-job or online training.
- *Evaluate* the course's effectiveness.

We'll look at each step next.

Conducting the Training Needs Analysis

The training needs analysis should address the employer's *strategic/longer term* training needs and/or its *current* training needs. If the program is to use technology, the manager should also include a review of the technology he or she plans to use for presenting the program, as part of the analysis.²¹

STRATEGIC TRAINING NEEDS ANALYSIS Strategic goals (perhaps to enter new lines of business or to expand abroad) usually mean the firm will have to fill new jobs. *Strategic training needs analysis* focuses on identifying the training that employees will need to fill these new future jobs. For example, when Wisconsin-based Signicast Corp. decided to build a new, high-tech plant, the firm's top management knew the plant's employees would need new skills to run the computerized machines. They worked closely with their HR team to formulate hiring policies and training programs to ensure the firm would have the human resources required to populate the new plant.

Strategic training needs analysis is tied to succession planning. The latter, recall, means identifying the training and development that employees need to fill the firm's key positions, and then formulating plans to ensure that high-potential employees get the training and development to fill the firm's future positions.

training

The process of teaching new or current employees the basic skills they need to perform their jobs.

negligent training

A situation where an employer fails to train adequately, and the employee subsequently harms a third party.

CURRENT TRAINING NEEDS ANALYSIS As important as strategic training is, most training efforts aim to improve current performance—specifically training new employees, and those whose performance is deficient.

How you analyze current training needs depends on whether you're training new or current employees. The main task in analyzing *new* employees' needs is to determine what the job entails and to break it down into subtasks, each of which you then teach to the new employee.

Analyzing *current* employees' training needs is more complex, because you must also decide whether training is the solution. For example, performance may be down because the standards aren't clear or because the person isn't motivated. Managers use *task analysis* to identify new employees' training needs, and *performance analysis* to identify current employees' training needs.

3 Describe and illustrate how you would identify training requirements.

TASK ANALYSIS: ANALYZING NEW EMPLOYEES' TRAINING NEEDS

Particularly with lower-level workers, it's common to hire inexperienced personnel and train them. Your aim here is to give these new employees the skills and knowledge they need to do the job. **Task analysis** is a detailed study of the job to determine what specific skills—like Java (in the case of a Web developer) or interviewing (in the case of a supervisor)—the job requires. For task analysis, job descriptions and job specifications are essential. These list the job's specific duties and skills, which are the basic reference points in determining the training required. Managers can also uncover training needs by reviewing performance standards, performing the job, and questioning current job holders and their supervisors.²²

Some managers supplement the job description and specification with a *task analysis record form*. This consolidates information regarding required tasks and skills in a form that's especially helpful for determining training requirements. As Table 8-1 illustrates, the task analysis record form contains six types of information, such as "Skills or knowledge required."

TALENT MANAGEMENT: USING PROFILES AND COMPETENCY MODELS

Talent management is the goal-oriented and integrated process of planning for, recruiting, selecting, developing, and compensating employees. Among other things, talent management involves using the same competencies profile or model for recruiting the employee as for selecting, training, appraising, and paying him or her. For training, we can summarize this as follows:

Strategy → Employee Behaviors → Employee Competencies → Training and Development Needs → Training Implementation and Evaluation.

Many employers (including Sharp Electronics and IBM) therefore use competency models to help compile and summarize a job's training needs. The **competency model** consolidates, usually in one diagram, a precise overview of the competencies (the knowledge, skills, and behaviors) someone would need to do a job well. As noted, the employer can then formulate training goals and programs aimed at developing these competencies.

As an example, recall Figure 4-10 (page 129), the competency model for a human resource manager in Chapter 4. Recall that the top of the pyramid shows four main roles the human resource manager needs to fill. Beneath that are the areas of expertise such as selection and training, in which he or she must be expert in order to carry out these roles. Beneath are the HR manager's essential, "foundation" competencies, such as communicating effectively.²³

The model's aim is to identify and compile in one place the competencies for executing the job. At Sharp, training managers interview senior executives to identify the firm's strategic objectives and to infer what competencies those objectives will require. Trainers also interview each job's top performers to identify the competencies (such as "able to focus on the customer") the latter believe comprise the job's core competencies. Subsequent training then aims to develop these competencies.²⁴

As we've seen, the employer can use a competency model such as in Figure 4-10 to support all its talent management functions, such as selection and training.

TABLE 8-1 Sample Task Analysis Record Form

Task List	When and How Often Performed	Quantity and Quality of Performance	Conditions Under Which Performed	Skills or Knowledge Required	Where Best Learned
1. Operate paper cutter	4 times per day		Noisy pressroom: distractions		
1.1 Start motor	4 times per day				On the job
1.2 Set cutting distance		± tolerance of 0.007 in.		Read gauge	On the job
1.3 Place paper on cutting table		Must be completely even to prevent uneven cut		Lift paper correctly	On the job
1.4 Push paper up to cutter				Must be even	On the job
1.5 Grasp safety release with left hand		100% of time, for safety		Essential for safety	On the job but practice first with no distractions
1.6 Grasp cutter release with right hand				Must keep both hands on releases	On the job but practice first with no distractions
1.7 Simultaneously pull safety release with left hand and cutter release with right hand				Must keep both hands on releases	On the job but practice first with no distractions
1.8 Wait for cutter to retract		100% of time, for safety		Must keep both hands on releases	On the job but practice first with no distractions
1.9 Retract paper				Wait until cutter retracts	On the job but practice first with no distractions
1.10 Shut off		100% of time, for safety			On the job but practice first with no distractions
2. Operate printing press					
2.1 Start motor					

Note: Task analysis record form showing some of the tasks and subtasks performed by a printing press operator.

Thus *selecting* employees based on this model helps to ensure that you focus your questions on the things that someone must be proficient at to do this job successfully. The same model would help you to formulate training objectives. Thus a training objective for “testing skills” might be, “By completion of the ABC Company’s HR manager training program, the trainee will be fully skilled at using the five testing tools that ABC uses to test its job applicants.”

- 4** Explain how to distinguish between problems you can fix with training and those you can’t.

PERFORMANCE ANALYSIS: ANALYZING CURRENT EMPLOYEES’ TRAINING NEEDS For underperforming current employees, you can’t assume that training is the problem. In other words, is it lack of training, or something else? **Performance analysis** is the process of verifying that there is a performance

task analysis

A detailed study of a job to identify the specific skills required.

competency model

A graphic model that consolidates, usually in one diagram, a precise overview of the competencies (the knowledge, skills, and behaviors) someone would need to do a job well.

performance analysis

Verifying that there is a performance deficiency and determining whether that deficiency should be corrected through training or through some other means (such as transferring the employee).

deficiency and determining whether the employer should correct such deficiencies through training or some other means (like transferring the employee).

The first step in performance analysis is usually to compare the person's actual performance to what it should be. Doing so helps to confirm that there is a performance deficiency, and (hopefully) helps the manager to identify its cause. Examples of performance deficiencies might be:

I expect each salesperson to make 10 new contracts per week, but John averages only six.

Other plants our size average no more than two serious accidents per month; we're averaging five.

There are several ways to identify how a current employee is doing. These include reviewing:

- Performance appraisals
- Job-related performance data (including productivity, absenteeism and tardiness, grievances, waste, late deliveries, product quality, downtime, repairs, equipment utilization, and customer complaints)
- Observations by supervisors or other specialists
- Interviews with the employee or his or her supervisor
- Tests of things like job knowledge, skills, and attendance
- Attitude surveys
- Individual employee daily diaries
- Assessment center results
- Special performance gap analytical software, such as from Saba Software, Inc.

CAN'T DO/WON'T DO Ferreting out why performance is down is the heart of performance analysis. Why spend time training inefficient employees when the problem isn't training, but weak motivation?

The manager's aim is thus to distinguish between can't-do and won't-do problems. First, determine whether it is a *can't-do* problem and, if so, its specific causes. For example: The employees don't know what to do or what your standards are; there are obstacles in the system such as lack of tools or supplies; there are no job aids (such as color-coded wires that show assemblers which wire goes where); you've hired people who haven't the skills to do the job; or there is inadequate training.

On the other hand, it might be a *won't-do* problem. Here employees could do a good job if they wanted to. One expert says, "Perhaps the biggest trap that trainers fall into is [developing] training for problems that training just won't fix."²⁵ For instance, the solution may be to change the reward system.

Designing the Training Program

Armed with the needs analysis results, the manager next designs the overall training program. *Design* means planning the overall training program including training objectives, delivery methods, and program evaluation. Sub-steps include setting performance objectives, creating a detailed training outline (all training program steps from start to finish), choosing a program delivery method (such as lectures or Web), and verifying the overall program design with management. The design should include summaries of how you plan to set a training environment that motivates your trainees both to learn and to transfer what they learn to the job. It is also at the design stage that the manager reviews possible training program content (including workbooks, exercises, and activities), and estimates a budget for the training program.²⁶ We'll look more closely next at several specific program design issues. (Chapter 18 describes a streamlined training design process for a small business.)

SETTING LEARNING OBJECTIVES Requests for training often start with line managers presenting concerns, such as "we're getting too many complaints from call

Most employers can build training programs like this one based on existing online and offline content offered by training content providers.



center callers.”²⁷ Training, development, or (more generally) *instructional objectives* should specify in measurable terms what the trainee should be able to accomplish after successfully completing the training program.²⁸ For example:

The technical service representative will be able to adjust the color guidelines on this HP Officejet All-in-One printer copier within 10 minutes according to the device’s specifications.

The learning objectives you choose should address rectifying the performance deficiencies that you identified with needs analysis. Thus, if the sales team’s sales are 40% too low, the objectives should focus on ensuring they get the knowledge, skills, and attitudes they need to boost sales. But at the same time, the learning objectives must be practical, given the constraints. One constraint is financial. For all but the most trivial training programs, the employer will want to see and approve a *training budget* for the program. Typical costs include the development costs (of having, say, a human resource specialist working on the program for a week or two), the direct and indirect (overhead) costs of the trainers’ time, participant compensation (for the time they’re actually being trained), and the cost of evaluating the program. The question, of course, isn’t just “Can we afford this program?” but “Does it pay to spend this much, given the benefits we’ll derive from the program?” Therefore, be prepared to defend the training program on benefits-versus-costs grounds. There are also other constraints to consider. For example, time constraints may require reducing three or four desirable learning objectives down to one or two.

CREATING A MOTIVATIONAL LEARNING ENVIRONMENT Municipalities running driver’s ed programs for traffic violators know there’s often no better way to get a learner’s attention than by presenting a terrifying filmed accident. In other words, they start the training not with a lecture but by making the material meaningful. They know that driver training is futile if the driver isn’t motivated to benefit from the program.

The same is true in schools and at work. Learning requires both ability and motivation, and the training program’s learning environment should take both into account. First, in terms of *ability*, the learner–trainee needs (among other things) the required reading, writing, and mathematics skills, and the educational level, intelligence, and knowledge base. It is rare that the prospective trainees will be homogeneous, for instance, in terms of intellectual capacity. Employees instinctively understand that if the material you want them to learn is beyond their ability to master, the training is a waste of time. In setting the learning environment, the manager therefore has to address several trainee-related ability issues. For example, how will our program accommodate differences in trainee abilities? Do we need to provide remedial training? And, do we need to use more personal, one-on-one trainers given our trainees’ abilities?

5 Discuss how you would motivate trainees.

Second, as every student (and driver's ed program) knows, the learner must also be motivated to learn the material. No manager should want to waste his or her time showing a disinterested employee how to do something (even if he or she has the requisite ability).

