

Human Resource Management

Chapter 9 Training for Improved Performance

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LEARNING OBJECTIVES

- After reading this chapter you should be able to:
 - Explain how employee training practices can be aligned with an organization's competitive strategy.
 - Describe how partnering and using a systematic process for developing training can help assure that an organization benefits from training.
 - Discuss the different ways in which training needs are determined.
 - Describe the variety of training methods available, and explain how to make those methods more effective.
 - Explain why the purpose of a training evaluation should be used as a guide in designing the evaluation process.

HOW CAN STRATEGIC EMPLOYEE TRAINING IMPROVE AN ORGANIZATION?

- What is Training?
 - It is a planned effort by a company to help employees learn job-related knowledge, skills, and attitudes.
- Most organizations offer some type of training. Various formats are used. Such as
 - Large group lectures given by an expert
 - On-the-job training delivered by a supervisor
 - Simulations guided by a computer program
 - Small group projects coordinated by an executive or
 - online discussions with colleagues from around the country

Improving Organizational Effectiveness

- Training, when designed and delivered properly, can improve the overall effectiveness of an organization in three ways:
 1. It can boost employees' commitment and motivation.
 2. Training helps employees perform their work more effectively and efficiently.
 3. Training benefits organizations is by helping them to meet their strategic objectives

HOW IS EMPLOYEE TRAINING STRATEGIC?

- Training should be aligned with the cost and differentiation strategies.
 - A cost leadership strategy, including both the Bargain Laborer and Loyal Soldier strategies, requires that employees have knowledge, skills, and attitudes that help reduce costs and improve efficiency
 - By training their employees on quality control principles and practices, companies have been able to become more efficient, thereby reducing costs and increasing profits

Figure 9.1 Strategic Framework for Employee Training.



Source: Stewart, G.L., & Brown K.G., 2nd Edition (2015). *Human Resource Management Linking Strategy to Practice*. pp 335

HOW IS EMPLOYEE TRAINING STRATEGIC?

- Differentiation strategy, including both Free Agent and Committed Expert strategies, requires that employees be able to deliver services or make products that are superior to the services or products offered by competitors.
 - Companies with this strategy work to offer training in team-focused creativity and customer service.

Visible and hidden training costs

Table 9.1

Costs of Training and Tips for Keeping Training Costs Low

Type of Cost	Tips to Reduce Costs
Visible Costs	
Development Costs	Partner with other organizations to share costs; purchase off-the-shelf training; use free or subsidized training from the government and nonprofits like university extension programs
Delivery Costs	Reduce trainee travel and eliminate facility costs by using self-paced, individualized instruction or technology delivery; reduce number and length of hand-outs; plan for reuse by laminating and retaining exhibits
Trainer Salary and Benefits	Train current employees to be part-time trainers; use contract trainers for nonrecurring projects
Hidden Costs	
Trainee Compensation and Lost Productivity	Shift training to be readily available at employees' desks; simplify work processes so employees can learn on the job without much training; reduce training time using task analyses to isolate and train only critical knowledge and skills
Wasted Investments	Use needs assessments to ensure that training need exists and is important to address; partner with management to increase transfer

Sources: David Van Adelsberg and Edward A. Trolley, *Running Training Like a Business: Delivering Unmistakable Value* (San Francisco: Berrett-Koehler, 1999); National Court Appointed Special Advocate Association, "Tips to Keep Volunteer Training Costs Down," 2001, retrieved online at <http://www.casenet.org> on April 4, 2007.

WHAT ARE KEY PRINCIPLES FOR GETTING BENEFITS FROM TRAINING?

