* From *Managing human resources: Productivity, quality of work life, profits* (9th ed.), read the following chapters:
  + [Workplace training](http://outboundsso.next.ecollege.com/default/launch.ed?ssotype=VitalSource&sku=0077649117&books=0077649117&outline=11)
  + [Performance management](http://outboundsso.next.ecollege.com/default/launch.ed?ssotype=VitalSource&sku=0077649117&books=0077649117&outline=12)

**Unit 4: Module 4 (Sep 19 - Sep 25)**

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| **http://myeclassonline.com/ec/courses/AUO_files/AU_img.gifModule 4 Overview** |

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| This module provides an overview of the tools required to design, develop, implement, and evaluate the training and development (T&D) function of HR.  The T&D function of HR accomplishes three objectives:   * To make sure that training needs are met * To create training programs to fulfill the organization’s development needs * To assess the effectiveness of the training programs   This module will explore all these areas of training in the HR strategic plan. It will also examine training platforms as well as the levels of training effectiveness.  Through the first assignment in this module, you will observe the use of technology in training delivery. You will also illustrate the benefits of technology in the transfer of learning. In the second assignment, you will study a scenario and based on the problems experienced by the three stores in the scenario; you will design a needs assessment and recommend three specific training initiatives for the employees at the stores. In addition, you will develop a budget of estimated costs to implement the training initiative you recommended.  **Using the navigation on the left, please proceed to the next page.** |  | http://myeclassonline.com/ec/courses/AUO_files/LearnOutcomes_sidebar_AU.gif   * Incorporate strategic human resource management principles in the development of programs that meet organizational needs and enable the organization to maintain a competitive advantage. * Recommend talent management strategies that support the HR strategic plan and the competitive strategy of the organization. |

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**Unit 4: Module 4 - Components of Training and Development**

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| There are three basic parts of training and development (T&D) related to strategic HR:   * **Training needs analysis:** The process of determining the training needs of an organization and aligning those needs with the organization’s goals and business objectives. * **Training delivery:** The determination of the appropriate medium for delivering training, that is, face-to-face, electronic, blended, etc. * **Training effectiveness:** The methodology used to measure the effectiveness of training.   These three components of T&D help groom, mentor, and develop employees’ knowledge and their capabilities to enhance the organizational performance.  Professional organizations such as SHRM and ASTD provide best practices and benchmarks for talent management in reference to needs analysis, delivery, and training effectiveness.  **Using the navigation on the left, please proceed to the next page.** |  |  |

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**Unit 4: Module 4 - Training Delivery Platforms**

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| Training delivery platforms are the methodologies used to deliver training and play a vital role in the effectiveness of a training program. HR professionals must identify the most suitable platform keeping the training needs in mind.  After the TNA is complete, HR professionals must choose a medium to deliver training. The various types of training platforms can be from these examples:   * **Classroom or instructor-led training (ILT):** This is a face-to-face interactive training where the instructor and employees meet in a classroom. * **On-the-job training (OJT):** This is an informal learning where more experienced and skilled employees train less experienced employees. * **Online/eLearning:** This is a self-paced interactive training available on the Internet or the extranet of an organization. * **Self-paced:** This can be online or offline and typically used for informal, skill-based learning. * **Computer-based training (CBT):** This includes off-the-shelf training programs available on CD-ROM, multimedia training programs that include audio, video, graphics, and animation, and simulations that provide interactive 3D learning environments such as flight simulators.   Each delivery platform has its own advantages and disadvantages. Therefore, HR professionals must evaluate each training platform before deciding on the best delivery method for their organization. They must consider the following factors to compare and contrast the delivery platforms:   * Cost * Audience * Desired outcomes * Resources   Here’s a brief analysis of each training platform based on these factors.   |  |  |  | | --- | --- | --- | | **Training Platform** | **Advantages** | **Disadvantages** | | Classroom or instructor-led training (ILT) | * Allows interaction between the instructor and the learners leading to better learning | * Centralized training location requires participants to travel to a certain location for a particular duration | | On-the-job training (OJT) | * Real-life training | * No means of validating the effectiveness or quality | | Online/eLearning | * Allows easy access * Allows easy updates to content | * Requires computer and Internet access * Requires self-motivation to complete the training | | Computer-based training (CBT) | * Cost effective * No need for Internet access | * Can be repetitious |   SHRM and ASTD provide best practices and benchmarks for talent management in reference to delivery platforms.  **Using the navigation on the left, please proceed to the next page.** |  |  |

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**Unit 4: Module 4 - Training Effectiveness**

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| The effectiveness of training programs can be measured using the four levels of the Kirkpatrick model. While most people refer to the four criteria for evaluating learning processes as “levels,” Kirkpatrick never used that term; he normally called them “steps” (Craig, 1996). In addition, he did not call it a model, but used words such as “techniques for conducting the evaluation” (Craig, 1996, p. 294).   * **Step 1—Reaction:** How did the learners think and feel about the training or learning experience? * **Step 2**—**Learning:** What did the learner learn from the training? How much have their knowledge and skills increased due to the training? * **Step 3—Behavior:** How much have behavior and capability improved, and how effectively can learners apply the newly acquired skills in the job? * **Step 4—Results:** What are the tangible results of the learning process in terms of reduced cost, improved quality, increased production, efficiency, etc.?   Kirkpatrick suggests the use of instruments (such as questionnaires), document reviews, and/or observations to obtain data for the steps in the process.   |  |  |  | | --- | --- | --- | | **Evaluation Level** | **Evaluation Type** | **Examples** | | 1 | Reaction | Use happy sheets, verbal reaction feedback forms, post-training surveys or questionnaires. | | 2 | Learning | Use pre- and post-training assessments, interview, and observation. | | 3 | Behavior | Use observation and interview to assess the behavioral change, its relevance, and sustainability. | | 4 | Results | Measures are already in place to assess the results. |   Once again, SHRM and ASTD provide best practices and benchmarks for talent management in reference to training effectiveness.  Craig, R. L. (1996). *The ASTD training development handbook*. New York, NY: McGraw-Hill.  **Using the navigation on the left, please proceed to the next page.** |  |  |

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