

Human Resource Management

Eleventh Edition

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Chapter 9

Training Human Resources

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**SECTION 3
Training and Developing
Human Resources**

Learning Objectives

- After you have read this chapter, you should be able to:
 - Define training and discuss why a strategic approach is important.
 - Discuss the four phases of the training process.
 - Identify three types of analyses used to determine training needs.
 - Explain internal, external, and e-learning as training delivery approaches.
 - Give an example for each of the four levels of training evaluation.
 - Describe the importance of intercultural competence training for global employers.

Nature of Training

- Training

- A process whereby people acquire capabilities to aid in the achievement of organizational goals.

- ❖ Includes both hard and soft skills

- Poorly trained employees may perform poorly and make costly mistakes

- New Context of Training

- Organization Competitiveness and Training

- ❖ Training makes organizations more competitive

- ❖ Training helps retain valuable employees

- ❖ Training is no longer the first casualty of a business downturn.

Nature of Training



- Knowledge Management and Training
 - Identifying and leveraging organizational intellectual capital to create value and be competitive.
- Training as a Revenue Source
 - Marketing training with or alongside products can contribute significantly to a firm's revenues.
- Integration of Performance and Training
 - Training is moving “closer to the job” to achieve “real time” learning.
 - Training is using more real-world problems to increase employee learning.

Performance Consulting

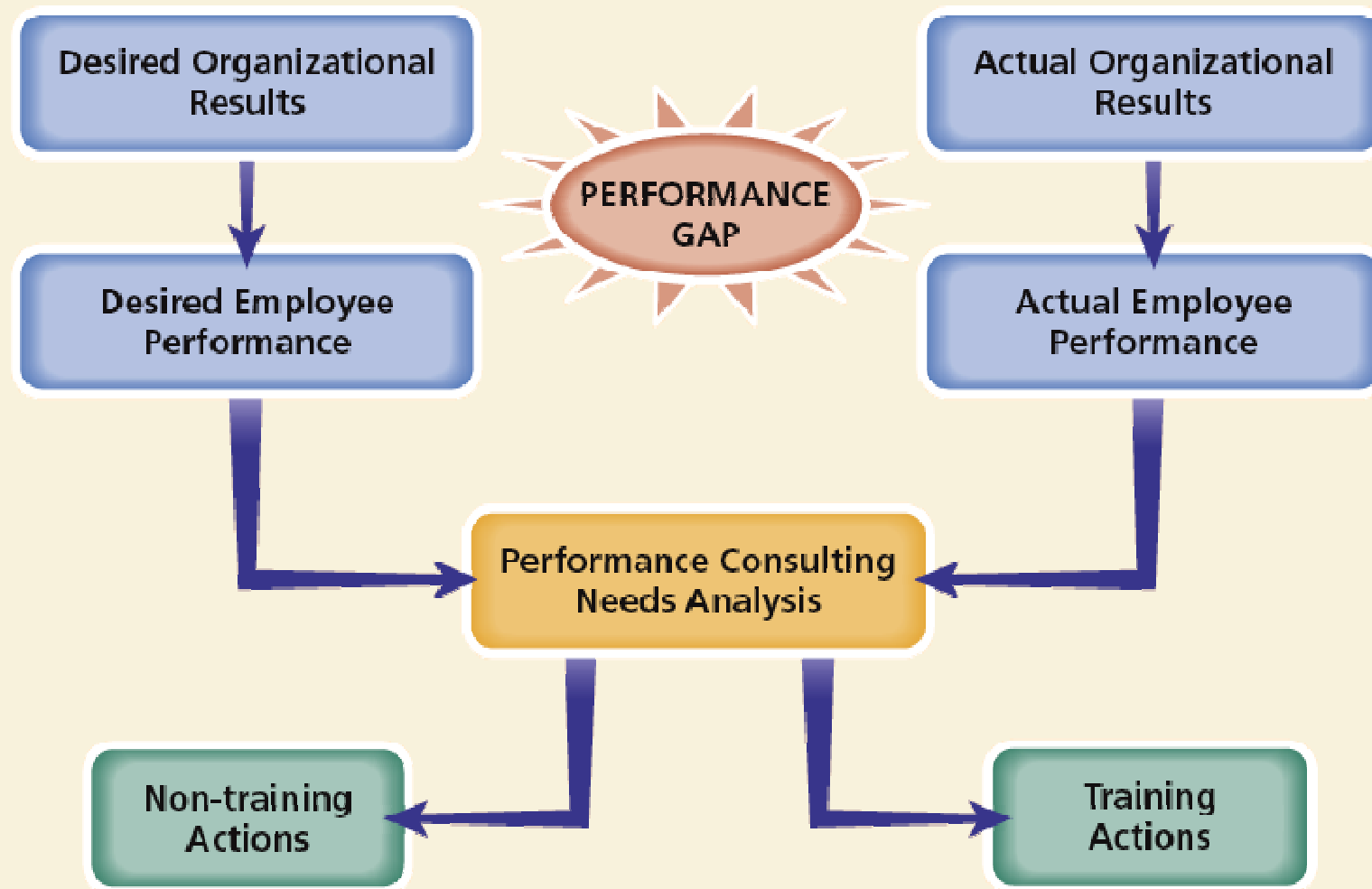
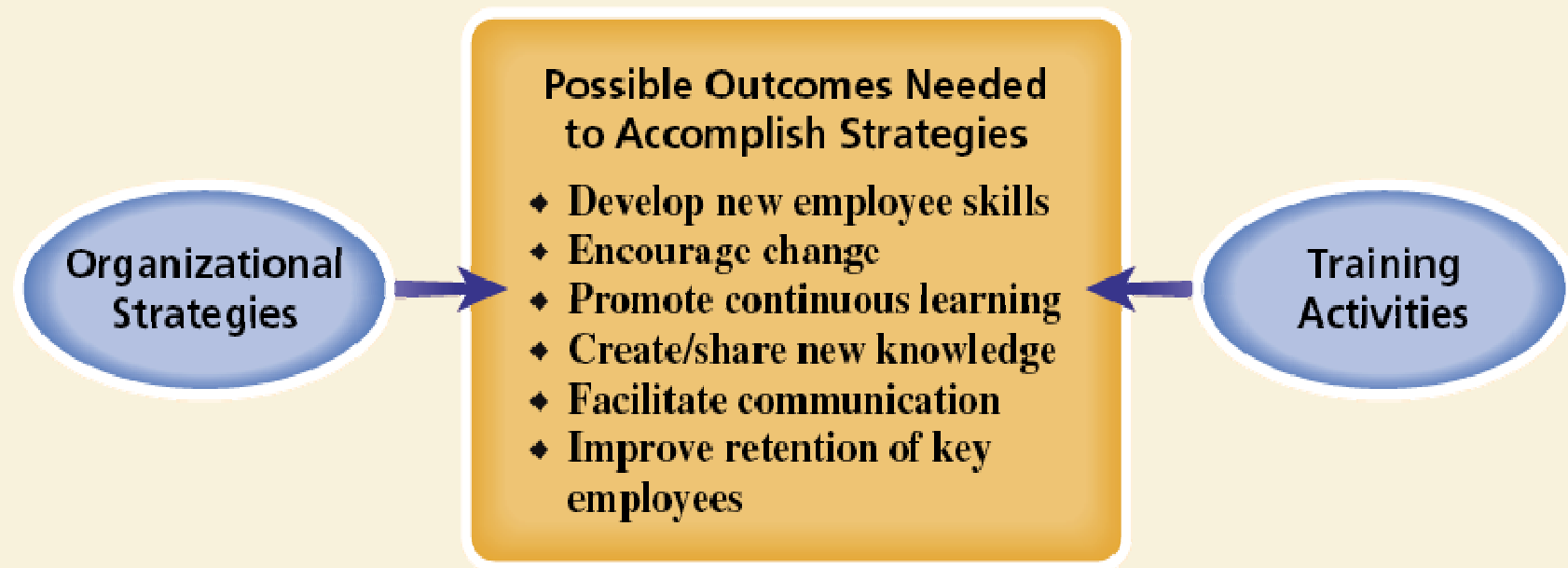


