

Human Resources Management

Robert L. Mathis | John H. Jackson

Prepared by Dr. Samah Abdelfatah

MGM 243

Lecture 06



Part3:Developing HRM Training Human Resources

Chapter
09

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Dr. Samah Abdelfatah

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Learning Outcomes

After you have read this chapter, you should be able to:

- Define training and discuss why a strategic approach is important.
- Discuss the four phases of the training process.
- Identify three types of analyses used to determine training needs.
- Explain different means of internal and external training delivery.
- Describe the importance of e-learning as part of current training efforts.
- Give an example for each of the four levels of training evaluation.

NATURE OF TRAINING

- **Training** is the process whereby people acquire capabilities to perform jobs.
- Training provides employees with specific, identifiable knowledge and skills for use in their present jobs.
- **Organizational usage of training may include :**
 - ✓ **“Hard” skills** such as teaching sales representatives how to use intranet resources.
 - ✓ **“Soft” skills** are critical in many instances and can be taught as well. They may include communicating, mentoring, managing a meeting, and working as part of a team.

TRAINING CATEGORIES

FIGURE 9-1

Types of Training



TRAINING AND ORGANIZATIONAL STRATEGY

- Training represents a significant HR expenditure for most employers. But it is too often viewed tactically rather than strategically, which means that training is seen as a short-term activity rather than one that has longer-term effects on organizational success.
- Fortunately, more and more employers have recognized that training must be increased. One survey found that about half of the firms surveyed planned to increase their yearly training budgets.

Strategic Training

- ***Strategic training*** is linked to how the organization accomplishes its organizational goals.
- ***Strategic training*** enables HR and training professionals to get intimately involved with the business, partner with operating managers to help solve their problems, and make significant contributions to organizational results.

As a part of their training, individuals taking hotel reservations stay at a resort as guests in order to gain greater understanding of what they are selling and to experience the services themselves.



LINKING BUSINESS AND TRAINING STRATEGIES

Figure 9-2 shows how training may help accomplish certain organizational strategies. Ideally, the upper management group sees the training function as providing valuable intelligence about the necessary core skills.



Figure 9-2

Source: Based on ideas from Lisa A. Burke and Joseph V. Wilson III.

Organizational Competitiveness and Training

- **Knowledge management** The way an organization identifies and leverages knowledge in order to be competitive
- Knowledge management is a conscious effort to get the right knowledge to the right people at the right time so that it can be shared and put into action
- **Training as a Revenue Source** Some organizations have identified that training can be a source of business revenue. For instance, Microsoft, Ceridian, Cisco, Hewlett-Packard, and other technology firms bundle training with products and services sold to customers.

PERFORMANCE CONSULTING AND STRATEGIC TRAINING

- ***Performance consulting Process*** in which a trainer and the organizational client work together to determine what needs to be done to improve organizational and individual results.
- Performance consulting takes a broad approach by:
 - Focusing on identifying and addressing root causes of performance problems
 - Recognizing that the interaction of individual and organizational factors influences employee performance
 - Documenting the actions and accomplishments of high performers and comparing them with actions of more typical performers

PERFORMANCE CONSULTING AND STRATEGIC TRAINING

Integration of Performance and Training

Organizations are seeking more authentic (and hence more effective) training experiences for their employees by using real business problems to advance employee learning.

Chief Learning Officers

some organizations have created a position entitled chief learning officer (CLO) or chief knowledge officer (CKO). The CLO is a leader who designs knowledge through training for individual employees and the organization.

TRAINING AND GLOBAL STRATEGIES

- For global firms the most brilliant strategies ever devised will not work unless they have well-trained employees throughout the world to carry them out.
- **Global Assignment Training:** The orientation and training that expatriates and their families receive before departure significantly affect the success of an overseas assignment.
- **Intercultural Competence Training:** Intercultural competence incorporates a wide range of human social skills and personality characteristics. As noted in Figure 9-3.

FIGURE 9-3**Intercultural Competence Training**

Component	Possible Training
Cognitive	♦ Culture-specific training (traditions, history, cultural customs, etc.) ♦ Language course
Emotional	♦ <i>Uneasiness</i>: Social skills training focusing on new/unclear and intercultural situations ♦ <i>Prejudices</i>: Coaching may be clarifying ♦ <i>Sensitivity</i>: Communication skills course (active listening, verbal/nonverbal cues, empathy)
Behavioral	♦ Culture Assimilator ♦ International projects ♦ Social skills training focusing on intercultural situations

Source: Developed by Andrea Graf, PhD, and Robert L. Mathis, PhD, SPHR.

