

Chapter 7 Training and Developing Employees



Chapter 7 Outline

- I Orienting employees
- II The training process
 - 2.1 Why the training business is booming
 - 2.2 The 5-step training & development process
 - 2.3 Training and learning

Chapter 7 Outline

- III Motivate the learner
 - 3.1 Analyzing training needs
 - 3.2 Task analysis: assessing new employees' training needs
 - 3.3 Performance analysis: assessing current employees' training needs
- IV Traditional training methods

Chapter 7 Outline

- V Electronic training
- VI Managerial development & training
- VII Evaluating the training effort

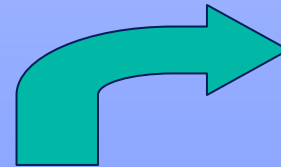
Learning Objectives

- Describe the basic training process
- Effectively train an employee
- Develop and implement a training program
- Explain how to distinguish between problems you can fix with training and those you can't
- Explain how to use five training techniques
- Describe and illustrate how you would go about identifying training requirements

I Orienting employees

Orientation Day

- Employee orientation provides new employees with basic background information
- Programs may range from brief, informal introductions to lengthy, formal courses



Sample orientation day checklist

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 of Dress Code Requirements	e. _____	<input type="checkbox"/>
f. Annual TD Screening	f. _____	<input type="checkbox"/>
g. License and/or certification Renewals	g. _____	<input type="checkbox"/>
2. DEPARTMENT INFORMATION		
a. Organizational Structure-Departmental 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"/>

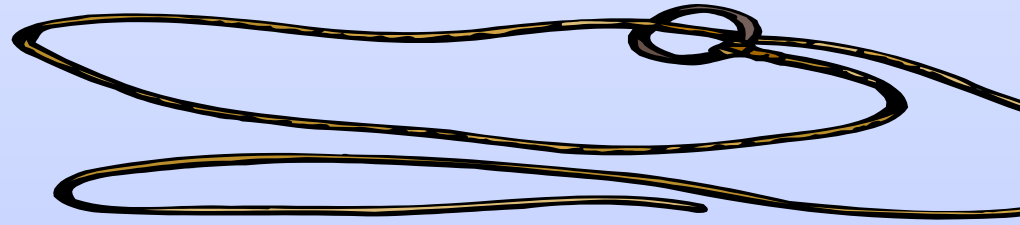
This generic checklist may not constitute a complete departmental orientation or assessment. Please attach any additional unit specific orientation material for placement in the employee's HR file

I have been oriented on the items listed above.

Why Orientation Is Important

- Orientation explains basics – often provided in an employee handbook
- Rules and policies are often discussed
- Makes new employee feel at ease
- Describes the organization – the big picture
- Defines expected work behavior
- Socializes new employee in company's ways

Learning the Ropes



- Realistic Orientation Programs for new Employees' Stress (ROPES)
- Warn about disappointments
- How to cope is key
- Supervisors should monitor newcomers

Training 101

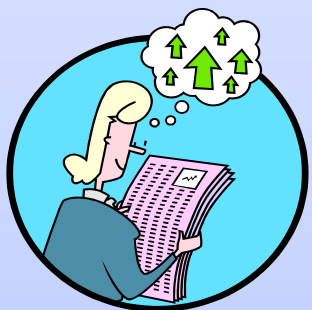
- Teaching new employees the basic skills they need to perform their jobs
- The hallmark of a good manager
- Lack of productivity

