



Training & Organizational Development

Human Resources Elements

Hire ♦ Develop ♦ Retain

Training & Organizational Development

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Training and Development

Training and development (T&D) is the heart of a continuous effort designed to improve employee competency and organizational performance.

Training is activities designed to provide learners with the knowledge and skills needed for their present jobs.

Development is learning that goes beyond today's job and has a more long-term focus.

Organization development (OD) are planned and systematic attempts to change the organization, typically to a more behavioral environment. A **learning organization** recognizes the critical importance of continuous performance-related T&D and takes appropriate action.

TRAINING AND DEVELOPMENT PROCESS

Major adjustments in the external and internal environments necessitate corporate change. A basic T&D process that anticipates or responds to change is needed.

DETERMINE SPECIFIC TRAINING AND DEVELOPMENT NEEDS

This is the first step in the T&D process. In today's highly competitive business environment, undertaking a program because other firms are doing it is asking for trouble. Companies now train for specific needs.



Employee Orientation Programs

Seven Major Objectives of Orientation Programs

1. Create comfort and rapport.
Remember employees want a sense of acceptance and belonging inside the organization
Create plentiful opportunities for new staff to interact with their peers, bosses, subordinates, co-workers from other departments, customers, suppliers and senior managers.
2. Introduce the company culture. New employees normally want to fit in with accepted norms and values. They have questions such as:
“How do things really work around here?”
“What importance do people attach to style, dress, presentation?”
“Is punctuality very important?”
“Do meetings start on time?”
“Are long hours the exception or expected?”
3. Show "The Big Picture". Help new staff find quality answers to all of the following questions:
“Where has this company been?”
“Where is it today?”
“Where are we heading?”
“Who are our customers?”
“What do they say about us?”
“Who are our major competitors?”
“What is our market position?”
“What is our current focus: - are we expanding our services and/or products?”
4. Explain job responsibilities and rewards.
Clarify expectations from the very beginning
Ensure new employees are thoroughly versed on their job responsibilities and accompanying levels of authority
Demonstrate and thoroughly explain your staff appraisal system
Show new staff a copy of the actual appraisal form and illustrate how good performance will be assessed, measured and rewarded
Use career paths of those who have come before them to illustrate possibilities and potentials in the job



5. Handle administrative matters.
 - Forms to complete
 - Detailed procedures to follow
 - Employment agreements to sign
 - Insurance policies and benefit packages to review
 - Charitable contribution forms to look over
 - Lockers, tools and uniforms to distribute
6. Provide reality checks. Make sure your orientation is not a fantasy of what you wish the company could be. Be open and candid about the pressures and realities of your company, your team, your customers and your competition.
7. Gain full participation. Give everyone a role to play in new employee orientation



Pre-Orientation and Overview Information

Research has indicated that we formulate conclusions about others within 9 seconds of the introduction. First impressions are critical. They establish a foundation for everything that follows. Not only are you forming an impression of the new employee but he or she is also forming an impression of his or her new surroundings, the company and his or her supervisor, co-workers and managers.

Each company should tailor their list of orientation activities and topics to their own unique system and to the new staff member.

Before the new employee arrives:

- Distribute an announcement to current staff, including a photograph if possible
- Several days prior to the first day, send the new employee the following:
 - A welcome letter
 - A job description
 - Instructions for the first day and week
 - When and where to arrive and who to ask for
 - Where to park
 - Suggested office attire
 - What to expect for the first few days
 - Orientation to people, job, office, department and organization
 - What to expect regarding meals, breaks and time for personal business
 - Initial work responsibilities
 - Required or recommended reading
 - Other advance preparation



Sample Employee Orientation Checklist

Orientation Item	Date complete
<p>Department/Job Related Information</p> <ul style="list-style-type: none"> • Learn your job responsibilities • Learn your performance expectations • Build relationships with team mates • Build relationships with resources • Understand your department's structure • Understand your department's mission • Understand how your department contributes to the company • Learn about the company's guiding principles (trustworthiness, learning, diversity, teamwork, respect) and how to exhibit them in your work environment 	
<p>Benefits to Enroll In</p> <ul style="list-style-type: none"> • Health Insurance • Dental Insurance • Long-term Care Insurance • Reimbursement Account • Supplemental Life Insurance <p>Benefit Programs to Review and Consider</p> <ul style="list-style-type: none"> • Health and Wellness Benefits • Health Insurance • Dental Insurance • Employee Assistance Program <p>Disability and Death Benefits</p> <ul style="list-style-type: none"> • Basic Life Insurance • Survivor Benefit • Business Travel and Accident • Supplemental Life Insurance • Post-Retirement Group Term Life Insurance • Universal Life Insurance • Personal Accident Insurance • Workers' Compensation • Long Term Disability • Short Term Disability 	



Orientation Item	Date complete
<p>Retirement Plans</p> <ul style="list-style-type: none"> Employee Retirement Plan (ERP) <p>Other Benefits</p> <ul style="list-style-type: none"> Dependent Care Reimbursement Accounts Educational Benefits Educational Assistance Plan Children's Tuition Grant Credit Unions Discounted Auto and Homeowners' Insurance Health Spa Discounts 	
<p>Staff Development Programs</p> <ul style="list-style-type: none"> HR Learning and Organization Development Programs Hospital Education Services Department Continuing Education Programs Partnership for Literacy 	
<p>Policies and Procedures to Review</p> <ul style="list-style-type: none"> Orientation and Evaluation (Probationary) Period Timecard Procedures Work Schedule Overtime Pay Periods Direct Deposit Time and Attendance Records Breaks/Rest Periods Time Off Vacation/Jury Duty/Sick Pay/Funeral Leave Unpaid Leaves of Absence Workplace Attire Conflict of Interest Telephone Access Attendance Safe and Healthy Work Environment Parking Procedures (assigned lot, parking pass) Emergency Procedures Building Access 	



Developing Employees through Training

Since one of the HR Manager's primary functions is to assure a steady supply of skilled employees to meet organizational objectives, s/he must address the issue of training.

Many companies charge the supervisor or a specified trainer with training employees. Sometimes the trainer is a member of the HR staff; sometimes s/he is not. Whether or not your company has a training staff, the HR professional must be knowledgeable and interested in helping employees to develop in their work performance and in their careers.

