



human

Gary Dessler

tenth edition

resource management

Chapter 8

Part 3 Training and Development

Training and Developing Employees

After studying this chapter, you should be able to:



- 1. Describe the basic training process.*
- 2. Describe and illustrate how you would go about identifying training requirements.*
- 3. Explain how to distinguish between problems you can fix with training and those you can't.*
- 4. Explain how to use five training techniques.*

Orienting Employees

➤ *Employee orientation*

- A procedure for providing new employees with basic background information about the firm.

➤ *Orientation content*

- Information on employee benefits
- Personnel policies
- The daily routine
- Company organization and operations
- Safety measures and regulations
- Facilities tour

Orienting Employees (cont'd)

- *A successful orientation should accomplish four things for new employees:*
 - Make them feel welcome and at ease.
 - Help them understand the organization in a broad sense.
 - Make clear to them what is expected in terms of work and behavior.
 - Help them begin the process of becoming socialized into the firm's ways of acting and doing things.



UCSD Healthcare

NEW EMPLOYEE DEPARTMENTAL ORIENTATION CHECKLIST
 (Return to Human Resources within 10 days of Hire)

NAME:	HIRE DATE:	SSN:	JOB TITLE:
DEPARTMENT:	NEO DATE:	DEPARTMENTAL ORIENTATION COMPLETED BY:	
TOPIC		DATE REVIEWED	N/A
1. HUMAN RESOURCES INFORMATION			
a. Departmental Attendance Procedures and UCSD Healthcare Work Time & Attendance Policy		a. _____	<input type="checkbox"/>
b. Job Description Review		b. _____	<input type="checkbox"/>
c. Annual Performance Evaluation and Peer Feedback Process		c. _____	<input type="checkbox"/>
d. Probationary Period Information		d. _____	<input type="checkbox"/>
e. Appearance/Dress Code Requirements		e. _____	<input type="checkbox"/>
f. Annual TB Screening		f. _____	<input type="checkbox"/>
g. License and/or certification Renewals		g. _____	<input type="checkbox"/>
2. DEPARTMENT INFORMATION			
a. Organizational Structure-Department Core Values Orientation		a. _____	<input type="checkbox"/>
b. Department/Unit Area Specific Policies & Procedures		b. _____	<input type="checkbox"/>
c. Customer Service Practices		c. _____	<input type="checkbox"/>
d. CQI Effort and Projects		d. _____	<input type="checkbox"/>
e. Tour and Floor Plan		e. _____	<input type="checkbox"/>
f. Equipment/Supplies		f. _____	<input type="checkbox"/>
• Keys issued		_____	<input type="checkbox"/>
• Radio Pager issued		_____	<input type="checkbox"/>
• Other _____		_____	<input type="checkbox"/>
g. Mail and Recharge Codes		g. _____	<input type="checkbox"/>
3. SAFETY INFORMATION			
a. Departmental Safety Plan		a. _____	<input type="checkbox"/>
b. Employee Safety/Injury Reporting Procedures		b. _____	<input type="checkbox"/>
c. Hazard Communication		c. _____	<input type="checkbox"/>
d. Infection Control/Sharps Disposal		d. _____	<input type="checkbox"/>
e. Attendance at annual Safety Fair (mandatory)		e. _____	<input type="checkbox"/>
4. FACILITIES INFORMATION			
a. Emergency Power		a. _____	<input type="checkbox"/>
b. Mechanical Systems		b. _____	<input type="checkbox"/>
c. Water		c. _____	<input type="checkbox"/>
d. Medical Gases		d. _____	<input type="checkbox"/>
e. Patient Room		e. _____	<input type="checkbox"/>
• Bed		_____	<input type="checkbox"/>
• Headwall		_____	<input type="checkbox"/>
• Bathroom		_____	<input type="checkbox"/>
• Nurse Call System		_____	<input type="checkbox"/>
5. SECURITY INFORMATION			
a. Code Triage Assignment		a. _____	<input type="checkbox"/>
b. Code Blue Assignment		b. _____	<input type="checkbox"/>
c. Code Red – Evacuation Procedure		c. _____	<input type="checkbox"/>
d. Code 10 – Bomb Threat Procedure		d. _____	<input type="checkbox"/>
e. Departmental Security Measures		e. _____	<input type="checkbox"/>
f. UCSD Emergency Number 6111 or 911		f. _____	<input type="checkbox"/>

