

Chapter 8:

Training and developing employees

GROUP 5

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Outline:

1. Orienting and onboarding new employees.
2. Overview of the training process.
3. Implementing training programs.
4. Implementing management development programs.
5. Managing organization change programs.
6. Evaluating the training effort.

Part 1:

Orienting and onboarding new employees

I, The Purposes of Employee Orientation/ Onboarding:

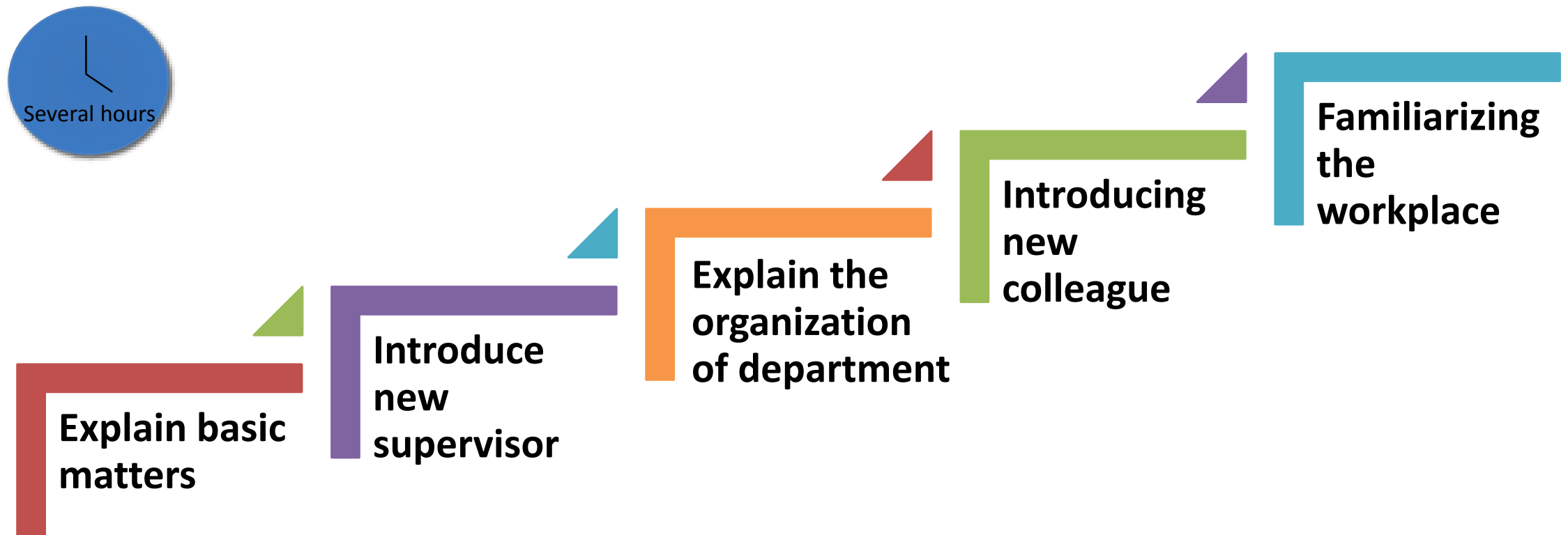
Make sure the new employee **has the basic information to function effectively**

Help the new employee **understand the organization in a broad sense**

Make the new employee **feel welcome** at home and **part of the team.**

Start the person on **becoming socialized into the firm's culture, values, and ways of doing things**

II, The Orientation Process:



III, Orientation Technology

- ❑ Employers use technology to support orientation
- ❑ They can search their company's worker directory for names, images, and contact information, call or e-mail coworkers directly; and view physical addresses on Google Maps



