Training and Development

Introduction

Training and development activities are based on the premise that people are the most valuable resource of the organization. Part of the mandate for a human resources department is to develop and administer policies, practices and procedures which will provide for the effective training and development of employees to:

• ensure the organization achieves its goals and objectives
• assist employees in fulfilling their maximum career potential.

This course will provide participants with an understanding of the processes used to assess training needs, design and administer training and development programs and evaluate the effectiveness of such programs.

Aim of the Course:
The primary aim of this introductory course is to ensure that students develop a comprehensive understanding of how the training and development function fits into both the overall mandate of human resources management and the larger environmental and organizational contexts. A secondary objective of the course is to provide students with the knowledge, skills and abilities to determine training and development needs and then to design, deliver and evaluate the effectiveness of training and development programs.

Learning Outcomes:
Upon successful completion of this course, participants will be able to:

Describe the broader context in which training and development activities occur and the factors which impact on the function, both within the organization and outside of the organization.

(Saks, Chapters 1,2; Thacker, Chapters 1,2)

Enabling objectives:
Define the concept of intellectual capital, explaining how human capital fits into the overall resources available to the firm.
Describe the importance of aligning human resource development issues with key organizational objectives and goals.
Differentiate between the characteristics of a learning organization and high performance work system.
Differentiate between organizational development, training, performance management and management development.

Using a systems perspective, identify ways to improve the knowledge management practices of a firm.

Describe trends in the types of common training programs provided by Canadian organizations.

Describe organizational benefits which can result from training and development activities from organizational, individual and societal perspectives.

Discuss recent trends and patterns affecting training activities in Canada.

Discuss the impacts of the external environment on training activities.

Explain how the learning model adopted can impact on an organization's training and development activities.

Explain why it is important to effectively position the training function within an organization.

Describe the steps typically involved with the training cycle using the ISD approach.

Explain typical issues encountered in managing the training function.

Describe alternative methods used to structure the training function using both centralized and decentralized approaches in either a line, staff or consulting capacity.

Describe various issues involved with outsourcing the training function.

Describe the roles which external providers can play in providing training and development services (federal, provincial and municipal governments, educational institutions, professional associations).

Effectively incorporate learning theory into the design, delivery and evaluation of training programs.

(Saks, Chapter 3; Thacker, Chapter 3)

Enabling objectives:
Define the concept of learning.
Differentiate among cognitive, behavioural and social learning approaches.
Differentiate between pedagogical and androgogical approaches to learning and training design.
Describe the impact of motivation and self efficacy on both performance and training.
Describe common learning styles and their impact on training design and delivery.
Design training programs to overcome common sources of training resistance.

Effectively conduct a training needs analysis.
(Saks, Chapter 4; Thacker, Chapter 4)

Enabling objectives:
Define the concept of needs analysis
Describe why needs analysis should be done.
Describe the three levels (individual, job, organizational) at which needs analysis should occur.
Describe common performance problems.
Differentiate between root causes and symptoms of performance problems.
Determine possible solutions for the root causes of performance problems. Using Mager and Pipe's model, differentiate between performance problems which might be solved through training and those requiring alternative approaches. Apply appropriate techniques to conduct a needs analysis. Describe the steps involved in the diagnostic process. Compare common needs assessment techniques, outlining the advantages and disadvantages of each. Analyze and interpret data gathered from a needs assessment. Develop a competency profile for a job, differentiating among knowledge, skill and attitudinal requirements.

**Design effective training programs.**

*(Saks, Chapter 5; Thacker, Chapter 4)*

Explain the factors which affect effective program design. Describe the decision making process involved with make or buy decisions. Describe how to identify appropriate training content. Formulate training objectives. Formulate opinions on trainer appropriateness. Formulate a request for proposal (RFP). Describe the principles which should be embedded within the design of a training program to improve its effectiveness. Utilize Gagne -Briggs model to improve training design. Critique a training program to determine opportunities to improve its design. Describe how the training roll out - methods, materials, site, scheduling can impact on the effectiveness of the training. Describe the concept of a lesson plan. Practice developing a lesson plan for a training objective. Practice delivering a training module using a variety of techniques.

**Effectively employ off-the-job training methods.**

*(Saks, Chapter 6; Thacker, Chapter 6,7)*

Describe the common training techniques commonly used in off the job training situations: lecture, discussion, behavioural modelling, technology based training, cases, games, simulations, role plays, and action learning. Discuss the advantages and disadvantages of each method. Outline how to effectively use each method. Choose a training method which effectively supports the training objectives.

**Effectively employ on-the-job training methods.**

*(Saks, Chapter 7,8; Thacker, Chapter 6,7)*

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Describe common training techniques commonly used in on the job training situations: performance aids, job instruction training, apprenticeship, job rotation, electronic performance support systems, coaching, mentoring, self directed learning. Discuss the advantages and disadvantages of each method. Outline how to effectively use each method. Choose a training method which effectively supports the training objectives. Describe the specific challenges associated with using technology and e-learning effectively, whether on or off the job.