This generic checklist may not constitute a complete departmental orientation or assessment. Please attach any additional unit specific orientation material for placement in the employee's HR file

I have been oriented on the items listed above: _____

New Employee Departmental Orientation Checklist

Source: UCSD Healthcare.
Used with permission.

Figure 8–1

The Training Process

➤ *Training*

- The process of teaching new employees the basic skills they need to perform their jobs.

➤ *The strategic context of training*

- Performance management: the process employers use to make sure employees are working toward organizational goals.
 - Web-based training
 - Distance learning-based training
 - Cross-cultural diversity training

The Training and Development Process

➤ *Needs analysis*

- Identify job performance skills needed, assess prospective trainees skills, and develop objectives.

➤ *Instructional design*

- Produce the training program content, including workbooks, exercises, and activities.

➤ *Validation*

- Presenting (trying out) the training to a small representative audience.

➤ *Implement the program*

- Actually training the targeted employee group.

➤ *Evaluation*

- Assesses the program's successes or failures.

Make the Learning Meaningful

- *At the start of training, provide a bird's-eye view of the material to be presented to facilitates learning.*
- *Use a variety of familiar examples.*
- *Organize the information so you can present it logically, and in meaningful units.*
- *Use terms and concepts that are already familiar to trainees.*
- *Use as many visual aids as possible.*

Make Skills Transfer Easy

- *Maximize the similarity between the training situation and the work situation.*
- *Provide adequate practice.*
- *Label or identify each feature of the machine and/or step in the process.*
- *Direct the trainees' attention to important aspects of the job.*
- *Provide “heads-up” preparatory information that lets trainees know they might happen back on the job.*

Motivate the Learner

- *People learn best by doing so provide as much realistic practice as possible.*
- *Trainees learn best when the trainers immediately reinforce correct responses*
- *Trainees learn best at their own pace.*
- *Create a perceived training need in the trainees' minds.*
- *The schedule is important too: The learning curve goes down late in the day, less than full day training is most effective.*

Analyzing Training Needs

➤ *Task analysis*

- A detailed study of a job to identify the specific skills required, especially for new employees.

➤ *Performance analysis*

- Verifying that there is a performance deficiency and determining whether that deficiency should be corrected through training or through some other means (such as transferring the employee).

Task Analysis Record Form

Task List	When and How Often Performed	Quantity and Quality of Performance	Conditions Under Which Performed	Skills or Knowledge Required	Where Best Learned
1. Operate paper cutter	4 times per day		Noisy pressroom: distractions		
1.1 Start motor					
1.2 Set cutting distance		±tolerance of 0.007 In.		Read gauge	On the job
1.3 Place paper on cutting table		Must be completely even to prevent uneven cut		Lift paper correctly	On the job
1.4 Push paper up to cutter				Must be even	On the job
1.5 Grasp safety release with left hand		100% of time, for safety		Essential for safety	On the job but practice first with no distractions
1.6 Grasp cutter release with right hand				Must keep both hands on releases	On the job but practice first with no distractions
1.7 Simultaneously pull safety release with left hand and cutter release with right hand					
1.8 Wait for cutter to retract		100% of time, for safety		Must keep both hands on releases	On the job but practice first with no distractions
1.9 Retract paper				Wait until cutter retracts	On the job but practice first with no distractions
1.10 Shut off		100% of time, for safety			On the job but practice first with no distractions
2. Operate printing press					
2.1 Start motor					

Note Task analysis record form showing some of the tasks and subtasks performed by a printing press operator.