- Transfer of training – application on the job of knowledge, skills, or attitudes learned in training.
- Partnership
- Systematic Process
 - Traditional model
 - Rapid model

Powerful Influence on Job Performance

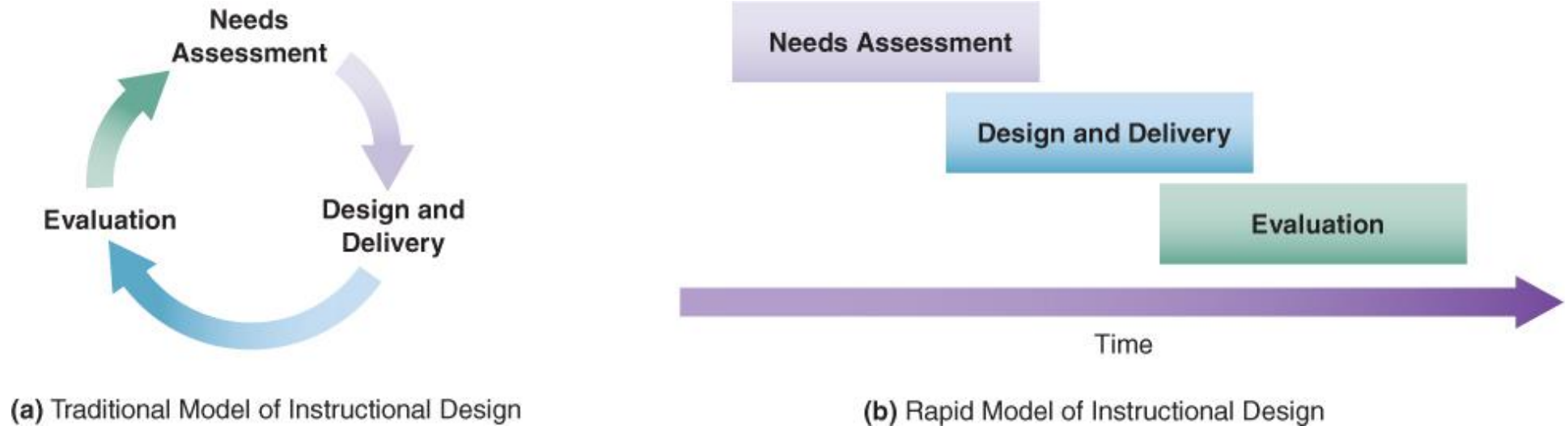
Table 9.2

Factors Affecting Job Performance with Responsible Stakeholders

Factor	Stakeholder
1. Clear Expectations	Manager
2. Necessary Support	Manager
3. Useful Feedback	Manager
4. Appropriate Consequences	Manager
5. Individual Capacity	Manager and HR Professional
6. Required Knowledge and Skill	Manager and HR Professional

Source: Information from Geary A. Rummler and Alan P. Brache, *Improving Performance: How to Manage the White Space on the Organization Chart*, 2nd ed. (San Francisco: Jossey-Bass, 1995).

Figure 9.2 Two Processes for Designing Training Programs



HOW ARE TRAINING NEEDS DETERMINED?

- Through Needs Assessment.
 - Two Types:
 - **Proactive needs assessment** is a systematic process for determining and prioritizing the training programs to be developed and delivered by an organization. It has three steps—organization analysis, task analysis, and person analysis.
 - **Reactive needs assessment** is a problem-solving process used to determine whether training is necessary to fix a specific performance problem and, if training is necessary, what training should be delivered.

How to Determine Training Needs

- Organization Analysis
 - A process used to identify characteristics of the organizational environment that will influence the effectiveness of training.
- Transfer of training climate
 - Environmental factors that support training, including policies, rewards, and the attitudes and actions of management and coworkers.

How to Determine Training Needs

- Through a process known as **Task analysis**.
 - Which involves identifying the tasks performed by trainees and the knowledge and skill necessary to perform the tasks effectively.
- Who performs task analysis?
 - Groups of job incumbents develop lists of the tasks performed.
 - Human resource professionals group tasks into clusters based on similarity.
 - Groups of managers generate knowledge and skill statements for each task cluster.
 - Surveys, given to a new sample of incumbents, verify the task, task cluster, knowledge, and skill lists.

