

Training and Developing Employees



- **2nd year**
- **compiled and edited by :**
- **Dr .Maha misbah**
- **English program**
- **Date :26/4/2020**



Learning Objectives

- 8-1. Summarize the purpose and process of employee orientation.**
- 8-2. Give an example of how to design onboarding to improve employee engagement.**
- 8-3. List and briefly explain each of the steps in the training process.**

Learning Objectives

- 8-4. Explain how to use five training techniques.**
- 8-5. List and briefly discuss four⁴⁻ management development methods.**

Learning Objectives

- 8-6. List and briefly discuss the importance of the steps in leading organizational change.**
- 8-7. Explain why a controlled study may be superior for evaluating the training program's effect.**

I. Summarize the purpose and process⁴⁻ of employee orientation.

Orienting and Onboarding New Employees

On Mona's first day of work at a software firm, she attended a meeting with the HR manager and other new employees. Mona learned about employee benefits packages, personnel policies, and the structure of the company. This is called employee orientation

Onboarding is synonymous with employee orientation, which involves providing new employees with the information they need to function. Onboarding also tries to help new employees understand a firm's values and culture.

Orienting and Onboarding New Employees

Carefully selecting employees doesn't guarantee they'll perform effectively. Even high-potential employees can't do their jobs if they don't know what to do or how to do it. Making sure your employees do know what to do and how to do it is the purpose of orientation and training.

The **human resources department** usually designs the orientation and training programs, but the **supervisor** does most of the day-to-day orienting and training. Every manager therefore should know how to orient and train employees.



The Purpose of Employee Orientation/Onboarding

- **Welcome**
- **Basic information**
- **Understanding the organization** 4-
- **Socialization**



The Purpose of Employee Orientation/Onboarding

- **Welcome**

Make the new employee feel welcome and at home and part of the team. Don't let them anxiety or worried from new place.



The Purpose of Employee Orientation/Onboarding

Basic information

Employee orientation or onboarding provides new employees with the basic background information (such as computer passwords and company rules, personnel policies and benefits, and expectations in terms of work behavior). They need to do their jobs; ideally it should also help them start becoming emotionally attached to and engaged in the firm

The Purpose of Employee Orientation/Onboarding

- **Understanding the organization**

Help the new employee understand the organization in a broad sense (its past, present, culture, and strategies and vision of the future).

The Purpose of Employee Orientation/Onboarding

- **Socialization**

Start the process of a person becoming socialized into the firm's culture, values, and ways of doing things. 4-

The Orientation Process

The length of the orientation program depends on what you cover. Most take several hours.

The human resource specialist (or, in smaller firms, the office manager) performs the first part of the orientation by explaining basic matters like working hours and benefits.

The Orientation Process

Then the supervisor continues the orientation by explaining (see the following figure) the department's organization, introducing the person to his or her new colleagues, familiarizing him or her⁴ with the workplace, and reducing first-day jitters (anxieties).

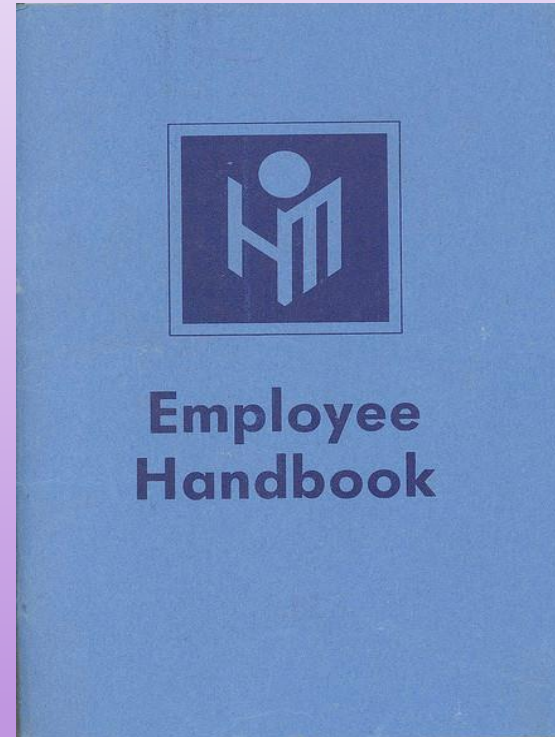
(Return to Human Resources within 10 days of Hire)