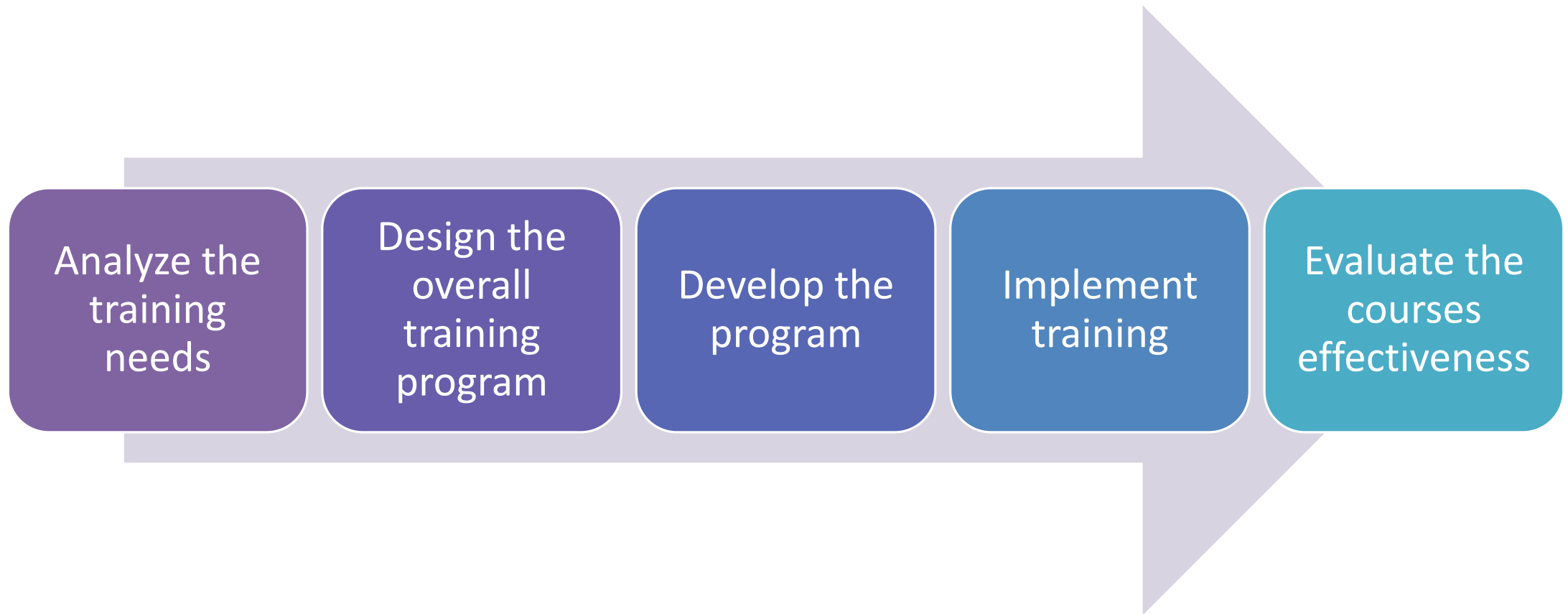
Part 2:

Over view of the training process.

