

# Training in Organizations

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## Lecture 1



## Introduction of HRM



- ✓ There is no “one best way” to design jobs and structure organizations.
- ✓ Organizations need to create a fit between environment, competitive strategy, and philosophy and its jobs and organizational design.
- ✓ Failing to design effective organizations and jobs has important implications for competitiveness.

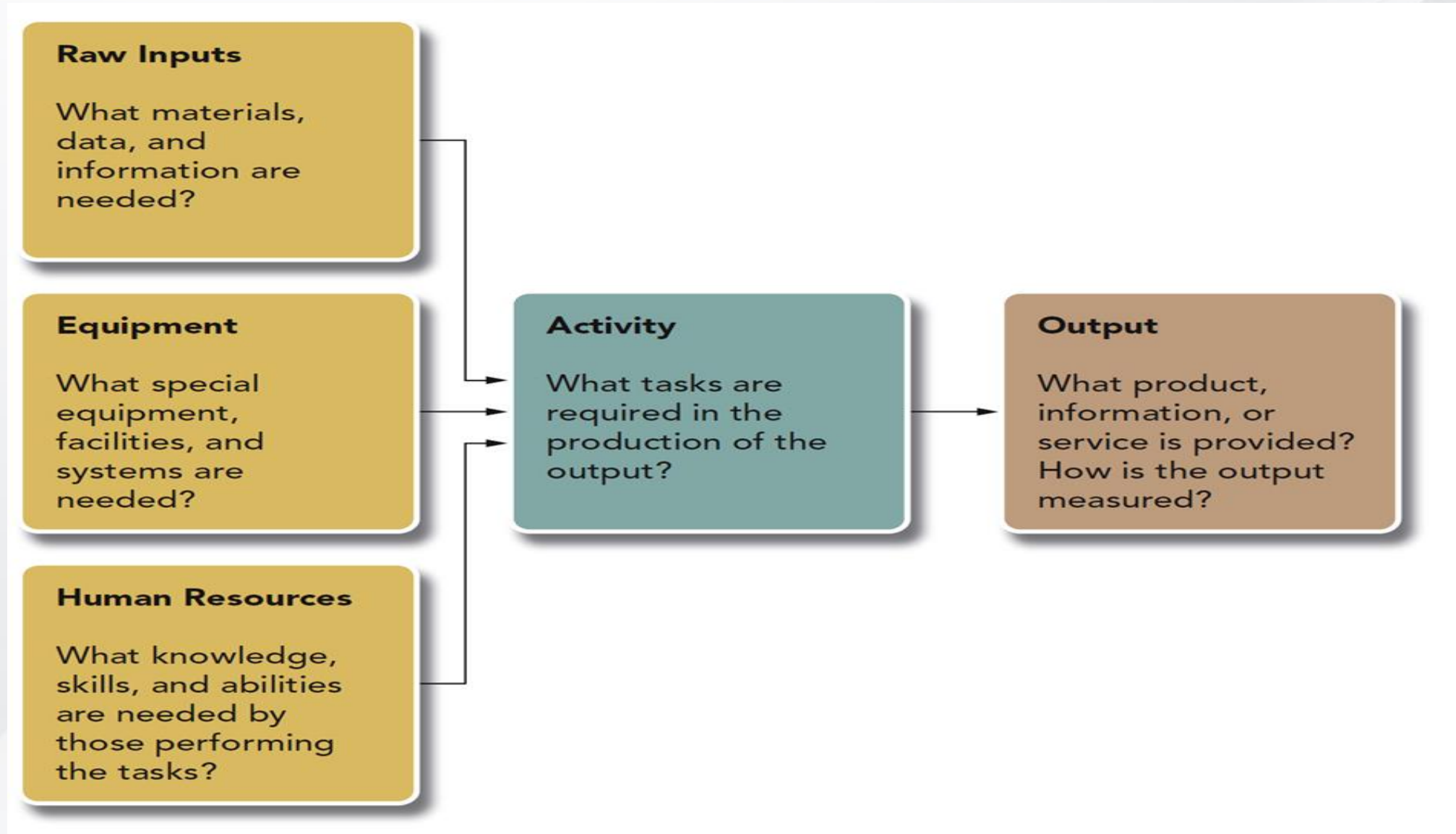
**Work-Flow Analysis:**  
A means to understand all tasks required to produce high-quality products, and the skills necessary to perform those tasks.

01

## **Work-Flow Analysis and Organization Structure**



## Figure 4.1 Developing a Work–Unit Activity Analysis



# Roles and Responsibilities of HR

1. Recruitment and Hiring
2. Onboarding
3. Performance Management
4. Compensation and Benefits
5. Employee Engagement
6. Compliance
7. Policy Development
8. Talent management
9. Succession Planning
10. Labor Relations
11. Employee Communications
12. Strategic Planning
13. Risk Management
14. Data Analysis
15. Employee Retention
16. Employee Development
17. Change Management
18. Talent Acquisition
19. Employee Benefits
20. Employee Relations



# Figure 1.1 Human Resource Management Practices



# What Is a Business Model?



- Business Model:
- Story of how firm will create value for customers and how it will do so profitably.
- Accounting concepts:
  - Fixed costs.
  - Variable costs.
  - Margins.
  - Gross margin.



# Strategic Human Resource Management

- ✓ A process.
- ✓ Approach to addressing competitive challenges organizations face.
- ✓ Managing the “pattern or plan that integrates an organization’s major goals, policies, and action sequences into a cohesive whole.”
- ✓ Developing strategies for achieving company’s goals in light of its current environment.



# 5 Steps of Strategic HR Management

Navigating the Journey of Strategic HR Management

1

## Assess Current State

Evaluate the organization's current HR landscape, identifying strengths & weaknesses.

2

## Envision Future

Forecast the organization's future HR needs & challenges, considering growth & industry trends.

3

## Set Strategic Objectives

Develop clear HR objectives aligned with the company's long-term goals and vision.

4

## Implement Strategy

Put the plan into action, allocating resources & aligning HR practices with the established objectives.