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 Medical Center 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 <u>6111</u> or <u>911</u>			f. _____	<input type="checkbox"/>

The Orientation Process

- **Employee handbook**
- **Orientation technology**

4-



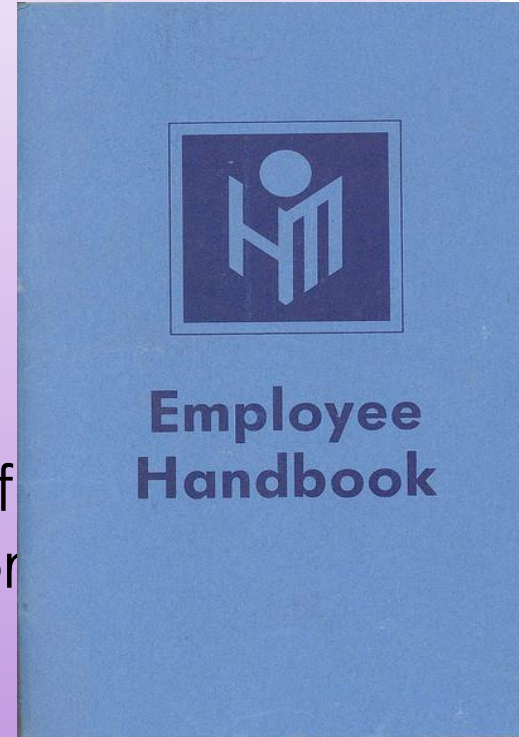
The Orientation Process

- **Employee handbook**

Courts may find that the employee handbook's contents are legally binding commitments.

These make it clear that statements of company policies, benefits, and regulations do not constitute the terms and conditions of an employment contract, either expressed or implied.

Also, employers generally should not insert statements such as No employee will be fired without just cause or statements that imply or state that employees have tenure.

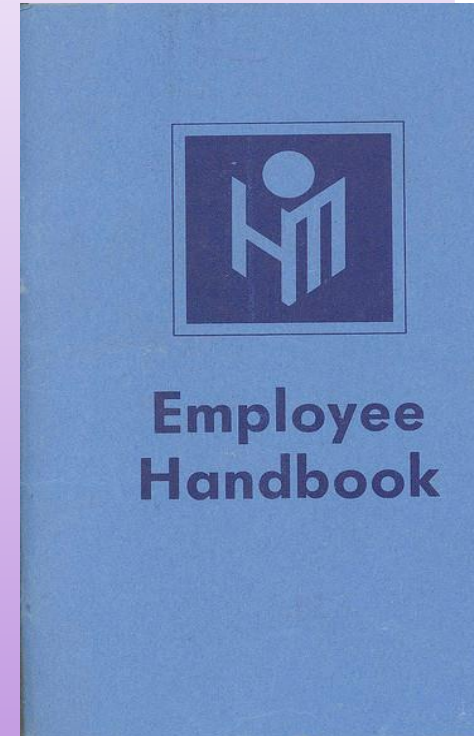


The Orientation Process

ORIENTATION TECHNOLOGY

Employers use technology to support orientation such as online learning, virtual environments, streaming videos, iPhone apps.

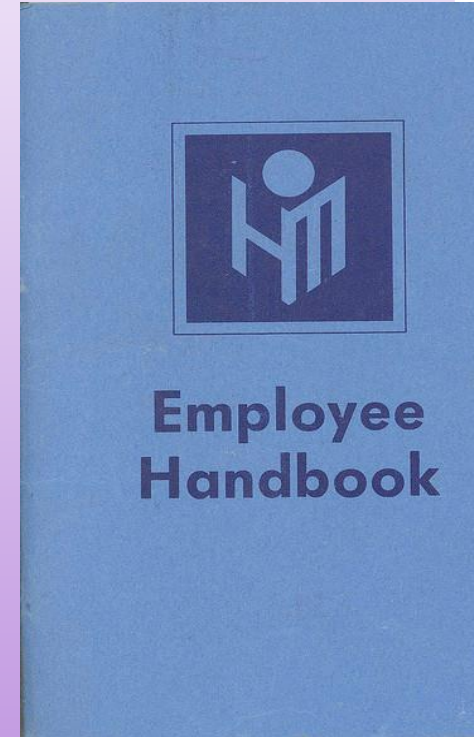
4-
For example, some employers put all or some of their orientation media on the Web.



