Training, Learning, and Development

WHAT DO I NEED TO KNOW?

After reading this chapter, you should be able to:

LO1	Discuss how to link training, learning, and development to organizational needs and strategy.
LO2	Explain how to carry out the steps in a complete instructional design process.
LO3	Describe methods for employee onboarding and supporting diversity and inclusion.
LO4	Discuss the approaches organizations use for employee development.
LO5	Explore the steps in the career management process including creating a development plan and consideration of high-potential employees.

KAIROS Canada

An Indigenous-focused learning experience, called the Blanket Exercise, is part of the training of all RCMP cadets.

The Blanket Exercise— An Indigenous Learning Experience

The Blanket Exercise, created by social justice group KAIROS Canada, is now part of the training of all RCMP cadets. The Blanket Exercise is a "powerful tool in building empathy and opening minds and hearts to ongoing learning about First Nations, Inuit, and Metis people." In the 90-minute exercise, blankets, representing the land that eventually became Canada, are laid out on the floor and participants are invited to step on to them as Indigenous peoples prior to European contact. Blankets are folded and moved, symbolizing the loss of territory, with participants being relocated or removed during treaty making, colonization, resistance, and other eras and events that have profoundly impacted Indigenous peoples' land, culture, and way of life. Facilitators guide the exercise and serve as narrators while participants become part of the experience by reading scrolls and carrying cards that determine their ultimate outcomes. For example, during the exercise, some participants are asked to leave the blankets to represent people who died due to diseases such as smallpox brought by European colonizers.

The blanket exercise is a reconciliation tool and is based on a holistic Indigenous approach to learning—"engaging the mind, and moving the bodies, opening hearts, and deepening relationships to others." The exercise educates participants on 500 years of Indigenous history while creating a context for understanding critical issues including residential schools and missing and murdered Indigenous women. According to Nathalie Fehr, curriculum designer at the RCMP Academy: "We felt that the Blanket Exercise would be a great experiential exercise, giving the cadets some Indigenous history while understanding how it impacts the communities we serve." Cadet Matt Plaskett of Troop 10, the first troop to experience the blanket exercise said, "When we started getting pushed off our blankets, it turned into a real emotional moment for all of us. It gave me a perspective I've never had before." And his troopmate, Cadet Habeeb Shah, added, "I want to carry the knowledge and the empathy I got today with me going forward. More than ever, I'm inspired to build bridges between this uniform and Indigenous people."[1]

Introduction

Training refers to a planned effort by an organization to facilitate employees' learning of job-related knowledge, skills, and behaviours. The goal of training is for employees to master the knowledge, skills, and behaviours emphasized in training

training Planned effort by an organization to facilitate employees' learning of job-related knowledge, skills, and behaviours.

and apply them to their day-to-day activities. Traditionally, companies have relied on formal training through a course, a program, or an event to teach employees the knowledge, skills, and behaviours they need to successfully perform their jobs. **Formal training** refers to talent development programs, courses, and events that are developed and organized by the organization. Typically employees are required to attend or complete these programs, which can include face-to-face training programs (such as instructor-led courses) as well as online programs.

formal training Talent development programs, courses, and events that are developed and organized by the organization.

Informal learning is also important for facilitating knowledge and skill acquisition.[2] **Informal learning** refers to learning that is learner-initiated, involves action and doing, is motivated by an intent to develop, and does not occur in a formal learning setting.[3] Informal learning occurs without an instructor, and its breadth, depth, and timing are controlled by the employee. It occurs on an as-needed basis and may involve an employee learning alone or through face-to-face or technology-aided social interactions. Informal learning can occur through many different ways, including casual unplanned interactions with peers, email, informal mentoring, or company-developed or publicly available social networking websites such as Instagram or Facebook. The application of social media from a marketing strategy to a learning strategy and the availability of Web 2.0 technologies such as social networks, microblogs, and wikis give employees easy access to social learning through collaboration and sharing with one or two or more people.[4] One estimate is that informal learning may account for up to 75 percent of learning within organizations.

informal learning Learning that is learner initiated, involves action and doing, is motivated by an intent to develop, and does not occur in a formal learning setting.

To fully benefit from employees' strengths and skills, managers also provide for **employee development**—the combination of formal education, job experiences, relationships, and assessment of personality and abilities to help employees prepare for the future of their careers. Human resource management establishes a process for employee development that prepares employees to help the organization meet its goals. Table 6.1 summarizes the traditional differences between training and development.

employee development The combination of formal education, job experiences, relationships, and assessment of personality and abilities to help employees prepare for the future of their careers.

In this chapter, we emphasize the conditions through which training and development practices can help organizations gain competitive advantage. We begin by examining

Training versus Development

	Training	Development
Focus	Current	Future
Use of work experiences	Low	High
Goal	Preparation for current job	Preparation for changes
Participation	Required	Voluntary

the connection of talent development to organizational needs and strategy. Next, a systematic and effective approach to instructional design is provided including needs assessment, planning, design, implementation, and evaluation. Orienting and onboarding new employees and the management of diversity and inclusion are also discussed. The chapter also looks at development approaches, including formal education, assessment, job experiences, interpersonal relationships, and career management. The chapter concludes with exploring career management systems, high-potential employee considerations, and creating development plans.

Training, Learning, and Development Linked to Organizational Needs and Strategy

Workplace training and employee development are key ingredients in the competitiveness of firms and ultimately of national competitiveness.[5] A recent survey of Canadian organizations identified their top three strategic goals for learning and development:[6]

- improving organizational performance
- enhancing individual employee performance
- developing organizational leaders.

Rapid change, especially in the area of technology, requires that employees continually learn new skills. **Continuous learning** refers to a learning system that requires employees to understand the entire work system; acquire new skills, apply them on the job, and share what they have learned with other employees.[7]

continuous learning Learning system that expects employees to acquire new skills, apply them on the job, and share what they have learned with other employees.

For example, Jiffy Lube relies on continuous learning to support their business strategy. Jiffy Lube has more than 2,000 service centres in Canada and the United States and services approximately 24 million customers each year. Jiffy Lube's strategic goals focus on developing growth opportunities for franchisees and providing a world-class customer experience. Training and certification of service technicians is provided through Jiffy Lube University (JLU). It is estimated that employees participated in more than two million learning hours in the previous two years. Learning for employees and franchisees is offered using face-to-face and virtual instruction, as well as online self-paced modules. Jiffy Lube has also established partnerships with colleges to allow service centre employees to transfer credits from courses earned through JLU to earn an undergraduate certificate in management foundations. Learners can access an online roadmap, which shows how training is helping them advance their careers. Jiffy Lube provides video cameras so that store employees can capture best practices and ideas. These videos have focused on customer service, team building, operational excellence, and safety. Jiffy Lube instructors edit the videos and make them available to all employees on YouTube.[8]

The new psychological contract, described in Chapter 1, has created the expectation that employees invest in their own career development, including engaging in learning opportunities. Growing reliance on teamwork creates a demand for the ability to solve problems in teams, an ability that often requires formal training. Finally, the diversity of the Canadian population, coupled with the globalization of business, requires that organizations create inclusive work environments and support employees to work effectively with each other.

Some organizations are developing their employer brand and reputation for talent development and creating a positive employee experience. These organizations emphasize training, career, and development opportunities as a means to gaining competitive advantage.[9] These organizations may be described as having a strong learning culture. **Learning culture** is "an organizational commitment to ongoing learning, and the processes of sharing, support, communication, and understanding that move the organization forward." In an increasingly competitive, complex, and global economy, organizations with strong learning cultures are more likely to be agile and resilient. There is also evidence that organizations reporting strong learning cultures have higher levels of performance compared to weak learning cultures: leadership performance (41.0 percent difference); employee performance (39.0 percent difference); communication within the organization (35.0 percent difference); and productivity (32.0 percent difference).[10]

learning culture An organizational commitment to ongoing learning, and the processes of sharing, support, communication, and understanding that move the organization forward.

Did You Know?

More Learning Time in Companies Exhibiting a Strong Learning Culture

A recent Conference Board of Canada survey found that organizations committed to learning and development invested both more money and time in learning. Organizations exhibiting strong learning cultures reported the highest average of 34 hours of learning (per employee) annually, 10 hours more than employees in organizations with a weak learning culture.

Hours of Learning, by Learning Culture
(mean number of hours annually)

Overall	Weak	Strong
32	24	34

Question

1. In your opinion, which is more important, increasing hours of learning or investing more dollars in learning? Why?

Source: S. Cotsman and C. Hall, *Learning Cultures Lead the Way: Learning and Development Outlook,* 14th Edition, Ottawa: The Conference Board of Canada, 2018, p. 23.

As shown in the Did You Know? box, organizations with strong learning cultures tend to provide employees with more hours of learning than organizations with weak learning cultures.

How are Canadian firms investing in and supporting learning? The Conference Board of Canada explores these and other questions in its *Learning and Development Outlook, Learning Cultures Lead the Way,* 14th Edition (2018). The report reveals that 50 percent of responding organizations strongly agreed or agreed that learning is a top priority. This priority appears to be evidenced in increased investment in training, learning, and development. For example, on average, direct investment on training and development across all industries in Canada was $889 per employee in 2016–17, was up from $800 per employee in 2014–15. Canadian organizations are closing the gap with the United States in learning and development investments. In 2016–17, Canadian organizations spent 81 cents for every $1.00 by U.S. organizations, representing a significant increase from 51 cents for every $1.00 by U.S. organizations in 2006.[11]

With talent development so essential in modern organizations, it is important to provide training that is effective. An effective training program actually teaches what it is designed to teach, and participants learn skills and behaviours that will help the organization achieve its goals. Training programs may increase employees' competence and performance, enable the organization to respond to change, reduce turnover, enhance worker safety, improve customer service and product design, and meet many other goals. To achieve those goals, HR professionals approach training through **instructional design**—a process of systematically developing training to meet specified needs.[12]

A complete instructional design process includes the steps shown in Figure 6.1. It begins with an assessment of needs—what the organization requires that its people learn. Next, the organization ensures that employees are ready in terms of their attitudes, motivation, basic skills, and work environment. The third step is to plan the program, including the program's objectives, instructors, and methods. The organization then implements the program. Finally, evaluating the results provides feedback for planning future programs.

instructional design A process of systematically developing training to meet specified needs.
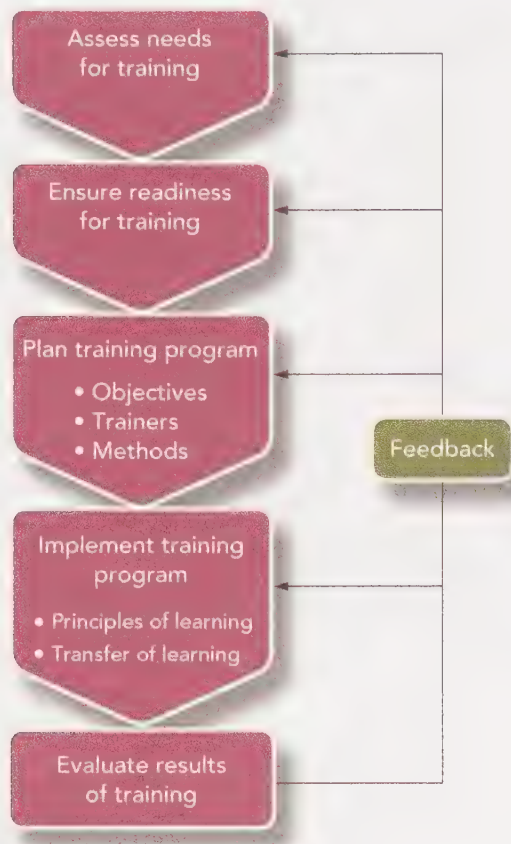
Needs Assessment

Instructional design logically should begin with a **needs assessment**, the process of evaluating the organization, individual employees, and employees' tasks to determine what

needs assessment The process of evaluating the organization, individual employees, and employees' tasks to determine what kinds of training, if any, are necessary.

FIGURE 6.1

Stages of Instructional Design

What outcomes result from a needs assessment? The outcome of the needs assessment is a set of decisions about how to address the issues that prompted the needs assessment. These decisions do not necessarily include a training program, because some issues should be resolved through methods other than training—for example, plans for enhanced rewards to improve motivation, better hiring decisions, and safety precautions. As shown in Figure 6.2, needs assessment shows who needs training and what trainees need to learn, including the tasks in which they need to be trained plus knowledge, skill, behaviour, or other job requirements. Needs assessment helps determine whether the company should contract with an external provider or develop training resources internally.

Usually, the needs assessment begins with the **organization analysis**. This is a process for determining the appropriateness of training by evaluating the characteristics of the organization. The organization analysis looks at training needs in light of the organization's strategy, resources available, and management's support for learning activities.

> **organization analysis** A process for determining the appropriateness of training by evaluating the characteristics of the organization.

Training needs will vary depending on whether the organization's strategy is based on growing or shrinking its workforce, whether it is seeking to serve a broad customer base or focusing on the specific needs of a narrow market segment, or various other scenarios. An organization that concentrates on serving a niche market may need to continually update specialized skills of its workforce. A company cutting costs with a downsizing strategy may need to provide employees with job search skills. The employees who remain following a downsizing may need cross-training so they can handle a wider variety of responsibilities.

Anyone planning a training program must consider whether the organization has the budget, time, and expertise for training. Even if training fits the organization's strategy, it can be viable only if the organization is willing to support the investment. Managers increase the success of training when they support it through actions such as helping trainees see how they can use their newly learned knowledge, skills, and behaviours on the job.[14] Conversely, the managers will be most likely to support training if the people planning it can show that it will solve a significant problem or result in a significant improvement, relative to its cost. Managers appreciate proposals with specific goals, timetables, budgets, and methods for measuring success.

kinds of training and learning, if any, are necessary. As this definition indicates, the needs assessment answers questions in the three broad areas:[13]

1. *Organization*—What is the context in which learning will occur?