TRAINING COMPONENTS



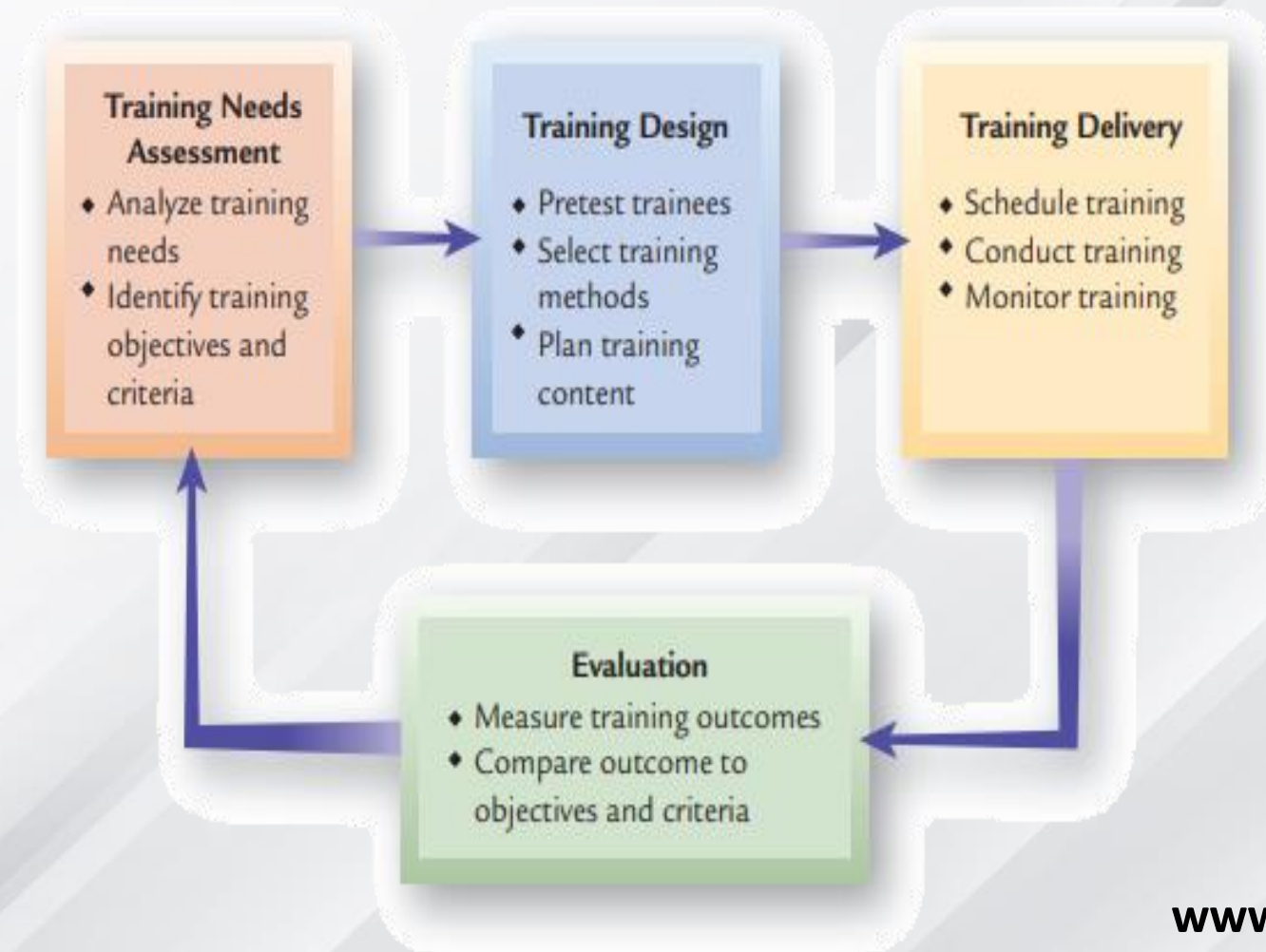
- Training plans allow organizations to identify what is needed for employee performance before training begins. It is at this stage that fit with strategic issues is ensured.
- Effective training efforts consider the following questions:
 - Is there really a need for the training?
 - Who needs to be trained?
 - Who will do the training?
 - What form will the training take?
 - How will knowledge be transferred to the job?
 - How will the training be evaluated?

TRAINING NEEDS ASSESSMENT

Chapter

FIGURE 9-4

Systematic Training Process



ANALYSIS OF TRAINING NEEDS

FIGURE 9-5

Sources of Information Used in Training Needs Assessment

Organization-wide Sources

- ♦ Grievances
- ♦ Accidents
- ♦ Waste/scrap
- ♦ Training observations
- ♦ Observations
- ♦ Complaints
- ♦ Exit interviews
- ♦ Equipment use

Job/Task Sources

- ♦ Employee KSAs
- ♦ Job specifications

Individual Employee Sources

- ♦ Tests
- ♦ Records
- ♦ Assessment centers
- ♦ Questionnaires
- ♦ Surveys
- ♦ Job knowledge tools
- ♦ Performance appraisals

Establishing Training Objectives And Priorities

- Once training requirements have been identified using appropriate needs analyses, then training objectives and priorities can be established by a “gap analysis,” which indicates the distance between where an organization is with its employee capabilities and where it needs to be.
- Training objectives and priorities are then determined to close the gap.
- Three types of training objectives can be set
 - *Knowledge:* Impart cognitive information and details to trainees.
 - *Skill:* Develop behavior changes in how jobs and various task requirements are performed.
 - *Attitude:* Create interest in and awareness of the importance of training.

