

Human Resource Management

Prepared by Dr. Anas M. Bashayreh

HRM 611

Lecture 6





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Human Resource Management

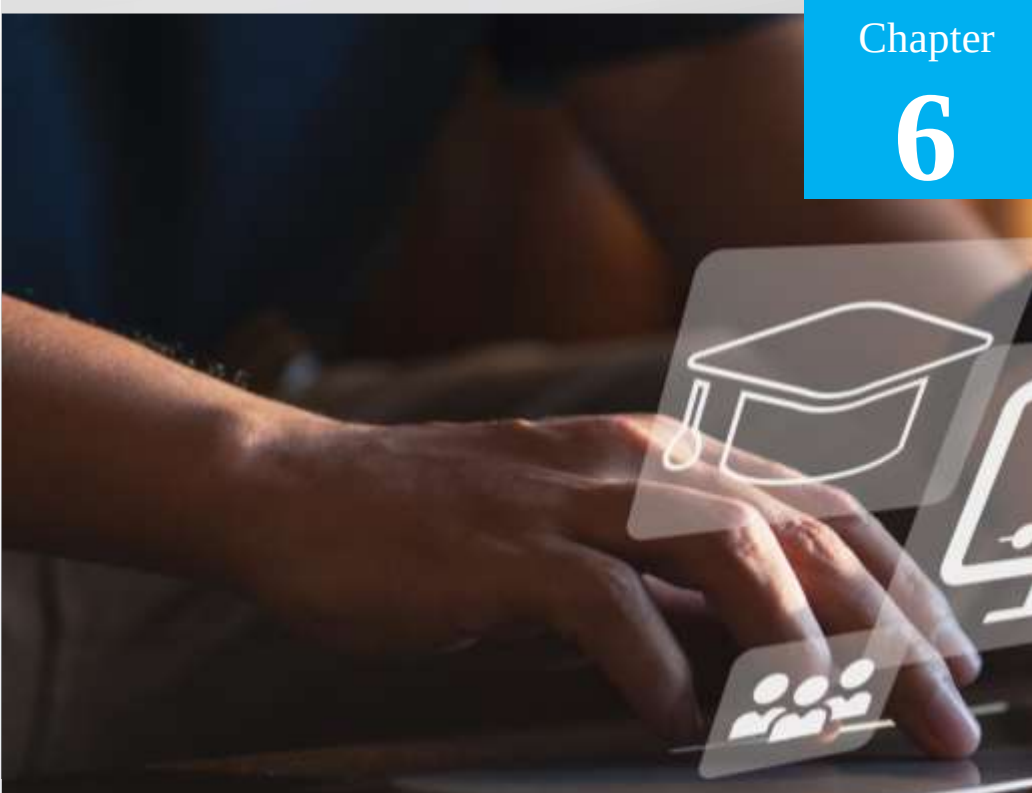
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Training and Developing Employees

Prepared by
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Chapter
6**Training and Developing Employees**

The purpose of this chapter is to increase your effectiveness in training employees. The main topics we'll cover include orienting employees, the training process, analyzing training needs, implementing training and development programs, and evaluating the training effort.