5

## Monitor and Evaluate

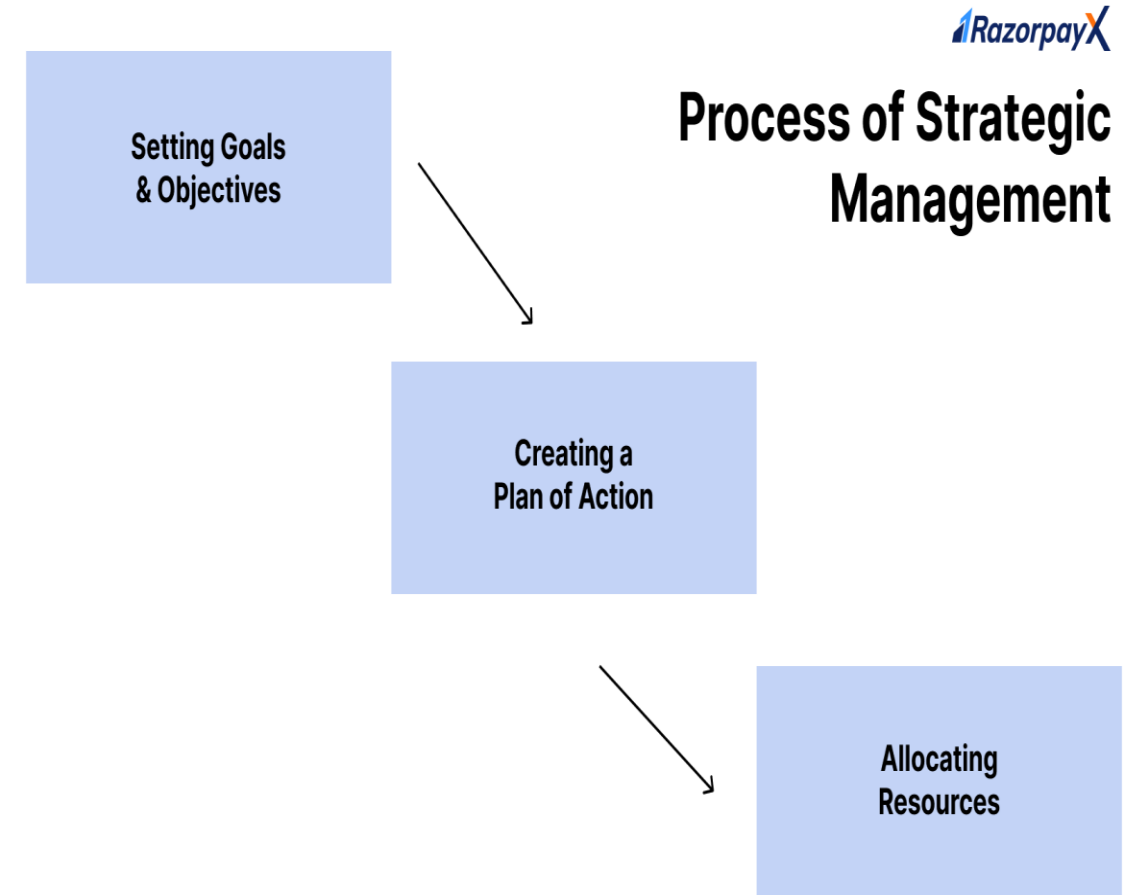
Continuously assess HR strategy effectiveness, make adjustments to optimize outcomes & address changes.

# What Is Strategic Management?

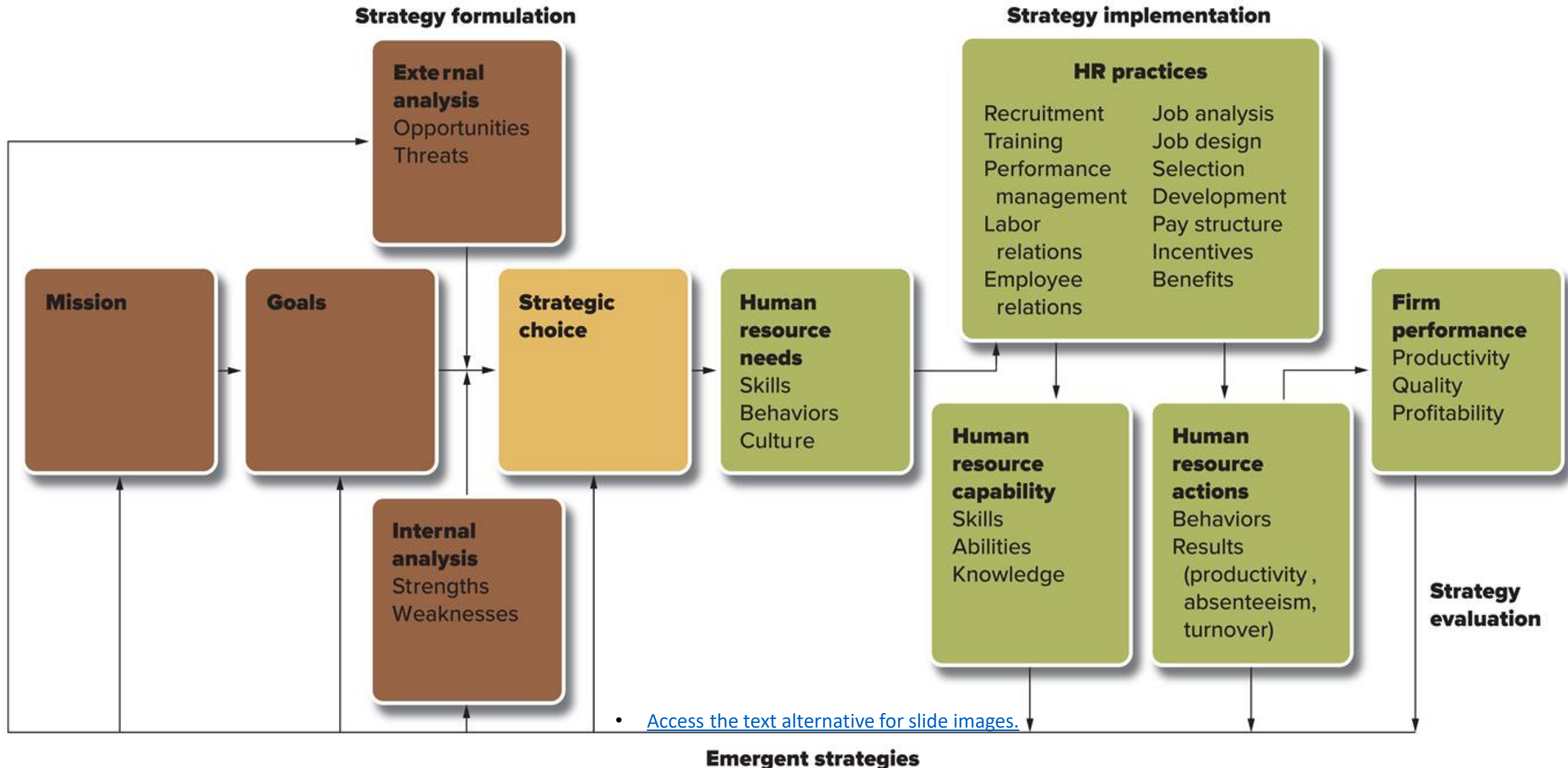
## ➤ Components of the Strategic

### Management Process:

- **Strategy formulation:**
  - Strategic planning groups decide on strategy.
- **Strategy implementation:**
  - Organization follows through on strategy.



