

Training and Development

Learning Objectives

1. Summarize the training and development process.
2. Explain how to determine specific training and development needs and objectives.
3. Summarize various training methods.
4. Describe alternative training and development delivery systems.
5. Summarize training and development implementation issues.

Learning Objectives (Cont.)

6. Explain the metrics for evaluating training and development.
7. Describe factors that influence training and development.
8. Summarize some human resource management training initiatives.
9. Explain the concept of careers and career paths.
10. Identify career planning approaches.

Learning Objectives (Cont.)

11. Discuss career development and career development methods.
12. Describe management development.
13. Define *organization development (OD)* and describe various OD techniques.
14. Summarize the learning organization idea as a strategic mind-set.
15. Identify some training issues in the global context.

Training and Development Elements

	<i>Short Term</i>	<i>Long Term</i>
<i>Groups / Organization</i>	Organizational Development	Organizational Learning
<i>Individuals</i>	Training	Career Management

Training and Development (T&D)

- **Training:** Provides learners with the knowledge and skills needed for their present jobs. Designed to improve competencies and organizational performance
- **Development:** Involves learning that goes beyond today's job and has a more long-term focus

Organization Development (OD)

- Planned and systematic attempts to change the organization
- Designed to develop more open, productive, and compatible workplace despite differences in personalities, cultures, or technologies
- Applies to entire system, such as a company or plant
- Intervention methods include survey feedback, quality circles, and team building

Learning Organization

- Recognizes the importance of continuous performance-related T&D and takes appropriate action; basic characteristics:
 - Provides supportive learning environment
 - Provides specific learning processes and practices
 - Leadership behavior in organization supports and reinforces learning
- Learning programs aligned with strategic corporate goals

Training and Development (T&D) Process

External Environment
Internal Environment

Determine Specific T&D Needs

Establish Specific T&D Objectives

Select T&D Method(s)
and Delivery System(s)

Implement T&D Programs

Evaluate T&D Programs

Determining Specific Training and Development Needs

Must take a systematic approach to addressing bona fide needs:

- Organizational analysis
- Task analysis
- Person analysis

Establishing Specific Training and Development Objectives

- Desired end results must be determined
- Clear and concise learning objectives must be formulated

Training Program: Employment Compliance

Training Area: Employment Compliance

Purpose To provide the supervisor with

1. Knowledge and value of consistent human resource practices
2. The intent of Equal Employment Opportunity Commission (EEOC) legal requirements
3. The skills to apply them

Objectives To be able to

1. Cite the supervisory areas affected by employment laws on discrimination
2. Identify acceptable and unacceptable actions
3. State how to get help on EEOC matters
4. Describe why we have disciplinary action and grievance procedures
5. Describe our disciplinary action and grievance procedures, including who is

covered

T&D Methods

- Classroom method
- E-learning
- Case study
- Behavior modeling
- Role playing
- Apprenticeship training
- Team training
- Training (business) games
- In-basket training
- On-the-job training

Classroom Method

- Continues to be effective for many types of employee training
- Conveys great deal of information in a relatively short time
- Allows for real-time discussion
- Charisma or personality that the instructor brings to class

E-Learning

- T&D method for online instruction
- Takes advantage of technology for greater flexibility of instruction
- Often most convenient delivery method for adult learners
- Major advantage is cost

Live Virtual Classroom

- Uses web-based platform to deliver live, instructor-led training to geographically dispersed learners
- Training can now be provided in blocks of time
- Provides both cost savings and convenience

Case Study

- Trainees study the information provided by the case
- Make decisions based on it
- Often used with instructor who serves as facilitator

Behavior Modeling

- Trainees learn by copying or replicating behaviors of others
- Shows managers how to handle various situations

Behavior Modeling and Twittering

Twittering can be a way to augment behavior modeling

- A person who excels at a task sends out frequent updates about what he or she is doing
- Select exemplary performers to post regularly, and pick those who should follow their posts

Role-Playing

- Participants respond to specific problems they encounter in jobs by acting out real-world situations
- Used to teach skills such as:
 - Interviewing
 - Grievance handling
 - Performance appraisal reviews
 - Conference leadership
 - Team problem solving
 - Communication