TRAINING DESIGN

- Once training objectives have been determined, training design can start. Whether job specific or broader in nature, training must be designed to address the assessed specific needs.
- Effective training design considers learning concepts and a wide range of different approaches to training.
- **There are three primary considerations when designing training:**
 - 1) Determining learner readiness,
 - 2) Understanding different learning styles, and
 - 3) Designing training for transfer. Each of these elements must be considered for the training design to mesh and produce effective learning.

FIGURE 9-6

Elements of Training Design



Learner Readiness

Learner readiness means individuals having the *ability to learn*, which many people have. However, if effective learning is to occur, individuals must also have the *motivation to learn* and *self-efficacy*.

1. Learning Readiness

Ability to Learn

- Learners must possess basic skills, such as fundamental reading and math proficiency, and sufficient cognitive abilities.
- Companies may discover that some workers lack the requisite skills to comprehend their training effectively.

Motivation to Learn

- A person's desire to learn training content is referred to as "motivation to learn" and is influenced by multiple factors.

Self-Efficacy Person's belief

- Person's belief that he or she can learn the training program content.

Adult Learning

- **Adult Learning** Malcolm Knowles's classic work on adult learning suggests five principles for designing training for adults.

Adult Learning Principles



Have need to know why they are learning something.

Have need to be self-directed.

Bring more work-related experiences into the process.

Employ a problem-solving approach in the experience.

Are motivated by both internal and external factors.

2. Learning Styles

2. Learning Styles

Adult Learning

Performance of job related tasks and duties by trainees during training.

**Active
practice**

Spaced practice is performed in several sessions spaced over a period of hours or days.

Massed practice is performed all at once.

**Spaced
practice**

**Massed
practice**

2. Learning Styles

Behavior modeling Copying someone else's behavior

Reinforcement and Immediate Confirmation



Reinforcement Based on the idea that people tend to repeat responses that give them some type of positive reward and avoid actions associated with negative consequences.

Immediate confirmation Based on the idea that people learn best if reinforcement and feedback are given as soon as possible after training

3. Learning Transfer

Transfer of Training

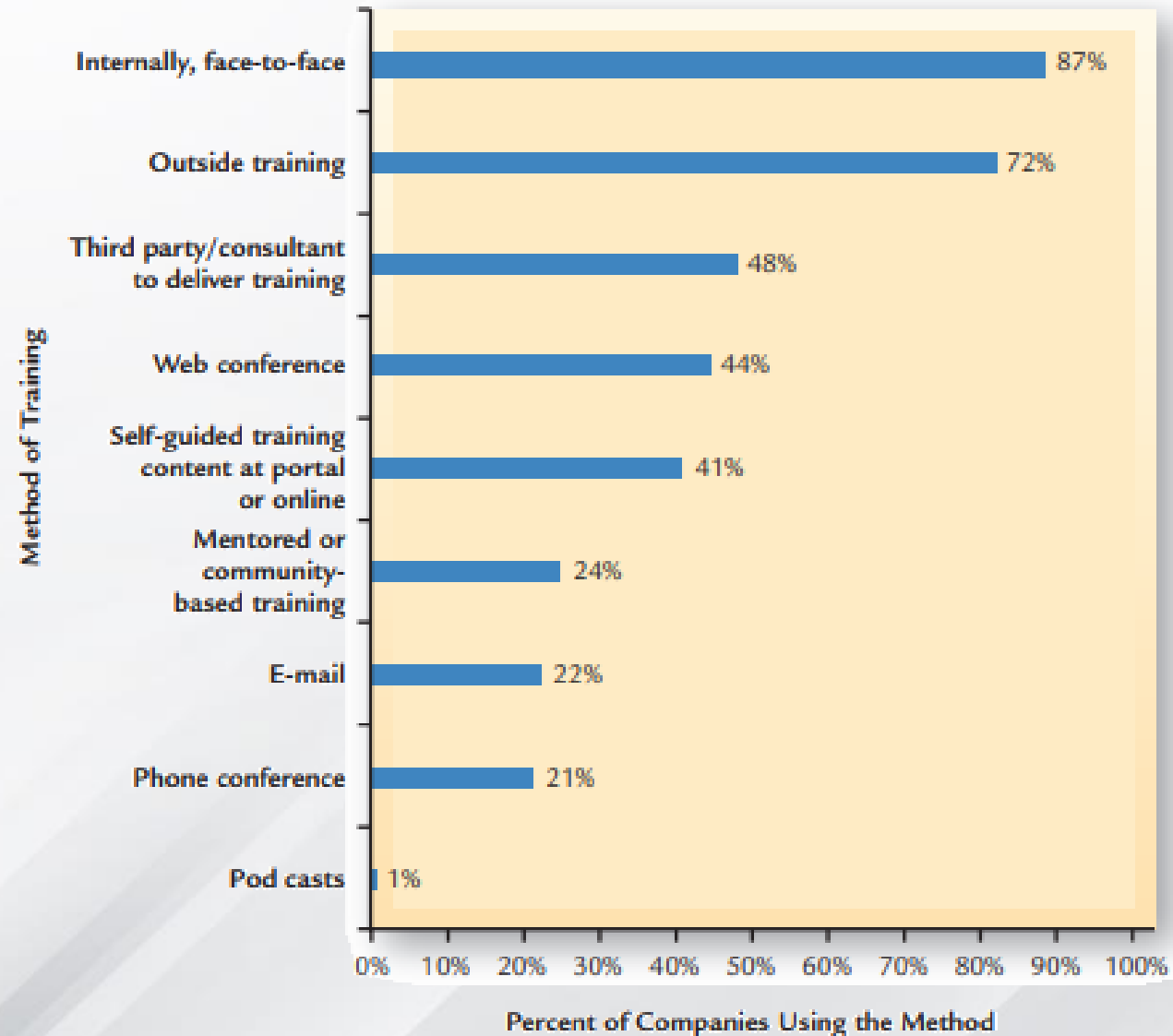
- Finally, trainers should design training for the highest possible transfer from the class to the job.
- Transfer occurs when trainees actually use on the job what knowledge and information they learned in training.
- How much training effectively gets transferred to the job is estimated to be relatively low, given all of the time and money spent on training.