Chapter
6

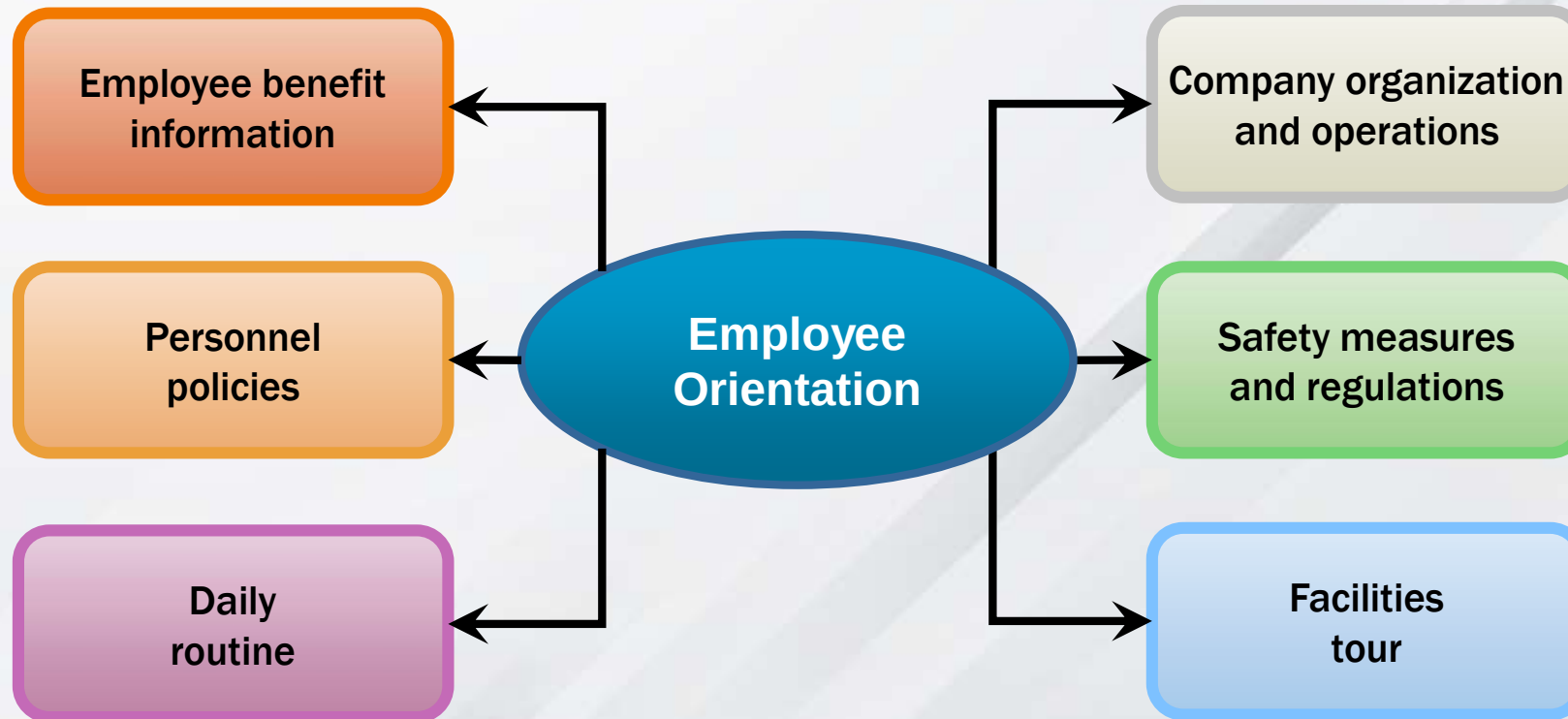
LEARNING OUTCOMES

1. Summarize the purpose and process of employee orientation.
2. List and briefly explain each of the four steps in the training process.
3. Discuss how you would motivate trainees.
4. Describe and illustrate how you would identify training requirements.
5. Explain how to distinguish between problems you can fix with training and those you can't.
6. Explain how to use five training techniques.

Purpose of Orientation



The Orientation Process



Chapter

6

The Training Process

- Training

- Is the process of teaching new employees the basic skills they need to perform their jobs
- Is a hallmark of good management
- Reduces an employer's exposure to negligent training liability

- Training's Strategic Context

- The aims of firm's training programs must make sense in terms of the company's strategic goals.
- Training fosters employee learning, which results in enhanced organizational performance.

Steps in the Training Process

The Four-Step Training Process

- 1 → Needs analysis
- 2 → Instructional design
- 3 → Program implementation
- 4 → Evaluation

Training, Learning, and Motivation

- Make the Learning Meaningful
 1. At the start of training, provide a bird's-eye view of the material to be presented to facilitate learning.
 2. Use a variety of familiar examples.
 3. Organize the information so you can present it logically, and in meaningful units.
 4. Use terms and concepts that are already familiar to trainees.
 5. Use as many visual aids as possible.
 6. Create a perceived training need in trainees' minds.

Training, Learning, and Motivation (cont'd)

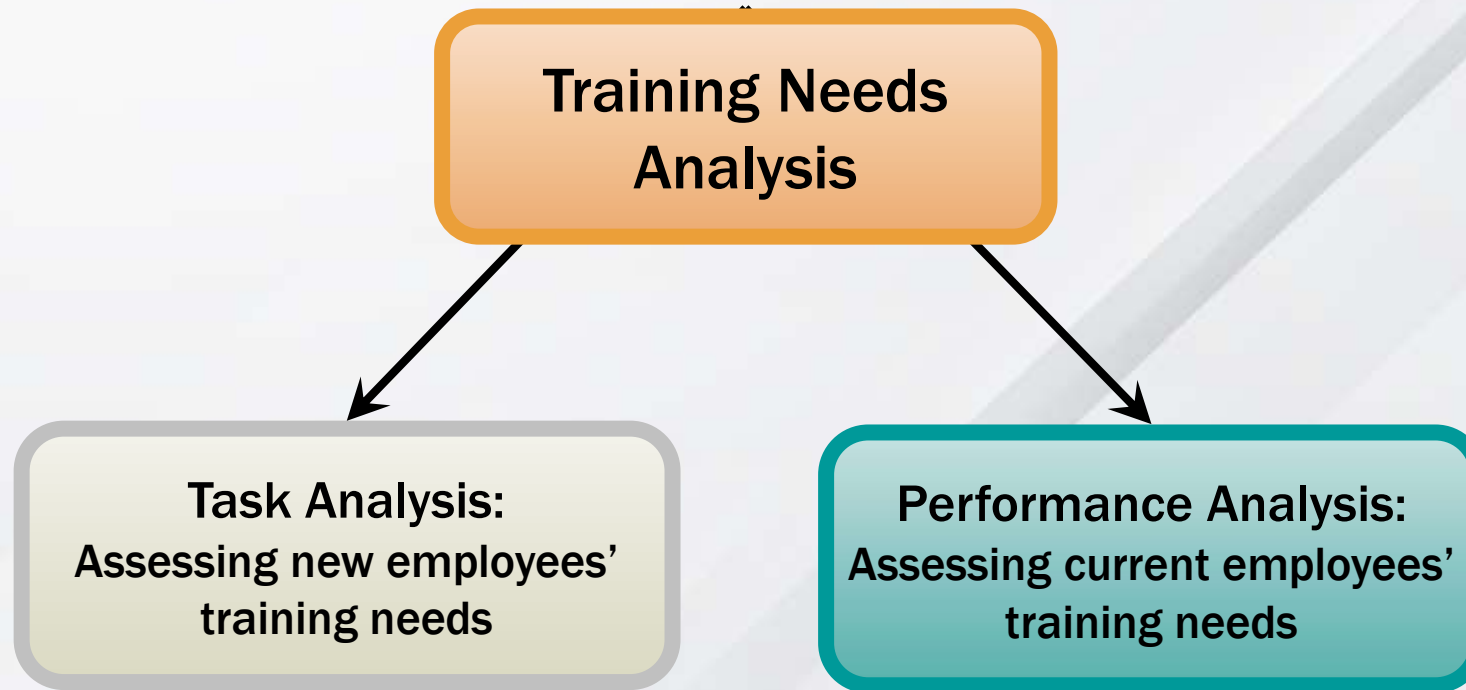
- Make Skills Transfer Easy
 1. Maximize the similarity between the training situation and the work situation.
 2. Provide adequate practice.
 3. Label or identify each feature of the machine and/or step in the process.
 4. Direct the trainees' attention to important aspects of the job.
 5. Provide "heads-up," preparatory information that lets trainees know what might happen back on the job.