II The training process

2.1 Why the training business is booming

2.2 The 5-step training & development process

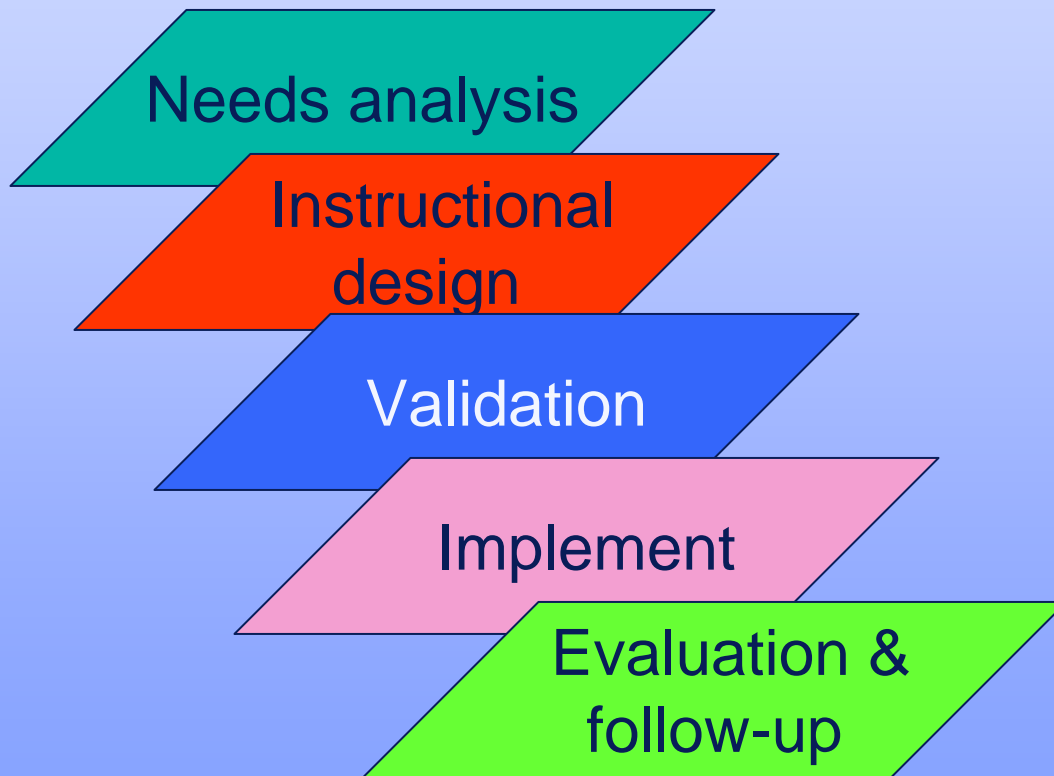
2.3 Training and learning



2.1 Why Training Is Booming

- NOT just technical training any more – over \$19 billion spent last year on outside training
 - ◆ Team building
 - ◆ Decision making
 - ◆ Communication
 - ◆ Customer service
 - ◆ Technology and computer skills
- Training helps management meet strategic goals

2.2 5 Step Training and Development Process



2.3 Training Is Learning Make It Meaningful



- A bird's-eye view of the material
- Familiar examples
- Organize the information
- Use familiar terms and concepts
- Use many visual aids

Training Is Learning Transfer New Skills



- Maximize the similarity
- Provide adequate practice
- Label or identify
- Attend to important aspects of the job
- Provide “heads-up,” preparatory information

III Motivate the learner

3.1 Analyzing training needs

3.2 Task analysis: assessing new employees' training needs

3.3 Performance analysis: assessing current employees' training needs



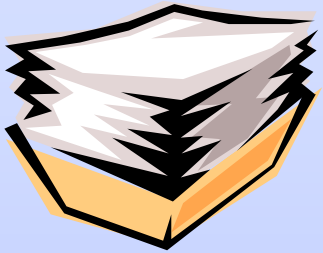
Motivate the Learner

- Learn by doing
- Reinforce correct responses
- ◆ Trainees learn best at their own pace
- ◆ Create a perceived training need
- ◆ Scheduling is important



3.1 Analyzing Training Needs

- Determine required training
 - ◆ New employees
 - ◆ Current employees
- *Task analysis* and *performance analysis* are the two main ways to identify training needs



3.2 Task Analysis



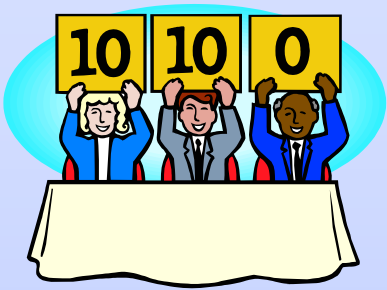
- **Task analysis** - a detailed study of a job to identify the specific skills required
- Job descriptions and job specifications are used