Figure 9–1

Performance Consulting

- Performance Consulting
 - A process in which a trainer and the organizational client work together (“bundled solution”) to determine what needs to be done to improve results
 - Performance consulting approach:
 - ❖ Focusing on identifying and addressing root causes of performance problems.
 - ❖ Recognizing that the interaction of individual and organizational factors influences employee performance.
 - ❖ Documenting the actions and accomplishments of high performers and comparing them with actions of more typical performers.

Linking Organizational Strategies and Training



Source: Based on ideas from Lisa A. Burke and Joseph V. Wilson III.

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Figure 9–2

Benefits of Strategic Training

- HR and Training Professionals
 - Are more likely to get involved with the business, partner with operating managers to help solve problems, and to make significant contributions to organizational results.
 - Are less likely to chase fads or the hottest or latest type of training gimmick.
 - Are less likely to think that training alone can solve most employee or organizational performance problems.

Training and Global Strategies

- Successful development of global strategies is inhibited primarily by training deficits such as:
 - Workforces with disparate competencies
 - A declining pool of U.S. employees willing to go overseas
 - Slow, expensive, and inflexible “on campus” training options



Developing Strategic Training Plans

- A good training plan deals with the following questions:
 - Is there really a need for the training?
 - Who needs to be trained?
 - Who will do the training?
 - What form will the training take?
 - How will knowledge be transferred to the job?
 - How will the training be evaluated?

Systematic Training Process

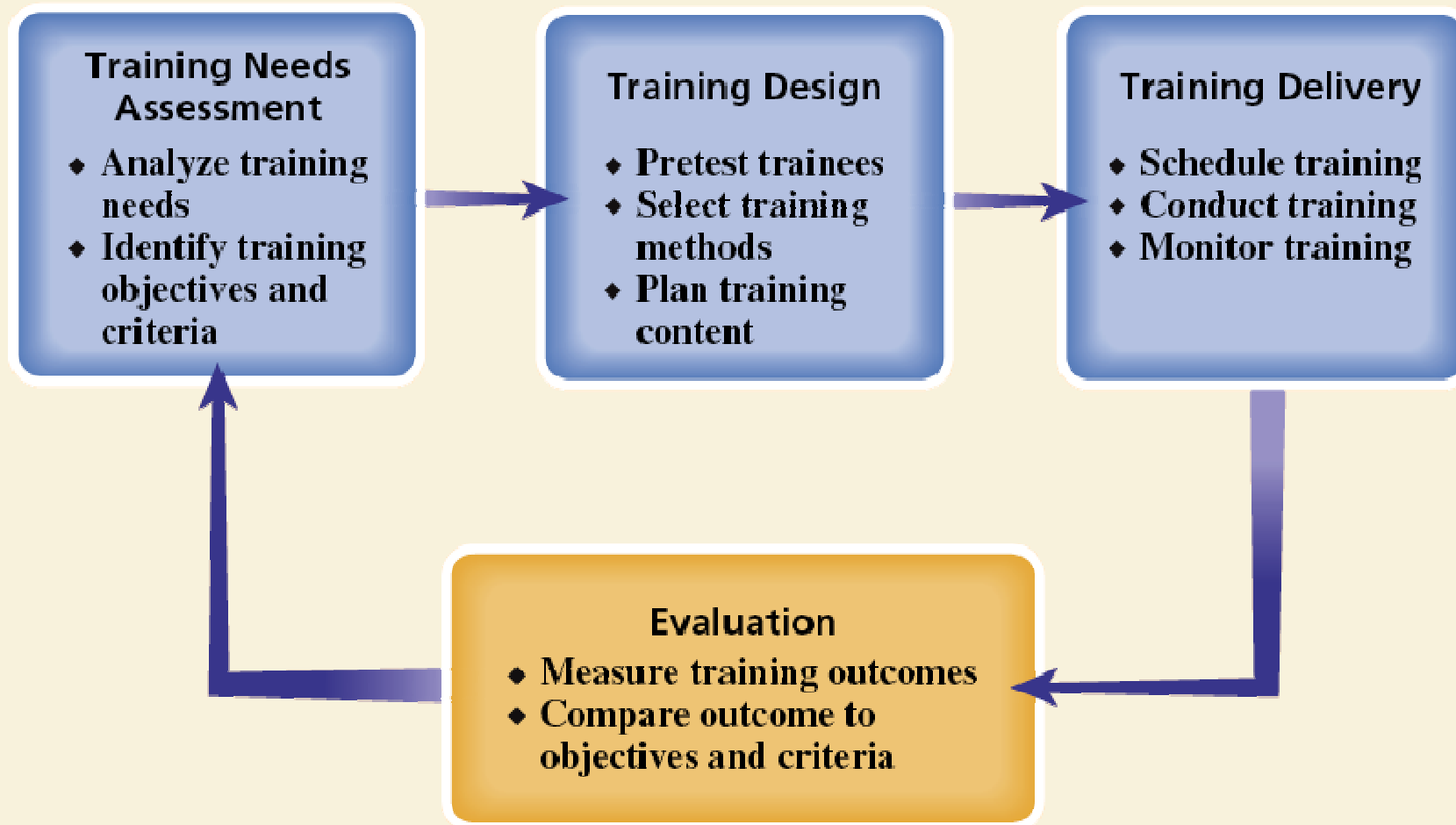


Figure 9–3

Sources of the Information Used in Training Needs Assessment

Organizational Analyses

Organization-wide Sources

- ♦ Grievances
- ♦ Accidents
- ♦ Waste/scrap
- ♦ Training observations
- ♦ Observations
- ♦ Complaints
- ♦ Exit interviews
- ♦ Equipment use