Table 8-1

Training Methods

- *On-the-job training (OJT)*
 - Having a person learn a job by actually doing the job.
- *OJT methods*
 - Coaching or understudy
 - Job rotation
 - Special assignments
- *Advantages*
 - Inexpensive
 - Immediate feedback

Steps in OJT

- *Step 1: Prepare the learner*
 - Put the learner at ease—relieve the tension.
 - Explain why he or she is being taught.
 - Create interest, encourage questions, find out what the learner already knows about this or other jobs.
 - Explain the whole job and relate it to some job the worker already knows.
 - Place the learner as close to the normal working position as possible.
 - Familiarize the worker with equipment, materials, tools, and trade terms.

Steps in OJT (cont'd)

➤ *Step 2: Present the operation*

- Explain quantity and quality requirements.
- Go through the job at the normal work pace.
- Go through the job at a slow pace several times, explaining each step. Between operations, explain the difficult parts, or those in which errors are likely to be made.
- Again go through the job at a slow pace several times; explain the key points.
- Have the learner explain the steps as you go through the job at a slow pace.

Steps in OJT (cont'd)

➤ *Step 3: Do a tryout*

- Have the learner go through the job several times, slowly, explaining each step to you.
- Correct mistakes and, if necessary, do some of the complicated steps the first few times.
- Run the job at the normal pace.
- Have the learner do the job, gradually building up skill and speed.
- As soon as the learner demonstrates ability to do the job, let the work begin, but don't abandon him or her.

Steps in OJT (cont'd)

➤ *Step 4: Follow up*

- Designate to whom the learner should go for help.
- Gradually decrease supervision, checking work from time to time against quality and quantity standards.
- Correct faulty work patterns before they become a habit. Show why the learned method is superior.
- Compliment good work; encourage the worker until he or she is able to meet the quality and quantity standards.

Training Methods (cont'd)

➤ *Apprenticeship training*

- A structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training.

➤ *Informal learning*

- The majority of what employees learn on the job they learn through informal means of performing their jobs on a daily basis.

➤ *Job instruction training (JIT)*

- Listing each job's basic tasks, along with key points, in order to provide step-by-step training for employees.

The 25 Most Popular Apprenticeships

According to the U.S. Department of Labor apprenticeship database, the occupations listed below had the highest numbers of apprentices in 2001. These findings are approximate because the database includes only about 70% of registered apprenticeship programs—and none of the unregistered ones.

- Boilermaker
- Bricklayer (construction)
- Carpenter
- Construction craft laborer
- Cook (any industry)
- Cook (hotel and restaurant)
- Correction officer
- Electrician
- Electrician (aircraft)
- Electrician (maintenance)
- Electronics mechanic
- Firefighter
- Machinist
- Maintenance mechanic (any industry)
- Millwright
- Operating engineer
- Painter (construction)
- Pipefitter (construction)
- Plumber
- Power plant operator
- Roofer
- Sheet-metal worker
- Structural-steel worker
- Telecommunications technician
- Tool and die maker

Training Methods (cont'd)

➤ *Effective lectures*

- Use signals to help listeners follow your ideas.
- Don't start out on the wrong foot.
- Keep your conclusions short.
- Be alert to your audience.
- Maintain eye contact with the trainees.
- Make sure everyone in the room can hear.
- Control your hands.
- Talk from notes rather than from a script.
- Break a long talk into a series of five-minute talks.

Programmed Learning

➤ *Programmed instruction (PI)*

– A systematic method for teaching job skills involving:

- Presenting questions or facts
- Allowing the person to respond
- Giving the learner immediate feedback on the accuracy of his or her answers

➤ *Advantages*

- Reduced training time
- Self-paced learning
- Immediate feedback
- Reduced risk of error for learner

Training Methods (cont'd)

➤ *Literacy training techniques*

- Responses to functional illiteracy
 - Testing job candidates' basic skills.
 - Setting up basic skills and literacy programs.

➤ *Audiovisual-based training*

- To illustrate following a sequence over time.
- To expose trainees to events not easily demonstrable in live lectures.
- To meet the need for organizationwide training and it is too costly to move the trainers from place to place.