Many books have been written about how to motivate employees, but several specific observations are pertinent here.²⁹ It's likely that the training program's effects will be diminished if trainees return to their jobs to snide comments such as, "I hope you liked your little vacation" from peers or supervisors. Therefore, the low-hanging fruit in motivating trainees is to make sure the trainee's peers and supervisor support the training effort. Ideally, particularly for larger programs, top management should visibly support the program. Beyond that, various motivation theories provide useful guidance. From behavior modification, we know that the training should provide opportunities for positive reinforcement. Expectancy theory shows us that the trainees need to know they have the ability to succeed in the program, and that the value to them of completing the program is high. Self-efficacy is crucial—trainees must believe they have the capacity to succeed. We can summarize such motivational points as follows.

MAKING THE LEARNING MEANINGFUL Learners are always more motivated to learn something that has meaning for them. Therefore:

1. At the start of training, provide a bird's-eye view of the material that you are going to present. For example, show why it's important, and provide an overview.³⁰
2. Use a variety of familiar examples.
3. Organize the information so you can present it logically, and in meaningful units.
4. Use terms and concepts that are already familiar to trainees.
5. Use as many visual aids as possible.
6. Again, create a perceived training need in trainees' minds.³¹ In one study, pilots who experienced pretraining, accident-related events subsequently learned more from an accident-reduction training program than did those experiencing fewer such events.³² Similarly, "before the training, managers need to sit down and talk with the trainee about why they are enrolled in the class, what they are expected to learn, and how they can use it on the job."³³

MAKING SKILLS TRANSFER OBVIOUS AND EASY Make it easy to *transfer* new skills and behaviors from the training site to the job site:

1. Maximize the similarity between the training situation and the work situation.
2. Provide adequate practice.
3. Label or identify each feature of the machine and/or step in the process.
4. Direct the trainees' attention to important aspects of the job. For example, if you're training a customer service rep to handle calls, explain the different types of calls he or she will encounter.³⁴
5. Provide "heads-up" information. For example, supervisors often face stressful conditions. You can reduce the negative impact of such events by letting supervisory trainees know they might occur.³⁵
6. Trainees learn best at their own pace. If possible, let them pace themselves.

REINFORCING THE LEARNING Make sure the learner gets plenty of feedback. In particular:

1. Trainees learn best when the trainers immediately reinforce correct responses, perhaps with a quick "well done."
2. The schedule is important. The learning curve goes down late in the day, so that "full day training is not as effective as half the day or three-fourths of the day."
3. Provide follow-up assignments at the close of training, so trainees are reinforced by having to apply back on the job what they've learned.³⁶

ENSURING TRANSFER OF LEARNING TO THE JOB Unfortunately, less than 35% of trainees seem to be transferring what they learned in training to their jobs a year after training. Improving on that sad statistic requires taking special steps at each stage of training. *Prior to training*, get trainee and supervisor input in designing the program, institute a training attendance policy, and encourage employees to participate. *During training*, provide trainees with training experiences and conditions (surroundings, equipment) that resemble the actual work environment. *After training*, reinforce what trainees learned, for instance, by appraising and rewarding employees for using new skills, and by making sure that they have the tools and materials they need to use their new skills.³⁷

OTHER TRAINING DESIGN ISSUES Managers address several other issues during the training design stage. Most importantly, they review relevant alternative training methodologies (lectures, Web-based, and so on) and choose likely methods for their program. They also decide how they will organize the various training content components, choose how to evaluate the program, develop an overall summary plan for the program, and obtain management's approval to move ahead.

Developing the Program

Program development means actually assembling/creating the program's training content and materials. It means choosing the actual content the program will present, as well as designing/choosing the specific instructional methods (lectures, cases, Web-based, etc.) you will use. Training equipment and materials include (for example) iPads, workbooks, lectures, PowerPoint slides, Web- and computer-based activities, course activities, trainer resources (manuals, for instance), and support materials.

Some employers create their own training content, but there's also a vast selection of online and offline content from which to choose. You'll find turnkey, off-the-shelf programs on virtually any topic—from occupational safety to sexual harassment to Web design—from tens of thousands of online and offline providers. (See, for example, the American Society for Training and Development's Infoline at www.astd.org, www.trainerswarehouse.com, and www.gneil.com, among thousands of such suppliers.)³⁸ Turnkey training packages often include trainer's guide, self-study book, video, and other content.

Once you design, approve, and develop the program, management can implement and then evaluate it. *Implement* means to actually provide the training, using one or more of the instructional methods (such as lectures) that we discuss next. We address program *evaluation* at the end of this chapter.

6 Explain how to use five training techniques.

IMPLEMENTING TRAINING PROGRAMS

With objectives set and the program designed and budgeted, you can turn to implementing the training program. This means actually doing the training, using one or more of the training methods we turn to now. We'll start with simpler, low-tech methods and proceed to computer-based ones.

On-the-Job Training

On-the-job training (OJT) means having a person learn a job by actually doing it. Every employee, from mailroom clerk to CEO, gets on-the-job training when he or she joins a firm. In many firms, OJT is the only training available.³⁹ (Or worse: All too often the supervisor simply says, "Here's your desk; get started.")

on-the-job training

Training a person to learn a job while working on it.

TYPES OF ON-THE-JOB TRAINING The most familiar on-the-job training is the *coaching or understudy method*. Here, an experienced worker or the trainee's supervisor trains the employee. This may involve simply acquiring skills by observing the supervisor, or (preferably) having the supervisor or job expert show the new employee the ropes, step-by-step. On-the-job training is part of multifaceted training at The Men's Wearhouse. It combines on-the-job training with comprehensive initiation programs and continuing-education seminars. Every Men's Wearhouse manager is accountable for the development of his or her direct subordinates.⁴⁰ *Job rotation*, in which an employee (usually a management trainee) moves from job to job at planned intervals, is another OJT technique. *Special assignments* similarly give lower-level executives firsthand experience in working on actual problems.

It is important that employers don't take the success of an on-the-job training effort for granted. Instead, the employer should formally plan out and structure the OJT process and experience. Train the trainers themselves (often the employees' supervisors), and provide the training materials. Trainers should know, for instance, the principles of motivating learners. Because low expectations may translate into poor trainee performance, supervisor/trainers should emphasize their high expectations. Many firms use "peer training" for OJT; for instance expert employees answer calls at selected times during the day or participate in in-house "radio programs" to answer their peers' call-in questions about technical aspects of doing their jobs.⁴¹ Others use employee teams (instead of training professionals) to analyze the jobs and prepare training materials. The employees, already job experts, reportedly conduct task analyses more quickly and effectively than do training experts.⁴²

THE OJT PROCES Here are some steps to help ensure OJT success.

Step 1: Prepare the Learner

1. Put the learner at ease.
2. Explain why he or she is being taught.
3. Create interest and find out what the learner already knows about the job.
4. Explain the whole job and relate it to some job the worker already knows.
5. Place the learner as close to the normal working position as possible.
6. Familiarize the worker with equipment, materials, tools, and trade terms.

Step 2: Present the Operation

1. Explain quantity and quality requirements.
2. Go through the job at the normal work pace.
3. Go through the job at a slow pace several times, explaining each step. Between operations, explain the difficult parts, or those in which errors are likely to be made.
4. Again, go through the job at a slow pace several times; explain the key points.
5. Have the learner explain the steps as you go through the job at a slow pace.

Step 3: Do a Tryout

1. Have the learner go through the job several times, slowly, explaining each step to you. Correct mistakes and, if necessary, do some of the complicated steps the first few times.
2. Run the job at the normal pace.
3. Have the learner do the job, gradually building up skill and speed.
4. As soon as the learner demonstrates ability to do the job, let the work begin, but don't abandon him or her.

Step 4: Follow-Up

1. Designate to whom the learner should go for help.
2. Gradually decrease supervision, checking work from time to time.
3. Correct faulty work patterns before they become a habit. Show why the method you suggest is superior.
4. Compliment good work.

Apprenticeship Training

Apprenticeship training is a process by which people become skilled workers, usually through a combination of formal learning and long-term on-the-job training. It traditionally involves having the learner/apprentice study under the tutelage of a master craftsman. When steelmaker Dofasco discovered that many of their employees would be retiring during the next 5 to 10 years, the company decided to revive its apprenticeship training. Applicants are prescreened. New recruits then spend about 32 months in an internal apprenticeship training program, learning various jobs under the tutelage of experienced employees.⁴³

The U.S. Department of Labor's National Apprenticeship System promotes apprenticeship programs. More than 460,000 apprentices participate in 28,000 programs, and registered programs can receive federal and state contracts and other assistance.⁴⁴ Figure 8-2 lists popular recent apprenticeships.

Informal Learning

Surveys from the American Society for Training and Development estimate that as much as 80% of what employees learn on the job they learn through informal means, including performing their jobs on a daily basis with their colleagues.⁴⁵

Although managers don't manage informal learning, there's still much they can do to ensure that it occurs. Most of the steps are simple. For example, Siemens Power Transmission and Distribution in Raleigh, North Carolina, places tools in cafeteria areas to take advantage of the work-related discussions taking place. Even installing whiteboards with markers can facilitate informal learning. Sun Microsystems implemented an informal online learning tool it called Sun Learning eXchange. This has evolved into a platform containing more than 5,000 informal learning items/suggestions addressing topics ranging from sales to technical support.⁴⁶

Job Instruction Training

Many jobs (or parts of jobs) consist of a sequence of steps that one best learns step-by-step. Such step-by-step training is called **job instruction training (JIT)**. First, list the job's required steps (let's say for using a mechanical paper cutter) each in its proper sequence. Then (see the following page) list a corresponding "key point" (if any) beside each step. The steps in such a *job instruction training sheet* show trainees what to do, and the key points show how it's to be done—and why.

As an example, when training new UPS drivers to park and disembark, the company leaves nothing to chance. Among the steps it teaches new drivers are these: Shift into the

FIGURE 8-2 Some Popular Apprenticeships

Source: www.doleta.gov/oa, accessed July 3, 2009.

The U.S. Department of Labor's Registered Apprenticeship program offers access to 1,000 career areas, including the following top occupations:

- Able seaman
- Carpenter
- Chef
- Child care development specialist
- Construction craft laborer
- Dental assistant
- Electrician
- Elevator constructor
- Fire medic
- Law enforcement agent
- Over-the-road truck driver
- Pipefitter

apprenticeship training

A structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training.

job instruction training (JIT)

Listing each job's basic tasks, along with key points, in order to provide step-by-step training for employees.

