

HRD 346 – Training & Development

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Instructor/Facilitator

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Course Objectives

The course is about the training and employee development and human performance improvement in organizations; but that is not the whole story. The field of training and development is changing. There is a need for trainers to reorient their thinking from the comfort and structure of the classroom to the more ambiguous consulting area. The gap is actually not nearly as wide as some might think. Trainers have considerable expertise in job and task analysis, learning specialists, facilitators, communication experts, and professionals with a broad perspective of the human dimensions of human performance in organizations.

The training industry is undergoing a significant shift from training as “the solution to employee performance problems” to looking for cheaper, more effective alternatives to training. In 1999, the American Society for Training & Development (ASTD) began using the phrase “workplace learning and performance” (WLP) to describe the changing profession and replaced “training and development.” WLP is the new descriptor for the profession that is concerned with the improvement of the individual, group, and organizational performance. The significance of this shift is to “connect the dots” for organizational executives so they can see WLP professionals as the source of learning and performance solutions. Executives will expect and more likely accept recommendations tied to performance solutions. Further, if you see yourself as a WLP professional you are more likely to think and act as a professional concerned about learning and performance, and add more value to your organization.

In this class we will explore the theories and applications of adult learning, designing courses appropriate for different levels of employees respecting their specific needs and interests, mission, structure and purpose of the internal training function, development of internal consulting skills necessary to function effectively inside organizations, ROI of the training department, and performance based instruction and learning inside organizations.

The goal of this course is for you to develop an understanding of the skills, abilities, and practical elements of employee development and performance improvement in organizations. By the end of the course, with in class activities, your participation, and your reading and research you should be able to:

1. Describe the influence of business and market conditions on training and employee development.
2. Discuss, describe and evaluate the possible structures and functions for identifying training in organizations.
3. Apply various and appropriate methods and techniques for identifying training needs.
4. Write basic “blueprints” (instructional designs), training plans, and develop materials based on behavioral objectives tied to an organizations business objective.
5. Understand and state the applicable principles of adult learning
6. Describe applicable training evaluation, ROI of training, and apply them to the workplace.
7. Describe and understand human performance improvement (HPI) and the value of HPI to an organization.

This is your class; think of this opportunity to work with other people in your profession as your laboratory. Use this opportunity to refine skills, develop new awareness and appreciation for what you want to do outside the class, and to hone your approach to your careers.

Required Texts & Materials

Rothwell, W. J. & Kazanas, H. C. (2003). *Mastering the instructional design process (3rd edition): a systematic approach with CD-ROM*. Jossey-Bass: Pfeiffer, ISBN: 0787960527

Stolovitch, H. D. & Keeps, E. J. (2002). *Telling ain't training*. ASTD Press, Alexandria, VA. ISBN: 1562863282

Stolovitch, H. D. & Keeps, E. J. (2004). *Training ain't performance*. ASTD Press, Alexandria, VA. ISBN: 1562863673

HBR Cases

SUPERVALU: Professional Development Program #9-900-020

Bidwell Training Center, Inc. # 9-693-087

Management Development Plan in a Family Business #9-800-009

Other Readings & Cases

Various handouts, readings, and case studies in your reader.

Course Requirements

Class Participation

Class participation is defined as active involvement in all classroom and learning discussions and activities, full attention when another person is speaking or presenting, asking content-related questions, and sharing content-related professional experiences. Contributing to the discussion in class based on readings; participation in-group activities; contributing to the success of and collaborating with class participants.

In Class Project Presentation

You will given an opportunity to design a course for an organization, or design a training function/department, or design and develop a performance improvement program, as an in class team. You may bring your own project you wish to work on; I encourage you to do so.

Written Assignment

At the end of our weekend class you will be given a written assignment. This might be a project you are working on for an organization or an assignment that is hypothetical. The purpose of this assignment is to build on the skills and interests you have developed or expressed in class. I will make time during our class to discuss what you prefer to do. Make it relevant to your career or particular interest and take time to think about what you want to achieve.

Readings

Make sure you read the assigned readings. In the course reader, you will find articles that supplement the material for class.

Grading & Assignment Evaluation and Feedback

Grading is based on assessment and evaluation of your abilities in the following areas:

Synthesis and Evaluation – Application - Understanding and Knowledge

“A” work is thorough, creative, and insightful. There should be few, if any, presentation errors, and content should effectively integrate and apply course content. Student is in full attendance and constructively contributes to the learning environment. Work would serve as a model for others to emulate.

“B” work is above average. There may be a few errors, but understandability is high and effort is obvious. All assignments are complete and exhibit a complete understanding and an ability to apply concepts.

“C” work is average. Accomplishes only the minimum requirements. Oral and written communication is at an acceptable level for a graduate student.

Written Assignment Evaluation

Below is an outline of how I assess, evaluate and grade written assignments:

Subject Matter:

- Key elements of assignments covered
- Content is comprehensive/accurate/persuasive
- Displays an understanding of relevant theory
- Major points supported by specific details/examples
- Research is adequate/timely
- Writer has gone beyond textbook for resources

Higher-Order Thinking:

- Writer compares/contrasts/integrates theory/subject matter with work environment/experience
- At an appropriate level, the writer analyzes and synthesizes theory/practice to develop new ideas and ways of conceptualizing and performing

Organization

- The introduction provides a sufficient background on the topic and previews major points
- Central theme/purpose is immediately clear
- Structure is clear, logical, and easy to follow
- Subsequent sections develop/support the central theme
- Conclusion/recommendations follow logically from the body of the paper

