



Functional Area #4: Learning and Development

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Learning

Acquiring knowledge, skills, behaviors, and competencies

Training

Providing knowledge, skills, or abilities (KSAs) specific to a particular task or job

Development

Preparing for future responsibilities through job experiences, relationships, assessment, and educational courses

HR's Role in Learning and Development

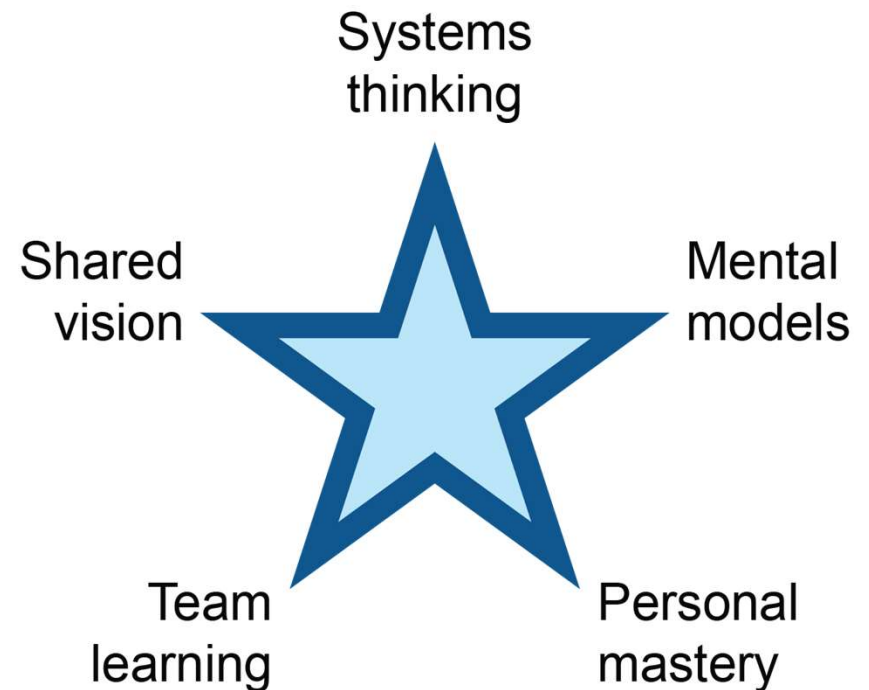


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- Ensure alignment of learning and development activity with strategic goals.
- Gather input from stakeholders.
- Use workforce analytics to guide development.
- Scan internal and external environment to identify critical learning needs and opportunities.



A learning organization adapts quickly to changes in the environment by altering organizational behavior. It provides the environment for learning and development.



— Peter Senge, *The Fifth Discipline*

Organizational Learning



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Occurs mainly through experience and what is learned from others and training

Individual

Occurs through increase in skills, knowledge, and abilities accomplished within groups or teams

Group

Begins through shared insights and knowledge of individuals and groups and builds on past organizational memories

Organizational



Knowledge retention strategies consider:

- What knowledge may be lost.
- The consequences of losing that knowledge
- The actions that can be taken to retain that knowledge.

**Technology-based
systems**



Softer systems



**Knowledge
retention**



- **Cross-cultural awareness**
 - **International assignment preparation**
 - **Global team building**
 - **Managing virtual teams**
- **Issues related to laws, ethics, and organizational values**