TRAINING DELIVERY

- Once training has been designed, then the actual delivery of training can begin.
- Whatever the approach used, a variety of considerations must be balanced when selecting training delivery methods.
- The common variables considered are:
 - Nature of training
 - Subject matter
 - Number of trainees
 - Individual vs. team
 - Self-paced vs. guided
 - Training resources/costs
 - E-learning vs. traditional learning
 - Geographic locations
 - Time allotted
 - Completion timeline

FIGURE 9-7

Methods Companies Use to Deliver Training



Source: *Employee Benefit News*, November 2006, 22.

Internal Training



Informal training

Training that occurs through interactions and feedback among employees.



Cross Training

Training people to do more than one job

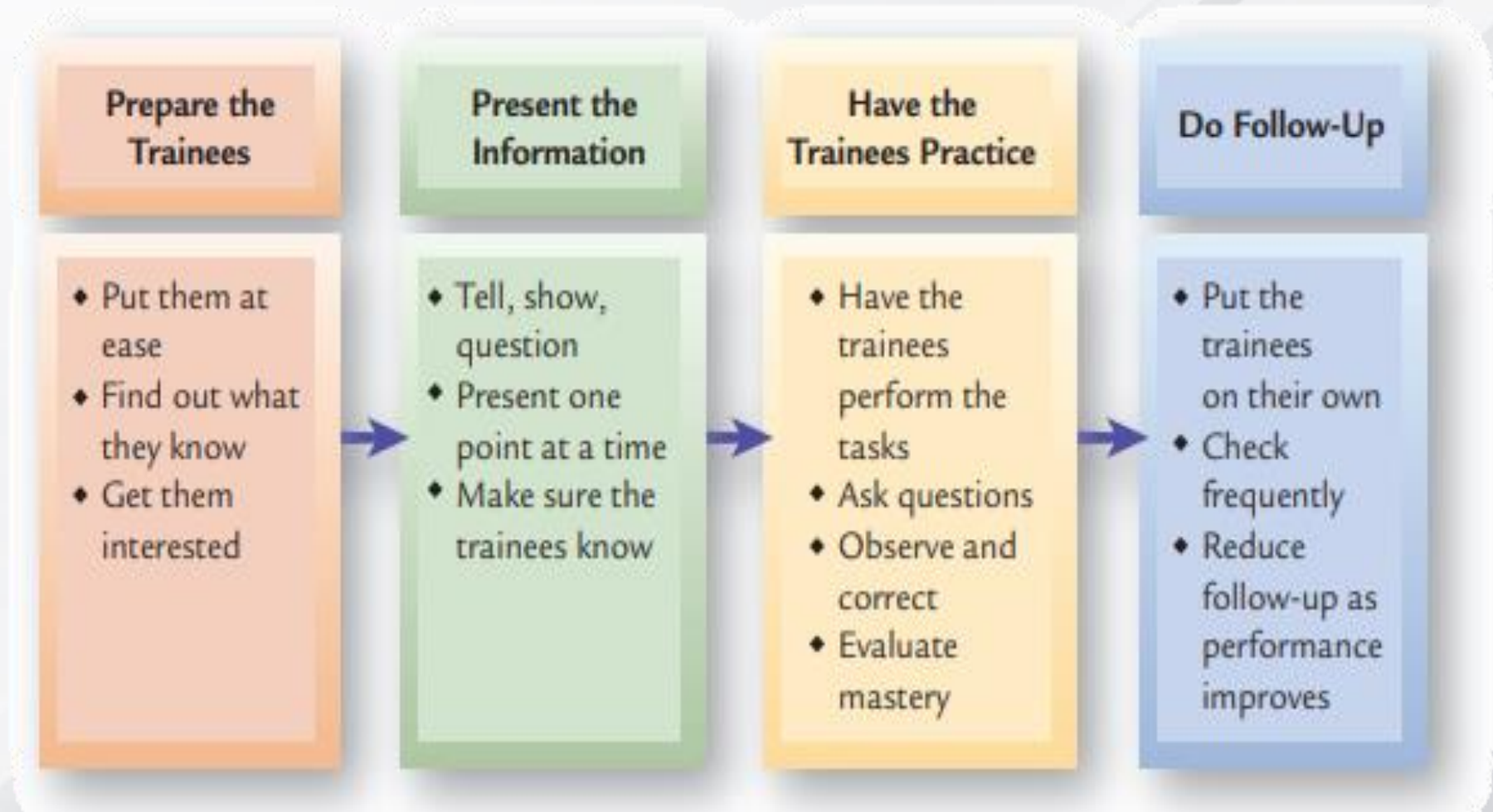


On-the-Job Training

The most common type of training at all levels in an organization is on-the-job training (OJT) because it is flexible and relevant to what employees do

FIGURE 9-8

Stages for On-the-Job Training (OJT)



External Training

- External training, or training that takes place outside the employing organization, is used extensively by organizations of all sizes.
- Large organizations use external training if they lack the capability to train people internally or when many people need to be trained quickly.



External Training(Cont.)

