

Human Resources Management

Robert L. Mathis | John H. Jackson

Prepared by Dr. Ibrahim Aboelseod

MGM 243

Lecture 05



Training Human Resources (9) Careers & HR Development (10)

Chapter
9/10

Lecture 05

MGM 243

Prepared by
Prepared by Dr. Ibrahim Aboelseod

www.midocean.ae

Human Resource Management

TENTH EDITON

Robert L. Mathis | John H. Jackson

Chapter 9

Training Human Resources



Chapter
9

LEARNING OBJECTIVES

After you 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. (Donald Kirkpatrick)
- Identify three types of analyses used to determine training needs.
- Describe internal, external, and e-learning as training delivery approaches.

DEVELOPMENT VS. TRAINING

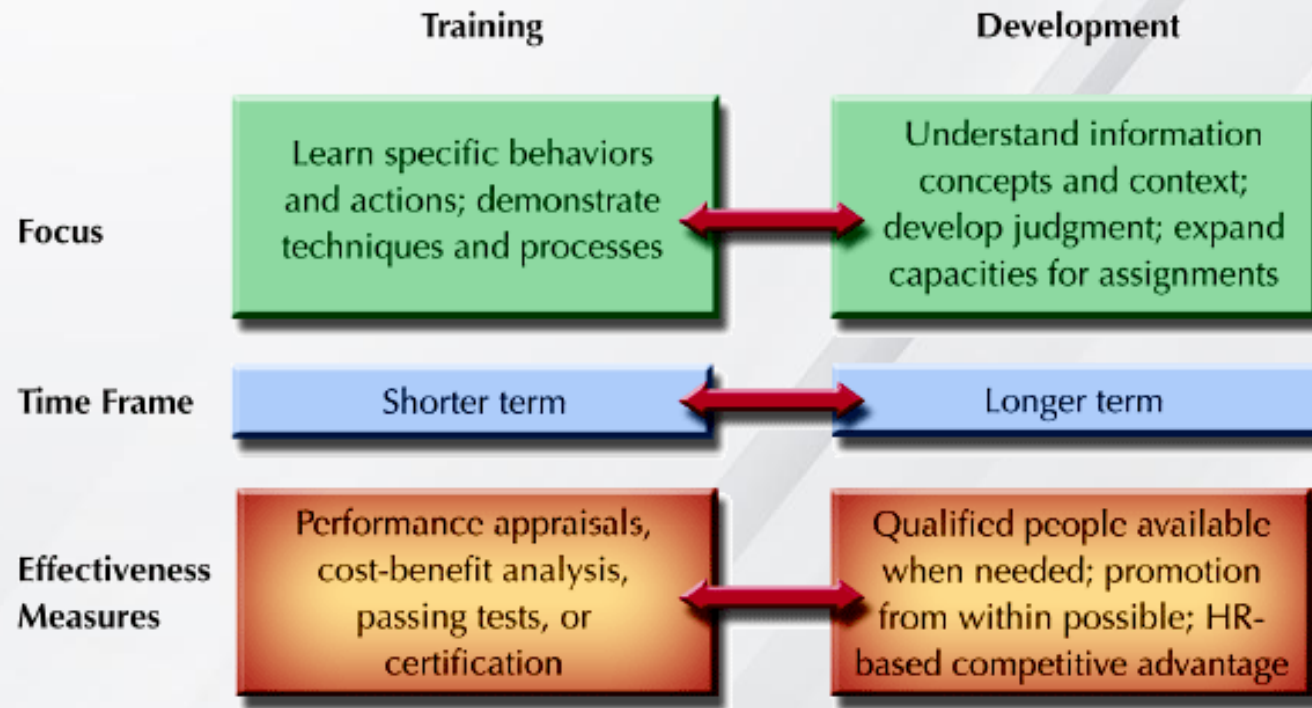


Figure 10–6

Chapter
9/10

THE NATURE OF TRAINING

- Training

- A process whereby people acquire capabilities to aid in the achievement of organizational goals.

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 questions¹¹:

- 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?

Chapter
9/10

THE CONTEXT OF TRAINING

- Organization Competitiveness and Training
 - Training makes organizations more competitive
 - Training helps retain valuable employees
- Training as a Revenue Source
 - Marketing training with or alongside products can contribute significantly to a firm's revenues.

Chapter
9/10

TRAINING MAKES ORGANIZATIONS MORE COMPETITIVE



■ **IBM:** Its Learning Suite is an on-demand e-learning system available through the IBM intranet. Numerous learning programs are available to employees on-demand, varying from simulations to best practices review.

■ **Nike:** At the apparel and sports equipment firm, employees in Nike stores can access Sports Knowledge Underground, an e-learning program. This service provides product details, apparel technology specifics, and other types of information, which has helped Nike reduce employee turnover and increase sales and revenues of products and services.

But the excitement of e-learning has been moderated because employers have experienced problems. If e-learning is not part of a broader approach to training linked to strategic goals, it may become another "Internet game." This results in participants viewing training, but not using the information to enhance their job performances. Thus, e-learning must be integrated with other training means, especially including some face-to-face discussion. Overall then, e-learning must be part of effective training to produce organizational value.¹

Chapter
9/10**THE CONTEXT OF TRAINING
(CONT'D)**

- Integration of Job Performance, Training, and Learning
 - Training is moving “closer to the job” to achieve “real time” learning.
 - Training is using more real-world problems to increase employee learning.

PERFORMANCE CONSULTING



Figure 9–1

LINKING BUSINESS AND TRAINING STRATEGIES



Figure 9–3

Chapter
9/10**BASIC BUSINESS STRATEGY
CONCEPTS**

- Low-cost leader
 - Attempting to increase market share by focusing on the low cost of the firm's products or services, compared to competitors.
- Differentiation
 - Trying to make the firm's products or services competitively different from others in the industry in terms of quality, service, technology, or perceived distinctiveness.

TRAINING PROCESS

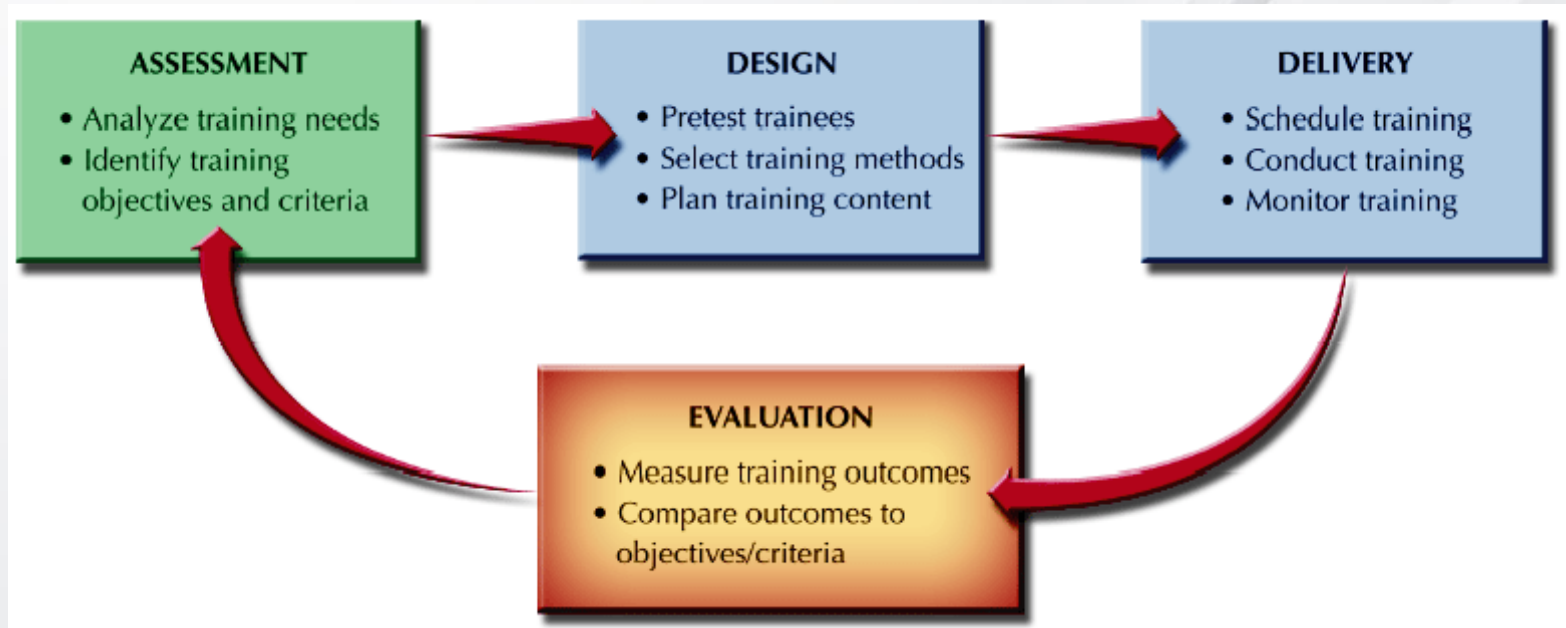


Figure 9–4

SOURCES OF TRAINING NEEDS ASSESSMENT



Figure 9–5

Chapter
9/10**ESTABLISHING TRAINING
OBJECTIVES**

- **Gap Analysis**
 - The distance between where an organization is with its employee capabilities and where it needs to be.
- **Types of Training Objectives**
 - Knowledge: Impart cognitive information and details to trainees.
 - Skill: Develop behavior changes in how job and tasks are performed.
 - Attitude: Create interest and awareness of the training importance.