Job/Task Analyses

Job/Task Sources

- ♦ Employee KSAs
- ♦ Job specifications

Individual Analyses

Individual Employee Sources

- ♦ Tests
- ♦ Records
- ♦ Assessment centers
- ♦ Questionnaires
- ♦ Surveys
- ♦ Job knowledge tools
- ♦ Performance appraisals

Establishing Training Objectives and Priorities

- Gap Analysis

- The distance between where an organization is with its employee capabilities and where it needs to be.

- Types of Training Objectives

- **Knowledge:** Impart cognitive information and details to trainees.
- **Skill:** Develop behavior changes in how job and tasks are performed.
- **Attitude:** Create interest and awareness of the training importance.

Elements of Training Design

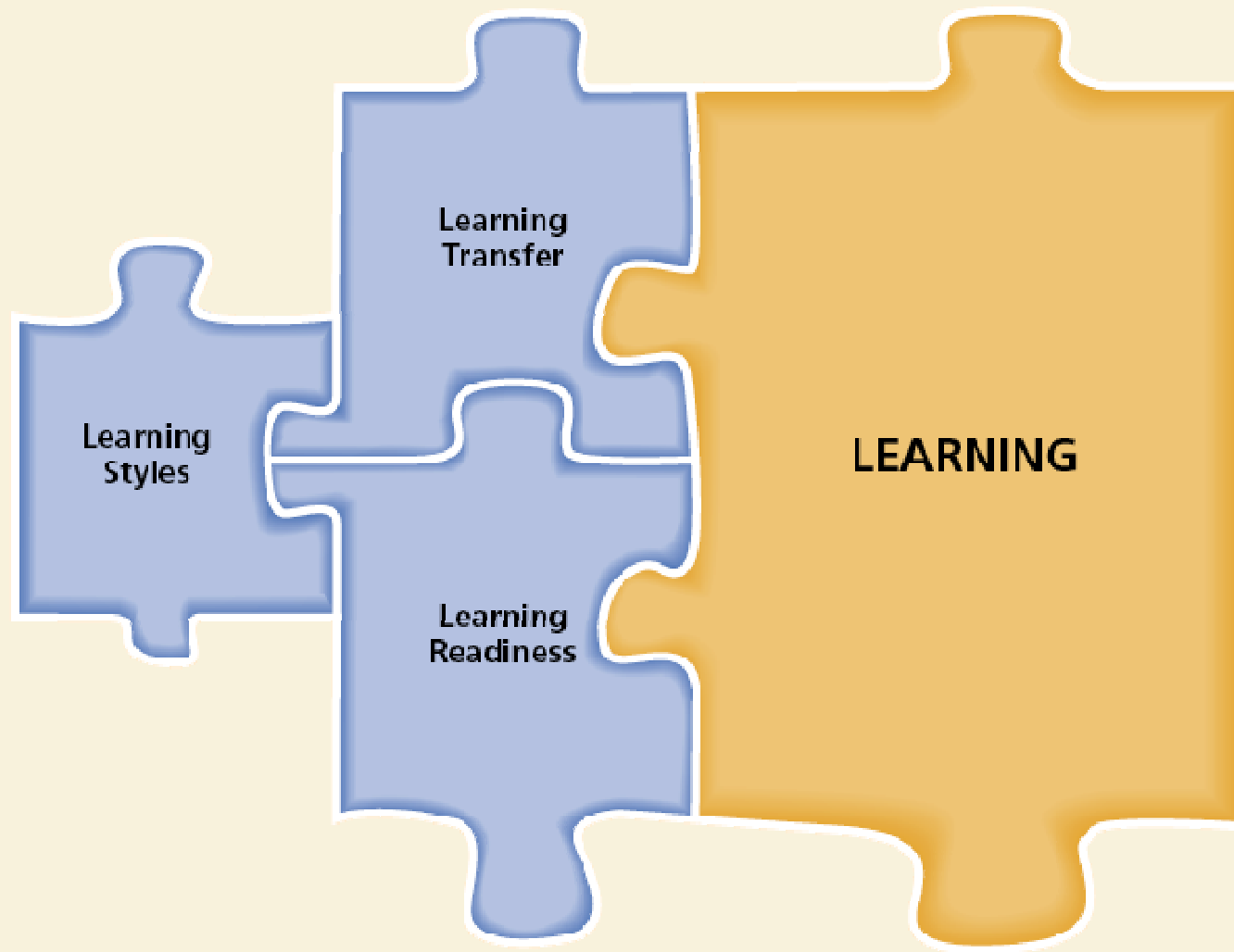


Figure 9–5

Learning: The Focus of Training

- **Learner Readiness**

- **Ability to learn**

- ❖ Learners must possess basic skills (3Rs).

- **Motivation to learn**

- ❖ Learners must desire and value training.

- **Self-efficacy**

- ❖ Learners must believe that they can successfully learn the training content.



Learning Styles

Adult Learning Principles

- Have need to know why they are learning something.
- Have need to be self-directed.
- Bring more work-related experiences into the process.
- Employ a problem-solving approach in the experience.
- Are motivated by both extrinsic and intrinsic factors.

Learning Styles (cont'd)

- **Active Practice**
 - The performance of job-related tasks and duties by trainees during training
- **Spaced Practice**
 - Several practice sessions spaced over a period of hours or days
- **Massed practice**
 - Performance of all the practice at once.

Learning Styles (cont'd)

- Behavior Modeling

- Copying someone else's behavior by observing how another person deals with a problem.

- Reinforcement

- Law of effect states that people tend to repeat behaviors that are rewarded and avoid behaviors that are punished.

- Immediate Confirmation

- Reinforcement and feedback are most effective when given as soon as possible after training.

Learning Styles (cont'd)

- Transfer of Training

- Effective transfer occurs when trainees actually use on the job what they learned in training.

- ❖ Trainees take what was learned in training and apply it to the job context in which they work.