Training, Learning, and Motivation (cont'd)

- Reinforce the Learning

1. Trainees learn best when the trainers immediately reinforce correct responses, perhaps with a quick “well done.”
2. The schedule is important. The learning curve goes down late in the day, so that “full day training is not as effective as half the day or three-fourths of the day.”

Analyzing Training Needs



Performance Analysis: Assessing Current Employees' Training Needs



Training Methods

- On-the-Job Training
- Apprenticeship Training
- Informal Learning
- Job Instruction Training
- Lectures
- Programmed Learning
- Audiovisual-Based Training
- Vestibule Training
- Tele training and Videoconferencing
- Electronic Performance Support Systems (EPSS)
- Computer-Based Training (CBT)
- Simulated Learning
- Internet-Based Training
- Learning Portals



Training Methods

- On-the-Job Training (OJT)
 - Having a person learn a job by actually doing the job.
- Types of On-the-Job Training
 - Coaching or understudy
 - Job rotation
 - Special assignments
- Advantages
 - Inexpensive
 - Learn by doing
 - Immediate feedback

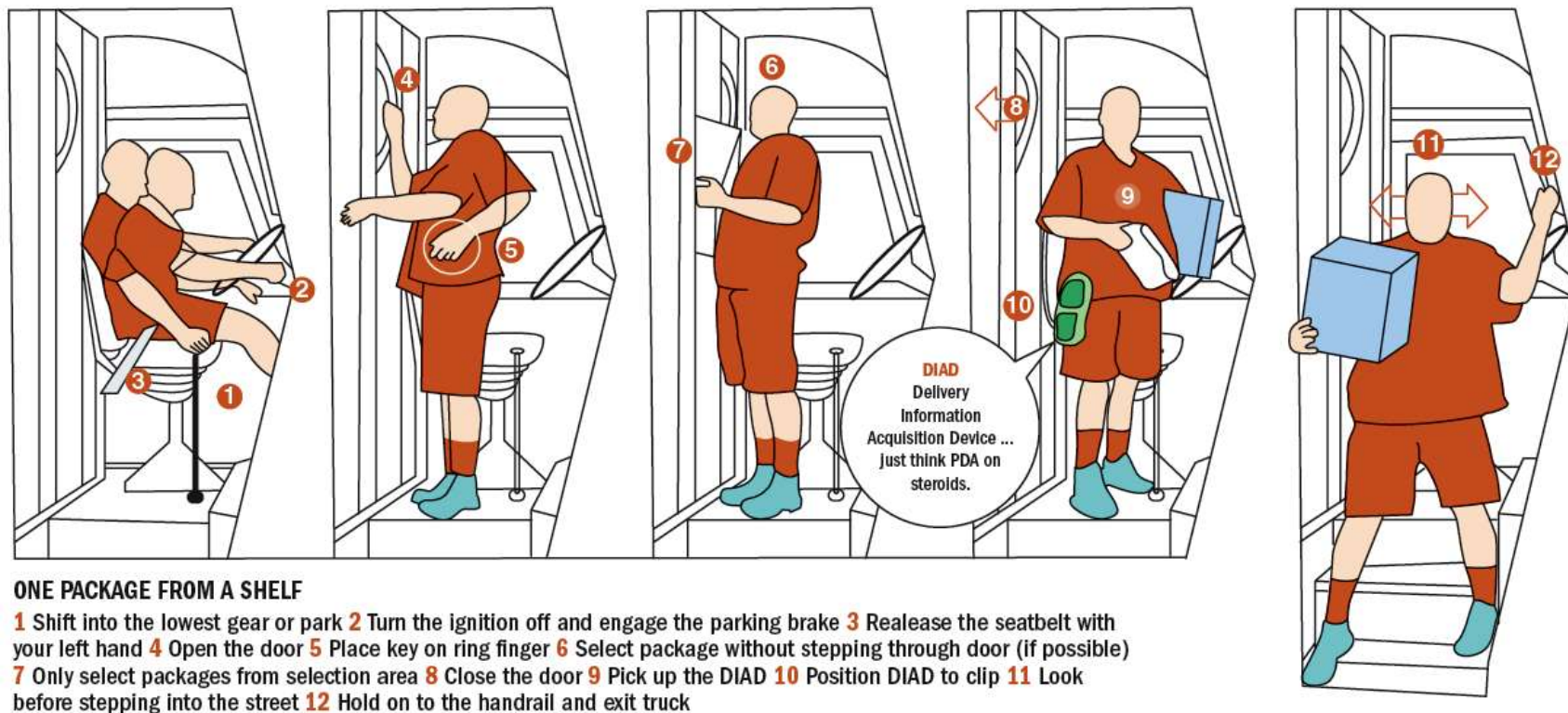


On-the-Job Training

Steps to Help Ensure OJT Success

- ① → Prepare the learner
- ② → Present the operation
- ③ → Do a tryout
- ④ → Follow up

FIGURE 8–4 Job Instruction Training at UPS



Delivering Effective Lectures

- Don't start out on the wrong foot.
- Give your listeners signals.
- Be alert to your audience.
- Maintain eye contact with audience.
- Make sure everyone in the room can hear.
- Control your hands.
- Talk from notes rather than from a script.
- Break a long talk into a series of five-minute talks.
- Practice and rehearse your presentation.

