

Employee Training



1

The Role of Training Money Spent of Training

- Organizations spend \$51.4 billion each year on training (Dolezalek, 2005)
- Training costs (ASTD, 2005)
 - 2% of payroll
 - \$955 per employee
- Need to consider
 - Direct costs
 - Indirect costs
 - Hidden costs

2

The Role of Training Goals

- Improve performance by increasing
 - Self-awareness
 - Knowledge
 - Skill
 - Motivation

3

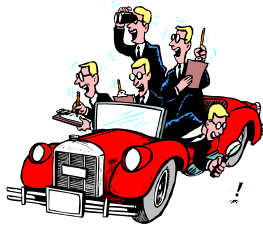
Training Steps

- Determine training needs
- Develop training program
 - Establish goals and objectives
 - Choose best training method
 - Prepare the training
 - Motivate employees
 - Conduct the training
- Evaluate training success



4

Needs Assessment



5

What is a Training Need?

- Discrepancy between actual performance and
 - An ideal
 - A norm
 - A minimum
 - A desired state
 - An expected state

6

Types of Needs Analysis

- Organizational Analysis
- Task Analysis
- Person Analysis



7

Organizational Analysis

- Goals and objectives
- Economic analysis
- Organizational climate
 - Employee readiness
 - Attitudes
 - Time
 - Commitment
 - Management support
- Resource analysis



8

Analysis of Need Is the Program Practical?


- Will people participate in the program?
- Are the barriers insurmountable?
- Do we have the expertise?
- Do we have the funding?



9

Resource Analysis

- **Funding**
 - How much
- **Staff**
 - Number
 - Skills
 - Availability
- **Physical resources**
 - Office space
 - Phones
 - Computers
 - Vehicles



10

Task Analysis

- **Job analysis identifies**
 - Tasks
 - Conditions under which tasks are performed
 - KSAOs needed to perform tasks under those conditions
- **Task analysis identifies how tasks are learned**
 - Expected at time-of-hire
 - Easily taught on-the-job
 - Current training program
 - No training

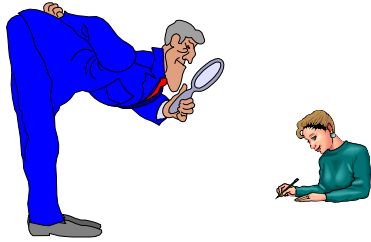
11

Example of a Task Analysis

Task	How task is learned
Answer customer questions about rates	Basic rate charts
Process customer transactions	Basic teller training
Calm irate customers	
Check loan applications for accuracy	Loan processing course
Ask customers to complete VISA applications	
Input customer transactions into the computer	Basic teller training
Answer customer questions about services	Basic teller training

12

Task Analysis
Exercise 8.1



13

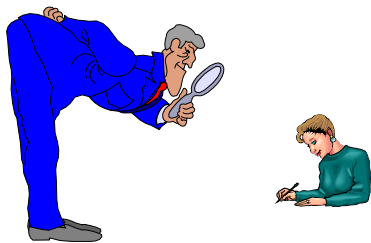
Person Analysis

- Performance appraisal scores
- Surveys
- Interviews
- Skill and knowledge tests
- Critical incidents



14

Person Analysis
Exercise 8.2



15

Person Analysis Exercise

	Data Input	Drawer Accuracy	Cross-Selling	Friendliness	Attendance	Services Knowledge	Names
Dawson	5	2	3	5	5	2	5
Anderson	4	5	1	5	5	4	1
Barker	5	4	4	5	5	5	3
Trebek	5	5	2	4	5	4	5
Sajak	5	4	2	5	5	1	4
Marshall	5	2	2	5	5	5	5
Eubanks	4	5	4	5	5	2	4
Cullen	4	5	1	3	5	3	4
Clark	4	1	1	2	1	3	2
Ludden	5	4	3	5	5	1	2