1. Definition

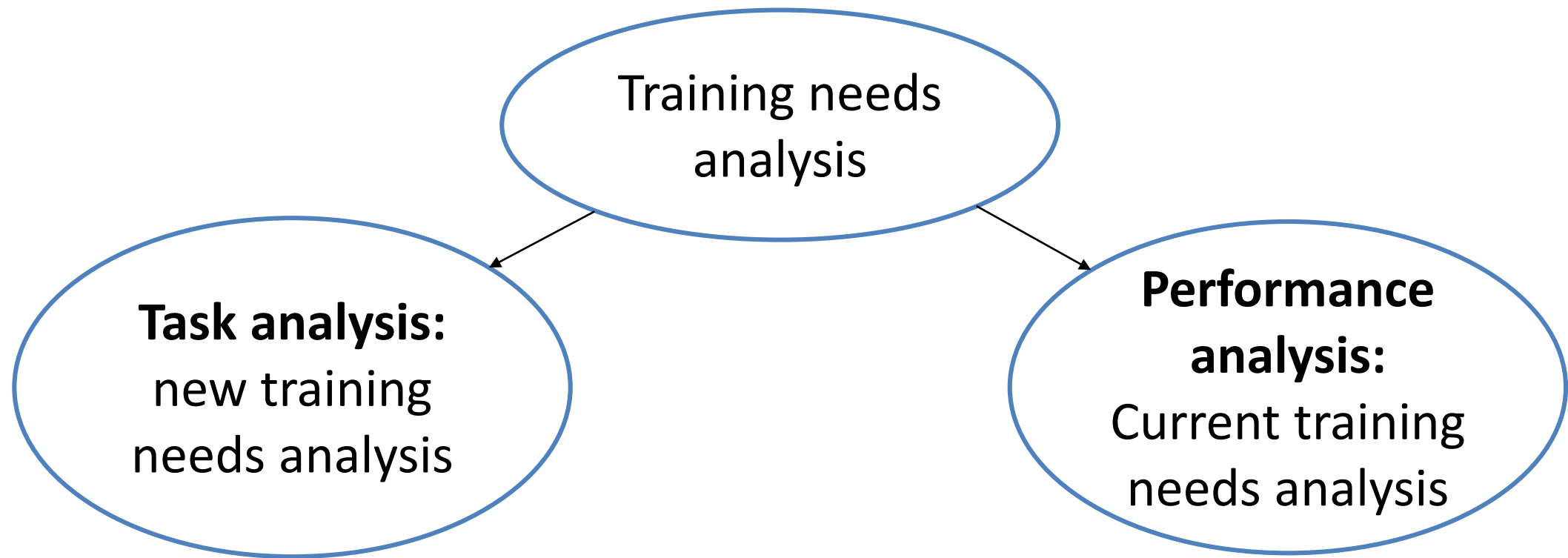
- **Training process** is a process of teaching employees the basic skills they need to do their job.
- The importance of training:
 - Addressing weakness.
 - Necessary for new employee.
 - Improve employee performance
employee satisfaction.
- Training and strategy
- Training and performance

2. Training process:



2. Training process:

Step 1:



2. Training process:

Step 2:

- ⇒ Setting performance objectives.
- ⇒ Creating detailed training outline.
- ⇒ Choosing a program delivery method.
- ⇒ Evaluating the training program.

2. Training process:

Issues in a training program

- Creating motivational learning environment
- Making the learning meaningful
- Making skills transfer obvious and ease
- Reinforcing the learning:
- Ensuring transfer of learning to the job:

2. Training process:

Step 3:

- Choosing the actual content the program will present
- Choosing specific instructional methods
- Choosing training equipment and materials

Part 3:

Implementing training programs.