2. *Person*—Who needs the learning?

3. *Task*—What topics should be covered?

The answers to these questions provide the basis for planning an effective program.

A variety of conditions may prompt an organization to conduct a needs assessment. Figure 6.2 shows the causes and outcomes resulting from needs assessment. As the figure illustrates, varying types of "pressure points" may suggest that training is necessary. Some of these pressure points are performance gaps, new technology, internal or external customer requests for training, job redesign, new legislation, changes in customer preferences, and new products, as well as support for the company's business strategy (e.g., growth, global business expansion). Many of these conditions should prompt a needs assessment because these changes tend to require new skills.

Person Analysis

Following the organizational assessment, needs assessment turns to the remaining areas of analysis: person and task. The **person analysis** is a process for determining individuals'

> **person analysis** A process for determining individuals' needs and readiness for learning.

FIGURE 6.2

The Needs Assessment Process

Reasons or "pressure points" What is the context?

- Legislation
- Lack of basic skills
- Poor performance
- New technology
- Customer products
- New products
- Higher performance standards
- New jobs
- Business growth or contraction
- Global business expansion

Organization analysis

Task analysis

Person analysis

In what do they need training?

Who needs training?

Outcomes

- What trainees need to learn
- Who receives training
- Type of training
- Frequency of training
- Buy-versus-build training decision
- Training versus other HR options such as selection or job redesign
- How training should be evaluated

needs and readiness for learning. It involves answering several questions:

- Do performance gaps result from a lack of knowledge, skill, or ability? (If so, training is appropriate; if not, other solutions are more relevant.)
- Who needs training?
- Are these employees ready?

The answers to these questions help the manager identify whether training is appropriate and which employees need training. In certain situations, such as the introduction of a new technology or service, all employees may need training. However, when needs assessment is conducted in response to a performance issue, training is not always the best solution.

The person analysis is critical when training is considered in response to a performance issue. In assessing the need for training, the manager should identify all the variables that can influence performance. The primary variables are the person's ability and skills, their mindset and motivation, the organization's input (including clear directions, necessary resources, and freedom from interference and distractions), performance feedback, and positive consequences to encourage good performance. Of these variables, only ability and skills can be affected by training. Therefore, before planning a training program, it is important to be sure that any performance issue results from a deficiency in knowledge and skills. Otherwise, investment will be wasted, because the training is unlikely to have much effect on performance.

The person analysis also should determine whether employees are ready to undergo training. In other words, the employees to receive training not only should require additional knowledge and skill, but also must be willing and able to learn. (After our discussion of the needs assessment, we will explore the topic of employee readiness in greater detail.)

Task Analysis

The third area of needs assessment is **task analysis**, the process of identifying the tasks, knowledge, skills, and behaviours that training should emphasize. Usually, task analysis is conducted along with person analysis. Understanding shortcomings in performance usually requires knowledge about the tasks and work environment as well as the employee.

task analysis The process of identifying the tasks, knowledge, skills, and behaviours that training should emphasize.

To carry out the task analysis, the HR professional looks at the conditions in which tasks are performed. These conditions include the equipment and environment of the job, time constraints (e.g., deadlines), safety considerations, and performance standards. These observations form the basis for a description of work activities, or the tasks required by the person's job. For a selected job, the analyst interviews employees and their supervisors to prepare a list of tasks performed in that job. Then the analyst validates the list by showing it to employees, supervisors, and other subject-matter experts and asking them to complete a questionnaire about the *importance, frequency,* and *difficulty* of the tasks. The information from these questionnaires is the basis for determining which tasks will be the focus of the training. Logically, training is most needed for tasks that are important, frequent, and at least moderately difficult.

Readiness for Learning

Effective training requires not only a program that addresses real needs but also a condition of employee readiness. **Readiness for learning**

readiness for learning A combination of employee characteristics and positive work environment that permit learning.

is a combination of employee characteristics and positive work environment that permit learning. It exists when employees are able and eager to learn and their organizations encourage learning.

Employee Readiness Characteristics

To be ready to learn, employees need basic learning skills, especially *cognitive ability*, which includes being able to use written and spoken language, solve math problems, and use logic to solve problems. However, recent forecasts of the skill levels of the workforce indicate that many companies will have to work with employees who lack basic skills.[15] For example, they may need to provide literacy training before some employees will be ready to participate in job-related training.

Employees learn more when they are highly motivated to learn—that is, when they really want to learn the content of the training program.[16] Employees tend to feel this way if they believe they are able to learn, see potential benefits from the training program, are aware of their need to learn, see a fit between the training and their career goals, and have the basic skills needed for participating in the program. Managers can influence a ready attitude by providing encouraging feedback, establishing rewards for learning, and communicating with employees about the organization's career paths and future needs. In a recent survey of 1,000 employees, 88 percent of those with supervisor support for training and development said they are "motivated to do their best work" and 86 percent said they "are satisfied with their job."[17]

Work Environment

Readiness also depends on two broad characteristics of the work environment: situational constraints and social support.[18] *Situational constraints* are the limits on training's effectiveness that arise from the situation or the conditions within the organization. Constraints can include a lack of money for training, lack of time for training or practising, and failure to provide proper tools and materials for learning or applying the lessons of training. For example, it is estimated that 80 percent of the global workforce are "deskless workers" who do not work in offices or at desks, nor have consistent access to a computer. These workers are employed in a variety of industries ranging from food services to health care. Training and development can be challenging to implement due to lack of access to training infrastructure available to office workers.[19]

Social support refers to the ways the organization's people encourage training, including giving trainees positive feedback and encouragement, sharing information about participating in training programs, and expressing positive attitudes toward the organization's training programs. Readiness for learning is greater in an organization where employees share knowledge, encourage one another to learn, and have a positive attitude about carrying the extra load when co-workers are attending classes.

How to Plan and Design the Training Program

Planning begins with establishing objectives for the training program. Based on those objectives, the planner (usually a specialist in the HR department) decides who will provide the training, what topics the training will cover, what training methods to use, and how to evaluate the training.

Objectives of the Program

Formally establishing objectives for the training program has several benefits. First, a training program based on clear objectives will be more focused and more likely to succeed. Employees learn best when they know what the training is supposed to accomplish. Finally, down the road, establishing objectives provides a basis for measuring whether the program succeeded, as we will discuss later in this chapter.

Effective training objectives have three components:

- They include a statement of what the employee is expected to do, the quality or level of performance that is acceptable, and the conditions under which the employee is to apply what they learned (for instance, physical conditions, mental stresses, or equipment failure).[20]

- They include performance standards that are measurable.

- They identify the resources needed to carry out the desired performance or outcome. Successful training requires employees to learn and employers to provide the necessary resources.

A related issue at the outset is who will participate in the training program. Some training programs are developed for all employees of the organization or all members of a team. Other training programs identify individuals who lack required skills or have potential to be promoted, then provide training in the areas of need that are identified for the particular employees. When deciding whom to include in training, the organization has to avoid illegal discrimination as a minimum requirement. The organization must not—intentionally or unintentionally—exclude anyone due to a prohibited ground of discrimination, for example, age, sex, or disability. Inclusive programs are likely to significantly exceed basic legal requirements by supporting a range of learners with differing abilities.[21]

In-House or Contracted Out?

An organization can provide an effective training program, even if it lacks expertise in training. Many companies and consultants provide training services to organizations. Colleges, universities, technical institutes, and polytechnics often work with employers to train employees in a variety of skills.

To select a training service, an organization can post a *request for proposal (RFP),* a document outlining the type of service needed, the type and number of references needed, the number of employees to be trained, the date by which the training is to be completed, and the date by which proposals should be received. A complete RFP also indicates funding for the project and criteria for the vendor selection process. Use of a request for proposal is time consuming but worthwhile because it helps the organization clarify its objectives, establish accountabilities, compare vendors, and measure results.

The cost of purchasing training from a contractor can vary substantially. In general, it is much costlier to purchase specialized training tailored to the organization's requirements than to participate in a seminar or training course that teaches general skills or knowledge. Even in organizations that send employees to outside training programs, someone in the organization may be responsible for coordinating the overall training program. Called *training administration,* this is typically the responsibility of a human resources professional. Training administration includes activities before, during, and after training sessions.

Selecting Training Methods

Regardless of the training method, for training to be effective it needs to be based on the instructional design model shown in Figure 6.1. Needs assessment, a positive learning environment, and transfer of learning are critical for program effectiveness. Training methods fall into the broad categories described in Table 6.2: presentation, hands-on, and group- or team-building methods.

A number of different methods can help employees acquire new knowledge, skills, and behaviours. Figure 6.3 shows the percentages of companies using various broad categories of delivery methods. Although instructor-led classroom (face-to-face) delivery continues to be the most dominantly used method, it has gradually lost ground to other methods. In 2000, 80 percent of all learning time was instructor-led classroom (face-to-face); this was reduced to 58 percent in 2010 and 48 percent in 2017.[22]

Presentation Methods

Presentation methods refer to methods in which learners are passive recipients of information. Presentation methods include traditional classroom instruction, distance learning, and audiovisual training. They can include the use of personal computers and mobile devices including smartphones and tablets. These methods are useful for presenting new facts, information, different philosophies, and alternative problem-solving solutions or processes.

presentation methods
Methods in which learners are passive recipients of information.

Instructor-led Classroom Instruction

Classroom instruction typically involves an instructor leading a group. In many cases, the lecture is supplemented with question-and-answer periods, discussion, or case studies. Classroom instruction remains a popular training method despite new technologies such as interactive video and computer-assisted instruction. Traditional classroom instruction is one of the least expensive, least time-consuming ways to present information on a specific topic to many learners. The more active participation,

TABLE 6.2

Categories of Training Methods

Method	Techniques	Applications
Presentation methods: learners receive information provided by others	Lectures, workbooks, video clips, podcasts, websites	Conveying facts or comparing alternatives
Hands-on methods: learners are actively involved in trying out skills	On-the-job training, simulations, role-plays, computer games	Teaching specific skills; showing how skills are related to job or how to handle interpersonal issues
Group- or Team-building methods: learners share ideas and experiences, build group identities, learn about interpersonal relationships and the group	Group discussions, experiential programs, team training	Establishing teams or work groups; managing performance of teams or work groups

FIGURE 6.3

Delivery Methods as Percentage of Overall Learning Time, 2012–2013; 2014-2015; and 2016–2017
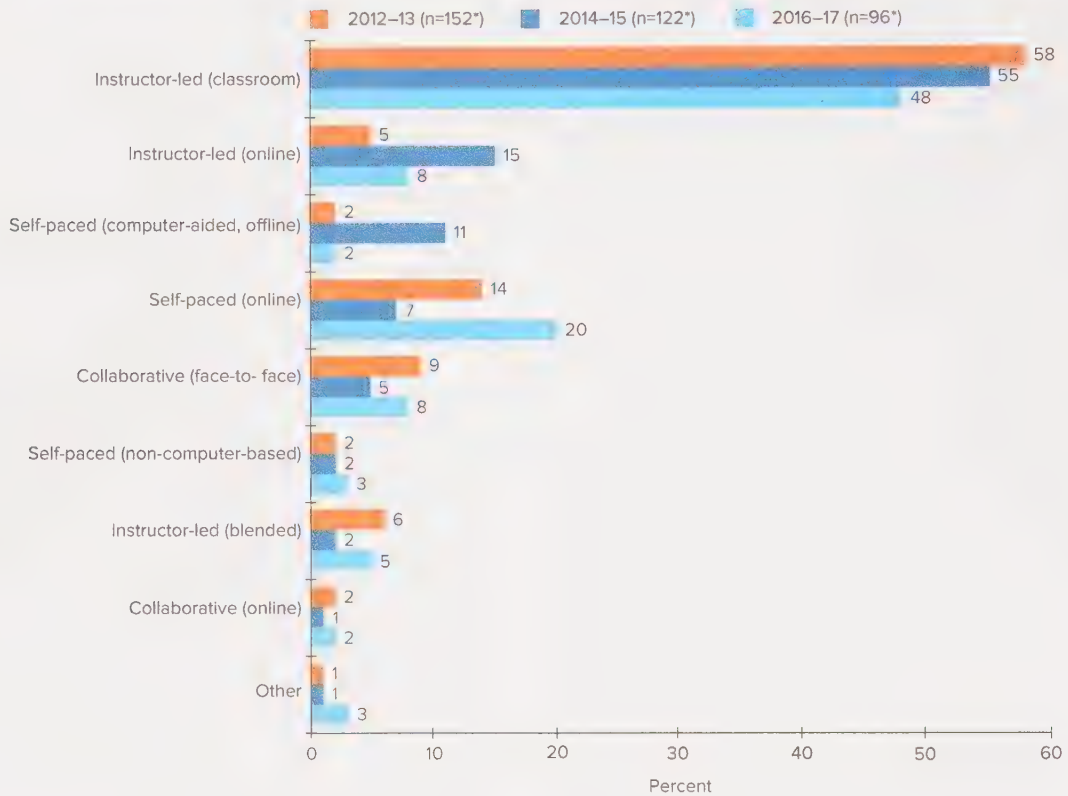
Source: S. Cotsman, & C. Hall, "Learning Cultures Lead the Way: Learning and Development Outlook, 14th Edition," Ottawa: The Conference Board of Canada, 2018, p. 42.

job-related examples, and exercises that the instructor can build into traditional classroom instruction, the more likely trainees will learn and use the information presented on the job.

Distance Learning

Distance learning is used by geographically dispersed companies to provide information about new products, policies, or procedures as well as skills training and expert lectures to field locations.[23] Distance learning features two-way communications between people.[24] With distance learning, learners at different locations attend programs online, using their computers or mobile devices to view lectures, participate in discussions, and share information. Distance learning provides many of the benefits of classroom training without the cost and time of travel to a shared location. The major disadvantage is that interaction between the instructor and participants may be limited. However, tools including videoconferencing, blogs, wikis, email, instant messaging, document-sharing software, online communities of practice, and web cameras increase interaction and engagement.