Steps	Key Points
1. Start motor	None
2. Set cutting distance	Carefully read scale—to prevent wrong-sized cut
3. Place paper on cutting table	Make sure paper is even—to prevent uneven cut
4. Push paper up to cutter	Make sure paper is tight—to prevent uneven cut
5. Grasp safety release with left hand	Do not release left hand—to prevent hand from being caught in cutter
6. Grasp cutter release with right hand	Do not release right hand—to prevent hand from being caught in cutter
7. Simultaneously pull cutter and safety releases	Keep both hands on corresponding releases—avoid hands being on cutting table
8. Wait for cutter to retract	Keep both hands on releases—to avoid having hands on cutting table
9. Retract paper	Make sure cutter is retracted; keep both hands away from releases
10. Shut off motor	None

lowest gear or into park; turn off the ignition; apply the parking brake; release the seatbelt with your left hand; open the door; and place the key on your ring finger.⁴⁷

Lectures

Lecturing is a quick and simple way to present knowledge to large groups of trainees, as when the sales force needs to learn a new product's features.⁴⁸ Here are some guidelines for presenting a lecture:⁴⁹

- Don't start out on the wrong foot. For instance, don't open with an irrelevant joke.
- Speak only about what you know well.
- Give your listeners signals. For instance, if you have a list of items, start by saying something like, "There are four reasons why the sales reports are necessary. . . . The first . . ."
- Use anecdotes and stories to show rather than tell.
- Be alert to your audience. Watch body language for negative signals like fidgeting. If they're not looking at you, they may be bored.
- Maintain eye contact with the audience.
- Make sure everyone in the room can hear. Repeat questions that you get from trainees.
- Control your hands. Leave them hanging naturally at your sides.
- Talk from notes rather than from a script. Write out notes on large index cards or on PowerPoint slides. Use these as an outline.
- Break a long talk into a series of short talks. Speakers often give a short overview introduction and then spend the rest of a 1-hour presentation going point by point through their material. Experts suggest instead breaking the long talk into a series of 10-minute talks, each with its own introduction. Write brief PowerPoint slides, and spend about a minute on each. Each introduction highlights what you'll discuss, why it's important to the audience, and your credibility—why they should listen to you.⁵⁰
- Practice. If possible, rehearse under conditions similar to those under which you will actually give your presentation.

Programmed Learning

Whether the medium is a textbook, PC, or the Internet, **programmed learning** (or *programmed instruction*) is a step-by-step, self-learning method that consists of three parts:

1. Presenting questions, facts, or problems to the learner
2. Allowing the person to respond
3. Providing feedback on the accuracy of answers, with instructions on what to do next

Generally, programmed learning presents facts and follow-up questions frame by frame. When the learner responds, subsequent frames provide feedback on the answer's accuracy. What the next question is often depends on how the learner answers the previous question. The built-in feedback from the answers provides reinforcement.

Programmed learning reduces training time. It also facilitates learning by letting trainees learn at their own pace, get immediate feedback, and reduce their risk of error. Some argue that trainees do not learn much more from programmed learning than from a textbook. Yet studies generally support programmed learning's effectiveness. A typical study focused on 40 second year undergraduate students in an organic chemistry-I course. Some studied in a conventional lecture setting and others used programmed learning. The researchers concluded that "The findings suggest that programmed learning could be considered as a better alternative to conventional lecturing in teaching stereochemistry."⁵¹

Intelligent tutoring systems take programmed learning one step further. In addition to the usual programmed learning, computerized intelligent tutoring systems learn what questions and approaches worked and did not work for the learner, and then adjust the instructional sequence to the trainee's unique needs.

Audiovisual-Based Training

Although increasingly replaced by Web-based methods, audiovisual-based training techniques like DVDs, films, PowerPoint, and audiotapes are still popular.⁵² The Ford Motor Company uses videos in its dealer training sessions to simulate problems and reactions to various customer complaints, for example. Consider using them in the following situations:

1. When there is a need to illustrate how to follow a certain sequence over time, such as when teaching machine repair. The stop-action, instant replay, and fast- or slow-motion capabilities of audiovisuals can be useful here.
2. When there is a need to show trainees events not easily demonstrable in live lectures, such as a visual tour of a factory.

Vestibule Training

With vestibule training, trainees learn on the actual or simulated equipment they will use on the job, but are trained off the job (perhaps in a separate room or *vestibule*). Vestibule training is necessary when it's too costly or dangerous to train employees on the job. Putting new assembly-line workers right to work could slow production, for instance, and when safety is a concern—as with pilots—simulated training may be the only practical alternative. As an example, UPS uses a life-size learning lab to provide a 40-hour, 5-day realistic training program for driver candidates.⁵³

Electronic Performance Support Systems (EPSS)

Electronic performance support systems (EPSS) are computerized tools and displays that automate training, documentation, and phone support.⁵⁴ When you call a Dell service rep about a problem with your new computer, he or she is probably asking questions prompted by an EPSS; it takes you both, step-by-step, through an analytical sequence. Without the EPSS, Dell would have to train its service reps to memorize an unrealistically large number of solutions. Aetna Insurance cut its 13-week instructor-led training course for new call center employees by about 2 weeks by providing the employees with performance support tools.⁵⁵

programmed learning

A systematic method for teaching job skills, involving presenting questions or facts, allowing the person to respond, and giving the learner immediate feedback on the accuracy of his or her answers.

electronic performance support systems (EPSS)

Sets of computerized tools and displays that automate training, documentation, and phone support; integrate this automation into applications; and provide support that's faster, cheaper, and more effective than traditional methods.

Performance support systems are modern job aids. **Job aids** are sets of instructions, diagrams, or similar methods available at the job site to guide the worker.⁵⁶ Job aids work particularly well on complex jobs that require multiple steps, or where it's dangerous to forget a step. Airline pilots use job aids (such as a checklist of things to do prior to takeoff). GM's former Electromotive Division gave workers job aids in the form of diagrams. These show, for example, where the locomotive wiring runs and which color wires go where.

Videoconferencing

Videoconferencing is popular for training geographically dispersed employees, and involves delivering programs via compressed audio and video signals over cable broadband lines, the Internet, or satellite. Vendors such as Cisco offer videoconferencing products such as Webex and TelePresence (www.cisco.com/en/US/products/ps10352/index.html). Employers typically use videoconferencing technology with other technology. For example, Cisco's Unified Video Conferencing (CUVC) product line combines Cisco group collaboration and decision-making software with videoconferencing, video telephony, and realistic "TelePresence" capabilities.⁵⁷ When Cisco organized a training program for its partners, it naturally used its videoconferencing capabilities. The course is "A hands-on course designed to assist System Engineers and IT managers to fully understand the features, benefits and overall operation of Cisco's videoconferencing network components."⁵⁸

Computer-Based Training (CBT)

Computer-based training refers to training methods that use interactive computer-based systems to increase knowledge or skills. For example, employers use CBT to teach employees safe methods for avoiding falls; the system lets the trainees replay the lessons and answer questions, and are especially effective when paired with actual practice under a trainer's watchful eye.⁵⁹

Computer-based training is increasingly interactive and realistic. For example, *interactive multimedia training* integrates the use of text, video, graphics, photos, animation, and sound to produce a complex training environment with which the trainee interacts.⁶⁰ In training a physician, for instance, such a system lets a medical student take a hypothetical patient's medical history, conduct an examination, and analyze lab tests. Then, by clicking the "examine chest" button, the student can choose a type of chest examination and even hear the sounds of the person's heart. The medical student can then interpret the sounds and draw conclusions upon which to base a diagnosis. *Virtual reality training* takes this realism a step further, by putting trainees into a simulated environment.

Simulated Learning

"Simulated learning" means different things to different people. A survey asked training professionals what experiences qualified as simulated learning experiences. The percentages of trainers choosing each experience were:

- Virtual reality-type games, 19%
- Step-by-step animated guide, 8%
- Scenarios with questions and decision trees overlaying animation, 19%
- Online role-play with photos and videos, 14%
- Software training including screenshots with interactive requests, 35%
- Other, 6%⁶¹

Virtual reality puts the trainee in an artificial three-dimensional environment that simulates events and situations that might be experienced on the job.⁶² Sensory devices transmit how the trainee is responding to the computer, and the trainee "sees, feels and hears" what is going on, assisted by special goggles and auditory and sensory devices.⁶³

U.S. ARMY EXAMPLE The U.S. Armed Forces use simulation-based training programs for soldiers and officers. For example, the army developed video game-type training programs called Full-Spectrum Command and Full-Spectrum Warrior for

training troops in urban warfare. According to one description, the two games offer extremely realistic features, within a context that emphasizes real-time leadership and decision-making skills.⁶⁴

OTHER EXAMPLES Employers use computerized simulations to inject more realism into their training. For example, Orlando-based Environmental Tectonics Corporation created an Advanced Disaster Management simulation for emergency medical response trainees. One of the simulated scenarios involves a passenger plane crashing into a runway. So realistic that it's "unsettling," trainees including firefighters and airport officials respond to the simulated crash's sights and sounds via pointing devices and radios.⁶⁵ When Cisco Systems decided it needed a better way to train the tens of thousands of Cisco trainees for Cisco certification exams it turned to gaming. Cisco embedded the learning within a video game–like atmosphere that included music, graphics, and sound effects.⁶⁶ Training simulations are expensive, but for larger companies the cost per employee is usually reasonable.⁶⁷

One way to reduce the cost is to capitalize on virtual environments such as Second Life. For example, British Petroleum uses Second Life to train new gas station employees. The aim here is to show new gas station employees how to use the safety features of gasoline storage tanks. BP built three-dimensional renderings of the tank systems in Second Life. Trainees could use these to "see" underground and observe the effects of using the safety devices.⁶⁸

ADVANTAGES In general, interactive and simulated technologies reduce learning time by an average of 50%.⁶⁹ Other advantages include instructional consistency (computers, unlike human trainers, don't have good days and bad days), mastery of learning (if the trainee doesn't learn it, he or she generally can't move on to the next step), increased retention, and increased trainee motivation (resulting from responsive feedback).

Specialist multimedia software houses such as Graphic Media of Portland, Oregon, produce much of the content for these programs. They produce both custom titles and generic programs such as a \$999 package for teaching workplace safety.

Interactive Learning

Employers are also moving from textbook and classroom-based learning to interactive learning. For example, Cheesecake Factory employees use VideoCafé, a YouTube-type platform, to let employees "upload and share video snippets on job-related topics, including customer greetings and food preparation." The company is also emphasizing interactive games, including a simulation that shows employees how to build the "perfect hamburger." Amongst vendors, Learning Tree International "employs classroom, live online, and on-site training solutions that resonate with Gen Y learners because of their interactive features; hands-on exercises; and live, online experiences."⁷⁰

Internet-Based Training

Trainers increasingly employ Internet-based learning to deliver programs. Until 2004, ADP's new sales associate training required two weeks of expensive classroom training at ADP's Atlanta, Georgia, training center. Today, ADP trains its new salespeople online, using a Blackboard learning management system similar to one used by many online college students.⁷¹ The Italian eyewear company Luxottica (whose brands include LensCrafters, Pearl Vision, and Sunglass Hut) provides standardized training to its 38,000 employees worldwide via instant access online to information such as new products and regulations.⁷²

There are two basic ways to offer online courses to employees. First, the employer can encourage and/or facilitate having its employees take relevant online courses from either

job aid

A set of instructions, diagrams, or similar methods available at the job site to guide the worker.

its own online (intranet) offerings or from the hundreds of online training vendors on the Web. For example, the employer might arrange with www.puresafety.com to let its employees take one or more occupational safety courses from those puresafety.com offers.

LEARNING PORTALS The second approach is to arrange with an online training vendor to make its courses available via the employer's intranet-based learning portal. A *learning portal* is a section of an employer's Web site that offers employees online access to many or all of the training courses they need to succeed at their jobs. Most often, the employer contracts with applications service providers (ASPs). A Google search for e-learning companies reveals many vendors such as SkillSoft, Plateau Systems, and Employment Law Learning Technologies. When employees go to their firm's learning portal, they actually access the menu of training courses that the ASP offers for the employer.



Improving Productivity Through HRIS

Learning Management Systems

Learning management systems (LMS) are special software tools that support Internet training by helping employers identify training needs, and in scheduling, delivering, assessing, and managing the online training itself. For example, General Motors uses an LMS to help its dealers in Africa and the Middle East deliver training. The Internet-based LMS includes a course catalog, supervisor approved self-enrollment, and pre- and post-course tests. The system then automatically schedules the individual's training.⁷³ Blackboard and WebCT are two familiar college-oriented learning management systems.

