

## Course Learning Outcomes for Unit IV

Upon completion of this unit, students should be able to:

7. Create a training and development module for mid-level business managers.
  - 7.1 Depict the training and development process.
  - 7.2 Determine training methods that will reach employees with different learning styles.
  - 7.3 Explain the evaluation of training.

Course/Unit Learning Outcomes	Learning Activity
7.1	Unit Lesson Article: "The Power of Objectives: Moving Beyond Learning Objectives" Video: <i>Planning Training</i> Video: <i>Measuring and Evaluating Training</i> Video: <i>HR Basics: ADDIE Model</i> Video: <i>Training Strategies</i> Video: <i>General Principles of Learning</i> Unit IV PowerPoint Presentation
7.2	Unit Lesson Article: "The Power of Objectives: Moving Beyond Learning Objectives" Video: <i>Planning Training</i> Video: <i>Measuring and Evaluating Training</i> Video: <i>HR Basics: ADDIE Model</i> Video: <i>Training Strategies</i> Video: <i>Learning Styles</i> Video: <i>General Principles of Learning</i> Unit IV PowerPoint Presentation
7.3	Unit Lesson Article: "The Power of Objectives: Moving Beyond Learning Objectives" Video: <i>Planning Training</i> Video: <i>Measuring and Evaluating Training</i> Video: <i>HR Basics: ADDIE Model</i> Video: <i>Training Strategies</i> Video: <i>General Principles of Learning</i> Video: <i>Kirkpatrick's Four Levels of Evaluation</i> Unit IV PowerPoint Presentation

## Required Unit Resources

In order to access the following video resources, click the links below.

ClickView/VEA (Producer). (2015). [Learning styles \(Segment 5 of 8\) \[Video file\]](https://libraryresources.columbiasouthern.edu/login?auth=CAS&url=https://fod.infobase.com/PortalPlayer/aylists.aspx?wID=273866&xtid=94150&loid=395253). Retrieved from <https://libraryresources.columbiasouthern.edu/login?auth=CAS&url=https://fod.infobase.com/PortalPlayer/aylists.aspx?wID=273866&xtid=94150&loid=395253>

ClickView/VEA (Producer). (2012). [Planning training \(Segment 2 of 6\) \[Video file\]](https://libraryresources.columbiasouthern.edu/login?auth=CAS&url=https://fod.infobase.com/PortalPlayer/aylists.aspx?wID=273866&xtid=48955&loid=148952). Retrieved from <https://libraryresources.columbiasouthern.edu/login?auth=CAS&url=https://fod.infobase.com/PortalPlayer/aylists.aspx?wID=273866&xtid=48955&loid=148952>

ClickView/VEA (Producer). (2012). [Measuring and evaluating training \(Segment 5 of 6\) \[Video file\]](https://libraryresources.columbiasouthern.edu/login?auth=CAS&url=https://fod.infobase.com/PortalPlayer/aylists.aspx?wID=273866&xtid=48955&luid=148955). Retrieved from <https://libraryresources.columbiasouthern.edu/login?auth=CAS&url=https://fod.infobase.com/PortalPlayer/aylists.aspx?wID=273866&xtid=48955&luid=148955>

The transcripts for the videos above can be found by clicking on “Transcript” in the gray bar to the right of the video in the Films on Demand database.

Caruso, S. J. (2012, March 13). [Kirkpatrick's four levels of evaluation \[Video file\]](https://c24.page/br956ekfevmcsfb4peeyjhn6sg). Retrieved from <https://c24.page/br956ekfevmcsfb4peeyjhn6sg>

Gregg Learning. (2019, March 13). [HR basics: ADDIE model \[Video file\]](https://c24.page/2m5pvhw9ctzgb36xs2escxsgv). Retrieved from <https://c24.page/2m5pvhw9ctzgb36xs2escxsgv>

Gregg Learning. (2019, October 7). [Training strategies \[Video file\]](https://c24.page/6rmmf5yhbauq4wbpehscktccwq). Retrieved from <https://c24.page/6rmmf5yhbauq4wbpehscktccwq>

Gregg Learning. (2019, October 6). [General principles of learning \[Video file\]](https://c24.page/5pt76t34jguumm3jc5rr4wp4j5). Retrieved from <https://c24.page/5pt76t34jguumm3jc5rr4wp4j5>

*In order to access the following resource, click the link below.*

Phillips, J., & Philips, P. (2010). [The power of objectives: Moving beyond learning objectives](https://libraryresources.columbiasouthern.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bsu&AN=51983749&site=ehost-live&scope=site). *Performance Improvement*, 49(6), 17–24. Retrieved from <https://libraryresources.columbiasouthern.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bsu&AN=51983749&site=ehost-live&scope=site>

## Unit Lesson



---

In Unit III, you developed a compensation package and were able to hire qualified employees. It is now time to ensure that your new hires as well as current employees are trained to do their jobs.

---

Training primarily focuses on training new skills while development focuses on improving existing skills. You have discovered that training and development have not been a focus at your organization, and you know that you need to do your research before developing a training module. First, you need to determine what training is needed, and you then need to identify the focus of the training. You decide to begin with a training needs analysis.