1. On-the-Job Training

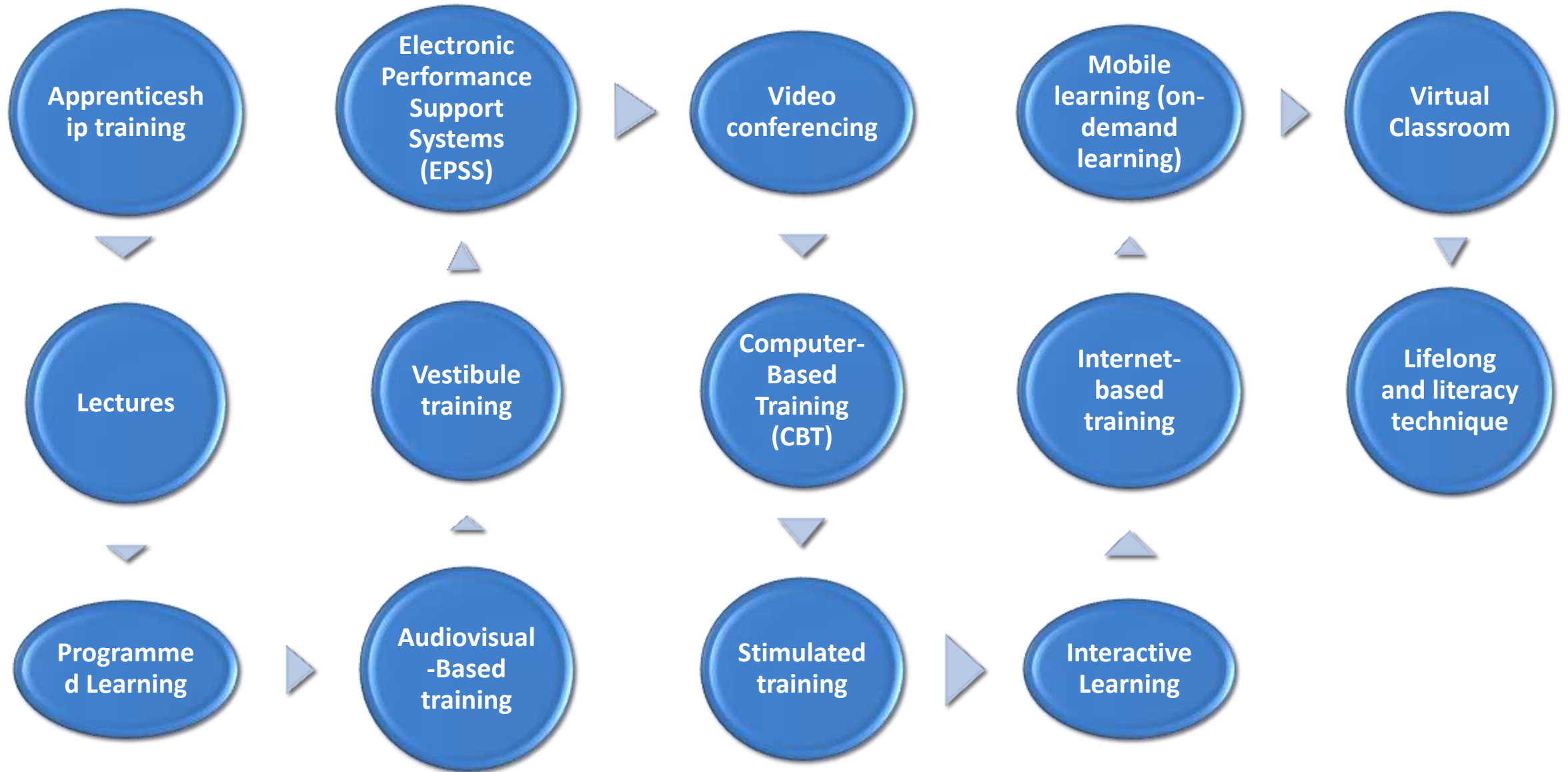
❖ Learn a job by actually doing it.

❖ Types:

- Coaching (Understudy method): observing skill, showing steps in working.
- Peer training: answer call-in questions about technical aspects of doing the jobs.
- Employee teams: analyze the jobs & prepare training materials

❖ Process:





Part 4:

Implementing management development programs

1. Strategy and Development:

❖ **Assessing the company's strategic needs:**

❖ **Appraising manager's current performance:**

- The aims of rotating through various assignments and educational experiences include identifying their management potential and giving them the necessary developmental experience.

❖ **Developing the managers:**

- The most popular management development activities include classroom-based learning, executive coaching, action learning, 360° feedback, experiential learning, off-site retreats, mentoring, and job rotation.

2. Managerial On-the-job Training:

- **Job rotaing:**

- Mean moving managers from department to department to broaden their understanding of the business and to test their abilities

- **Coaching/understudy approach:**

- Here the trainee works directly with a senior manager. Normally, the understudy relieves the executive of certain responsibilities, giving the trainee a chance to learn the job.

- **Action learning:**

- Give managers and others released time to work analyzing and solving problems in departments other than their own.

3. Off-the-job Management Training and Development Techniques:

The case study method:

- analyzes the case, diagnoses the problem.
- presents his or her findings and solutions.