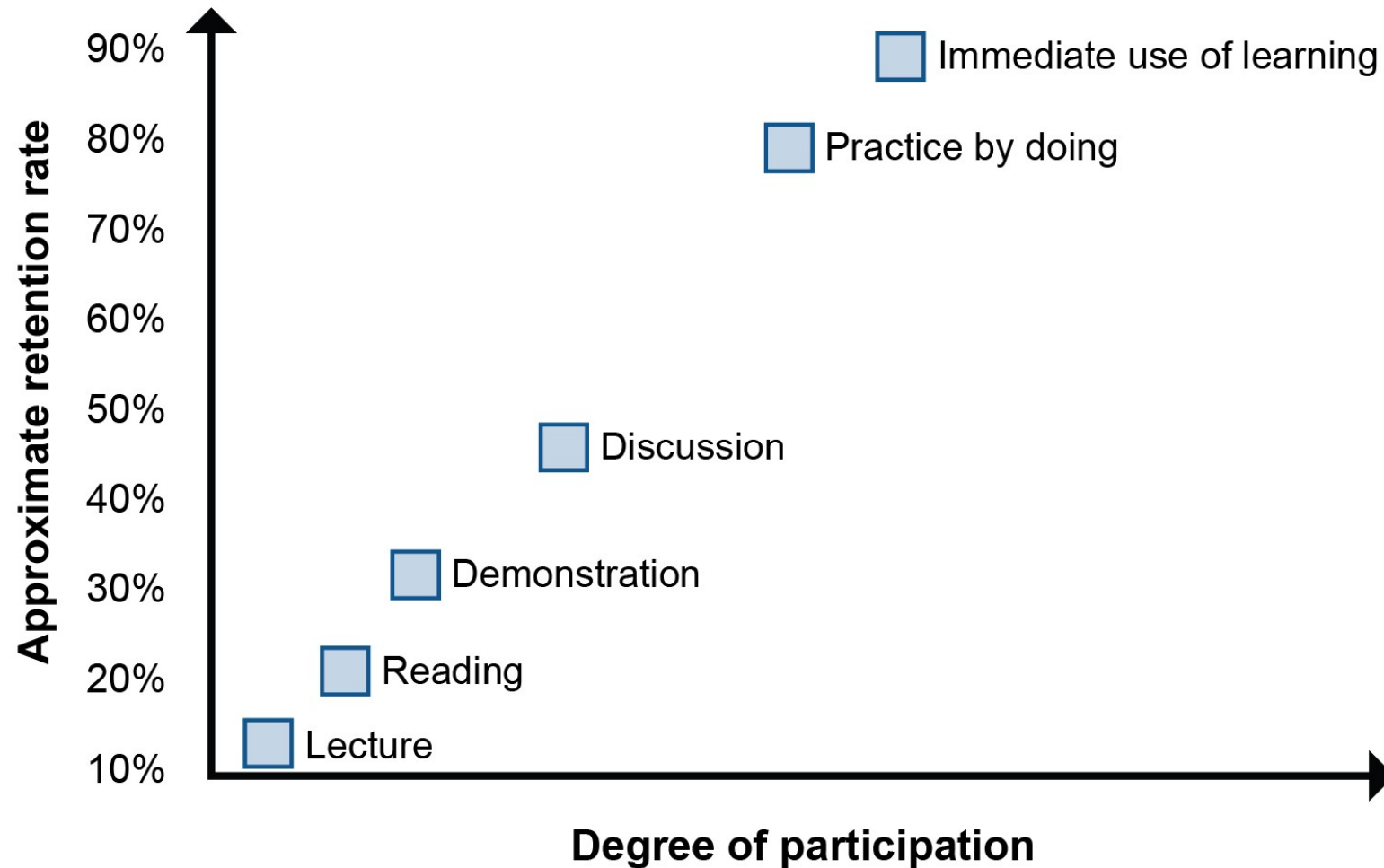
Adults learn differently from children. They:

- Are self-directed.
- Have experience as a resource.
- Are ready to learn.
- Are more problem-focused.
- Are internally motivated to learn.
- Are willing to “unlearn to learn.”

Learner Participation and Retention



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Obstacles to Learning



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Resistance to learning can be caused by external or internal factors:

- Low tolerance for change
- Lack of trust
- Peer group pressure
- Bad previous experience
- Lack of organizational commitment

Leverage adult learners' experience and relationships.