Employee development may occur in the form of corrective coaching and counseling, but first training must have taken place for the employee to accept the correction.

Relationship to organizational goals

The processes of training should contribute to attainment of organizational goals and objectives.

Training should be undertaken only after someone (you!) asks the question, *"Why should we provide this kind of training?"* In other words, what are our specific goals in terms of organizational functions? If there are no apparent goals in the organization that a training activity can influence, there is no reason for engaging in that specific training activity.

Another consequence of thinking about training as a means of achieving organizational goals raises the question of the cost effectiveness of any training activity as compared with other approaches to the achievement of organizational goals. For example, is the expenditure of company resources for a training program an effective way of increasing employee efficiency? Or is it more profitable to spend money in redesigning the task so that it (the task) is easier to perform?

Lastly, another consequence of requiring training to support attainment of organizational objectives is that the trainees and manager are immediately confronted with the question of whether the training activity actually does contribute and to what extent. It raises, when the program is begun, the messy problem of program evaluation. Companies discontinue many worthwhile training activities in times of economic stress.

In reality, if continued, it might help reduce this stress. Useful and interesting educational sessions often help you meet organizational goals indirectly by demonstrating to employees that you value their continued professional growth. This helps keep employee interest piqued for developing new skills, trying new tasks, and promotes employee retention.



Forces driving changes in training

Globalization and Specialization in World Markets. At the same time that national markets are becoming more closely connected, there is increasing specialization of the mass markets. This has required flexible specialization to differentiate products and services (as an alternative to mass production), which in turn calls for higher levels of worker skills.

Corporate Structure Changes and Strategic Planning. The business environment of the last ten years has been turbulent at best. Evidence of this instability is seen daily in business closings, mergers, leveraged buyouts and relocations. Organizations are often gutted internally by restructuring and mergers, necessitating layoffs, severances, and retraining for survivors.

Strategic choices of firms have training implications because workers are often dislocated. Such choices include plant closings and relocations to areas of cheaper labor. The recent emphases of firms on quality and on changing the corporate culture also require extensive training enhancements.

Employee Involvement. Many innovations in the organization of work are taking place--employee participation, team-based and supervisor-less work groups, job redesign and JIT delivery. Each of these initiatives involves training in the content and interpersonal skills associated with the innovation.

Workforce Demographics. Major changes in the labor force are already occurring and will be exacerbated in the new century. We are already seeing greater diversity in the workforce, decreasing labor supply and increasing employee retirements. Training will be central to addressing the resulting skill-level gaps between workforce entrants and the jobs available.

Technological Enhancements. New technology is being introduced with lightning-like speed. Some jobs are becoming obsolete overnight and affected or displaced workers must acquire new skills. Where technology leads to higher-skill jobs, training is central to developing those higher skills. And where the U.S. is to remain (or become) competitive, such technological enhancements are necessary.

Illiteracy. The rate of illiteracy (even among high school graduates) in the U.S. is astonishing. The implications for training are two-fold. First, such deficiencies are an impediment to advancement and even regular organizational operations. Second, these deficiencies are typically identified at the worksite. For these two reasons, employers are offering basic skills as part of a battery of skills prerequisite to specialized job training or career counseling.

- **De-industrialization.** It is acknowledged that we are moving away from a manufacturing society and into the era of the service and information society. This has important training implications. The service sector is composed of jobs at the two extremes -- the low-skill jobs such as flipping burgers at a fast-food restaurant, and the high-skill jobs such as accounting, computer programming, etc. The low-skill jobs pay only a fraction of what the displaced auto manufacturing employee or steelworker earned, and their skills are generally not transferable to high-skill jobs. Thus, the legacy of deindustrialization for training is to build "transferable skills" for displaced workers and to prevent displacement by equipping employees with other skills so that they might remain with the same company or industry.



How do these societal changes impact training In general?

You must train all workers now. We are seeing movement away from only training managerial and professional workers, and a new focus on blue-collar and staff workers who are at the heartbeat of the organization.

Training has become essential for individual career development and advancement. Workers, unions, and employers are increasingly giving attention to the way training contributes to planning for career opportunities. Earlier, we trained primarily to effect an immediate change --an impending promotion, a transfer, or a layoff. These were largely employer-imposed reasons to train.

Today there is a notion of a career rather than just a job, which involves life-long planning. The motivation is not so much necessity because of a specific change, but to achieve some greater degree of personal fulfillment and efficacy. This is largely employee-imposed, and in step with today's more self-concerned employee.

Training is now known to benefit the community. If you train a worker so that s/he is able to retain a job, benefits accrue to the community, the state, and the country.

More resources are available now for training the workforce. Employer associations, community colleges, professional associations, equipment vendors, social service agencies, and private trainers have all thrown their hats in the ring. The result is a more integrated service delivery system, but with it a more complex process of administration and decision-making.



Training, Education and Development

There are some semantic distinctions:

Employee Training. Focus is the job

Employee Education. Focus is the individual

Employee Development. focus is the organization

Training has been used as an all-inclusive term for activities designed to develop such diverse behaviors as running a widget machine or becoming aware of the effect of one's behavior on others in a group. Training refers to those activities that are designed to create change and are usually undertaken to improve performance on the job that an employee is presently doing or is being hired to do. At most, training may enable the employee to move to an immediate higher-level position within the organization but remain within his/her same basic area of activity.

Remember, the purpose of training is to either introduce a new behavior or modify the existing behaviors so that a particular and specified kind of behavior on the current job will result. If a behavior cannot be specified, or if the learner is expected to transfer his/her new behavior or learning to a variety or range of new and usually similar objects or situations, the process is called "education". The purpose of education is to take the variety of behaviors the individual already possesses and create a release (an "ah-hah"), so that s/he can produce more behaviors than when s/he entered the situation.

Education is often geared to moving the employee to a predetermined position within the organization, whereas training's function is to improve performance on the current job.

Training narrows the range of responses among trainees, while education broadens the range. For example, teaching accountants to strike a balance sheet is considered training. Teaching the same accountants, the general theories of money flow is considered education.

Development is concerned with preparing the employee so that s/he can remain viable and move within the organization as it develops, changes and grows. The result could be a new job at a higher level or an expansion of employee's current activities into new fields, which are as yet undetermined.

Development is concerned with the future of the organization and the individual in directions, which are not clearly definable. Employee development activities are designed to produce a viable and flexible workforce for the organization as it moves towards its future.