Audiovisual Training

Presentation methods need not require learners to attend a class. Learners can work independently, using materials in workbooks or on the Internet. Audiovisual training can easily be made available on computers and mobile devices. These devices allow users to access the materials at any time or place. They also allow instruction to include videos, podcasts, charts and diagrams, learning points, and lectures to emphasize learning points, real-life experiences. and examples. This supports learning by appealing to a variety of the participants' senses and by both communicating and demonstrating knowledge, skills, and behaviours.

With audiovisual training, learners often have some control over the presentation. They can review material and may be able to slow down or speed up the lesson. Videos can show situations and equipment that cannot be easily demonstrated in a classroom. Another advantage of audiovisual presentations is that they give learners a consistent presentation. The problems associated with these methods may include trying to present too much material, poorly written dialogue, overuse of features such as

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Mobile technology is useful for not only entertainment but also employees who are need to be in touch with the office. Smartphones, tablets, and laptop computers give employees additional flexibility in how and when they participate in training programs.

humour or music, and drama that distracts the key points. Well-written and carefully produced content can overcome such problems.

Hands-on Methods

Hands-on methods are training methods that require the learner to be actively involved. Hands-on methods include on-the-job training, simulations, business games and case studies, behaviour modelling, interactive video, and Web-based training. These methods are ideal for developing specific skills, understanding how skills and behaviours can be transferred to the job, experiencing all aspects of completing a task, and dealing with interpersonal issues that arise on the job.

On-the-job training (OJT) refers to methods in which a person with job experience and skill guides learners in practising job skills at the workplace. This type of training takes various forms. OJT can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced, cross-training employees within a department or work unit, and onboarding transferred or promoted employees to their new jobs.

For example, the OJT program at Canadian Air Transport Security Authority (CATSA) provides a structured approach supported by job knowledge experts. After completing extensive classroom training including role-plays

hands-on methods Training methods that require the learner to be actively involved.

on-the-job training (OJT) Training methods in which a person with job experience and skill guides trainees in practising job skills at the workplace.

and hands-on practice in a training lab, screening officers participate in live-line-on-the-job training. Point leaders pay careful attention to the screening officers while they conduct various searches and investigations of passengers and their belongings. One class of trainees intercepted an item that looked like a rocket-propelled grenade on the X-ray machine. After the police responded and searched the bag, it turned out to be cologne. Ten minutes later, on the same screening line, the search of a passenger's carry-on bag yielded over $30,000 in U.S. currency. Local police and Canadian Border Services Agency officers attended the checkpoint and conducted their investigations. Through this live-line OJT, trainees received invaluable first-hand experience of how to deal with the discovery of contraband at the screening checkpoint and work with stakeholders such as police, airport security, air carriers, and airport authorities.[25]

An **apprenticeship** is a work–study training method that teaches job skills through a combination of on-the-job training and classroom training. The OJT component of an apprenticeship involves the apprentice assisting a certified journeyperson in the workplace. Typically, the technical training is provided by polytechnics, local trade schools, high schools, community colleges, or other technical institutes. On average, 85 percent of the apprentice's two-to-five-year training is spent in the workplace; the rest is spent at a training institution.[26] Some apprenticeship programs are sponsored by individual companies, others by employee unions. Apprenticeship programs are usually administered by provincial and territorial government departments with support from advisory bodies such as apprenticeship and certification boards. Obtaining a "Red Seal" endorsement after completing an interprovincial standards exam provides journeypersons mobility to practise their trade anywhere in Canada.[27] For trainees, a major advantage of apprenticeship is the ability to earn an income while learning a trade; that is, "earning while learning." In addition, training through an apprenticeship is usually effective because it involves hands-on learning and extensive practice. For example, Nestlé, the global food and beverage company, recently formalized a customized apprenticeship program as a talent development strategy for maintenance mechanics and technicians working at individual factories.[28]

An **internship** is on-the-job learning sponsored by an educational institution as a component of an academic program. Students are placed in paid positions where they can gain experience related to their area of study. If interns perform

apprenticeship A work–study training method that teaches job skills through a combination of on-the-job training and classroom training.

internship On-the-job learning sponsored by an educational institution as a component of an academic program.

well, many companies offer them full-time positions after they complete their studies.

Co-operative education is a plan of higher education that incorporates paid work experience as an important component of academic studies. Co-operative education is being readily accepted by government, business, and industry in Canada and throughout the world. Universities, colleges, polytechnics, other technical schools, and high schools are offering co-op programs to thousands of students in a growing number of disciplines.[29]

> **co-operative education** A plan of higher education that incorporates paid work experience as an integral part of academic studies.

A **simulation** is a training method that represents a real-life situation, with learners' decisions resulting in outcomes that mirror what would happen if they were on the job. Simulations, which allow trainees to see the impact of their decisions in an artificial, risk-free environment, are used to teach production and process skills as well as management and interpersonal skills. Although simulations are expensive to develop and keep updated, they are an excellent method when the risks of a mistake on the job are great. For example, airlines purchasing Boeing's 787 *Dreamliner* use simulators to train the pilots who will fly it. Although the 787 flight deck is designed with the same layout as the familiar 777, it has a new feature called the head-up display (HUD). When flying conditions are poor, this small see-through screen drops down in pilots' line of vision to provide information to help them navigate. Pilots need to practise with the simulator until they are accustomed to landing the jet while using the HUD.[30]

> **simulation** A training method that represents a real-life situation, with learners' decisions resulting in outcomes that mirror what would happen if they were on the job.

One way to enhance simulations is through virtual reality. **Virtual reality** is a computer-based technology that provides an interactive three-dimensional (3D) learning experience. Using specialized equipment or viewing the virtual model on the computer screen, learners move through the simulated environment and interact with its components.[31] Technology is used to stimulate multiple senses of the trainee.[32] Devices relay information from the environment to the senses. For example, audio interfaces, gloves that provide a sense of touch, treadmills, or motion platforms are used to create a realistic, artificial environment. Devices also communicate information about the trainee's movements to a computer. These devices allow the trainee to experience the perception of actually being in a particular environment. For example, a company called Vantage Point is testing 30-minute virtual training modules designed to

> **virtual reality** A computer-based technology that provides an interactive three-dimensional (3D) learning experience.

replicate unfolding stories of sexual harassment with the goal to deeply engage learners' empathy and improve their ability to make appropriate decisions about how to respond and/or intervene appropriately.[33]

Although virtual reality (VR) may require the purchase of expensive special equipment, another form of immersive technology, *augmented reality (AR)* can be provided in a highly accessible way using specialized glasses or even on an employee's own Apple or Google device. AR can provide an additional layer of information in the form of captions, labels, or other overlays to the scenario or equipment being used in the workplace. For example, aim your phone at a complicated piece of equipment in your workplace and get "real-time holographic guidance on how to operate it." [34]

Training programs use *business games and case studies* to develop employees' skills. A case study is a detailed description of a situation that learners study and discuss. Cases are designed to develop higher-order thinking skills, such as the ability to analyze and evaluate information. They also can be a safe way to encourage learners to take appropriate risks, by giving them practice in weighing and acting on uncertain outcomes. There are many sources of case studies, including the Richard Ivey School of Business, Wilfrid Laurier University, and Harvard Business School. One dilemma associated with the use of case studies is that they often require more time (or attention span) than the audience has available. The *mini case study* is intended to be delivered with less time (e.g., 30 minutes) but still offers a powerful and engaging learning tool, albeit with less detail.[35]

With business games, learners gather information, analyze it, and make decisions that influence the outcome of the game. For instance, the Marketing Business simulation, Markstrat, integrated into a marketing course, requires participants to use strategic thinking (such as analyzing competitors) to increase their share of the market.[36] Games stimulate learning because they actively involve participants and mirror the competitive nature of business. A realistic game may be more meaningful to trainees than techniques such as classroom instruction.

Gamification, "applying principles of digital and computer games," is a growing development in learning. Work gamification is also a growing movement in performance management to "direct and energize desired work behaviours" and will be discussed in Chapter 7.[37] Games enhance learning by providing a fun way to learn, use leaderboards to increase learners' motivation by capitalizing on their competitiveness, and incorporate levels that require learners to demonstrate they are competent in prerequisite knowledge and skills (by achieving certain scores) before learning more challenging knowledge and skills.

> **gamification** Applying principles of digital and computer games.

Games stimulate learning because participants are actively involved and they mirror the competitive nature of

business. The types of decisions that participants make in games include all aspects of management practice, including human resource management (such as pay increases), marketing (the price to charge for a new product), and finance (financing the purchase of new technology). A realistic game or case may stimulate more learning than presentation methods (such as classroom instruction) because it is more meaningful.

For example, KFC recently gamified their training for limited time promotions—new products available at stores for brief periods of time. Most learners are hourly employees and training needs to deliver high impact in a limited amount of time. Game challenges were integrated into assessment questions to test knowledge. Learners drag and drop images to virtually build and then pack the product. In one pirate-themed course, learners earned jewels after each game activity and at the end of the course used their jewels to decode an important message on the last screen.[38]

Research suggests that one of the most effective ways to teach interpersonal skills is through *behaviour modelling*.[39] This involves training sessions in which participants observe other people demonstrating the desired behaviour, then have opportunities to practise the behaviour themselves. For example, a training program could involve several days of four-hour sessions, each focusing on one interpersonal skill, such as communicating or coaching. At the beginning of each session, participants hear the reasons for using the key behaviours, then they watch a video of an expert performing the key behaviours. They practise through role-playing and receive feedback about their performance. In addition, they evaluate the performance of the expert in the video and discuss how they can apply the behaviour on the job.

E-Learning, *computer-based training, online learning,* and *web-based training* refer to instruction and delivery of training by computer through the Internet or an organization's intranet.[40] To enhance learning, this method can include and integrate the following into instruction: text; interaction using simulations and games; video; collaboration using blogs, wikis, and social networks; and hyperlinks to additional resources. In some types of computer-based training, content is provided using standalone software with no connection to the Internet. Trainees can still interact with the training content, answer questions, and choose responses regarding how they would behave in certain situations, but they cannot collaborate with other learners. For ideas about applying wearable technology to learning, see the HR How To.

Many employees use their mobile devices for training because of their ease of use, dynamic displays, ability to connect to the web, access to social media, and availability of powerful apps and video streaming capabilities.

e-learning
Instruction and delivery of training by computer through the Internet or an organization's intranet.

For example, PwC provides employees with an app that enables them to access course materials, complete course prerequisites, and access materials on an as-needed basis. PwC reported that more than 36,000 hours of learning were completed by employees on their mobile devices in a recent 12-month time period.[41]

An **electronic performance support system (EPSS)** is a technology platform that provides access to skills training, information, and expert advice.[42] Employees needing guidance can use the EPSS to look up the particular information they need, such as detailed instructions on how to perform an unfamiliar task. Using an EPSS is faster and more relevant than attending classes, even classes offered online. It also can make training available to a global workforce. Cisco Systems, with 15,000 services team employees spread around the world, built a software platform to host training resources online. Employees use their computers or mobile devices to visit the Cisco Career Connections page, where they can take online courses, sign up for classroom training, submit questions, get advice from mentors, read blogs, watch videos, post knowledge to share, and engage in social networking with other team members.[43]

electronic performance support system (EPSS)
A technology platform that provides access to skills training, information, and expert advice.

These digital platforms may embed data analytics and learning science to provide personalized or *adaptive learning* capabilities. Instructional content can be personalized to respond to individual learners' actions and outcomes. For example, as a learner progresses in an adaptive course, the platform collects data about the learner's time, accuracy, and confidence, and automatically guides learners to new content and learning experiences.[44]

Many companies are moving to a *hybrid, or blended, learning* approach because of the limitations of e-learning related to technology (e.g., insufficient bandwidth, lack of high-speed Web connections), learner preferences for face-to-face contact with instructors and colleagues, and employees' inability to find unscheduled time during their workday to devote to learning from their desktops or devices. **Blended learning** refers to combining technology methods, such as e-learning, simulations, or social media, with face-to-face instruction, for delivery of learning content and instruction. ADP's training program for new hires includes one week of in-person workshops, eight simulations, and collaborative, self-paced online learning.[45] This allows the new hires to spend more time on hands-on training (which includes online virtual instructor-led classes focused on product training), working with their mentor, and networking with their peers.

blended learning
Combining technology methods, such as e-learning, simulations, or social media, with face-to-face instruction, for delivery of learning content and instruction.

HR How-To

Using Wearable Technology to Support Training

As soon as wearable technologies like fitness trackers and smart watches and eyeglasses became available, businesses envisioned ways to use them. More recent developments include electronic sensing badges, which can track employees' interaction patterns in the workplace, and sensor-equipped desks that measure employee keystrokes and mouse-clicks, so it's not surprising that some employers are experimenting with ways to use these technologies to help their employees learn to work more efficiently and safely. Here are some guidelines for using these technologies in support of training goals:

- Keep the focus on how to support business and employee objectives, not on how cool a new device is. For example, employees on the move might benefit from hands-free, instant access to an online guide. At Ericsson, workers' locations are tracked using an app and this information is used to facilitate connections to the closest subject-matter expert "on duty" when needed. Similarly, motion sensors can offer helpful feedback for learning to perform a job that involves physical motions.

- Monitor technology trends, such as augmented reality. With augmented reality delivered by a device such as smart eyeglasses, information is projected in the user's line of sight. Imagine, for example, that trainees learning to service a type of equipment can use augmented-reality displays labelling the parts of the machine they are looking at.

- Respect privacy concerns. Wearables that track an employee's steps, hand motions, or even interactions with others might provide valuable information for improving performance. They also might feel like an intrusion into the learner's privacy. Employers should prepare for these concerns by ensuring that employees know what data is being collected and consent to having their data analyzed. Policies for how the data will be used (for example, looking only at patterns at the departmental level, rather than individuals' actions), how to keep private data from becoming public, and why use of the data could help employees (say, protecting their safety or helping them meet goals by integrating multiple sources of data to gain insight about what high-performing employees do differently from their colleagues)—are also essential.