Learning Styles



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Visual learners

- Learn from seeing
- Associate information with images

Kinesthetic learners

- Learn by doing it themselves (tactile learning)
- May be bored by inactivity

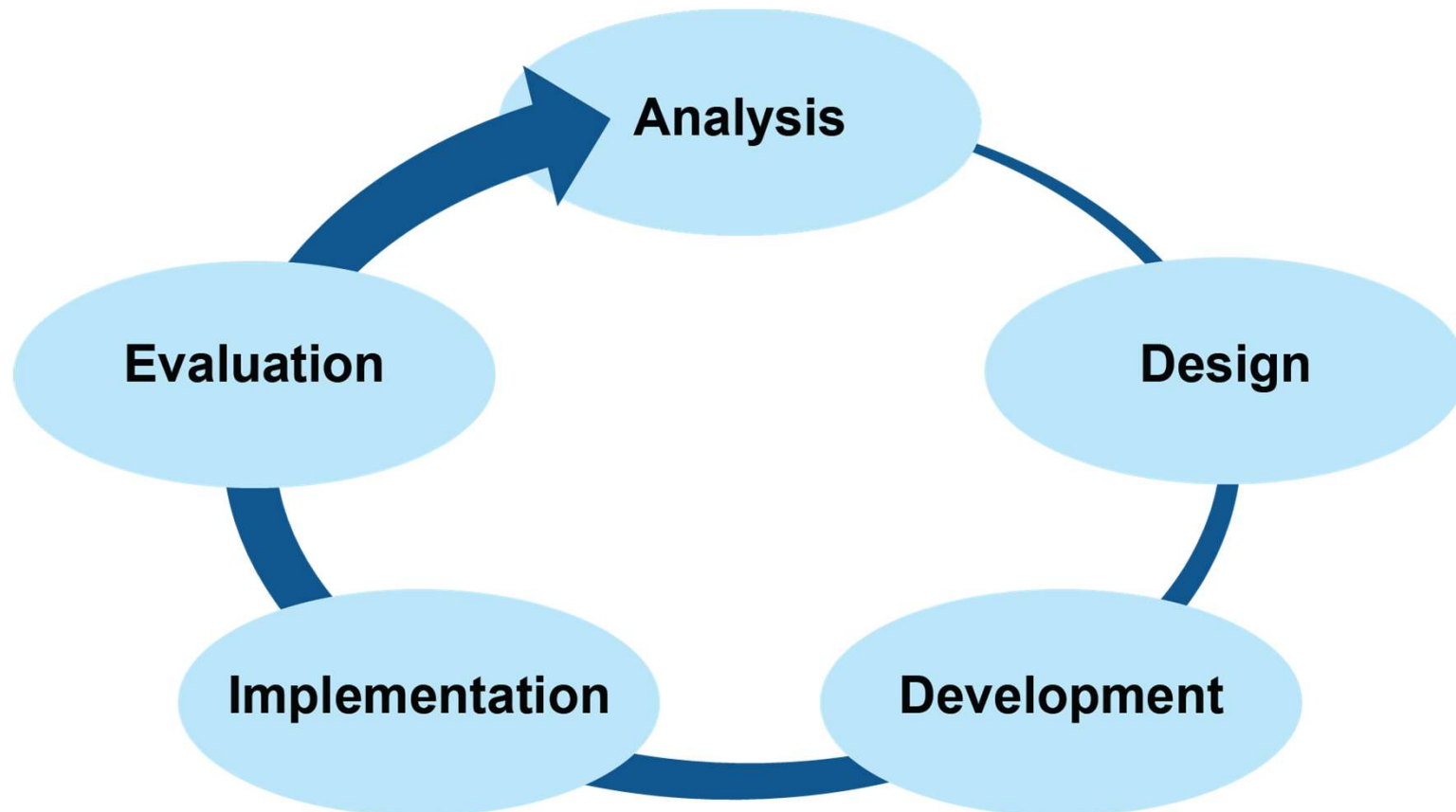
Auditory learners

- Learn by hearing (more than reading)
- Are sensitive to speech patterns

Training: ADDIE Model



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ADDIE Process—Analysis

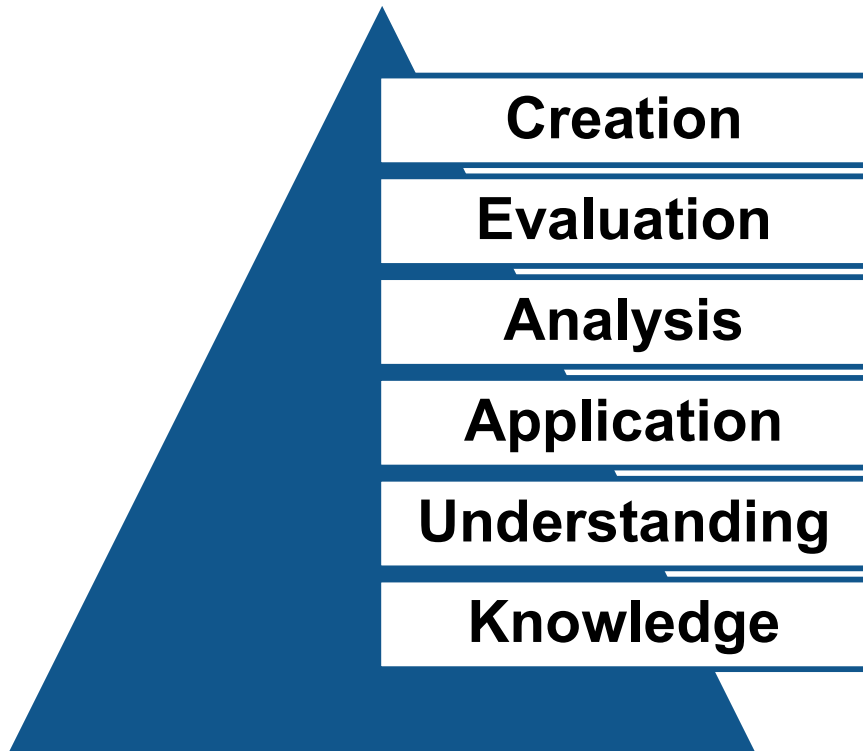


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Level	Measures
Organizational	<ul style="list-style-type: none">• Where is training needed?• What conditions affect training choices?
Task	<ul style="list-style-type: none">• What needs to be taught?• What does effective performance look like?
Individual	<ul style="list-style-type: none">• Who should be trained?• What kind of training do they need?