The Orientation Process

With Workday's iPhone app, employers can provide their employees easy mobile access to their employee directories.

Users can search their company's worker directory for names, images, and contact information; call or e-mail coworkers directly; and view physical addresses on Google Maps



II.

**Give an example of how
to design onboarding to
improve employee
engagement.**

Employee Engagement Guide for Managers: Onboarding at Toyota



Employee Engagement Guide for Managers: Onboarding at Toyota – it does cover routine topics such as company benefits, however its main aim is to engage Toyota's new employees in the firm's ideology of quality, teamwork, personal development, open communication, and mutual respect. The initial program takes about 4 days.

Onboarding at Toyota

Day 1: Welcome

Day 2: Mutual Respect

4-

Day 3: Team Work

Day 4: Suggestion system



Don't Miss the Onboarding Boat

An ALEX® survey asked 400 new hires to provide feedback about their onboarding experiences. Based on their responses, we humbly offer these tips.

BEFORE THE FIRST DAY

- Send benefits information and enrollment instructions
- Have the manager send a quick welcome note
- Provide a first-day agenda to help new hires get their sea legs

THE FIRST DAY

- Make sure the manager is present in the office
- Set up the employee's computer, phone, and email in advance



19.8%

of new hires don't have a desk on their first day



22.8%

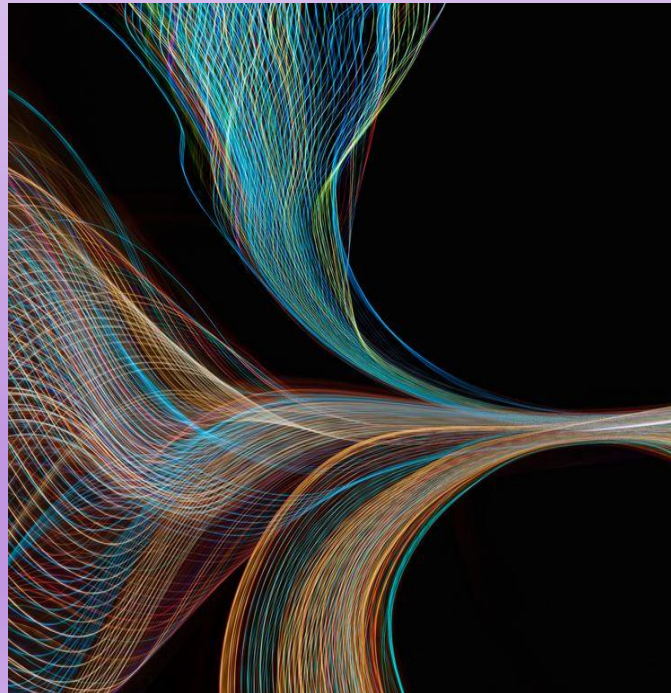
of new hires didn't receive a welcome message before their first day



III.

**List and briefly explain
each of the ⁴⁻ steps in the
training process.**

Overview of the Training Process



Overview of the Training Process

training begins after orientation.

Training means giving new or current employees the skills that they need to perform their jobs, such as showing new salespeople how to⁴ sell your product.

Training might involve having the current jobholder explain the job to the new hire, or multi-week classroom or Internet classes.

Overview of the Training Process

Having high potential employees does not guarantee they will succeed. Organizations must train employees how to do the job.

Employers also increasingly⁴⁻ capitalize on the fact that training fosters engagement. But it's important though to understand that training can't work miracles.