- Protect the company's data. A company that equips its employees with easily portable technology that gathers data might open itself up to the employee recording meetings or saving other information that might be private. Therefore, employers need measures in place to guard against the information falling into the wrong hands.

Questions

1. Identify two possible risks and two possible advantages of collecting and analyzing employee data collected by wearable technologies.

2. How might data collected by wearable technologies be used to determine employee learning needs?

Sources: Patty Gaul, "Big Data: Using People Analytics to improve Leadership Development," *TD,* March 2018, pp. 29-33; Alex Moore, "Learning Meets the Internet of Things," *TD,* December 2017, pp. 18-20; Lorri Freifeld, "Wearables at Work," *Training,* September/October 2015, pp. 18–21; Christopher Pappas, "Seven Ways Wearable Technology Could Be Used in Corporate Training," *eLearning Industry,* August 25, 2015, http://elearningindustry.com; Kate Everson, "Learning Is All in the Wrist," *Chief Learning Officer,* April 2015, pp. 18–21; Bill Barlow, "Wear It Well," *Training,* November 14, 2014, https://trainingmag.com.

A **learning management system (LMS)** refers to a technology platform that can be used to automate the administration, development, and delivery of all of a company's training programs. An LMS can provide employees, managers, and instructors with the ability to manage, deliver, and track learning activities.[46] LMSs have become popular for several reasons. An LMS can help companies reduce travel and other costs related to training, reduce time for program completion, increase employees' accessibility to training across the business, and provide administrative capabilities to track program completion and course enrolments. For example, an organization's LMS can serve as a

central place for all of the company's learning programs and materials, including user-generated content from managers, employees, and other subject-matter experts.

Group- or Team-building Methods

Group- or team-building methods are training methods designed to improve team or group effectiveness. Training is directed at improving the participants' skills as well as team effectiveness. In group- or team-building methods, learners share ideas and experiences, build team identity, understand the dynamics of interpersonal relationships, and get to know their own strengths and weaknesses and those of their co-workers. Group techniques focus on helping teams increase their skills for effective teamwork. All involve examination of feelings, perceptions, and beliefs about the functioning of the team; discussion; and development of plans to apply what was learned to the team's performance in the work setting. Group- or team-building methods fall into three categories: experiential programs, team training, and action learning.

Experiential programs are training programs in which participants learn concepts and apply them by simulating behaviours involved, analyzing the activity, and connecting it with real-life situations.[47]

Experiential training programs should follow several guidelines. A program should be related to a specific business problem. Participants should feel challenged and move outside their comfort zones but within limits that keep their motivation strong and help them understand the purpose of the program.

One form of experiential program, called **adventure learning**, uses challenging, structured physical activities, which may include difficult sports such as dogsledding or mountain climbing. Other activities may be structured tasks like climbing walls, completing rope courses, climbing ladders, or making "trust falls" (in which each trainee falls backward into the arms of other group members). The impact

learning management system (LMS) A technology platform that can be used to automate the administration, development, and delivery of all of a company's training programs.

group- or team-building methods Training methods that help learners share ideas and experiences, build team identity, understand the dynamics of interpersonal relationships, and get to know their own strengths and weaknesses and those of their co-workers.

experiential programs Training programs in which participants learn concepts and apply them by simulating behaviours involved and analyzing the activity, connecting it with real-life situations.

adventure learning A teamwork and leadership training program based on the use of challenging, structured physical activities.

of adventure learning programs has not been rigorously tested, but participants report they gained a greater understanding of themselves and the ways that the organization insist that entire work groups participate together. This encourages people to see, discuss, and change the kinds of behaviour that keep the group from performing well.

Before requiring employees to participate in experiential programs, the organization should consider the possible drawbacks. Because these programs are usually physically demanding and often require participants to touch each other, companies face certain risks. Some employees may be injured or may feel that they were sexually harassed or that their privacy was invaded. Also, human rights and employment equity legislation (discussed in Chapter 2) raises questions about requiring employees with disabilities to participate in physically demanding training experiences.

Team training coordinates the performance of individuals who work together to achieve a common goal. An organization may benefit from providing such training to groups when group members must share information and group performance depends on the performance of the individual group members. Success depends on individuals coordinating their activities to make decisions, perhaps in dangerous work situations performed in crews or teams; for example, at a nuclear generating station or in the military. Ways to conduct team training include cross-training and coordination training.[48] In **cross-training**, team members understand and practise each other's skills so they are prepared to step in and take another member's place.

For example, Toronto Hydro cross-trains supervisors so they can work across specializations. Toronto Hydro's manager of organizational development and performance says, "This enhances their skills. It's a great retention strategy; it gives them more variety and makes their job more meaningful."[49]

Coordination training trains the team in how to share information and decisions to obtain the best team performance. This type of training is especially important for teams including commercial aviation and surgical teams. Both of these kinds of teams must monitor different aspects of equipment and the environment while sharing information to make the most effective decisions regarding patient care or aircraft safety and performance.

Training may also target the skills needed by the teams' leaders. **Team leader training** refers to

cross-training Team training in which team members understand and practise each other's skills so that they are prepared to step in and take another member's place.

coordination training Team training that teaches the team how to share information and make decisions to obtain the best team performance.

team leader training Training in the skills necessary for effectively leading the organization's teams.

© David Pu'u/Corbis

One of the most important features of organizations today is team-work. Experiential programs, including team-building exercises like wall climbing and rafting, help build trust and cooperation among employees.

training people in the skills necessary for team leadership. For example, the training may be aimed at helping team leaders learn to resolve conflicts or coordinate activities.

In **action learning**, teams or work groups get an actual problem, work on solving it, commit to an action plan, and are accountable for carrying out the plan. Ideally, the project is one for which the efforts and results will be visible not only to participants but also to others in the organization. The visibility and impact of the task are intended to make participation exciting, relevant, and engaging. To heighten the learning, organizations can get their best leaders involved as mentors and coaches to the participants. The effectiveness of action learning has not been formally evaluated. This type of training seems to result in a great deal of learning, however; and employees are able to apply what they learn, because it involves actual problems the organization is facing. The group approach also helps teams identify behaviours that interfere with problem solving.

> **action learning**
> Training in which teams get an actual problem, work on solving it, commit to an action plan, and are accountable for carrying it out.

Implementing and Evaluating the Training Program

Learning can permanently change behaviour. For employees to acquire knowledge and skills in the training program and apply what they have learned in their jobs, the training program must be implemented in a way that applies what we know about how people learn.

Principles of Learning

Researchers have identified a number of ways employees learn best.[50] Table 6.3 summarizes ways training can best encourage learning. In general, effective training

communicates learning objectives clearly, presents information in distinctive and memorable ways, and helps learners link the subject matter to their jobs.

Employees are most likely to learn when training is linked to their current job experiences and tasks.[51] There are a number of ways to make this link. Training sessions should present material using familiar concepts, terms, and examples. As far as possible, the training context—such as the physical setting or the images presented on a computer—should mirror the work environment. Along with physical elements, the context should include emotional elements, for example, by providing interactions that require authenticity including emotional realism.

To fully understand and remember the content of the training, employees need a chance to demonstrate and practise what they have learned. Actively involving the learners, practising repeatedly, and completing tasks within a time that is appropriate in light of the learning objectives is critical. Practice requires physically carrying out the desired behaviours, not just describing them. People tend to benefit most from practice that occurs over several sessions, rather than one long practice session.[52] Sessions should offer feedback so that learners understand whether or not they are succeeding. Effective feedback focuses on specific behaviours and is delivered as soon as possible after the learners practise or demonstrate what they have learned.[53]

Well-designed training helps people remember the content. Training programs need to break information into chunks that people can remember. Research suggests that people can attend to no more than four to five items at a time. If a concept or procedure involves more than five items, the training program should deliver information in shorter sessions or chunks.[54] Other ways to make information more memorable include presenting it with visual images and practising some tasks enough that they become automatic. Use of **microlearning**, "small chunks of learning, less than 15 minutes in duration," is expected to increase significantly in the effort to keep employees' attention in the context of competing distractions by providing only the most critical information.[55]

> **microlearning**
> Small chunks of learning, less than 15 minutes in duration.

Written materials should have an appropriate reading level. A simple way to assess readability—the difficulty level of written materials—is to look at the words being used and at the length of sentences. If training materials are too difficult to understand, several adjustments can help. The basic approach is to revise the material looking for ways to simplify it:

- Substitute simple, concrete words for unfamiliar or abstract words.
- Divide long sentences into two or more short sentences.

TABLE 6.3

Ways That Training Helps Employees Learn

Training Activity	Ways to Provide Training Activity
Communicate the learning objective(s)	Demonstrate the performance to be expected. Give examples of questions to be answered.
Use distinctive, attention-getting messages	Emphasize key points. Use pictures, not just words.
Limit the content of training	Group lengthy material into chunks. Provide a visual image of the course material. Provide opportunities to repeat and practise material.
Guide trainees as they learn	Use words as reminders about sequence of activities. Use words and pictures to relate concepts to one another and to their context. Prompt trainees to evaluate whether they understand and are using effective tactics to learn the material.
Elaborate on the subject	Present the material in different contexts and settings. Relate new ideas to previously learned concepts. Practise in a variety of contexts and settings.
Provide memory cues	Suggest memory aids. Use familiar sounds or rhymes as memory cues.
Transfer course content to the workplace	Design the learning environment so that it has elements in common with the workplace. Require learners to develop action plans that apply training content to their jobs. Use words that link the course to the workplace.
Provide feedback about performance	Tell trainees how accurately and quickly they are performing their new skill. Show how trainees have met the objectives of the training.

Sources: Adapted from R. M. Gagne, "Learning Processes and Instruction," *Training Research Journal 1* (1995/96), pp. 17–28; and Traci Sitzmann, "Self-Regulating Online Course Engagement," *T&D,* March 2010, Business & Company Resource Center, http://galenet.galegroup.com.

- Divide long paragraphs into two or more short paragraphs.
- Add lists (like this one) and illustrations to clarify the text.

Another approach is to substitute video, hands-on learning, or other nonwritten methods for some of the written material. A longer-term solution is to use assessments to identify employees to improve their reading levels and to provide that training first.

Choosing the Training Method

Given the large number of available training methods, the task of choosing may seem difficult. One way to choose a training method is to compare methods. The first step in choosing a method is to identify the type of learning outcome the training is to influence. These outcomes include verbal information, intellectual skills, cognitive strategies, attitudes, motor skills, or some combination. Training methods may influence one or several learning outcomes.

There is considerable overlap between learning outcomes across the training methods. Group team-building methods are unique because they focus on individual as well as team learning (e.g., improving group processes). Some of the group team-building methods (e.g., experiential learning, team training, action learning) would be appropriate if the goal is to improve the effectiveness of groups or teams. Second, comparing the presentation methods to the hands-on methods illustrates that most hands-on methods provide a better learning environment and transfer of training than do the presentation methods.

Online learning or blended learning can be an effective training method for geographically dispersed trainees. Online learning and other technology-driven training methods have higher development costs, but travel and housing cost savings will likely offset development costs over time. A blended learning approach can take advantage of the positive features of both face-to-face and technology-based instruction.

A final but important consideration is the training budget. If the budget for developing new training methods

is limited, then structured on-the-job training is a good choice. It is a relatively inexpensive yet effective hands-on method. Hands-on methods that facilitate transfer of training, such as simulations, are feasible with a larger budget.

Transfer of Learning

Ultimately, the goal of implementation is **transfer of learning**, or on-the-job use of knowledge, skills, and behaviours learned in training. Transfer of learning requires that employees actually learn the content of the program. For employees to apply what they learned, certain conditions are important: social support, technical support, and self-management. According to a recent survey of Canadian organizations, employees are viewed to have primary accountability to apply learning to the job, followed by supervisor/manager accountability, and then instructor accountability.[56]

> **transfer of learning** On-the-job use of knowledge, skills, and behaviours learned in training.

Social support, as we saw in the discussion of readiness for training, includes support from the organization and from learners' colleagues. The organization can formally provide peer support by establishing **communities of practice**—groups of employees who work together, learn from each other, and develop a common understanding of how to get work accomplished. For example, group members can share how they coped with challenges related to what they learned. Schlumberger, which provides oil field services, sets up online communities of practice, where geologists, physicists, managers, engineers, and other employees around the world can trade knowledge to solve problems.[57] Organizations can also assign experienced employees as mentors to learners, providing advice and support.

> **communities of practice** Groups of employees who work together, learn from each other, and develop a common understanding of how to get work accomplished.

Transfer of learning is greater when organizations also provide technical resources that help people acquire and share information. Technical support may come from the electronic performance support system (EPSS) or learning management system (LMS) described earlier. Knowledge management systems including online and database tools also make it easy for employees to look up information they want to review or consult later.

Organizations are beginning to provide a strong combination of social and technical support for transfer of learning by setting up social media applications. When participants use social media to share with other employees what they are learning or discuss questions posted by instructors, it can reinforce lessons and build the whole group's motivation to learn.

As applications of artificial intelligence (AI) continue to evolve, **chatbots** (also referred to as *AI bots*), "automated, personalized conversations between software and human users" are transforming from personal productivity tools to workplace implementation including leveraging employee learning.[58] Chatbots that tap into organizational sources of information can be used to "provide conversational answers and serve as a quick reference guide."[59]

> **chatbot** Automated, personalized conversation between software and human users.