ELEMENTS OF TRAINING DESIGN



Figure 9–6

Chapter
9/10

LEARNING: THE FOCUS OF TRAINING

- Learner Readiness
 - Ability to learn
 - Learners must possess basic skills
 - Motivation to learn
 - Learners must desire and value training
- Self-efficacy
 - Learners must believe that they can successfully learn the training content



LEARNING STYLES

Adult Learning Principles

Have need to know why they are learning something.

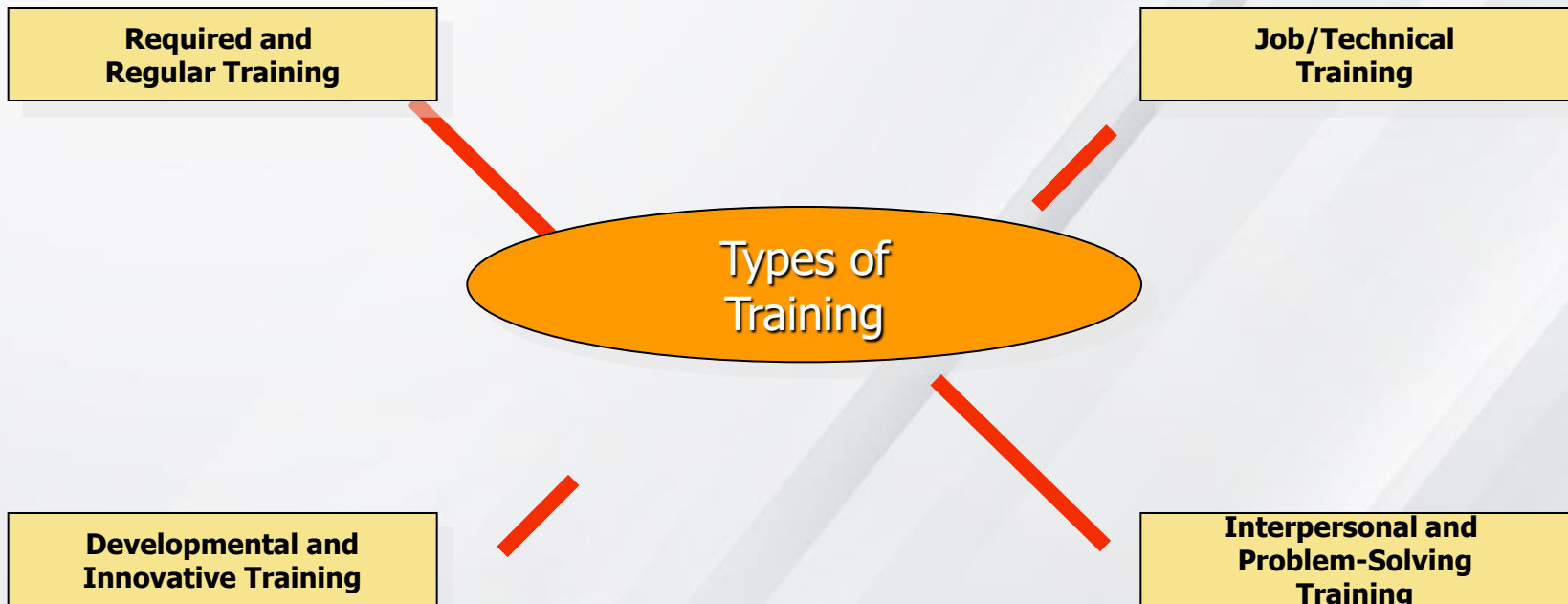
Have need to be self-directed.

Bring more work-related experiences into the process.

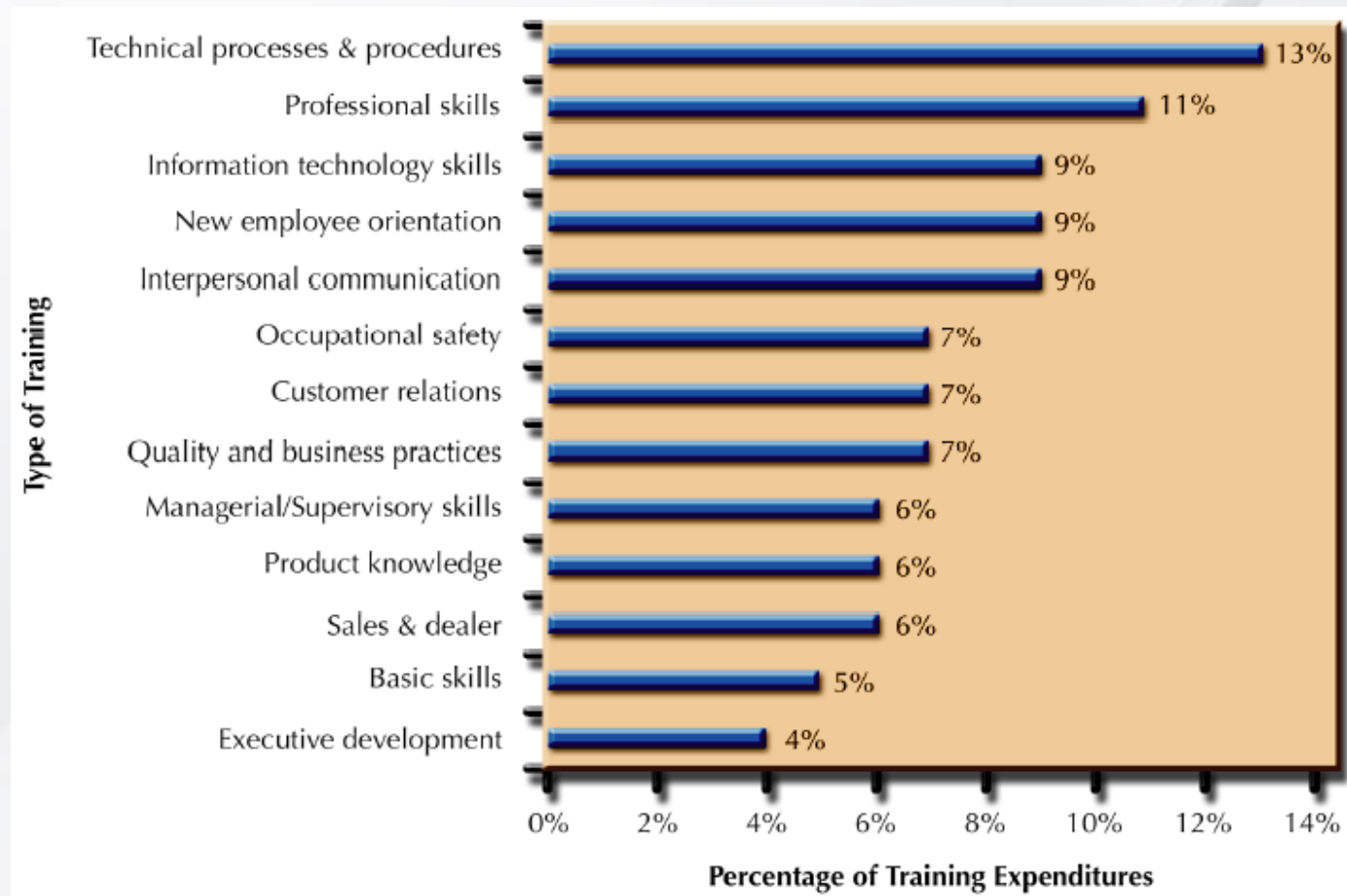
Employ a problem-solving approach in the experience.

Are motivated by both internal and external factors.