Know Your Employment Law

Training and the Law

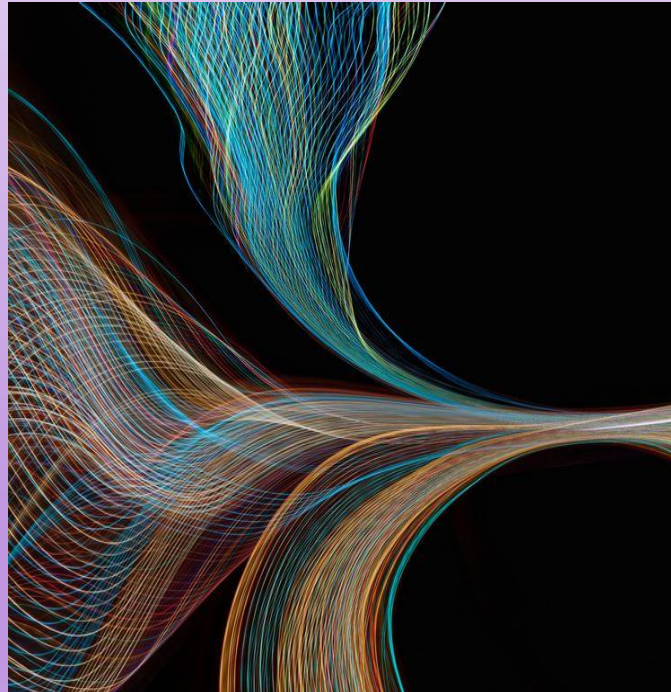
Let's take a look...

4-

Inadequate training can also cause careless training liability. As one expert puts it, It s clear from the case law that where an employer fails to train adequately and an employee subsequently does harm to third parties, the court will find the employer liable.

Employers should confirm the applicant/⁴⁻ employee s claims of skill and experience, provide adequate training (particularly where employees use dangerous equipment), and evaluate the training to ensure that it s actually reducing risks.

Aligning Strategy and Training



Overview of the Training Process

Aligning Strategy and Training

The employer's strategic plans should ultimately govern its training goals. In essence, the task is to identify the employee behaviors the firm will require to execute its strategy, and from that deduce what competencies employees will need. Then, put in place training goals and programs to instill these competencies.

Training programs must support the company's strategic goals.

EXAMPLE:

Training employees in multiple languages to help the company grow into the international market.

Improving Performance: *The Strategic Context*

The Training Program That Turned Macy's Around

Let's talk about it...

For about 6 years after buying May Department Stores Co., in the early 2000s, Macy's Inc. was in a consolidation/ cost-cutting mode. During these years, with the focus on cost-cutting, Macy's customer service suffered. Many sales associates weren't providing the level of service that customers wanted. The question was, what should Macy's do about it?

Macy's top management turned to a new strategy. As its CEO said, "We are [now] talking about a cultural shift ... becoming more of a growth company." However, Macy's top management knew that growth would not occur without a big improvement in how its sales associates treated customers.

To produce the improved customer service Macy's needed to achieve its new strategy, Macy's installed a new training program. Rather than just watching a 90-minute interactive video as they previously did, sales associates now attended 3 ½-hour training sessions aimed at cultivating higher levels of customer service.

4-

Macy's managers believed the training program and resulting customer service improvement would be the biggest factor in driving their company's sales growth. And, indeed, same-store sales rose 5.3% in 2011, 3.7% in 2012, and about 3.5% in 2013, well above many competitors'.

The ADDIE Five-Step Training Process

- **Analyzing the training need.**
- **Design the overall training program**
- **Developing the course.**
- **Implement training by actually training the targeted employee group.**
- **Evaluating the course effectiveness.**

Conducting the Training Needs Analysis

The training needs analysis may address the employer's strategic/longer term training needs and/or its current training needs.

4-



Strategic Training Needs Analysis – Involves strategic goals (perhaps to enter new lines of business or to expand abroad) that often mean the firm will have to fill new jobs. *Strategic training needs analysis* identifies the training employees will need to fill these future jobs. 4-

Current Training Needs Analysis –

Most training efforts aim to improve current performance—specifically training new employees, and those whose performance is deficient.

How you analyze current training needs depends on whether you're training new or current employees.

The main task for *new* employees is to determine what the job entails and to break it down into subtasks, each of which you then teach to the new employee.

Analyzing *current* employees' training



Task analysis – Is a detailed study of the job to determine what specific skills (like reading spreadsheets for a clerk) the job requires. For task analysis, job descriptions and job specifications are essential.