For example, a chatbot can be designed to send engaging and friendly messages through preferred channels similar to those that friends or colleagues would use. In the orientation and onboarding discussion that follows in the next section, an illustration of a sample chatbot conversation with a new employee is provided as an illustrative example. When a learning program concludes with the participant creating a meaningful goal to apply the content to to the job, a chatbot can even become the learner's "accountability partner" by asking about progress and providing additional resources.[60]

Measuring Results of Training

After a training program ends, or at intervals during an ongoing training program, organizations should ensure that the training is meeting objectives. The stage to prepare for evaluating a training program is when the program is being developed. Along with designing course objectives and content, the planner should identify how to measure achievement of objectives. Depending on the objectives, the evaluation can use one or more of Kirkpatrick's evaluation levels:[61]

- Level 1: Learner reactions
- Level 2: Demonstration of learning
- Level 3: Behaviour change
- Level 4: Business results
- Level 5: Cost–benefit analysis

There has been a significant decline in conducting training evaluation. Although 89 percent of organizations conducted evaluations in 2002, in 2016/2017 only 45 percent of organizations reported that they conducted evaluations. However, organizations with strong learning cultures are more likely to conduction evaluations—60 percent conducting Level 1 evaluations; 46 percent conducting Level 2 evaluations; 37 percent conducting Level 3 evaluations; 16 percent conducting Level 4 evaluations; and 9 percent conducting Level 5 evaluations.[62]

The usual way to measure whether participants have acquired information is to administer tests on paper or electronically. Instructors or supervisors can observe

HR Oops!

Measurement of Training Effectiveness Earns a Bad Grade

In a recent survey of more than 200 chief learning officers, roughly three-quarters reported a need to improve their company's measurement of training effectiveness. Worse, the numbers have been heading in the wrong direction. In four years of asking this question, the researchers have seen the share of executives who are satisfied with measurement decline, while the dissatisfied share has been rising.

One source of dissatisfaction may be that the most common measurements used at respondents' companies are not directly tied to business success. Most companies measure the amount of training they do: number of courses, number of students, hours of training. A majority of companies also ask participants if they are satisfied with training they participated in. Less than half ask about employee performance or impact of the training on the company's business results.

In this context, training professionals can give their company an edge by linking training programs to business strategy. Ideally, whenever considering a training program, they would start by determining how the company's performance should change as a result of the employees learning new information or skills. They would establish training content to make that performance improvement possible, and they would measure whether the desired results indeed have followed the training program.

Questions

1. Suppose you are a training leader at a manufacturing company, and you have been asked to deliver a report about the value of your department's work. You report the number of training hours provided by your staff and the number of employees trained. How do you think the company's business managers would react to this report?

2. Give examples of a few measures that might be more relevant to these managers.

Sources: Cushing Anderson, "Bad Measurement Affects Training Impact," *Chief Learning Officer,* May 2014, pp. 44–46; James D. Kirkpatrick and Wendy K. Kirkpatrick, "Creating a Post-Training Evaluation Plan," *T+D,* June 2013, pp. 26–28; David Zahn, "No Excuse for Not Measuring Training's Impact," *Connecticut News,* June 10, 2013, http://blog.ctnews.com.

whether participants demonstrate the desired skills and behaviours. Changes in company performance have a variety of measures, many of which organizations keep track of for preparing performance appraisals, annual reports, and other routine documents, in order to demonstrate the highest measure of success: business results and cost–benefit analysis.

Evaluation of training should evaluate *effectiveness,* that is, *outcomes*—what (if anything) has changed as a result of the training. The relevant training outcomes are those related to the organization's goals for the training and its overall performance. Possible outcomes include the following:

- learner satisfaction with the training program (reaction);
- information such as facts, techniques, and procedures that learners can recall after the training (learning);
- changes in behaviour related to the content of the training; for example, concern for safety or support of diversity (behaviour change);

- improvements in individual, group, or company performance; for example, higher customer satisfaction, more sales, fewer defects (business results); and
- calculation to determine if the monetary benefits of the training program outweigh the costs (cost–benefit analysis). Note: *Return on investment (ROI)* refers to the monetary benefits of the investment compared to the amount invested, expressed as a percentage.

For any of these methods to measure effectiveness, the most accurate but most costly way to evaluate the training program is to assess performance, knowledge, or behaviours among all employees before the training, then to train only some of the employees. After the training is complete, the performance, knowledge, or behaviour are again assessed, and the trained group is compared to the untrained group. A simpler but less accurate way to assess the training is to conduct a *pre-test* and *post-test* on all trainees, comparing their performance, knowledge, or behaviours before and after the training. This form of

measurement does not rule out the possibility that change resulted from something other than training (e.g., a change in the rewards system). The simplest approach is to use only a post-test. Of course, this type of measurement does not enable accurate comparisons, but it may be sufficient, depending on the cost and purpose of the training.

Training is a significant part of many organizations' budgets and many organizations are also concerned about measuring efficiency in addition to effectiveness. Examples of efficiency measures include:[63]

- number of employees trained by each training, learning, and development staff member;
- total number of employees trained annually; and
- time to implement a new learning initiative.

The purpose of evaluating training is to help with future decisions about the organization's training programs. Using the evaluation, the organization may identify a need to modify the training and gain information about the kinds of changes needed. The organization may decide to expand on successful areas of training and cut back on training that has not delivered significant benefits.

Unfortunately—as described in the HR Oops!—organizations sometimes fail to gain the insights that come from careful evaluation.

LO5 Applications of Training

Two categories of training that have become widespread are orientation and onboarding of new employees and training in how to effectively support workforce diversity and inclusion.

Orientation and Onboarding of New Employees

Many employees receive their first training during their first days on the job. This training is the organization's orientation program—its training designed to prepare employees to perform their jobs effectively, learn about the organization, and establish work relationships. Organizations provide orientation because employees need to become familiar with job tasks and learn the details of the organization's practices, policies, and procedures.

orientation Training designed to prepare employees to perform their jobs effectively, learn about their organization, and establish work relationships.

Increasingly, employers understand that success in today's work environment requires more than employees being able to complete an orientation program, follow rules, and 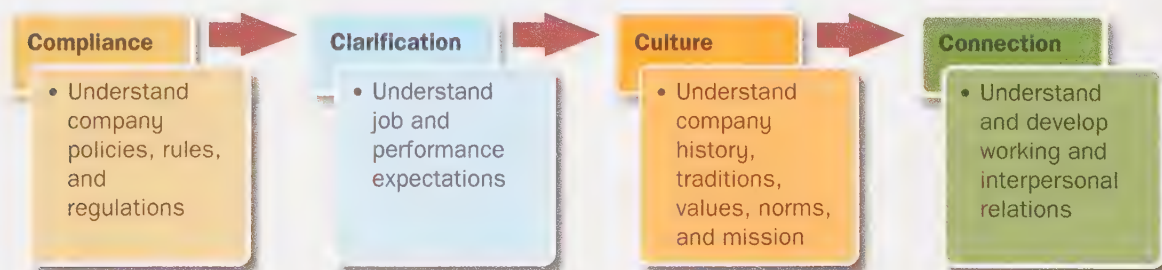navigate around the workplace. These employers have taken orientation to the next level with the process of **onboarding**, which aims to prepare and socialize new employees for full participation in the organization. Onboarding is a "process that focuses on transferring organizational, team, and role-specific knowledge" to new employees.[64]

onboarding Process that focuses on transferring organizational, team, and role-specific knowledge to new employees.

In so doing, onboarding also helps new employees adjust to both the social and the performance aspects of their jobs so they can quickly become productive contributors to the organization.[65] As Figure 6.4 shows, a comprehensive onboarding process prepares employees in four areas: complying with policies and rules, clarifying job requirements, understanding the organization's culture, and connecting with co-workers. To achieve these objectives, onboarding activities address social as well as task-related aspects of work. Onboarding is an ongoing process with follow-up to ensure the new employees are making a successful transition. Onboarding processes may combine various training methods such as printed and audiovisual materials, classroom instruction, on-the-job training, e-learning, and even chatbots as discussed earlier in the chapter. The following dialogue is a sample of a

FIGURE 6.4

Goals for a Four-Stage Onboarding Process

Compliance	Clarification	Culture	Connection
• Understand company policies, rules, and regulations	• Understand job and performance expectations	• Understand company history, traditions, values, norms, and mission	• Understand and develop working and interpersonal relations

Sources: Based on Tayla N. Bauer, *Onboarding New Employees: Maximizing Success, Effective Practice Guidelines* (Alexandria, VA: SHRM Foundation, 2010); G. Chao, A. O'Leary-Kelly, S. Wolf, H. Klein, and P. Gardner, "Organizational Socialization: Its Content and Consequences," *Journal of Applied Psychology* 79 (1994): 730–743.

chatbot-initiated conversation with a new employee near the conclusion of their first week on the job:[66]

> **Chatbot:** *"Hi Ragbavi, I just wanted to check in on your first week! Were you able to complete your onboarding paperwork?"*
>
> **Raghavi:** *"I did. What else do I need to get done before my first month is up?"*
>
> **Chatbot:** *"Nice! Way to take the initiative. Before your first month is over, you also need to finish your first two workplace safety training modules."*

Everyone is likely to vividly readily recall their onboarding experiences and John Deere strives to create highly positive and memorable moments for new employees:

- As soon as the job offer is accepted, the new hire immediately receives an email from a colleague at John Deere, who provides a personal welcome and a personal photo to be easily recognized when they meet at the entrance on the new hire's first day.

- Fast forward to Day 1—the new employee is greeted by the colleague and enters the building—observing a large greeting and welcome sign. The colleague takes the new hire to their office, making introductions along the way.

- The new employees logs into their computer and a message from the CEO is waiting, describing John Deere's vision and strategic goals.

- People drop by throughout the day to provide introductions and a warm welcome.

- The new employee's peers join them for lunch to create additional connections and a sense of belonging and welcome.[67]

Supporting Diversity and Inclusion

Diversity can be considered to be any dimension that differentiates one person from another.[68] Diversity is a reality in labour and customer markets and is a social expectation and value. **Inclusion** refers to creating an environment in which employees share a sense of belonging, mutual respect, and commitment from others so that they can perform their best work. Inclusion allows organizations to capitalize not only on the diversity of their employees but also with their customers, suppliers, and community partners.

Diversity training refers to learning efforts designed to change employee attitudes about diversity

inclusion An environment in which employees share a sense of belonging, mutual respect, and commitment from others so that they can perform their best work.

diversity training Learning efforts designed to change employee attitudes about diversity or to develop skills needed to work with a diverse workforce.

or to develop skills needed to work with a diverse workforce. However, training alone is insufficient to capitalize on the strengths of a diverse workforce.[69] **Managing diversity and inclusion** involves creating an environment that enables all employees to contribute to organizational goals and experience personal growth. The company must develop employees who are comfortable embracing differences such as age, ethnicity, education, sexual orientation, religion, work style, race, and gender. However, it is increasingly recognized that these factors are only some of the most apparent differences between people. The next frontier of diversity relates to applying understanding of differences resulting from lived experiences and our neural makeup. For example, considering generational diversity and thought diversity in an organization's inclusivity efforts are likely to create conditions where innovation and creativity thrive.[70]

managing diversity and inclusion Creating an environment that allows all employees to contribute to organizational goals and experience personal growth.

Research shows that diversity training can impact cognitive (acquiring knowledge), affective (attitudes), and behavioural outcomes.[71] For example, the Blanket Exercise discussed in the chapter opening is a learning experience that provides RCMP cadets with historical knowledge while building empathy and understanding to strengthen relationships with Indigenous peoples. Diversity training is most effective when it is part of a larger effort to manage diversity and inclusion rather than a standalone program. This means that a company will see the success of its diversity efforts only if it makes a long-term commitment to an inclusive workplace culture.

Approaches to Employee Development

The definition of employee development provided near the beginning of this chapter indicates that it is future oriented. Development implies learning that is not necessarily related to the employee's current job.[72] Instead, it prepares employees for other positions in the organization and increases their ability to move into jobs that may not yet exist.[73] Development also may help employees prepare for changes in responsibilities and requirements in their current jobs, such as changes resulting from new technology, work designs, or customers.

Development for Careers

The concept of a career has changed in recent years. In the traditional view, a career consists of a sequence of positions within an occupation or organization.[74] For example, an engineer might start as a staff engineer, then with greater experience earn promotions to the positions of advisory

engineer, senior engineer, and vice-president of engineering. In these examples, the career resembles a set of stairs from the entry to a profession or organization to the senior levels.

Recently, however, changes such as downsizing and restructuring have become the norm, so the concept of a career has become more fluid. Today's employees are more likely to have a **protean career**, one that frequently changes based on changes in the person's interests, abilities, and values and in the work environment. For example, an engineer might decide to take a sabbatical from her position to become a manager with Engineers without Borders, so she can develop managerial skills and decide whether she likes being a manager. As in this example, employees in protean careers take responsibility for managing their careers. This concept is consistent with the current *psychological contract* described in Chapter 1. Employees look for organizations to provide not job security and a career ladder to climb but, instead, development opportunities and flexible work arrangements.

protean career
A career that frequently changes based on changes in the person's interests, abilities, and values and in the work environment.

To remain marketable, employees must continually develop new skills. Beyond knowing job requirements, employees need to understand the business in which they are working and be able to cultivate valuable relationships with co-workers, managers, suppliers, and customers. They also need to follow trends in their field and industry, so they can apply technology and knowledge that will match emerging priorities and needs. Learning such skills requires useful job experiences as well as effective training programs. More employees will follow a spiral career path in which they cross the boundaries between specialties and organizations. As organizations provide for employee development (and as employees take control of their own careers), they will need to (1) determine their interests, skills, and areas of needed development, and (2) seek development experiences involving jobs, relationships, and formal courses. As discussed later in the chapter, organizations can meet these needs through a system for *career management* or *development planning*. Career management helps employees select development activities that prepare them to meet their career goals. It helps employers select development activities in line with their human resource needs.

The many approaches to employee development fall into four broad categories: formal education, assessment, job experiences, and interpersonal relationships.[75]

Figure 6.5 summarizes these four methods. Many organizations combine these approaches.

Formal Education

Organizations may support employee development through a variety of formal educational programs, either at the workplace or off-site. These may include workshops designed

FIGURE 6.5

Four Approaches to Employee Development

specifically for the organization's employees, short courses offered by consultants, colleges, or universities, and MBA and Executive MBA programs. These programs may involve methods including lectures by business experts, business games and simulations, and experiential programs.

