

Human Resources Learning and Development

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Orientation session





Introduction of Human Resource Training and Development



Training and Development in Human Resource Management is the process of acquiring knowledge, skills, and attitude that helps improve employees' job performance and enables future career growth.



Chapter
01

TRAINING IN ORGANIZATIONS

- ❑ Updated data related to **state** of the training industry
- ❑ We include a discussion of changes in training and movement toward mobile and agile learning and increasingly dynamic business environment. As part of the discussion, we cover the SAM model and why we use ADDIE rather than the alternatives.
- ❑ Included a discussion of age/ generational differences
- ❑ Enhanced the discussion of career paths and opportunities in training



DATABASE



BENEFITS



**TIME &
LABOR**



**EMPLOYEE
INTERFACE**



PAYROLL



**TALENT
ACQUISITION**



**What is
HRIS?**



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Chapter
02

ALIGNING TRAINING WITH STRATEGY

- ☐ Added more examples of how training has been aligned with strategy in real organizations
- ☐ Added information related to constraints on training related to the organizational strategy
- ☐ Added a discussion of gender related to labor market strategy
- ☐ Used more relevant jargon when discussing organizational change
- ☐ Developed a table depicting issues the HRD officer needs to consider in aligning training with the strategic plan
- ☐ Included discussion of the increasingly dynamic business environment



