

Human Resource Development Lectures

Lecture 1- Learning and Development: A Strategic View

The Strategic Process



First thing is looking into the aim/objectives/goals/missions/values of the organisation. So, align and train people to achieve the goal or aim of the organisation.

Next step is strategic training and dev initiatives. so we look at exactly what is needed in the organisation. So, we design the training module in a way that it meets the requirement of the organisation. So, looking into the learning aspects, skills that are needed and then we plan accordingly our training and dev program.

Then we engage into actual training and dev process, which could be traditional e.g., lecture etc. or more modern like web-based training or online learning etc. so we look into what dev is needed and what it is to be achieved and then we develop the employees in a certain way that strategic objective of organisation is achieved.

Metrics that show value and training- what are all the things that we need to achieve and then have we achieved those objectives. So, after training, we look 1 month, 3 months, 6 months whatever and see if employees have improved their performance.

Importance of learning/training and development

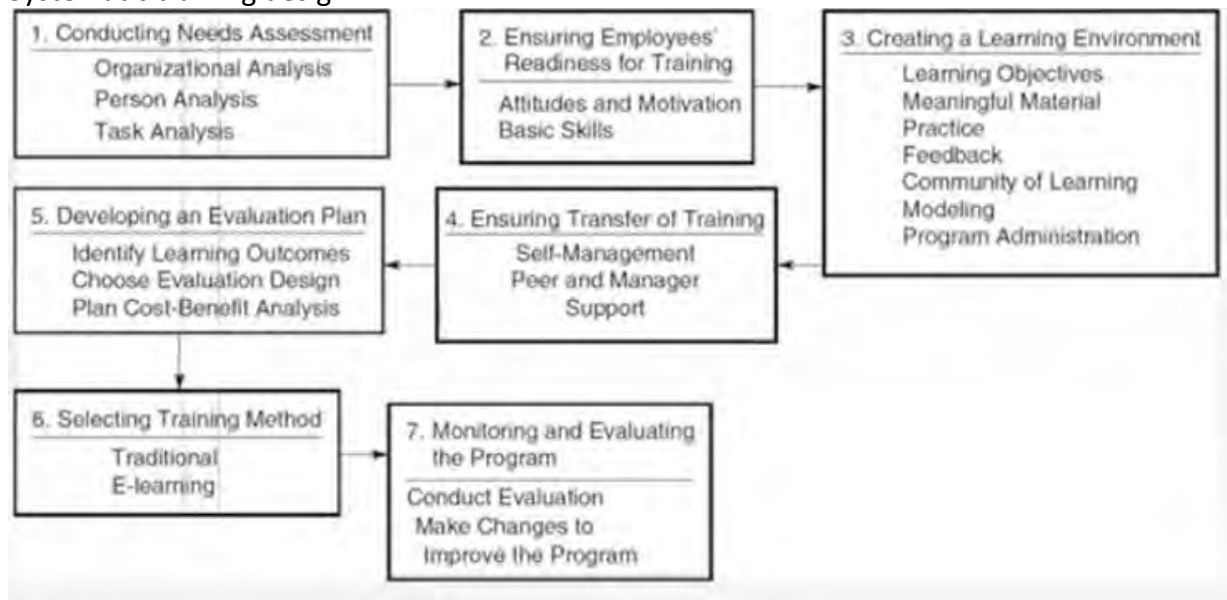
- There are many challenges and opportunities in the workplace today
- It is essential that individuals possess the necessary knowledge, skills and abilities
- Attracts employees to companies, engages, them and promotes retention
- Helps to create a competitive advantage

Key components of learning

- Learning
 - o Acquiring knowledge, skills, competencies, attitudes, or behaviours
- Human capital
 - o Knowledge
 - o Advanced skills
 - o System understanding and creativity
 - o Motivation to deliver high-quality products and services

- Training
 - o Facilitates learning job-related competencies, knowledge, skills or behaviour
- Development
 - o Future focused- includes formal education, job experiences, relationships and assessments
 - o A good organisation will always be developing in its employees
- Formal training and development
 - o Developed and organized by the company
- Informal learning
 - o Learner initiated
 - o Occurs without a trainer or instructor
 - o Motivated by an intent to develop
 - o Does not occur in a formal leaning setting
 - o Breadth, depth, and timing is controlled by the employee
 - o It's all intrinsic, it comes from you, you initiate it, so comes within the employee
- Explicit knowledge
 - o Well documented, easily articulated, and easily transferred from person to person
 - o Primary focus of formal training
- Tacit knowledge
 - o Personal knowledge based on individual experiences that is difficult to codify
 - o Facilitated by informal learning

Systematic training design



Forces Impacting learning

- Economic cycles
- Globalization
- Value of intangible assets and human capital
- Focus on links to business strategy
- Changing demographics and diversity