Management games:

- develop their problem-solving skills
- focus attention on planning

Outside seminars:

- developing emotional intelligence
- assertiveness training
- dynamic listening skills for successful communication

University- related programs:

- 1- to 4-day programs
- lasting 1 to 4 months

Role playing:

- develop trainee's skills in areas like **leadership and delegating.**

Behavior modeling:

- shown good management techniques
- play roles in a simulated situation
- given feedback and praise.

4. Leadership development at GE:

- **Leadership programs:** these multiyear training programs rotate about 3,000 employees per year through various functions with the aim of enabling people to run a large GE business.
- **Session C:** this is GE's intense multi-level performance process. The CEO personally reviews GE's top 625 officers every year.
- The development pages of GE's website:

<http://www.ge.com/careers/students/entry-level.html>

Part 5:

Managing organization change programs

1. Why and What to change?

□ Why to change?

- Positive and right changings help the firm stay innovative enough to be competitive and strong enough to stay out of pressing problems.
- Changings can eliminate the redundant expenses and reinforce the strategy, culture, structure, technologies, or the attitudes and skills of the employees.

□ What to change?

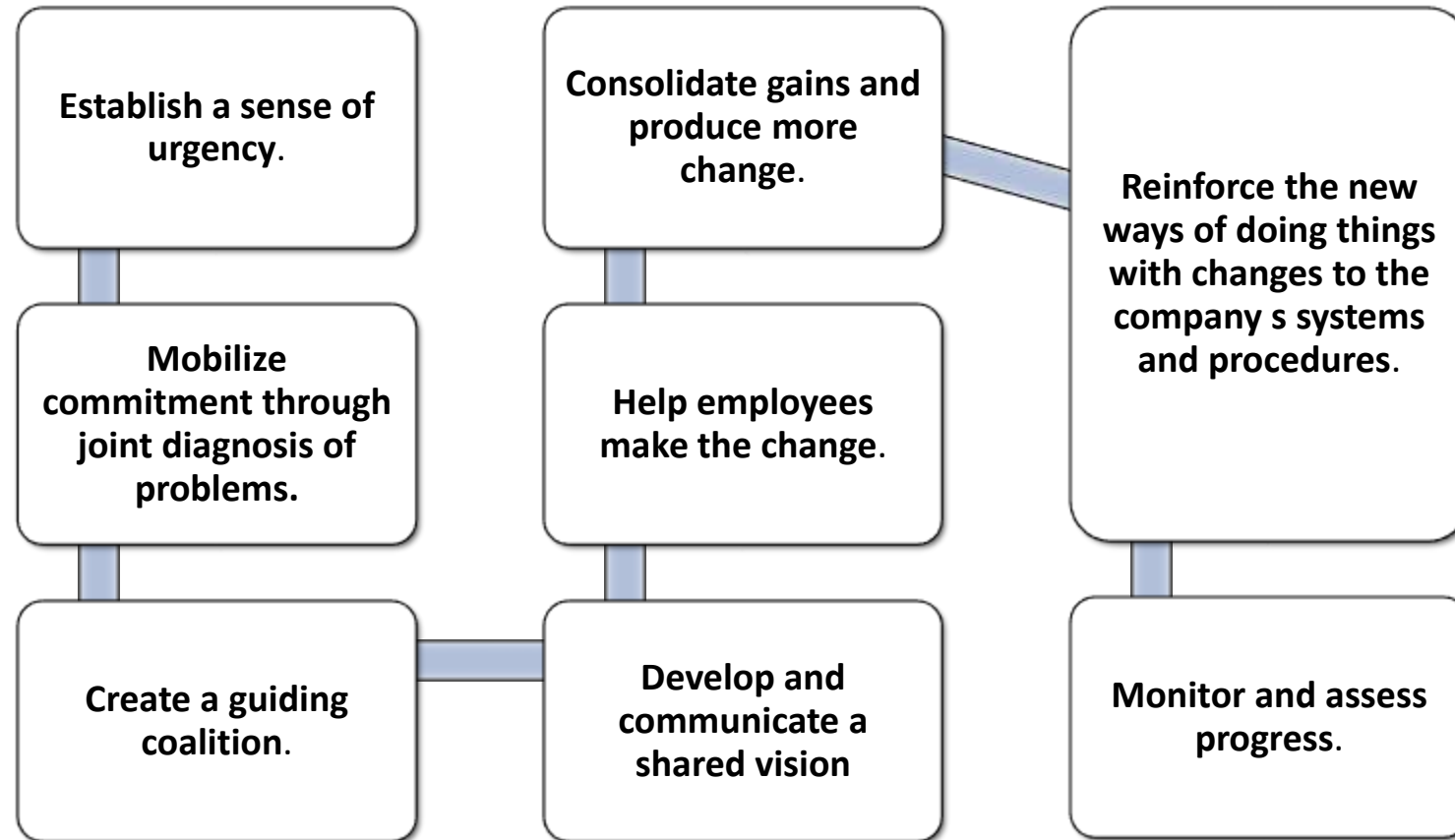
- STRATEGIC CHANGE : Organizational turnarounds often start with a change in the firm's strategy, mission, and vision with strategic change.
- OTHER CHANGES:
 - + New management team change.
 - + Changes in the employees themselves and in their attitudes, skills, and behaviors.