Identifying the Key Challenges in a Dynamic Business Environment

◆ Rapid technological advancements

◆ Economic uncertainty

◆ Changing consumer expectations



◆ Regulatory changes

◆ Globalization and market volatility



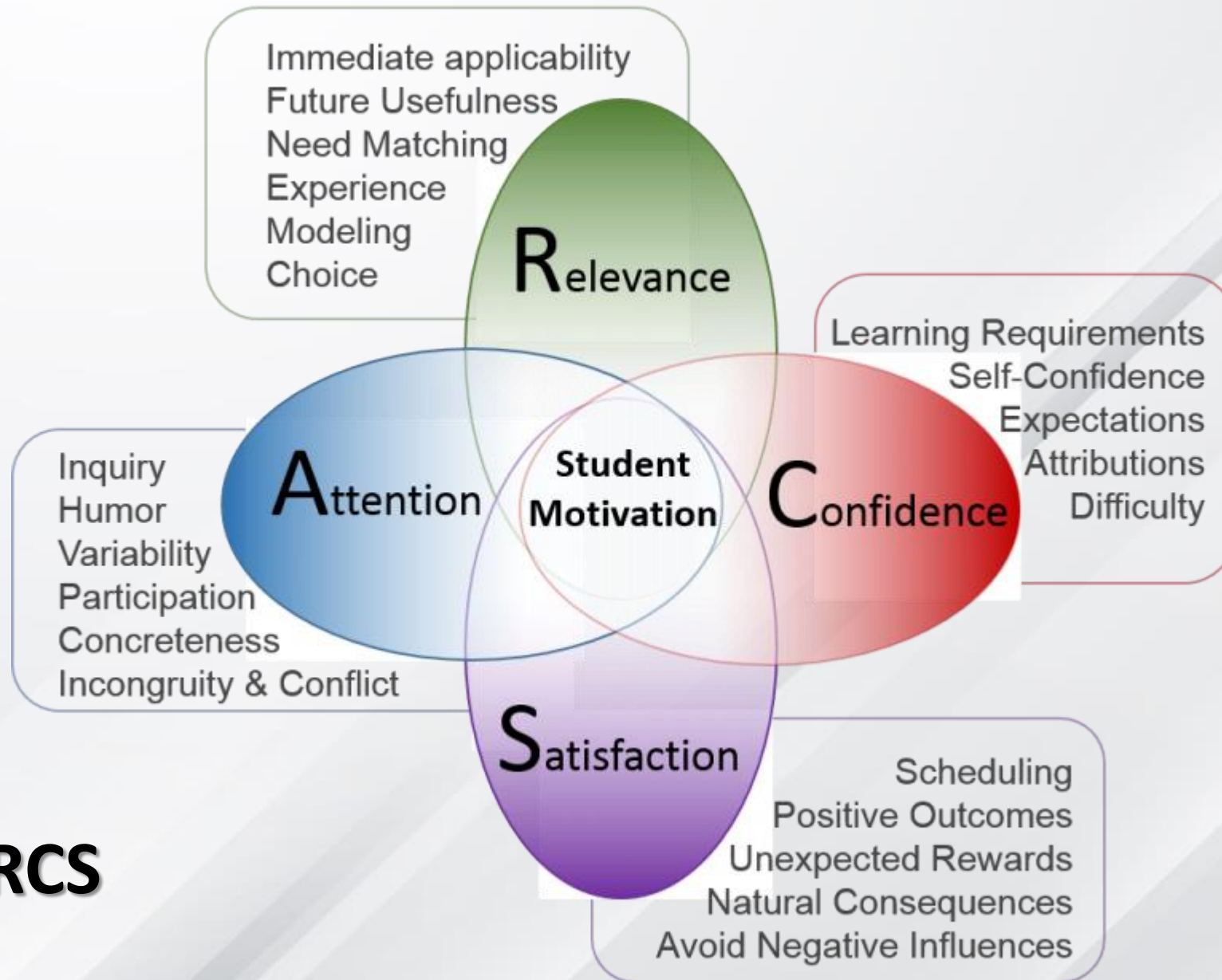
Chapter
03

LEARNING, MOTIVATION, AND PERFORMANCE

- ☐ Expanded discussion of adult learning theory
- ☐ Removed discussion of classical conditioning
- ☐ Incorporated Keller's ARCS model into discussion of expectancy theory and reduce the amount of detail when discussing expectancy theory Preface
- ☐ Expanded discussion of supervisory support
- ☐ Provided additional information on transfer of training



Keller's ARCS model



Chapter
04

NEEDS ANALYSIS

- ❑ Expanded discussion of how we use the needs analysis phase of the ADDIE model to help students understand the training process
- ❑ Clarified terminology: TNA, needs assessment, and needs analysis have the same meaning.
- ❑ Included discussion of cognitive task analysis
- ❑ Included discussion of rapid needs analysis
- ❑ Revised and enhanced discussion of competencies and competency modeling



Training Need



Chapter
05**TRAINING DESIGN**

- ☐ Expanded discussion of how we use the design phase of the ADDIE model to help
- ☐ students understand the training process
- ☐ Included a discussion of the experiential learning model and how it fits into the design of training
- ☐ Clarified the difference between design, development, and implementation
- ☐ Described each of the different types of objectives for training
- ☐ Removed discussion and references to classical conditioning
- ☐ Added information about how the ARCS model integrates with the expectancy theory and self-efficacy
- ☐ Enhanced the discussion of how transfer of training relates to theory
- ☐ Placed emphasis on getting trainees to use the knowledge from training on the job
- ☐ Made many references to the Chapter 4 material on Fabrics, Inc., to show how the
- ☐ information in the needs analysis is used in the design phase
- ☐ Added a discussion of age diversity and the design of training



The Analyze Design Development Implementation Evaluation Model



Chapter
06

TRADITIONAL TRAINING METHODS

- ☐ Added a discussion of informal learning
- ☐ Expanded the discussion on Exercises and Activities
- ☐ Added a section on blended learning with emphasis on doing rather than listening,
- ☐ building on this topic from Chapter 5
- ☐ The table showing the various methods effectiveness at Meeting KSA Objectives was moved to the end of the chapter



TRADITIONAL TRAINING METHODS

Enter your sub headline here

01

On-The-Job

Employees learn how to do tasks simply by performing

02

Job Rotation

Employees work at different jobs in a particular area, getting exposure to a variety of tasks.

03

Mentoring and Coaching

Employees work with an experienced worker who provides information, support, and encouragement.

04

Experiential Exercises

Employees participate in role-playing, simulations, or other face-to-face types of training.

05

Workbooks/Manuals

Employees refer to training workbooks and manuals for information.

06

Classroom Lectures

Employees attend lectures designed to convey specific information.