**Improve the likelihood of delivering an effective training program.**

*(Saks, Chapter 9, 10; Thacker, Chapter 8)*

Describe the process of transfer of training. Apply the concept of transfer of training, differentiating between horizontal and vertical transfers. List the methods that can be used to increase transfer before, during and after a training program. Identify ways to improve the training site, trainer style and behaviour and other common delivery problems. Identify opportunities to create an enhanced learning culture in a specific situation. Apply Gagne’s’s model to a training situation to improve training effectiveness.

**Evaluate the effectiveness of training initiatives**

*(Saks, Chapter 11,12; Thacker, Chapter 9)*

Explain why evaluation is a very important component of the training cycle. Describe the reasons why trainers might not conduct evaluations. List the four types of evaluations considered under Kirkpatrick's framework and give an example of how each could be measured. Apply the COMA model. Discuss challenges associated with data collection. Assess strengths and weaknesses associated with common evaluation frameworks. Describe issues which may impact on the evaluation process. Develop an evaluation approach appropriate for a given training situation. Describe a model approach for assessing the impact of a training program on organizational effectiveness. Describe the importance of costing training and development programs from both short and long term perspectives. Describe the similarities and differences among common approaches to measuring the cost of training: training costing sheets, cost analysis worksheets, net benefit value calculations, cost/benefit analysis, ROI, utility analysis. Identify situations in which each approach could be used most effectively. Develop a training costing sheet. Develop a cost analysis worksheet for a training situation. Estimate training net benefit values by developing a worksheet. Develop a utility analysis for a training situation.
Recommended Texts:


Or


Training and Development
Sample Challenge Exam Questions

Part A - Compare and contrast between these terms (say how they are the same, how they are different):

1. Training and development
   - Both refer to attempts to enhance knowledge, skills, attitudes, behaviours of employee to add to intellectual capital/human resource value of firm
   - Training typically short term, skill oriented, directed at current position
   - Development typically longer term in scope, focus is on future potential in future positions (enhancing value of future intellectual capital).

2. Direct training costs and indirect training costs
   - Both need to be monitored to assess the value of training initiative and often to justify the initial investment.
   - Direct costs include costs associated with the design, delivery of the training program (also often known as hard costs), often more easily assessed, measured: facilitator contract, books and materials, room and food, audio-visual equipment
   - Indirect costs include items which are often not as readily apparent but which often represent the costs associated with not doing the training (higher scrap levels, elevated levels of absenteeism, poor morale, sometimes known as soft
costs). Both types of costs are important to track in order to justify the training investment and to perform complete cost/benefit analysis. Organizations often overlook soft costs which may provide additional data needed to justify training investment and meet break even/ROI targets.

**Part B - Short Answer Questions:**

3. How could a manager use Pipe and Mager's flow diagram to identify training opportunities?
   - Focus of this model is on determining solutions to performance problems.
   - Important not to assume that each and every performance problem can be rectified by training.
   - Systematic process for examining the likely sources of performance deficiencies and the possible actions which can be taken, depending upon the likely cause.
   - First level assessment focus is on the relative importance of the issue, next level focus is on whether or not it relates to a skill deficiency. If not a skill deficiency, (attitude, job design) most effective actions are likely to be other than training (punishment, positive consequences, removal of obstacles).
   - If likely cause is due to a skill deficiency, this is where training will be most effective intervention strategy.
   - Assists manager in identifying type of training intervention which is likely to be most effective for correcting the performance gap based upon the frequency of the skill use, past levels of skill, and the employee's future potential/likelihood of mastery.

4. How could training programs be linked with organizational strategy?
   - Can use top down or bottom up process, both serve to ensure alignment of training efforts and organizational strategy.
   - Important to ensure there is alignment at every level to ensure training initiatives will be effective. If top down, often involves a management by objectives approach whereby each level of organization asked to reflect on contribution can make given predetermined accountability and responsibility levels. Alignment with overall business objectives ensures training is rolled out and connected to each aspect of business operation which is touched by training (ex. corporate strategy, departmental and functional objectives, job standards and expectations, instructional objectives, performance standards, records, performance problems identified). Will cascade down.
   - Bottom up approaches typically initiated by a concern with employee performance or productivity (weaknesses or effectiveness concerns)
   - Often accompanied by very specific training objectives designed to close the performance gap and ensure behaviour, skills, activities are contributing effectively to job expectations, departmental performance and ultimately up to organizational strategy.
Training & Development – Multiple Choice Sample Questions

Section A - Multiple Choice

1. Training is most effective in resolving:
   - [ ] Skill gaps
   - [ ] Attitudinal problems
   - [ ] Poor motivation
   - [x] Attendance issues

2. The term which describes long term training which includes a combination of both on-the-job and in-class training is:
   - [x] Mentorship
   - [ ] Computer based training
   - [ ] Vestibule training
   - [ ] Apprenticeship