The movement today is toward integrating the e-learning system with the company's enterprisewide information systems. In that way, for instance, employers automatically update skills inventory and succession plans as employees complete their training.⁷⁴

USING INTERNET-BASED LEARNING Whether to use e-learning often comes down to efficiency. Web learning doesn't necessarily teach faster or better. In one review of the evidence, Web-based instruction was a bit more effective than classroom instruction for teaching memory of facts and principles, and Web-based instruction and classroom instruction were equally effective for teaching information about how to perform a task or action.⁷⁵ But of course, the need to teach large numbers of students remotely, or to enable students to study at their leisure, often makes e-learning so much more efficient that the small differences in Web-based versus classroom learning become somewhat meaningless.⁷⁶

In practice, many employers opt for "blended learning." Here, the trainees make use of several delivery methods (such as manuals, in-class lectures, self-guided e-learning programs, and Web-based seminars or "webinars") to learn the material.⁷⁷ Intuit (which makes software such as TurboTax) uses instructor-led classroom training for bringing in new distributors and getting them up to speed. Then they use their virtual classroom systems to provide additional training, for monthly meetings with distributors, and for short classes on special software features.⁷⁸

Mobile Learning

Mobile learning (or "on-demand learning") means delivering learning content on demand via mobile devices like cell phones, laptops, and iPads, wherever and whenever the learner has the time and desire to access it.⁷⁹ For example, using [dominKnow's](http://dominknow.com) (www.dominknow.com) iPod touch and iPhone-optimized Touch Learning Center Portal, trainees can log in and take full online courses.⁸⁰

Employers use mobile learning to deliver "corporate training and downloads on everything from how to close an important sales deal to optimizing organizational change to learning business Spanish . . . You can be . . . riding your bike" while listening to the training program.⁸¹ Capital One purchased 3,000 iPods for trainees who had

enrolled in one of 20 instructor-led courses at its Capital One University. The training department then had an Internet audio book provider create an audio learning site within Capital One's firewall. Employees used it to download the instructor-requested books and other materials to their iPods.⁸² IBM uses mobile learning to deliver just-in-time information (for instance, about new product features) to its sales force. To increase such learning's accessibility, IBM's training department often breaks up, say, an hour program into 10-minute pieces. That way, employees needn't put away a full hour to listen. Some employers use blogs to communicate learning to trainees.⁸³ JP Morgan encourages employees to use instant messaging as a quick learning device, for instance, to quickly update colleagues about new products.

The Virtual Classroom

Conventional Web-based learning tends to be limited to the sorts of online learning with which many students are already familiar—reading PowerPoint presentations, participating in instant message type chat rooms, and taking online exams, for instance.

The virtual classroom takes online learning to a new level. A **virtual classroom** uses special collaboration software to enable multiple remote learners, using their PCs or laptops, to participate in live audio and visual discussions, communicate via written text, and learn via content such as PowerPoint slides.

The virtual classroom combines the best of Web-based learning offered by systems like Blackboard and WebCT with live video and audio. For example, Elluminate Live! enables learners to communicate with clear, two-way audio; build communities with user profiles and live video; collaborate with chat and shared whiteboards; and learn with shared applications such as PowerPoint slides.⁸⁴

Lifelong and Literacy Training Techniques

Lifelong learning means providing employees with continuing learning experiences over their tenure with the firm, with the aims of ensuring they have the opportunity to learn the skills they need to do their jobs and to expand their horizons. For example, one senior waiter at the Rhapsody restaurant in Chicago received his undergraduate degree and began work toward a master of social work using the lifelong learning account (LiLA) program his employer offers. Lifelong learning may thus range from basic remedial skills (for instance, English as a second language) to college. Somewhat similar to 401(k) plans, employers and employees contribute to LiLA plans (without the tax advantages of 401(k) plans), and the employee can use these funds to better himself or herself.⁸⁵

LITERACY TRAINING By one estimate, about 39 million people in the United States have learning disabilities. Another study called the American workforce ill-prepared.⁸⁶ Yet today's emphasis on teamwork and quality requires that employees read, write, and understand numbers.⁸⁷

Employers often turn to private firms like Education Management Corporation to provide the requisite education.⁸⁸ Another simple literacy training approach is to have supervisors teach basic skills by giving employees writing and speaking exercises.⁸⁹ For example, if an employee needs to use a manual to find out how to change a part, teach that person how to use the index to locate the relevant section. Another approach is to bring in outside professionals (such as teachers from a local high school) to teach, say, remedial reading or writing. Having employees attend adult education or high school evening classes is another option.

virtual classroom

Teaching method that uses special collaboration software to enable multiple remote learners, using their PCs or laptops, to participate in live audio and visual discussions, communicate via written text, and learn via content such as PowerPoint slides.

lifelong learning

Provides employees with continuing learning experiences over their tenure with the firm, with the aims of ensuring they have the opportunity to learn the skills they need to do their jobs and to expand their occupational horizons.

MANAGING THE NEW WORKFORCE

Diversity Training

Diversity training aims to improve cross-cultural sensitivity, with the goal of fostering more harmonious working relationships among a firm's employees. Such training typically includes improving interpersonal skills, understanding and valuing cultural differences, improving technical skills, socializing employees into the corporate culture, indoctrinating new workers into the U.S. work ethic, improving English proficiency and basic math skills, and improving bilingual skills for English-speaking employees.⁹⁰ For example, IBM has online programs to educate managers regarding diversity, inclusive leadership, and sexual harassment. Training materials include interactive learning modules that enable trainees to practice what they've learned, testimonials from IBM executives, and self-assessment tools.⁹¹

Most employers opt for an off-the-shelf diversity training program such as *Just Be F.A.I.R.: A practical approach to diversity and the workplace*, from VisionPoint productions. The package includes streaming video, a facilitator and discussion guide, participant materials and workbook, a DVD with print materials, PowerPoint slides, and two videos (the purchase price for the entire program is about \$1,000). It includes, for instance, vignettes illustrating such things as the importance of communicating, and the potential pitfalls of stereotyping people.⁹²

Team Training

Teamwork is not something that always comes naturally. Companies therefore devote many hours to training new employees to listen to each other and to cooperate. Toyota's training process stresses dedication to teamwork. For example, the program uses short exercises to illustrate examples of good and bad teamwork, and to mold new employees' attitudes regarding good teamwork.

A team-building program at a Baltimore Coca-Cola plant illustrates what team training typically involves.⁹³ In this case, the plant suffered from high turnover and absenteeism. The new plant manager decided to reorganize around teams and to use team training to support the new organization.

Team training focused on technical, interpersonal, and team management issues. In terms of *technical training*, for instance, management encouraged team employees to learn each other's jobs, with the aim of encouraging flexible team assignments. **Cross training** means training employees to do different tasks or jobs than their own; doing so facilitates flexibility and job rotation, as when you expect team members to occasionally share jobs.

When teamwork fails, it is often due to interpersonal problems such as intra-team conflict, lack of agreement, guarded communications, and personal criticism. In this case, team training therefore included *interpersonal skills* training such as in listening, handling conflict, and negotiating.⁹⁴ In practice, effective teams also require certain team management skills. In this case, *team management skills* included training in problem solving, meetings management, consensus decision making, and team leadership (since each team member had to exercise team leadership at one time or another).

Employers also use team training to build stronger management teams. This often involves special training methods. For example, some use outdoor "adventure" or "extreme" training such as Outward Bound programs to build teamwork. Such training usually involves taking a firm's management team out into rugged, mountainous terrain. Activities might include, for instance, white water rafting, and maneuvering through obstacle courses.⁹⁵ The aim is to foster trust and cooperation among trainees. For example, the chief financial officer for a bank helped organize a retreat for 73 of his firm's financial officers and accountants. As he said, "They are very individualistic in their approach to their work. . . . What I have been trying to do is get them to see the power of acting more like a team."⁹⁶ Other team training methods include action learning and team building, both of which we'll address later in this chapter.

- 7 List and briefly discuss four management development programs.

IMPLEMENTING MANAGEMENT DEVELOPMENT PROGRAMS

It's not always easy to tell where "training" leaves off and "management development" begins. The latter, however, tends to emphasize long-term development and a focus on developing current or future managers. **Management development** is any attempt to improve managerial performance by imparting knowledge, changing attitudes, or increasing skills.

Strategy and Development

The management development process consists of (1) assessing the company's strategic needs (for instance, to fill future executive openings or to boost competitiveness), (2) appraising managers' current performance, and then (3) developing the managers (and future managers).⁹⁷ As we explained in Chapter 5, development is usually part of the employer's *succession planning*. Succession planning refers to the process through which a company plans for and fills senior-level openings.⁹⁸

Succession planning and management development both stem from the employer's strategy, vision, and personnel plans. For example, strategies to enter new businesses or expand overseas imply that the employer will need managers who have the skills to manage these new businesses.

Some management development programs are company-wide and involve all or most new (or potential) managers. Thus, new MBAs may join GE's management development program and rotate through various assignments and educational experiences. The aims include identifying their management potential and giving them the necessary developmental experience (in, say, production and finance). The firm may then slot superior candidates onto a "fast track," a development program that prepares them more quickly for senior-level commands.

Other development programs aim to fill specific top positions, such as CEO. For example, GE spent years developing, testing, and watching several potential replacements for CEO before finally choosing Jeffrey Immelt.

Assessment is usually part of development. At frozen foods manufacturer Schawn, senior executives first whittle 40 or more development candidates down to about 10. Then the program begins with a 1-day assessment by outside consultants of each manager's leadership strengths and weaknesses. The assessment involves managers addressing problems such as employee conflict. This assessment becomes the basis for each manager's individual development plan. Action-learning (practical) projects then supplement individual and group training activities.⁹⁹

A survey listed the most popular management development activities. The most popular include classroom-based learning, executive coaching, action learning, 360° feedback, experiential learning, off-site retreats (where managers meet with colleagues for learning), mentoring, and job rotation.¹⁰⁰ We'll look at some of these.

Managerial On-the-Job Training

Managerial on-the-job training methods include job rotation, the coaching/understudy approach, and action learning. In the context of management development, **job rotation** means moving managers from department to department to broaden their understanding of the business and to test their abilities. The trainee may be a recent college graduate, and spend several months in each department, learning the department's business by actually doing it. Or he or she may be a senior manager being groomed for further promotion by being exposed to a range of domestic and foreign challenges.

cross training

Training employees to do different tasks or jobs than their own; doing so facilitates flexibility and job rotation.

management development

Any attempt to improve current or future management performance by imparting knowledge, changing attitudes, or increasing skills.

job rotation

A management training technique that involves moving a trainee from department to department to broaden his or her experience and identify strong and weak points.

COACHING/UNDERSTUDY APPROACH Here the trainee works directly with a senior manager or with the person he or she is to replace; the latter is responsible for the trainee's coaching. Normally, the understudy relieves the executive of certain responsibilities, giving the trainee a chance to learn the job.

ACTION LEARNING Action learning programs give managers and others released time to work analyzing and solving problems in departments other than their own. Its basics include carefully selected teams of 5 to 25 members, assigning the teams real-world business problems that extend beyond their usual areas of expertise, and structured learning through coaching and feedback. The employer's senior managers usually choose the projects and decide whether to accept the teams' recommendations.¹⁰¹ For example, Pacific Gas & Electric Company's (PG&E) Action-Forum Process has three phases:

1. A "framework" phase of 6 to 8 weeks—basically, an intense planning period during which the team defines and collects data on an issue;
2. The action forum—2 to 3 days at PG&E's learning center discussing the issue and developing action-plan recommendations; and
3. Accountability sessions, when the teams meet with the leadership group at 30, 60, and 90 days to review their action plans.