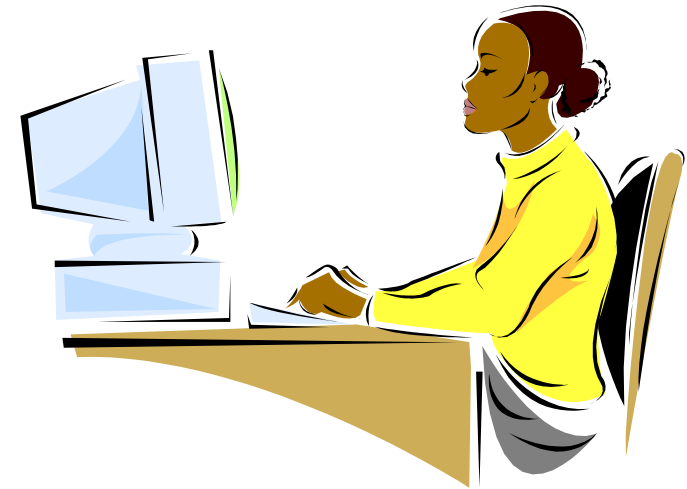
Programmed Learning



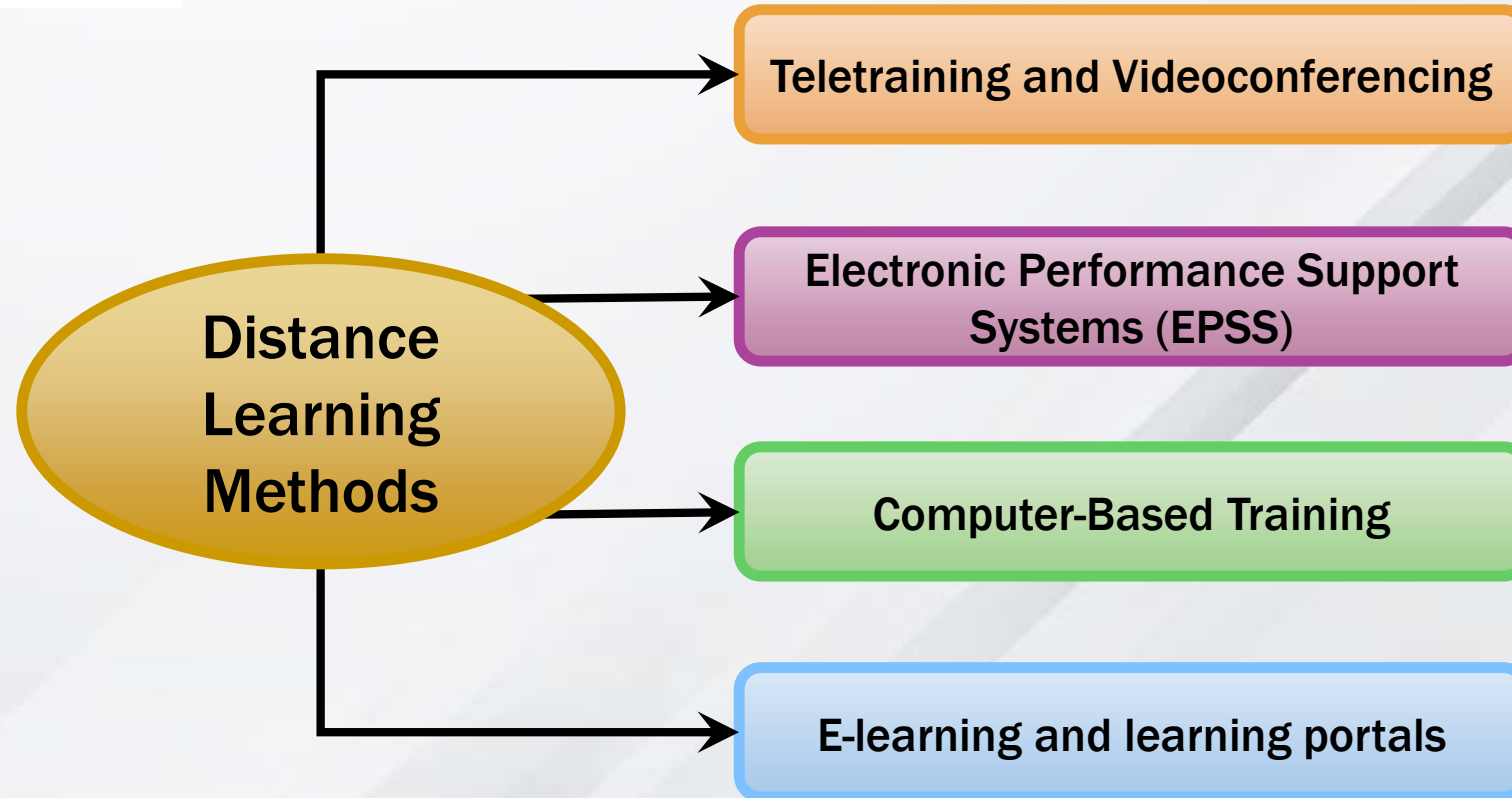
- Advantages
 - Reduced training time
 - Self-paced learning
 - Immediate feedback
 - Reduced risk of error for learner