## Figure 2.2 A Model of the Strategic Management Process



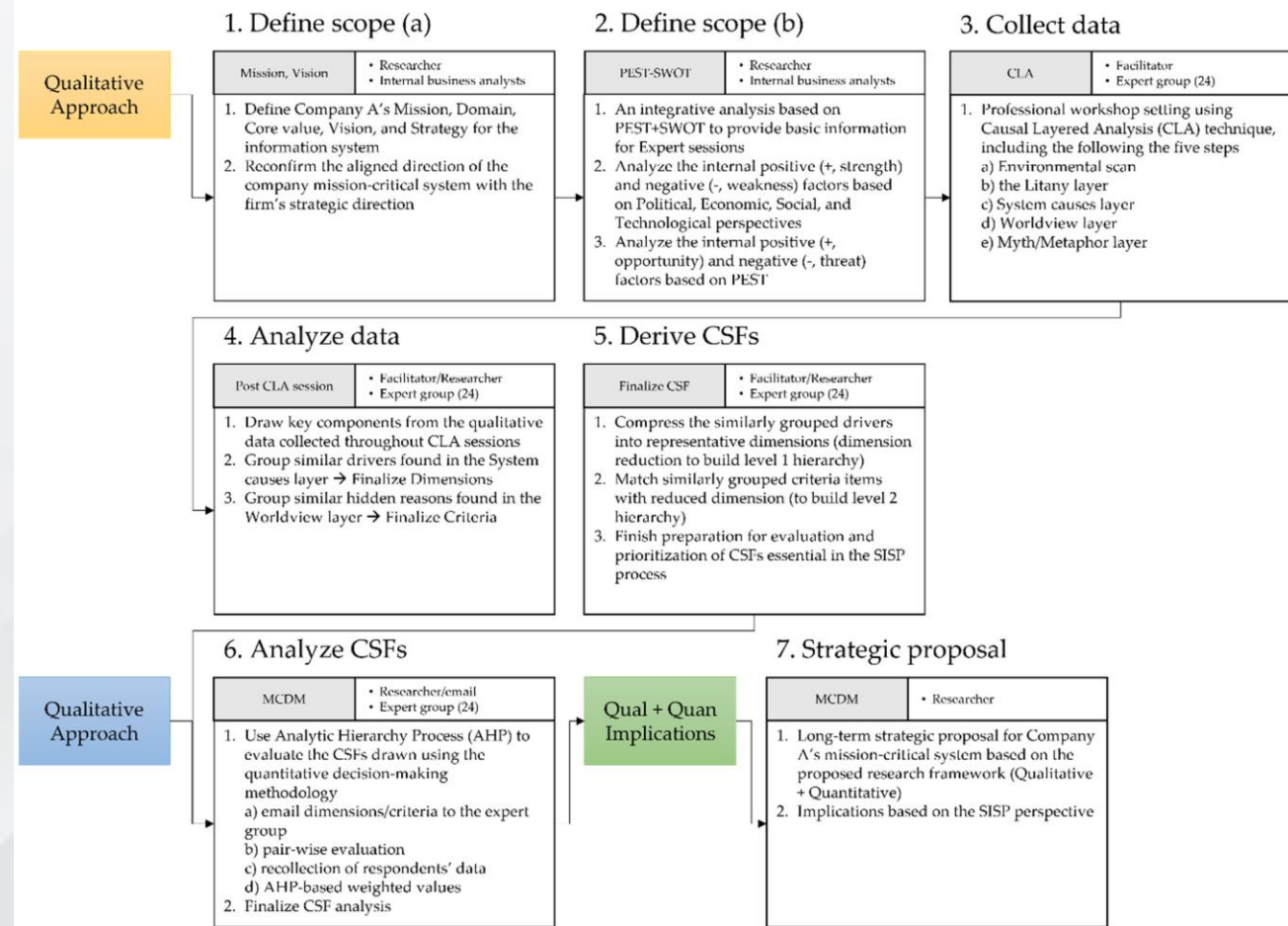
The importance of training lies in the opportunity to strengthen your employees' existing skills and learn new ones, helping to boost individual and organizational performance.

# Human Resources as a CSF

✓ **Critical Success Factor (CSF)** =  
a reason why one organization is  
superior to another

✓ HR can be a CSF if employees  
have unique skills

CSF-MCDM evaluation framework for Critical Success Factors in information systems



# Coaching and Mentoring



# Coaching and Mentoring

➤ These definitions indicate some overlap and some differences between Mentoring and Coaching.

- Mentoring is often seen as a longer term process, for example offering support during a career change such as induction or becoming a senior manager.



Photo Courtesy of Shutterstock

# Mentoring

- Mentoring is usually concerned with supporting practitioners whilst they make a significant career transition.
- Mentoring is intended to be supportive of the individual and occurs ‘at need’. Here the emphasis is on ready and confidential access to a ‘critical friend’ who can be used as a sounding board and who offers a free form of advice.

# Coaching

- Coaching is normally used to support the process of reviewing established or emerging practices. It is focused on innovation, change or specific skills.
- Coaching is conceived as a more structured learning process aimed at explicit professional development in an agreed area of performance.



# LEARNING DIMENSIONS of Making & Tinkering

Valuable learning experiences can be gained through making and tinkering.

Use this framework to notice, support, document, and reflect on how your tinkering environment, activities, and facilitation may have supported or impeded such outcomes.

## Initiative & Intentionality

- Actively participating
- Setting one's own goal
- Taking intellectual & creative risks
- Adjusting goals based on physical feedback and evidence

## Problem Solving & Critical Thinking

- Troubleshooting through iterations
- Dissecting the problem components
- Seeking ideas, tools, and materials to solve the problem
- Developing work-arounds

## Conceptual Understanding

- Making observations and asking questions
- Testing tentative ideas
- Constructing explanations
- Applying solutions to new problems

## Creativity & Self-Expression

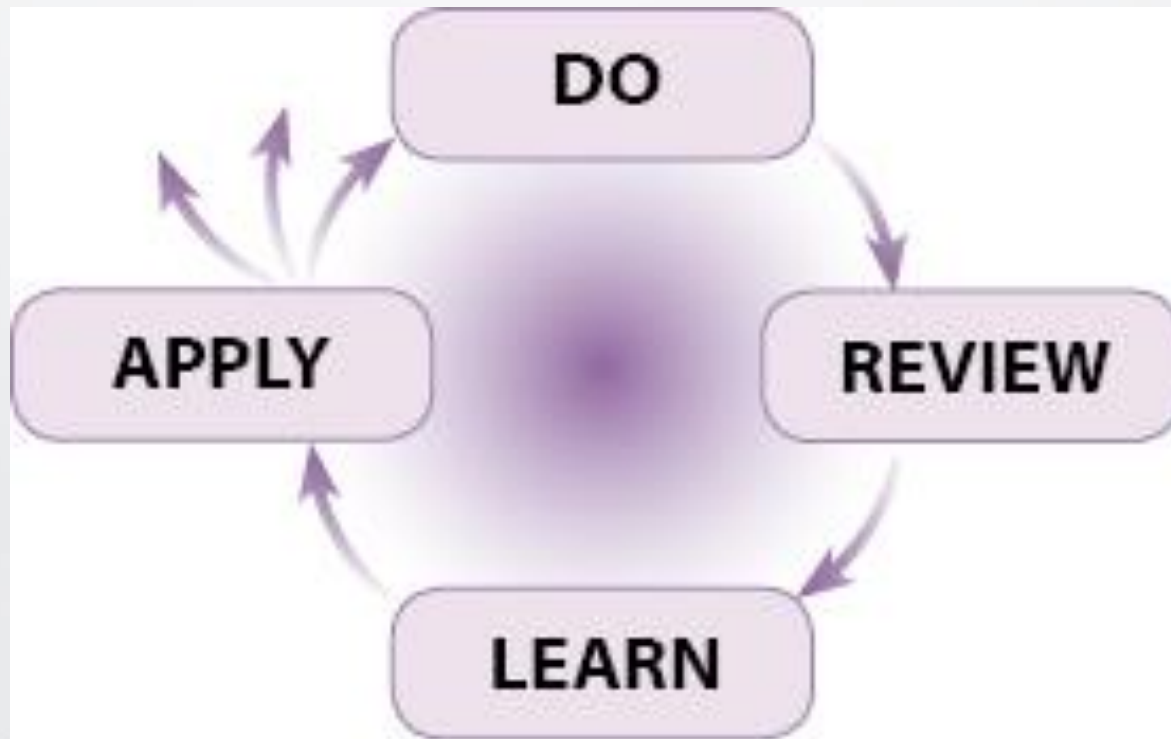
- Playfully exploring
- Responding aesthetically to materials and phenomena
- Connecting projects to personal interests and experiences
- Using materials in novel ways

## Social & Emotional Engagement

- Working in teams
- Teaching and helping one another
- Expressing pride and ownership
- Documenting / sharing ideas with others

# The learning (the transformational dimension)

In Mentoring and Coaching transformation or change comes about through the learning conversation. The conversation enables the process of Mentoring/Coaching in which there needs to be an explicit focus on learning.