Off-the-Job Management Training and Development Techniques

There are also many off-the-job techniques for training and developing managers.

THE CASE STUDY METHOD As most everyone knows, the **case study method** presents a trainee with a written description of an organizational problem. The person then analyzes the case, diagnoses the problem, and presents his or her findings and solutions in a discussion with other trainees.

Integrated case scenarios expand the case analysis concept by creating long-term, comprehensive case situations. For example, the FBI Academy created an integrated case scenario. It starts with "a concerned citizen's telephone call and ends 14 weeks later with a simulated trial. In between is the stuff of a genuine investigation, including a healthy sampling of what can go wrong in an actual criminal inquiry." To create such scenarios, scriptwriters (often employees in the firm's training group) write the scripts. The scripts include themes, background stories, detailed personnel histories, and role-playing instructions. The scenarios aim to develop specific skills, such as interviewing witnesses.¹⁰²

MANAGEMENT GAMES Computerized **management games** enable trainees to learn by making realistic decisions in simulated situations. For example, *Interpret* is a team exercise that "explores team communication, the management of information and the planning and implementation of a strategy. It raises management trainees' communication skills, helps them to better manage the information flow between individuals and the team, and improves planning and problem solving skills."¹⁰³ With some games, trainees divide into teams, which compete in a simulated marketplace. Each team typically must decide, for example, (1) how much to spend on advertising, (2) how much to produce, (3) how much inventory to maintain, and (4) how many of which product to produce.

Management games are effective. People learn best by being involved, and games gain such involvement. They also help trainees develop their problem-solving skills, and to focus attention on planning rather than just putting out fires. The groups also usually elect their own officers and organize themselves. This can develop leadership skills and foster cooperation and teamwork.

OUTSIDE SEMINARS Numerous companies and universities offer Web-based and traditional classroom management development seminars and conferences. The selection of 1- to 3-day training programs offered by the American Management Association illustrates what's available. Recently, for instance, their offerings ranged from "developing

your emotional intelligence” to “assertiveness training,” “assertiveness training for managers,” “assertiveness training for women in business,” “dynamic listening skills for successful communication,” and “fundamentals of cost accounting.”¹⁰⁴ Specialized associations, such as SHRM, provide specialized seminars for their profession’s members.

UNIVERSITY-RELATED PROGRAMS Many universities provide executive education and continuing education programs in leadership, supervision, and the like. These can range from 1- to 4-day programs to executive development programs lasting 1 to 4 months.

The Advanced Management Program of Harvard’s Graduate School of Business Administration is one example.¹⁰⁵ Students are experienced managers from around the world. It uses cases and lectures to provide them with the latest management skills. When Hasbro wanted to improve its executives’ creativity skills, it turned to Dartmouth University’s Amos Tuck Business School. Tuck provided a “custom approach to designing a program that would be built from the ground up to suit Hasbro’s specific needs.”¹⁰⁶

ROLE PLAYING The aim of **role playing** is to create a realistic situation and then have the trainees assume the parts (or roles) of specific persons in that situation. Each trainee gets a role, such as:

You are the head of a crew of telephone maintenance workers, each of whom drives a small service truck to and from the various jobs. Every so often you get a new truck to exchange for an old one, and you have the problem of deciding to which of your crew members you should give the new truck. Often there are hard feelings, since each seems to feel entitled to the new truck, so you have a tough time being fair.¹⁰⁷

When combined with the general instructions and other roles, role playing can trigger spirited discussions among the role player/trainees. The aim is to develop trainees’ skills in areas like leadership and delegating. For example, a supervisor could experiment with both a considerate and an autocratic leadership style, whereas in the real world the person might not have the luxury of experimenting. It may also train someone to be more aware of and sensitive to others’ feelings.

BEHAVIOR MODELING **Behavior modeling** involves (1) showing trainees the right (or “model”) way of doing something, (2) letting trainees practice that way, and then (3) giving feedback on the trainees’ performance. Behavior modeling training is one of the most widely used, well researched, and highly regarded psychologically based training interventions.¹⁰⁸ The basic procedure is as follows:

1. **Modeling.** First, trainees watch live or video examples showing models behaving effectively in a problem situation. Thus, the video might show a supervisor effectively disciplining a subordinate, if teaching “how to discipline” is the aim of the training program.
2. **Role playing.** Next, the trainees are given roles to play in a simulated situation; here they are to practice the effective behaviors demonstrated by the models.
3. **Social reinforcement.** The trainer provides reinforcement in the form of praise and constructive feedback.
4. **Transfer of training.** Finally, trainees are encouraged to apply their new skills when they are back on their jobs.

action learning

A training technique by which management trainees are allowed to work full-time analyzing and solving problems in other departments.

case study method

A development method in which the manager is presented with a written description of an organizational problem to diagnose and solve.

management game

A development technique in which teams of managers compete by making computerized decisions regarding realistic but simulated situations.

role playing

A training technique in which trainees act out parts in a realistic management situation.

behavior modeling

A training technique in which trainees are first shown good management techniques in a film, are asked to play roles in a simulated situation, and are then given feedback and praise by their supervisor.

CORPORATE UNIVERSITIES Many firms, particularly larger ones, establish **in-house development centers** (often called *corporate universities*). GE, Caterpillar, and IBM are examples. Such centers typically offer a catalogue of courses and programs aimed at supporting the employers' management development needs. Employers often collaborate with academic institutions, and with training and development program providers and Web-based educational portals, to create packages of programs and materials. Characteristics of effective corporate universities include (1) alignment with corporate strategic goals, (2) a focus on development of skills that support business needs, (3) evaluation of learning and performance, (4) using technology to support the learning, and (5) partnering with academia.¹⁰⁹

Employers increasingly offer virtual—rather than bricks and mortar—corporate university services. For example, Cerner, a health-care information technology company, offers its employees “Cerner KnowledgeWorks.” This provides employees with three types of knowledge stores: Dynamic knowledge “is real-time content that flows back and forth, such as e-mails, instant messages, or conference calls;” Moderated content “includes best practices, such as case studies or wikis that capture information about situations where we did well and how we did it;” Codified content “is more formal documentation of official company practices, and includes installation guides, help files, and formal training or courses.”¹¹⁰ Bain & Company's virtual university provides a means for coordinating all the company's training efforts, and for delivering Web-based modules that cover topics from strategic management to mentoring.

EXECUTIVE COACHES Many firms retain executive coaches to develop their top managers' effectiveness. An **executive coach** is an outside consultant who questions the executive's boss, peers, subordinates, and (sometimes) family in order to identify the executive's strengths and weaknesses, and to counsel the executive so he or she can capitalize on those strengths and overcome the weaknesses.¹¹¹ Executive coaching can cost as much as \$50,000 per executive. Experts recommend using formal assessments prior to coaching, to uncover strengths and weaknesses and to provide more focused coaching.¹¹²

Executive coaching can be effective. Participants in one study included about 1,400 senior managers who had received “360 degree” performance feedback from bosses, peers, and subordinates. About 400 worked with an executive coach to review the feedback. Then, about a year later, these 400 managers and about 400 who didn't receive coaching again received multisource feedback. The managers who received executive coaching were more likely to set more effective, specific goals for their subordinates, and to have received improved ratings from subordinates and supervisors.¹¹³

The coaching field is unregulated, so managers should do their due diligence. Check references carefully, and check with the International Coach Federation, a trade group.

THE SHRM LEARNING SYSTEM The Society for Human Resource Management, encourages HR professionals to qualify for certification by taking examinations. The society offers several preparatory training programs. The self-study option includes text and DVD. The college/university option provides classroom interaction with instructors and other students.

Leadership Development at GE

General Electric is known for its ability to develop executive talent. Their current mix of executive development programs illustrate what is available:¹¹⁴

Leadership programs: These multiyear training programs rotate about 3,000 employees per year through various functions with the aim of enabling people to run a large GE business.

Session C: This is GE's intense multi-level performance appraisal process. The CEO personally reviews GE's top 625 officers every year.

Crotonville: This is GE's corporate training campus in New York and offers a mix of conventional classroom learning and team-based training and cultural trips.

Boca Raton: At this annual meeting of GE's top 625 officers, they network, share their best ideas, and get to understand the company's strategy for the coming year.

The next big thing: Whether it's productivity and quality improvement through "Six Sigma" or "innovation," GE focuses its employees on central themes or initiatives.

Monthly dinners: Jeffrey Immelt, GE's CEO, meets periodically at dinners and breakfasts to learn more about his top executives and to "strengthen his connections with his top team."¹¹⁵

Perusing the development pages of GE's Website (<http://www.ge.com/careers/students/entry-level.html>) illustrates the breadth of training and development opportunities GE offers its employees. For example,

The Edison Engineering Development Program (EEDP) develops technical problem-solving skills through advanced courses in engineering and technical projects and presentations to senior leadership that are aligned with business objectives.

The Financial Management Program (FMP) develops leadership and analytical skills through classroom training and key assignments. Hands-on experience may include financial planning, accounting, operations analysis, auditing, forecasting, treasury/cash management, and commercial finance.

Talent Management and Mission-Critical Employees: Differential Development Assignments

Probably the most distinctive talent management best practice is to *actively manage employees*. In today's competitive environment, the traditional HR practice of allocating pay raises, development opportunities, and other scarce resources more-or-less across the board or based mostly on performance is no longer viable. Employers need to think through how to allocate those resources in a way that makes the most sense given their strategic aims. It therefore makes sense that talent management-oriented employers focus more of their development resources on their "mission-critical employees," those deemed critical to the companies' future growth.

We'll look closer at how employers do this in the following chapter. However, it is useful here to illustrate how employers implement this "differential" approach with several training-and-development examples.

- A telecommunications firm previously spread pay and development money evenly over its 8,000 employees. When the recent recession came, company leaders began segmenting their talent into four groups: business impact, high performers, high potentials, and critical skills. Then they shifted their dollars away from low performers and those not making an impact. "While the company lost some low performers, the high performers and high potentials felt like they finally received recognition."¹¹⁶
- One large manufacturer gives "rising stars" special access to online discussion boards, led by the CEO, that are dedicated to the company's biggest challenges. It encourages emerging leaders to visit the board daily to share ideas and opinions and to apply for assignments.¹¹⁷
- High potential participants in Johnson & Johnson's special "LeAD" leadership development program receive advice and regular assessments from coaches brought in from outside the company. As special projects, they also must develop a new product or service, or a new business model, intended to create value for their individual units.¹¹⁸

in-house development center

A company-based method for exposing prospective managers to realistic exercises to develop improved management skills.

executive coach

An outside consultant who questions the executive's associates in order to identify the executive's strengths and weaknesses, and then counsels the executive so he or she can capitalize on those strengths and overcome the weaknesses.