3. Which item is NOT an example of an indirect training cost?

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4. The phrase "transfer of training" refers to:
   - Moving training schedules around to accommodate production concerns
   - Freely sharing written training material with colleagues
   - Acquiring and evaluating skills during a training course
   - Implementing and maintaining new knowledge and skills back in the workplace

5. Labour Market adjustment services refers to the stakeholder interests of:
   - Supply side training such as anticipated shortages for particular trades
   - Skill mismatches
   - Those who have difficulty entering or reentering the workforce
   - Those who have suffered a job loss

6. A key principle of adult learning suggests that adults:
   - Are keenly open to change
   - Tend to be problem centred
   - Do not need theoretical knowledge, just practical applications
   - Prefer a relaxing "lecture style" training delivery

7. The evolution of training activities has moved towards:
   - Specific on the job requirements using technology as the learning coach
   - Time and motion studies
   - Needs driven by productivity and efficiency concerns
   - Identifying opportunities to build intellectual capital

8. The motivational component of self efficacy:
   - Is when a person believes they can manipulate their environment and control their fate
   - Is when a person believes they can learn the knowledge and skills and do the job
   - Relates to the ability to use fine motor skills
9. The diagnostic process of needs assessment often starts with:
   - A job analysis
   - A gap analysis
   - A concern
   - An organizational audit

10. A potential advantage of centralizing the training function is that:
    - Control and economies of scale
    - Customization and ownership
    - Local budget control

11. One of the differences between pedagogy and androgogy is that:
    - Adult motivation is primarily intrinsic not extrinsic
    - Adults are keenly receptive to change
    - Adults are oriented to learning using a subject centred approach

12. Interpretive analysis:
    - Focuses on the processes used to achieve organizational goals
    - Uses talk (accounts, stories, metaphors) as the primary data collection method
    - Is a method of job analysis

13. Large scale training initiatives such as sexual harassment or health and safety training, are likely the result of needs analysis at:
    - The job analysis level
    - The organizational analysis level
    - The personnel analysis level

14. When structuring training objectives, the trainer should:
    - Give trainees a clear understanding of what to expect
    - Isolate all learning objectives in a single learning domain
    - Encourage trainees to evaluate whether they can omit certain course objectives

15. An example of a technical barrier to effective performance is:
    - Group norms

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16. Training works best under which of the following conditions:
- The task is easy and perfection is not required
- Correct performance is critical
- The task is infrequently performed

17. Which of the following matching pairs is correct?
- Affective - heart; cognitive - head
- Cognitive - heart; affective - head
- Psychomotor - hand; affective - head
- Psychomotor - head; affective – heart

18. The cognitive domain hierarchy of learning starts with:
- Knowledge
- Receiving
- Perception
- Motivation

19. Bloom's Taxonomy divides specific learning objectives into these three categories of educational objectives:
- Knowledge, comprehension and application
- Cognitive, affective and psychomotor
- Receiving, responding and valuing

20. Considering the principles of adult learning, adults should:
- Be graded on a curve, the normative approach of comparing learners with one another for the purposes of ranking
- Be evaluated against attainment of specific criteria and not compared publicly to their peers
- Be evaluated on personal progress against historical mastery levels, criterion related evaluation

21. This learning objective "Develop a lesson plan or outline" is, at the highest level, primarily under the _______ domain and the _______ level.
- Cognitive - synthesis
- Psychomotor - guided response
- Cognitive - comprehension
22. The interaction style that refers to learners expecting the trainer to be primarily responsible for the learning that occurs is:
   - [ ] Collaboration
   - [ ] Dependence
   - [ ] Independence

23. Examples of areas of quantifiable change for a level four results evaluation are:
   - [ ] Work climate and attitudes
   - [ ] Turnover and productivity
   - [ ] Feelings and decision making skills

24. Evaluation of training programs to determine how the process and outcomes can be improved is:
   - [ ] Summative evaluation
   - [ ] Formative evaluation
   - [ ] Net cost analysis

25. Evaluation of training programs should happen:
   - [ ] Only at the end
   - [ ] By predetermining the evaluation criteria at the planning stage
   - [ ] For high cost programs only

**Training and Development Solutions –Multiple Choice**

1. skill gaps
2. Apprenticeship
3. Room and food changes
4. Implementing and maintaining new knowledge and skills back in the workplace
5. Those who have difficulty entering or reentering the workforce
6. Tend to be problem centered
7. Specific on the job requirements using technology as the learning coach
8. Is when a person believes they can learn the knowledge and skills and do the job
9. A concern
10. Control and economics of scale
11. Adult motivation is primarily intrinsic not extrinsic
12. Uses talk
13. The organizational analysis level
14. Give trainees a clear understanding of what to expect
15. Poor job design
16. Correct performance is critical
17. Affective-heart; cognitive-head
18. Knowledge
19. Knowledge, comprehension, application
20. Be evaluated against attainment of specific criteria and not compared publicly to their peers
21. Cognitive-synthesis
22. Dependence
23. Turnover and productivity
24. Summative evaluation
25. Be predetermining the evaluation criteria at the planning stage