Many companies have centralized talent development facilities that offer in-house training. Universities including Queen's University, the University of Western Ontario, the University of Alberta, and UBC as well as colleges such as George Brown College, Humber College, Conestoga College, Durham College, and Seneca College, offer leadership and professional development programs to organizations. A growing number of companies and educational institutions are also using distance learning and other e-learning options to reach their audiences. Another trend in executive education is for employers and the education provider to create offerings with content designed specifically for the organization.

Assessment

Another way to provide for employee development is **assessment**—collecting information and providing feedback to employees about their behaviour, communication style, or skills.[76] Information for assessment may come from the employees, their peers, managers, and customers. The most frequent uses of assessment are to identify employees with leadership potential to measure current

assessment
Collecting information and providing feedback to employees about their behaviour, communication style, or skills.

employees' strengths and areas for development. Organizations also use assessment to identify leaders with potential to move into higher-level executive positions. Organizations that assign work to teams may use assessment to identify the strengths and weaknesses of individual team members and the effects of the team members' decision-making and communication styles on the team's performance.

For assessment to support development, the information must be shared with the employee being assessed. Along with that assessment information, the employee needs suggestions for enhancing current skills and addressing any skill or behavioural gaps. The suggestions might be to participate in training courses or develop skills through new job experiences. Based on the assessment information and available opportunities, employees should develop action plans to guide their development efforts.

It is increasingly recognized that excellent technical skills are not enough for individuals or organizations to be successful. "Strong people skills are equally important to attracting clients, building lasting relationships with both clients and colleagues, and expanding business."[77] As a result, organizations vary in the methods and sources of information they use in developmental assessment. Organizations with sophisticated development systems may use psychological tests to measure employees' skills, personality types, and communication styles. They may collect self, peer, and manager ratings of employees' behaviour and style of working with others. The tools used for these assessment methods may include the *Myers-Briggs Type Indicator (MBTI)*, a popular psychological inventory, assessment centres, and 360-degree feedback. In addition, assessment of emotional intelligence (EQ) increases employees' self-awareness and facilitates their development with respect to interpersonal skills, adaptability, and handling of stress.[78] Applying this kind of information about employees' preferences or tendencies helps organizations understand the communication, motivation, teamwork, work styles, and leadership of the people in their groups.

Myers-Briggs Type Indicator

The most popular psychological inventory for employee development is the **Myers-Briggs Type Indicator (MBTI)**. This assessment identifies individuals' preferences for source of energy, means of information gathering, way of decision making, and lifestyle. The assessment consists of more than 100 questions about how the person feels or prefers to behave in different

situations (such as "Are you usually a good 'mixer' or rather quiet and reserved?"). The assessment describes these individuals' preferences in the four areas:

1. The *energy* dimension indicates where individuals gain interpersonal strength and vitality, measured as their degree of introversion or extroversion. Extroverted types (E) gain energy through interpersonal relationships. Introverted types (I) gain energy by focusing on inner thoughts and feelings.

2. The *information-gathering* dimension relates to the preparations individuals make before making decisions. Individuals with a Sensing (S) preference tend to gather the facts and details to prepare for a decision. Intuitive types (N) tend to focus less on the facts and more on possibilities and relationships among them.

3. In *decision making,* individuals differ in the amount of consideration they give to their own and others' values and feelings, as opposed to the hard facts of a situation. Individuals with a Thinking (T) preference try always to be objective in making decisions. Individuals with a Feeling (F) preference tend to evaluate the impact of the alternatives on others, as well as their own feelings; they are more subjective.

4. The *lifestyle* dimension describes an individual's tendency to be either flexible or structured. Individuals with a Judging (J) preference focus on goals, establish deadlines, and prefer to be conclusive. Individuals with a Perceiving (P) preference enjoy surprises, are comfortable with changing a decision, and dislike deadlines.

The alternatives for each of the four dichotomies result in 16 possible combinations. Applying this kind of information about employees' preferences or tendencies helps organizations understand the communication, motivation, teamwork, work styles, and leadership of the people in their groups. For example, salespeople or executives who want to communicate better can apply what they learn about their own personality styles and the way other people perceive them. For team development, the MBTI can help teams match team members with assignments based on their preferences and thus improve problem solving.[79]

Research on the validity, reliability, and effectiveness of the MBTI is inconclusive.[80] People who take the MBTI find it a positive experience and say it helps them change their behaviour. However, MBTI scores are not necessarily stable over time. Studies in which the MBTI was administered at two different times found that as few as one-quarter of those who took the assessment were classified as exactly the same type the second time. Still, the MBTI is a valuable tool for understanding communication styles and the ways people prefer to interact

Myers-Briggs Type Indicator (MBTI) Psychological test that identifies individuals' preferences for source of energy, means of information gathering, way of decision making, and lifestyle, providing information for team building and leadership development.

with others. It is not appropriate for measuring job performance or as the only means of evaluating promotion potential.

Assessment Centres

In addition to their use as a type of employment test to screen candidates, as discussed in Chapter 5, assessment centres may engage multiple evaluators (assessors) to evaluate current employees' performance on a number of exercises.[81] Usually an off-site location such as a conference centre is used, and 6 to 12 employees participate at one time. The primary use of assessment centres for development is to identify whether employees have the personality characteristics, administrative skills, and interpersonal skills needed for managerial jobs. Organizations also use assessment centres to determine whether employees have the skills needed for working in teams.

The types of exercises used in assessment centres include leaderless group discussions, interviews, in-baskets, and role-plays.[82] In a **leaderless group discussion**, a team of five to seven employees is assigned a problem and must work together to solve it within a certain time period. The problem may involve buying and selling supplies, nominating an employee for an award, or assembling a product. Interview questions typically cover each employee's work and personal experiences, skill strengths and weaknesses, and career plans. In-basket exercises, discussed as a selection method in Chapter 5, simulate the requirements of a manager's job, and interest and aptitude tests may be used to evaluate an employee's vocabulary, general mental ability, and reasoning skills. Personality tests may be used to assess employees' tolerance for uncertainty, and other traits related to success as a manager or team member.

> **leaderless group discussion** An assessment centre exercise in which a team of five to seven employees is assigned a problem and must work together to solve it within a certain time period.

As we mentioned in Chapter 5, research suggests that assessment centre ratings are valid for predicting performance, salary level, and career advancement.[83] Assessment centres may also be useful for development because of the feedback that participants receive about their attitudes and skill strengths.[84]

360-Degree Feedback

As we will discuss in more detail in Chapter 7, a recent trend in performance appraisals is *360-degree feedback*—performance measurement by the employee's supervisor, peers, direct reports, and customers. Often the feedback involves rating the individual in terms of skills, competencies, and work-related behaviours. For development purposes, the rater identifies an area of behaviour as a strength of that employee or an area requiring further development.

The results presented to the employee show how they were rated on each item and how self-evaluations differ from other raters' evaluations. The individual reviews the results, seeks clarification from the raters, and sets specific development goals based on the strengths and areas of development identified.[85]

There are several benefits of 360-degree feedback. Organizations collect multiple perspectives of performance, allowing employees to compare their own personal evaluations with the views of others. This method also establishes formal communications about behaviours and skill ratings between employees and their internal and external customers. Several studies have shown that performance improves and behaviour changes as a result of participating in upward feedback and 360-degree feedback systems.[86] The organization can make it more likely that 360-degree feedback will yield benefits by having the results delivered by a trained person and to hold the employees accountable in follow-up meetings with their manager or coach.[87]

Potential limitations of 360-degree feedback include the significant amount of time for raters to complete the evaluations. If raters, especially peers or direct reports, provide negative feedback, some managers might try to identify and punish them. A facilitator is needed to help interpret results. Finally, simply delivering ratings to a manager does not provide ways to act on the feedback (for example, development planning, meeting with raters, or taking courses). As noted earlier, any form of assessment should be accompanied by suggestions for improvement and development of an action plan.

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One way to develop employees is to begin with an assessment, which may consist of assigning an activity to a team and seeing who brings what skills and strengths to the team. How can this assessment help employees?

Job Experiences

job experiences
The combination of relationships, problems, demands, tasks, and other features of an employee's job.

Most employee development occurs through **job experiences**[88] the combination of relationships, problems, demands, tasks, and other features of an employee's job. Using job experiences for employee development assumes that development is most likely to occur when the employee's skills and experiences do not entirely match the skills required for the employee's current job. To succeed, employees must stretch their skills. In other words, they must learn new skills, apply their skills and knowledge in new ways, and master new experiences.[89]

The usefulness of job experiences for employee development varies depending on whether the employee views the experiences as positive or negative sources of stress. When employees view job experiences as positive stressors, the experiences challenge them and stimulate learning. When they view job experiences as negative stressors, employees may suffer from high levels of harmful stress. Of the job demands studied, managers were most likely to experience negative stress from creating change and overcoming obstacles (adverse business conditions, lack of management support, lack of personal support, or a difficult boss). Research suggests that all job demands except obstacles are related to learning.[90] Organizations should offer job experiences that are most likely to increase learning, and they should consider the consequences of situations that involve negative stress.

Various job assignments can provide for employee development. The organization may enlarge the employee's current job or move the employee to different jobs. Lateral moves include job rotation, transfer, or temporary assignment to another organization. The organization may also use downward moves or promotions as a source of job experience. Figure 6.6 summarizes these alternatives.

Job Enlargement

As Chapter 3 discussed in the context of job design, *job enlargement* involves adding challenges or new responsibilities to employees' current jobs. Examples include completing a special project, switching roles within a work team, or researching new ways to serve customers. An accountant might join a task force developing new career paths for professional employees. The work on the project could give the accountant a leadership role through which he or she learns about the company's career development system while also practising leadership skills to help the

FIGURE 6.6

How Job Experiences Are Used for Employee Development
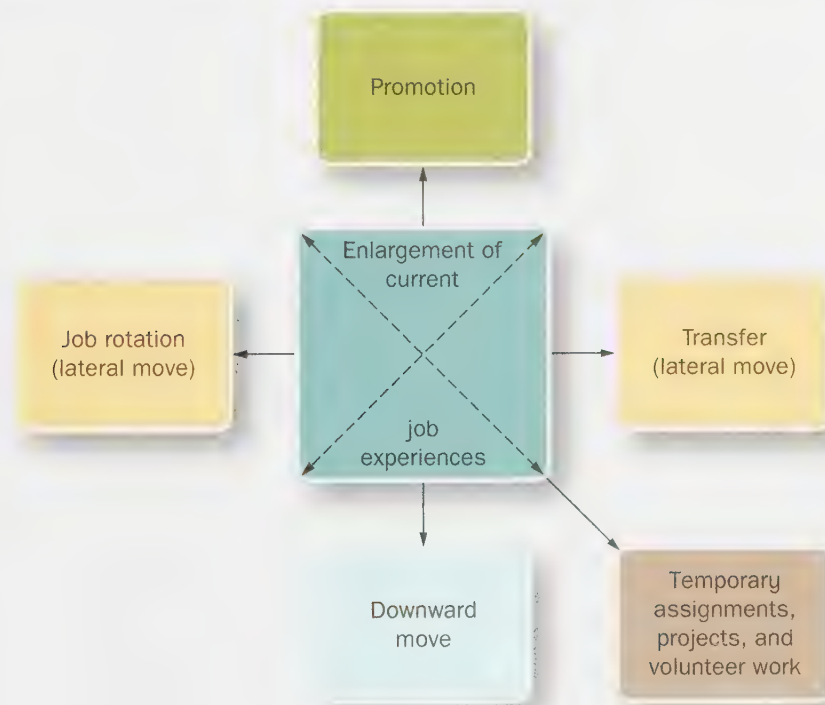
task force reach its goals. In this way, job enlargement not only makes a job more interesting but also creates an opportunity for employees to develop new skills.

Job Rotation

Another job design technique that can be applied to employee development is *job rotation,* moving employees through a series of job assignments in one or more functional areas. At Purdy's Chocolates in British Columbia, employees are provided development opportunities. Plant workers are given the chance to run a shift to see if they have the potential to replace a lead hand or become a warehouse manager in the future.[91]

Job rotation helps employees gain an appreciation for the company's goals, increases their understanding of different company functions, develops a network of contacts, and improves problem-solving and decision-making skills.[92] However, the rotation of employees through a department may hurt productivity and increase the workload of those who remain after employees are rotated out.

© Radius Images/Alamy RF

Working outside one's home country is the most important job experience that can develop an employee for a career in the global economy.

Transfers, Promotions, and Downward Moves

transfer
Assignment of an employee to a position in a different area of the company, usually in a lateral move.

Most companies use upward, downward, and lateral moves as an option for employee development. In a **transfer**, the organization assigns an employee to a position in a different area of the company. Transfers do not necessarily increase job responsibilities or compensation. They are usually lateral moves; that is, moves to a job with a similar level of responsibility. They may involve relocation to another department, location, or even to another country.

A **downward move** occurs when an employee is given less responsibility and authority. The organization may demote an employee because of poor performance or move the employee to a lower-level position in another function so that the employee

downward move
Assignment of an employee to a position with less responsibility and authority.

can develop different skills. The temporary cross-functional move is the most common way to use downward moves for employee development. For example, engineers who want to move into management may take a role such as shift supervisor to develop their leadership skills.

Many employees have difficulty associating transfers and downward moves with development; these changes may feel more like forms of punishment. Employees will be more likely to accept transfers and downward moves as development opportunities if the organization provides information about the change and its possible benefits and involves the employee in planning the change. Employees are also more likely to be positive about such a recommendation if the organization provides clear performance objectives and frequent feedback.

A **promotion** involves moving an employee into a position with greater challenges, more responsibility, and more authority than in the previous job. Usually promotions include pay increases. Because promotions improve the person's pay, status, and feelings of accomplishment, employees are more willing to accept promotions than lateral or downward moves.

promotion
Assignment of an employee to a position with greater challenges, more responsibility, and more authority than in the previous job, usually accompanied by a pay increase.