Apply Bloom's taxonomy.



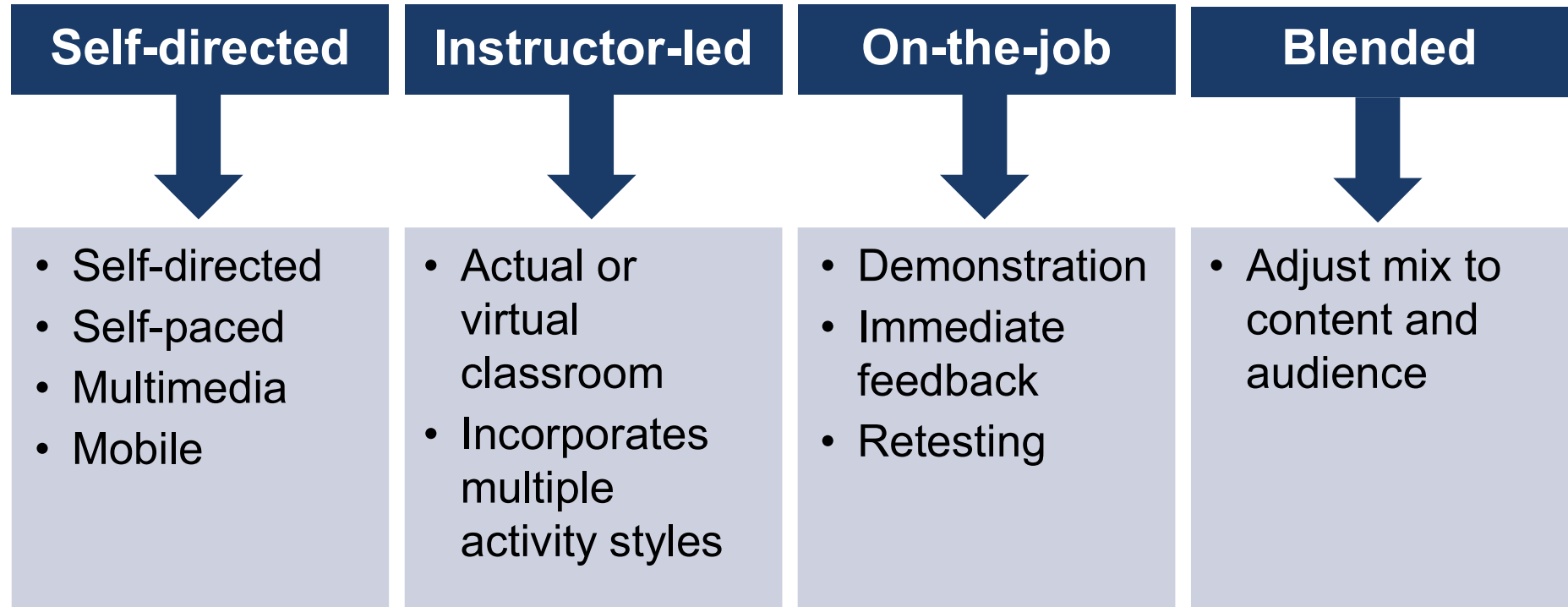
Be aware of cultural influences:

- Preferred learning strategies
- Team rather than individual goals
- Topic- or subject-centered versus situational or problem-focused learning
- Instructor or individual and self-directed training

Delivery Approaches and Transfer of Learning



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Transfer of learning: effective and continuing application of knowledge and skills at the work site.