Organizational Development ("OD") uses a macro view and is geared to help the organization (and its employees) become more effective. OD views the needs of the changing organization as a whole and designs training to help all the pieces work together more efficiently.

Despite these semantic and results-oriented differences, what remains the foremost motivation at most companies to train is to measurably change current or anticipated future performance.



Organization-Wide Strategy

As part of HR management, the overall function of training and development is to support an organization's needs as described in its strategic business plan. This plan usually reflects the long-term goals of the organization, and it may be updated yearly. To understand how training and development can support this plan, the HR professional must understand the importance of:

The mission statement is a statement of purpose for an organization that describes the values of an organization. For example, a pharmaceutical corporation may state that its mission is to become a world-class health care company, able to compete effectively with any other company in selected therapeutic areas. The company then develops a strategic plan to accomplish that mission.

A strategic business plan deals with an organization's long-term objectives - three to five years in the future. In the case of the pharmaceutical corporation, the strategic business plan is to acquire businesses operating in new pharmaceutical areas.

Tactical plans are short-term (one or two years) in nature and describe actions the organization will take to meet its strategic business plan. The pharmaceutical corporation's tactical plan is to expand production capabilities to meet projected Food and Drug Administration approvals.

Training and development must support the strategic and tactical plans of the organization. It does this by influencing and changing employee behavior.

Roles commonly found within a T&D function

Training manager or manager of organizational development

Trainer(s) in skills (operating equipment)

Trainer(s) in behaviors (communication, diversity issues, sexual harassment)

Training coordinator. Handles arrangements and coordinates all training activities for employees.

Responsibility for training employees may rest with a variety of individuals within your company. Lead workers may train new employees to perform certain operations; department managers may be responsible for training subordinate managers; and a safety trainer or other individual may be appointed to deliver other company-wide training programs.

No matter who is responsible, it is important to realize that Human Resources will ultimately be accountable if training is insufficient for your workforce to meet the demands of the business.

Types of training typically provided

New employee orientation

Skills training such as equipment operation, computer software

"Soft-skills" training such as teamwork, conflict resolution, communication/interpersonal skills

Remedial training such as basic math and English



TRAINING METHODS

A number of methods are utilized in imparting knowledge and skills to employees. Regardless of whether programs are in-house or outsourced, firms use a number of methods for imparting knowledge and skills to the workforce.

- **CLASSROOM METHOD**—Continues to be effective for many types of T&D.
- **E-LEARNING**—T&D method for online instruction using technology-based methods such as the Internet, intranet, and CD-ROM.
- **CASE STUDY**—T&D method in which trainees are expected to study the information provided in the case and make decisions based on it.
- **ROLE-PLAYING**—T&D method in which participants are required to respond to specific problems they may encounter in their jobs by acting out real-world situations.
- **TRAINING GAMES**—Games are a type of experiential learning which is quite useful to aid in the group dynamic process. Games encourage learner involvement and stimulate interest in the topic. **Business games** is a T&D method that permits participants to assume roles such as president, controller, or marketing vice president of two or more similar hypothetical organizations and compete against each other by manipulating selected factors in a particular business situation.
- **IN-BASKET TRAINING**—T&D method in which the participant is asked to establish priorities for and then handle a number of business papers, e-mail messages, memoranda, reports, and telephone messages that would typically cross a manager's desk.
- **ON-THE-JOB TRAINING**—Informal T&D method that permits an employee to learn job tasks by actually performing them.
- **APPRENTICESHIP TRAINING**—Training method that combines classroom instruction with on-the-job training.
- Cross training educates team members about the other members' jobs so that they may perform it if the other leaves, is reassigned, or is absent.



How do You Know What Your Workforce Needs?

Conduct a Training Needs Analysis

What is a training needs analysis?

A training needs analysis (TNA) is a tool to identify and weigh perceived needs in a logical fashion that can be addressed and met to enhance or ensure business performance. There are a number of assessment tools available to you; some are simplistic, and some are detailed and very complex.

To begin, a TNA should determine what gaps in learning exist which hinder efficiency or productivity in the organization today. These needs should be addressed first. Thereafter, needs which will exist to continue to grow the business or remain competitive should be assessed and addressed.

A training needs analysis helps you to:

- Identify immediate training needs
- Incorporate training into long-range planning
- Show the company's commitment to training and its expectation that employees' behaviors and skills must grow with the business
- Demonstrate that the company is interested in employees by its willingness to expend time and money for their development
- Get employee support and buy-in for their training.

Establishing the "should" line

A "should" line is a specified standard of performance at which employees are expected to perform once appropriately trained. In performing the TNA, you are attempting to determine if any gap exists between what is currently in place and what is needed, now and in the future.

Tools to help you establish performance standards include job descriptions, business plans, past practice and business need.

A training needs analysis starts with an audit

Interview top management (use of an objective, outside third party is very helpful at this stage).

- What environmental impacts does the organization face? (new laws etc.)
- What is the state of the economy and the impact on operating costs?
- Are there increasing global/world market places?
- How effective is the organization in meeting its goals?



Interview department heads to determine what special objectives exist.

Is there changing technology and automation?

What are the long- and short-term staffing needs?

Interview supervisors

What skill training is needed?

What is the climate and support for training?

Are employees willing to participate?

The audit provides you with data to develop a survey:

Develop survey items.

Topical based on the interviews conducted.

Includes your professional observations of training needs within your organization.

Administer the audit survey on site.

Analyze the interview and survey data.

The survey data provides you with prioritized, perceived needs that will result in your report and recommendation to your management team. Then decisions are made about whom, where, how, when to train and what post-training evaluation tool(s) will be used.

Plan your training programs on the basis of the assessed needs. Needs can be determined formally and informally. Training needs can be the result of:

New positions

Appraisals, counseling sessions and career planning programs

An accident

Laws and regulations

Construction or acquisition of a new plant

Compliance with affirmative action plans

Installation of new equipment

Changes in standards and procedures

Internal and external factors

Changes in the competitive climate

Most common types of programs

To develop supervisors and managers:

- Special training, either in formal classroom sessions or on an informal basis, for first-level supervision or candidates for supervisory jobs, generally focused on leadership and soft skill refinement.

- Formal training periods, often including two or more years of job rotation, for newly hired college graduates.