LEARNING: TYPES OF TRAINING



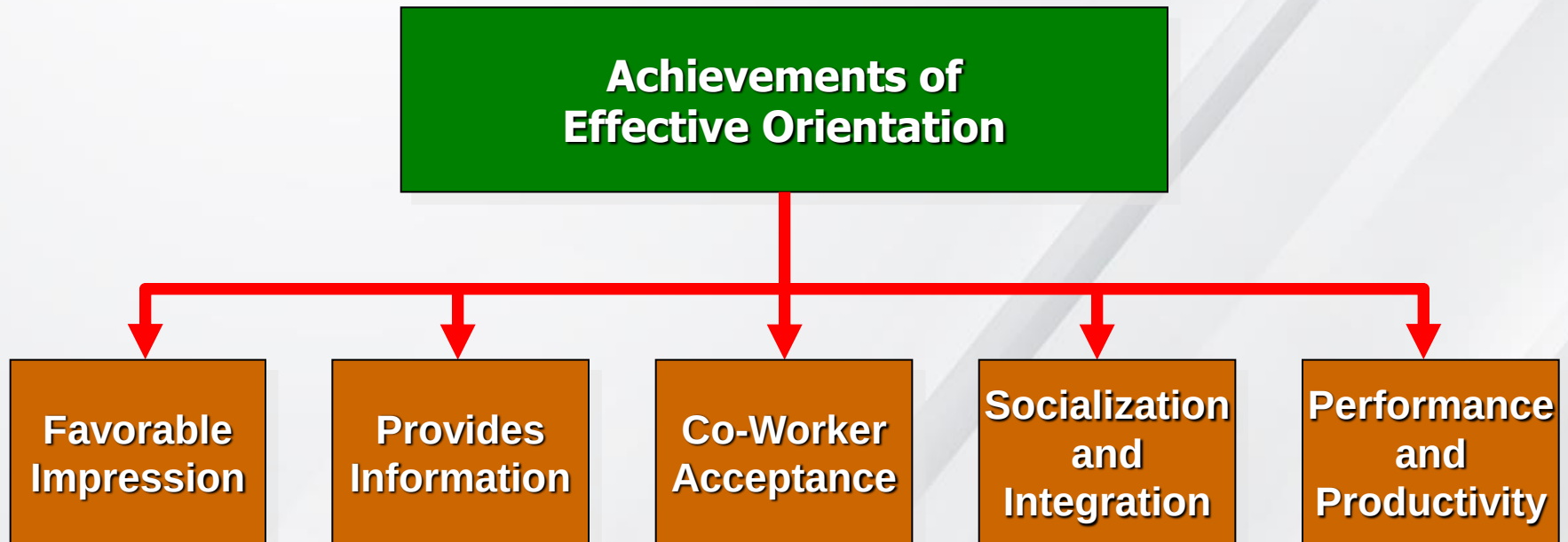
COURSE TYPES AND TRAINING EXPENDITURES



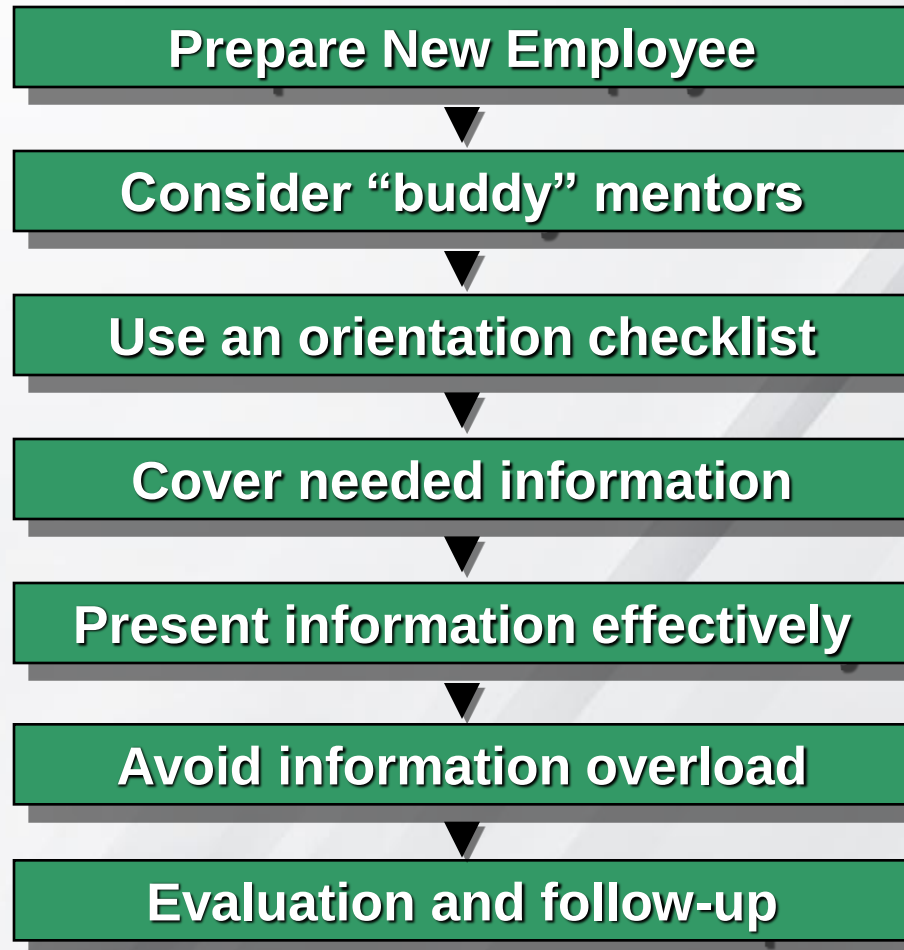
Source: Mark E. Van Buren, ASTD State of the Industry Report, 2001 (Alexandria, VA: ASTD, 2001), 13. Used with permission.

Figure 9–7

Orientation: Training for New Employees



EFFECTIVE NEW EMPLOYEE ORIENTATION



Chapter
9/10

TRAINING DELIVERY: CONSIDERATIONS

- Nature of training
- Subject matter
- Number of trainees
- Individual vs. team
- Self-paced vs. guided
- Training resources
- Costs
- Geographic locations
- Time allotted
- Completion timeline



Chapter
9/10

INTERNAL TRAINING

- Informal Training
 - Training that occurs through interactions and feedback among employees.
- On-the-Job Training (OJT)
 - Problems with OJT
 - Poorly-qualified or indifferent trainers
 - Disruption of regular work
 - Bad or incorrect habits are passed on

STAGES OF ON-THE-JOB TRAINING

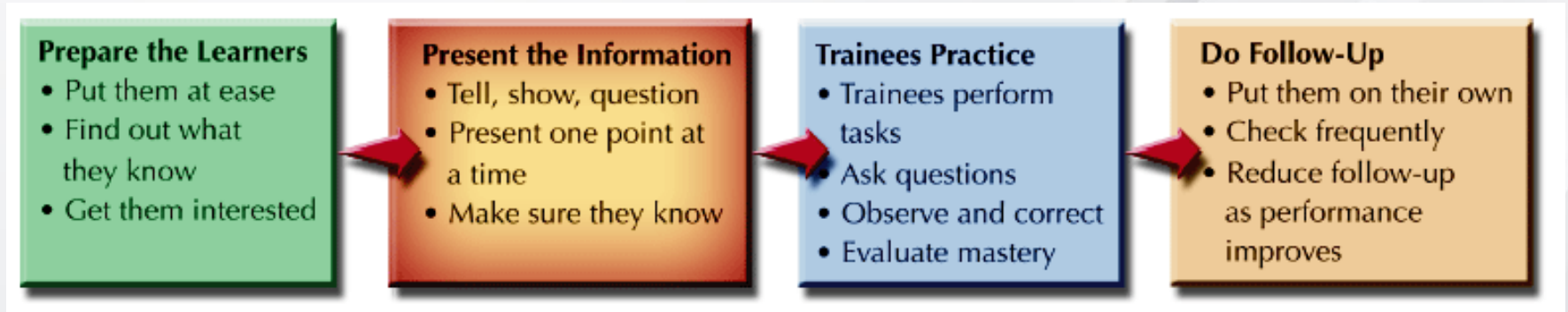


Figure 9–8

Chapter
9/10

External Training

- Reasons for External Training
 - May be less expensive to outsource training
 - Insufficient time to develop training
 - Lack of expertise
 - Advantages of interacting with outsiders
- E-Learning: Training Online

Chapter
9/10

External Training: E-Learning

- E-Learning: Training Online
 - The using the Internet or an organizational intranet to conduct training online.
- 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