Temporary Assignments with Other Organizations

In some cases, an employer may benefit from the skills an employee can learn at another organization. The employer may encourage the employee to participate in an **externship**—a full-time temporary position at another organization.

Temporary assignments can include a **sabbatical**—a leave of absence from an organization to renew or develop skills. Employees on sabbatical often receive full pay and benefits. Sabbaticals let employees get away from the day-to-day stresses of their jobs and acquire new skills and perspectives. How employees spend their sabbaticals varies from company to company. Some employees may work for a non-profit agency, others may study at a college or university, or travel to a developing economy and provide their skills to an initiative or project.

externship
Employee development through a full-time temporary position at another organization.

sabbatical A leave of absence from an organization to renew or develop skills.

Interpersonal Relationships

Employees can also develop skills and increase their knowledge about the organization and its customers by interacting with a more experienced organization member. Increasingly, these interactions are also taking place online with social media tools (e.g., LinkedIn offers discussion groups as well as a multitude of groups to follow).

Two types of relationships used for employee development are *mentoring* and *coaching.*

Mentors

A **mentor** is an experienced, productive senior employee who helps develop a less experienced employee, called the *protégé* or *mentee.* Most mentoring relationships develop informally as a result of interests or values shared by the mentor and protégé. According to research, the employees most likely to seek and

> **mentor** An experienced, productive senior employee who helps develop a less experienced employee (a protégé or mentee).

attract a mentor have certain personality characteristics: emotional stability, ability to adapt their behaviour to the situation, and high needs for power and achievement.[93] Mentoring relationships also can develop as part of the organization's planned effort to bring together successful senior employees with less experienced employees.

One major advantage of formal mentoring programs is that they ensure access to mentors for all employees, regardless of gender or other background. A mentoring program also can ensure that high-potential employees are matched with experienced mentors in key areas—and that mentors are hearing the challenges facing employees who have less authority, work directly with customers, or hold positions in

other parts of the organization.[94] However, in an artificially created relationship, mentors may have difficulty providing counselling and coaching.[95] One practical way employees can address this shortcoming is to look for more than one mentor, including informal relationships with interested people outside the organization. Employees also should accept the limits of mentoring relationships. Mentoring is not, for example, a substitute for other necessary support: a mentor might offer tips for navigating a business presentation, whereas a counsellor is a better choice for someone who needs help with persistent anxiety.[96]

Mentoring programs tend to be most successful when they are voluntary and participants understand the details of the program. Rewarding managers for employee development is also important because it signals that mentoring and other development activities are worthwhile. In addition, the organization should carefully select mentors based on their interpersonal and technical skills, train them for the role, and evaluate whether the program has met its objectives.[97]

Mentors and protégés (mentees) can both benefit from a mentoring relationship. Table 6.4 summarizes the advantages of mentoring programs to both protégés (mentees) and mentors. Protégés (mentees) receive career support, including coaching, protection, sponsorship, challenging assignments, and visibility among the organization's managers. They also receive benefits of a positive relationship—a friend and role model who accepts them, has a positive opinion toward them, and gives them a chance to talk about their worries. Employees with mentors are also more likely to be promoted, earn higher salaries, and have more influence within their organization.[98] Acting as a mentor gives managers a chance to develop their interpersonal skills and increase their feelings that they are contributing something important to the organization. Working with a technically trained protégé on matters such as new research in the field

TABLE 6.4

Advantages of Mentoring Programs

For Protégés/Mentees	For Mentors
Breaks down "silos" throughout the organization	Maintains a pulse on the organization by keeping regular contact and communication with employees
Increases communication	Enhances interpersonal and leadership competencies
Supports continuous learning throughout all levels of the organization	
Enhances career development and growth	
Improves employee satisfaction and engagement	
Fosters a culture where employees support and help one another	

Source: Adapted from Conference Board of Canada, "Mentoring—Low Cost, Big Benefits," www.conferenceboard.ca/humanresource/mentoring-inside.htm, retrieved February 24, 2005.

may also increase the mentor's technical knowledge. Recent research sponsored by MentorcliQ, has found that providing training to mentors is associated with high effectiveness. "Organizations that train mentors before or during the mentoring program were significantly more likely than those that do not train mentors to report that they were highly effective at meeting learning goals."[99]

Coaching

A **coach** is a peer or manager who works with an employee to provide a source of motivation, help him or her develop skills, and provide reinforcement and feedback. Coaches may play one or more of three roles:[100]

> **coach** A peer or manager who works with an employee to provide a source of motivation, help him or her develop skills, and provide reinforcement and feedback.

1. Working one-on-one with an employee, as when giving feedback.

2. Helping employees learn for themselves—for example, helping them find experts and teaching them to obtain feedback from others.

3. Providing resources such as mentors, courses, or job experiences.

William Gray, president of Mentoring Solutions Inc. and former UBC professor, draws a distinction between mentoring and coaching. Gray describes mentoring as developing the "whole person" whereas coaching involves developing a specific skill set.[101] Coaching cultures can benefit the entire organization.[102]

Coaches may be internal to the organization, external resources, or a combination. Internal coaches allow the organization to "start small" and may allow more people to access coaching resources. Use of internal coaching resources may also enhance affordability and availability, and provide the context for the use of specific workplace examples. However, external coaches, because they are removed from the client's organization, may be less likely to hold any biases as they support their clients and may offer more experience and proficiency, as well as confidentiality, particularly if performance issues have prompted the coaching relationship.[103] Artificial intelligence-driven coaching apps developed by companies including Voice-Vibes, Butterfly.ai, and Orai, can be useful supplements to human coaches and may be particularly appealing to Millennials seeking frequent and targeted feedback feedback. For example, Orai has developed a public speaking app that not only listens and counts the speaker's pauses and use of filler words but also tracks tone, speed, and energy level. Then it provides a report with specific data on the various metrics along with focused development advice.[104]

Researchers from the Human Capital Institute define a *strong coaching culture* as meeting at least five of the following criteria:[105]

- employees value coaching;

- senior leaders value coaching;

- the organization has a dedicated budget for coaching;

- coaching is available to all employees;

- accredited coaching training is provided to managers, leaders, or internal coaches;

- internal coaches, external coaches, and leaders or managers using coaching skills are all present in the organization.

Often, managers are eager to coach their employees but don't really know how. Table 6.5 provides suggestions on how to coach employees to support development.

TABLE 6.5

Coaching Employees

- **Distinguish coaching from delivering performance feedback.** Coaching invites personal reflection; feedback provides information. Feedback often sounds like this: "Here's what went wrong and what you should do next time." A coach asks questions: "How do you think that went? What would you want to do differently? What resources do you need in order to make those changes?"

- **Ask questions with a purpose.** Plan a broad set of questions that support employee development, and tailor them to the person and situation. For example, cover four development-related topics:
  - *Employee's goal* (What is your next career goal?);
  - *Reality* (Where are you now, in terms of your strengths and areas needing improvement or change?);
  - *Options* (What changes would enable you to take the next step?)
  - *Way forward* (What step will you take to start making the needed changes?)

- **Ensure that employees understand that receiving coaching entails responsibilities.** Employees receiving coaching need to reflect on questions, come up with ideas, and try the ideas. The coach's role is not to solve problems for the employee, but the coach can help the employee develop better problem-solving skills.

Sources: Monique Valcour, "People Won't Grow If You Think They Can't Change," *Harvard Business Review,* April 21, 2016, https://hbr.org; Rosanna Nadeau, "Managers Need to Coach," *New Hampshire Business Review,* December 25, 2015, http://www.nhbr.com; Renée Robertson, "Five Ways to Develop a Culture of Coaching," *Fast Company,* June 30, 2015, http://www.fastcompany.com.

Career Management Systems

Employee development is most likely to meet the organization's needs if it is part of a human resource system of career management. In practice, organizations' career management systems vary. Some rely heavily on informal relationships, while others are sophisticated programs. As shown in Figure 6.7, a basic career management system involves four steps: data gathering, feedback, goal setting, and action planning and follow-up. Ways to make this system more effective include gathering data in areas associated with success, keeping feedback confidential and specific, involving higher-level management in planning and follow-up, and crafting action plans that are realistic and targeted to building expertise needed for the person's career path.[106] Human resources professionals can also contribute to the system's success by ensuring it is linked to other HR practices such as performance management, training, and recruiting.

Data Gathering

In discussing the methods of employee development, we highlighted several assessment tools. Such tools may be applied to the first stage of career development. **Self-assessment** refers to the use of information by employees to determine their career interests, values, aptitudes, and behavioural tendencies.

Self-assessment tools often include psychological tests such as the Myers-Briggs Type Inventory (described earlier in the chapter), the Strong-Campbell Interest Inventory, and the Self-Directed Search. The Strong-Campbell Inventory helps employees identify their occupational and job interests. The Self-Directed Search identifies employees' preferences for working in different kinds of environments—sales, counselling, and so on. Tests may help employees identify the relative value they place on work and leisure activities. Additional data may be collected by keeping a daily journal of work experience and reflecting on emerging themes and observations.[107]

Self-assessment can help an employee consider their current career status, future plans, and the fit between the career and current situation and resources. Some organizations provide counsellors to help employees in the self-assessment process and to interpret the results of psychological tests.

Feedback

In the next step of career management, **feedback**, employees receive information about their competencies and where these assets fit into the organization's plans. The employee's responsibility is to identify what skills they could realistically develop in light of the opportunities available. Opportunities might include promotions and transfers. Some organizations develop and communicate **career paths**—the identified

> **self-assessment** The use of information by employees to determine their career interests, values, aptitudes, behavioural tendencies, and development needs.

> **feedback** Information employers give employees about their skills and knowledge and where these assets fit into the organization's plans.

> **career paths** The identified pattern or progression of jobs or roles within an organization.

FIGURE 6.7

Steps in the Career Management Process

	Data gathering	Feedback	Goal setting	Action planning & Follow-up
Criteria for success	Focus on competencies needed for career success.	Maintain confidentiality.	Involve management and coaches/mentors.	Involve management and coaches/mentors.
	Include a variety of measures.	Focus on specific success factors, strengths, and improvement areas.	Specify competencies and knowledge to be developed.	Measure success and adjust plans as needed.
			Specify developmental methods.	Verify that pace of development is realistic.

pattern or progression of jobs or roles within an organization to provide clarity about how an employee may progress into more senior positions. Career paths may include a wide variety of jobs or may provide specific information related to cumulative responsibilities for a managerial, technical, or professional career. Career-path information can also enhance the discussion of opportunities between employees and their managers by providing consistent language related to how jobs and roles are defined in the organization.[108]

Goal Setting

On the basis of the information from the self-assessment and feedback, the employee sets short- and long-term career objectives. These goals usually involve one or more of the following categories:

- Desired roles, such as becoming a team leader within three years.
- Level of competency to apply; for example, to apply one's budgeting skills to improve the unit's cash flow.
- Work setting; for example, to move to corporate marketing within two years.
- Skill acquisition, such as learning how to use data and other evidence-based approaches to enhance client experience.

As in these examples, the goals should be specific, and they should include a date by which the goal is to be achieved. It is the employee's responsibility to identify the goal and the method of determining their progress toward each goal. Usually the employee discusses the goals with their manager. The organization's responsibilities are to ensure that the goal is specific, challenging, and achievable, and to help the employee reach the goal.

Action Planning and Follow-Up

In the final step, employees prepare an action plan for *how* they will achieve their short- and long-term career goals. The employee is responsible for identifying the steps and timetable to reach the goals. The employer should identify resources required, including learning needs, work experiences, and relationships. The employee and the manager should meet in the future to discuss progress toward career goals.

Action plans may involve any one or a combination of the development methods discussed earlier in the chapter—training, assessment, job experiences, or the help of a mentor or coach. The approach used depends on the particular developmental needs and career

objectives. For example, suppose the program manager in an information systems department uses feedback from clients to determine that greater knowledge of project management software is needed. The manager plans to increase that knowledge by reading articles (formal education), meeting with software vendors, and contacting the vendors' customers to ask them about the software they have used (job experiences). The manager and his supervisor agree that six months will be the target date for achieving the higher level of knowledge through these activities.

The outcome of action planning often takes the form of a *development plan.* Figure 6.8 is an example of a development plan for a project manager. Development plans usually include descriptions of strengths and areas for development, career goals, and training, learning, and development activities for reaching each goal.

High-Potential Employees

As discussed in Chapter 4, *succession planning*—the process of identifying and tracking high-potential employees—is usually closely linked to a development program. A typical approach to development of high-potential employees is to have them complete an individual development program including education, executive mentoring and coaching, and rotation through job assignments. Job assignments are based on the successful career paths of the organizational leaders whom the high-potential employees are preparing to replace. High-potential employees may also receive special assignments, such as making presentations and serving on committees and task forces. The Thinking Ethically feature explores the advantages and pitfalls associated with telling employees they are "high-potential."

Research shows that an effective program for developing high-potential employees has three stages:[109]

1. **Selection of high-potential employees**—Organizations may select outstanding performers and employees who have completed elite academic programs, such as earning a master's degree in business administration. Organizations may also use the results of psychological tests such as assessment centres.

2. **Developmental experiences**—As employees participate in developmental experiences, the organization identifies those who succeed in the experiences. The organization looks for employees who continue to show qualities associated with success in senior roles, such as communication skills, leadership talent, and inclusivity.

3. **Active involvement with senior leadership**—High-potential employees become actively involved with senior leaders in the organization, providing them with

FIGURE 6.8

Development Plan

Name: **Title:** Project Manager   **Immediate Manager:**

Competencies

Please identify your three greatest strengths and areas for development.

Strengths

- Strategic thinking and execution (confidence, command skills, action orientation).
- Results orientation (creating a motivating work environment, perseverance).
- Spirit for winning (building team spirit, customer focus, respect colleagues).