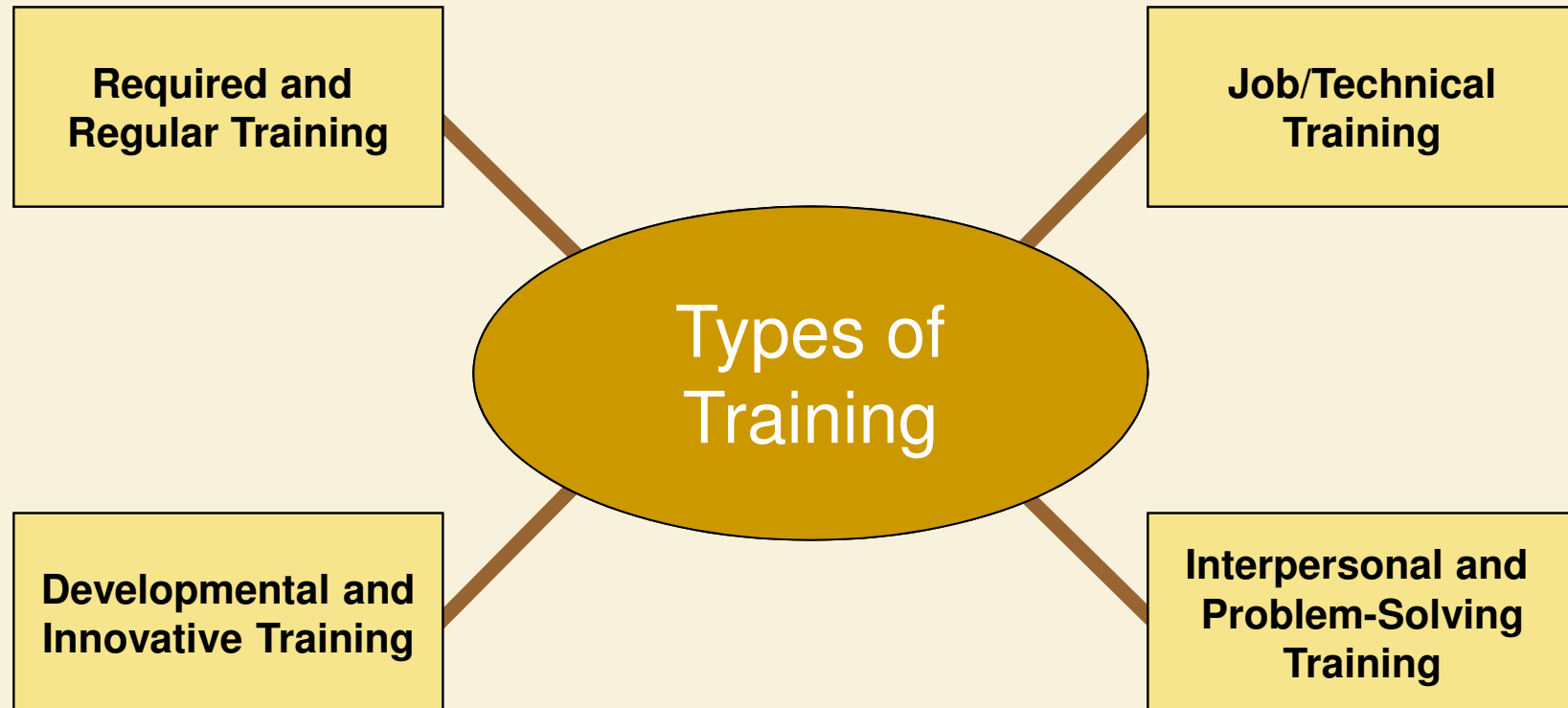
- ❖ Employees maintain use of the learned material over time.

- Increasing the transfer of training

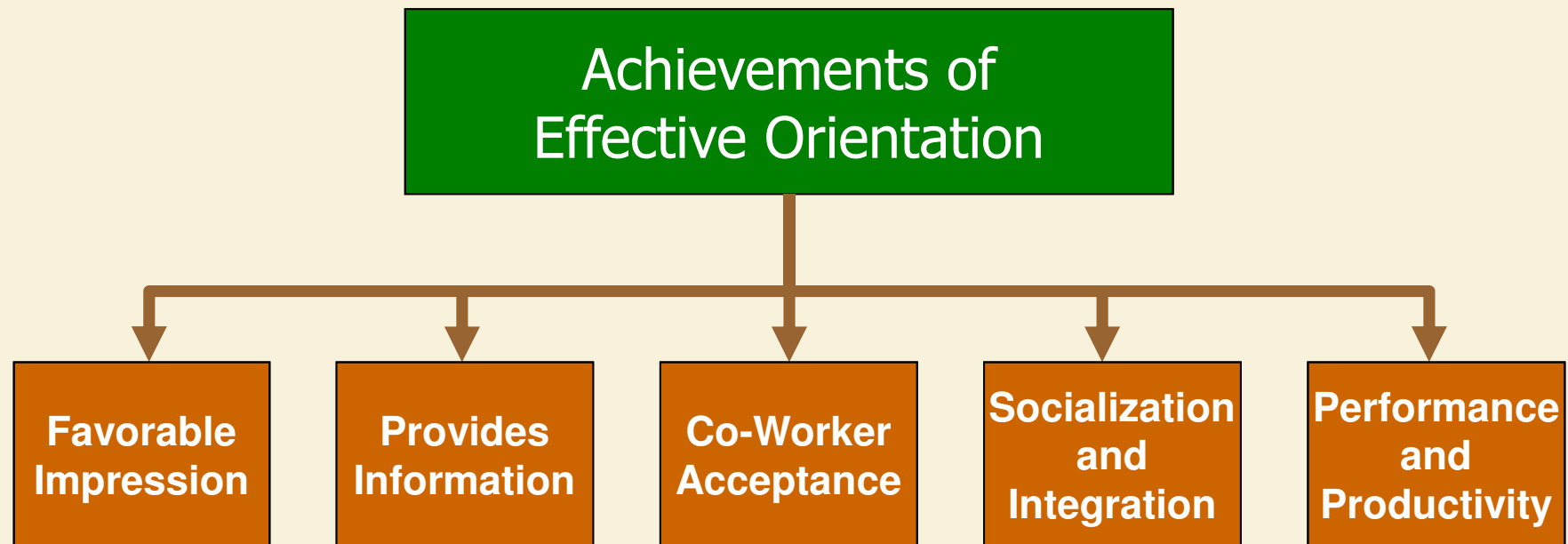
- ❖ Offering trainees an overview of training content and process before the actual training helps with both short-term and longer-term training transfer.