16

Developing a Training Program



17

Developing a Training Program Setting Goals and Objectives

- What Do You Want to Accomplish
 - Knowledge (general v. expert, narrow v. Broad)
 - Skill (what level of proficiency?)
 - Motivation (How much and for how long?)
 - Appreciation (e.g., diversity)

18

Developing a Training Program Motivating Employees

- To attend training
- To perform well in training
- To use their training on the job



19

Motivating Employees to Attend Training

- Require attendance on the clock
- Voluntary
 - On the clock
 - Just in time rather than just in case
 - Make training interesting
 - Focus on core competencies
 - Increase employee buy-in
 - Choice
 - Help develop
 - Provide incentives (food, certificates, college credit, pay increase)
 - Provide food
 - Reduce stress associated with attending



20

Motivating Employees to Perform Well in Training Provide Incentives

- Basis for the Incentive
 - Completion and degree based
 - Knowledge based
 - Skill based
 - Job performance based
- Type of Incentive
 - Self-improvement/esteem
 - Job security
 - Money
 - Advancement



21

Maintain Interest

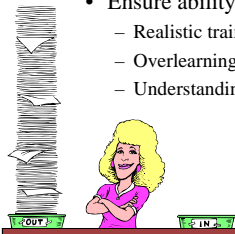
- Maintain Interest
 - Relevance
 - Activity
 - Fun
 - Variety
 - Interaction
 - Expertise sharing
- Provide Feedback



22

Motivating Employees to use their Training on the Job

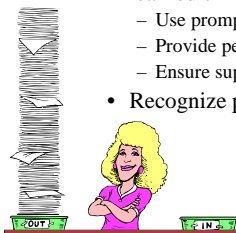
- Ensure ability to transfer training
 - Realistic training environment
 - Overlearning
 - Understanding principles



23

Motivating Employees to use their Training on the Job

- Provide an opportunity to use newly learned skills
 - Use promptly after training
 - Provide performance assistance
 - Ensure supervisory support
- Recognize performance improvement



24

Choosing the Best Training Method

- **Classroom Training**
 - Lecture to acquire knowledge (live or video)
 - Case studies to apply knowledge
 - Simulation exercises to practice new skills
 - Role play and behavioral modeling to learn interpersonal skills
- **Distance Learning**
 - Books
 - Videos
 - Interactive video
 - Programmed instruction
 - Web-based instruction (e-learning)
 - Computer-based instruction

25

Choosing the Best Training Method

- **On-the Job Training**
 - Modeling
 - Job rotation
 - Apprentice training
 - Coaching
 - Mentoring
 - Performance appraisal

26

Conducting Classroom Training



27

Initial Decisions

- Who will conduct the training?
 - In-house trainers (\$750 per seminar hour to develop)
 - External trainers (\$100-\$500 per seminar hour)
 - Videos
 - \$200 - \$900 to purchase
 - \$2,000 per finished minute to produce
 - Local universities
- Where will it be held?
 - On-site
 - Off-site
 - Local hotel
 - Resort area

28

- How long should the training be?

– Considerations

- Efficiency
- Attention span
- Time away from work
- Massed vs. distributed practice

– Options

- 1-2 hours
- Half day
- Full day
- Several days

29

Preparing for Classroom Training

- Adjusting for the Audience

– Considerations

- Size
- Demographics
- Ability
- Readiness

– Options

- Amount of discussion
- Types of multi-media
- Types of exercises

30

Where will it be?

- Size of room
 - Comfort
 - Atmosphere
 - Need for PA system
- Seating Arrangement
- Physical Aspects
 - Lighting
 - Temperature
 - Noise
 - Distractions



31

Developing Your Presentation

- What is your goal?
 - Best approach to reach goal
 - Limitations
- Research your topic
 - Library
 - Internet
 - Interviews
- Develop an outline
- Create or locate learning aids
 - Visuals
 - Handouts
 - Activities
 - Videos



32

How Long Does it Take to Prepare?