Format

- Citations/reference page follow guidelines
- Properly cites ideas/info from other sources
- Paper is laid out effectively--uses, heading and other reader-friendly tools
- Paper is neat/shows attention to detail

Grammar/Punctuation/Spelling

- Rules of grammar, usage, punctuation are followed
- Spelling is correct

Readability/Style

- Sentences are complete, clear, and concise
- Sentences are well-constructed with consistently strong, varied structure
- Transitions between sentences/paragraphs/sections help maintain the flow of thought
- Words used are precise and unambiguous
- The tone is appropriate to the audience, content, and assignment

Oral Presentation Evaluation:

Below is an outline of how I assess, evaluate and grade written assignments:

Content

- Presentation content clearly follows the written paper upon which it is based (if applicable)
- Topic is relevant and addresses assignment specifications
- Content presented is comprehensive, accurate, and believable
- Key points are noted
- Topic is researched adequately

Structure – Organization - Style

- Presentation is well-organized, clear, and effectively structured
- If this is a group presentation, it is integrated rather than being a disjointed series of individual presentations
- There is an introduction to gain the audience's attention and explain the purpose of the presentation
- The presenter(s) involved the audience and solicited feedback
- Questions from the audience are effectively addressed and answered correctly
- Visual aids are used where appropriate
- Visual aids are appropriately professional given the presentation's context; they are easy to see/read
- Media are used correctly--i.e., overheads, videos, computer generated slides, charts, etc.
- Visual aids contribute to the overall effectiveness of the presentation
- Content knowledge/confidence are evident
- Time was used well/not rushed

Prior to First Class Meeting

Read:

Telling Ain't Training – Read Section 1, pp. 1-25; Section 2 - Chapters 5 & 6; Section 3 – Chapters 8 & 11.

Training Ain't Performance – Read Chapters 1; 2; 3; 6; & 8

Mastering the Instructional Design Process (3rd edition) – **Review** Chapters 5, 6, 8, 9, & 10. View the PowerPoint presentation on the CD.

Prior to the first class, please read the following in the course reader, *in order of importance:*

Rummler, G. A. & Morrill, K. (February 2005). "The results chain." *Training & Development*.

"What do you spend on training? What should you spend on training?" *Training & Development*.

Harris, P. (February 2005). "Small businesses bask in training's spotlight." *Training & Development*.

Giguere, P & Minotti (January 2005) “Rethinking web based learning.” Training & Development

Review:

The course materials in the reader and the cases if you have time.

Prepare:

1. Notes regarding issues, concerns, focus you want form our time together.
2. Reactions to the reading, i.e., do you agree, disagree, or just don't care about what you have read.
3. Think about what you want to work on in your individual assignments. You will have an opportunity to talk about this.

What is training?

Please read the following and be prepared to critically discuss during our time together.

Training is the continuous systematic development of all employees in an organization. This means that all levels of management, supervisory, professional, craft and trade positions, and in all skills, knowledge, and behaviors necessary for the optimum performance of these positions. Training is a never-ending task because people change and jobs change. Organizations must help people to fit into jobs providing guidance and resources. The purpose of training is to build a high performance workforce and to help people gain satisfaction from their jobs.

Because of the growing recognition that training must be a continuous process, many organizations have made considerable investments in the training and development function. The comprehensive approach to organizational training is conceptualized as organizational learning. Training and development has moved from ancillary status to becoming an integral part of a well-managed organization. This has caused organizations to give careful attention to the training function and several new thoughts have emerged as trends in employee development:

1. A trend toward a focus on improved performance rather than increased individual knowledge.
2. A trend to deal with situations rather than individuals.
3. A trend to see training as the way management get its job done rather that as a function of a department in an organization.
4. A trend toward building up in-house capabilities rather than dependence on outside experts.
5. A trend toward insistence on evaluation of the results of training rather than accepting rosy reports on faith.
6. A trend toward designing learning that will focus on learning how-to-learn.
7. A trend toward designing learning that will focus on action-learning rather than on one-way communication.
8. A tend toward training that provides reinforcement and follow-up experience for participants rather than graduating them from a training program.

9. A trend toward dependence more on the learning to be self-motivated by the learner rather than imposed on the learner by the trainer.
10. A trend for the training to be goal oriented rather than a vague assurance that it will be “good for you.”
11. A trend toward greater homogeneity in the persons being trained.
12. A trend toward emphasis on the importance of organizational climate as an essential factor affecting change.

The above list may not be all inclusive but it certainly demonstrates that the thinking about training has become far more critical. It is now recognized as a vital factor in sound organizational growth and very much a part of effective planning and productivity.

Instructor Background:

Orlando's career has spanned more than twenty years and includes senior management positions at Mercantile National Bank, Warner Bros., Inc. and GUESS?, Inc., the multinational apparel manufacturer and retailer. Orlando's industry experience is uniquely diverse, from printing to food processing, from health care to construction. Formerly a contributing editor at *Personnel Policy Manual*[™] and *HRMatters*[™], he writes monthly for the maquiladora-focused *Twin Plant News*[™].

He received his masters from the University of Southern California, with a specialization in applied behavioral sciences. He followed this with a doctorate and breakthrough research at Claremont Graduate University that discovered new and unique techniques to solve interpersonal and organizational disputes. Harvard has included his research in their study of critical moments in negotiation.

In addition to his successful organizational consulting practice, he currently serves on the University of California, Riverside Extension Advisory Board, where he teaches mediation and fact finding. Orlando is a certified mediator and a member of the Association for Conflict Resolution.

Recently he received the Experienced Professional Certified Performance Technologist (CPT) designation from the International Society for Performance Improvement (ISPI) and the American Society for Training and Development (ASTD).