- ❖ Ensuring that the training mirrors the job context as much as possible.

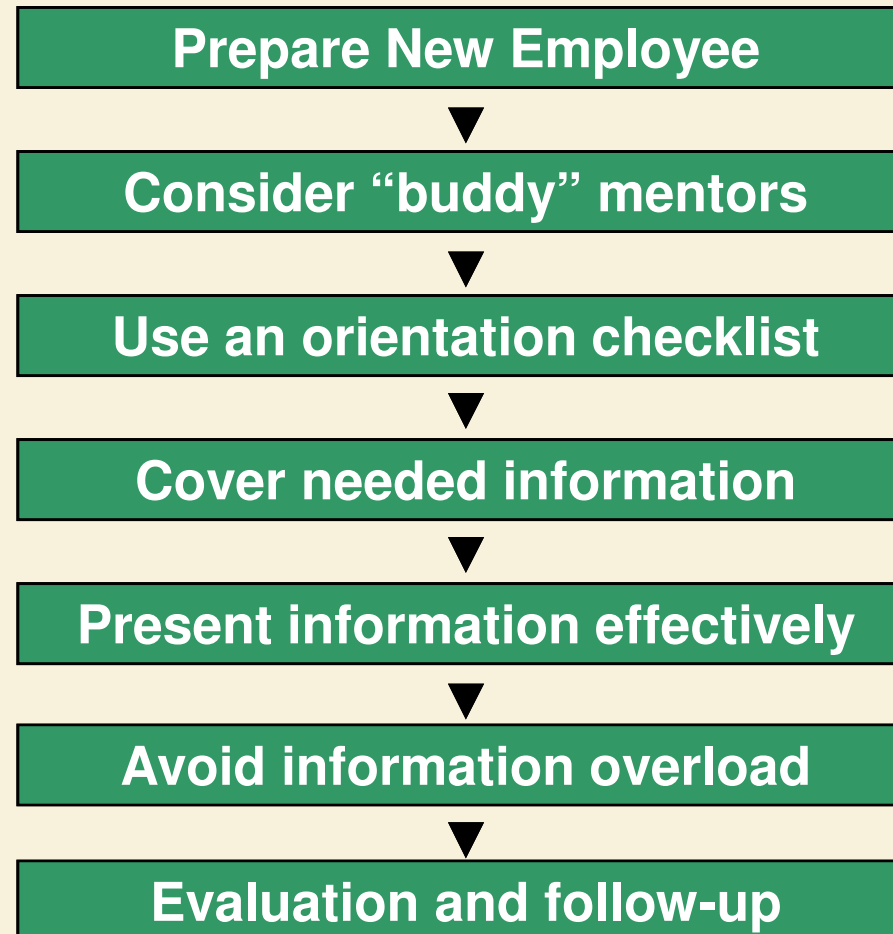
Learning: Types of Training



Orientation: Training for New Employees



Effective New Employee Orientation



Training Delivery: Considerations

- Nature of training
- Subject matter
- Number of trainees
- Individual vs. team
- Self-paced vs. guided
- Training resources
- Costs
- Geographic locations
- Time allotted
- Completion timeline



Internal Training

- Informal Training

- Training that occurs through interactions and feedback among employees.

- On-the-Job Training (OJT)

- Based on a guided form of training known as *job instruction training (JIT)*
- Problems with OJT
 - ❖ Poorly-qualified or indifferent trainers
 - ❖ Disruption of regular work
 - ❖ Bad or incorrect habits are passed on

Stages for On-the-Job Training (OJT)