- Zemke (1997)
 - 30 hours of prep for each training hour
- Diekmann (2001)
 - 50 hours of prep per training hour
- Aamodt (2007)
 - 16 hours of prep per training hour



33

Initial Planning

- Anticipate problems
 - What if a bulb goes out?
 - What if extra people show up?
 - What if the weather is bad?
- What does the audience need?
 - Paper and pens?
 - Calculators?
- Prepare
 - Your talk
 - Handouts
 - Visuals
 - Marketing materials
- Practice, practice, practice



34

Developing Your Presentation Making the Presentation Interesting

- Informative
 - Relevant to the lives of the audience
 - Unusual or interesting topic
- Fun
 - Humor
 - Stories
- Variety
 - Lecture
 - Discussion
 - Activity
 - Videos



35

Developing Your Presentation Making the Presentation Interesting

- Energy
 - Speaker pace
 - Audience activity
- Audience Interaction
 - Expertise sharing
 - Experience sharing
 - Discussion/opinions



36

Creating Handouts

- **Considerations**
 - Size of audience
 - Budget
 - Length and type of presentation
- **Include**
 - Cover sheet
 - List of goals and objectives
 - Information about the speaker
 - Schedule
 - Notes
 - Activity sheets
 - References/further reading
 - Form to evaluate your presentation



37

Practicing Your Presentation

- Simulate the presentation setting
 - Practice aloud
 - Practice standing up
- Time your presentation
- Memorize your opening few sentences
- Watch yourself in a mirror



38

Prior to the Presentation

Relax

- Identify your fear
- Solid preparation reduces anxiety
- Memorize your first few lines
- Be familiar with the equipment
- Walk calmly to the podium, smile at the audience, and begin



39

Making the Presentation The Introduction

- What are you trying to establish?
 - Identity
 - Credibility
 - Personality
 - Atmosphere
- Issues
 - Do they already know you?
 - How long is the presentation?



40

Making the Presentation The Introduction

- Who will make the introduction?
 - Other person
 - Provide an introduction in advance
 - Do not just give a resume
 - Bring a copy with you
 - Self-introduction
 - Keep short
 - Rely on speaker info in the handouts



41

Making the Presentation The Introduction

- Introducing Someone
 - Practice the introduction
 - Pronounce speaker's name properly
 - Repeat the name several times
 - Greet the speaker on the stage
 - Don't leave the stage empty
 - Shake hands and then leave/sit
 - Opening should grab the audience's attention
 - Body should briefly establish purpose
 - Closing should lead into the presentation
 - Get the audience to applaud before and after the presentation

42

Making the Presentation Icebreakers and Energizers

- Why?

- Get people to know one another
- Get people talking
- Wake-up the audience
- Get people thinking about the topic



43

Making the Presentation Icebreakers and Energizers

- Types

- Introductions
- Jokes or stories
- Group activities
- Open-ended questions to elicit audience response/discussion
- Free writes

- Considerations

- Time
- Nature of the audience



44

Let's Talk



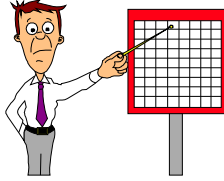
What icebreakers have you seen that you liked? Disliked?

45

Making the Presentation

Minimal Presentation Skills

- Making eye contact with the audience
- Using effective gestures
- Not reading your presentation
 - Use your visuals to guide you
 - Know your topic
 - Practice
- Not hiding behind a podium

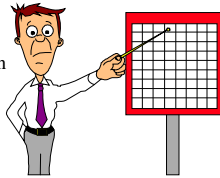


46

Making the Presentation

Minimal Presentation Skills

- Using a conversational style
- Being Confident
 - Avoid use of fillers
 - Speak at an appropriate volume
 - Don't brag about yourself
- Speaking at an appropriate pace
- Not swearing or putting others down