Training Games

- Aid in group dynamic process
- Encourage learner involvement and stimulate interest
- Retain 75% of the knowledge they acquire when playing games

Business Games

- Permit participants to assume roles such as president, controller, or marketing vice president of two or more similar hypothetical organizations
- Compete against each other by manipulating selected factors in a particular business situation

In-Basket Training

Participant is asked to establish priorities for and then handle number of typical:

- Business papers or e-mail messages
- Memoranda
- Reports
- Telephone messages

On-the-Job Training

- Informal T&D method
- Permits employee to learn job tasks by actually performing them
- Most commonly used T&D method
- No problem transferring what has been learned to the actual task

Apprenticeship Training

- Combines classroom instruction with on-the-job training
- Traditionally used in skilled trade jobs
- Earns less than master craftsman who is instructor

Team Training

- Focuses on imparting knowledge and skills on individuals who are expected to work collectively toward meeting a common objective
- Two types:
 - Team coordination training
 - Cross-training

Training & Development Delivery Systems

- Corporate universities
- Colleges and universities
- Community colleges
- Online higher education
- Vestibule system
- Video media
- Simulators
- Social networking

Corporate Universities

- Delivery system provided under umbrella of organization
- Focused on creating organizational change
- Proactive and strategic
- Recent years have seen decline of corporate universities

Colleges and Universities

- Primary method for training professional, technical, and management employees
- Corporate training programs often partner with colleges and universities

Community Colleges

- Publicly funded higher education
- Deliver vocational training and associate degree programs
- Rapid technological changes and corporate restructuring have created new demand

Online Higher Education

- Educational opportunities include degree and training programs
- Delivered either entirely or partially via Internet
- Allows employees to attend class at lunchtime, during day, or in evening
- Reduces or eliminates commute to school

Types of Online Higher Education

- Hybrid programs
- Online synchronized study
- Asynchronous learning

Vestibule System

- Occurs away from production area
- Uses equipment that closely resembles equipment actually used on the job
- Removes employee from pressure to produce while learning
- Emphasis on learning skills required for job

Simulators

- Devices or programs that are located away from the job site
- Replicate actual job demands
- Example: Flight simulators used to train pilots

Informal Training through Social Networking

- Today's employees interact, learn, and work in much different ways and styles
- Often takes place outside the corporate training departments
- **Constructivism:** Teacher guides the learner toward multiple learning sources, rather than acting as the sole source of knowledge

Implementing Human Resource Development Programs

- Often difficult
- Many managers are action-oriented and feel they are too busy to engage in T&D efforts
- Qualified trainers must be available
- T&D requires a high degree of creativity

Metrics for Evaluating Training and Development

- Reactions
- Learning
- Behavior
- Organizational results
- Benchmarking

Reactions

- Measure level of customer satisfaction
- Overall experience could bias some reports
- Good way to quickly and inexpensively obtain feedback

Learning

- Determines what participants have learned
- Pre-test/post-test control group design
- Differences are attributed to training provided
- Problem: Controlling external variables

Behavior

- Tests give little insight into whether participants will change their behavior
- Best demonstration of value is when learning translates into lasting behavioral change
- Transfer of training:
 - Generalization
 - Maintenance

Organizational Results

- Asks whether training programs have actually impacted company performance
- Example: Comparing accident rates before and after training provides a useful metric of success

Return-on-Investment from Training

- Example of an *organizational results* training metric
- Highest level of determining training effectiveness is return-on-investment (ROI) from training
- CEOs want to see value in terms that they can appreciate, such as business impact, business alignment, and return-on-investment

Benchmarking

- Example of an *organizational results* training metric
- Process of monitoring and measuring firm's internal processes, such as operations, and then comparing data with information from companies that excel in those areas
- Focus on metrics, such as training costs, ratio of training staff to employees, and whether new or more traditional delivery systems are used

Factors Influencing T&D

- Top management support
- Shortage of skilled workers
- Technological advances
- Global complexity
- Learning styles
- Other human resource functions

Top Management Support

- Without it, T&D program will not succeed
- Most effective way to achieve success is for executives to provide needed resources to support T&D effort
- Training professionals are having to do more with less

Shortage of Skilled Workers

- Major shortages of future skilled workers
- Employers are begging for skilled workers
- Training needs are changing
- Executives are increasingly demanding additional skills

Technological Advances

- Change is occurring at an amazing speed
- Knowledge doubling every year
- No factor has influenced T&D more than technology

Global Complexity

- World is getting more complex
- Entire world provides opportunities and threats
- How will training change in this global environment?