- Whatever the size of the organization, external training occurs for several reasons:
 - It may be less expensive for an employer to have an outside trainer conduct training in areas where internal training resources are limited.
 - The organization may have insufficient time to develop internal training materials.
 - The HR staff may not have the necessary level of expertise for the subject matter in which training is needed.
 - There are advantages to having employees interact with managers and peers in other companies in training programs held externally.

External Training(Cont.)



Outsourcing of Training
Government-Supported Job Training
Educational Assistance Programs

Combination Training Approaches

Cooperative Training

- Cooperative training approaches mix classroom form, generally referred to as school-to-work transition, helps individuals move into jobs while still in school or on completion of formal schooling. Such efforts may be arranged with high schools or with community colleges.

Instructor-Led Classroom and Conference Training

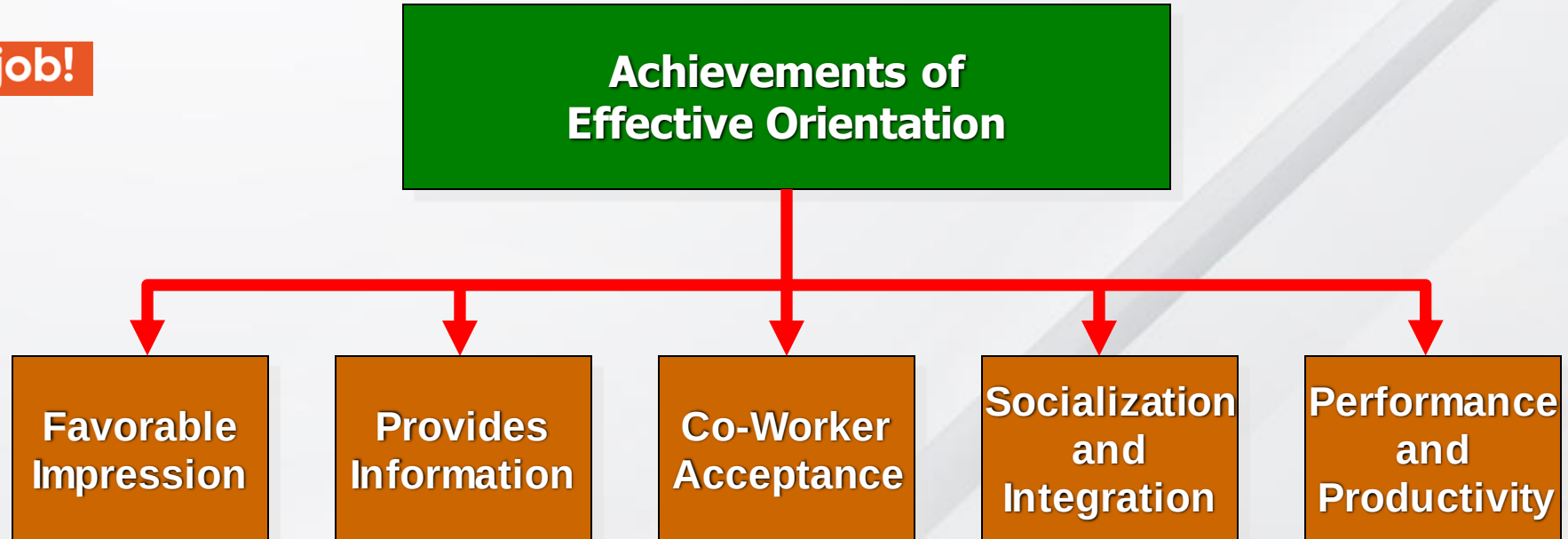
- Is still the most prevalent approach to training. Employer-conducted short courses, lectures, and meetings usually consist of classroom training, whereas numerous employee development courses offered by professional organizations, trade associations, and educational institutions are examples of conference training.