Intelligent Tutoring Systems

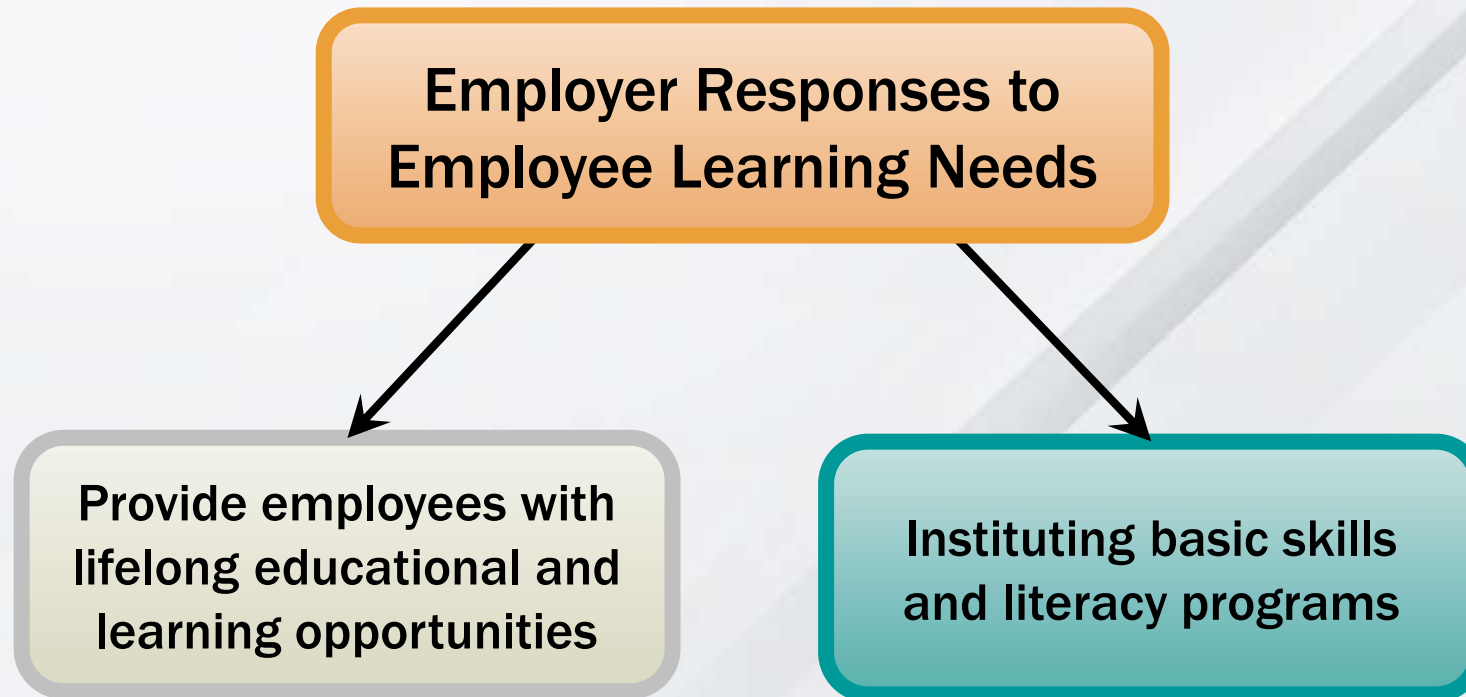
- Advantages
 - Reduced learning time
 - Cost effectiveness
 - Instructional consistency
- Types of Programmed Learning
 - Interactive multimedia training
 - Virtual reality training
 - Virtual classroom