Activities

- Case studies
- Round robin
- Role plays
- Structured exercises
- Simulations
- Fishbowl activities
- T-groups



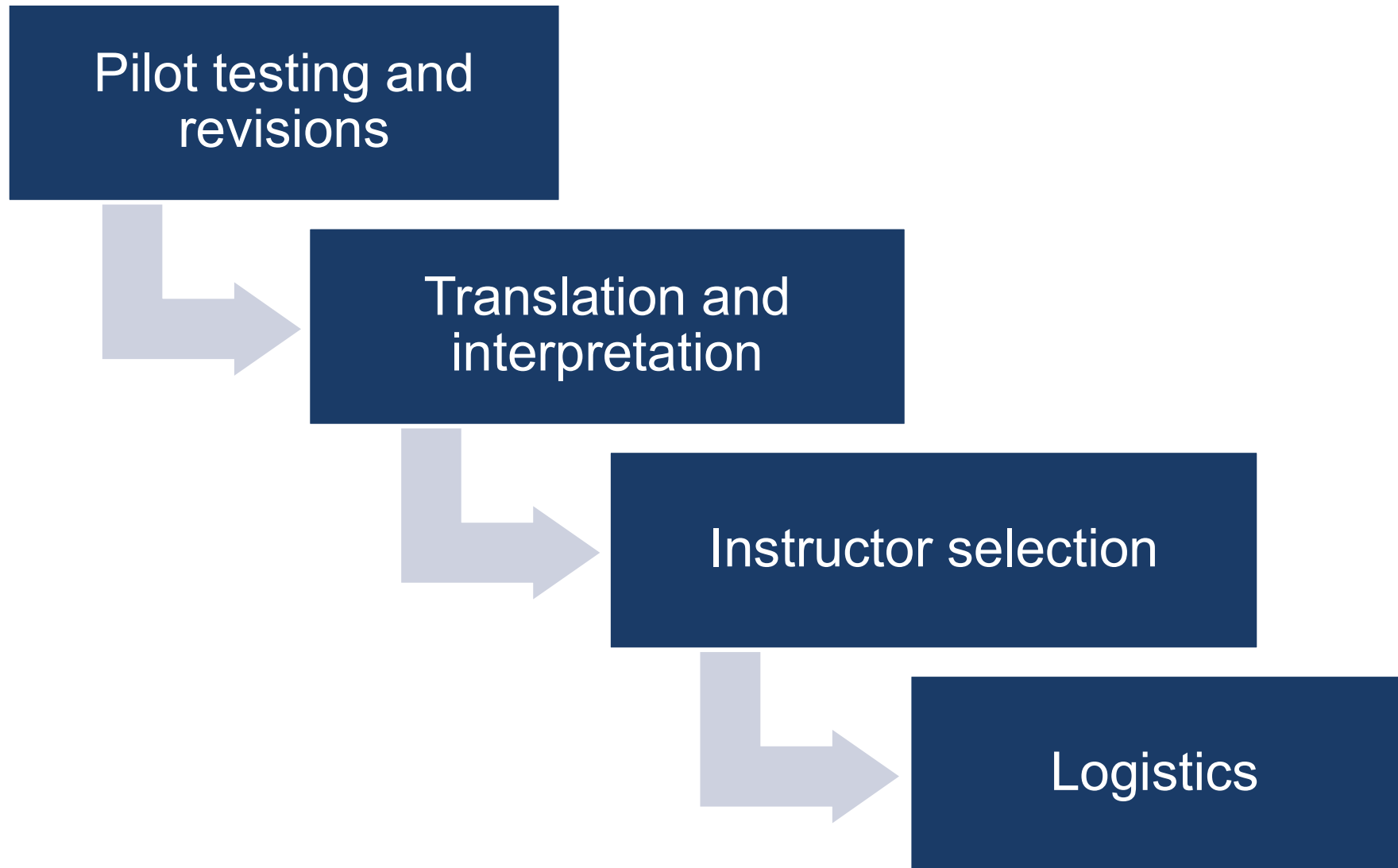


- E-learning
- Learning portals
- Learning management systems
- Webinars
- Mobile learning
- Virtual-world simulations
- Social media

ADDIE Process— Implementation



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ADDIE Process— Evaluation



- Assess objectives.
- Identify best practices.
- Conduct investment analysis.
- Measure impact of training on individuals.
- Collect data to influence future training.
- Analyze design and delivery.
- Guide future decisions.

Kirkpatrick's Levels of Evaluation



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Level 1—Reaction

Measures reaction of participants to the training.



Checklists
Questionnaires
Interviews

Level 2—Learning

Measures how knowledge, skills, and attitudes changed.



Post-measures
Pre-/post-measures
Pre-/post-measures with control group



Level 3—Behavior

Measures a change in behavior.



Performance tests
Critical incidents
360-degree feedback
Simulations
Observations

Level 4—Results

Measures organizational results.