CONGRATS

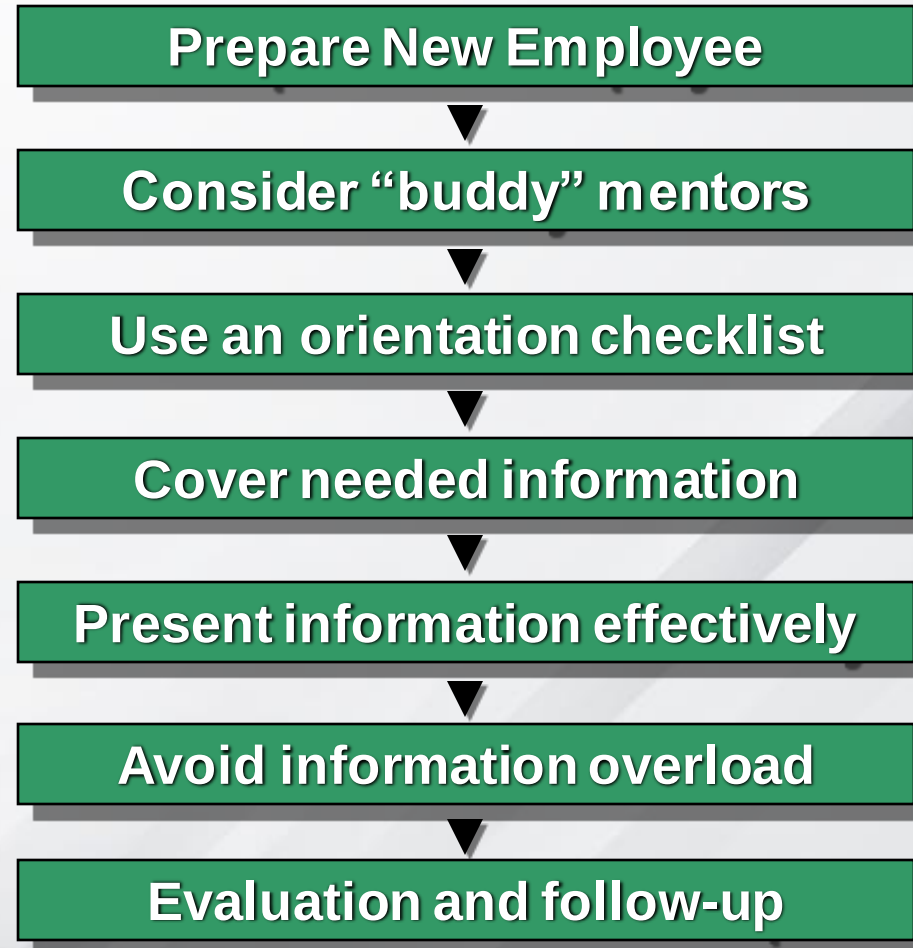


you got the job!

Orientation: Training for New Employees



Effective New Employee Orientation



E-LEARNING: ON-LINE TRAINING

- **The use of the Internet or an organizational intranet to conduct training online.**

Distance Training/Learning

A growing number of college and university classes use some form of Internet-based course support.

Simulations and Training

Computer-supported simulations within organizational training can replicate the psychological and behavioral requirements of a task, often in addition to providing some amount of physical resemblance to the trainee's work environment.

Blended Learning

Learning approach that combines short, fast-paced, interactive computer-based lessons and teleconferencing with traditional classroom instruction and simulation..