Training Methods (cont'd)

- *Simulated training* (occasionally called vestibule training)
 - Training employees on special off-the-job equipment so training costs and hazards can be reduced.
 - Computer-based training (CBT)
 - Electronic performance support systems (EPSS)
 - Learning portals

Computer-based Training (CBT)

➤ *Advantages*

- Reduced learning time
- Cost-effectiveness
- Instructional consistency

➤ *Types of CBT*

- Intelligent Tutoring systems
- Interactive multimedia training
- Virtual reality training

Distance and Internet-Based Training

➤ *Teletraining*

- A trainer in a central location teaches groups of employees at remote locations via TV hookups.

➤ *Videoconferencing*

- Interactively training employees who are geographically separated from each other—or from the trainer—via a combination of audio and visual equipment.

➤ *Training via the Internet*

- Using the Internet or proprietary internal intranets to facilitate computer-based training.

What Is Management Development?

➤ *Management development*

- Any attempt to improve current or future management performance by imparting knowledge, changing attitudes, or increasing skills.

➤ *Succession planning*

- A process through which senior-level openings are planned for and eventually filled.
 - Anticipate management needs
 - Review firm's management skills inventory
 - Create replacement charts
 - Begin management development

Managerial on-the-Job Training

➤ *Job rotation*

- Moving a trainee from department to department to broaden his or her experience and identify strong and weak points.

➤ *Coaching/Understudy approach*

- The trainee works directly with a senior manager or with the person he or she is to replace; the latter is responsible for the trainee's coaching.

➤ *Action learning*

- Management trainees are allowed to work full-time analyzing and solving problems in other departments.

Off-the-Job Management Training and Development Techniques

➤ *Case study method*

- Managers are presented with a description of an organizational problem to diagnose and solve.

➤ *Management game*

- Teams of managers compete by making computerized decisions regarding realistic but simulated situations.

➤ *Outside seminars*

- Many companies and universities offer Web-based and traditional management development seminars and conferences.

Off-the-Job Management Training and Development Techniques (cont'd)

➤ *Role playing*

- Creating a realistic situation in which trainees assume the roles of persons in that situation.

➤ *Behavior modeling*

- Modeling: showing trainees the right (or “model”) way of doing something.
- Role playing: having trainees practice that way
- Social reinforcement: giving feedback on the trainees’ performance.
- Transfer of learning: Encouraging trainees apply their skills on the job.

Off-the-Job Management Training and Development Techniques (cont'd)

➤ *Corporate universities*

- Provides a means for conveniently coordinating all the company's training efforts and delivering Web-based modules that cover topics from strategic management to mentoring.

➤ *In-house development centers*

- A company-based method for exposing prospective managers to realistic exercises to develop improved management skills.

Off-the-Job Management Training and Development Techniques (cont'd)

➤ *Executive coaches*

- An outside consultant who questions the executive's boss, peers, subordinates, and (sometimes) family in order to identify the executive's strengths and weaknesses.
- Counsels the executive so he or she can capitalize on those strengths and overcome the weaknesses.

Managing Organizational Change and Development

➤ *What to change?*

- Strategy: mission and vision
- Culture: new corporate values
- Structure: departmental structure, coordination, span of control, reporting relationships, tasks, decision-making procedures
- Technologies: new systems and methods
- Employees: changes in employee attitudes and skills

Overcoming Resistance to Change

➤ *What causes resistance?*

- All behavior in organizations is a product of two kinds of forces—those striving to maintain the status quo and those pushing for change.

➤ *Lewin's Change Process*

- Unfreezing: reducing the forces striving to maintain the status quo.
- Moving: developing new behaviors, values, and attitudes, sometimes through structural changes.
- Refreezing: reinforcing the changes.

Overcoming Resistance to Change

➤ *Change initiatives*

- Political campaign: creating a coalition strong enough to support and guide the initiative.
- Marketing campaign: tapping into employees' thoughts and feelings and also effectively communicating messages about the prospective program's theme and benefits.
- Military campaign: Deploying executives' scarce resources of attention and time to actually carry out the change.