- Some companies share future strategies on a privileged basis with rising leaders. For example, these high-potentials receive e-mail updates detailing firm performance and strategic changes. Some invite them to quarterly meetings with high-level executives; some provide access to an online portal where the rising leaders can review the company's strategy and critical metrics.¹¹⁹

8 List and briefly discuss the importance of the eight steps in leading organizational change.

MANAGING ORGANIZATIONAL CHANGE PROGRAMS

Several years ago, Intel Corp. carried out a major reorganization that one writer says “may have badly damaged employee development, morale and the company’s culture of innovation.”¹²⁰ Managing change is important in today’s challenging environment. Professor Edward Lawler says that as more employers face rapid competitive change, “focusing on strategy, organizational development, and organizational change is a high payoff activity for the HR organization.”¹²¹

Major organizational changes like these are never easy, but perhaps the hardest part of leading a change is overcoming the resistance to it. Individuals, groups, and even entire organizations may resist the change, perhaps because they are accustomed to the usual way of doing things or because of perceived threats to their influence, or some other reason.¹²²

What to Change

The first question is, “What should we change?” For example, a few years ago, Nokia was the worldwide leader in handsets and smartphones. Then, Apple introduced its first iPhone. Within a year, Nokia’s smartphone market share plummeted, and its sales increasingly relied on low-priced handsets. By 2010, Nokia’s board knew something had to be done. It appointed a new CEO with Silicon Valley experience, Stephen Elop (pictured).¹²³ He knew Nokia faced pressing problems. Its smartphone share was down, and it was losing low-cost handset business to Asian competitors. Nokia’s R&D was behind the times. Its Symbian mobile operating system couldn’t handle many of the leading applications that Apple’s and Microsoft’s systems could. Nokia was too slow in executing strategic changes. He had to jumpstart Nokia.

Faced with situations like these, managers like Stephen Elop can change one or more of five aspects of their companies—their *strategy*, *culture*, *structure*, *technologies*, or the *attitudes and skills* of the employees.

STRATEGIC CHANGE Organizational turnarounds often start with a change in the firm’s strategy, mission, and vision—with *strategic change*. For example, Elop embarked on a strategy to renew Nokia by streamlining Nokia’s product development process and by entering into a partnership with Microsoft with the aim of introducing a new Microsoft-based smartphone within a year.

OTHER CHANGES Nokia’s new CEO instituted other organizational changes. In terms of *structure*, Nokia split responsibility for its smartphones and handsets into two new units. He replaced managers in Nokia’s mobile phones unit and markets unit. In *technology*, Elop reduced the Symbian operating system’s central role in its smartphones, replacing it with Microsoft’s mobile operating system. With its *culture*, Elop had his new management team change the firm’s culture, for instance, by impressing on Nokia’s employees the need to eradicate bureaucratic decision making and to execute on Nokia’s new strategy.

Of course, strategic, cultural, structural, and technological changes, no matter how logical, will fail without employees’ active support. As one example, a nationwide beverage distributor encountered opposition from its sales force several years ago when it moved from its paper-based sales



Source: Kevin Wolf/AP Images.

Nokia CEO Stephen Elop.

management system to wireless laptops.¹²⁴ Organizational change therefore invariably involves bringing about *changes in the employees* themselves and in their attitudes, skills, and behaviors.¹²⁵

Unfortunately, getting employees' active support is easier said than done. The change may require the cooperation of dozens or even hundreds of managers and supervisors, many of whom might well view the change as detrimental to their peace of mind. Resistance may therefore be formidable. Knowing how to deal with that resistance is the heart of implementing an organizational change.

Lewin's Change Process

Psychologist Kurt Lewin formulated a model to summarize what he believed was the basic process for implementing a change with minimal resistance. To Lewin, all behavior in organizations was a product of two kinds of forces: those striving to maintain the status quo and those pushing for change. Implementing change thus means reducing the forces for the status quo or building up the forces for change. Lewin's process consisted of three steps:

1. *Unfreezing* means reducing the forces that are striving to maintain the status quo, usually by presenting a provocative problem or event to get people to recognize the need for change and to search for new solutions.
2. *Moving* means developing new behaviors, values, and attitudes. The manager may accomplish this through organizational structure changes, through conventional training and development activities, and sometimes through the other organizational development techniques (such as the team building) we'll discuss later.
3. *Refreezing* means building in the reinforcement to make sure the organization doesn't slide back into its former ways of doing things.

Leading Organizational Change¹²⁶

Of course, the challenge is in the details. A CEO such as Nokia's Stephen Elop needs a process for leading such a change. An 8-step process for leading organizational change follows.¹²⁷

Unfreezing Stage

1. *Establish a sense of urgency.* Most managers start by creating a sense of urgency. This often requires creativity. For example, the CEO might present executives with a (fictitious) analyst's report describing the firm's imminent demise.
2. *Mobilize commitment* through joint diagnosis of problems. Having established a sense of urgency, the leader may then create one or more task forces to diagnose the problems facing the company. Such teams can produce a shared understanding of what they can and must improve, and thereby mobilize commitment.

Moving Stage

3. *Create a guiding coalition.* No one can really implement major organizational change alone. Most CEOs create a guiding coalition of influential people. They work together as a team to act as missionaries and implementers.
4. *Develop and communicate a shared vision.* Your organizational renewal may require communicating a new vision. For example, Stephen Elop's vision was of a streamlined Nokia moving fast to build advanced smartphones based on Microsoft's operating system. Guidelines here are *keep it simple* (for example, "We are going to become faster than anyone else in our industry at satisfying customer needs."), *use multiple forums* (meetings, e-mails, formal and informal interaction), and *lead by example*.¹²⁸
5. *Help employees make the change.* Are there impediments to change? Does a lack of skills stand in the way? Do policies, procedures, or the firm's organization make it difficult to act? Do intransigent managers discourage employees from acting? If so, address the impediments. For example, Elop quickly replaced many of Nokia's top and mid-level managers.

6. *Consolidate gains* and produce more change. Aim for attainable short-term accomplishments. Use the credibility from these to change the remaining systems, structures, and policies that don't fit well with the company's new vision.¹²⁹

Refreezing Stage

7. *Reinforce the new ways of doing things* with changes to the company's systems and procedures. For example, use new appraisal systems and incentives to reinforce the desired behaviors. Reinforce the new culture by ensuring that the firm's managers role-model the company's new values.
8. Finally, the leader must *monitor and assess progress*. In brief, this involves comparing where the company is today with where it should be, based on measurable milestones. At Nokia, for instance, "How many new products has the company introduced?" "What is our smartphone and handset market shares?"

9 Answer the question, "What is organizational development and how does it differ from traditional approaches to organizational change?"

Using Organizational Development

There are many ways to reduce resistance to change. Among the many suggestions are that managers impose rewards or sanctions that guide employee behaviors, explain why the change is needed, negotiate with employees, give inspirational speeches, or ask employees to help design the change.¹³⁰ Organizational development (OD) taps into the latter. **Organizational development** is a change process through which employees formulate the change that's required and implement it, often with the assistance of trained consultants. OD has several distinguishing characteristics:

1. It usually involves *action research*, which means collecting data about a group, department, or organization, and feeding the information back to the employees so they can analyze it and develop hypotheses about what the problems might be.
2. It applies behavioral science knowledge to improve the organization's effectiveness.
3. It changes the organization in a particular direction—toward empowerment, improved problem solving, responsiveness, quality of work, and effectiveness.

There are four basic categories of OD applications: human process, technostructural, human resource management, and strategic applications (see Table 8-2). Action research—getting the employees themselves to review the required data and to design and implement the solutions—is the basis of all four. We'll look at each.

TABLE 8-2 Examples of OD Interventions

Human Process	Human Resource Management
T-groups	Goal setting
Process consultation	Performance appraisal
Third-party intervention	Reward systems
Team building	Career planning and development
Organizational confrontation meeting	Managing workforce diversity
Survey research	Employee wellness
Technostructural	Strategic
Formal structural change	Integrated strategic management
Differentiation and integration	Culture change
Cooperative union–management projects	Strategic change
Quality circles	Self-designing organizations
Total quality management	
Work design	

HUMAN PROCESS APPLICATIONS The goal of human process OD techniques is to give employees the insight and skills required to analyze their own and others' behavior more effectively, so they can then solve interpersonal and intergroup problems. These problems might include, for instance, conflict among employees. Applications here include sensitivity training, team building, and survey research.

Sensitivity, laboratory, or t-group (the *t* is for "training") training's basic aim is to increase the participant's insight into his or her own behavior by encouraging an open expression of feelings in the trainer-guided t-group. Typically, 10 to 15 people meet, usually away from the job, with no specific agenda. Instead, the focus is on the feelings and emotions of the members in the group at the meeting. The facilitator encourages participants to portray themselves as they feel within the group rather than in terms of past behaviors. The t-group's success depends on the feedback each person gets from the others, and on the participants' willingness to be candid.¹³¹

T-group training is controversial. Its personal nature suggests that participation should be voluntary. Some view it as unethical because you can't consider participation "suggested" by one's superior as voluntary. Similarly, some practitioners have T-group trainees take personality tests, for instance assigning them letters, such as D for dominance and C for conscientiousness.¹³² Others argue that it can be dangerous if led by an incompetent trainer.

Team building is another option. According to experts French and Bell, the typical team-building meeting begins with the consultant interviewing each of the group members and the leader before the meeting.¹³³ They are asked what their problems are, how they think the group functions, and what obstacles are keeping the group from performing better. The consultant then categorizes the interview data into themes (such as "inadequate communications") and presents the themes to the group at the start of the meeting. The group ranks the themes in terms of importance, and the most important ones become the agenda for the meeting. The group then explores and discusses the issues, examines the underlying causes of the problems, and begins devising solutions.

Survey research, another human process OD technique, requires that employees throughout the organization complete attitude surveys. The facilitator then uses those data as a basis for problem analysis and action planning. Surveys are a convenient way to unfreeze a company's management and employees. They provide a comparative, graphic illustration of the fact that the organization does have problems to solve.¹³⁴

TECHNOSTRUCTURAL INTERVENTIONS OD practitioners also get involved in changing firms' structures, methods, and job designs, using an assortment of technostuctural interventions. For example, in a *formal structural change* program, the employees collect data on the company's existing organizational structure; they then jointly redesign and implement a new one.

HUMAN RESOURCE MANAGEMENT APPLICATIONS OD practitioners use action research to enable employees to analyze and change their firm's human resources practices. Targets of change here might include the performance appraisal and reward systems, as well as installing diversity programs.

STRATEGIC OD APPLICATIONS *Strategic interventions* aim to use action research to improve a company's strategic management. *Integrated strategic management* is one example. It consists of four steps: managers and employees (1) analyze current strategy and organizational structure, (2) choose a desired strategy and organizational structure, and (3) design a strategic change plan—"an action plan for moving the organization from its current strategy and organizational design to the desired future strategy and design."¹³⁵ Finally, (4) the team oversees implementing the strategic change and reviewing the results.¹³⁶

organizational development

A special approach to organizational change in which employees themselves formulate and implement the change that's required.

EVALUATING THE TRAINING EFFORT

With today's emphasis on measuring results, it is crucial that the manager evaluate the training program. There are several things you can measure: participants' *reactions* to the program, what (if anything) the trainees *learned* from the program, and to what extent their on-the-job *behavior* or *results* changed as a result of the program. In one survey of about 500 U.S. organizations, 77% evaluated their training programs by eliciting reactions, 36% evaluated learning, and about 10% to 15% assessed the program's behavior and/or results.¹³⁷ Computerization facilitates evaluation. For example, Bovis Lend Lease uses learning management system software to monitor which employees are taking which courses, and the extent to which they're improving their skills.¹³⁸

There are two basic issues to address when evaluating training programs. The first is the design of the evaluation study and, in particular, whether to use controlled experimentation. The second issue is, "What should we measure?"