Advantages And Disadvantages Of E-learning

Advantages	Disadvantages
• <i>Self-paced; trainees can proceed on their own time</i> • <i>Is interactive, tapping multiple trainee senses</i> • <i>Allows for consistency in the delivery of training</i> • <i>Enables scoring of exercises/assessments and the appropriate feedback</i> • <i>Incorporates built-in guidance and help for trainees to use when needed</i> • <i>Is relatively easy for trainers to update content</i> • <i>Can be used to enhance instructor-led training</i>	• <i>May cause trainee anxiety</i> • <i>Not all trainees may be ready for e-learning</i> • <i>Not all trainees may have easy and uninterrupted access to computers</i> • <i>Not appropriate for all training content (e.g., leadership, cultural change)</i> • <i>Requires significant upfront cost and investment</i> • <i>No significantly greater learning evidenced in research studies</i> • <i>Requires significant top management support to be successful</i>

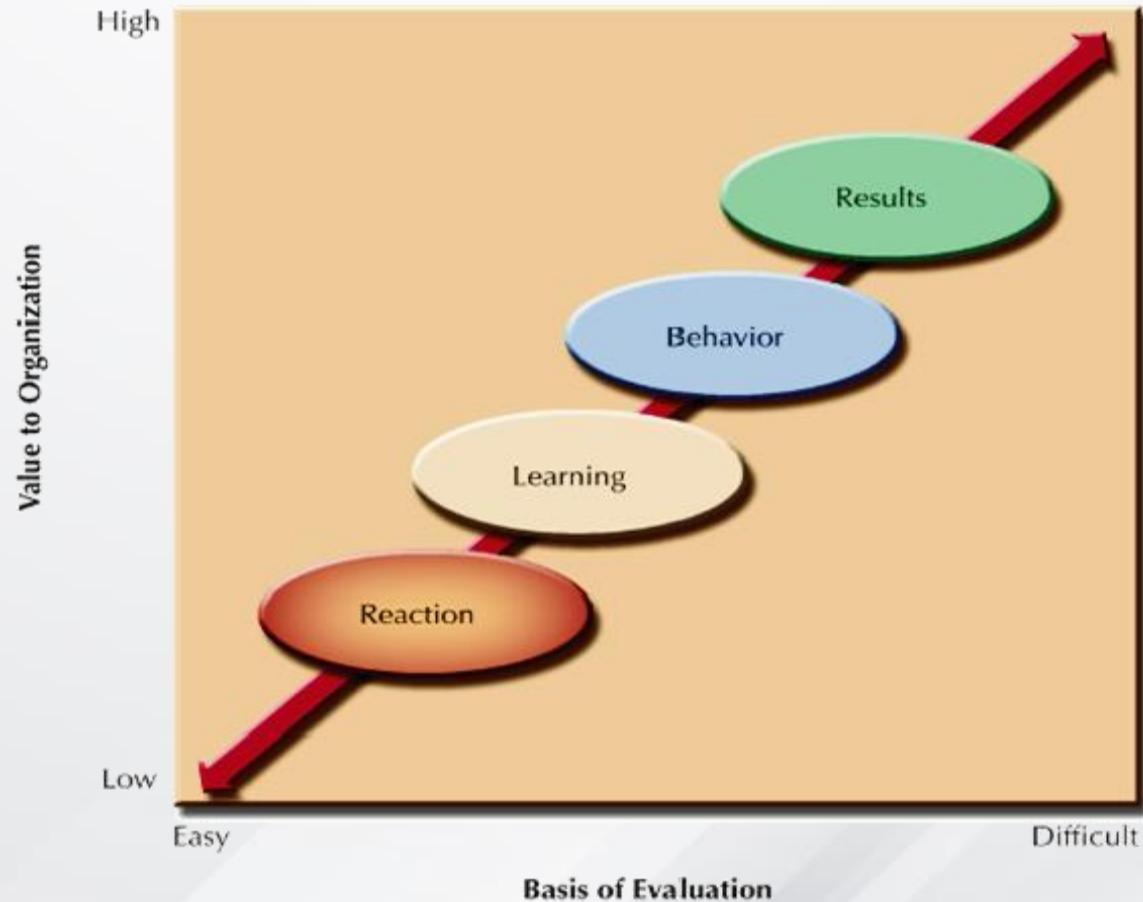
Figure 9-9

Developing E-Learning

Criteria for adopting e-learning:

- Sufficient top management support and funding
- Accepting the idea of decentralized and individualized training
- Current training methods not meeting needs
- Computer literacy and access to computers
- Time and travel cost concerns for trainees
- The number and self-motivation of trainees

LEVELS OF TRAINING EVALUATION



Results Employers evaluate results by measuring the effect of training on the achievement of organizational objectives. Because results such as productivity, turnover, quality, time, sales, and costs are relatively concrete, this type of evaluation can be done by comparing records before and after training.

Behavior Evaluating training at the behavioral level means: (1) measuring the effect of training on job performance through interviews of trainees and their co-workers, and (2) observing job performance.

Learning levels can be evaluated by measuring how well trainees have learned facts, ideas, concepts, theories, and attitudes.