Three Types of Task Analysis

- *Competency modeling* similar to task analysis but results in a broader, more worker-focused (as opposed to work-focused) list of training needs, most frequently used with managerial jobs.
- *Cognitive task analysis* examines the goals, decisions, and judgments that employees make on the job.
- *Team task analysis* involves examining the task and coordination requirements of a group of individuals working together toward a common goal.

How to Determine Training Needs

- **Person analysis** is a process used to identify who needs training and what characteristics of those individuals will influence the effectiveness of training.
- Involves answering three questions:
 - Is training necessary to ensure that employees can perform tasks effectively?
 - If training is needed, who needs the training?
 - Are potential trainees ready for training?

More successful training

Table 9.3

Personal Characteristics Relevant to Training Effectiveness and Implications for Design

Personal Characteristic	Definition	Suggestions for Training Design
General Mental Ability	Overall ability to process information and learn	Trainees with lower general mental ability generally require more time to learn and more structure and guidance in the training environment.
Basic Skills	Ability to perform fundamental tasks like reading, writing, and math	Trainees without basic skills required for a particular training program may need extra assistance during training or remediation prior to training.
Motivation to Learn	Interest in and desire to learn the material in training	Trainees with lower motivation may need to be convinced of the importance of training, either within the training environment or outside the training environment by their managers.

Source: Stewart, G.L., & Brown K.G., 2nd Edition (2015). Human Resource Management Linking Strategy to Practice. pp 345

Reactive Needs Assessment

Problem-solving process

Table 9.4

Reactive Needs Assessment via Training Request Form

Your Name: _____

Your Position: _____

Your Department: _____

Your Business Unit: _____

Best Way to Reach You: _____

Training Requested: _____

1. What business goals/objectives will this training support?
2. How does it support these goals/objectives?
3. What will the participants know or do differently (that they don't know or can't do now) after training is complete?
4. How critical is this change in knowledge or skill for improving employees' job performance? for your department or business unit's performance?
5. Can you envision benefits to this training beyond an improvement in participants' job performance? Consider, for example, improved teamwork among your employees or retention of high-performing employees.
6. Do any of your current employees have the desired knowledge/skill? If so, please provide information on who these employees are and how they acquired the desired knowledge/skill.
7. Can alternatives to a training course be used to ensure employees get the desired knowledge/skill? Consider, for example, new policies, a performance support tool like a job aid, coaching, or work redesign.
8. Is your department willing to incur the full cost of the training if no other departments are able to be involved?
9. Do you have any preferences for who should deliver this training? If you have an outside vendor in mind, please provide contact information and estimated cost information here.
10. Who needs the desired knowledge/skill? Please describe who they are (positions) and how many. Then answer the following questions about the projected participants:
 - a. Approximately what percentage of their working time will be spent on tasks that require this knowledge/skill over the next 12 months?
 - b. How soon after training will they make use of the knowledge/skill gained?
 - c. In your opinion, are they interested and willing to learn the new knowledge/skill?
11. What is your timeline? When would the training need to start and end?

Source: Information from Cliff Purington and Chris Butler with Sarah Fister Gale, *Built to Learn: The Inside Story of How Rockwell Collins Became a True Learning Organization* (New York: AMACOM, 2003).