DEVELOPING E-LEARNING

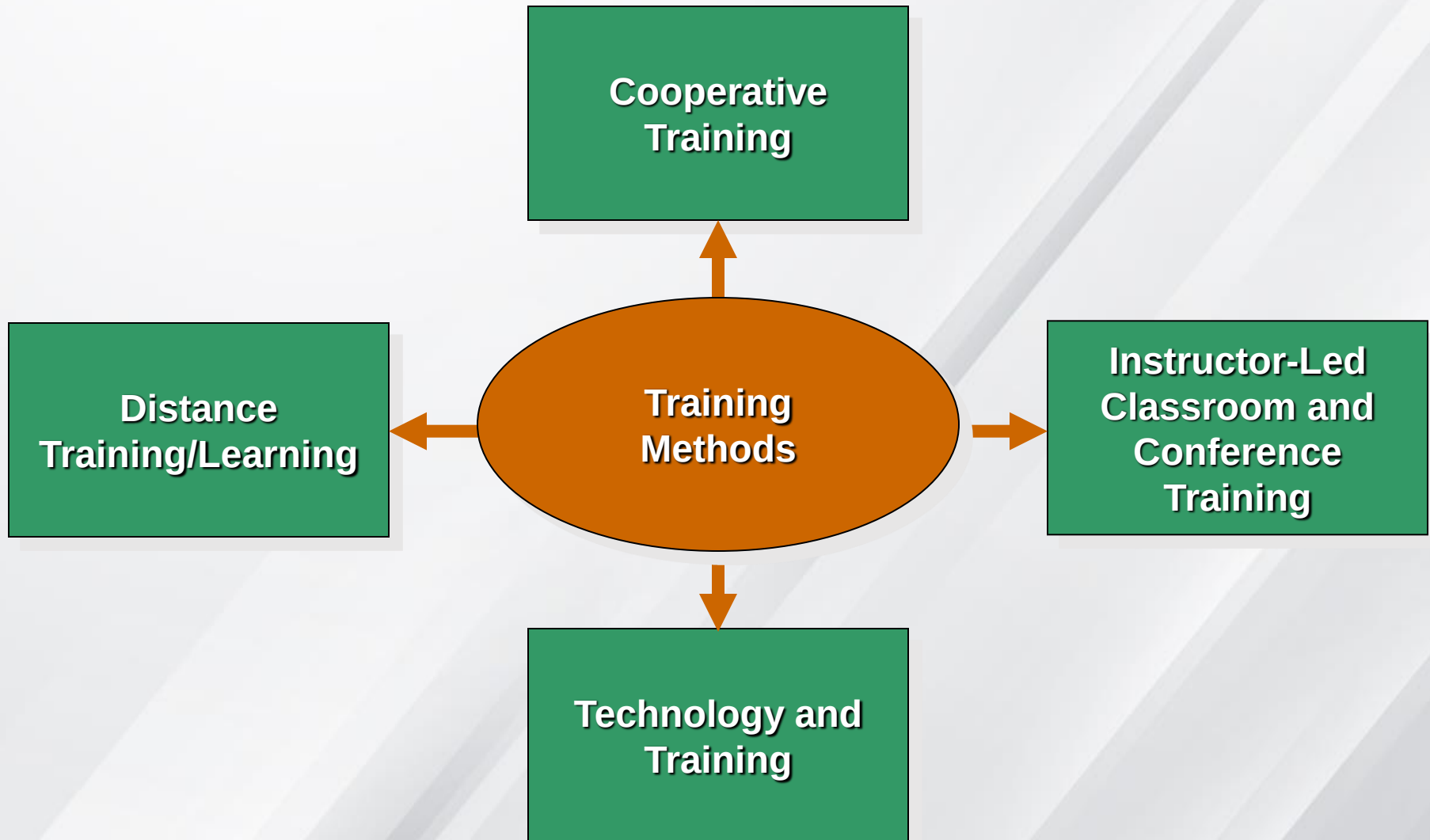


Figure 9–9

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>

TRAINING METHODS



LEVELS OF TRAINING EVALUATION

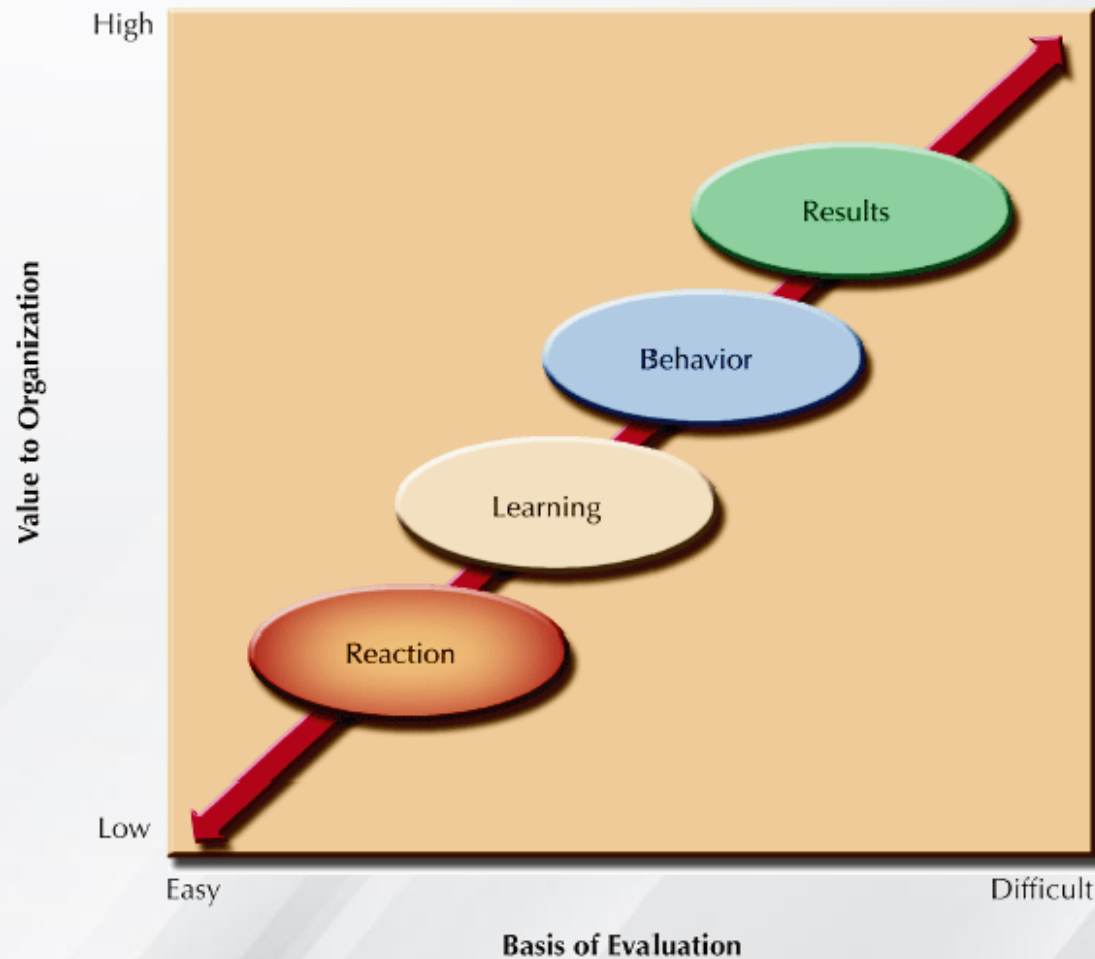


Figure 9–11

BALANCING COSTS AND BENEFITS OF TRAINING

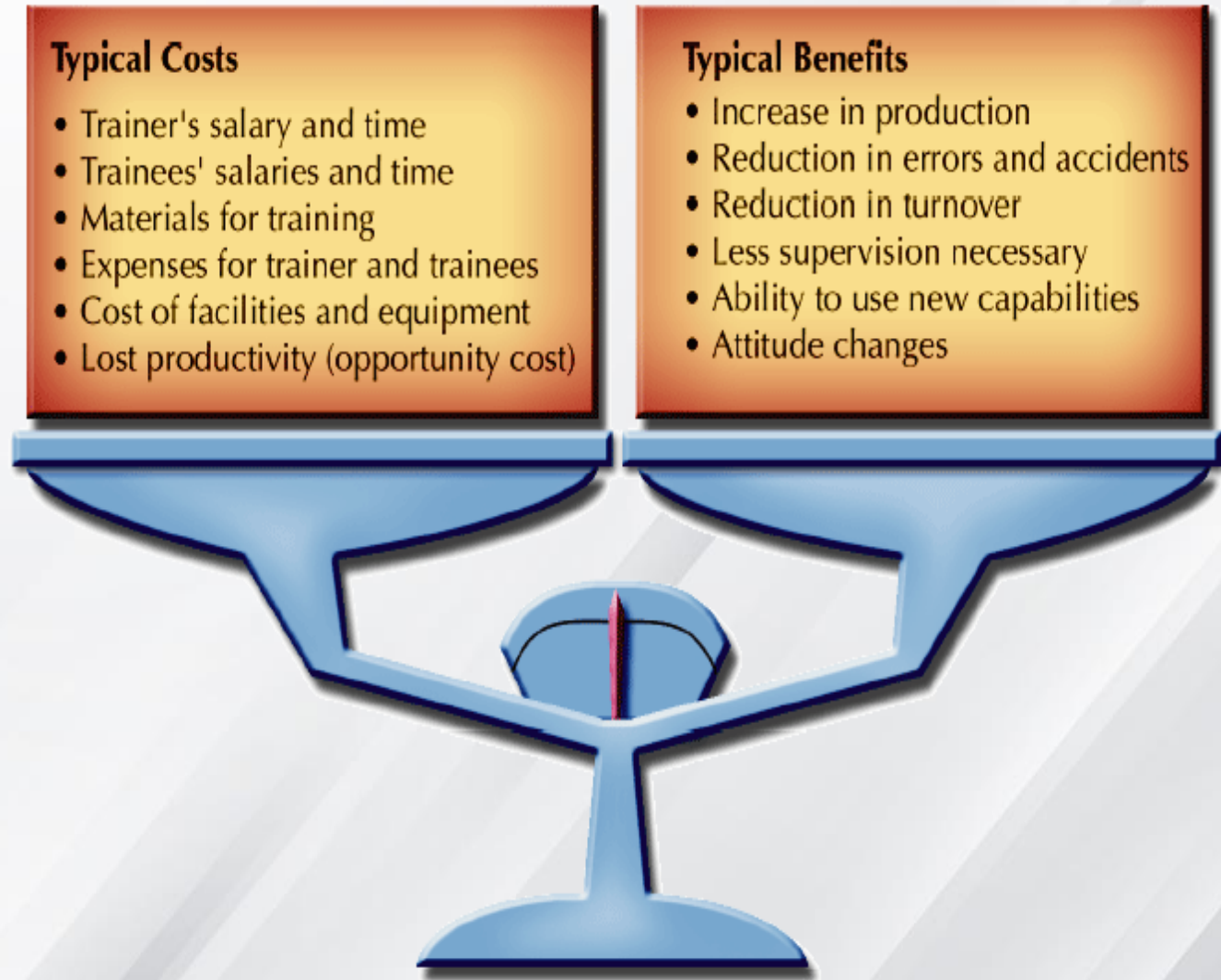


Figure 9–12

Chapter
9/10

TRAINING EVALUATION (CONT'D)

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

Chapter 9/10

SUMMARY

SUMMARY

- Training is the process that provides people with the capabilities they need to do their jobs.
- Four types of training are regular/required, job/technical, interpersonal/problem solving, and developmental/career in nature.
- A strategic approach to training links organizational strategies and HR planning to various training efforts.
- Training affects factors such as organizational competitiveness, knowledge management, revenue, and performance.
- Performance consulting compares desired and actual results in order to identify needed training and non-training actions.
- Global strategies must consider training as a key component, including intercultural competence training to prepare employees to respond more appropriately to situations encountered during global assignments.
- The training process consists of four phases: assessment, design, delivery, and evaluation.
- Training needs can be assessed using organizational, job/task, and individual analyses, and then training objectives can be set to help the organization meet those needs.
- Training design must consider learner readiness, learning styles, and learning transfer.
- Training can be delivered internally through classes, informally, and on-the-job, or using different external means.
- Common training approaches include cooperative training and classroom/conference training.

286

Section 3 Developing Human Resources

- Orientation is a form of on-boarding designed to help new employees learn about their jobs.