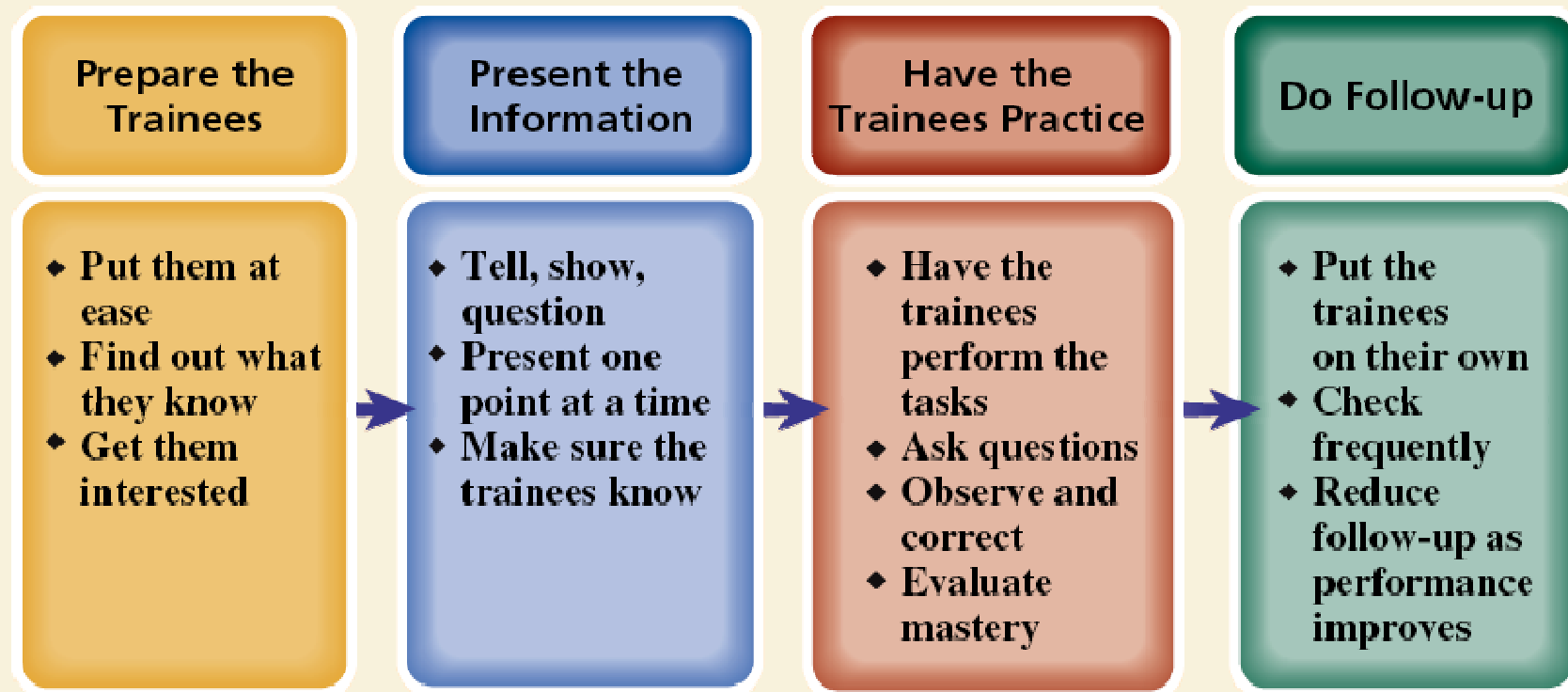


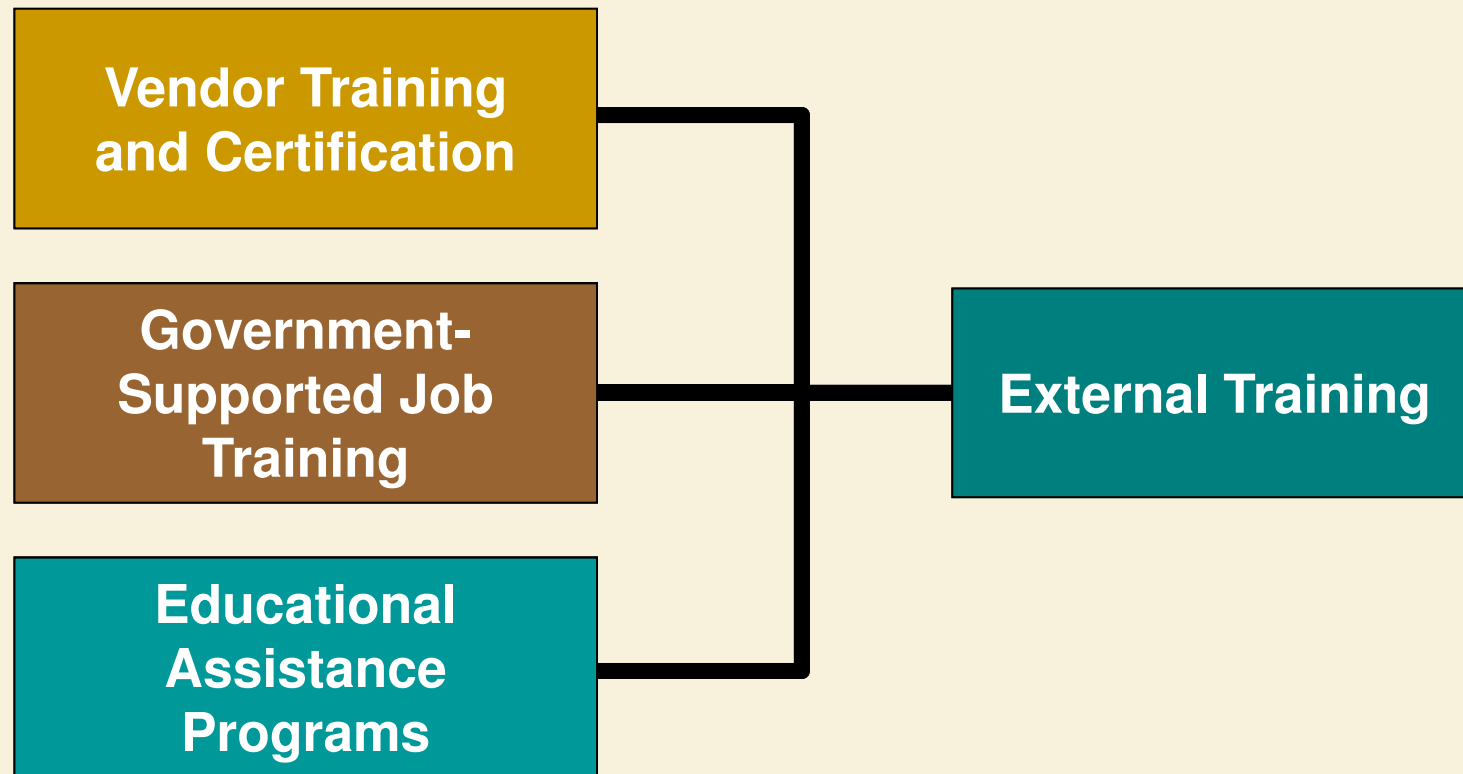
Figure 9-6

External Training



- Reasons for External Training
 - May be less expensive to outsource training
 - Insufficient time to develop training
 - Lack of expertise
 - Advantages of interacting with outsiders
- Outsourcing of Training
 - Declining due to cost concerns, a greater emphasis on internal linking of training to organizational strategies, and other issues.
 - Training and certification by vendors is increasing in popularity.