- Development programs for lower-level or middle managers who have been recommended by their bosses as having outstanding potential for moving into higher positions.

- Courses in specific fields (marketing, business law, coaching, etc.) that may be offered for managers from various levels if their knowledge is lacking or needs updating. Such courses may be run by the company, offered by employer's associations, or at university centers.

- University advanced degree programs, some involving a year or longer, designed for top executives or those slated for such positions.

For non-exempt and hourly employees:

- Special training in the skills needed to perform the technical tasks in their positions.

- Communication skills and other behavioral programs to acclimate the employee to the desired company culture.

- Time management, negotiation, and other related programs to increase knowledge in general so that the employee may be more effective.

Training program administration:

Decisions regarding the types of development programs a particular company should undertake must be based on:

- The objectives top management has established;

- The circumstances and particular problems of the company (discovered through a training needs analysis); and

- The number, job positions, and characteristics of the individuals to be trained.

Responsibility for planning the program usually rests with the head of the human resource department or the training director. Line management often is involved, both in the planning stage, by pointing out training needs, and in the implementation stage, if the program includes job rotation or other on-the-job methods.

Top management approval ordinarily is required, in part to make sure the programs are consistent with company goals and in part because of the expense involved, which may be considerable. In smaller companies, the top executives often play a larger role.

Outside assistance from the AAIM Employers' Association or another consulting firm may be called upon if your company has neither the skill nor the experience to plan and execute training.



Influence of Training Methods on Necessary Outcomes

To increase KNOWLEDGE:

- Assigned reading
- Lectures
- Guided discussions
- Observational tours
- Case studies
- Programmed learning
- Self-tests

To improve SKILL:

- Modeling
- Role-playing
- Demonstrations
- Case studies
- Problem-solving conferences
- Job rotation
- Supervised practice on and off the job

To influence ATTITUDES:

- Role-playing
- Demonstrations
- Case studies
- Problem-centered conferences
- Job rotation
- Films and videos



Based on all we have discussed thus far, it is obvious that no one training pattern is best for all learning situations. Therefore, you will have to evaluate your situation and make specific decisions on the following factors:

Learning Site

On-the-job, on-site classroom, off-site classroom, university or other formal site, home. Are the participants in a central location? Are there travel expenses that would significantly increase the cost of your training program?

Grouping

Related to size. Trainers will tell you to limit group sizes to less than 25. Smaller groups may be more difficult to schedule, but when retention is the goal, smaller groups allow for more group interaction, group discussion and time for the instructor to work with and learn from the group.

Related to relationships of participants. Little experience or much experience; mixed experience; old, young, or mixed aged grouping; known to each other or strangers; from same organization or mixed with others in outside organizations. Ranking is vertical, horizontal, diagonal; homogeneous or mixed; same educational levels or mixed educational level; and same task or mixed tasks.

Learning Methods. Lecture, panel, symposium, informal discussion groups, debate, laboratory, programmed instruction, distance, learning, experience, coaching, job progression, job rotation, job enlargement, apprenticeship, situational training, distance learning, personal reading, correspondence, liberal arts, formal school, formal outside program, workshop, conference, institute, seminar, visitation, or discussion groups.

Training Aids. Printed materials such as manuals, books, and brochures, movies, internet, role play, exercises, gaming, whiteboard, newsprint easel, flannel board, magnetic board, self-administered test instruments, tests and quizzes, case studies, etc.

Instructors or Resource Persons. Self, organizational technical expert, outside technical expert, professional trainer, professors, industry's resource people, training department, supervisor, peers; written material, webinars.

Transfer of learning

The most predominant method of learning transfer occurs with OJT (on-the-job) training during which trainees practice exactly what it is they are to learn. This is reality-based and will be best retained when concepts are introduced as well. (Not just "put the widget here"...include "why" or "what happens if you don't").

Vestibule training occurs when trainees do something similar to what is to be learned and can then make the connection.



Selecting an off-the shelf program

Constraints of time and budget may prevent the training function from designing and developing a program in-house. Frequently, the most cost-effective way to meet a training need is to acquire an existing program off the shelf. Here are some things to consider in selecting such a program:

- Is the material well suited to the needs of the organization and participants?
- Has the material been used elsewhere and with what degree of success?
- Can the vendor produce the program on time?
- Is the program cost-effective?
- Can the program be bought outright?
- Are there any restrictions on the use of the material?
- Must subsequent use be authorized by the vendor?
- What is the cost for subsequent participant training?
- Can the learning materials be reproduced by the organization or must supplies continually be purchased from the vendor?

Off-the-shelf programs are most useful and cost effective when training needs are simple and generic to the industry. Training is more expensive when the target audience is relatively small, and the training objectives are complex. The importance of job functions in sales or management areas can often justify expensive in-house development unique to the organization.

Learn anytime, anywhere

Now “e-learning” and mobile learning join the mix as people become comfortable with the information superhighway. The use ranges from companies that offer self-paced tutorials for employees, to professional training organizations that offer training to client companies via webinars and mobile applications. Many classes and applications have instructors who respond to e-mails from students to provide feedback and answer student’s questions.

Combining training methods

The possibilities expand when you begin to combine training methods. A large group size may initially call for the use of multimedia or computer-based training, as the high development costs of those two methods could be easily distributed over the number of employees trained. Yet, training concerning change may require some kind of forum for the participants to exchange their feelings to deal with the emotional aspects. A program combining a self-study computer-based training course with small group classroom sessions might be the most effective solution to this training dilemma.