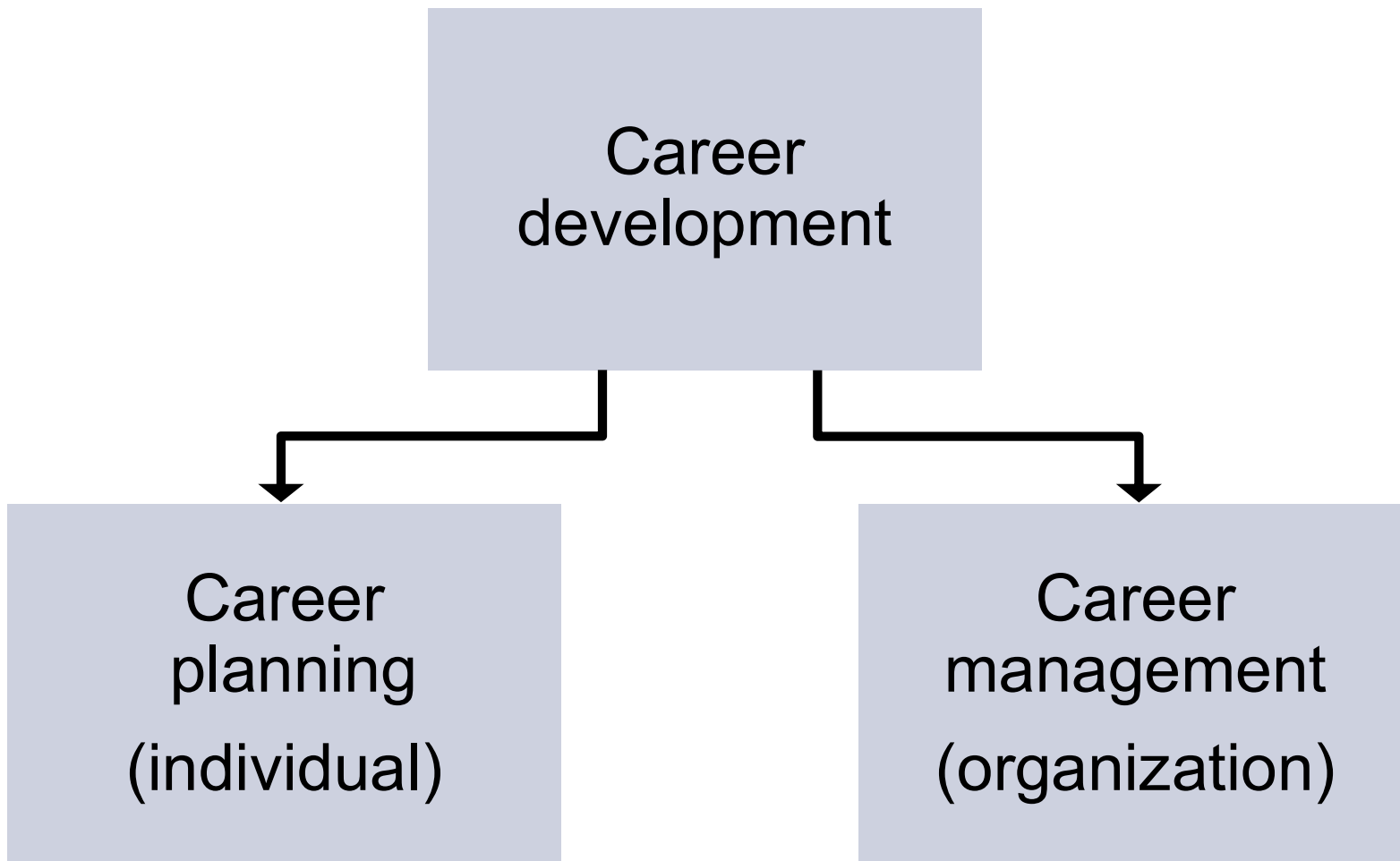
Return on stakeholder expectations
ROI analysis
Progress toward organizational objectives
Performance appraisals



1. Isolate effects of training.
2. Convert effects (benefits) into monetary values.
3. Calculate costs of training.
4. Compare.

$$\text{ROI \%} = \frac{\text{Program benefits} - \text{Total incurred costs}}{\text{Total incurred costs}} \times 100$$

HR professionals should be aware of their organization's thresholds for ROI and their effects on L&D activities.





- Every employee bears primary responsibility for his or her own career.
- Managers can perform the following roles:
 - Coach
 - Appraiser
 - Advisor
 - Referral agent



Base-line information:

- Employee profile
- Career goals/objectives
- Development objectives
- Training and development interventions
- Outcomes
- Signatures and dates

Most effective when:

- Aligned with organizational needs.
- Are an objective, accurate assessment.
- Include challenging development activities.
- Include coaching and feedback opportunities.
- Employee owns and embraces them.