How to Lead the Change (in 10 Steps)

1. *Establish a sense of urgency.*
2. *Mobilize commitment through joint diagnosis of problems.*
3. *Create a guiding coalition.*
4. *Develop a shared vision.*
5. *Communicate the vision.*
6. *Help employees to make the change.*
7. *Generate short-term wins.*
8. *Consolidate gains and produce more change.*
9. *Anchor the new ways of doing things in the company's culture.*
10. *Monitor progress and adjust the vision as required.*

Using Organizational Development

➤ *Organizational development (OD)*

- A special approach to organizational change in which employees themselves formulate and implement the change that's required.
 - Usually involves action research.
 - Applies behavioral science knowledge.
 - Changes the attitudes, values, and beliefs of employees.
 - Changes the organization in a particular direction.

Examples of OD Interventions

Human Process

- T-groups**
- Process consultation**
- Third-party intervention**
- Team building**
- Organizational confrontation meeting**
- Intergroup relations**

Technostructural

- Formal structural change**
- Differentiation and integration**
- Cooperative union–management projects**
- Quality circles**
- Total quality management**
- Work design**

Human Resource Management

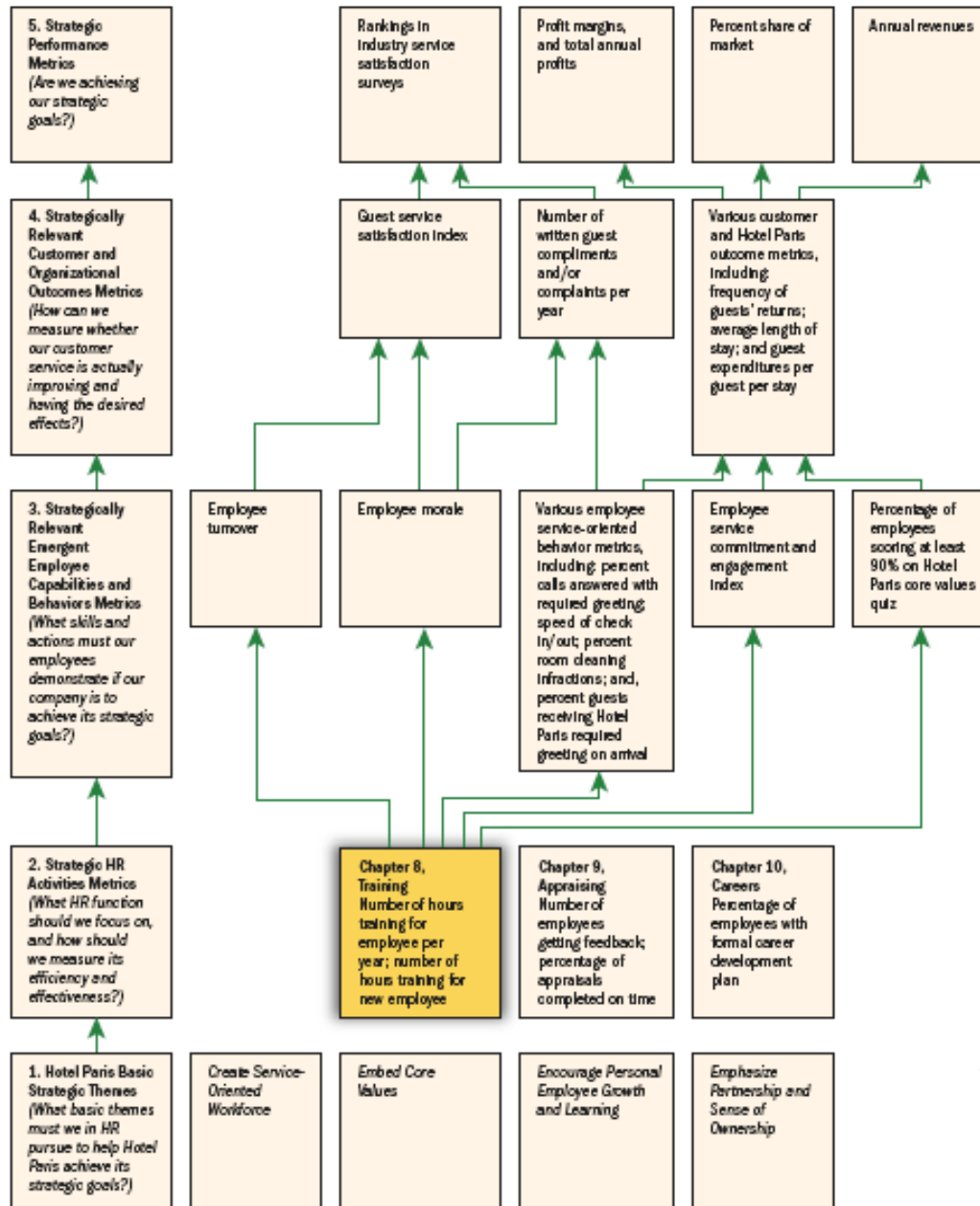
- Goal setting**
- Performance appraisal**
- Reward systems**
- Career planning and development**
- Managing workforce diversity**
- Employee wellness**