Learning Styles

- No best way to learn that suits everyone
- Need to use a wide range of training methods
- Adults retain:
 - 20% of what they read and hear
 - 40% of what they see
 - 50% of what they say
 - 60% of what they do
 - 90% of what they see, hear, say, and do

Other HR Functions

- Other human resource functions can also have crucial impact on T&D
- If recruitment-and-selection efforts or its compensation package attract only marginally qualified workers, firm will need extensive T&D programs
- Safety and health programs also affected

HR Training Initiatives

- Orientation (onboarding)
- Ethics
- Compliance (e.g., Equal Employment Opportunity)
- Diversity
- Safety

Orientation (Onboarding)

- Initial T&D effort designed for employees
- Goal is to inform them about company, job, and workgroup
- Helps them decide whether or not to stay at a company within their first 6 months

Purposes of Orientation

- Employment situation
- Company policies and rules
- Compensation and benefits
- Corporate culture
- Team membership
- Employee development
- Socialization

Career

- General course person chooses to pursue throughout working life
- Sequence of work-related positions an individual has occupied
- Today there are few relatively static jobs

Career Path

- Flexible line of movement through which person may travel during work life
- Various career paths, some of which are traditional and others that have developed as the employment relationship has changed

Types of Career Paths

- Traditional career path
- Network career path
- Lateral skill path
- Dual career path
- Adding value to your career
- Demotion
- Free agents (being one's own boss)

Traditional Career Path

- Employee progresses vertically in organization from one specific job to the next
- Not as viable a career path option today

Network Career Path

- Both vertical job sequence and horizontal opportunities
- Experience interchangeable at certain levels
- Broad experience at one level needed before promotion to next level

Lateral Skill Path

- Involves lateral moves within company
- Employee becomes revitalized and finds new challenges
- No pay or promotion involved
- Offers opportunities to develop new skills

Dual Career Path

- Technical specialists contribute expertise without having to become managers
- Often established to encourage and motivate professionals

Adding Value to Retain Present Job

- Workers view themselves as independent contractors who must constantly improve their skills to continually add value to organization
- Workers need to develop own plan and “toolbox” of personal skills

Demotion

- More realistic option today, due to limited promotional opportunities and fast pace of technological change
- Senior employee can escape unwanted stress without being a failure

Free Agents

Take charge of all or part of career by being own boss or working for others in ways that fit particular needs or wants

Career Planning

- Ongoing process whereby an individual:
 - Sets career goals
 - Identifies means to achieve them
- Does not necessarily entail promotions
- Flexible process with multiple contingencies for life's work
- Should evaluate abilities and interests
- Self-assessment and formal methods

Career Planning: The Self-Assessment

- Process of learning about oneself
- Helps avoid mistakes
- Not a singular event
- A continuous process
- Individual responsibility

Strength/Weakness Balance Sheet

- Self-evaluation process developed by Benjamin Franklin
- Assists people in becoming aware of strengths and weaknesses
- Individual lists perceived strengths and weaknesses
- Perception of weakness often becomes a self-fulfilling prophecy

Strength/Weakness Balance Sheet (Cont.)

TABLE 8-1

Strength/Weakness Balance Sheet

Strengths	Weaknesses
Work well with people.	Do not like constant supervision.
Good manager of people.	Often say things without realizing consequences.
Hard worker.	
Lead by example.	
People respect me as being fair and impartial.	Cannot stand to sit at a desk all the time.
Tremendous amount of energy.	Basically a rebel at heart but have portrayed myself as just the opposite. My conservatism has gotten me jobs that I emotionally did not want.
	Am sometimes nervous in an unfamiliar environment.
	Interest level hits peaks and valleys.
Get the job done when it is defined.	Many people look on me as being unstable.
Excellent at organizing other people's time.	Not a tremendous planner for short range.
Can get the most out of people who are working for me.	Exclusively better at long-range planning.
	Impatient—want to have things happen fast.
Have a great amount of empathy.	Do not like details.