Reactive Needs Assessment

- Problem Definition
- Causal Analysis
- Solution Implementation

Table 9.5

Potential Solutions to Performance Problems

Cause	Category	Potential Solutions
Sales agents expect their managers to sell expensive and higher profit margin items.	Clear Expectations	Explain to all sales agents that sales high-margin items are part of each employee's job duties
Sales agents can't get questions about high-cost products answered from available technical manuals and technical support staff.	Necessary Support	Develop new technical manuals or hire a local support person who can answer those questions
Sales agents do not know which items they've sold are high and which are low margin.	Useful Feedback	Classify products by margin and provide weekly feedback on percent of category sold
Sales agents are rewarded for number of items they sell rather than for total money value of sales.	Appropriate Consequences	Alter rewards so commission is based not on number of sales but on profit from sales
Sales agents do not understand and cannot explain technical details of more expensive products.	Individual Capacity	Locate or develop technical manuals that customers can access; hire a team of sales agents with this capacity and assign them responsibility for expensive items

Prioritizing and Setting Objectives

- Determining Priorities
- Creating Objectives
 - Effective Learning Objectives have three components.
 - Performance
 - Conditions
 - Criteria

Figure 9.3 Sample Prioritization Worksheet Using Knowledge, Skill, and Attitude Statements.

Knowledge, Skill, or Attitude	Strategic Importance	Need for Training	Composite
Knowledge of laws, regulations, policies, standards, and procedures for hiring new employees	3	4	7
Knowledge of laws, regulations, policies, standards, and procedures for promoting employees	1	0	1
Knowledge of laws, regulations, policies, standards, and procedures for terminating employees	3	1	4
Skill presenting technical concepts and solutions to nontechnical functional teams	4	2	6
Be passionate about high-quality, high-touch customer service	4	4	8

Strategic Importance

How important is this knowledge, skill, or attitude to the job and the organization as a whole?

Need for Training

How important is it that employees be trained on this before they start work?

Scale

0 = Not Important
 1 = Somewhat Important
 2 = Important
 3 = Very Important
 4 = Extremely Important

Source: Stewart, G.L., & Brown K.G., 2nd Edition (2015). *Human Resource Management Linking Strategy to Practice*. pp 347

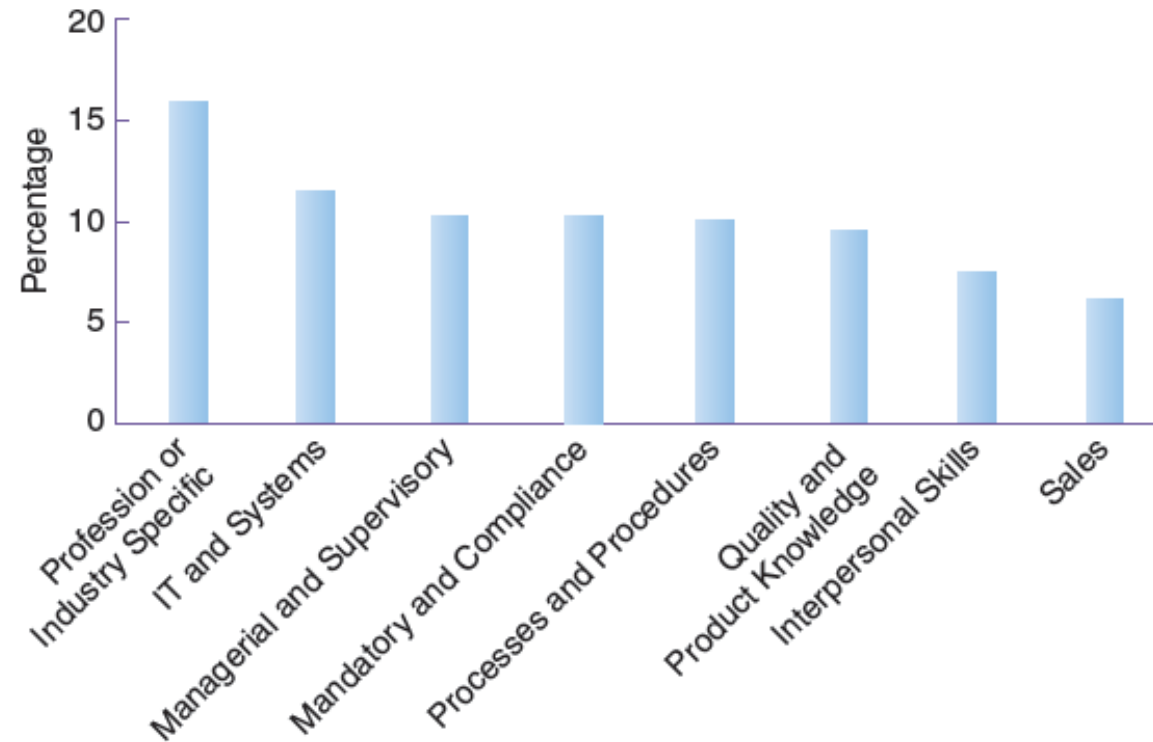
Effective and Ineffective Learning Objectives