### Training Needs Analysis

Since joining the organization, you have noticed that production levels are not being met, and your customer services ratings have continued to decline. To determine why there are gaps, who needs training, and what type of training you will need to meet your organizational objectives, you will conduct a *needs analysis*. The goal of a needs analysis is to improve employee performance (“Needs Analysis,” n.d). The first thing you would do is determine what type of needs analysis will be conducted. If you noticed a decline in production levels, you may decide to conduct a work analysis, which will evaluate the tasks that are being completed. If there are issues with customer service ratings, then you may want to conduct a performance analysis. You would want to identify why customer service ratings are 20% below the established organizational objective. After conducting the needs analysis, you may determine that production levels are not being met because of

faulty equipment. Therefore, no additional training would be needed until new equipment is purchased. Consider the questions below when conducting your training needs analysis.

- What is the organization's goal for the training?
- What history of training does the organization have in this area?
- What needs will be addressed by the training?
- Are there any recent process or procedure changes?
- What are the required knowledge, skills, and abilities (KSAs)?
- Who requires the training?
- What resources are available to assist in the training?
- Who can serve as subject-matter experts (e.g., staff, external trainers)?
- What training materials are needed?
- Where and when will the training take place?

Consider the following scenario: After conducting the analysis, you find that new customer service staff have not received adequate training. The new staff members were not trained in how to answer certain questions. As a result, customers keep getting transferred to different people. As you know, this can be very frustrating. Now that you have identified gaps, determined which competencies to focus on, and determined who needs to be trained, you will work with your team to establish training objectives.

### Training Objectives

Training objectives are important and should be established so that participants will know what is expected of them. Objectives identify the focus of the training. Training objectives should be connected to organizational objectives and should be measurable. If your organizational objective is to offer the best customer service so that customers will want to work with your organization instead of with your competitors, then your training objectives could include any of the following statements.

- Customer service calls will be answered within 5 minutes.
- The number of customer interactions per employee will increase by 15% from xx to xxx.
- The number of customer service complaints will decrease by 10% from xxx to xx.

Once you have identified the objectives of the training, you will decide to evaluate training models.

### Training Models

There are several models that can be used to design a training program. You decide to first focus on ADDIE; a linear approach. ADDIE is an acronym for the five phases seen in Figure 1.

Another model is the Kemp design model. This model uses a nonlinear structure. Though this model may appear to be more complicated with its nine steps, you find it to have value. The nine steps are listed below (Kurt, 2016).

- Determine the specific goals, and also identify potential instructional issues.
- Identify characteristics of learners that should be taken into account during the planning process.
- Clarify course content, and analyze the proposed task components in relation to the stated goals and purposes of the course.
- Define instructional objectives and desired learning outcomes.
- Ensure that content for each instructional unit is structured sequentially and logically to facilitate learning.
- Design instructional strategies to enable individual learners to master the content and achieve desired learning outcomes.
- Plan the instructional message and the appropriate mode of delivery.



Figure 1: ADDIE model  
(Artistashmita, n.d.)

- Develop evaluation instruments suitable for measuring and assessing learners' progress toward achieving course objectives.
- Choose the appropriate resources that will support both teaching and learning activities.

Now that you have completed your research on two models, you realize the importance of understanding how your employees learn.

## Learning Principles

Knowles, Holton, and Swanson (2005) identified core learning principles, which include the learner's need to know, the learner's self-concept, the learner's prior experience, the learner's readiness and motivation to learn, and the orientation to learning. Think back to a training session where you were bored and not focused. Was the training not relevant, or were you not motivated? Relevance of what you are going to learn is important as is a readiness and motivation to learn. Prior experience of the learner should be considered when developing a training session. Learning should be problem-centered and contextual—not theoretical. A learner who is self-directed will learn and remember more than one who is told what to do. Repetition and reinforcement are important. Did you ever participate in a training session where you were so excited to use what you had learned, but when you tried to use this information months later, you could not remember what to do? It was most likely frustrating because you waited months to apply what you had learned, but you then realized that you may not have been fully engaged in the 50-slide, wordy PowerPoint presentation where there were not opportunities to ask questions. After evaluating the research on learning styles, you may understand why.

## Learning Styles

Ferrazzi (2015) recognized the need to develop programs that meet the needs of the different learning styles of employees. He reports that using technology would be effective for Millennials who grew up using cell phones, computers, and video games, but would it be effective for other generations? What type of learner are you? An *auditory learner* tends to learn best by listening. This type of learner enjoys lectures and group discussions. A *visual learner* learns best by seeing. This type of learner prefers maps, visuals, and graphic representation as a way to learn new information. A *kinesthetic learner* learns best by doing. Hands-on learning is effective. St. Louis (n.d.) tells us that 65% of the population are visual learners, 30% are auditory learners, and 5% are kinesthetic learners. Based on this information, if you were going to develop a training session on how to bake a cake, you would want to consider the tips below.