Skill Training

The four-step method based on Job Instruction Training (JIT)

1. Prepare
 - Put the person at ease.
 - Clarify the objective and why this job is important.
 - Tell trainee how his/her knowledge will be tested.
 - Find out what s/he already knows about the job.
 - Place him/her correctly (location).
 - Make certain s/he can comfortably see what you are doing.
2. Tell then show the job one step at a time
 - Make it simple
 - Present no more than s/he can handle at one time
 - Don't hurry the person
 - Stress key points and explain reasons
 - Don't let your attention wander from the learner/ or be interrupted while instructing
 - Repeat the instruction process as necessary
 - Encourage questions from the learner
 - Fully demonstrate each step before moving to next step
 - Demonstrate total operation in summary after all steps have been demonstrated
3. Try-out performance
 - Have trainee perform the job.
 - It is important that the learner experience success in the training experience
 - Have trainee explain key points to you. (Ask: **What** are you doing? **Why?** **Where** should you place that after...? **Where** should you go for help?)
 - Make it easy for the trainee to question you as s/he proceeds.
 - Continue to have the trainee perform the operation until you know they know it.
 - Correct errors before the poor behaviors become habitual.
 - Be certain they know *why* errors are errors.
 - Re-instruct as necessary.
4. Follow-up
 - Allow trainee to work "on his or her own" with clear directions.
 - Designate whom s/he *should* ask for help and whom s/he *should not* ask for help.
 - Don't forget him/her. Check frequently on his/her progress.
 - Encourage questions.
 - Let him/her know how s/he's doing. Provide feedback for positive behavior as well as how to improve tasks.
 - Taper-off extra coaching and close follow-up.



Key point checklist for skill training

Key points are anything that could make or break the job.

Key points are anything that could injure the trainee, injure others, or damage equipment.

Key points are the special knacks that make the job easier.

Key points may include many of the following.

Feel. Is there a special smoothness or roughness? With equipment, is there an absence of vibration?

Alignment. Should something be up or down? Which piece should face forward? Label in which position?

Fit. Should it be loose or tight? How loose? How tight? Can you demonstrate the task for the trainee? When can you tell that equipment is jammed?

Safety. What can happen to injure an employee? How are the safety guards operated? What special gloves, switches, shoes, etc. are needed?

Speed. How fast must the operation proceed? Is speed critical? How can you tell if the machine is moving too fast or too slow?

Timing. What must be synchronized with something else? How long must an operation remain idle -- as with waiting for adhesive to set?

Smell. Is there a right or wrong smell about anything?

Temperature. Is temperature critical? How can you tell whether it is too hot or too cold? What can you do to change the temperature, if necessary?

Sequence. Is the specified order critical? Must one operation be performed before another? How can the employee tell if s/he has gotten something out of order?

Appearance. Should surfaces be glossy or dull? Should the item be straight or bent? How can the trainee correct an unsatisfactory condition?

Heft. Is weight important?

Noise. Are certain noises expected (*purring of a motor*)? Unacceptable (*grinding of gears*)?

Materials and ingredients. What is critical about their condition? How can the trainee recognize such a condition? When should the material be rejected? What should be done with rejected material?

Tools. What is critical about their condition? Sharpness? Absence of nicks or burrs? Positioning? Handling? Sanitation requirements?

Machinery and equipment. What is critical about its operation? How can it be shut down in emergencies? What will damage it? How can this be avoided?

Trouble. What should be done in the case of injury to persons or damage to raw materials, equipment parts, finished products, tools, or machinery? How can damage be recognized?

Internal customers. Is there another employee who cannot complete his/her work until the trainee's work is completed? Must anyone be notified if the task will be delayed?



Training Evaluation

The Training Department requires information about learning in order to determine the effectiveness of training delivery and approach. Data concerning the overall effectiveness of training procedures, appropriateness of media and instruction methods, and other issues relating to possible revisions in instructional design may prove to be very valuable to the Training Department.

Questionnaires

Questionnaires offer a structured tool that may provide both quantitative and qualitative information about employee reactions to the training event. The questionnaire should focus on both training content and delivery. The training content section should target questions to ascertain whether the training materials provide useful information that will assist in performing work tasks and whether the employee is more knowledgeable about the subject matter following the training event. The training delivery section should determine whether the information was presented in a logical order, at the appropriate level of detail, and in an appropriate format.

Knowledge Review

Knowledge reviews refer to a general group of assessment tools in which employees read questions and respond in writing. The knowledge review may consist of a pre-test and/or a final quiz. The questions on the knowledge review should adequately address the learning objectives of the training. Giving both a pre-test and final test allows for the measure of knowledge transfer during the training event.

Observation

This evaluation technique may be informal or highly structured. Trainees are observed for reactions to the training, level of engagement with training instructors, interaction, and responses to course content. Highly structured observation focuses on monitoring particular points in the training event and commonly involves the utilization of a checklist of the points to be observed.



Training Costs

Training the four-step way (JIT) is costly, isn't it?

All training, structured, student-paced, or catch-as-catch-can, is costly. It is the results that count. You may think you are obtaining inexpensive training by simply having a new employee work along with an experienced one, but what about the "costs" of those results?

The real world

At one Johns-Manville Corporation plant, HR Managers had the supervisors try it "both" ways while breaking in new operators of extruding machines that convert raw materials into plastic pipe. The unstructured way put new employees on their own at about \$60 per trainee. The structured JIT plan cost almost \$440 per person for the first trainee. When the total cost of the training program was spread out over ten new employees, however, the cost per trainee averaged closer to \$80.

But what about the results? There was a big difference. The actual time for a new employee to reach a job-competence standard was 16.3 hours for the unstructured way, compared with 4.6 hours for the JIT systematic way. And faster job competence was not the only benefit created. The structured employees operated their equipment almost two-thirds faster during training and turned out only 5.3 pounds of scrap per individual compared with 22 pounds for the unstructured way. Turnover and frustration resulting from poor performance was reduced dramatically, and employees reported greater "satisfaction" from doing their jobs.

How are YOUR supervisors and lead people assuring job competence of the employees in their charge? As an HR Manager, your responsibilities include guaranteeing a steady supply of skilled employees.



Training & Education Checklist

The more questions to which you answer "yes," the more effort you have made to create a good environment for training at your organization.