Strategic

- Integrated strategic management**
- Culture change**
- Strategic change**
- Self-designing organizations**

Table 8–3

HR Scorecard for Hotel Paris International Corporation*



*Note: *(An abbreviated example showing selected HR practices and outcomes aimed at implementing the competitive strategy, “To use superior guest services to differentiate the Hotel Paris properties and thus increase the length of stays and the return rate of guests and thus boost revenues and profitability”)*

Figure 8–4

Evaluating the Training Effort

➤ *Designing the study*

- Time series design
- Controlled experimentation

➤ *Training effects to measure*

- Reaction of trainees to the program
- Learning that actually took place
- Behavior that changed on the job
- Results that were achieved as a result of the training

Time Series Training Evaluation Design

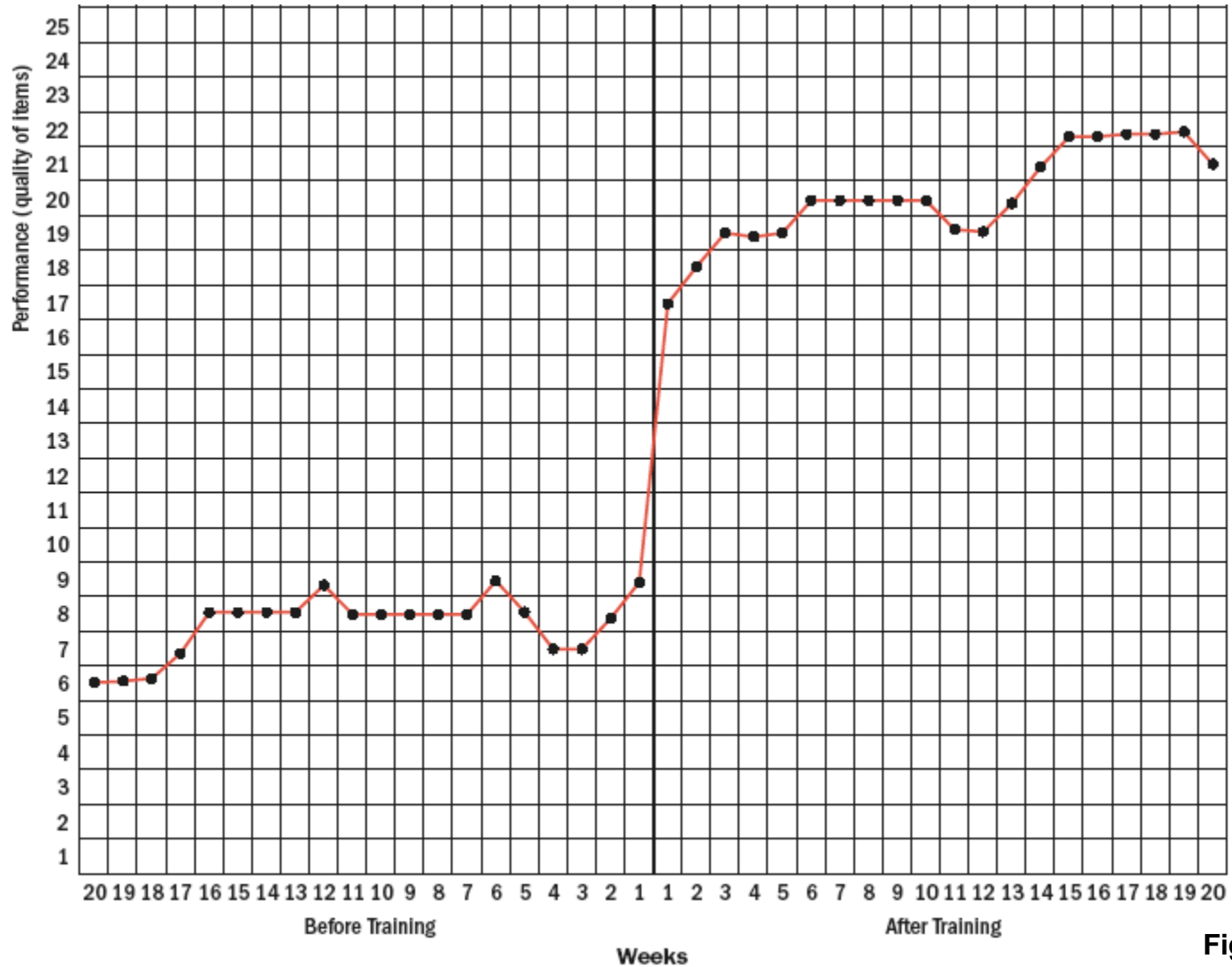


Figure 8-5



TRAINING EVALUATION FORM

TITLE OF COURSE: "Work and Family Issues - A Module for Supervisors and Managers" DATE OF TRAINING Started: Ended:
NAME OF INSTRUCTOR:

Form with fields for NAME (Optional), POSITION TITLE/GRADE, AGENCY, OFFICE PHONE, OFFICE ADDRESS, and two rating scales: 'Rate Your Knowledge and Skill Level' and 'Overall, how would you rate this course?'.

EVALUATION OF COURSE (Check appropriate box)