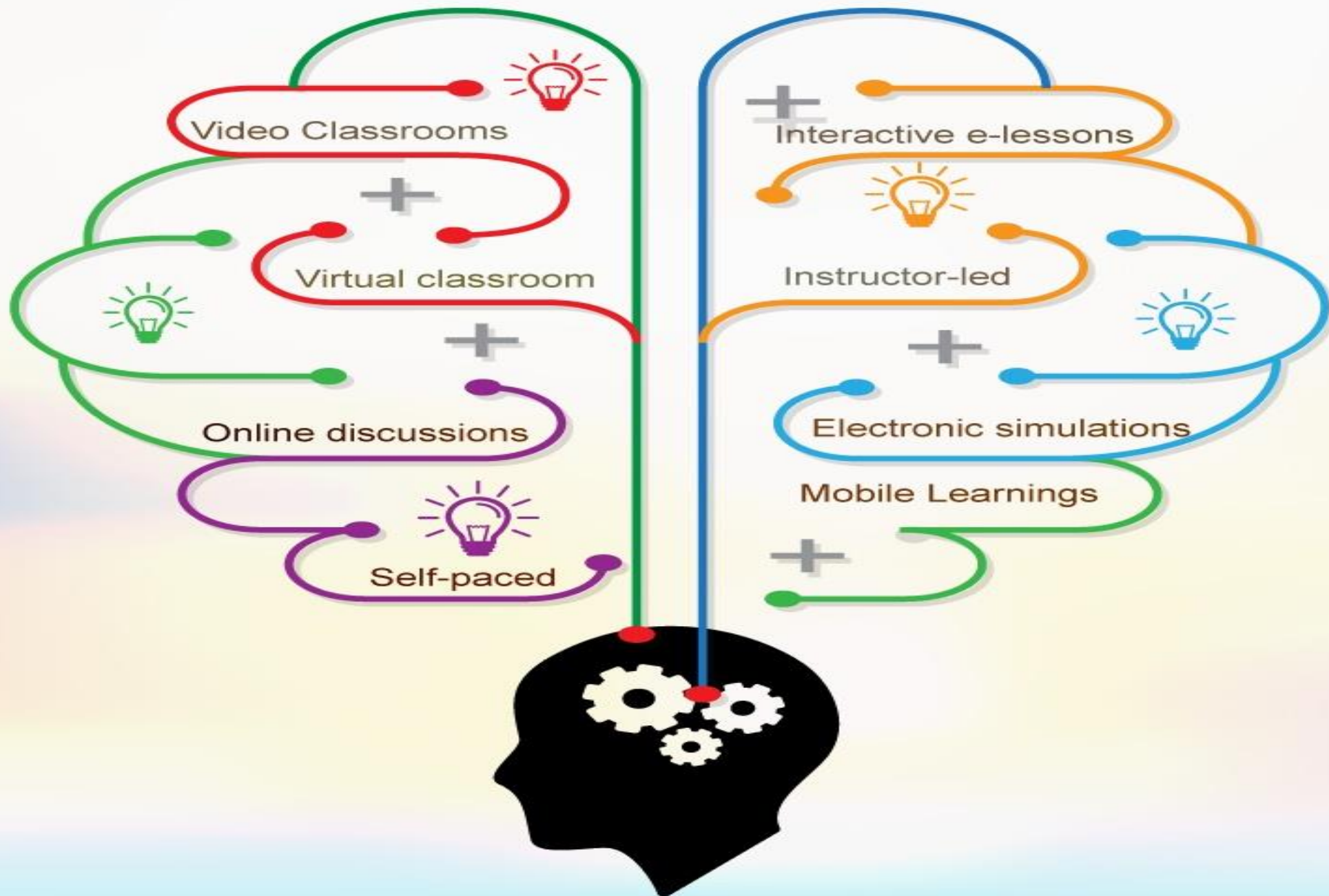


Chapter
07

ELECTRONIC TRAINING METHODS

- ☐ Included a section on the common elements in a LMS
- ☐ Added and/ or augmented information on online, web-based, smartphone and social
- ☐ media learning technologies
- ☐ Added a section on the process of developing an electronic training program
- ☐ Added a discussion of blended learning of various technologies as well as with face-to-face methods.





Chapter
08**DEVELOPMENT, IMPLEMENTATION, AND
TRANSFER OF TRAINING**

- ❑ development, implementation, and transfer of training
- ❑ Expanded discussion of how we use the development and implementation phases of the ADDIE model to help students understand the training process Reemphasized how design, development, and implementation differ
- ❑ Increased information on how to enhance transfer of training. Discussed how to apply non-lecture methods
- ❑ Used the experiential learning cycle to illustrate this Enhanced the discussion of job aids, performance support systems, check lists, etc. that support the application of training in the work environment.



Inputs

Company Goal: To create, maintain, and improve organizational effectiveness

By meeting the growth and development needs of team members, teams, and company

Through anticipation, prevention, and remedy of learning and motivational deficiencies

Effective training programs

Barriers

- Lack of reinforcement
- Interference from work environment
- Impractical, irrelevant training
- Non supportive culture
- Poor Planning
- Poor Design and Development of training
- Poor delivery of training
- Lack of continual training improvement

Processes



Outputs

- Organizational need met
- Long term business objectives met
- Short term business objectives met
- Organizational mission fulfilled
- Team need met
- Individual need met
- New knowledge and skill applied
- Team member willing and able