This model can be applied to developing leaders and managers i.e.:  
understanding themselves  
before understanding  
others!

# What Mentoring and Coaching is not!!!!

- Mentoring and Coaching is **not** counseling although some counseling skills may be used by the Mentor/Coach. Learning conversations do not focus on personal problems.
  - The coaching process does **not** include advising or counseling, and focuses instead on individuals or groups setting and reaching their own objectives.
- Training: Training programs are based on objectives set out by the trainer or instructor.

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## Difference between Training and Business Training

**Training :** A series of activities designed to assist an individual, gain new knowledge, acquire new skill, or enhance the existing ones, aiming to change his/her final behaviors.

**Business Training:** A planned effort by a company to facilitate employees' learning of job-related competencies.

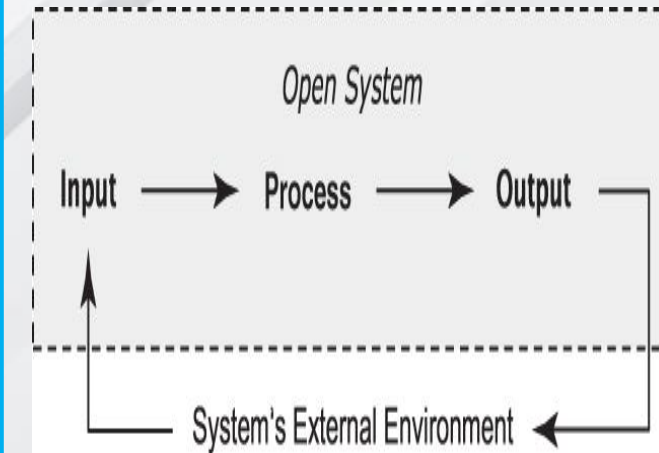
Competencies include knowledge, skills and behavior critical for successful job performance.

The goal of training is for employees to master the competencies and apply them to their day-to-day activities.

## 02

### Training as an open system

- ✓ Any training system should provide employees with the talent (knowledge, skills, and attitudes) needed to perform more effectively. However, training is only an opportunity for learning. What is learned depends on many factors, such as the design and implementation of training, the motivation and learning style of the trainees, and the organization's learning climate.
- ✓ An open system depends on the environment for the input that supports the system. A business, for example, needs raw materials, capital, and employees in order to operate. The environmental inputs are transformed into outputs by the system's processes.



## Training as an open system

Many open systems exist as part of another open system and, therefore, are called subsystems of that larger system.

For example, a product assembly system is a subsystem of a manufacturing system, which itself is a subsystem of the company, which is a subsystem of the industry, and so on.

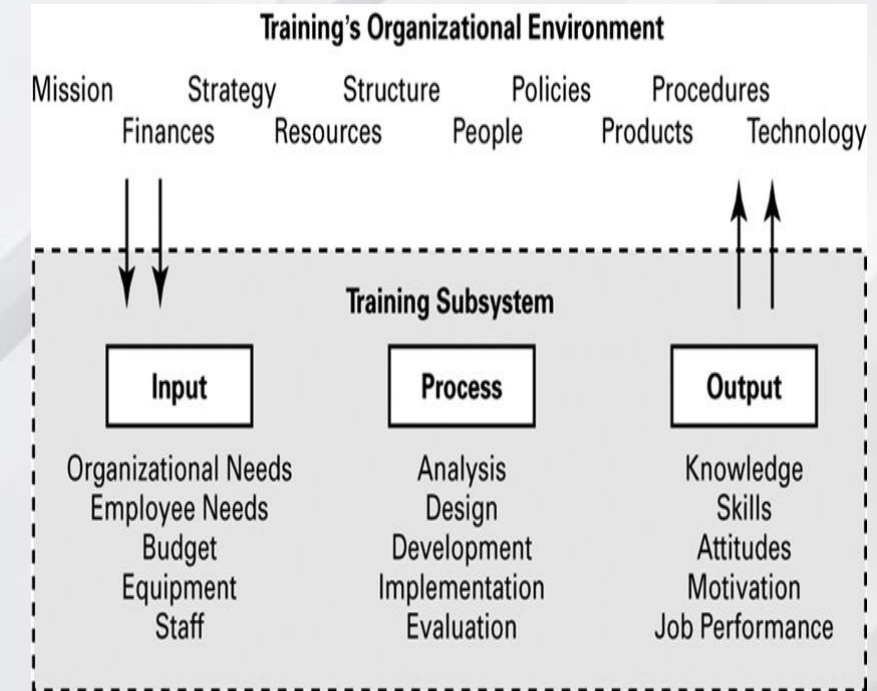
Training can be seen as a subsystem within the larger human resources (HR) unit, which itself is a subsystem of the company

## Training as an open system

Figure 1.2 illustrates some of the exchanges that take place between the training system and the larger organizational system.

Training processes transform the inputs of the organization into usable output for the organization (improved knowledge, skills, and attitudes; job performance; and so on).

Looking at the training unit from an open system perspective shows how interconnected training activities are with what is happening elsewhere in the organization



## Designing an effective training

**THE ADDIE MODEL:** ADDIE is an acronym for the major processes of training: (Analysis, Design, Development, Implementation, and Evaluation).

The training process begins with some type of triggering event.

A **causing event** occurs when a person with authority to initiate action believes that the organization isn't getting the results it should. The results it is getting we **call actual organizational performance (AOP)**. When this is less than the **expected organizational performance (EOP)** typically action is initiated (triggering event).