4-

The task analysis record form contains six types of information : task list; when and how often performed; quantity and quality performance standards; conditions under which performed; skills or knowledge⁴⁻ required; and where best learned.

TABLE 8-1 Sample 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	4 times per day				On the job
1.2	Set cutting distance		\pm 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				Must keep both hands on releases	On the job but practice first with no distractions
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					

TALENT MANAGEMENT: USING PROFILES AND COMPETENCY MODELS

Talent management is the goal-oriented and integrated process of planning for, recruiting, selecting, developing, and compensating employees.

Among other things, talent management involves using the same competencies profile or model for recruiting the employee as for selecting, training, appraising, and paying him or her.

For training, we can summarize this as follows:

Strategy → Employee Behaviors → Employee Competencies → Training and Development Needs → Training Implementation and Evaluation.

Many employers use competency models to help gather and summarize a job's training needs. The **competency model** consolidates, usually in one diagram, a precise overview of the competencies (the knowledge, skills, and behaviors) someone would need to do a job well. As noted, the employer can then formulate training goals and programs aimed at developing these competencies.

Competency Profiles and Models in Training and Development – the American Society for Training and Development (ASTD) built a competencies model for the job of training and development professionals.

It includes 10 core trainer competencies.



FIGURE 4-10 Example of Competency Model for Human Resource Manager



Performance Analysis – For underperforming current employees, you can't assume that training is the solution.

In other words, is it lack of training, or something else? **Performance analysis** is the process of verifying that there is a performance deficiency and determining whether the employer should correct such deficiencies through training or some other means (like transferring the employee).

Is The Problem Can't Do or Won't Do?



Uncovering why performance is down is the heart of performance analysis. The aim here is to distinguish between can't-do and won't-do problems.

4-

Can't Do means the employees don't know what to do or what your standards are.

Won't Do, the employee could do the job if they wanted to.

First, determine whether **it is a can't-do problem** and, if so, its specific causes.

For example: The employees don't know what to do or what your standards are; there are obstacles in the system such as lack of tools or supplies; there are no job aids (such as color-coded wires that show assemblers which wire goes where); you've hired people who haven't the skills to do the job; or training is inadequate.

Or, **it might be a won't-do problem**. Here employees could do a good job if they wanted to. One expert says, “Perhaps the biggest trap that trainers fall into is [developing] training for problems that training just won't fix.” For instance, the **better solution** might be to change the incentives.

Performance Analysis:

Analyzing Current Employees' Training Needs – there are several methods that can be used to identify an employee's training needs, including supervisor, peer, self, and 360-degree performance reviews; job-related performance data; observation by supervisors or other specialists; interviews with the employee or his/her supervisor; tests of things like job knowledge, skills, and attendance; attitude surveys; individual employee daily diaries; assessment centers, and special performance gap analytical software

Designing the Training Program

4-

Armed with the needs analysis results, the manager next designs the training program.

Design means planning the overall training program including **training objectives, delivery methods** (such as lectures or Web),⁴ **and program evaluation**.

The design should include summaries of how you plan to set a **training environment** that **motivates** your trainees both to **learn and to transfer** what they learn to the job.

It is also here that the manager **reviews** possible training program content (including workbooks, exercises, and activities), and **estimates** a budget for the training program.

If the program is to use technology, the manager should include a review of the technology he or she plans to use as part of the analysis.

Designing the Training Program

Next, we'll look more closely at several specific design issues.

4-

- **Setting learning objectives**
- **Creating a motivational learning environment**



1- Setting learning objectives

Training, development, learning, or (more generally) *instructional objectives* should specify in measurable terms what the trainee should be able to do after successfully completing the training program.

4-

For example:

The technical service representative will be able to adjust the color guidelines on this HP Officejet All-in-One printer copier within 10 minutes according to the device s specifications.

The learning objectives you choose should address correcting the performance deficiencies that you identified with needs analysis. Thus, if the sales teams sales are 40% too low, the objectives should focus on ensuring they get the knowledge, skills, and attitudes they need to boost sales. But at the same time, the learning objectives must be **practical**, given the constraints.