Plan

Execute

Success



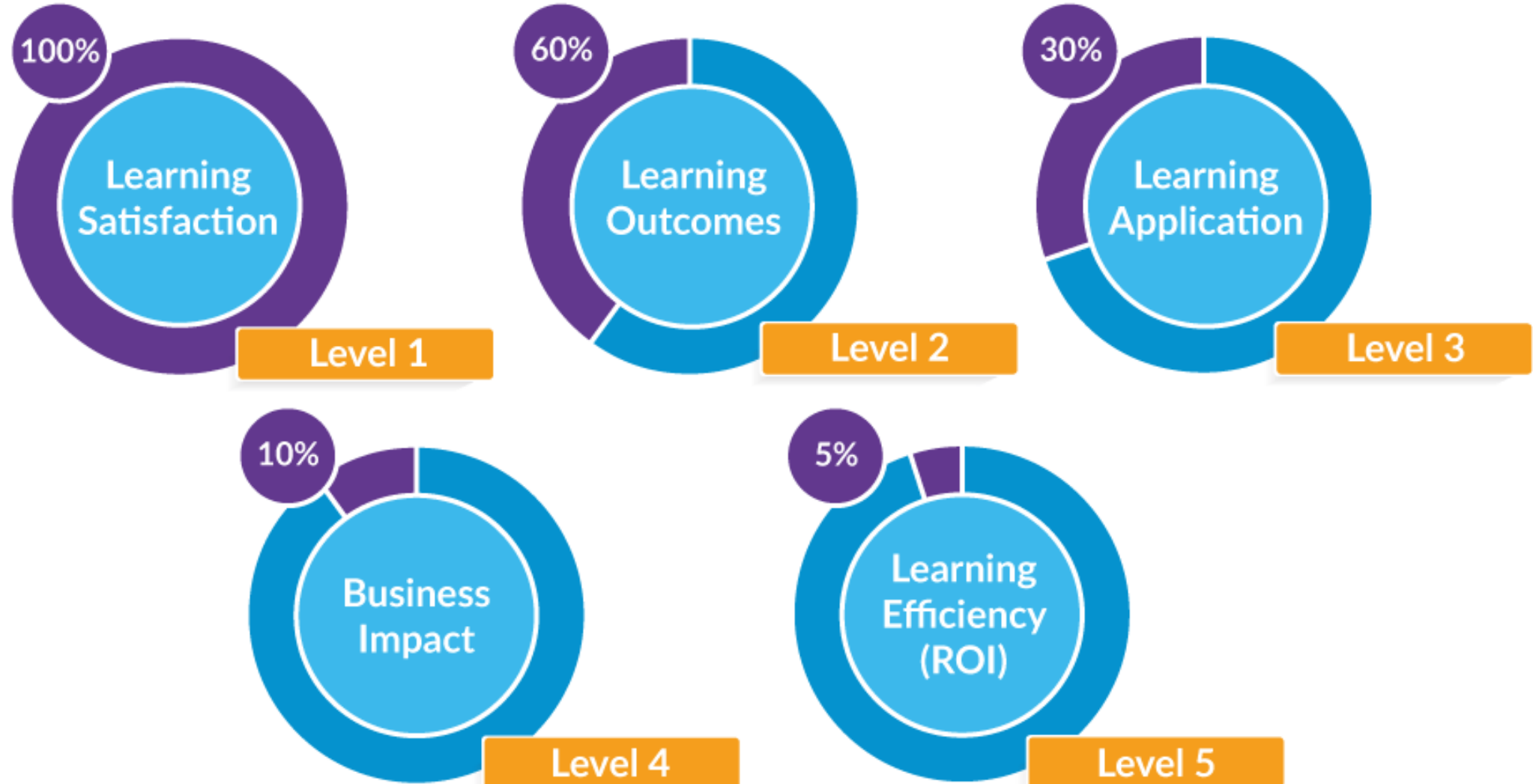
Chapter
09

EVALUATION OF TRAINING

- ❑ Expanded discussion of how we use the evaluation phase of the ADDIE model to help
- ❑ students understand the training process
- ❑ Enhanced the financial evaluation discussions
- ❑ Provided more examples of what is being done in industry
- ❑ Clarified the relationship between outcomes and evaluations
- ❑ Provided more "how to" information on methods used for evaluation of learning, behavior, and results



Training Evaluation Targets





Chapter 10

Perception and Individual Decision Making

- ❑ This chapter explains perception as a sensory interpretation process that shapes an individual's view of reality and directly influences their behavior and interactions.
- ❑ It explores how individuals judge others by attributing behavior to internal or external factors.
- ❑ It demonstrates how these cognitive processes impact crucial organizational practices such as job interviews and the formation of performance expectations.
- ❑ It connects perception to decision-making, introducing models like "limited reality" and "intuition," and outlining cognitive biases that distort this process, such as overconfidence, confirmation bias, and commitment escalation.
- ❑ It distinguishes between work groups and work teams and concludes by highlighting the role of international assignments and cross-cultural training as strategic tools for developing talent and building global teams.





Thank You