Table 9.6		<i>Examples of Ineffective and Effective Learning Objectives</i>	
Poor Objective	Missing Element(s)	Improved Objective	
Know how a personal pager works	Conditions Performance Criteria	Given all necessary tools, spare parts, and reference manual, be able to repair a personal pager. The repaired device must function to manufacturer's specifications in the reference manual.	
Understand business ethics	Conditions Performance Criteria	Given videotaped scenes of a manager running a business meeting, be able to identify instances of unethical behavior. Criterion: Identify all instances of unethical behavior as defined by your company's Code of Conduct.	
Be able to describe the features and benefits of a product	Conditions Criteria	Given a potential customer, a product, and related literature, describe the features and benefits of the product. Criteria: All key benefits and features in literature described; all information presented is factual; customer is not insulted, demeaned, embarrassed, or ridiculed.	
Identify three major varieties of red wine with 100% accuracy	Conditions	Given three glasses of different varieties of red wine, be able to identify each correctly while blindfolded	
On the 15-yard shooting range, be able to draw your revolver and fire five rounds from the hip within three seconds	Criteria	On the 15-yard shooting range, be able to draw your revolver and fire five rounds from the hip within three seconds. All rounds must hit the standard silhouette target.	

Source: Information from Robert F. Mager, *Preparing Instructional Objectives*, 3rd ed. (Atlanta: Center for Effective Performance, 1997).

HOW IS EFFECTIVE TRAINING DESIGNED AND DELIVERED?