One constraint is **financial**. For all but the most trivial training programs, the employer will want to see and approve a *training budget* for the program. Typical costs include the development costs (of having, say, a human resource specialist working on the program for a week or two), the direct and indirect (overhead) costs of the trainers time, participant compensation⁴⁻ (for the time they are actually being trained), and the cost of evaluating the program. The question, of course, isn't just Can we afford this program? but Does it pay to spend this much, given the benefits we'll derive from the program? Therefore, be prepared to defend the training program on **benefits-versus-costs** grounds.

There are also other constraints to consider. For example, **time constraints** may require reducing three or four desirable learning objectives down to one or two.

4-

2-Creating a motivational learning environment

Municipalities running programs for traffic violators know there's often no better way to get a learner's attention than by presenting a terrifying filmed accident.

4-

In other words, they start the training not with a lecture but by making the material meaningful. They know that driver training is useless if the driver isn't motivated to benefit from the program.

In creating a motivational learning environment, the manager should address several issues:

Learning requires both **ability and motivation**, and the training program's design should accommodate both. 4-

Designing the Training Program continued

- **Make the Learning Meaningful**
 1. **Provide a Bird's-eye view**
 2. **Use Familiar examples**
 3. **Organize Information**
 4. **Use Familiar terms**
 5. **Use Visual aides**
 6. **Perceived need**



Making Skills Transfer Obvious and Easy

- **Similarity**
- **Practice**
- **Label**
- **Attention**
- **“Heads-up”**
- **Pace**



Reinforce The Learning

- Reinforce correct responses
 - Schedule
 - Follow-up assignments
 - Incentives
- Ensure Transfer of Learning on the job
- Other issues



Developing the Program

- **Assemble training content and materials**
- **Training Methods**
 - **iPads**
 - **Workbooks**
 - **Lectures** 4-
 - **PowerPoint slides**
 - **Web- and computer-based activities**
 - **course activities**
 - **Trainer resources and manuals**
 - **Support materials**

Trends Shaping HR: *Digital and Social Media*

The Cloud

4-

Let's take a look...

IV.

Explain how to use five 4- training techniques.

Implementing Training Programs

- **Types of on-the-job training**
 - **Coaching or Understudy**
4-
 - **Job rotation**
 - **Special assignments**

Steps in the OTJ Training

FIGURE 8-1 Steps in On-the-Job Training

Step 1: Prepare the learner	
	<ol style="list-style-type: none">1. Put the learner at ease.2. Explain why he or she is being taught.3. Create interest and find out what the learner already knows about the job.4. Explain the whole job and relate it to some job the worker already knows.5. Place the learner as close to the normal working position as possible.6. Familiarize the worker with equipment, materials, tools, and trade terms.
Step 2: Present the operation	
	<ol style="list-style-type: none">1. Explain quantity and quality requirements.2. Go through the job at the normal work pace.3. 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.4. Again, go through the job at a slow pace several times; explain the key points.5. Have the learner explain the steps as you go through the job at a slow pace.
Step 3: Do a tryout	
	<ol style="list-style-type: none">1. 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.2. Run the job at the normal pace.3. Have the learner do the job, gradually building up skill and speed.4. Once the learner can do the job, let the work begin, but don't abandon him or her.
Step 4: Follow-up	
	<ol style="list-style-type: none">1. Designate to whom the learner should go for help.2. Gradually decrease supervision, checking work from time to time.3. Correct faulty work patterns before they become a habit. Show why the method you suggest is superior.4. Compliment good work.

Apprenticeship Training

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

Informal Learning



Job Instruction Training

- *Job Instruction Training (JIT)* – listing each job's basic tasks, along with key points, in order to provide step-by-step training for employees.

4-

Lectures



Programmed Learning

- *Programmed Learning* – a systematic method for teaching job skills, involving presenting questions or facts, allowing the person to respond,⁴ and giving the learner immediate feedback on the accuracy of his or her answers.

Behavior Modeling

1. Modeling
2. Role-Playing
3. Social Reinforcement
4. Transfer of Training

4-



Other Types of Training

- Audiovisual-based
- Vestibule Training
- Electronic Performance Support System (EPSS)⁴⁻
- Videoconferencing
- Computer-Based Training (CBT)
- Simulated Learning and Gaming



Lifelong and Literacy Techniques



Improving Performance: *HR Practices Around the Globe*

Diversity Training at ABC Virtual Communication, Inc.