- Generational differences
- Talent management
- Customer service and quality emphasis
- New technology
- High-performance models of work systems

ATD Competency Model Redefined

Areas of Expertise:

Instructional Design	• Design and develop informal and formal learning content using a variety of methods.
Training Delivery	• Deliver informal and formal learning solutions in a manner that is both engaging and effective.
Learning Technologies	• Apply a variety of learning technologies to address specific learning and performance needs.
Evaluating Learning Impact	• Use learning metrics and analytics to measure the impact of learning and performance solutions.
Managing Learning Programs	• Provide leadership to execute the organization's people strategy; implement learning projects and activities.
Integrated Talent Management	• Build an organization's culture, capability, capacity, and engagement through talent acquisition and employee development.
Coaching	• Apply a systematic process to improve others' abilities to set goals, take action, and maximize their strengths.
Knowledge Management	• Capture, distribute, and archive intellectual capital to encourage knowledge-sharing and collaboration.
Change Management	• Apply a systematic process to shift individuals, teams, and organizations from current state to desired state.
Performance Improvement	• Apply a systematic process for analyzing human performance gaps and closing them.

Links to business strategy

- The purpose of training and dev is to align to people to strategic objective of organisation. So, we align people physically as well as align their talent, knowledge, skills and abilities
- Given the importance of intangible assets and human capital, training has greater strategic importance
- Training is no longer an isolated function, but rather an integral part of business success- any business that is looking for a competitive advantage, companies must invest heavily on training and development
- Different companies have different strategic training needs- one size does not fit all

Talent management

- Systematic, planned and strategic effort by a company to attract, retain, develop, and motivate highly skilled talent
- Key components
 - o Acquiring and assessing employees
 - o Learning and development
 - o Performance management and compensation
- It is important for a number of reasons
 - o Changes in demand for certain occupations and jobs

- Cognitive and interpersonal skill requirements
- Anticipated retirement of baby boomers
- Developing managerial talent

HRD in different business strategies

- Concentration strategy
 - Skill currency and the development of the existing workforce
- Internal growth strategy
 - Creation of new jobs and tasks, innovation, and talent management
- External growth strategy
 - Integration, redundancy, and restructuring
- Disinvestment strategy
 - Efficiency

New Technology

- Technology has changed how we train
- Training can occur at anytime, anywhere
- Training is more consistent and more realistic
- More individuals can now be trained
- Knowledge can be shared by readily
- Trainers roles have evolved
- Many organizations used blended training methods

Challenges with new technology

- Not all trainees may be comfortable with technology
- It may be difficult to engage trainees and ensure compliance with training
- Some trainees may desire greater “live” interaction with trainers

High performance systems

- Work teams
 - Employees interact to assemble a product or provide a service
- Cross training
 - Training employees in a range of skills to fill roles needed to be performed
- Virtual teams
 - Teams separated by time, geographic, and organizational boundaries

Identify metrics and evaluate

- The final step is to determine if HRD investments were successful
- Strategic HRD evaluation is not intended to evaluate the effectiveness of an isolated program, but a set of training activities
- The business-related outcomes examined should be directly linked to strategy and goals

Lecture 2- Needs Assessment

Why needs assessment?

- Training may be incorrectly used as a solution to a performance problem
- Programs may have the wrong content, objectives, or methods
- Trainees may be sent to programs for which they do not have the basic skills, prerequisite skills, or confidence to learn
- Training will. Not deliver the expected learning, behaviour change, or financial results
- Money will be spent on training programs that are unnecessary

Pressure points

- Pressure points may signal the need for training (but not always)
- For e.g., if there is a **legislation** change, lack of basic skills, poor performance, new technology, customer requests, customer dissatisfaction, new products and innovations, higher performance standards

Needs assessment outcomes

- It is important to consider the outcomes of needs assessment
 - o What trainees need to learn
 - o Who receives training
 - o Type of training needed
 - o Frequency of training
 - o Buy versus build training decision
 - o Other HRM solutions

Who should participate?

- It is important that all relevant stakeholders be involved
- Different stakeholders bring unique and needed perspectives to the process
 - o Company leaders
 - o Mid-level managers
 - o Trainers
 - o Employees
 - o Subject matter experts (SMEs)

Assessment methods

- Observation
 - o Advantages: relevant data, minimizes interruption of work
 - o Disadvantages: requires skill in observation, employee behaviour may be affected by being observed
- Survey
 - o Advantages: inexpensive, can collect data from a large number of individuals, data easily summarized
 - o Disadvantages: potentially low response rates, may lack detail
- Interview