Figure 9.4 Snapshots of Training Practices in the US

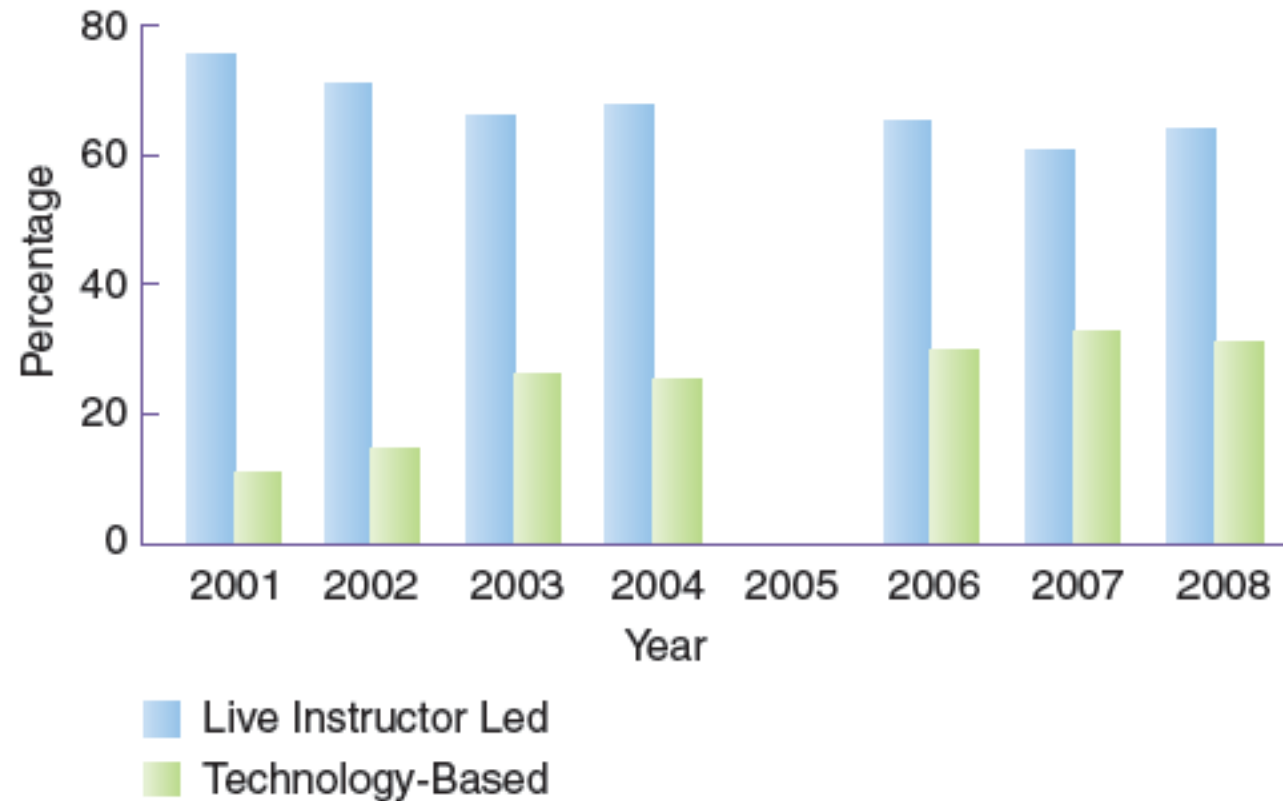


(a) Percentage of Selected Content Coverage by Content Area in 2008

Source: Andrew Paradise and Laleh Patel, 2009 State of the Industry Report (Alexandria, VA: American Society for Training and Development, 2009), 14, 16.

HOW IS EFFECTIVE TRAINING DESIGNED AND DELIVERED?

Figure 9.4 Snapshots of Training Practices in the US



(b) Year-to-Year Trend in Percent of Learning Hours Provided in the Classroom Versus via Technology

Source: Andrew Paradise and Laleh Patel, 2009 State of the Industry Report (Alexandria, VA: American Society for Training and Development, 2009), 14, 16.

Methods used in training.

- The various ways of organizing content and encouraging trainees to learn are referred to as **training methods**.
- Training methods vary in terms of how active the learner is during training.
- Methods should be selected primarily based on their usefulness in helping achieve the training program's objectives.

Training Methods

Table 9.7		<i>Characteristics of Various Training Methods</i>				
Method	Training Objective			Costs		Likelihood of Transfer
	Knowledge	Skill	Attitude	Development	Administration	
Presentation	Yes	No	No	Low	Low	Low
Discussion	Maybe	Yes	Yes	Low	Low	Low
Case Study	Maybe	Yes	Maybe	Medium	Low	Medium
Discovery	No	Yes	Maybe	Medium	Medium	Medium
Role Play	No	Yes	Yes	Medium	Medium	High
Simulation	Yes	Yes	Maybe	High	Medium	High
Behavior Modeling	No	Yes	No	High	High	High

Source: Adapted from Alan M. Saks and Robert R. Haccoun, *Managing Performance through Training and Development*, 3rd ed. (Ontario, Canada: Nelson, 2004), 162.

Training Methods

- **Presentation** is the primary passive method of instruction. A presentation involves providing content directly to learners in a noninteractive fashion.
 - The most common type of presentation is a lecture given by an instructor.
- **Discussions** represent a more active training method. Discussions allows for two-way communication between trainer and trainees. Discussion can help trainees to accomplish several things:
 - Recognize what they do not know but should know.
 - Get their questions answered.
 - Get advice on matters of concern to them.
 - Share ideas and develop a common perspective.
 - Learn about one another as people.