Internet-Based Training



Lifelong Learning and Literacy Training Techniques

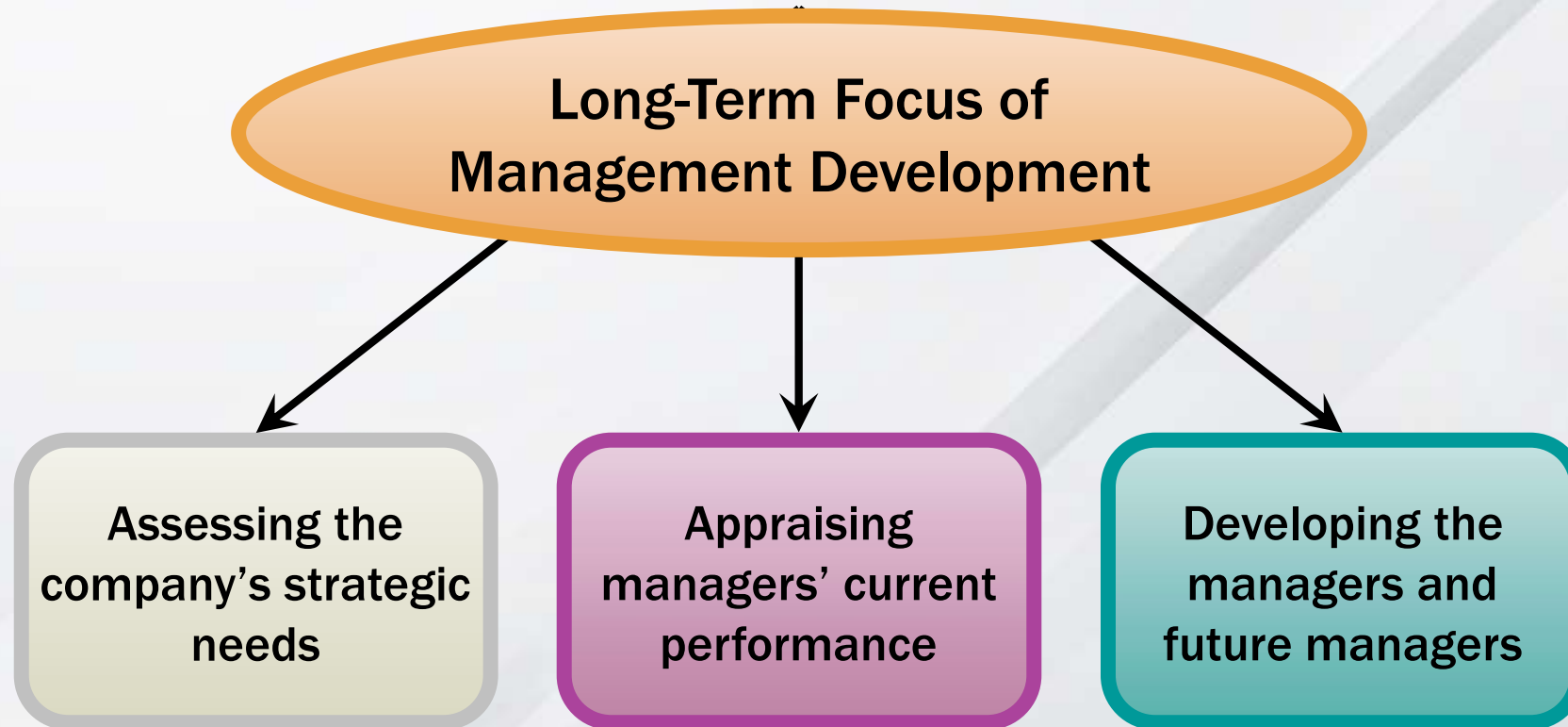


Creating Your Own Training Program

Creating a Training Program

- 1 → Set training objectives
- 2 → Use a detailed job description
- 3 → Develop an abbreviated task analysis record form
- 4 → Develop a job instruction sheet
- 5 → Compile training program for the job

Implementing Management Development Programs

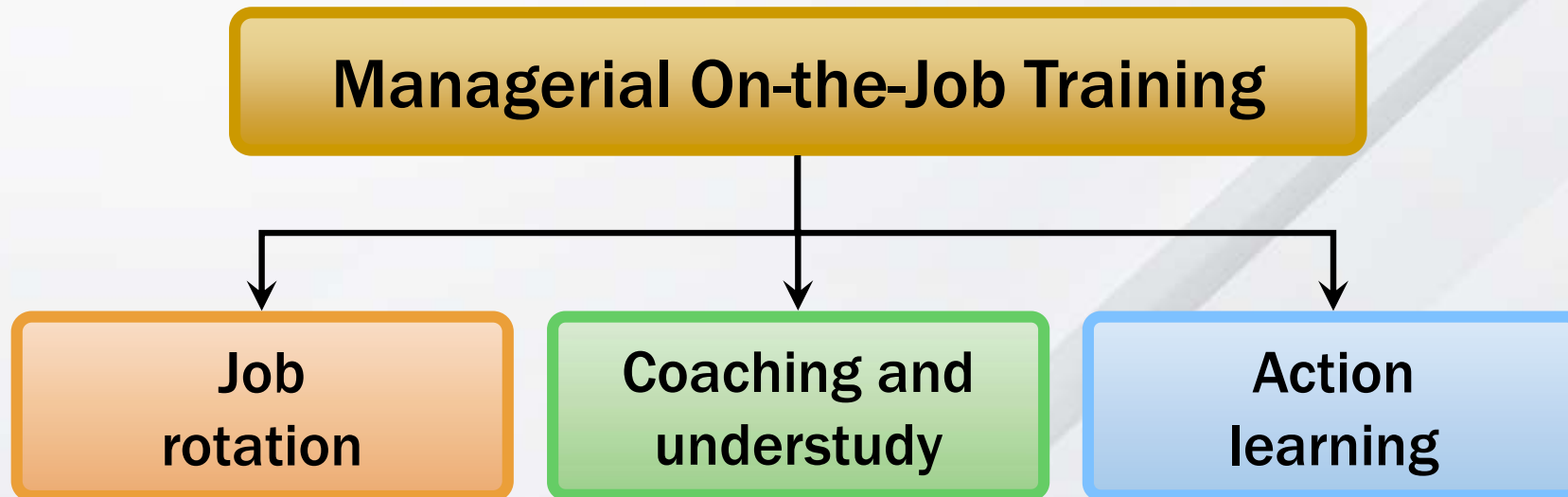


Succession Planning

Steps in the Succession Planning Process

- ① → Anticipate management needs
- ② → Review firm's management skills inventory
- ③ → Create replacement charts
- ④ → Begin management development