- E-learning is training conducted using the Internet or an intranet, and its development must consider both its advantages and its disadvantages.
- Various organizations are taking advantage of training that uses technology, such as Web-based multimedia, video streaming, simulation, and virtual reality.
- Training can be evaluated at four levels: reaction, learning, behavior, and results.
- Training evaluation metrics may include cost-benefit analysis, return-on-investment analysis, and benchmarking.
- A pre-/post-measure with a control group is the most rigorous design for training evaluation; other, less rigorous designs can be used as well.

Human Resource Management

TENTH EDITON

Robert L. Mathis | John H. Jackson

Chapter 10

Careers and HR Development



Chapter
10

LEARNING OBJECTIVES

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

- Differentiate between organization-centered and individual-centered career planning
- Discuss several career issues that organizations and employees face.
- Define human resource development, and describe the development process.
- Discuss specific advantages and problems associated with assessment centers.
- Identify four on-the-job and four off-the-job development methods.

Chapter
9/10

CAREERS

- Career
 - The series of work-related positions a person occupies through life.
- Organization-Centered Career Planning
 - Focuses on jobs and on identifying career paths that provide for the logical progression of people between jobs in the organization.
- Individual-Centered Career Planning
 - Focuses on individuals' careers rather than in organizational needs.

Chapter
9/10

EMPLOYEE DEVELOPMENT

- Significant Developments
 - More horizontal “ladders” in middle management
 - More strategic focus on core competencies
 - Careers as a series of projects, not upward steps in an organization
 - Career development now extends to all employees
 - In “new career” era, the individual manages own development, not the organization.
 - Employees who change jobs and employers frequently are now the norm.