2. Lewin's Change Process

All behavior in organizations was a product of two kinds of forces: those striving to **maintain the status quo** and those **pushing for change**.



3. Leading Organizational Change



4. Using Organizational Development

- OD has several **distinguishing characteristics**:
 - Usually involve **action research**.
 - Apply behavioral science knowledge to improve the organizations effectiveness.
 - Change the organization in a particular direction toward empowerment.
- There are **four basic categories** of OD applications: human process, technostuctural, human resource management, and strategic applications

TABLE 8-2 Examples of OD Interventions

Human Process	Human Resource Management
T-groups	Goal setting
Process consultation	Performance appraisal
Third-party intervention	Reward systems
Team building	Career planning and development
Organizational confrontation meeting	Managing workforce diversity
Survey research	Employee wellness
Technostuctural	Strategic
Formal structural change	Integrated strategic management
Differentiation and integration	Culture change
Cooperative union–management projects	Strategic change
Quality circles	Self-designing organizations
Total quality management	
Work design	

4. Using Organizational Development

- HUMAN PROCESS APPLICATIONS
- TECHNOSTRUCTURAL INTERVENTIONS
- HUMAN RESOURCE MANAGEMENT APPLICATIONS
- STRATEGIC OD APPLICATIONS
 - Analyze current strategy and organizational structure
 - Choose a desired strategy and organizational structure
 - Design a strategic change plan an action plan for moving the organization from its current strategy organizational design to the desired future strategy and design.
 - Oversee implementing the strategic change and reviewing the results.

Part 6:

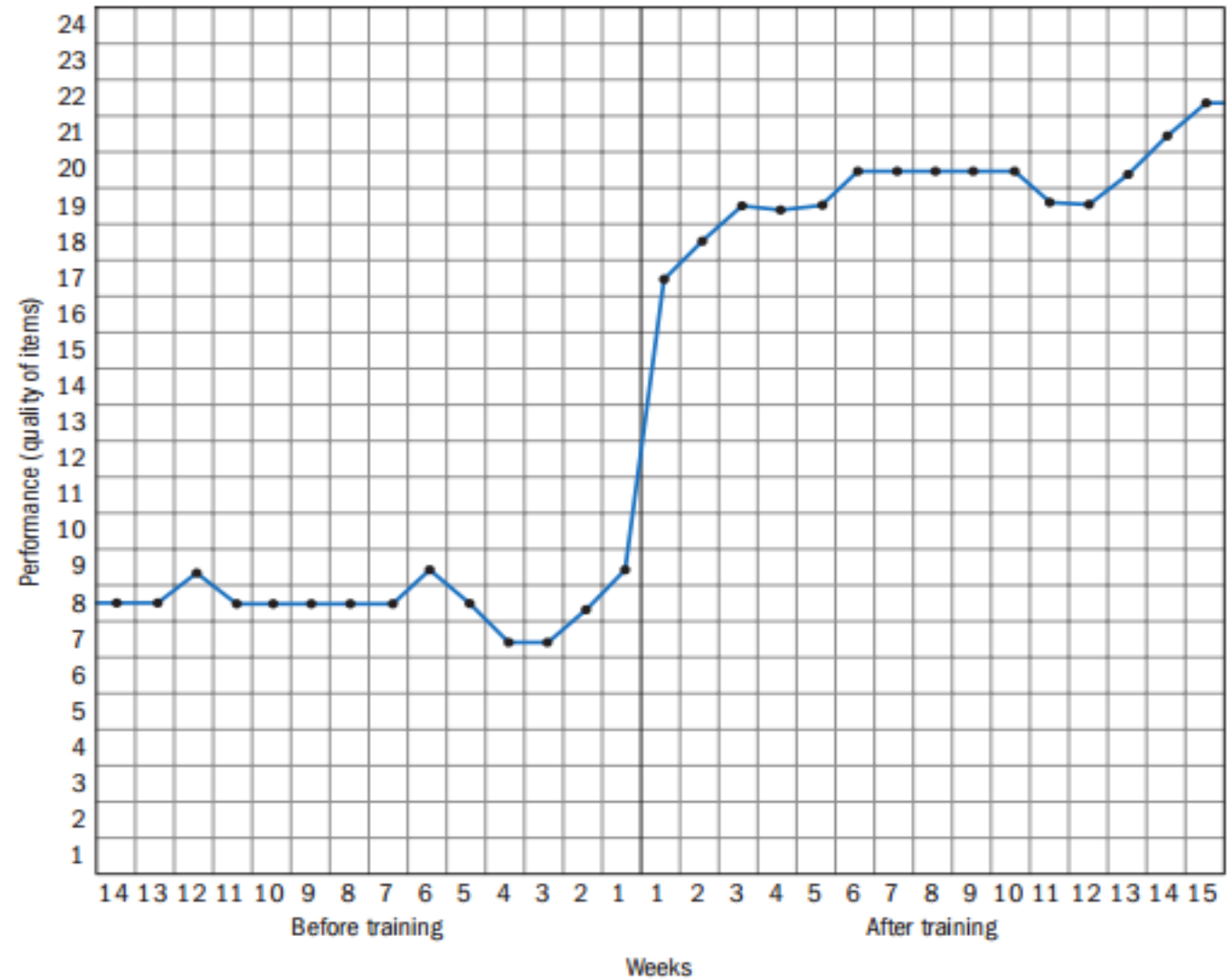
Evaluating the training effort.

- DESIGNING THE STUDY
- TRAINING EFFECTS TO MEASURE

Designing the Study

- ✓ The time series design is one option.
 - ✓ This can provide at least an initial reading on the program effectiveness.
 - ✓ However, you can't be sure from this analysis that the training caused any change.
 - ✓ Controlled experimentation is therefore the evaluation process of choice.
 - ✓ A controlled experiment uses both a training group, and a control group that receives no training.
- ➔ This controlled approach is feasible, but again, relatively few firms use it. Most simply measure trainees' reactions to the program; some also measure the trainees' performance before and after training.

FIGURE 8-3 Using a Time Series Graph to Assess a Training Program's Effects



Training Effects to Measure

1

Reaction. Evaluate trainees' reactions to the program. Did they think it worthwhile?

2

Learning. Test the trainees to determine whether they learned the principles, skills, and facts they were supposed to learn.

3

Behavior. Ask whether the trainees' on-the-job behavior changed because of the complaint depart- training program.

4

Results. Probably most important, ask, "What results did we achieve, in terms of the training objectives previously set?"

→ Evaluating any of these is straightforward. Or, you might assess trainees' learning by testing their new knowledge. The employer can also easily assess learning trainees' behavioural change.

Thank you
for your attention!

Let's discuss...