Table with 7 columns: ITEMS OF EVALUATION, Excellent, Very Good, Good, Fair, Poor, Not Applicable. Rows include: 1. What Work and Family Programs Are, 2. Who Uses Work and Family Programs, 3. How to Recognize/Solve Work/Family Issues, 4. Helping You Take Practical Steps on the Job.

RATING OF INSTRUCTOR

Table with 7 columns: Rating of Instructor, Excellent, Very Good, Good, Fair, Poor, Not Applicable. Rows include: 1. Presentation, organization, delivery, 2. Knowledge and command of the subject, 3. Use of audio-visuals or other training aids, 4. Stimulation of an open exchange of ideas, participation & group interaction.

STRONG POINTS OF THE COURSE

*
*
*

WEAK POINTS OF THE COURSE

*
*
*

ADDITIONAL DATA YOU WOULD LIKE TO HAVE COVERED IN COURSE

*
*
*

ADDITIONAL COMMENTS/OR RECOMMENDATIONS

A Sample Training Evaluation Form

Source: www.opm.gov/wrkfam/.

Figure 8-6

Key Terms

**employee orientation
training
performance management
negligent training
task analysis
performance analysis
on-the-job training
apprenticeship training
job instruction training (JIT)
programmed learning
simulated training
job aid
electronic performance support
systems (EPSS)**

**management development
succession planning
job rotation
action learning
case study method
management game
role playing
behavior modeling
in-house development center
outsourced learning
organizational development
controlled experimentation**