	YES	NO
Is money currently budgeted for training employees?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a formalized training program for hourly employees?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a formalized training program for salaried exempt employees?	<input type="checkbox"/>	<input type="checkbox"/>
Does your company's business plan, mission, or strategic plan include training as a strategy?	<input type="checkbox"/>	<input type="checkbox"/>
Have you voluntarily attended a training program yourself in the last 12 months other than this one?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a training department or some centralized source of information about available training at your facility?	<input type="checkbox"/>	<input type="checkbox"/>
Are your trainers formally trained in the proper way to teach adults?	<input type="checkbox"/>	<input type="checkbox"/>
Is training and coaching automatically provided when individuals are promoted or transferred?	<input type="checkbox"/>	<input type="checkbox"/>
If you disclose trade secrets or other proprietary information during training, do you insist that employees sign a confidentiality statement?	<input type="checkbox"/>	<input type="checkbox"/>
If you provide expensive training to employees, do you require that they repay some or all of it if they voluntarily leave within a certain time period?	<input type="checkbox"/>	<input type="checkbox"/>
Does your job training program supplement and act as a natural extension of your orientation program?	<input type="checkbox"/>	<input type="checkbox"/>
Do your employees receive education about company policies, mission, and values?	<input type="checkbox"/>	<input type="checkbox"/>
Do your employees receive a written training plan for indoctrination to their particular positions?	<input type="checkbox"/>	<input type="checkbox"/>
Do your employees receive specific skill-based job training in a class or one-on-one setting? (not just watching the most senior employee perform!)	<input type="checkbox"/>	<input type="checkbox"/>
Do your employees receive education on their company benefits?	<input type="checkbox"/>	<input type="checkbox"/>
Are training needs formally assessed on a periodic basis?	<input type="checkbox"/>	<input type="checkbox"/>
Are training programs prioritized and created on the basis of formal needs analyses?	<input type="checkbox"/>	<input type="checkbox"/>
Is your training program audited at least annually for its cost efficiency?	<input type="checkbox"/>	<input type="checkbox"/>



	YES	NO
Is the training department evaluated on the results of the training program(s) it selects or delivers?	<input type="checkbox"/>	<input type="checkbox"/>
Are training programs regularly developed and delivered to promote harmonious, positive work environment behaviors?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a formal safety training program?	<input type="checkbox"/>	<input type="checkbox"/>
Are your training programs coordinated with your affirmative action plan?	<input type="checkbox"/>	<input type="checkbox"/>
Are your training programs reviewed for possible discrimination?	<input type="checkbox"/>	<input type="checkbox"/>
Do training videos, posters, etc. reflect a varied workforce of males, females, minorities and disabled workers?	<input type="checkbox"/>	<input type="checkbox"/>
Are training sessions documented in your personnel files?	<input type="checkbox"/>	<input type="checkbox"/>
Are employees provided with feedback on the progress of their job training?	<input type="checkbox"/>	<input type="checkbox"/>
Does someone review these records and speak with trainees to ensure that feedback is occurring?	<input type="checkbox"/>	<input type="checkbox"/>
Are goals and standards established at the beginning of the job training programs for each employee?	<input type="checkbox"/>	<input type="checkbox"/>
Do you permit employees to evaluate the training program(s)?	<input type="checkbox"/>	<input type="checkbox"/>
Does someone analyze these evaluations and take appropriate action to make needed improvements?	<input type="checkbox"/>	<input type="checkbox"/>
Are your trainers using a variety of media to keep training interesting and aid retention (video, colorful flip charts, case studies, slides, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
Do you conduct training on "company time?"	<input type="checkbox"/>	<input type="checkbox"/>
Do your trainers combine lecture with guided discussion and practice sessions?	<input type="checkbox"/>	<input type="checkbox"/>
Are trainees given well-written materials to which they can later refer?	<input type="checkbox"/>	<input type="checkbox"/>
Are there written tests to gauge the success of the training (pre- and post)?	<input type="checkbox"/>	<input type="checkbox"/>
Are refresher courses available to the employees?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a policy for reimbursement of employee education?	<input type="checkbox"/>	<input type="checkbox"/>
Do you encourage employees to attend workshops and outside programs?	<input type="checkbox"/>	<input type="checkbox"/>
Do you follow-up after an employee attends a workshop to determine what s/he learned and evaluate the value received?	<input type="checkbox"/>	<input type="checkbox"/>
Are managers well informed of the nature of materials learned by employees so that they can reinforce new behaviors?	<input type="checkbox"/>	<input type="checkbox"/>
Do you encourage employees to belong to professional organizations?	<input type="checkbox"/>	<input type="checkbox"/>



	YES	NO
Do you pay for employee membership in relevant professional organizations?	<input type="checkbox"/>	<input type="checkbox"/>
Do you encourage employees to subscribe to professional magazines?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a training library with videos, CD-ROM or other materials that employees or departments may check out?	<input type="checkbox"/>	<input type="checkbox"/>
Do you prohibit interruptions of training programs held at your facility except for personal emergencies?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have at least one room set aside for training with up-to-date equipment?	<input type="checkbox"/>	<input type="checkbox"/>
Do you use additional education and specialized training as a reward for outstanding performance?	<input type="checkbox"/>	<input type="checkbox"/>
If training is a secondary duty to your "trainers," do you assure that they are not expected to "catch up" with their "real work" after hours, making their training duties a form of punishment?	<input type="checkbox"/>	<input type="checkbox"/>
Are your supervisors and managers evaluated in their formal performance appraisal on how well they train and support training and development of their subordinates?	<input type="checkbox"/>	<input type="checkbox"/>
Do you link training right along with "quality," "productivity," and "safety" as a core company value?	<input type="checkbox"/>	<input type="checkbox"/>
Do your managers set the example and model the behaviors in which subordinates are trained?	<input type="checkbox"/>	<input type="checkbox"/>
Do you evaluate outside trainers prior to bringing them on site to deliver a program?	<input type="checkbox"/>	<input type="checkbox"/>
Do you, as HR Manager, demonstrate your interest in the growth of employees?	<input type="checkbox"/>	<input type="checkbox"/>



Learning Style Assessment

Directions

To better understand how you prefer to learn, please place a check in the appropriate space after statement below.

		OFTEN	SOMETIMES	SELDOM
1.	I remember best when I have seen written information in brochures, templates & manuals			
2.	I remember best what I hear information from an oral presentation			
3.	I remember best when I have an opportunity to use information immediately			
4.	I am good at reading graphs & charts on my own			
5.	I require oral explanations of graphs & charts			
6.	I prefer to use models or actual practice			
7.	Watching training videos is an effective way for me to learn			
8.	Listening to audio tapes is an effective way for me to learn			
9.	I mostly enjoy working with my hands			
10.	I remember best by seeing things			
11.	I remember more when I listen to information			
12.	I remember more when I practice new information repeatedly			
13.	I can understand information better by reading it myself			
14.	I can understanding information better by repeating words out loud			
15.	I like to chew gum, smoke or snack while learning something new			



16.	I learn the spelling of words by seeing them correctly spelled out			
17.	I learn the spelling of words by hearing them pronounced			
18.	I learn the spelling of words by "finger spelling" them			
19.	I remember better if I am given written directions			
20.	I remember better if I am given oral directions			
21.	I remember better if I can practice a new skill after learning something			

SCORING

Place the point value on the line next to the corresponding item. Add the points in each column to obtain your preference score.