## 6-step process to design & deliver an effective training program:

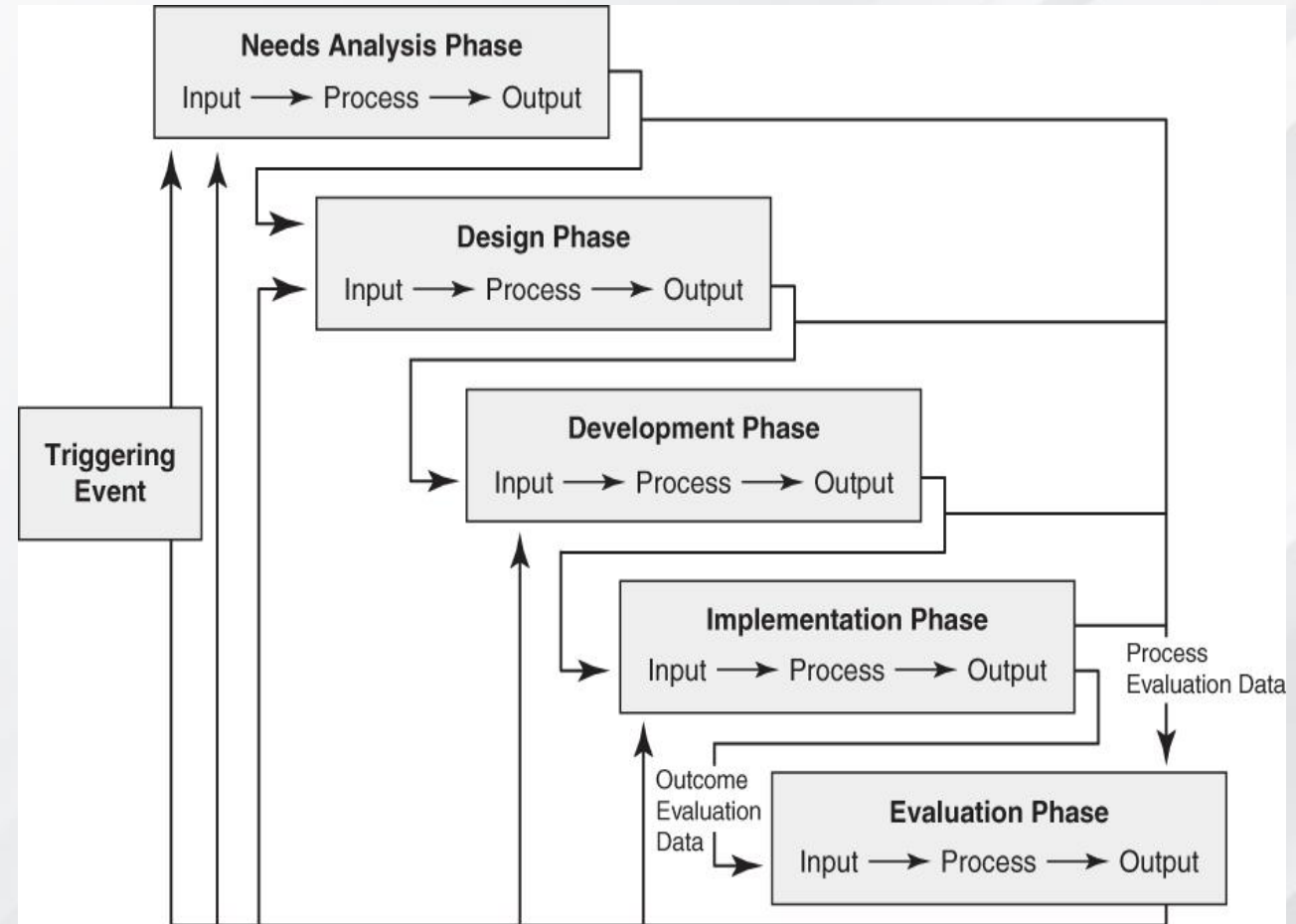


The analysis phase begins with the identification of the organizational performance gap (PG) (the gap between AOP and EOP).

Things such as profitability shortfalls, low levels of customer satisfaction, or excessive scrap are all examples of a current performance gap.

Another type of performance gap is **future oriented**. Here, the company is seen as likely to perform poorly in the future unless changes are made.

For example, if an organization wanted to install robotic equipment in six months, but employees were not able to program the robots, then there is an expected performance gap in the future.



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**Analysis Phase**

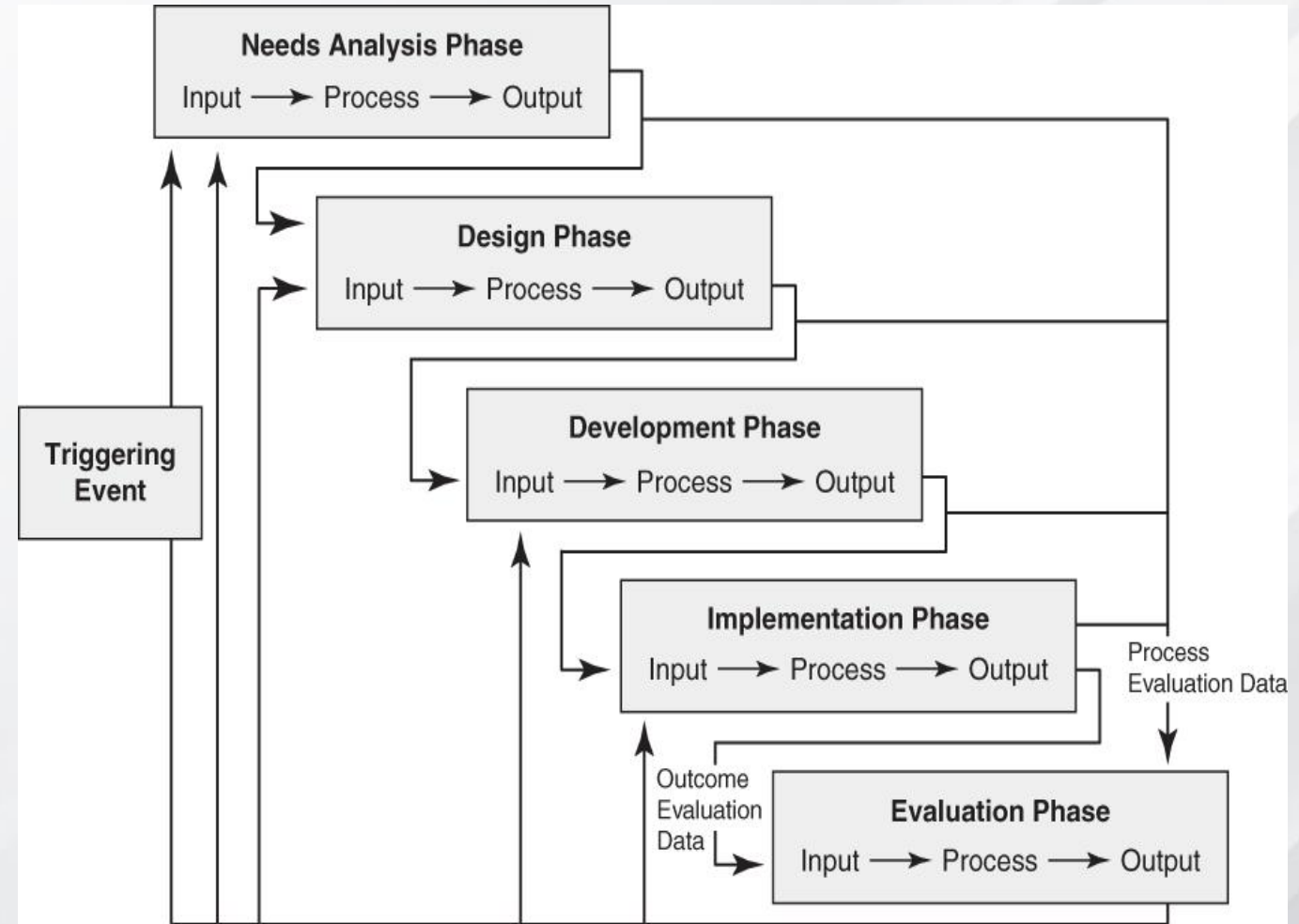
The training needs identified in the analysis phase, as well as areas of organizational constraint, are inputs to the **design phase**.