Sources of External Training



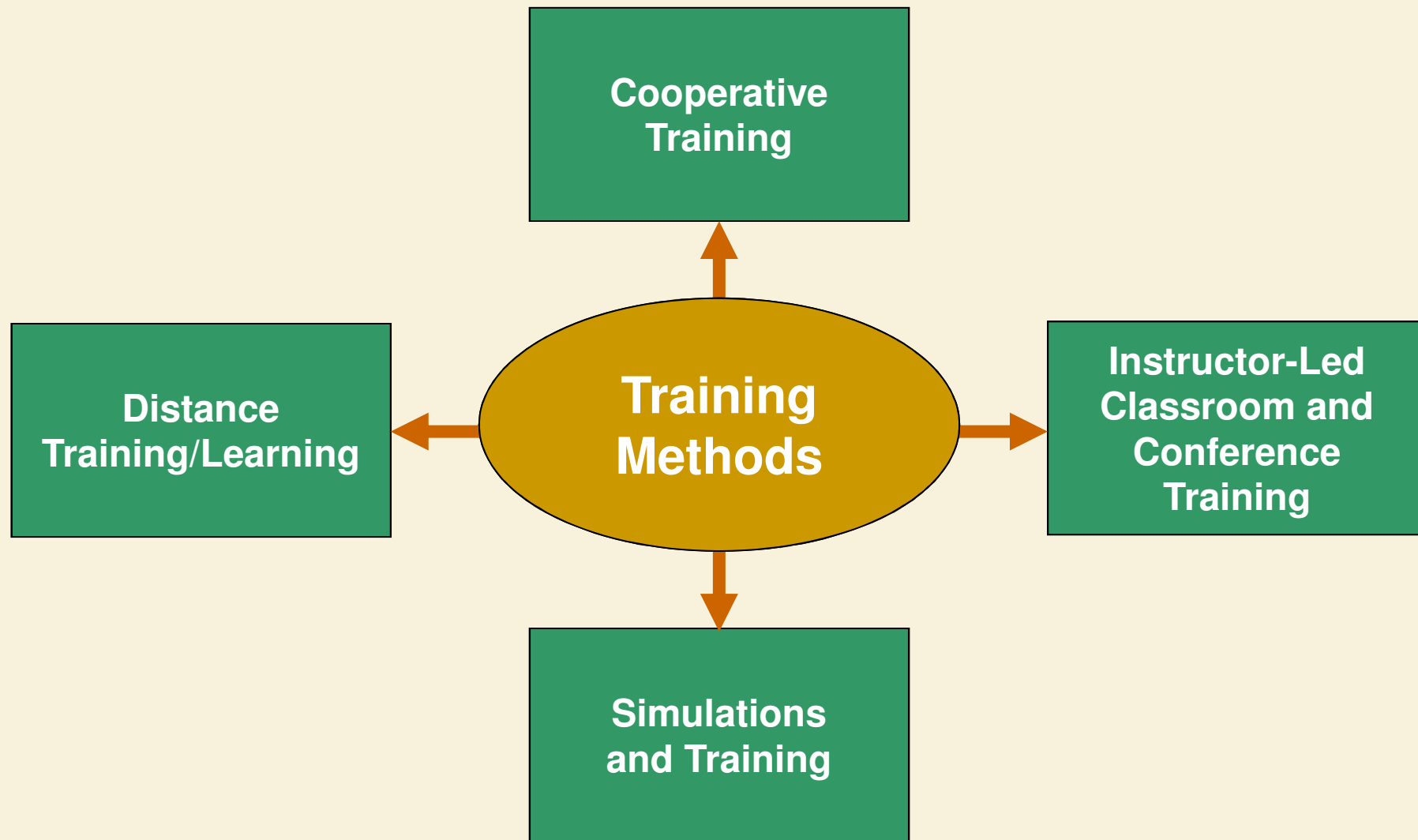
E-Learning: Online Training

- E-Learning: Training Online
 - The using the Internet or an organizational intranet to conduct training online.
- Criteria for adopting e-learning:
 - Sufficient top management support and funding
 - Accepting the idea of decentralized and individualized training
 - Current training methods not meeting needs
 - Computer literacy and access to computers
 - Time and travel cost concerns for trainees
 - The number and self-motivation of trainees

Advantages and Disadvantages of E-learning

Advantages	Disadvantages
<ul style="list-style-type: none">♦ Is self-paced; trainees can proceed on their own time♦ Is interactive, tapping multiple trainee senses♦ Allows for consistency in the delivery of training♦ Enables scoring of exercises/assessments and the appropriate feedback♦ Incorporates built-in guidance and help for trainees to use when needed♦ Allows trainers to update content relatively easily♦ Can be used to enhance instructor-led training♦ Is good for presenting simple facts and concepts	<ul style="list-style-type: none">♦ May cause trainee anxiety♦ Is something not all trainees may be ready for♦ Requires easy and uninterrupted access to computers, which not all trainees have♦ Is not appropriate for all training content (e.g., leadership and cultural change)♦ Requires significant up-front investment♦ Does not lead to significantly greater learning as evidenced in research studies♦ Requires significant support from top management to be successful

Training Approaches



Levels of Training Evaluation

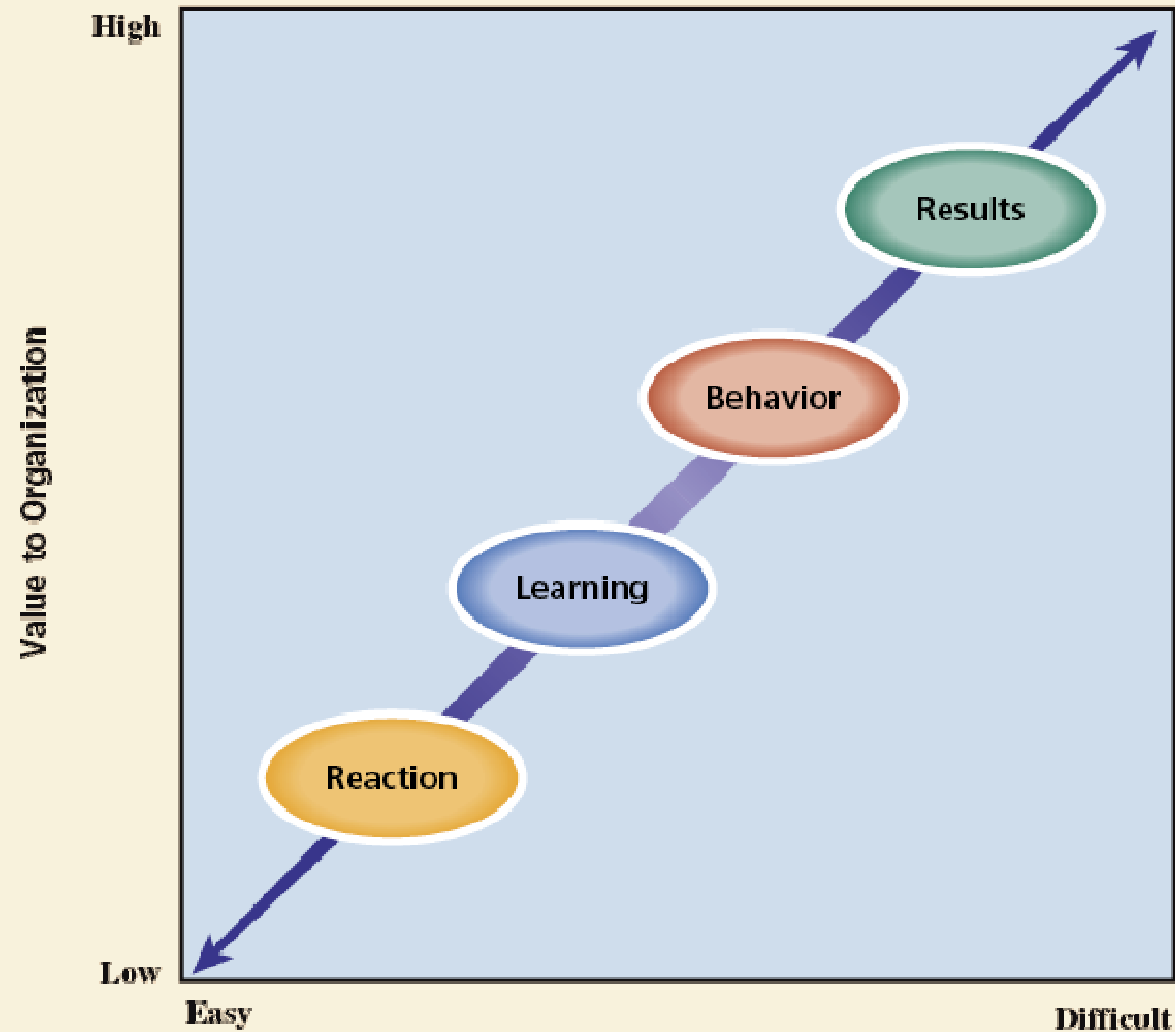


Figure 9–8

Training Evaluation (cont'd)