- A **task analysis record** form lists 6 types of information used to determine training requirements

▼ TABLE 7-1| 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 till 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					

3.3 Performance Analysis



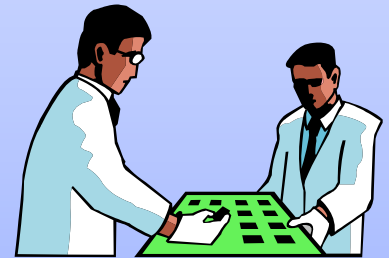
- **Performance analysis** – verify that there is a deficiency and decide if it can be fixed
- Sample performance deficiencies:
 - ◆ Doesn't meet sales quotas
 - ◆ Too many plant accidents
- Set specific objectives

IV Traditional training methods



Traditional Training Methods

- On-the-job training
- Apprenticeship training
- Informal learning
- Job instruction training
- Lectures
- Programmed learning
- Audiovisual tools
- Simulated training



On-the-job Training



Learn by doing – 4 steps to success

Step 1 Prepare

1. Put the learner at ease—relieve the tension.
2. Explain why he or she is being taught.
3. Create interest, find out what the learner knows.
4. Explain the whole job and relate it to a known job.
5. Place close to the normal working positions.
6. Familiarize with equipment, materials, & tools.



On-the-job Training



Learn by doing – 4 steps to success

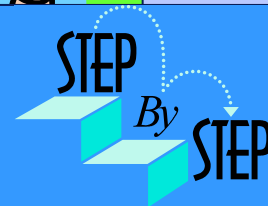
Step 1 Prepare



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Step 2 Present

1. Explain quantity and quality requirements.
2. Go through the job at the normal work pace.
3. Go through the job several times, giving each step.
4. Repeat slowly again.
5. Have the learner explain the steps as you go through.



On-the-job Training



Learn by doing – 4 steps to success

Step 1 Prepare



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Step 2 Present

STEP

By

Step 3 Tryout

1. Have the learner go through the job several times.
2. Run the job at the normal pace.
3. Learner does the job, building up skill and speed.
4. Let the work begin – stick around for a while.

WIDGETS



On-the-job Training



Learn by doing – 4 steps to success

Step 1 Prepare



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Step 2 Present

STEP

By

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Step 3 Tryout

- 1.
- 2.
- 3.
- 4.
- 5.