The organizational constraints are issues that will impact on the type of training you are able to deliver. (Ex: Availability of trainers and material, fund, location. Etc)

Based on the inputs and objectives, we use the various theories of training design to identify the factors that must be incorporated to facilitate learning and its transfer back to the job.

These factors take the form of overarching guidelines that are used as inputs to the development phase of the training program.

These issues are discussed in detail in the coming chapters (such as lectures, case studies, and role playing) that can be used to deliver the content of the training.



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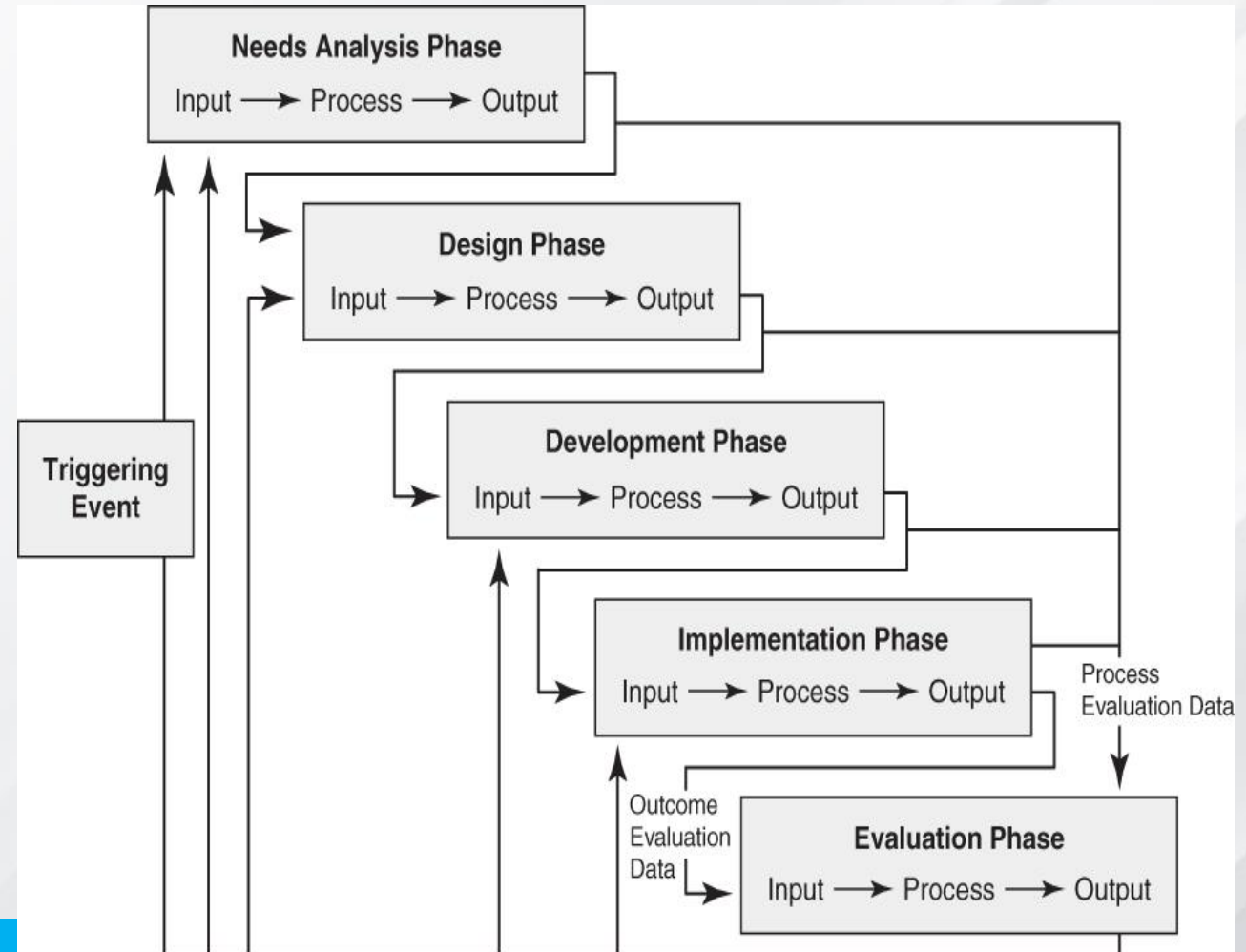
**Design Phase:**

Development of training is the process of using the guidelines from the design phase to formulate an instructional strategy that will meet the training objectives.

Obtaining or creating all the things that are needed to implement the training program is also a part of this phase.

**Instructional strategy:** describes the order, timing, and combination of methods and elements to be used in the training program to meet the objectives.

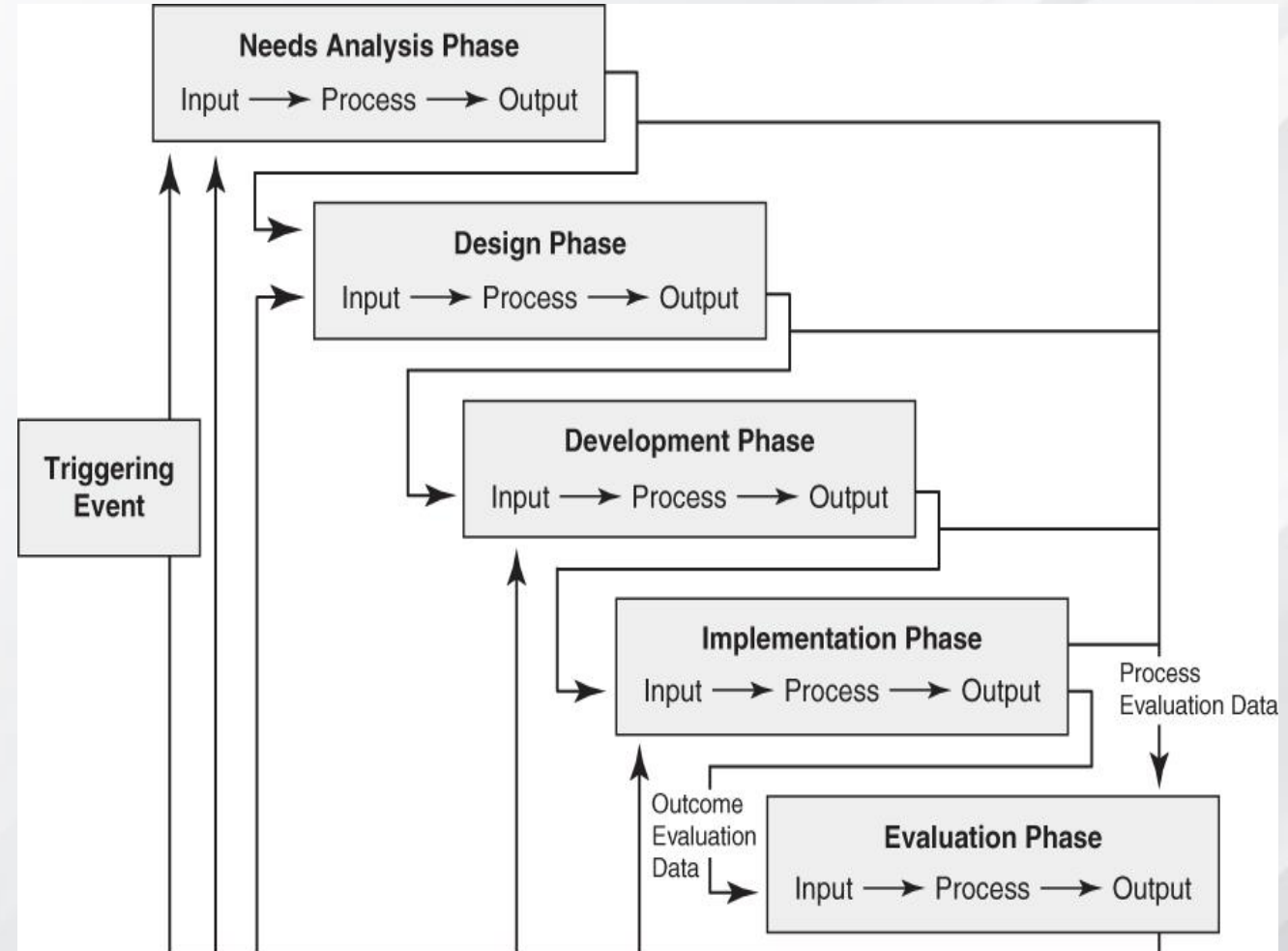
These include the specific content for the training, instructional methods used to deliver the content, materials to be used, equipment and media, manuals, and so forth.