Areas for Development

- Written communications (ability to write clearly and succinctly).
- Concern for people (too much focus on successful completion of projects rather than developing relationships with individuals involved in the projects).

Career Goals

Please describe your overall career goals.

- *Long-term.* Accept positions of increased responsibility to a level of general manager (or beyond). The areas of specific interest include but are not limited to product and brand management, technology and development, strategic planning, and marketing.
- *Short-term.* Continue to improve my skills in marketing and brand management while utilizing my skills in product management, strategic planning, and global relations.

Next Assignments

Identify potential next assignments (including timing) that would help you develop toward your career goals.

- Manager or director level in planning, development, product, or brand management. Timing estimated to be Fall 2020.

Training, Learning, and Development Needs

List both training, learning, and development activities that will either help you develop in your current assignment or provide overall career development.

- Master's degree classes will allow me to practise and improve my written communications skills. The dynamics of my current position, teamwork, and reliance on other individuals allow me to practise patience and to focus on individual team members' needs along with the success of the project.

Employee _____ **Date** _____
Immediate Manager _____ **Date** _____
Mentor _____ **Date** _____

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a greater understanding of the organization's culture. The development of high-potential employees may be a slow process. Reaching stage 3 may take several years. which may include education, mentoring, and coaching, as well as rotation through job assignments.

A good example is the effort at ADP, which provides software and services for payroll and other HR functions.

Several years ago, ADP conducted a formal study of its spending on training and development and found that most of its spending was aimed at training to meet immediate needs. The company determined that it needed to invest more in preparing for the future, especially in the sales function. Now it operates a formal sales development program that is meeting the company's demand for leaders who can deliver superior sales.[110]

Thinking Ethically
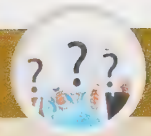
Should Companies Tell Employees They Have High Potential?

Employee development programs aimed at meeting future leadership needs typically start by identifying high-potential employees and offering them an opportunity to participate in the program. In so doing, a company is setting apart certain employees for special treatment. What are the consequences of this practice?

For the employees identified as having high potential, the immediate impact of being called high potential is that they feel valued. They may increase their commitment to the company and want to stick around to contribute more. Their enthusiasm to build on their strengths may translate into fast development of skills in leadership, time management, and decision making. Furthermore, these employees are likely already contributing at a high level, and holding back the information might cause them to think they have a better future elsewhere. Nevertheless, despite these advantages, some managers worry about telling employees they have such high potential, on the grounds that these employees might take the label as permission to coast, feeling secure in their favoured status.

Other negatives involve the employees who are left out. When they see that the organization does not consider them to have high potential, they may feel devalued. They may give up on their own development or start looking for a job at a company that will value them more.

Organizations that want to continue leadership development programs can take some steps to minimize the downside of the "high-potential" label. With regard to the high-potential employees, organizations should emphasize that the designation is more than a signal of high status; it is a challenge to take on greater responsibility and contribute more. The label shouldn't come with any implied promises about promotions or special status. For the other employees, the company should provide other avenues for development, with the message that employees can increase their potential as they gain skills and experience. For all employees, it is beneficial to have clear, objective standards for how the company measures their potential.

Questions

1. Can a leadership development program for high-potential employees be fair and equitable? If so, how? If not, why not?

2. If the company has identified high-potential employees, should managers tell these employees that they have high potential? Why or why not?

Sources: CEB, "High-Potential Employees: Why You Should Tell Them They're HIPOs," corporate blog, September 16, 2015, https://cebglobal.com; Gail Dutton, "High Potentials: Tell Them or Not?," *Training,* July/August 2015, https://trainingmag.com; Claudia Hill and James Peters, "Tell or Don't Tell? Talking Talent with Your Employees," *Korn Ferry Institute,* January 2015, http://www.kornferryinstitute.com.

SUMMARY

LO1 Discuss how to link training, learning, and development to organizational needs and strategy.

Organizations pursue strategic goals for training, learning, and development that include enhancing employee and organizational performance and developing leaders. Organizations with strong learning cultures appear to have increased ability to achieve these strategic goals. Some organizations make significant investments in talent development including utilizing a comprehensive approach to instructional design.

LO2 Explain how to carry out the steps in a complete instructional design process.

The instructional design process begins with a needs assessment, then ensures readiness for training, plans a

training program, implements the program, and evaluates the results based on effectiveness and efficiency.

LO3 Describe methods for employee onboarding and supporting diversity and inclusion.

Employee orientation and onboarding is designed to prepare new employees to perform their job effectively, learn about the organization, and establish work relationships. To achieve the benefits of diversity, learning initiatives may be used to support the provision of inclusive work environments where all employees are able to contribute to organizational goals and experience personal growth.

LO4 Discuss the approaches organizations use for employee development.

Employee development is a future-oriented approach that prepares for change. Organizations may use formal educational programs, assessments, job experiences, and interpersonal relationships including coaching and mentoring to prepare employees for changing requirements in their current jobs or for future roles and responsibilities.

LO5 Explore the steps in the career management process including creating a development plan and consideration of high-potential employees.

Career management is a process that includes data gathering; feedback; goal setting; and action planning and follow-up. Although employees have primary responsibility, the success of career management depends on manager support and connecting the system to other HR practices and processes. The outcome may include creating a development plan. High-potential employees are typically supported by development programs that include a combination of development approaches.

CRITICAL THINKING QUESTIONS

1. Is it important for an organization to have a strong learning culture? Why or why not?

2. "Melinda!" bellowed Toran to the company's HR specialist, "I've got a problem, and you've got to solve it. I can't get people in this plant to work together as a team. As if I don't have enough trouble with our competitors and our past-due accounts, now I have to put up with running a zoo. You're responsible for seeing that the staff gets along. I want a training proposal on my desk by Monday." Assume you are Melinda.

   a. Is training the solution to this problem? How can you determine the need for training?

   b. Summarize how you would conduct a needs assessment.

   c. How do Toran's comments suggest readiness (or lack of readiness) for learning?

3. Many organizations turn to e-learning as a less expensive alternative to instructor-led classroom training. What are some other advantages of substituting e-learning for instructor-led classroom training? What are some disadvantages? Would you prefer a blended form of delivery? Why or why not?

4. What can companies do to encourage informal learning?

5. What features of games may motivate learning?

6. Choose a job you are familiar with. Design a new employee onboarding program for that job. Explain how your program contributes to effective socialization, performance, and employee retention.

7. What is the difference between diversity and inclusion? Why do organizations provide diversity and inclusion training? What kinds of goals are most relevant?

8. What are the four broad categories of development methods? Why might it be beneficial to combine all of these methods into a formal development program?

9. Many people feel that mentoring relationships should occur naturally, in situations where organizational leaders choose to play that role. What are some advantages of setting up a formal mentoring program, rather than letting organizational leaders decide how and whom to help?

10. How is a coach different than a mentor? Do artificial intelligence "bots" have a useful role to play in coaching employees? Why or why not?

11. What are the manager's roles in a career management system? Which role do you think is most difficult for the typical manager? Why might managers want to be involved in career management?

12. Would you want to know that you had been identified as a "high-potential" employee? Why or why not?

EXPERIENCING HR—ASSESSING A LEARNING VIDEO

Go to eHow, YouTube, or another site recommended by your instructor. Use the site's search function to look up a lesson on how to do one of the following tasks:

- Conduct a job interview
- Dress business casual
- Give a presentation
- Cook chili
- Clean a laptop computer
- Handle an upset customer

View the presentation you selected, taking notes to help you recall its content and methods. Then write a one-page review of the presentation. Rate the presentation's content (was it relevant and understandable?) and methods (was it engaging and effective?). Also, note whether the presentation provided a means for assessing what was learned. Finally, suggest how the presentation could have been improved. What could make it more effective as part of an employer's training program?

CASE STUDY—EVIDENCE-BASED HRM

Talent Development Enables Diversity and Inclusion at Sodexo

Sodexo is the leading food and facilities management company in the world, employing 427,000 employees in 80 countries and serving 100 million customers daily. Sodexo has 10,000 employees in Canada—over 65 percent of employees are women, 33 percent are visible minorities, 5.5 percent are Indigenous, 3.2 percent have a disability, and 87 percent of Sodexo's Canadian management teams are gender balanced.

A policy of inclusion is not an option or a choice—it is a business necessity. Sodexo is committed to providing all employees "the best possible work–life experience regardless of age, gender, nationality, culture or personal characteristics" and positions diversity and inclusion as the cornerstone of culture and a fundamental component of overall growth strategy. Sodexo's culture of diversity and inclusion extends beyond its workforce and community partnerships, and into its supply chain. Sodexo Canada works with 200 small and medium-sized enterprises, 84 Indigenous suppliers, and 24 women-owned businesses.

Diversity and inclusion are core competencies at Sodexo. Diversity and inclusion are part of employees' training and managers' annual performance assessment. New employee orientation and onboarding emphasizes Sodexo's values and expectations regarding diversity and inclusion.

At Sodexo, diversity training is part of the managing diversity strategy. Top management is involved in and committed to managing diversity. The senior executives program includes ongoing classroom training that is reinforced with community involvement, sponsoring employee groups, and mentoring diverse employees. Executives are engaged in learning the business case for diversity and are personally held accountable for the company's diversity agenda. The one-day Spirit of Inclusion session,

mandatory for all managers, focuses on building awareness and skills around diversity and inclusion. Sodexo's diversity training includes learning labs focused on skill building and diversity awareness. Examples of these learning labs include Generations in the Workplace, Disability Awareness Training, Cross-cultural Communications, and Improving Team Effectiveness through Inclusion. The company's learning and development team develops customized learning solutions for different functions and work teams. For example, a course related to selling to a diverse client base was developed and offered to the sales force, and a cross-cultural communication program was provided for recruiters.

To emphasize the importance of diversity for the company, at Sodexo each manager has a diversity scorecard that evaluates their success in recruitment, retention, promotion, and development of all employees. The scorecard includes both quantitative goals as well as evaluation of behaviours such as participating in training, mentoring, and doing community outreach. A proportion of a manager's pay bonus is determined by success in these areas.

Sodexo has found that its commitment to diversity and inclusion is positively affecting the business in several ways. Its mentoring program has led to increased productivity, engagement, and retention. There was an estimated return on investment of $19 for every dollar spent on the program. Sodexo has found that gender-balanced teams—those with 40–60 percent women in management—outperform non-balanced teams on measures of global engagement, brand awareness, client retention, and positive profit and growth.

Sodexo also has been awarded several new business contracts and retained clients because of its involvement in managing diversity. Sodexo has been recognized for its

diversity and inclusion efforts, which helps attract talented employees by signalling that the company cares about the well-being of all of its employees. For example, Sodexo Canada continues to receive recognition for its efforts, earning recognition in 2018 by MediaCorp. as one of Canada's Best Diversity Employers—Sodexo Canada has received this distinction for five consecutive years. Sodexo is also a Gold Certified Progressive Aboriginal Relations (PAR) Company, and has been a Top Employer for Young People for six years running.

Questions

1. What training, learning, and development methods does Sodexo use, according to the information provided?

2. Suppose Sodexo Canada continues to grow and asks you to advise senior leadership on how to maintain its focus on providing employee training, learning, and development related to diversity and inclusion. Suggest two or three methods from the chapter, and explain why you recommend each.

Sources: "Fort McKay First Nation Named as Recipient of 2018 CCAB Award Celebrating Economic Development in Canada," March 14, 2018, www.newswire.ca; "Diversity and Inclusion: Our Priorities," https://ca.sodexo.com; Sodexo Named Top Diversity Employer Five Years Running," March 2, 2018, www.newswire.ca; "Sodexo Among Canada's 2018 Top Employers for Young People," February 9, 2018, www .newswire.ca; "Corporate Responsibility," www.sodexousa.com; "Report Highlights Diversity and Inclusion as a Core Competency of Sodexo Business Growth Strategy," February 6, 2017, www.sodexousa.com; "2016 Global Diversity and Inclusion Report," www.sodexousa.com; M. Landel, "How We Did It...Sodexo's CEO on Smart Diversification," *Harvard Business Review,* March 5, 2015, pp. 41-44; R. Emelo, "Peer Collaboration Enhances Diversity and Inclusion, *T+D,* December 2014, pp. 48-52; R. Anand and M. Winters, "A Retrospective View of Corporate Diversity Training from 1964 to the Present," *Academy of Management Learning and Education* 7 (2008), pp. 556-572.

CASE STUDY—HRM SOCIAL
Just-in-Time Technology-driven Learning at Janssen Pharmaceutical

The Janssen Pharmaceutical Companies of Johnson & Johnson develop and sell drugs to treat and cure diseases such as cancer, Alzheimer's, and HIV. Salespeople need to learn about drugs and other products before they can sell them to doctors, pharmacies, and hospitals. The faster that salespeople are trained on new drugs, the sooner that patients can gain access to them. However, because they are located around the world and often on the road, salespeople don't have the time to learn in a classroom environment. To facilitate a culture of learning, Janssen relies on digital resources that enable employees to access information on products when and where they need it. For example, before the company introduced a new diabetes drug, it had to train 2,000 salespeople in less than two months. Using a virtual classroom, Janssen was able to provide training four days after the drug received government approval.

Other sales training has been delivered using mobile devices. This training includes video case studies and podcasts. Janssen also provides employees with a performance support tool, known as YouLearn, that allows them to acquire skills and knowledge on their own time. Janssen helps to ensure that technology-delivered learning is in sync with the employees and the company's learning needs through in-person coaching and development planning. Managers are required to have at least five development conversations with employees each year, and each employee completes an individual development plan.

Questions

1. How does Janssen's use of technology for training support a continuous learning strategy?

2. Why is it necessary for Janssen to provide several types of training, learning, and development approaches?

Source: F. Kalman, "Janssen Pharmaceuticals: Ahead of the Curve," *Chief Learning Officer,* June 2016, pp. 32–33; Janssen Pharmaceuticals, "About Us," www.janssen.com.