ORGANIZATIONAL AND INDIVIDUAL CAREER PLANNING PERSPECTIVES

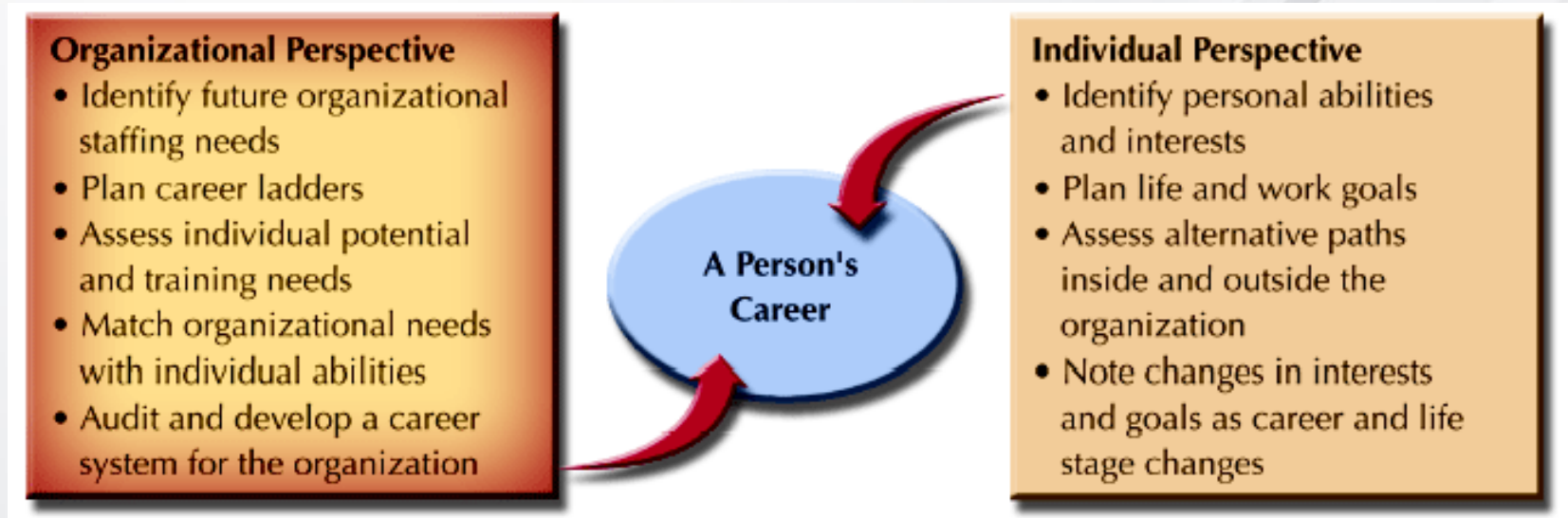
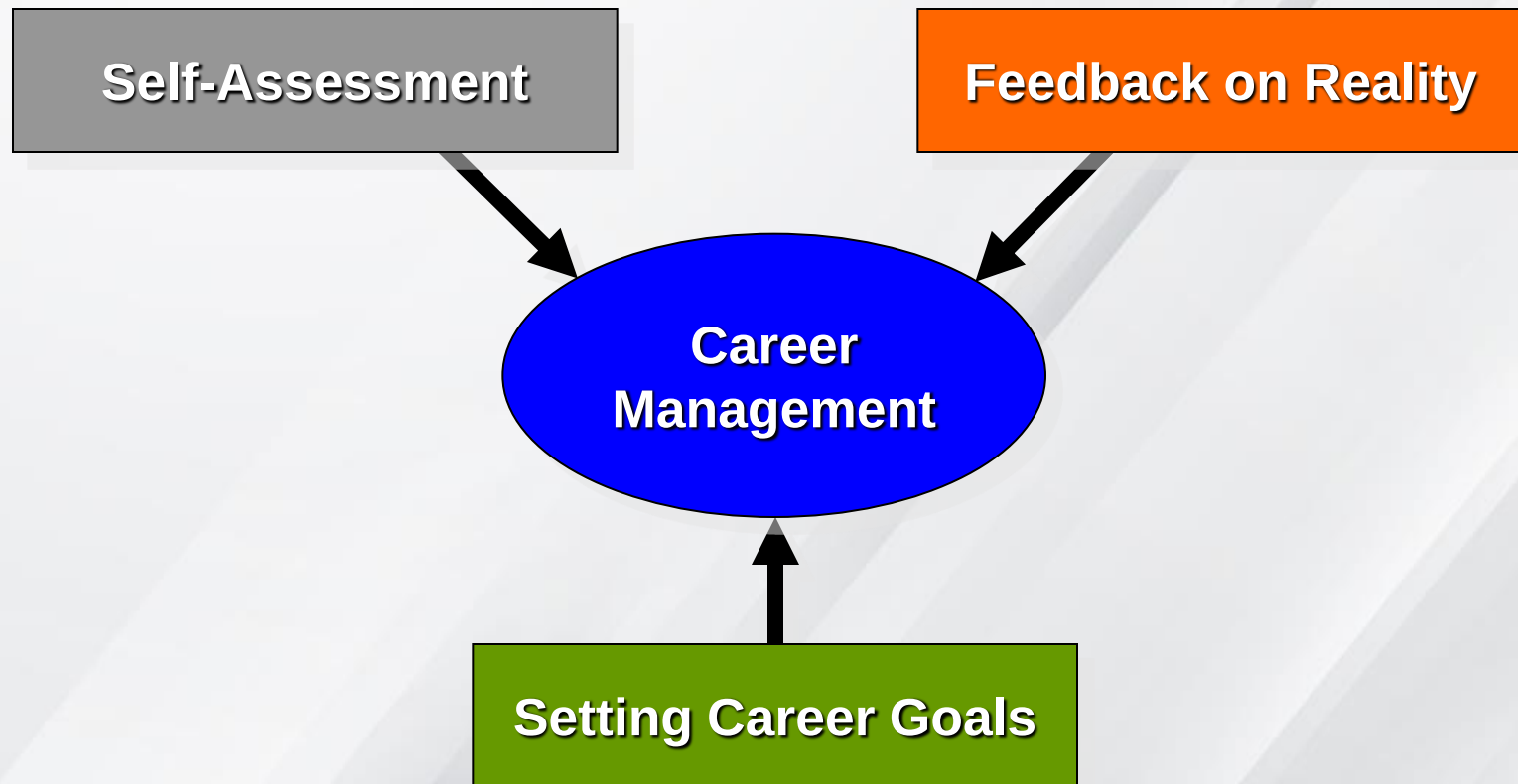
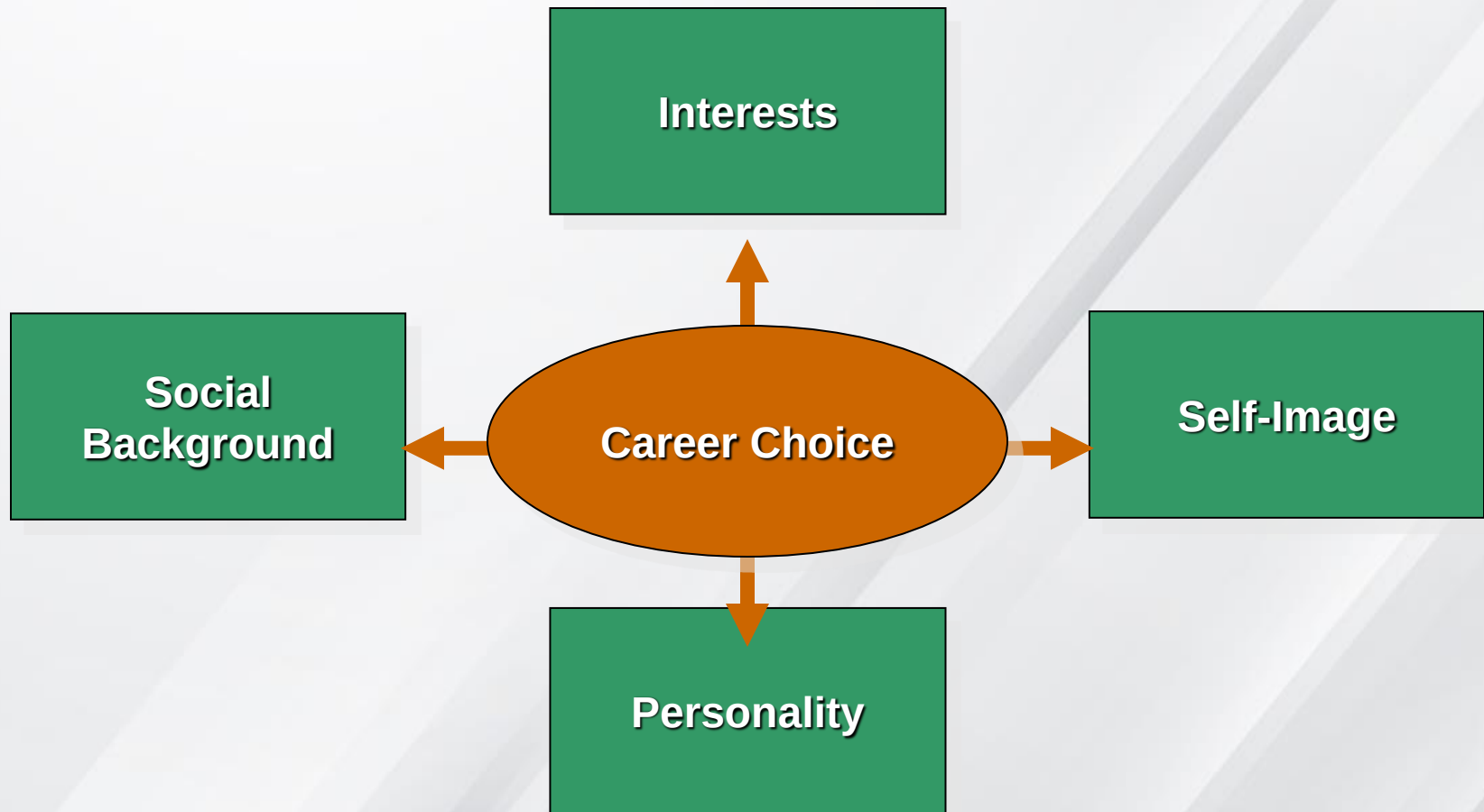


Figure 10–1

CAREER MANAGEMENT FOR INDIVIDUALS



HOW PEOPLE CHOOSE CAREERS



GENERAL CAREER PERIODS

Career Stage	Early Career	Mid-Career	Late Career	Career End
Age Group:	20 years	30–40 years	50 years	60–70 years
Needs:	Identifying interests, exploring several jobs	Advancing in career; lifestyle may limit options, growth, contribution	Updating skills; settled in, leader, opinions valued	Planning for retirement, examining nonwork interests
Concerns:	External rewards, acquiring more capabilities	Values, contribution, integrity, well-being	Mentoring, disengaging, organization continuance	Retirement, part-time employment

Figure 10–3

SPECIAL CAREER ISSUES FOR ORGANIZATIONS AND EMPLOYEES

Chapter 9/10

- Career Plateaus
 - Employees who are “stuck” at a career level and lack opportunities for upward mobility.
- Technical and Professional Workers
 - Dual-career ladders provide advancement pathways for specialists and technical employees.
- Dual-Career Couples
 - Problems occur when one partner is promoted or transferred, causing the other partner to have to relocate.

THE “PORTABLE” CAREER PATH

Beginning	Expanding	Changing	Mid-Career	Toward End of Career
<i>Spend several years at large company to learn skills and build network</i>	<i>Begin networking to develop broader skills and make contacts; establish good reputation</i>	<i>Change industries, or go to work for smaller companies; start a company</i>	<i>Refresh skills; take a sabbatical; go back to school; gain experience in nonprofit organizations</i>	<i>Move to appealing projects as a temporary employee or subcontractor</i>