Management Development Techniques

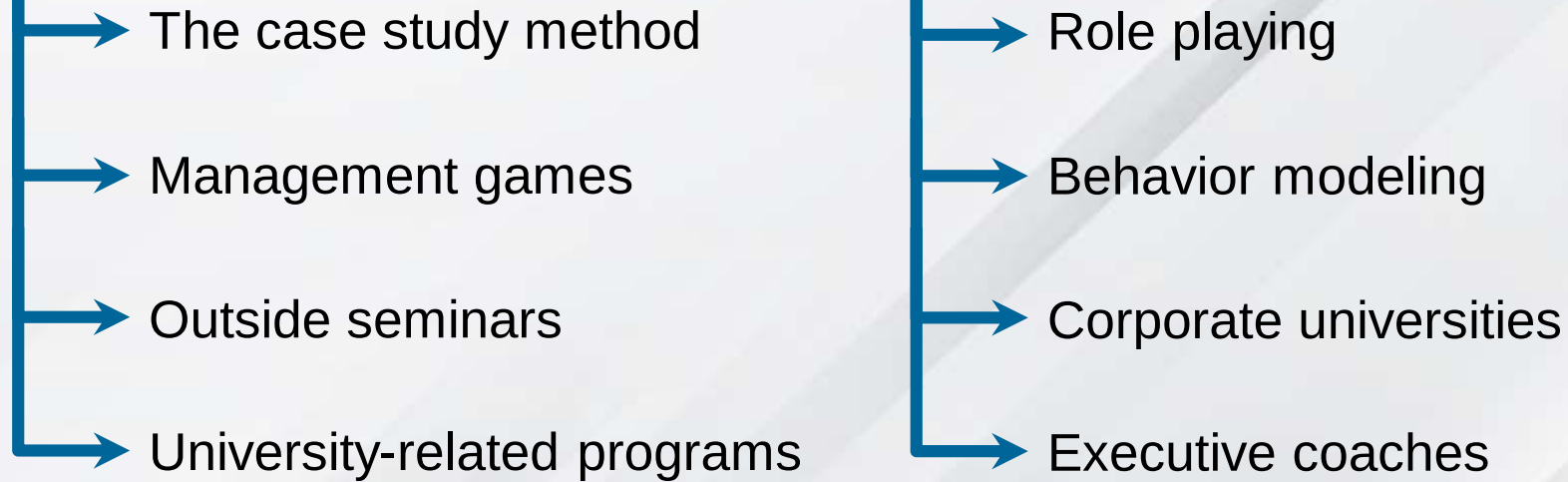


Managerial On-the-Job Training

- Job rotation means moving managers from department to department to broaden their understanding of the business and to test their abilities. The trainee may be a recent college graduate, and spend several months in each department, learning the departments business by doing it.
- Coaching/understudy approach Here the trainee works directly with a senior manager or with the person he or she is to replace; the latter is responsible for the trainee's coaching.
- Action learning programs give managers and others released time to work analyzing and solving problems in departments other than their own.

Other Management Training Techniques

Off-the-Job Management Training and Development Techniques

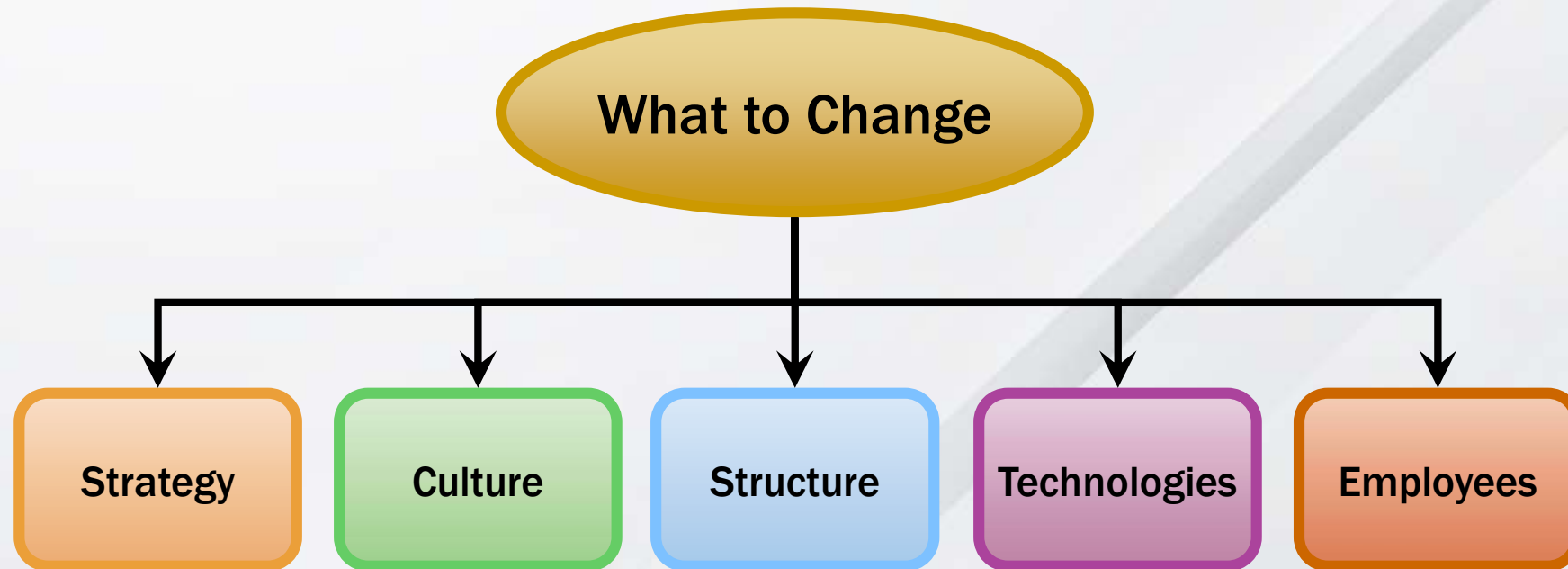


Behavior Modeling

Behavior Modeling Training

- ① → Model the effective behaviors
- ② → Have trainees role play using behaviors
- ③ → Provide social reinforcement and feedback
- ④ → Encourage transfer of training to job