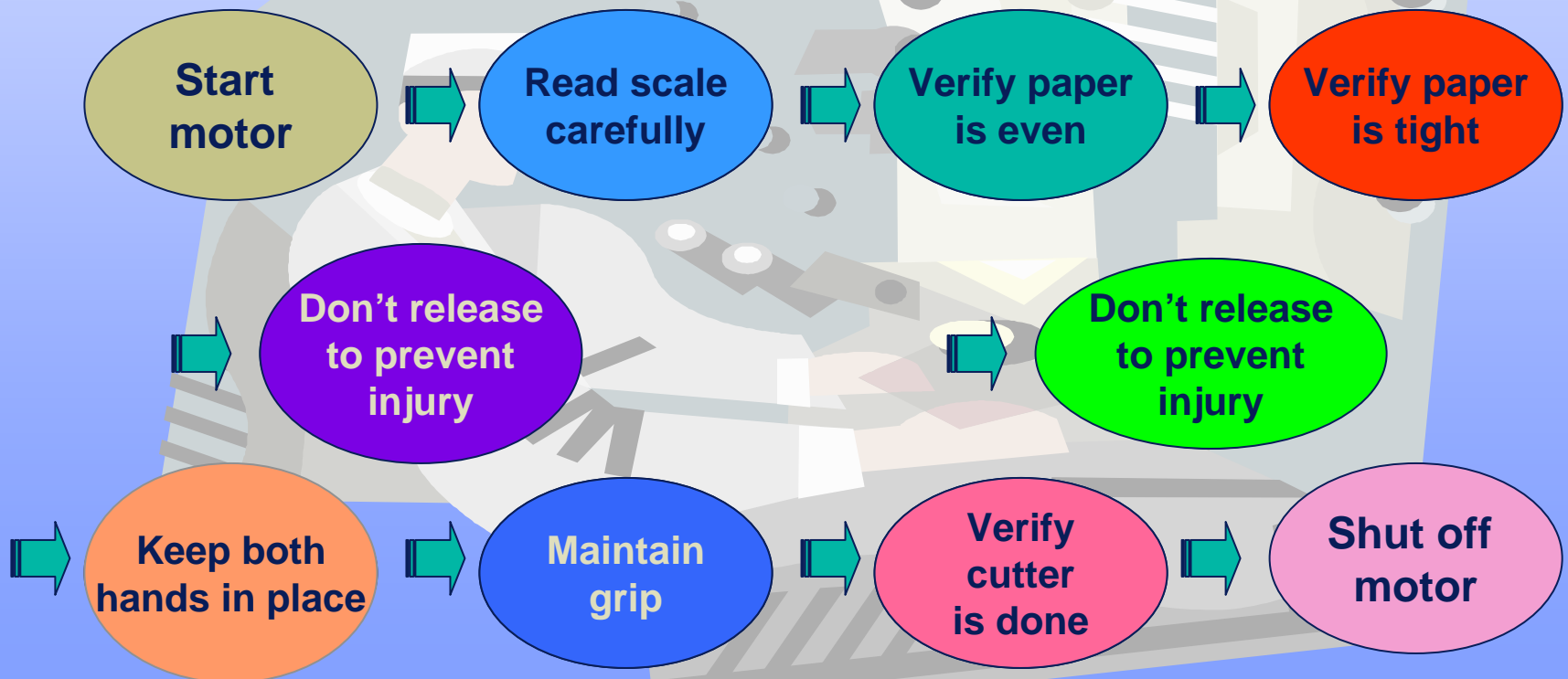
Step 4 Follow-up

1. Designate to whom the learner should go for help.
2. Gradually decrease supervision, monitor quality.
3. Correct faulty work before it becomes a habit.
4. Compliment good work; goal is to achieve quality.



Job Instruction Training

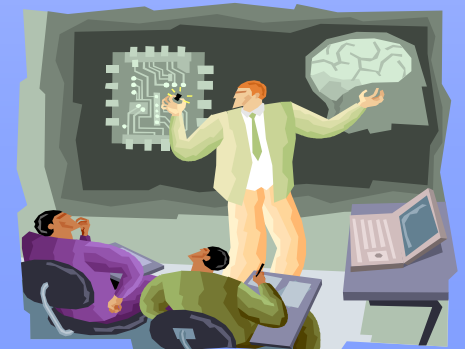
List each step in order with key steps





Lectures

- Give listeners signals
 - Keep conclusions short
 - Maintain eye contact
 - Control your hands
 - Break long talk into shorter series
 - Practice makes perfect
- Don't begin on wrong foot
 - Be alert to your audience
 - Make sure all can hear
 - Speak from notes not script





Programmed Learning

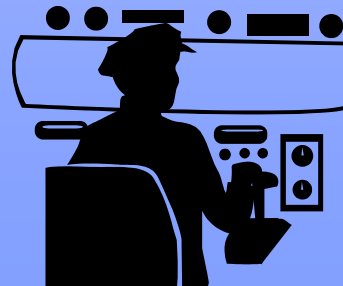
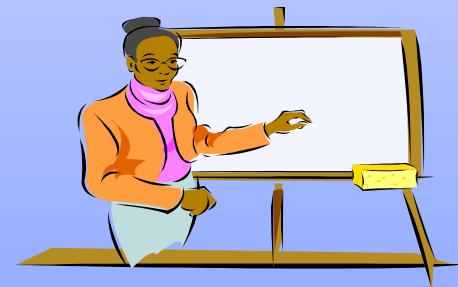
Programmed learning (or **programmed instruction**) is a step-by-step self-learning method that consists of three parts:

- Presenting
- Responding
- Feedback



Other Traditional Training Techniques

- Apprenticeship Training
- Informal learning or daily interaction
- Audiovisual tools
- Simulated training



V Electronic training

Electronic Training

- Computers and the Internet have revolutionized training
- CBT or CD-ROM
- Electronic Performance Support Systems
- Distance and Internet based
 - ◆ Tele-training
 - ◆ Videoconferencing
 - ◆ Internet training
 - ◆ Learning portals



Electronic Training (Cont.)