OFTEN = 5 points
 SOMETIMES = 3 points
 SELDOM = 1 point

VISUAL

NO. PTS.

1 ____

4 ____

7 ____

10 ____

13 ____

16 ____

19 ____

AUDITORY

NO. PTS.

2 ____

5 ____

8 ____

11 ____

14 ____

17 ____

20 ____

PHYSICAL

NO. PTS.

3 ____

6 ____

9 ____

12 ____

15 ____

18 ____

21 ____



Steps to Creating an Individual Training Program

Step 1: Diagnose the New Employee's Training Needs

The first step is to analyze the new employee's needs. Identify all the skills and knowledge needed for success in their new position. Compare their incoming skills with the required competencies and identify which skills or knowledge they need to develop or strengthen.

General Competencies: Personal Management

- Knowing and Serving Clients
- Understanding Role within the Company
- Relating to Others
- Being an Effective Team Player
- Using Effective Communication
- Developing and Implementing Personal Work Plans
- Using Available Technology and Processes to Achieve Results
- Developing Creative Solutions to Problems
- Working Safely
- Operating in an Environmentally-Responsible Manner
- Adapting to Change

Generic Competency Profile: People Management

- Managing Staff
- Leading and Developing Others
- Managing, Initiating and Implementing Positive Change
- Managing Teams

Generic Competency Profile: Delivering Products and Services

- Marketing Products and Services
- Analyzing Business Requirements to Develop Business Tools
- Conducting Effective Negotiations
- Managing and Participating in Public Consultation
- Providing Consulting Services
- Managing Projects

Generic Competency Profile: Business Management

- Forecasting and Preparing Operational Business Plans
- Managing the Implementation of the Business Plan
- Developing Strategic Plans
- Maintaining a Strong Service Orientation



- Establishing and Maintaining Strategic Partnerships
- Dealing Effectively with Crises and Emergencies
- Managing Financial and Human Resources
- Demonstrating Entrepreneurship

Step 2: Define New Employee's Learning/Training Goals

After you have identified the employee's learning needs, you are ready to write their learning objectives or goals in the first column of your worksheet. It's a good idea to break large objectives into a series of small, achievable goals.

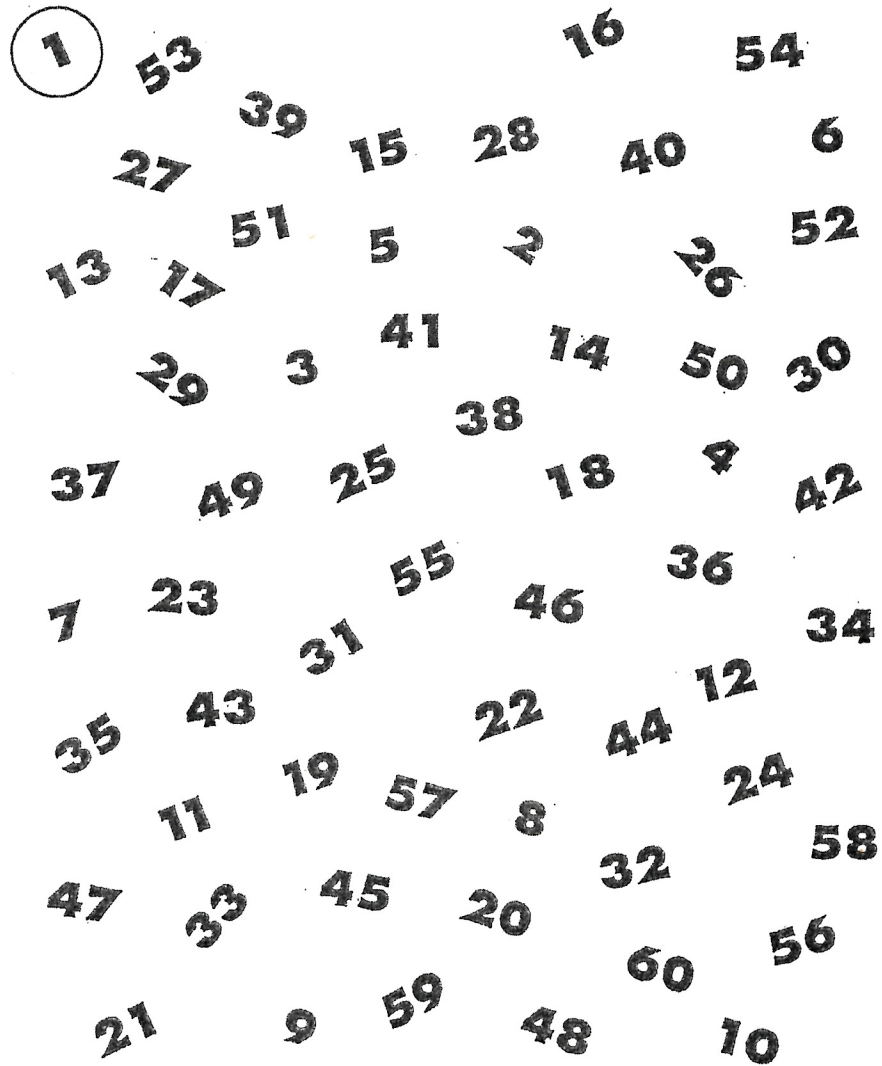
Be sure that each goal describes what the employee will learn. For example, if the employee needs to be able to manage their time more efficiently, he or she may decide to learn better techniques for completing reports so that he or she will be better able to meet the deadline.