Figure 10–4

DUAL-CAREER PATHS FOR ENGINEERS

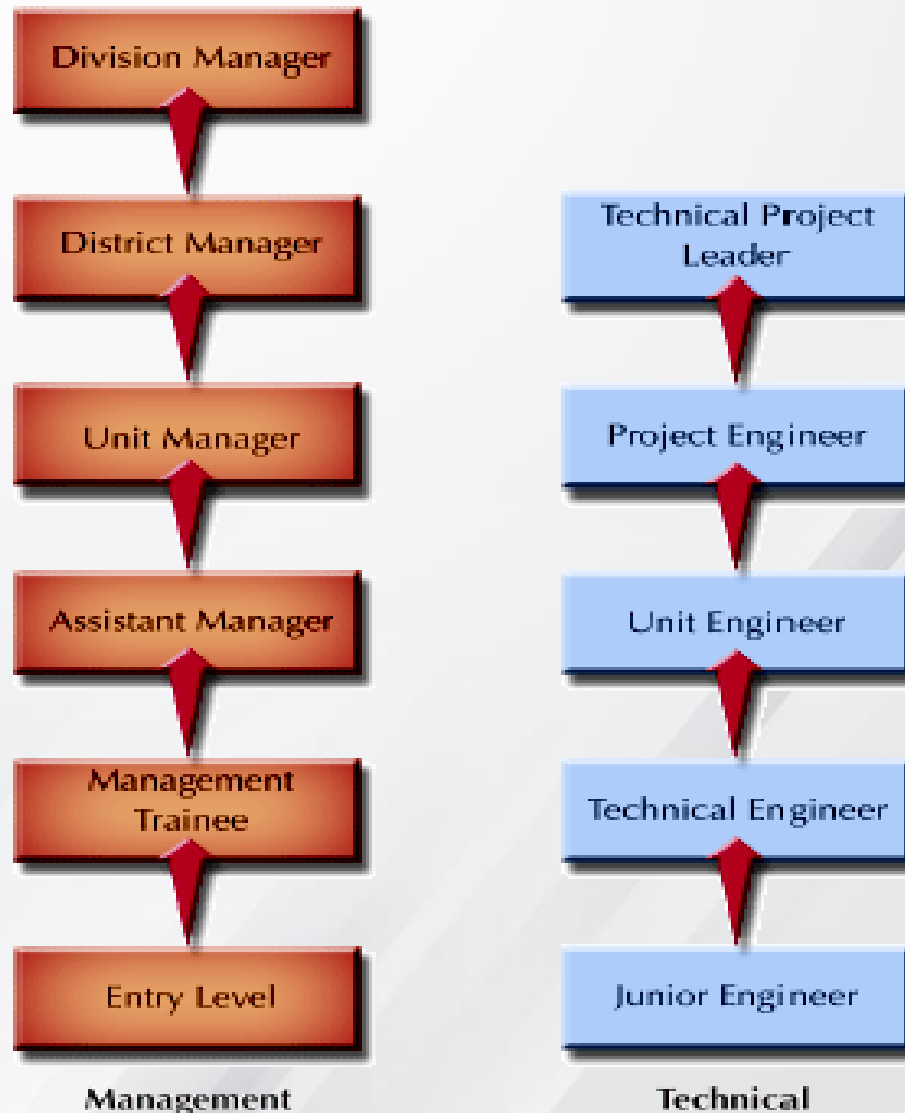


Figure 10-5

Chapter
9/10**DEVELOPING HUMAN RESOURCES**

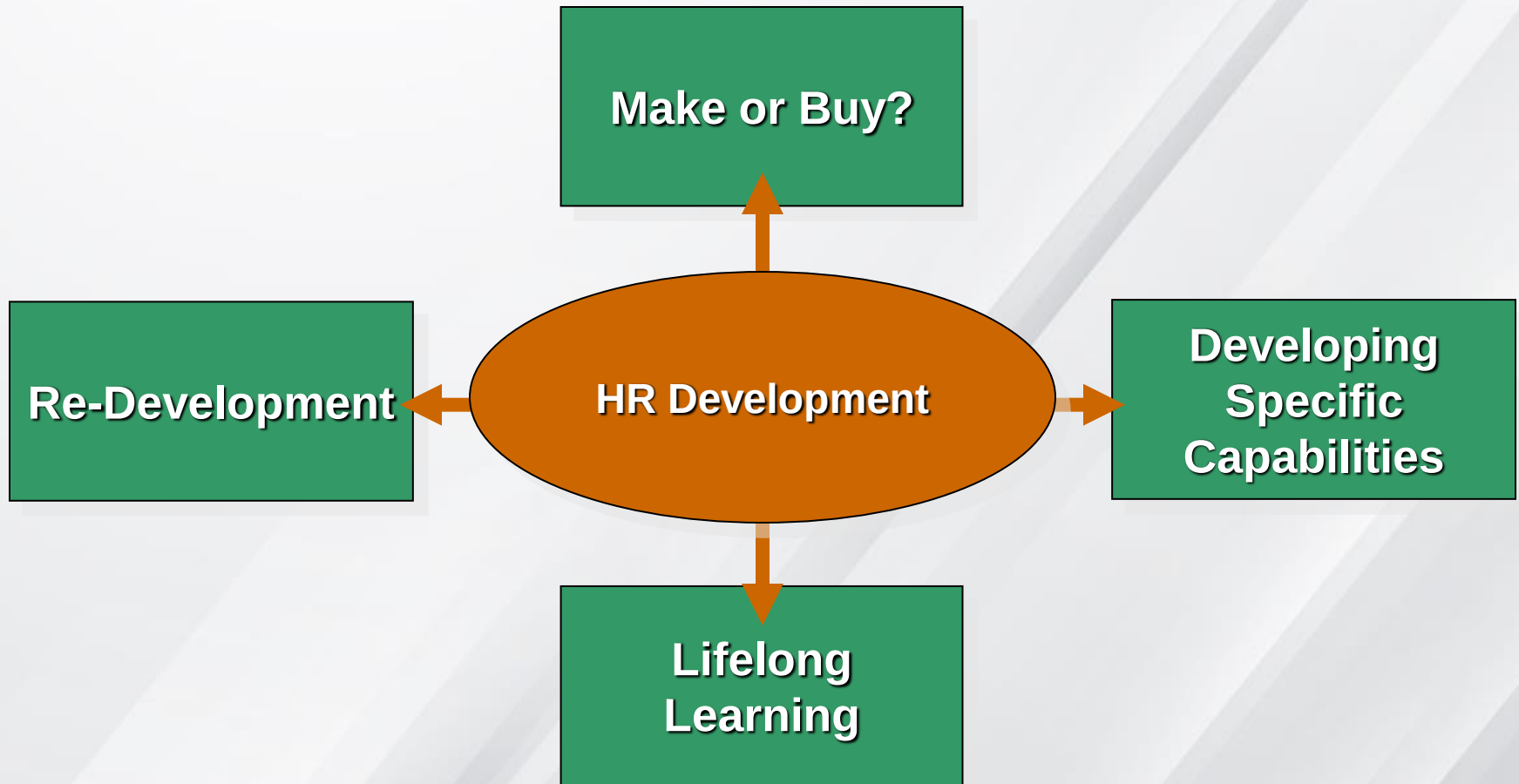
- Development
 - Efforts to improve employees' ability to handle a variety of a variety of assignments.
- Developing Needs Analyses
 - Assessment Centers
 - A collection of instruments and exercises designed to diagnose individuals' development needs.
 - Intent is to identify management potential in participants.

THE HR DEVELOPMENT PROCESS IN AN ORGANIZATION



Figure 10–7

THE HR DEVELOPMENT PROCESS

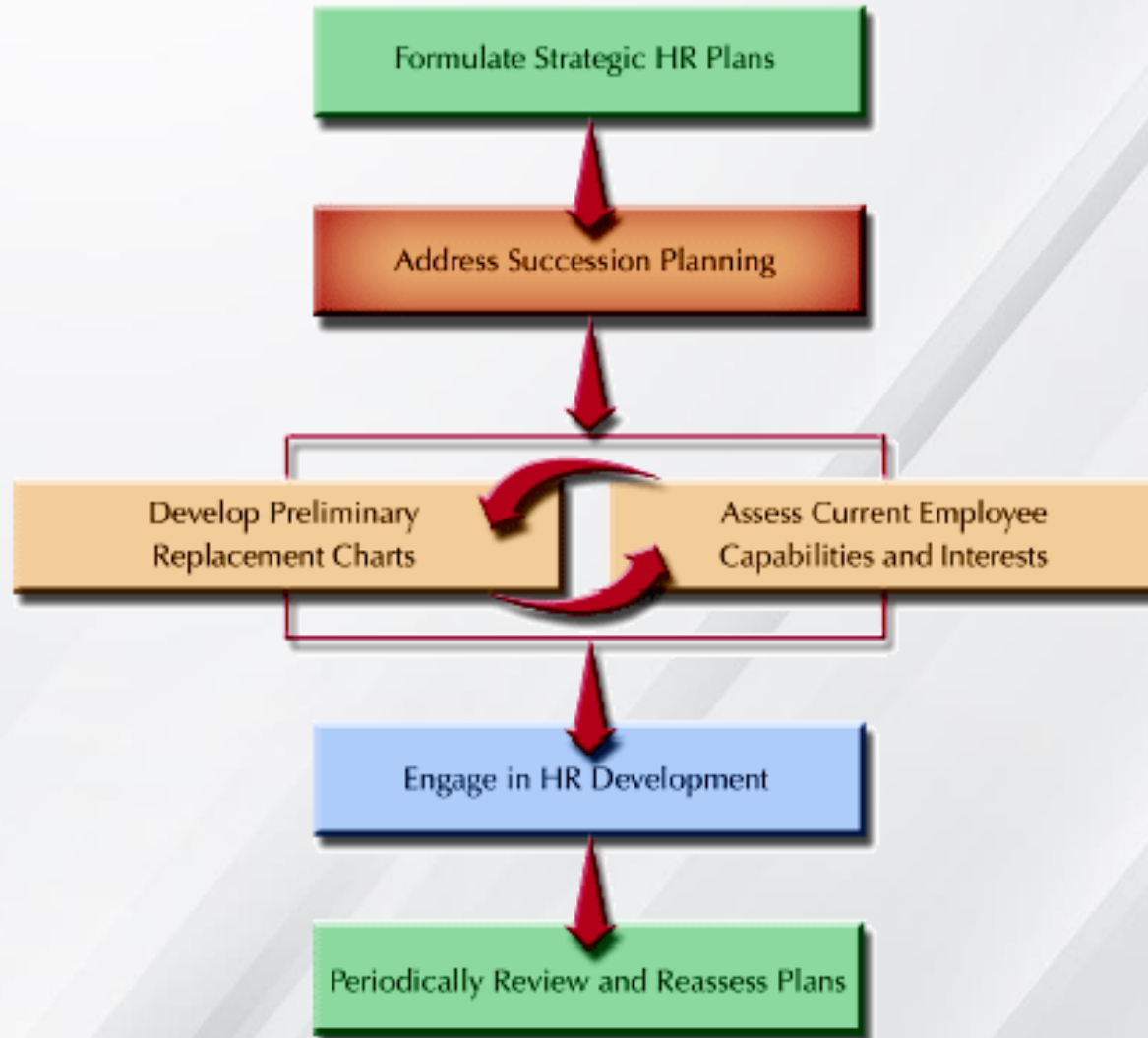


Chapter
9/10**OTHER DEVELOPMENT ISSUES**

- Psychological Testing
 - Performance Appraisals
 - Serve as a source of development information
 - Results can be difficult to interpret.
- Succession Planning
 - The process of identifying a longer-term plan for the orderly replacement of key employees.