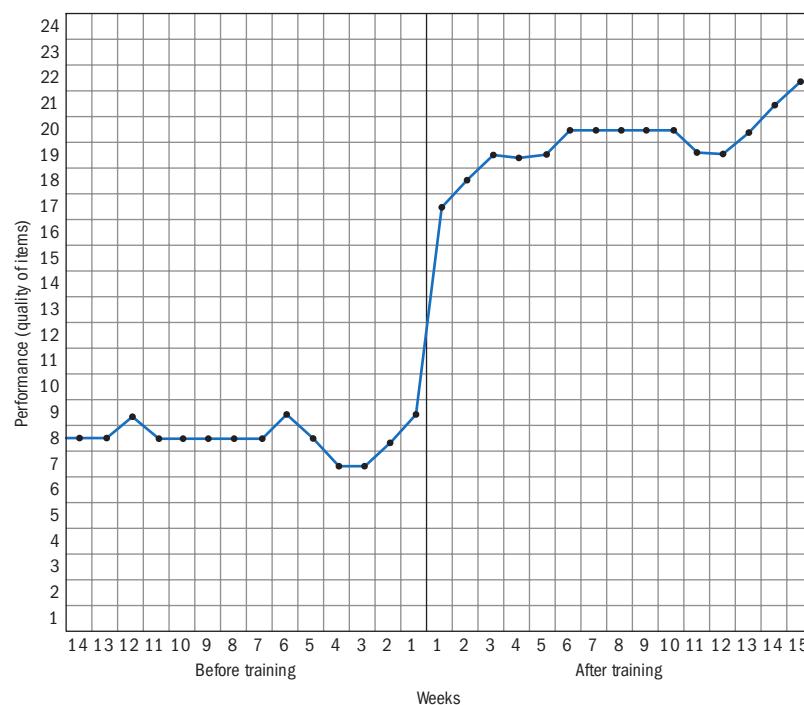
Designing the Study

In evaluating the training program, the first question should be how to design the evaluation study. Your basic concern here is this: How can we be sure that the training caused the results? The *time series design* is one option. Here, as in Figure 8-3, you take a series of performance measures before and after the training program. This can provide at least an initial reading on the program's effectiveness.¹³⁹ However, you can't be sure from this analysis that the training (rather than, say, a new pay plan) caused any change.

Controlled experimentation is therefore the evaluation process of choice. A controlled experiment uses both a training group, and a control group that receives no training. Data (for instance, on quantity of sales or quality of service) are obtained both before and after the group is exposed to training and before and after a corresponding work period in the control group. This makes it possible to determine the extent to which any change in the training group's performance resulted from the training, rather than from some organization-wide change like a raise in pay. (The pay raise should have affected employees in both groups equally.)¹⁴⁰

This controlled approach is feasible, but again, relatively few firms use it. Most simply measure trainees' reactions to the program; some also measure the trainees' job performance before and after training.¹⁴¹

FIGURE 8-3 Using a Time Series Graph to Assess a Training Program's Effects




Training Effects to Measure

The manager can measure four basic categories of training outcomes:

1. **Reaction.** Evaluate trainees' reactions to the program. Did they like the program? Did they think it worthwhile?
2. **Learning.** Test the trainees to determine whether they learned the principles, skills, and facts they were supposed to learn.
3. **Behavior.** Ask whether the trainees' on-the-job behavior changed because of the training program. For example, are employees in the store's complaint department more courteous toward disgruntled customers?
4. **Results.** Probably most important, ask, "What results did we achieve, in terms of the training objectives previously set?" For example, did the number of customer complaints diminish? Reactions, learning, and behavior are important. But if the training program doesn't produce measurable results, then it probably hasn't achieved its goals.¹⁴²

Evaluating any of these is straightforward. For example, Figure 8-4 presents one page from a sample evaluation questionnaire for assessing *reactions*. Or, you might assess trainees' *learning* by testing their new knowledge. The employer can also easily assess trainees' *behavioral change*. For example, assess the effectiveness of a supervisory performance appraisal training program by asking that person's subordinates, "Did your supervisor take the time to provide you with examples of good and bad performance when he or she appraised your performance most recently?" Finally, you can directly assess a training program's *results* by measuring, say, the percentage of phone calls that call center trainees subsequently answered correctly. The accompanying HR as a Profit Center feature illustrates measuring a program's impact.

FIGURE 8-4 A Training Evaluation Form

 INSTRUCTOR HANDOUTS		<i>United States Office of Personnel Management</i>				
TRAINING EVALUATION FORM						
TITLE OF COURSE: "Work and Family Issues — A Module for Supervisors and Managers"		DATE OF TRAINING Started: _____ Ended: _____				
NAME OF INSTRUCTOR:						
NAME: (Optional)		POSITION TITLE/GRADE:				
AGENCY:		OFFICE PHONE: (Optional)	OFFICE ADDRESS: (Optional)			
Rate Your Knowledge and Skill Level (Circle your rating)		Overall, how would you rate this course?				
Before this course Low -----High 1 2 3 4 5		___ Excellent ___ Very Good ___ Good				
After this course Low -----High 1 2 3 4 5		___ Fair ___ Poor				
EVALUATION OF COURSE (Check appropriate box)						
ITEMS OF EVALUATION	Excellent	Very Good	Good	Fair	Poor	Not Applicable
How did the course sharpen your knowledge or skills in:						
1. What work and family programs are	o	o	o	o	o	o
2. Who uses work and family programs	o	o	o	o	o	o
3. How to recognize/solve work/family issues	o	o	o	o	o	o
4. Helping you take practical steps on the job	o	o	o	o	o	o

(Continued)

controlled experimentation

Formal methods for testing the effectiveness of a training program, preferably with before-and-after tests and a control group.

FIGURE 8-4
(Continued)

RATING OF INSTRUCTOR						
1. Presentation, organization, delivery	°	°	°	°	°	°
2. Knowledge and command of the subject	°	°	°	°	°	°
3. Use of audio-visuals or other training aids	°	°	°	°	°	°
4. Stimulation of an open exchange of ideas, participation, & group interaction	°	°	°	°	°	°

STRONG POINTS OF THE COURSE

°

°

°

WEAK POINTS OF THE COURSE

°

°

°

ADDITIONAL DATA YOU WOULD LIKE TO HAVE COVERED IN COURSE

°

°

°

ADDITIONAL COMMENTS/OR RECOMMENDATIONS

HR AS A PROFIT CENTER

Judging Training's Impact

A careful comparison of the training program's costs and benefits can enable the human resource team to compute the program's return on investment. Online calculators such as the one shown below are available to facilitate such analyses.

Version: 1.0.0.21

home
business & employers
apprenticeships & traineeships
training organisations

benefits of training

- business benefits
- employee benefits
- staying competitive
- ROI calculator
- business case helper

funding

assess your needs

choosing the right training

obligations

costs

employability skills

skill sets

course search

creating a learning culture

case studies

tools and tips

facts

contacts and links

BusAndEmp > benefits of training > ROI calculator

ROI calculator

Both international and national research indicates that the increase in labour productivity resulting from targeted training can yield a return on investment of more than 30 per cent. Researchers use sophisticated statistical techniques to measure performance before and after the training in order to evaluate its impact. We propose a simple method of estimating the potential return on your training investment.

1. Cost of training (*compulsory fields)

a. Number of employees attending training*

b. Direct costs of training PER employee*
eg training fee + transport + meals + material costs \$

c. Cost of lost work PER employee*
hrs of work missed x hourly rate \$

d. Lost sales PER employee
for sales staff only;
hrs of work missed x hourly sales;
(Note: hourly sales = employees monthly sales / 40 hours) \$

2. Benefits of training (fill in all or any of the fields)

Increased productivity per annum:

e. Current productivity PER employee
cost of production / total no. of employees \$

f. Rate of productivity increase
The estimated rate of 30% is based on research - you can enter your own estimate. 30 %

Reduction in staff turnover per annum:

g. Current staff turnover rate
no. of staff who left over the last 12 months / total no. of staff x 100 %

h. Cost of hiring and training new staff (% of total payroll)
The estimated rate of 150% is based on research - you can enter your own estimate. 150 %

i. Total payroll of employees attending training \$

j. Turnover reduction rate
The estimated rate of 35% is based on research - you can enter your own estimate. 35 %

Increase in sales per annum:

k. Current sales PER employee
Total sales / no. of sales employees \$

l. Increase in sales rate
The estimated rate of 10% is based on research - you can enter your own estimate. 10 %

Source: www.training.com.au (Department of Education, Employment and Workplace Relations, Australian Government), accessed September 2011.

REVIEW

MyManagementLab

Now that you have finished this chapter, go back to www.mymanagementlab.com to continue practicing and applying the concepts you've learned.

CHAPTER SECTION SUMMARIES

1. Getting your new employee on board and up to speed begins with **orienting and training** him or her. Employee orientation means providing new employees with the information they need to function, and helping them start being emotionally attached to the firm. This may simply involve providing them with brief written orientation materials and an employee handbook, but sometimes involves a formal process aimed at instilling in the employee the company's cherished values. The four-step training process includes needs analysis, instructional design, implementation, and evaluation. Trainees need to be motivated to learn. Ensuring that they are motivated involves making the learning meaningful, making skills transfers easy, and reinforcing the learning.
2. We can use the acronym **ADDIE** to outline the training process: analyze, develop, design, implement, and evaluate. Before training employees, it's necessary to **analyze their training needs and design the training program**. In training new employees, employers use task analysis—basically, a detailed study of the job—to determine what skills the job requires. For current employees, performance analysis is required, specifically to verify that there is performance efficiency and to determine if training is the solution. Distinguishing between can't do and won't do problems is the main issue here. Once you understand the issues, you can design a training program, which means identifying specific training objectives, clarifying a training budget, and then actually designing the program in terms of the actual content.
3. With this in place, you can turn to **implementing the training program**. Specific training methods include on-the-job training, apprenticeship training, informal learning, job instruction training, lectures, programmed learning, audiovisual-based training, vestibule training, videoconferencing, electronic performance support systems, and computer-based training. Computerized training is increasingly popular, with many packaged programs available. Frequently, programs today are Internet-based, with employees accessing packaged online programs, backed up by learning management systems, through their company's learning portals. Employers also increasingly use mobile learning, for instance, delivering short courses and explanations to employees' iPods. With increasing demands for technologically literate employees, lifelong learning can help ensure employees have the basic educational backgrounds they need to succeed on their jobs. Diversity training aims to create better cross-cultural sensitivity with the goal of fostering more harmonious working relationships.
4. Most training methods are useful for all employees, but some are particularly appropriate for **management development programs**. Like all employees, new managers often get on-the-job training, for instance, via job rotation and coaching. In addition, it's usual to supply various off-the-job training and development opportunities—for instance, using the case study method, management games, outside seminars, university-related programs, corporate universities, executive coaches, and (for human resource managers) the SHRM learning system.
5. When facing economic, competitive, or other challenges, managers have to execute **organizational change programs**. These may aim at changing the company's strategy, culture, structure, technologies, or the attitudes and skills of the employees. Often, the trickiest part of organizational change is overcoming employees' resistance to it. With that in mind, steps in an effective organizational change program include establishing a sense of urgency, mobilizing commitment, creating a guiding coalition, developing and communicating a shared vision, helping employees make the change, consolidating gains, reinforcing new ways of doing things, and monitoring and assessing progress. Organizational development is a special approach to organizational change, one that involves action research, which means collecting data about a group and feeding the information back to the employees so they can analyze it and develop hypotheses about what the problems might be.
6. Whatever the training program, it's important to **evaluate the training effort**. You can measure reaction, learning, behavior, or results, ideally using a control group that is not exposed to training, in parallel with the group that you're training.