Training Methods

- **Case Study** is an active training method in which trainees discuss, analyze, and solve problems based on real or hypothetical situations.
- **Discovery** is an active method that involves presenting trainees with a task that offers rich opportunities to learn new skills.
- **Role Playing** – When trainees engage in role playing, each participant acts out a part in a simulated situation. This active method offers an opportunity for trainees to practice new skills in the training environment.

Training Methods

- **Simulation.** Simulations are active methods that reproduce events, processes, and circumstances that occur in the trainee's job. A simulation gives trainees the opportunity to experience at least some aspects of their job in a safe and controlled environment and build skills relevant to those aspects of the job.
- **Behavior Modeling** – draws together principles of learning from many different areas. The basic process is simple:
 - Trainer explains key learning points
 - Trainer or model performs a task while trainees observe
 - Trainees practice performance while trainer observes
 - Trainer provides feedback to trainees
- **On-the-Job Methods**

HOW DO ORGANIZATIONS DETERMINE WHETHER TRAINING IS EFFECTIVE?

- **Training effectiveness** refers to the extent to which trainees benefited from training.
- The training evaluation process consists of four steps:
 - (1) determining the purpose of the evaluation
 - (2) deciding on relevant outcomes
 - (3) choosing an evaluation design
 - (4) collecting and analyzing the data and reporting the results