47

Making the Presentation

Answering Questions

- Anticipate questions in advance
- Repeat the question if the room is large
- If you are unsure of the question
 - Ask the person to repeat
 - "Is what you are asking..."
- Ask if you have answered the question sufficiently
- If you don't know the answer
 - Don't bluff, but you can qualify a guess
 - Ask if anyone in the audience knows
 - Tell the person you will get the answer for them

48

Making the Presentation Using Humor

- Don't force humor
 - If you are not a funny person, don't rely on humor
 - The humor should meet an objective
 - Keep the audience interested
 - Demonstrate a point
- Humor can come from
 - Jokes
 - Stories
 - Clip art
 - Audience members
 - Video clips
 - Cartoons



Making the Presentation Using Humor

- Humor should not be at the expense of others
- Self-deprecating humor works well in moderation
- Avoid jokes that might offend



50

Supplementing Lecture

- Case studies to apply knowledge
 - Actual situations
 - Living cases are best
- Simulations to practice new skills
- Role play to practice interpersonal skills
 - Regular role play
 - Behavior modeling
 - Teach technique
 - View videos of good and bad performance
 - Critique videos
 - Have audience role play
 - Provide feedback on role play

51

Individual Training Through Distance Learning



52

Individual Training Through Distance Learning

- Concept of programmed instruction
 - Self-paced
 - Trainee is actively involved in the learning
 - Material is presented in small units
- Formats
 - Books
 - Video
 - Interactive video
 - Computer based training (CBT)
 - Web based (e-learning)

53

On-the-Job Training



54

Learning by Modeling Others

- Characteristics of the model
 - Successful
 - Status
 - Similarity
- Characteristics of the observer
 - Attention
 - Retention
 - Reproduction skills

55

- Learning Through Job Rotation
 - Job rotation
 - Cross training
 - Volunteerism
- Learning through Apprenticeship Training
 - Used in crafts and trades
 - 144 hours of formal class work each year
 - Work with an expert (usually 4 years)

56

- Learning through Coaching
 - Experience employee works with new employee
 - Problems
 - Not all employees are good coaches
 - Coaching can lower the coach's work productivity
 - Pass through programs and corporate coaches can alleviate problems
- Learning through Mentoring
 - Mentoring is less formal than coaching
 - Good mentors can be difficult to find
- Learning through Performance Appraisal

57

Ensuring Transfer of Training

- Practice in similar conditions
- Overlearning
- Allow training to be used on the job



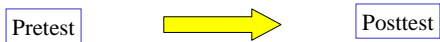
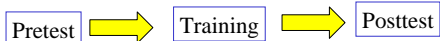
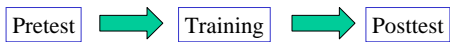
58

Evaluation of Training Results



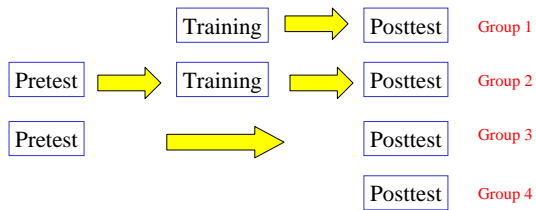
59

Evaluation of Training Results Research Designs



60

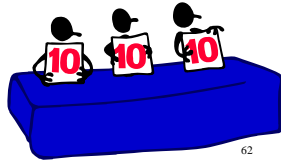
Evaluation of Training Results Solomon four-groups design



61

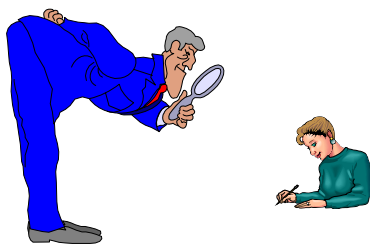
Evaluation of Training Results Criteria

- Content validity
- Employee reactions
- Employee learning
- Application of training
- Business impact
- Return on investment



62

Evaluating Training Programs: 1 Exercise 8.3



63

Evaluating Training Programs: 2
Exercise 8.4