- Advantages: good at uncovering detail, can explore unexpected issues
- Disadvantages: time consuming, socially desirable responses, difficult to analyse
- Focus groups and crowdsourcing
 - Advantages: useful for complex or controversial issues, can explore unexpected issues
 - Disadvantages: time consuming, potentially socially desirable responses, difficult to analyse
- Existing documentation
 - Advantages: good source of info, objective
 - Disadvantages: may be difficult to understand, potentially obsolete
- Online technology
 - Advantages: objective, minimises work interruption, limited human involvement
 - Disadvantages: low response rates, may threaten employees
- Historical data review
 - Advantages: provides data related to performance and practices
 - Disadvantages: data may be inaccurate, incomplete, or not fully reflective of performance

3 levels of analysis

- Organisation
- Person
- Task

Organisational analysis

- It is understanding the strategic direction of the organisation and then making sure that we design our training strategy accordingly
- There are 3 factors to examine to determine if training is the appropriate solution
 - The company's strategic direction
 - Social support to ensure that individuals are motivated to attend training, learn, and transfer
 - Training resources, time, and expertise

Person analysis

- Helps identify who needs training
- Also known as gap analysis, which involves determining what is responsible for the differences between current and expected performance
- Involves obtaining a variety of information on person characteristics, inputs, output, consequences, and feedback

Generational differences

- Millennials are optimistic, embrace technology, and appreciate diversity
- Gen oxers need feedback and flexibility and dislike close supervision
- Baby boomers are competitive, hardworking, and concerned with fairness
- Traditionalists are patriotic, loyal, and have a great deal of knowledge
- So, they all learn differently

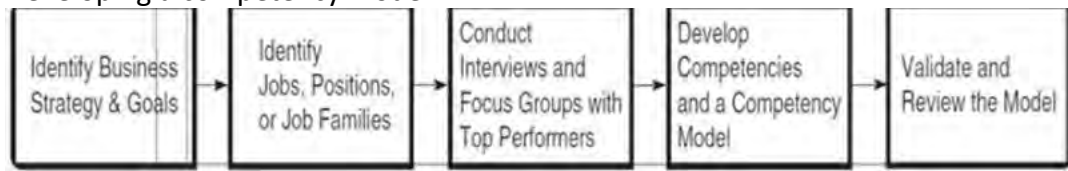
Enhancing support

- Provide materials before training begins
- Speak positively about the company's training initiatives
- Reinforce employees using new skills
- Provide feedback to encourage employee support
- Provide opportunities to practice and transfer

Task analysis

- Results in a description of the tasks to be performed and the knowledge, skills and abilities required to perform
- A job is a specific work position involving the completion of a defined set of related tasks
- A task is a specific work activity that is a component of a job

Developing a competency model



Why competency model?

- They provide a framework for ongoing coaching and feedback
- They create a "road map" for developing employees for managerial positions
- They provide a common set of criteria to identify training activities for employees

Scope of needs assessment

- Often managers and trainers may avoid conducting a needs assessment
- They may provide a variety of excuses
- Without conducting a proper needs assessment, training will not be will targeted

Lecture 3- Transfer of learning

→ looking into how to transfer knowledge, skills abilities to the learner. So, from the trainer to the trainee.

Learning and transfer

- Both learning and transfer are important
- Learning refers to a relatively permanent change in human capabilities
- Transfer refers to trainees applying what they have learned to their jobs

Two types of transfer

- Generalization refers to applying what was learned to situations that are similar but not identical to those in training
- Maintenance refers to trainees continuing to use what they learned over time

Learning outcomes

- Verbal information
 - o Specialized knowledge, including names, labels, facts, and bodies of knowledge
- Intellectual skills
 - o Concepts and rules critical to solve problems, serve customers, and create products
- Motor skills
 - o Coordination of physical movements
- Attitudes
 - o Beliefs and feelings that predispose a person to behave in a certain way
- Cognitive strategies
 - o Strategies that regular thinking and learning
 - o They relate to decisions regarding what info to attend to, how to remember, and how to solve problems

Learning theories

- Reinforcement theory
 - o Individuals are motivated to perform or avoid behaviours because of past outcomes of behaviour
 - o Trainers need to identify what outcomes learners find most positive and negative and then link these outcomes to acquiring new knowledge and skills
 - o Positive reinforcement is a pleasurable outcome resulting from a behaviour
 - o Negative reinforcement is the removal of an unpleasant outcome
 - o Extinction is withdrawing positive or negative reinforcers to eliminate a behaviour
 - o Punishment involves providing an unpleasant outcome after a behaviour
- Social learning theory
 - o Individuals learn by observing models of behaviour, emulating behaviour, and receive reinforcement and rewards
 - o Learning results from directly experiencing the consequences of using a skill, observing others, and seeing the consequences of their behaviour
 - o 4 processes involved in learning
 - Attention
 - Retention
 - Motor reproduction
 - Motivational processes
 - o Self-efficacy is important
 - An individual's belief that they can successfully learn knowledge and skills
 - o Self-efficacy can be increased through:
 - Verbal persuasion
 - Logical verification
 - Modelling
 - Past accomplishment
- Goal (orientation) theories