Be mindful of cultural effects:

- Cultural characteristics (e.g., power distance, paternalism, time orientation)
- Favoritism within groups
- How advancement opportunities may be seen
- External conditions (e.g., unions, political instability)

Forms of Career Development



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Employee
self-assessment
tools

Apprenticeships

Job rotation,
enlargement,
enrichment

Projects,
committees, teams

Internal mobility

Coaching and
mentoring

Universities,
colleges,
associations,
continuing education

Career Development Trends



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- Multiple jobs and careers
- Greater individual responsibility
- Nontraditional employment
- Temporary, contract, and contingent work
- Accelerated responsibility



Leadership

Ability of an individual to influence a group or other individual to achieve a goal or result

Leader development

Organization's training and professional development programs aimed at building executive/manager skills and abilities to influence and flex to different and challenging situations

Why Leaders Fail



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- Inability to learn from mistakes
- Lack of:
 - Interpersonal skills
 - Openness to new ideas
 - Accountability
 - Initiative
- Assumption of dominance
- Self-identification with organization
- Thinking they have all the answers
- Demand for total backing
- Obsession with company image
- Underestimation of major obstacles
- Resistance to change and new ideas

HR's Role in Leader Development



- HR professionals must be leaders themselves, proposing and implementing changes that improve the organization's effectiveness.
- They can improve the organization's leadership bench strength by:
 - Identifying current employees who are or could be leaders and providing them with leadership development opportunities.
 - Making sure that recognized leaders have what they need to develop skills further or improve weak skills.
- They continually align the organization's leadership needs with its strategy and adjust development programs accordingly.

Obstacles to Leader Development



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**Slowly developing
crises**

**Potential negative
publicity**

**Suppressive effects
of organizations and
communities**

**Lack of global
mindset**

**Valuing individual
performance over
teamwork**

**Insufficient
organizational focus**

Leaders at Different Levels



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Provide the competencies leaders need throughout their careers.

Lower-level

- Administering and managing
- Aligning tasks with strategic mission and goals
- Addressing obstacles

Middle-level

- Implementing structures and policies
- Leading multiple units
- Planning and coordination

Executive-level

- Long-range assessment and planning
- Communicating strategic vision and plans and implementing structural and policy changes
- Managing stakeholder relationships
- Fostering a high-performance culture



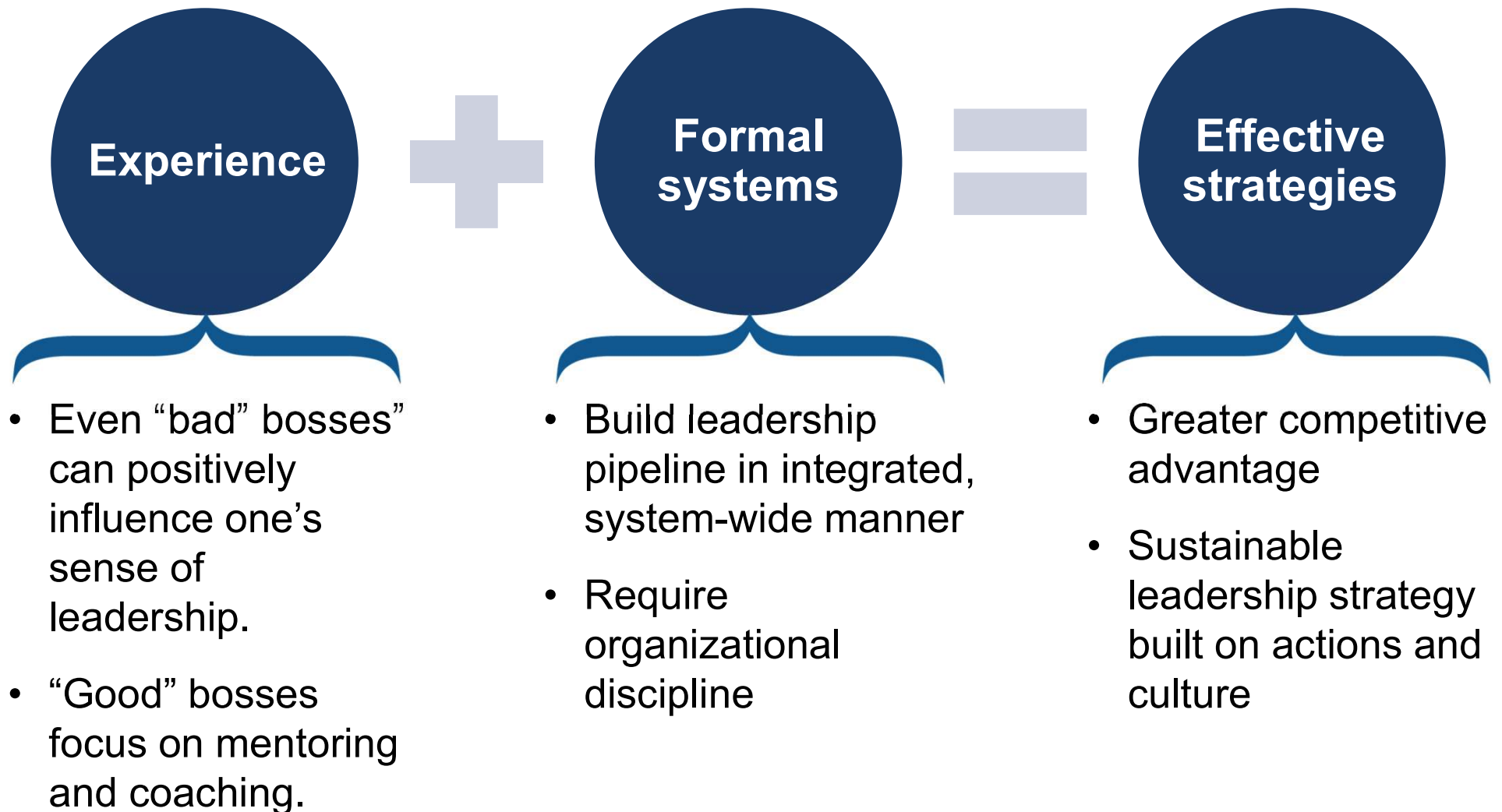
- Leadership inventories
(e.g., 360-degree instruments)
- Work sample measures
 - Situation judgment tests
 - Assessment centers and simulations
- Emotional intelligence assessment tools