Step 3: Choose the Appropriate Learning Strategies

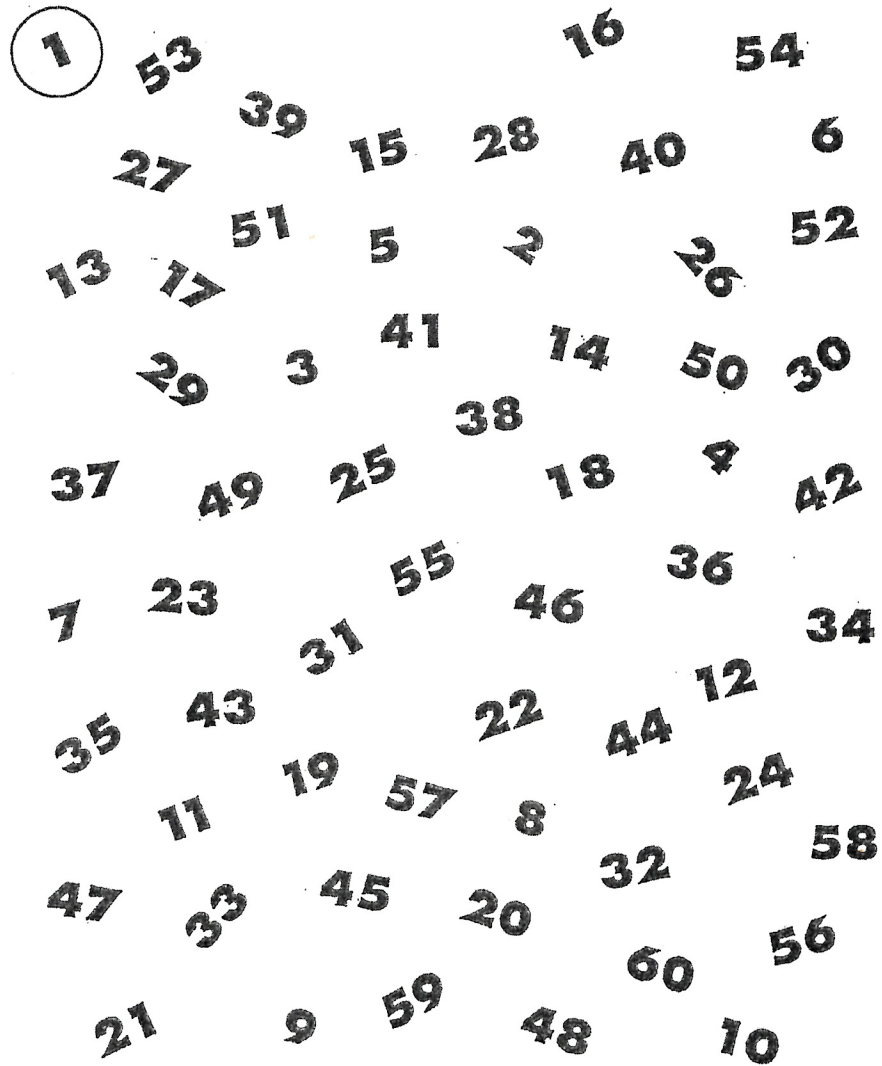
After considering each training need, use the individual's learning style to choose the appropriate learning strategy.



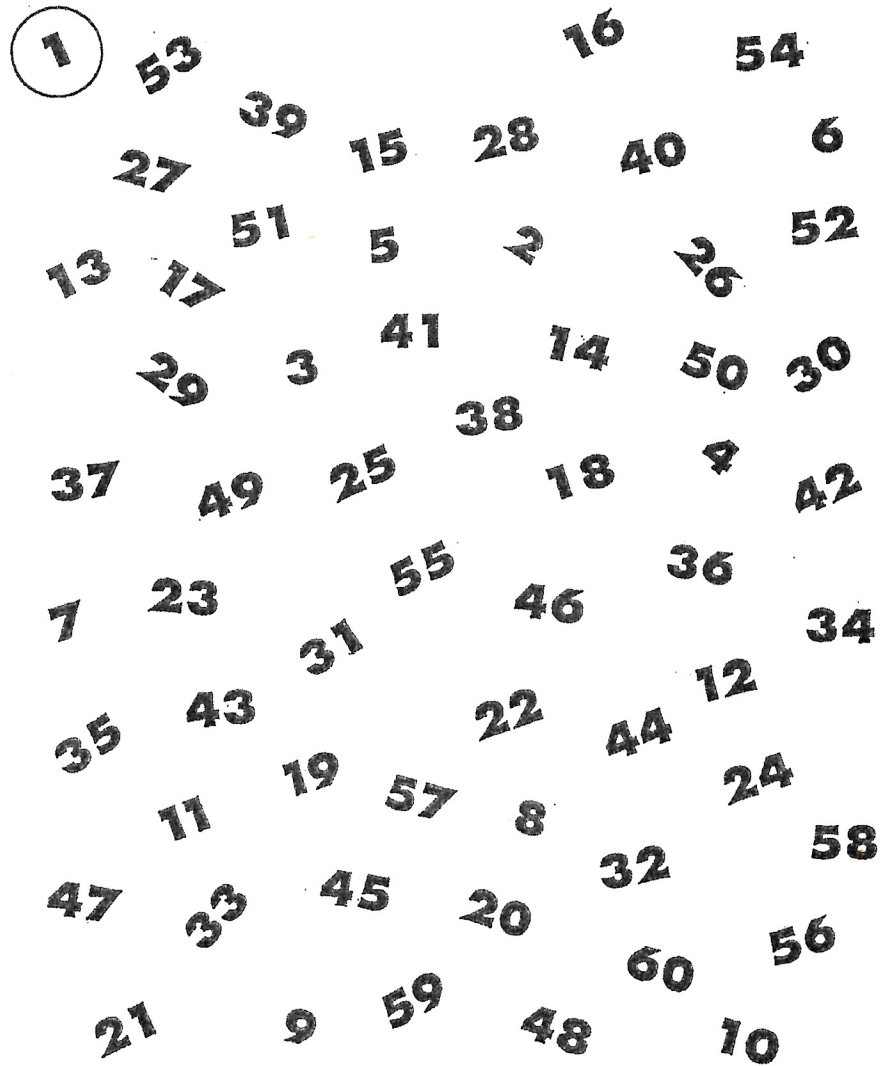
The Number Game



The Number Game



The Number Game



Corporate Membership

Compensation

Compliance

Background Screening

Recruiting & Talent Acquisition

HR Consulting

Training

Leadership Development



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12851 Manchester Road
Suite 150
St. Louis, MO 63131

Indiana

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Suite 500
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Suite 1001
Lake Mary, FL 32746

Illinois

300 Hamilton Blvd
Suite L110
Peoria, IL 61602