DISCUSSION QUESTIONS

1. "A well-thought-out orientation program is essential for all new employees, whether they have experience or not." Explain why you agree or disagree with this statement.
2. Explain how you would apply our "motivation points" (page 256) in developing a lecture, say, on orientation and training.
3. John Santos is an undergraduate business student majoring in accounting. He just failed the first accounting course, Accounting 101. He is understandably upset. How would you use performance analysis to identify what, if any, are John's training needs?

4. What are some typical on-the-job training techniques? What do you think are some of the main drawbacks of relying on informal on-the-job training for breaking new employees into their jobs?
5. One reason for implementing global training programs is the need to avoid business losses “due to cultural insensitivity.” What sort of cultural insensitivity do you

think is referred to, and how might that translate into lost business? What sort of training program would you recommend to avoid such cultural insensitivity?

6. Describe the pros and cons of five management development methods.
7. Do you think job rotation is a good method to use for developing management trainees? Why or why not?

INDIVIDUAL AND GROUP ACTIVITIES

1. You're the supervisor of a group of employees whose task is to assemble disk drives that go into computers. You find that quality is not what it should be and that many of your group's devices have to be brought back and reworked. Your boss says, “You'd better start doing a better job of training your workers.”
 - a. What are some of the staffing factors that could be contributing to this problem?
 - b. Explain how you would go about assessing whether it is in fact a training problem.
2. Choose a task with which you are familiar—mowing the lawn, making a salad, or studying for a test—and develop a job instruction sheet for it.
3. Working individually or in groups, develop a short, programmed learning program on the subject “Guidelines for Giving a More Effective Lecture.”
4. Find a provider of management development seminars. Obtain copies of its recent listings of seminar offerings. At what levels of managers are the offerings aimed? What seem to be the most popular types of development programs? Why do you think that's the case?
5. Working individually or in groups, develop several specific examples to illustrate how a professor teaching human resource management could use at least four of the techniques described in this chapter in teaching his or her HR course.
6. Working individually or in groups, develop an orientation program for high school graduates entering your university as freshmen.
7. The HRCI “Test Specifications” appendix at the end of this book (pages 633–640) lists the knowledge someone studying for the HRCI certification exam needs to have in each area of human resource management (such as in Strategic Management, Workforce Planning, and Human Resource Development). In groups of four to five students, do four things: (1) review that appendix now; (2) identify the material in this chapter that relates to the required knowledge the appendix lists; (3) write four multiple-choice exam questions on this material that you believe would be suitable for inclusion in the HRCI exam; and (4) if time permits, have someone from your team post your team's questions in front of the class, so the students in other teams can take each others' exam questions
8. Perhaps no training task in Iraq was more pressing than that involved in creating Iraq's country's new army, which is an ongoing task. These were the people who were to help the coalition bring security to Iraq. However, many new soldiers and even officers had no experience. There were language barriers between trainers and trainees. And some trainees found themselves quickly under fire from insurgents when they went as trainees out into the field. Based on what you learned about training from this chapter, list the five most important things you would tell the U.S. officer in charge of training to keep in mind as he designs the training program.

EXPERIENTIAL EXERCISE

Flying the Friendlier Skies

Purpose: The purpose of this exercise is to give you practice in developing a training program for the job of airline reservation clerk for a major airline.

Required Understanding: You should be fully acquainted with the material in this chapter and should read the following description of an airline reservation clerk's duties:

Customers contact our airline reservation clerks to obtain flight schedules, prices, and itineraries. The reservation clerks look up the requested information on our airline's online flight schedule systems, which are updated continuously. The reservation clerk must deal courteously and expeditiously with the customer, and be able to find quickly alternative flight arrangements in order to provide the customer with the itinerary that fits his or her needs. Alternative flights and prices must be found quickly, so that the customer is not kept waiting, and so that our reservations operations group maintains its efficiency standards. It is often necessary to look under various routings,

since there may be a dozen or more alternative routes between the customer's starting point and destination.

You may assume that we just hired 30 new clerks, and that you must create a 3-day training program.

How to Set Up the Exercise/Instructions: Divide the class into teams of five or six students.

Airline reservation clerks obviously need numerous skills to perform their jobs. JetBlue Airlines has asked you to develop quickly the outline of a training program for its new reservation clerks. You may want to start by listing the job's main duties and by reviewing any work you may have done for the exercise at the end of Chapter 6. In any case, please produce the requested outline, making sure to be very specific about what you want to teach the new clerks, and what methods and aids you suggest using to train them.

APPLICATION CASE

REINVENTING THE WHEEL AT APEX DOOR COMPANY

Jim Delaney, president of Apex Door, has a problem. No matter how often he tells his employees how to do their jobs, they invariably “decide to do it their way,” as he puts it, and arguments ensue between Jim, the employee, and the employee’s supervisor. One example is the door-design department, where the designers are expected to work with the architects to design doors that meet the specifications. While it’s not “rocket science,” as Jim puts it, the designers invariably make mistakes—such as designing in too much steel, a problem that can cost Apex tens of thousands of wasted dollars, once you consider the number of doors in, say, a 30-story office tower.

The order processing department is another example. Jim has a very specific and detailed way he wants the order written up, but most of the order clerks don’t understand how to use the multipage order form. They simply improvise when it comes to a detailed question such as whether to classify the customer as “industrial” or “commercial.”

The current training process is as follows. None of the jobs has a training manual per se, although several have

somewhat out-of-date job descriptions. The training for new people is all on the job. Usually, the person leaving the company trains the new person during the 1- or 2-week overlap period, but if there’s no overlap, the new person is trained as well as possible by other employees who have filled in occasionally on the job in the past. The training is the same throughout the company—for machinists, secretaries, assemblers, engineers, and accounting clerks, for example.

Questions

1. What do you think of Apex’s training process? Could it help to explain why employees “do things their way”? If so, how?
2. What role should job descriptions play in training at Apex?
3. Explain in detail what you would do to improve the training process at Apex. Make sure to provide specific suggestions, please.

Source: Copyright Dr. Gary Dessler.

CONTINUING CASE

CARTER CLEANING COMPANY

The New Training Program

The Carter Cleaning Centers currently have no formal orientation or training policies or procedures, and Jennifer believes this is one reason why the standards to which she and her father would like employees to adhere are generally not followed.

The Carters would prefer that certain practices and procedures be used in dealing with the customers at the front counters. For example, all customers should be greeted with what Jack refers to as a “big hello.” Garments they drop off should immediately be inspected for any damage or unusual stains so these can be brought to the customer’s attention, lest the customer later return to pick up the garment and erroneously blame the store. The garments are then supposed to be immediately placed together in a nylon sack to separate them from other customers’ garments. The ticket also has to be carefully written up, with the customer’s name and telephone number and the date precisely and clearly noted on all copies. The counter person is also supposed to take the opportunity to try to sell the customer additional services such as waterproofing, or simply notify the customer that “Now that people are doing their spring cleaning, we’re having a special on drapery cleaning all this month.” Finally, as the customer leaves, the counter person is supposed to make a courteous comment like “Have a nice day” or “Drive safely.” Each of the other jobs in the stores—pressing, cleaning and spotting, and so forth—similarly contain certain steps, procedures, and most importantly, standards the Carters would prefer to see upheld.

The company has had problems, Jennifer feels, because of a lack of adequate employee training and orientation.

For example, two new employees became very upset last month when they discovered that they were not paid at the end of the week, on Friday, but instead were paid (as are all Carter employees) on the following Tuesday. The Carters use the extra two days in part to give them time to obtain everyone’s hours and compute their pay. The other reason they do it, according to Jack, is that “frankly, when we stay a few days behind in paying employees it helps to ensure that they at least give us a few days’ notice before quitting on us. While we are certainly obligated to pay them anything they earn, we find that psychologically they seem to be less likely to just walk out on us Friday evening and not show up Monday morning if they still haven’t gotten their pay from the previous week. This way they at least give us a few days’ notice so we can find a replacement.”

There are other matters that could be covered during orientation and training, says Jennifer. These include company policy regarding paid holidays, lateness and absences, health benefits (there are none, other than workers’ compensation), substance abuse, and eating or smoking on the job (both forbidden), and general matters like the maintenance of a clean and safe work area, personal appearance and cleanliness, time sheets, personal telephone calls, and personal e-mail.

Jennifer believes that implementing orientation and training programs would help to ensure that employees know how to do their jobs the right way. And she and her father further believe that it is only when employees understand the right way to do their jobs that there is any hope their jobs will be accomplished the way the Carters want them to be accomplished.

Questions

1. Specifically, what should the Carters cover in their new employee orientation program and how should they convey this information?
2. In the HR management course Jennifer took, the book suggested using a job instruction sheet to identify tasks

- performed by an employee. Should the Carter Cleaning Centers use a form like this for the counter person's job? If so, what should the form look like, say, for a counter person?
3. Which specific training techniques should Jennifer use to train her pressers, her cleaner/spotters, her managers, and her counter people? Why should these training techniques be used?

TRANSLATING STRATEGY INTO HR POLICIES & PRACTICES CASE

THE HOTEL PARIS CASE

The New Training Program

The Hotel Paris's competitive strategy is "To use superior guest service to differentiate the Hotel Paris properties, and to thereby increase the length of stay and return rate of guests, and thus boost revenues and profitability." HR manager Lisa Cruz must now formulate functional policies and activities that support this competitive strategy by eliciting the required employee behaviors and competencies.

As she reviewed her company's training processes, Lisa had reasons to be concerned. For one thing, the Hotel Paris relied almost exclusively on informal on-the-job training. New security guards attended a 1-week program offered by a law enforcement agency, but all other new hires, from assistant manager to housekeeping crew, learned the rudiments of their jobs from their colleagues and their supervisors, on the job. Lisa noted that the drawbacks of this informality were evident when she compared the Hotel Paris's performance on various training metrics with those of other hotels and service firms. For example, in terms of number of hours training per employee per year, number of hours training for new employees, cost per trainee hour, and percent of payroll spent on training, the Hotel Paris was far from the norm when benchmarked against similar firms.

Indeed, as Lisa and the CFO reviewed the measures of the Hotel Paris's current training efforts, it was clear that

(when compared to similar companies) some changes were in order. Most other service companies provided at least 40 hours of training per employee per year, while the Hotel Paris offered, on average, no more than 5 or 6 hours. Similar firms offered at least 40 hours of training per new employee, while the Hotel Paris offered, at most, 10. Even the apparently "good" metrics comparisons simply masked poor results. For example, whereas most service firms spend about 8% of their payrolls on training, the Hotel Paris spent less than 1%. The problem, of course, was that the Hotel Paris's training was nonexistent. Given this and the common sense links between (1) employee training and (2) employee performance, the CFO gave his go-ahead for Lisa and her team to design a comprehensive package of training programs for all Hotel Paris employees.

Questions

1. Based on what you read in this chapter, what do you suggest Lisa and her team do first with respect to training? Why?
2. Have Lisa and the CFO sufficiently investigated whether training is really called for? Why? What would you suggest?
3. Based on what you read in this chapter and what you may access via the Web, develop a detailed training program for one of these hotel positions: security guard, housekeeper, or valet/door person.

KEY TERMS

employee orientation, 244
 training, 246
 negligent training, 246
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 competency model, 248
 performance analysis, 249
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 job instruction training (JIT), 255

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