All the previous phases of the training process come together during the implementation phase. This covers the preparation for training, including the room, equipment, and so forth. It also discusses dry runs and pilot programs.

- ✓ The dry run allows for the testing of the training to determine if any modifications are necessary before it is ready to go live.
- ✓ A pilot program is where trainees are there to be trained, but they also help to fine-tune the training before it is truly ready for prime time.

This phase applies the plan for training that was created in the development phase.



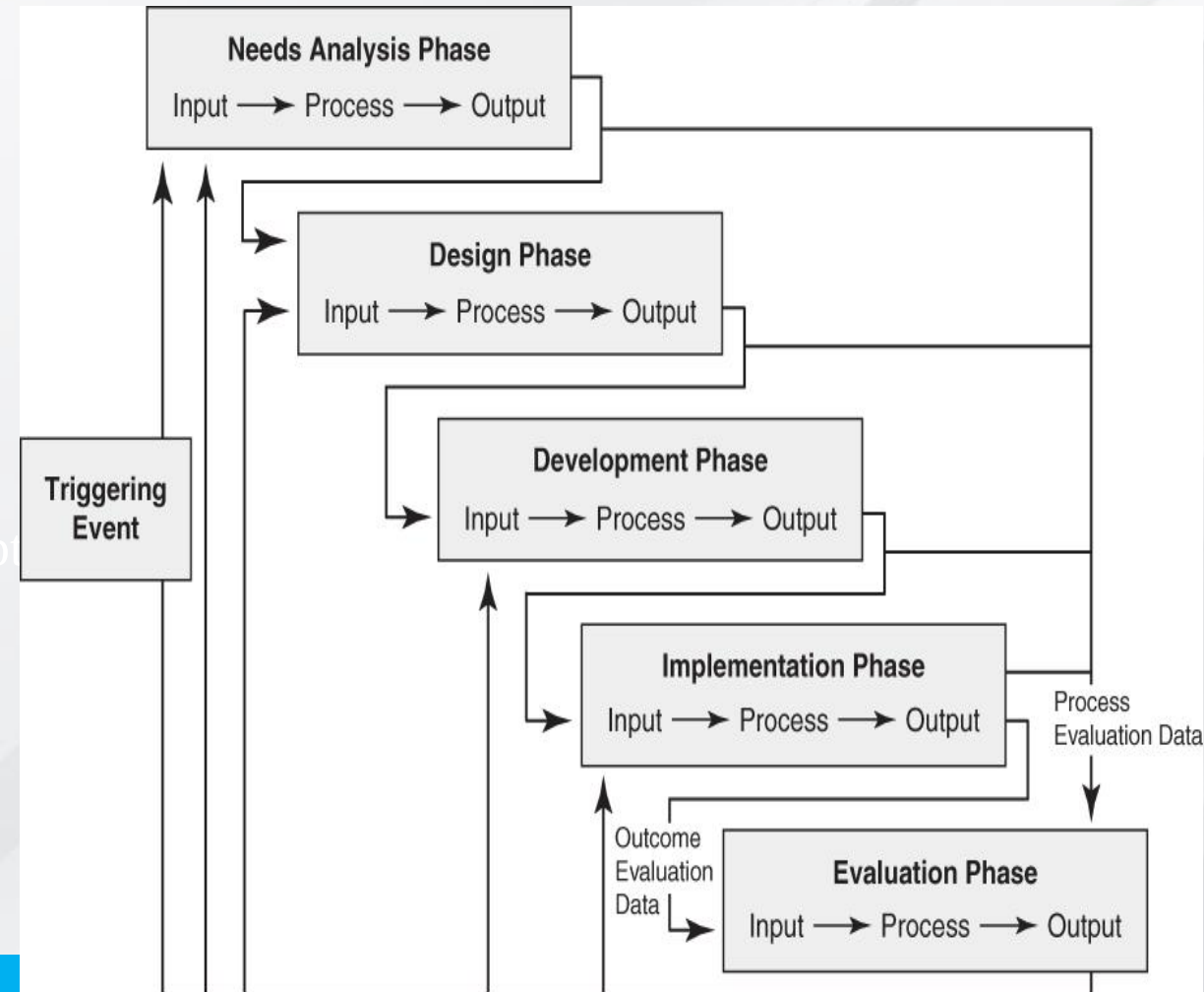
Although we discuss this phase of the model last, it actually begins during the development phase.

Recall that evaluation objectives are an output of the design phase. In the design phase, the training objectives were identified, and these were used in the development phase to create the instruments and measures that will be used to evaluate the training. These become inputs to the evaluation phase.

Two types of evaluation are useful:

**Process evaluation** determines how well a particular training process achieved its objectives (i.e., outputs). In other words, did the trainer follow the exact training process as planned?

**Outcome evaluation** is the evaluation conducted at the end of training to determine the effects of training on the trainee, the job, and the organization.



**KSA:** refers to the learning outcomes, knowledge, skills, and attitudes.

**Knowledge:** is an organized body of facts, principles, procedures, and information acquired over time.

**Declarative knowledge:** is a person's store of factual information about a subject. Facts are verifiable blocks of information such as the legal requirements for hiring, safety rules. Etc.

**Procedural knowledge:** is the person's understanding about how and when to apply the facts that have been learned. For example, one could not know when to apply the steps in an employment interviewing process (procedural knowledge) if one does not know the steps (declarative knowledge).

**Strategic knowledge:** This is used for planning, monitoring, and revising goal-directed activity.



## IMPORTANT CONCEPTS AND MEANINGS

**Skill:** is a proficiency at being able to do something rather than just knowing how to do it

There are two levels of skill acquisition:

Compilation (lower level): when the person needs to think and focus on what he is doing while performing the skill

Automaticity (higher level): when he does it automatically (**driving cars is a good example for differentiation**).



