TOPIC 7
TRAINING AND DEVELOPING HUMAN RESOURCES

7.1. Key challenges in training

- How can training keep pace with a changing organizational environment?
- Is training the solution to the problem?
- Are training goals clear and realistic?
- Should training take place in a classroom or on the job?
- How can training be delivered so that trainees are motivated to learn?
- Will training work?
- Is training a good investment?

7.2. Training vs. development

Training
The process of providing employees with specific competencies (knowledge, skills, behaviours) and/or helping them correct deficiencies in their performance. Correctly designed and implemented, training strongly influences current performance levels.

Development
The process of providing employees with the competencies (knowledge, skills, behaviours) that the organization will need in the future. It pays off in terms of a more capable and flexible workforce in the long run.

- Although training plans should motivate employees, it may sometimes have negative connotations.
- Broadly interpreted, training also includes development, thus increasing the motivational effects.
- In practice, both terms are often used interchangeably.

7.3. Talent development

- Needs assessment
- Setting objectives
- Implementation
- Evaluation

7.4. Career development models

References:
7.3. TALENT DEVELOPMENT

Talent development: Phases of the training process

- Needs assessment
- Setting objectives
- Implementation
- Evaluation

7.3.1. Needs assessment

**Purpose:** to determine if talent development (training) is needed and, if so, to provide the information required to design the training programme.

Three levels of analysis: organizational, task, and person.

- **Organizational analysis.** Examination of broad factors such as organization’s culture, mission, climate, strategy, goals, environment, etc. (e.g., influence of technology change on new skills needs).
- **Task analysis.** Examination of the job to be performed, usually through job analysis that provides information needed to understand job requirements (e.g., influence of job enlargement on new skills needs).
- **Person analysis.** Determining which employees need training by examining their performance (e.g., use of performance appraisal to detect skills gaps, in the context of performance management).

7.3.2. Setting objectives

Talent development objectives (or training goals) should be:

- Based on the previous phase of needs assessment.
- Linked to specific competencies (knowledge, skills, behaviours), values, tasks, duties, and/or responsibilities identified in the previous phase.
- Stated in behavioural terms, thus determining what an employee will know, do, and not do (i.e., how he/she will behave) after training.
- As specific as possible (e.g., ‘increase interpersonal sensitivity’ can be measured through more specific items such as ‘meeting regularly with subordinates and providing timely feedback’).
- Realistic and attainable with time and resources available (e.g., a new software application cannot be usually mastered in a two-hour session).
- Used as a basis for assessing training effectiveness.

7.3.3. Implementation

**Purpose:** carrying out the talent development (training) activities, as a direct response to organizational problems or needs that can be tackled through training, in order to achieve the training goals established in the previous phase.

**On-the-job training (OJT)**

Trainees work in the actual work setting, usually under the guidance of an experienced worker, supervisor, or trainer. Methods include:

- **Job rotation.** Aim of gaining experience in different kinds of narrowly defined jobs. Closely related to job (re)design.
- **Apprenticeships.** Learning period for skilled blue-collar jobs. Usually with pay lower than the regular one.
- **Internships.** Learning period for skilled white-collar jobs. Usually with very low or no pay.

**OJT advantages**

- High relevance to the job, since the tasks undertaken and learned are generated by the job itself.
- Lower expenses and use of resources (e.g., facilities, specialized training equipment, cost of hiring trainers, trainees’ lost working hours).
- While learning, the employee also contributes – to some extent – to organizational goals.

**OJT disadvantages**

- Costs related to trainees’ lack of expertise. For instance: losing frustrated customers due to poor service, errors or damage to equipment.
- Lower work performance of trainees’ coworkers who ‘teach’ trainees.
- Safety risks (even life-threatening) to trainees, coworkers or customers.
7.3. TALENT DEVELOPMENT

7.3.3. Implementation

Off-the-job training (i)
Trainee learns outside the work context through specific training activities, undertaken either inside the company or off-premises. Methods include:

- Classroom instruction. Lectures, talks, case-based problem-solving, role playing, etc., which may be supported with slides, videos, readings, etc.
- Teletraining and computer-supported training. Live-training broadcasts (one-way or interactive), online training (e-learning). (E-learning can be very effective for computer-intensive jobs.)
- Simulations. Devices or situations that replicate job demands at an off-the-job site. Recommended when information used is complex (e.g., stock market analysis), job equipment is expensive, and/or cost of an incorrect decision is high (military, police, security staff, airline pilots, space or ocean exploration, surgery, critical assembly processes, etc.).

7.3.3. Implementation

Off-the-job training (ii)

- Virtual reality (VR). A number of technologies that replicate the entire real-life working environment (rather than just some aspects of it, as with simulations). Computer-generated virtual environments that change respond to head and body movements. Recommended for jobs that require rehearsal and practice, working from a remote location, visualizing objects or processes that are not usually accessible, and/or there is a high risk of potential damage to equipment or danger to individuals. Examples: US military, Motorola’s semiconductor manufacturing, placement of carotid artery stents.
- Outdoor training. Broad array of experiential learning activities that are performed outdoors, often in natural settings, where employees need to develop skills (e.g., creativity, leadership, team working), behaviours (e.g., cooperation, initiative, risk-taking), and/or values (e.g., discipline, ethics, quality, efficiency) that will be useful for their jobs.

7.3.3. Implementation

Off-the-job training advantages

- Extended periods of uninterrupted study or practice, minimizing distractions and interruptions (which are unavoidable in OJT).
- Some forms of off-the-job training (especially simulations and VR) can considerably minimize safety risks to trainees, coworkers or customers.
- Some forms of off-the-job training (especially simulations and VR) require investments which, applied to the right type of jobs, are outweighed by the benefits of much faster and cheaper learning.
- Some forms of off-the-job training (e.g., outdoor training) can be especially effective motivational and commitment-building tools, helping build shared values and reinforce organizational culture (socialization-focused training).

7.3.3. Implementation

Off-the-job training disadvantages

- Risk of low, and/or not immediate transferability of what is learned back to the job (especially with classroom instruction, much less so with simulations and VR) – compared with OJT.
- Higher expenses and use of resources (e.g., facilities, specialized training equipment, cost of hiring trainers, trainees’ lost working hours) – compared with OJT.

7.4. CAREER DEVELOPMENT MODELS

Different career development options

- Traditional career development
- New career development models
  - Diverse/versatile career model – well-structured, self-managed career development, optimizing employability
  - Kaleidoscope career model – career defined by own personal values and life priorities, combining three key parameters: authenticity, balance and challenge (ABC model)
  - Boundaryless career model – emphasis on cross-company mobility and unpredictability, and driven by feelings and emotions rather than tangible achievements (intelligent and subjective career)