- Job Aids
- Electronic performance support system (EPSS)



Tele-training

Teletraining: A trainer in a central location teaches groups of employees at remote locations via television hookups.





Videoconferencing



- Videoconferencing allows for distance teaching or training
- Many PC's currently can participate in remote training with programs like



- ◆ Instructors might need to change some teaching habits

Learning Portals Insight

- Corporate web pages or enterprise information portals focus learning on company specifics
- Some are highly specialized portals like

fatbrain.

Learn.com

THINQ
LEARNING THAT POWERS BUSINESS

ScheduleEarth

click2learn

SkillsSoft

Training For Special Purposes

- Literacy training techniques
 - ◆ 50% of workers may read below 8th grade level
- AIDS education
 - ◆ One million workers may be infected; this can cause anxiety in others



Training For Special Purposes

- Global business training samples include:
 - ◆ Executive etiquette for global transactions
 - ◆ Cross-cultural technology transfer
 - ◆ International protocol and presentation
 - ◆ Business basics for the foreign executive
- Language training

Training For Special Purposes

- Diversity training
- Better cross-cultural sensitivity
- Results examples:
 - ◆ Improving technical skills
 - ◆ Socialization
 - ◆ U.S. work ethic



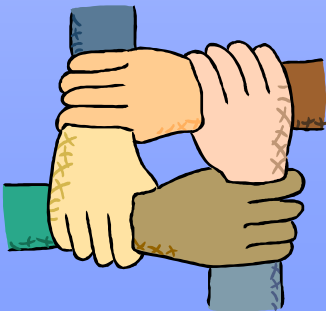
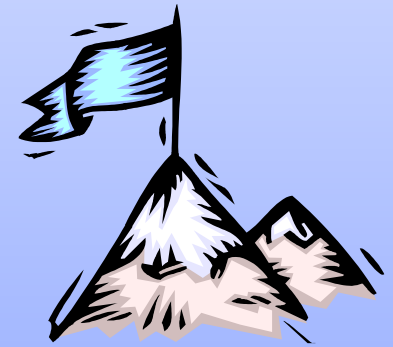
Training For Special Purposes

- Customer service training
- Almost two-thirds of U.S. workers are in service jobs



Training For Special Purposes

- Teamwork training
 - ◆ Outward Bound
 - ◆ “Recipes for Success”



Lifelong Learning



Lifelong learning provides continuing training from basic remedial skills to advanced decision-making techniques throughout an employee's career

- ◆ New & old skills alike are learned & updated continuously



VI Managerial development & training

Managerial Development

Management development is any attempt to improve managerial performance by imparting knowledge, changing attitudes, or increasing skills with an aim to enhance the future performance of the company itself



Managerial On-the-job Training

- Job rotation
- Coaching/understudy approach
- Action learning

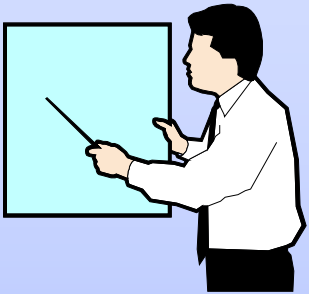


Do women make better managers?

- What do you think?
- Have you ever worked for a female manager?
- What are the positives?
- Negatives?



Managerial Off-the-job Training



- The case study method
- Games
- Seminars
- University programs
- Role playing
- Behavior modeling - 4 steps
- In house development



New Truck Dilemma Role Playing



The supervisor gets new telephone trucks which must be assigned to one of the crews. This causes problems among the crews as everyone likes a new truck. You put them in your place by using role playing and make the crews decide who gets the new truck.