## IMPORTANT CONCEPTS AND MEANINGS

### Attitudes:

- ✓ Generally, attitude is the mental reaction towards an external stimulator. However, in the text book we refer attitudes to the employee beliefs and opinions that support or inhibit behaviour.
- ✓ The beliefs and opinions the person holds about objects or events (such as management, union, empowerment, and training) create positive or negative feelings about those objects and events. Thus, changing a person's beliefs or opinions can change the desirability of the object or event

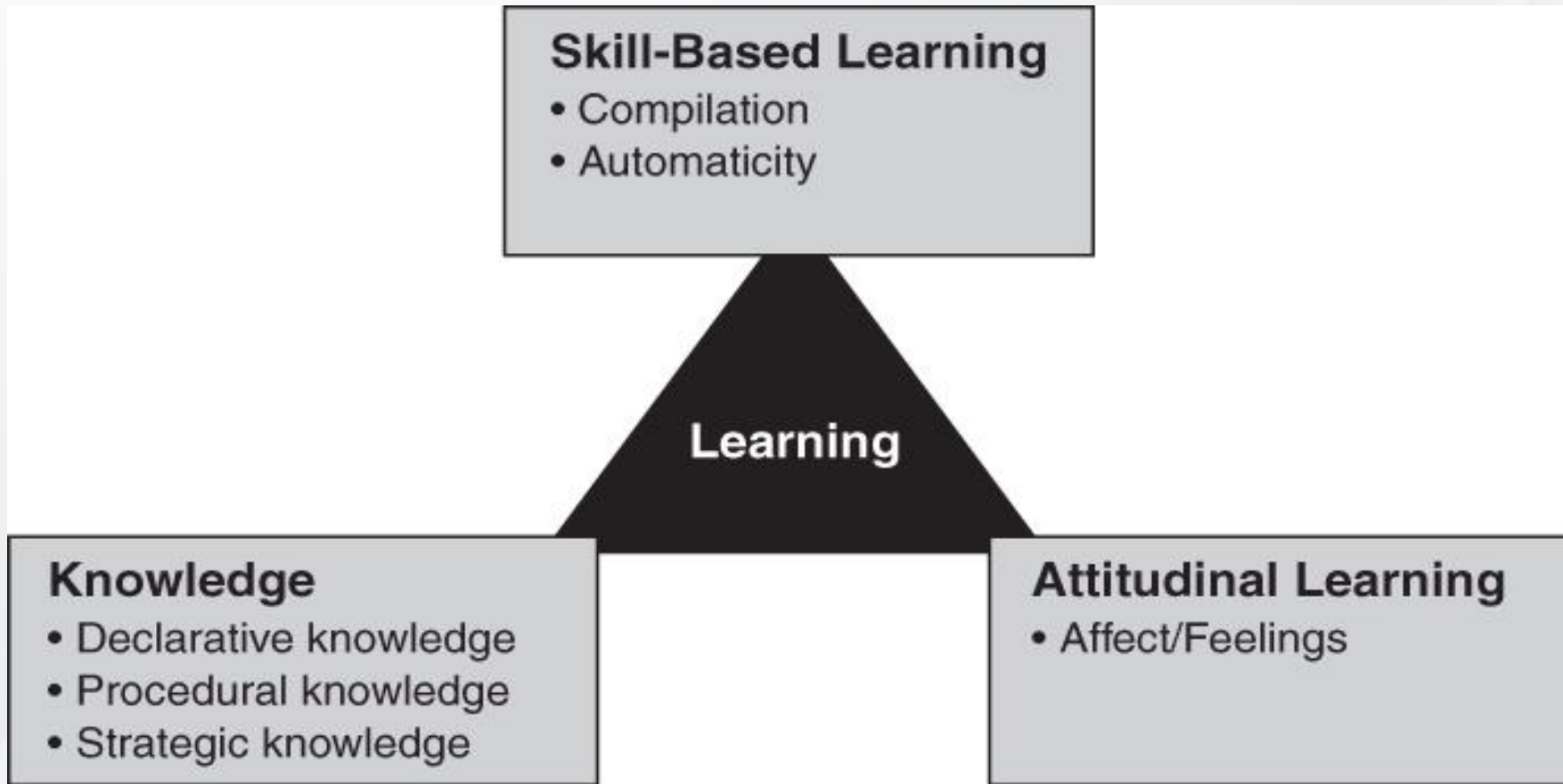
For example, if an employee has positive feelings about a supervisor, those positive feelings are likely to become associated with the employee's job.

- ❖ If the employee learns from a co-worker that the supervisor said negative things about her, job satisfaction is likely to be reduced, even though nothing about the job itself actually changed. What changed is the employee's belief about the supervisor's opinion of her. Attitudes are important to training because they affect motivation.

# Kirkpatrick's Four-Level Training Evaluation Model

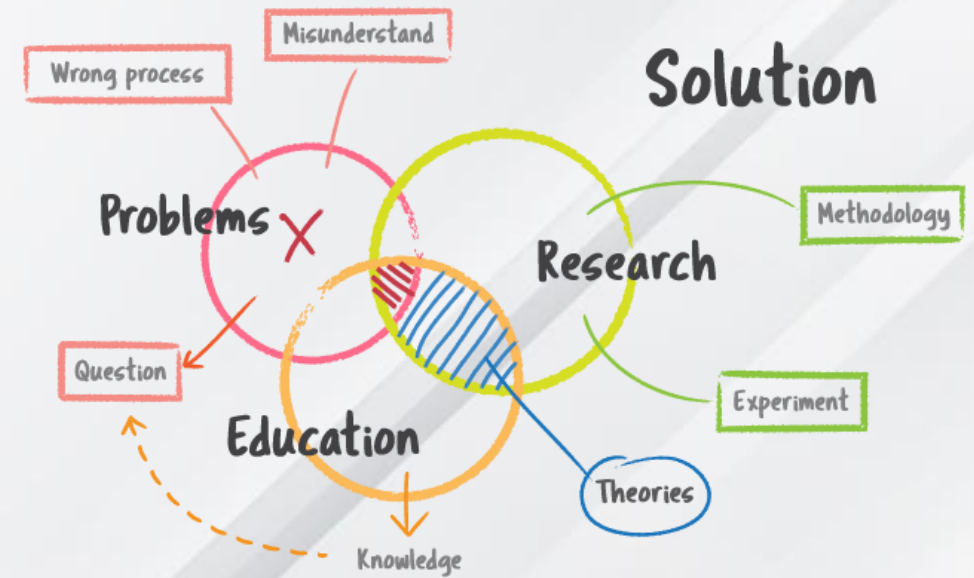


# Types of Learning



## Skill – Based Learning

This type of objective should focus on testing the learner's ability to use the knowledge they have acquired in order to complete a task. A good example of a skill-based objective would be: “The learner will be able to apply the principles of photosynthesis to solve a problem.



## Knowledge Learning

The knowledge level rationalizes the agent's behavior, while the symbol level mechanizes the agent's behavior. For example, in a computer program, the knowledge level consists of the information contained in its data structures that it uses to perform certain actions.

# Attitudinal Learning

Attitudinal factors comprise the values, beliefs, attitudes and norms that influence an individual's predisposition to behave in an environmentally significant manner and actual behavior.



There are three primary types of learning styles:

1. visual,
2. hearing,
3. physical activity

Most people learn best through one or two of these methods, but there are ways to use all three learning styles to your advantage



## Types of Learning



# Thank You