Figure 9.7 The Three Primary Targets of Evaluation

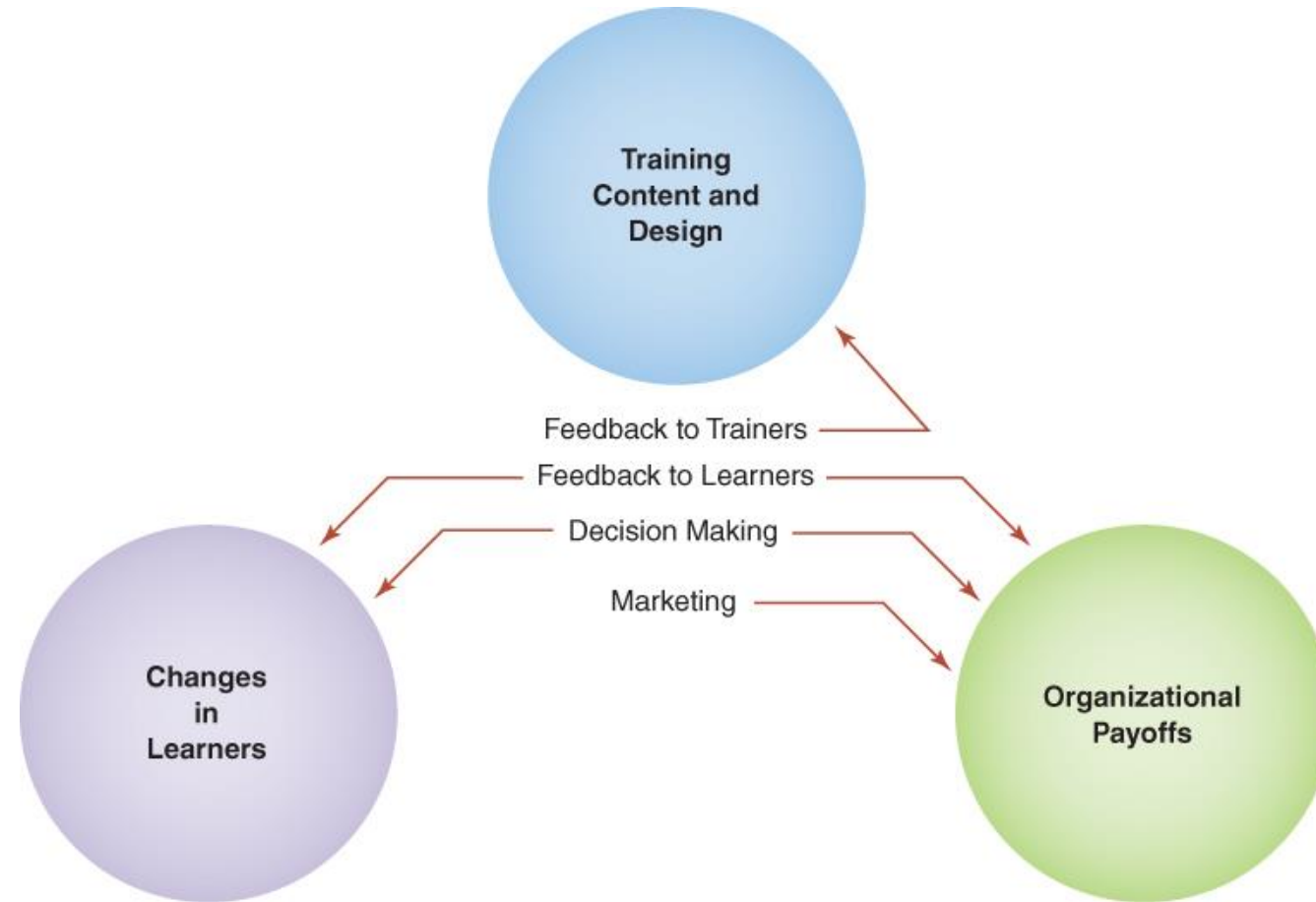


Figure 9.7 The Three Primary Targets of Evaluation. Kurt Kraiger, "Decision-Based Evaluation," in Kurt Kraiger (Ed.), *Creating, Implementing, and Managing Effective Training and Development* (San Francisco: Jossey-Bass, 2002), 331–376. Used with permission.

Evaluating the Training Program

- The first step in evaluation is to determine the purpose of the evaluation.
- Most of the reasons to evaluate training fit into three primary categories:
 - provide feedback to designers and trainers that helps improve the training;
 - provide input for decisions about whether to continue providing or discontinue providing the training; and
 - provide information that can be used to market the training program.

Evaluating the Training Program

- Training outcomes can be divided into four categories—reactions, learning, transfer, and organizational results.
 - Reaction - Evaluates how the trainees felt about training: Did they like it? Did they think it was interesting and useful?
 - Learning - Involves knowledge, skills, or attitudes, and each of these can be assessed.
 - Knowledge can be assessed with traditional tests, such as multiple-choice, fill-in-the-blank, or open-ended tests.
 - Skills can be measured by scoring role-plays, simulations, and behavior-modeling exercises for the use of the desired skills.
 - Attitudes can be assessed by asking trainees about their beliefs and their motivation, as well as by watching trainees' behavior for evidence of the desired attitude.

Evaluating the Training Program

- Transfer - refers to applying learning acquired in training to behavior on the job. To assess transfer, evaluators can ask employees about their own post-training behavior or they can ask trainees' peers and managers about the trainees' behavior.
- Organizational Results - Organizational results are, of course, outcomes that accrue to a group or the organization as a whole.
 - To assess organizational results, we can use basic measures of effectiveness, such as an increase in sales for the whole company or a decrease in turnover, or we can use efficiency measures, which balance benefits with costs.

The Training Evaluation Tool

- Post-test Only – The designs most commonly used in organizations.
 - This means that training outcomes are measured only at the end of training for the training group.
- Pre-test and Post-test with Control Group – Evaluators test employees at the beginning and at the end of training (to look for change) and can compare trained employees with untrained employees with similar characteristics (to verify that training caused the change).

The Training Evaluation Tool

- Once the purpose, outcomes, and design of evaluation have been specified, the evaluation can be conducted.
- The data is collected and analyzed and reports are generated.
- Depending on the purpose of the evaluation, the reports may be widely disseminated or simply summarized for the trainer.

Thank You