- Include directions on how to make the cake, and include pictures of the cake (visual learner).
- Provide an engaging lecture about how to make the cake, and allow learners to ask questions (auditory learner).
- Have the ingredients ready so learners can make and bake the cake (kinesthetic learner).

Now that you know about learning styles, it is time to determine the type of training delivery that will be used as you develop your training session.

## Training Delivery

The training delivery depends on the objectives of the training, the participants, and the content being delivered. If you wanted to teach someone how to operate new equipment, you may decide to use on-the-job training. Oftentimes, budget determines the training delivery. You first suggest a 5-day training at an offsite location. The chief executive officer (CEO) does not support this when finding out the cost. You start looking at other internal options, such as the ones listed below:

- traditional classroom or face-to-face training,
- organization-developed web- or computer-based training,
- self-paced training,
- on-the-job training,
- job shadowing,
- cross-training,
- brown bag lunches,
- mentoring and coaching, and
- apprenticeship.

You realize that you can also hire someone external to the organization to develop and/or facilitate the training session. Podcasts, virtual classrooms, video-based learning, and web conferences are also available. Ferrazzi (2015) found that it is important to offer flexibility for employee development programs. Whatever training method you select, you will need to be sure that you have qualified trainers.

### **Qualified Trainers**

The importance of selecting the trainer or the facilitator of the training program cannot be understated. The trainer should have the credentials and experience related to the training topic. You would never select an HR management instructor who does not have a pilot's license to facilitate a session on how to fly small planes. You want a trainer who can engage and connect with the participants. It is also important to find out if the person you selected is interested in facilitating the training session. The trainer should be a good communicator, and if not, you should look at other alternatives because the training session may not be effective.

### **Evaluating the Effectiveness of Training**

After the training session, the CEO asked if the training session was effective. You are aware that you have several options in how to determine this. Before the training, you can give employees a pre-test to evaluate what they currently know. One month later, you will give the employees a post-test to see what they learned and what was retained. A survey after the session may give you valuable insights about the effectiveness of the training. You can talk to employees, to supervisors, and to coworkers to get their insights. In your research, you found an interesting video on Kirkpatrick. The Kirkpatrick training evaluation model evaluates the effectiveness of training (Maynard, 2013). There are four levels in the model, which include reaction, learning, behavior, and results.



Figure 3: Kirkpatrick's evaluation model (adapted from Manyard, 2013)

### Transfer Training to the Job After Training

You have trained your employees, and you know that the goal is that they will remember what they learned in the training session. Ineffective training not only costs the organization money but can have an impact beyond finances. Freitas, Silva, and Santos (2019) conducted a study on safety training transfer. They reported that when there is a transfer of learning in safety training, workers are protected. They conducted a study of blue-collar workers from four city councils who participated in a 1-day safety training session. The sessions were organized by the HR department of each city council. There were several findings about transfer of training, and the first should not surprise you. The trainees needed to find the relevance and importance of using the safety knowledge and safety skills learned at the training session. Supervisors, other leaders, and coworkers must also be committed to promoting safety in the workplace. So, you realize the importance of all stakeholders supporting the training. After all of your research, you feel prepared to develop a training session. You realize the importance of training employees and the connection to performance evaluations, which is the focus of the Unit V discussion.

### References

- Artistashmita. (n.d.). *Addie model* [Graphic]. Retrieved from <https://www.dreamstime.com/royalty-free-stock-images-addie-model-image25991179>
- Ferrazzi, K. (2015, July 31). 7 ways to improve employee development programs. *Harvard Business Review*. Retrieved from <https://hbr.org/2015/07/7-ways-to-improve-employee-development-programs>
- Freitas, A. C., Silva, S. A., & Santos, C. M. (2019). Safety training transfer: The roles of co-workers, supervisors, safety professionals, and felt responsibility. *Journal of Occupational Health Psychology*, 24(1), 92–107. Retrieved from <https://libraryresources.columbiasouthern.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2018-33709-001&site=eds-live&scope=site>
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). *The adult learner* (6th ed.). Burlington, MA: Elsevier.



- Kurt, S. (2016). Kemp design model. Retrieved from <https://educationaltechnology.net/kemp-design-model/>
- Kurt, S. (2017). ADDIE model: Instructional design. Retrieved from <https://educationaltechnology.net/the-addie-model-instructional-design>
- Maslova, E. (n.d.). *The badge of a glowing light bulb* [Graphic]. Retrieved from <https://www.dreamstime.com/badge-glowing-light-bulb-original-image114704893>
- Maynard, D. (2013, October 4). *Employee training evaluation* [Video file]. Retrieved from <https://www.youtube.com/watch?v=4xgkHj6jn34>
- Needs analysis: How to determine training needs. (n.d.). Retrieved from [https://hr-guide.com/Training/Determining\\_Training\\_Needs.htm](https://hr-guide.com/Training/Determining_Training_Needs.htm)
- St. Louis, M. (n.d.). How to spot visual, auditory, and kinesthetic-learning executives. Retrieved from <https://www.inc.com/molly-reynolds/how-to-spot-visual-auditory-and-kinesthetic-learn.html>