SUCCESSION PLANNING PROCESS



Choosing a Development Approach



POSSIBLE MEANS USED IN A LEARNING ORGANIZATION

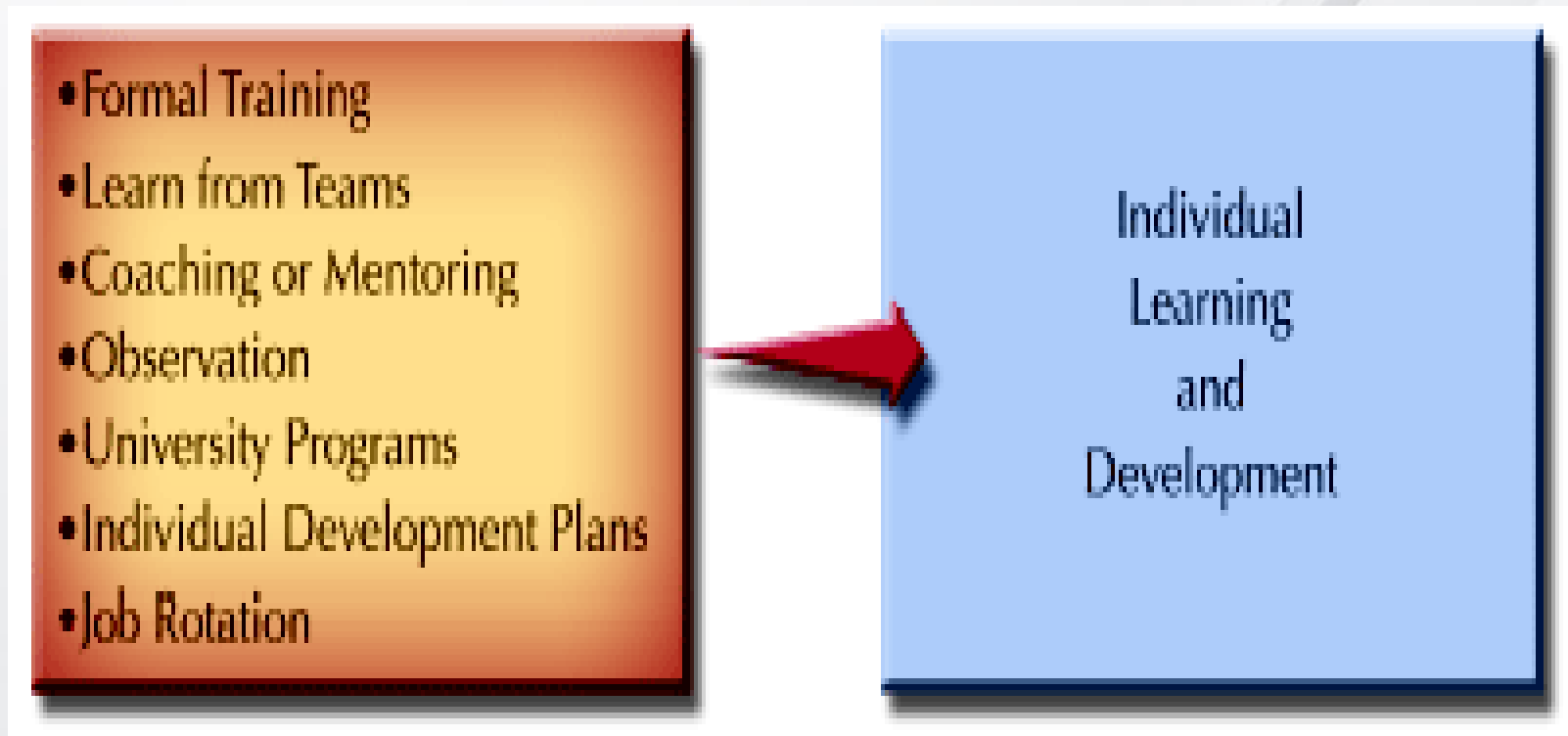
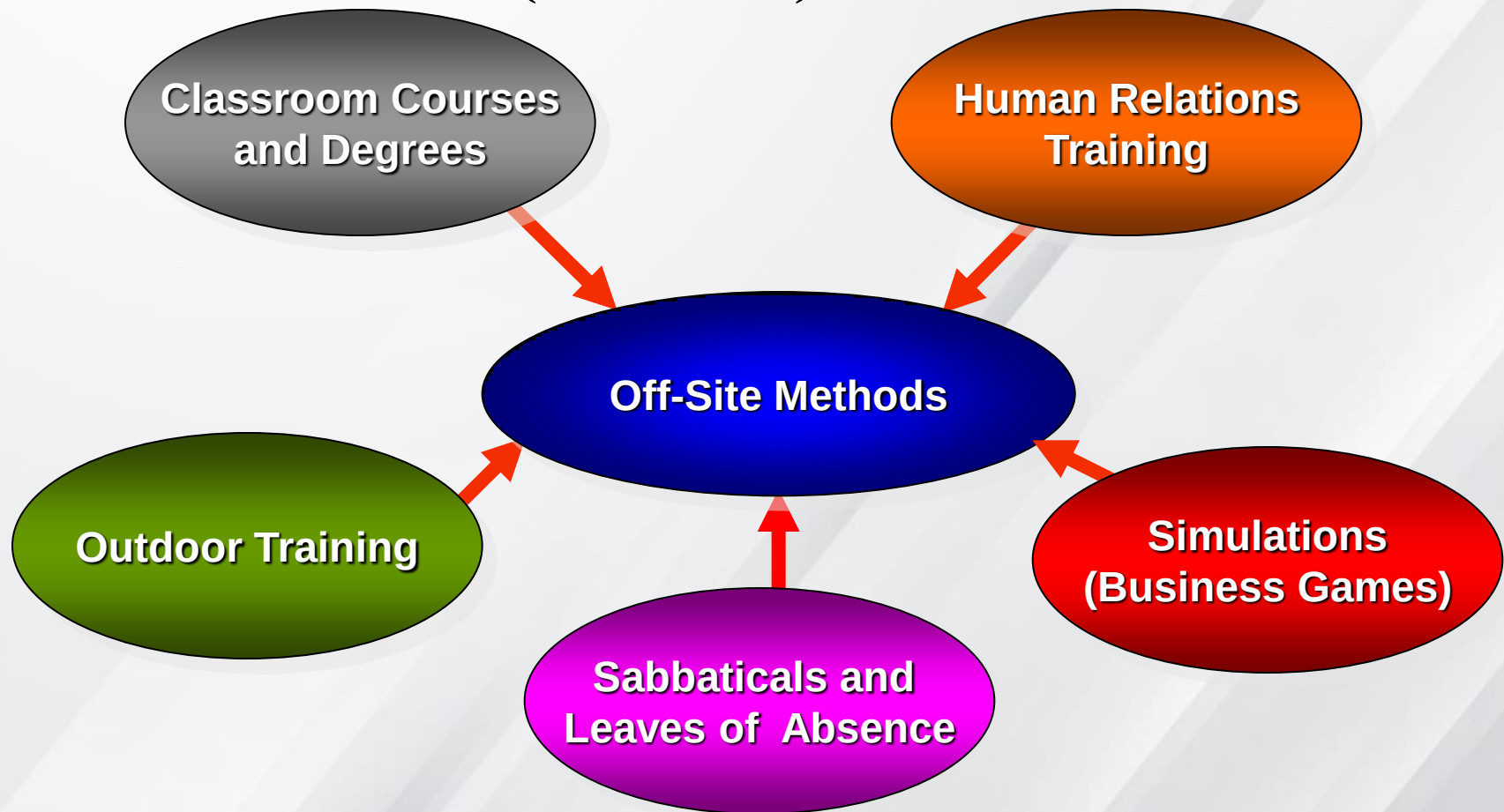


Figure 10–9

CHOOSING A DEVELOPMENT APPROACH (CONT'D)



MANAGEMENT DEVELOPMENT

Managerial
Modeling

Management
Coaching

Mentoring

Executive
Education