Managing Organizational Change Programs



Managing Organizational Change and Development



Using Organizational Development

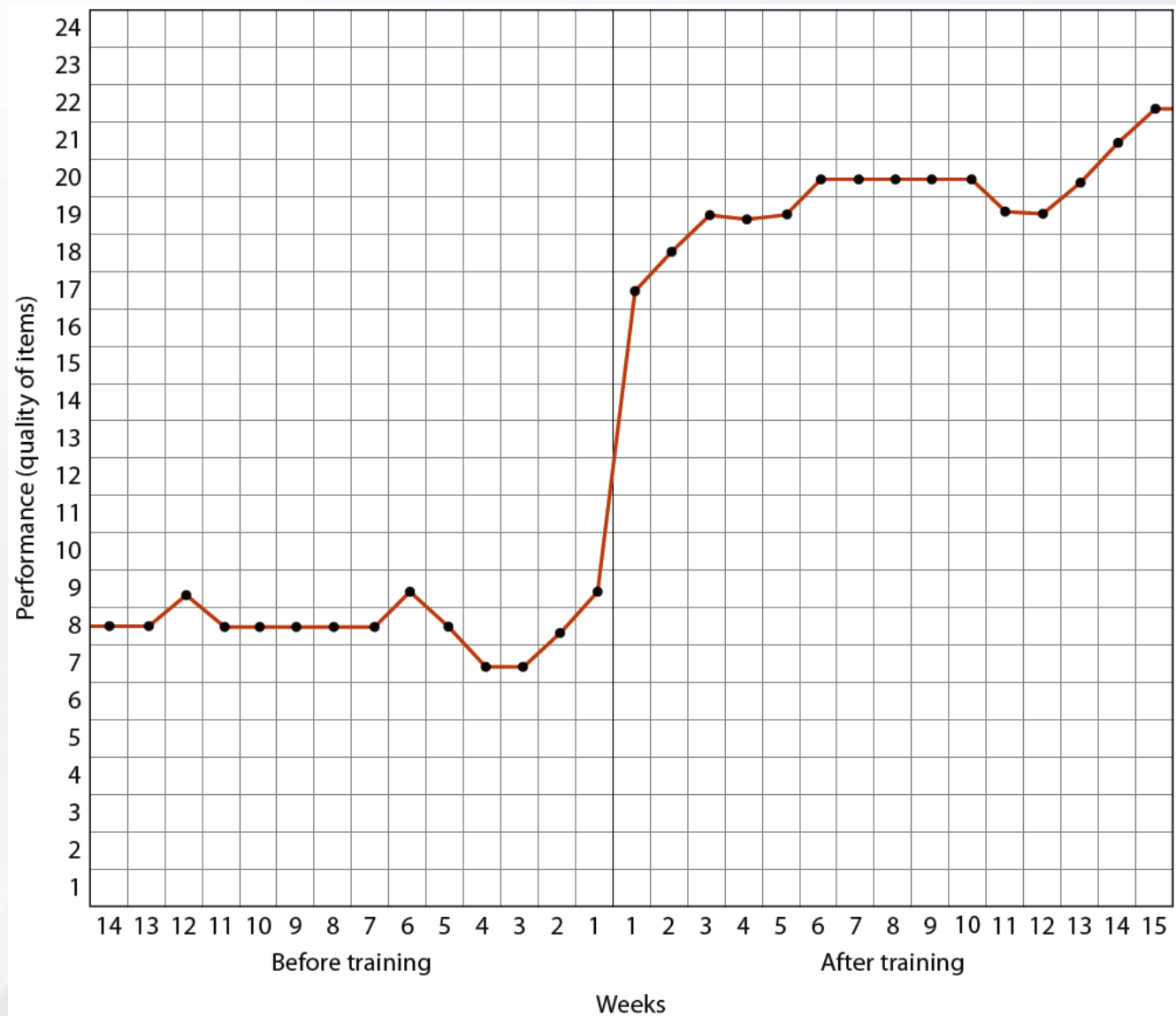
Organizational Development (OD)

- ① → Usually involves action research
- ② → Applies behavioral science knowledge
- ③ → Changes the organization in a particular direction

Evaluating the Training Effort

- Designing the Evaluation Study
 - Time series design
 - Controlled experimentation
- Choosing Which Training Effects to Measure
 - *Reaction* of trainees to the program
 - *Learning* that actually took place
 - *Behavior* that changed on the job
 - *Results* achieved as a result of the training

Using a Time Series Graph to Assess a Training Program's Effects



A Sample Training Evaluation Form



INSTRUCTOR HANDOUTS

United States Office of Personnel Management

TRAINING EVALUATION FORM

TITLE OF COURSE: "Work and Family Issues — A Module for Supervisors and Managers"

NAME OF INSTRUCTOR: _____

DATE OF TRAINING:

Started: _____

Ended: _____

NAME: (Optional)	POSITION TITLE/GRADE:	
AGENCY:	OFFICE PHONE: (Optional)	OFFICE ADDRESS: (Optional)

Rate Your Knowledge and Skill Level
(Circle your rating)

Before this course: Low ————— High

1 2 3 4 5

After this course: Low ————— High

1 2 3 4 5

Overall, how would you rate this course?

___ Excellent ___ Very Good ___ Good

___ Fair ___ Poor

EVALUATION OF COURSE
(Check appropriate box)

ITEMS OF EVALUATION	Excellent	Very Good	Good	Fair	Poor	Not Applicable
How did the course sharpen your knowledge or skills in:						
1. What work and family programs are						
2. Who uses work and family programs						
3. How to recognize/solve work/family issues						
4. Helping you take practical steps on the job						

RATING OF INSTRUCTOR

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

STRONG POINTS OF THE COURSE:

• _____

• _____

• _____

WEAK POINTS OF THE COURSE:

• _____

• _____

• _____

ADDITIONAL DATA YOU WOULD LIKE TO HAVE COVERED IN COURSE:

• _____

• _____

• _____

ADDITIONAL COMMENTS/RECOMMENDATIONS:

CHAPTER SUMMARY

1. Employee orientation means providing new employees with the information they need to function, and helping them start being emotionally attached to the firm. This may simply involve providing them with brief written orientation materials and an employee handbook, but sometimes involves a formal process aimed at instilling in the employee the company's cherished values. The four-step training process includes needs analysis, instructional design, implementation, and evaluation. Trainees need to be motivated to learn. Ensuring that they are motivated involves making the learning meaningful, making skills transfers easy, and reinforcing the learning.
2. With this in place, you can turn to implementing the training program. Specific training methods include on-the-job training, apprenticeship training, informal learning, job instruction training, lectures, programmed learning, audiovisual-based training, vestibule training, videoconferencing, electronic performance support systems, and computer-based training. Computerized training is increasingly popular, with many packaged programs available. Frequently, programs today are Internet-based, with employees accessing packaged online programs, backed up by learning management systems, through their company's learning portals.

1. What are some typical on-the-job training techniques? What do you think are some of the main drawbacks of relying on informal on-the-job training for breaking new employees into their jobs?
2. Describe the pros and cons of five management development methods



Chapter
6

DISCUSSION QUESTIONS



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Thank You