Likes and Dislikes Survey

- Assists individuals in recognizing restrictions they place on themselves
- Identifies desirable and undesirable job qualities

Likes and Dislikes Survey (Cont.)

TABLE 8-2

Likes and Dislikes Survey

Likes	Dislikes
Enjoy traveling	Do not want to work for a large firm
Would like to live in the Southeast United States	Would not want to work in a large city
Enjoy being my own boss	Would not like to work behind a desk all day
Would like to live in a medium-sized city	Would not like to wear suits all the time
Enjoy watching football and baseball	
Enjoy playing racquetball	

Formal Assessment

- **Formal assessment:** The use of established external approaches to facilitate evaluation of an issue at hand
- Perhaps the most well-known example is the Myers-Briggs Type Indicator. This assessment tool contains dozens of questions that elicit an individual's preferences for how they would behave in different situations

Myers-Briggs Type Inventory

Describes four preferences for how a person would behave in different situations:

- Energy
- Information-gathering
- Decision making
- Lifestyle

Career Development

- Formal approach used by organization to ensure people with proper qualifications and experiences are available when needed
- *Career planning* rests with the employee. However, *career development* must closely parallel individual career planning if a firm is to retain its best and brightest workers

Career Development Objectives

- Satisfaction of employees' specific development needs
- Improvement of performance
- Increased employee loyalty, motivation, and retention
- Method of determining training and development needs

Career Development Objectives (Cont.)

- Effective development of available talent
- Self-appraisal opportunities for employees considering new or nontraditional career paths
- Development of career paths that cut across divisions and geographic locations
- Demonstration of tangible commitment to developing diverse work environment

Career Development Methods

- Manager/employee self-service
- Discussion with knowledgeable individuals
- Company material
- Performance appraisal system
- Workshops

Management Development

- Upgrading skills and knowledge needed in current and future managerial positions
- Managers keep up with latest developments in their fields while managing ever-changing workforce in dynamic environment
- First-line supervisors, middle managers, and executives may all participate

Mentoring

- Approach to advising, coaching, and nurturing
- Creating practical relationship to enhance:
 - Individual career
 - Personal and professional growth and development
- Mentor can be located anywhere
- Relationship can be formal or informal

Coaching

- Often considered responsibility of immediate boss or supervisor
- Coach provides assistance much like a mentor would
- Customized employee development

Reverse Mentoring

- Process through which older employees learn from younger employees
- Existence of these two diverse groups has led to reverse mentoring

Organization Development (OD) (as noted earlier)

- Planned and systematic attempts to change the organization
- Designed to develop more open, productive, and compatible workplace despite differences in personalities, cultures, or technologies
- Applies to entire system, such as a company or plant
- Intervention methods include survey feedback, quality circles, and team building

Survey Feedback

- Process of collecting data from organizational unit through use of questionnaires, interviews, and other objective data
- Can be used to create working environments that lead to better working relationships, greater productivity, and increased profitability

Survey Feedback Steps

- Members of organization involved in planning survey
- All members of organizational unit participate in survey
- OD consultant usually analyzes data and tabulates results
- Data feedback
- Feedback meetings

Quality Circles

Groups of employees who voluntarily meet regularly with supervisors to:

- Discuss problems
- Investigate causes
- Recommend solutions

Team Building

- Conscious effort to develop effective workgroups
- Uses self-directed teams
- Small group of employees responsible for entire work process
- Members work together to improve their operation

Learning Organization as a Strategic Mindset

- Recognizes the importance of continuous performance-related T&D and takes appropriate action; basic characteristics:
 - Provides supportive learning environment
 - Provides specific learning processes and practices
 - Leadership behavior in organization supports and reinforces learning
- Learning programs aligned with strategic corporate goals

Training in the Global Context

- Training approaches differ around the world
- Apprenticeship model is more prevalent in Europe, particularly Germany, than in the United States
- Language and cultural differences play an important role (e.g., literal translations not always evident in two different languages)