Reaction Organizations evaluate the reaction levels of trainees by conducting interviews with or administering questionnaires to the trainees.

Figure 9–10

BALANCING COSTS AND BENEFITS OF TRAINING

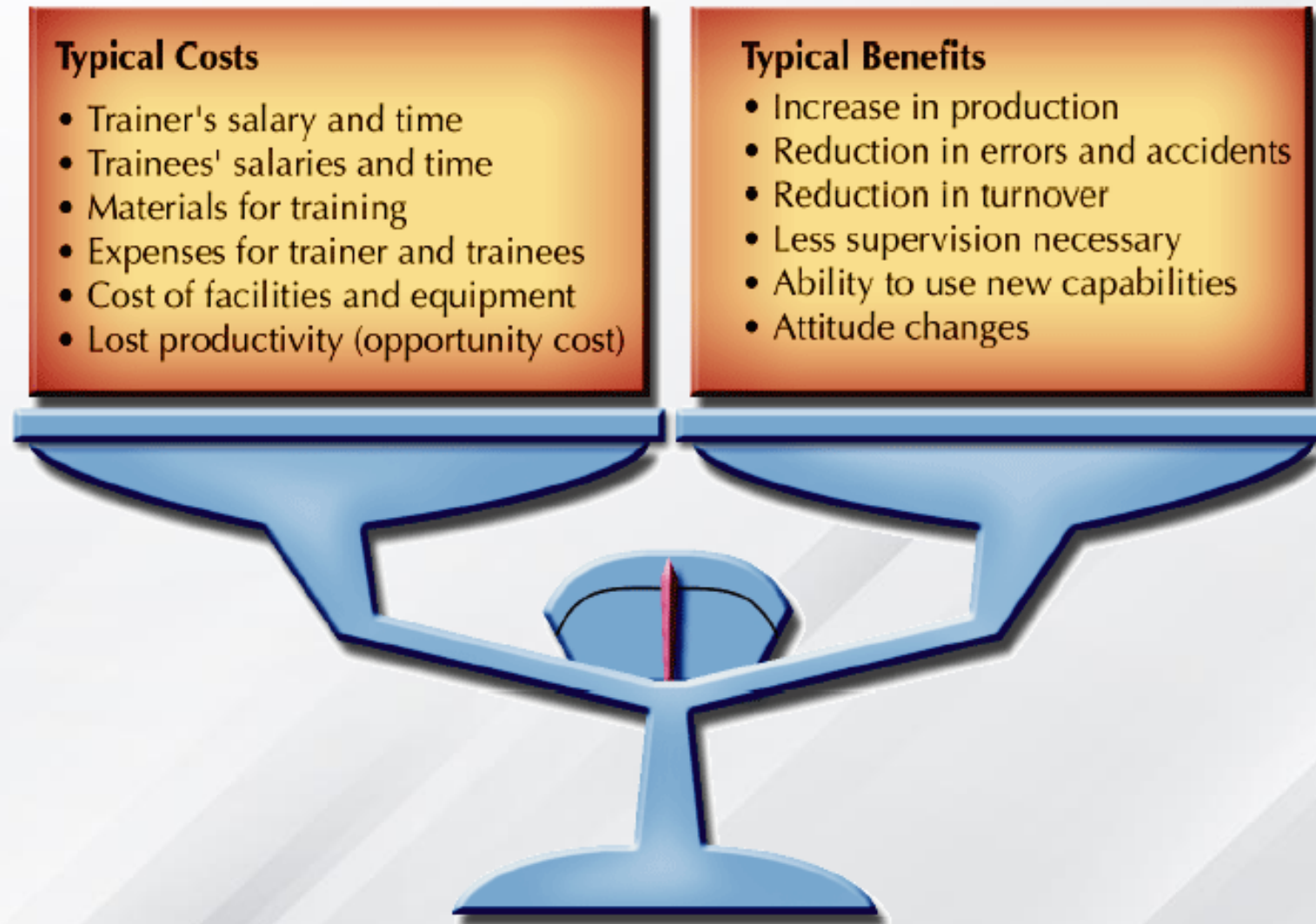


Figure 9-11

TRAINING EVALUATION

- **Cost-Benefit Analyses**
 - Comparison of costs and benefits associated with training
- **Return on Investment**
- **Benchmarking Training**

Training Evaluation Designs

- **Post-Measure**
- **Pre-/Post-Measure**
- **Pre-/Post-Measure with a Control Group**

SUMMARY

- Nature Of Training
- Training Categories
- Training And Organizational Strategy
- Performance Consulting And Strategic Training
- Training Components
- Training Needs Assessment & Analysis
- Establishing Training Objectives And Priorities
- Training Design
- Training Delivery
- E-learning: On-line Training
- Balancing Costs And Benefits Of Training
- Training Evaluation



Thank You