- **Cost-Benefit Analyses**
 - A comparison of costs and benefits associated with organizational training efforts
 - ❖ Measurement of both the costs and the benefits may be difficult.
 - Return on Investment (ROI) Analysis
 - Benchmarking
 - ❖ Comparison of internal training with training done in other organizations



Some Typical Costs and Benefits of Training

Typical Costs

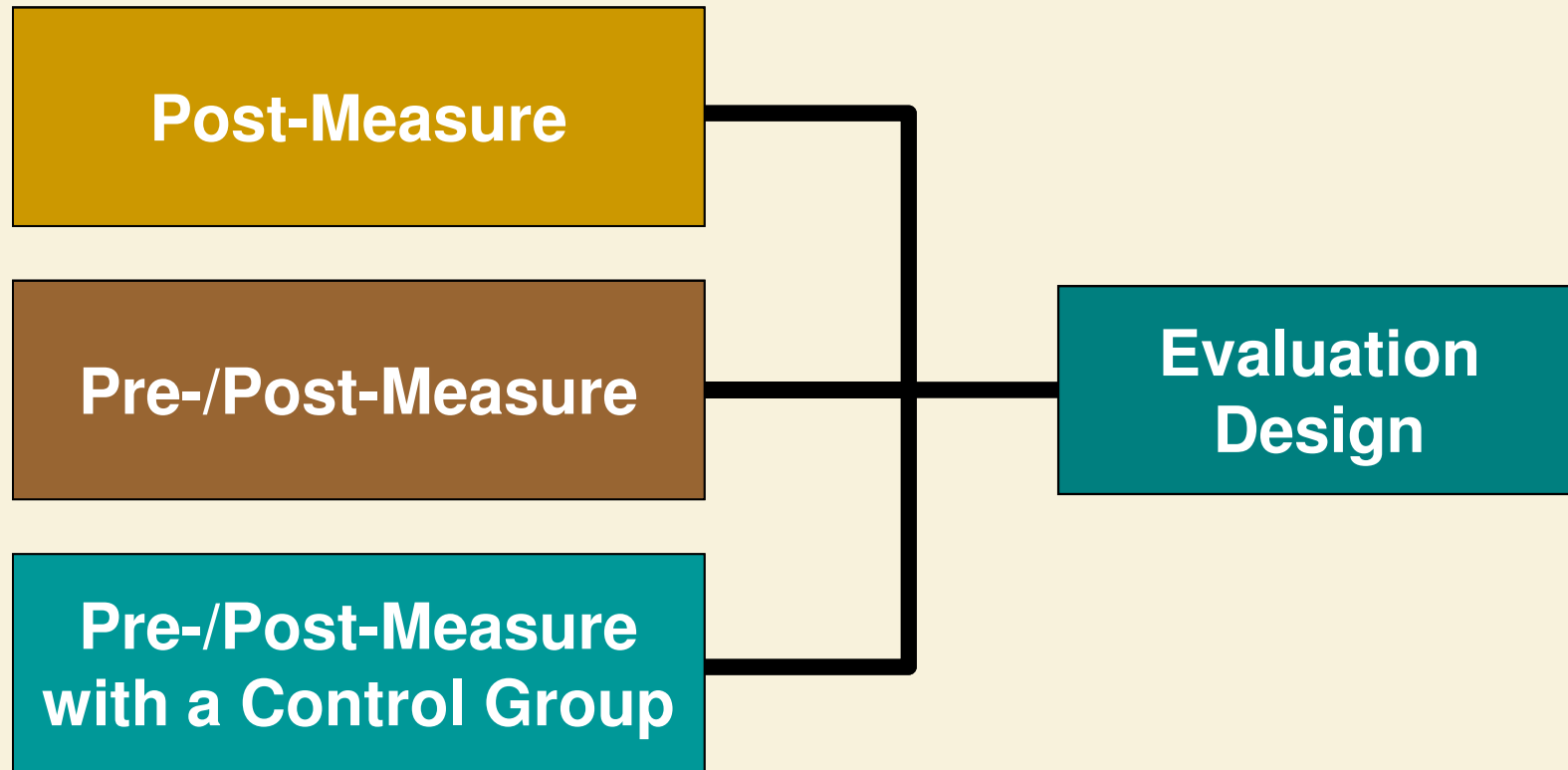
- ♦ **Trainer's salary and time**
- ♦ **Trainee's salaries and time**
- ♦ **Materials for training**
- ♦ **Expenses for trainer and trainees**
- ♦ **Cost of facilities and equipment**
- ♦ **Lost productivity (opportunity cost)**

Typical Benefits

- ♦ **Increase in production**
- ♦ **Reduction in errors and accidents**
- ♦ **Reduction in turnover**
- ♦ **Less supervision necessary**
- ♦ **Ability to use new capabilities**
- ♦ **Attitude changes**

Figure 9-9

Evaluation Designs



Training for Global Assignments

- Only 50%–60% of global employers provide formal training programs for expatriates and their families.
 - Topics covered in pre-departure training:
 - ❖ Daily living conditions, cultural customs, business issues, country history, climate, and transportation and communication systems.
 - Foreign firms operating in the United States conduct training programs to prepare their employees for the food, customs, labor and HR practices, and other facets of working and living in the U.S.

Intercultural Competence Training

Component	Possible Training
Cognitive	<ul style="list-style-type: none">◆ Culture-specific training (traditions, history, cultural customs, etc.)◆ Language course
Emotional	<ul style="list-style-type: none">◆ <i>Uneasiness</i>: Social skills training focusing on new/unclear and intercultural situations◆ <i>Prejudices</i>: Coaching may be clarifying◆ <i>Sensitivity</i>: Communication skills course (active listening, verbal/nonverbal cues, empathy)
Behavioral	<ul style="list-style-type: none">◆ Culture Assimilator◆ International projects◆ Social skills training focusing on intercultural situations

Source: Developed by Andrea Graf, PhD, Technical University of Braunschweig, Germany, and Robert L. Mathis, PhD, SPHR.

<http://www.deden08m.com>

Figure 9–10