If you were in one of the crews how would you decide who gets the shiny new truck?

Global Executive Development



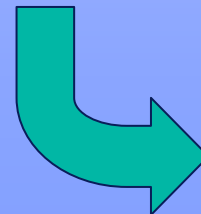
- Candidates backgrounds
- Family situations
- Brief candidates on all relocation policies
- Comprehensive training
- Provide a mentor
- Establish a repatriation program

VII Evaluating the training effort

Evaluating the Training Effort

- Controlled experimentation is preferred way to design a study as it has a control group which gets no training
- Measure 4 outcomes of the study:
 - ◆ Reaction
 - ◆ Learning
 - ◆ Behavior
 - ◆ Results

Training
evaluation
form



INSTRUCTOR HANDOUTS		United States Office of Personnel Management				
TRAINING EVALUATION FORM						
TITLE OF COURSE: "Work and Family Issues - A Module for Supervisors and Managers"		DATE OF TRAINING				
NAME OF INSTRUCTOR:		Start date: _____				
		End date: _____				
NAME (Optional):		POSITION TITLE/GRADE:				
AGENCY:	OFFICE PHONE: (Optional)	OFFICE ADDRESS: (Optional)				
Rate Your Knowledge and Skill Level (circle your rating)		Overall, how would you rate this course?				
Before this course Low-----High		___ Excellent ___ Very Good ___ Good				
1 2 3 4 5		___ Fair ___ Poor				
After this course Low-----High						
1 2 3 4 5						
EVALUATION OF COURSE (Check appropriate box)						
ITEMS OF EVALUATION	Excellent	Very Good	Good	Fair	Poor	Not Applicable
How did the course sharpen your knowledge or skills in:						
1. What Work and Family Programs Are						
2. What Work and Family Programs Are						
3. How to Recognize/Share Work/Family Issues						
4. Helping You Take Practical Steps on the Job						
RATING OF INSTRUCTOR						
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						

Summary of Chapter 7

- The training process consists of five steps:
 - ◆ Needs analysis
 - ◆ Instructional design
 - ◆ Validation
 - ◆ Implementation
 - ◆ Evaluation
- Make training material meaningful

Summary of Chapter 7

◆ Basic training methods:

- ◆ On-the-job
 - Audiovisual tools
- ◆ Apprenticeship
 - Simulated
- ◆ Informal learning
 - Computer-based
- ◆ Job instruction
 - Electronic performance support systems
- ◆ Lectures
 - Internet-based
- ◆ Programmed learning

Summary of Chapter 7

- We saw a number of special purpose training methods
- On-the-job training is a common technique.
 - ◆ Coaching/understudy method
 - ◆ Job rotation
 - ◆ Special assignments and committees
- Management development imparts knowledge, changes attitudes or increases skills

Summary of Chapter 7


- Managerial on-the-job training types include job rotation, coaching, and action learning
- Training program effectiveness is measured in four ways:
 - ◆ Reacting
 - ◆ Learning
 - ◆ Behavior
 - ◆ Results



End of Chapter Question 1



- 1. Assume you are general manager of a small seafood company. Most of the training that takes place is unstructured and occurs on the job. Currently, senior fish cleaners are responsible for teaching new employees how to perform the job. Your company has been profitable, but recently wholesale fish dealers who buy your product have been complaining about the poor quality of your fresh fish. For example, some fillets have not had all the scales




removed, and abdomen parts remain attached to the fillets. You have decided to change the on-the-job training received by the fish cleaners. How will you modify the on-the-job training to improve the quality of the product delivered to the wholesalers?



End of Chapter Question 2



- 2. To improve product quality, a company is introducing a computer--assisted manufacturing process into one of its assembly plants. The new technology is likely to result in substantial modification of jobs. Employees will also be required to learn statistical process--control techniques. The new technology and push for quality will require employees to attend numerous training sessions. Over 50 percent of the employees who will be affected by the new

- 
- technology completed their formal education over 10 years ago. Only about 5 percent of the company's employees have used the tuition-reimbursement benefit. What should management do to maximize employees' readiness for training?