Let's talk about it...

Team Training



Other Types of Learning

- **Internet-Based training**
- **Learning Portals / Learning Management Systems (LMS)**
- **Virtual classrooms**

4-



Trends Shaping HR: *Digital and Social Media*

Mobile Learning

4-

Let's take a look...

Improving Performance: *HR Tools* *For Line Managers and Small Businesses*

Creating Your Own Training Program

Let's talk about it...

V.
**List and briefly discuss
four management
development methods.**

Implementing Management Development Programs

- **Strategy's Role in Management Development**
4-
- **Succession Planning**



Improving Performance Through HRIS: *Succession Systems*

Dole Foods

4-

Let's take a look...

Candidate Assessment and the 9-box Grid

	4-	

Managerial On-the-Job Training and Rotation

- **Coaching / Understudy Approach**
- **Action Learning**



Improving Performance: *HR Practices Around the Globe*

Global Job Rotation

4-

Let's talk about it...

Off-the-Job Management Training and Development Techniques

- **Case studies**
- **Computerized management games**
- **Outside seminars**⁴⁻
- **University-Related Programs**
- **Role-playing**

Off-the-Job Management Training and Development Techniques continued

- **Corporate Universities**
- **Executive Coaches**
- **SHRM Learning System**

Leadership Development at GE



Trends Shaping HR: *Customized Talent Management Differential Development Assignment*

Allocating Development

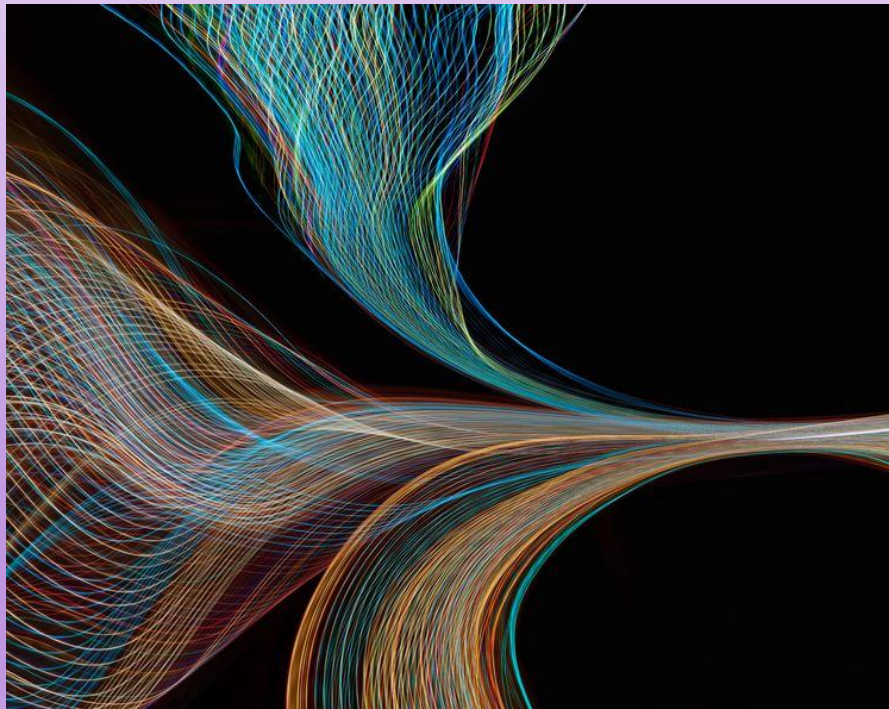
4-

Let's take a look...

VI.

**List and briefly discuss the
importance⁴⁻ of the steps in
leading organizational change.**

Managing Organizational Change Programs



Lewin's Change Process

1. Unfreezing
2. Moving
3. Refreezing



Using Organizational Development

- *Organizational Development* – is a special approach to organizational change in which employees themselves formulate and implement the⁴ change that's required.

VII.

Explain why a controlled study may be superior for evaluating the training program's effects.

Evaluating the Training Effort

- Designing the study
- Controlled experimentation
- Training Effects to Measure

4-

- Reactions
- Learning
- Behavior
- Results



Chapter 8 Review

What you should now know....

4-