Leader Development Strategies



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More-challenging assignments/risk management

With supportive training to address increased risk

Hardship testing

High-pressure, emotionally charged situations that develop emotional competence and resilience

Problem solving in controlled environments

Manage real risk

Training

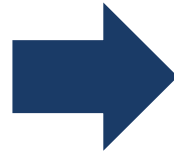
Delivered when an individual needs and can apply the knowledge and skills



- Continuous learning and improvement through “real work”
- Opportunities for reflection and feedback
- Learning how to learn
- Opportunities to apply new skills immediately



Be aware of the challenges in a global organization such as:



- Local feelings about whether leaders are “born” or “made.”
- Leadership models in different cultures.

Respond by:

- Developing an organizational culture that values leader development.
- Localizing leadership competency models.
- Prioritizing local acceptance and support.

Discussion



An independent luxury hotel (single location, not a franchise), located in a competitive market, needs a comprehensive management and supervisory development program and employee skills training. HR is tasked with providing a solution as quickly as possible.

Retail skills are critical in the workforce, since the gourmet restaurant, day spa, and shops provide critical revenue. Revenue from retail has been declining.

Discussion



Due to the immediacy of the training request, what is the best and first action the HR director should take?

- A. Outsource the task to a local consultant who can immediately offer generic courses on time management and effective communication.
- B. Assess organization-wide training needs and, with management, prioritize based on ROI.
- C. Convene the executive team and solicit their input on topics.
- D. Focus on team building.



The correct answer is B. This question requires competency-related judgment—specifically, Critical Evaluation. The causes for declining retail performance must be understood.

This learning and development opportunity should not be restricted to the single identified issue.

HR would not demonstrate its value as a consultant by deferring its leadership role to management. Generic training may be quick but ineffective.

Discussion



- What question should the HR response team analyze first as they consider training design?
- A. How many people will need to be trained in each retail operation?
 - B. What effect will work schedules and wage laws have on our choice of training delivery method?
 - C. What would be the optimal length of a training event for each group?
 - D. How do the learner profiles in these different operations compare?



The main issue during the design phase is to choose an approach that is effective in achieving training objectives while being efficient in using the training budget and the learners' time.

The correct answer is D. The different groups may have distinct learning needs, even when the content may be the same. For example, suggestive selling could be a more difficult concept for some cultural or demographic groups. The Critical Evaluation and Global and Cultural Effectiveness competencies are demonstrated.

A does not provide critical information about how these employees learn.

B addresses constraints on delivery options, but this issue should follow a discussion of design.

C could create problems by suggesting actions without first understanding what is needed.