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Training and Development

Alan S. Gutterman

§1 Introduction

Organizational training includes a wide range of organized activities designed to change and improve the employment-related skills, knowledge, or attitudes of workers to achieve the goals and objectives of the company. The role of organizational training has evolved from a relatively narrow focus on the technical skills required to complete a particular task to an emphasis on facilitating “learning” and the creation and sharing of knowledge. In this context, learning refers to the acquisition of knowledge by individual employees or groups of employees who are willing to apply that knowledge in their jobs in making decisions and accomplishing tasks for the organization. The term “knowledge” refers to what individuals or teams of employees know as well as organizational rules, processes, tools and routines, and knowledge can be either explicit (i.e., knowledge that can be formalized, codified, and communicated) or tacit (i.e., personal knowledge based on individual experience that is difficult to explain to others).¹ According to Noe, in order for the organizational training function to be successful in its efforts to implement learning strategies, the following key capabilities are necessary²:

- Alignment of learning goals to the business goals;
- Measurement of the overall business impact of the learning function;
- Movement of learning outside the organization to include customers, vendors, and suppliers;
- A focus on developing competencies for the most critical jobs;
- Integration of learning with other HR functions such as knowledge management, performance support, and talent management;
- Training delivery approaches that include classroom as well as e-learning; and
- Design and delivery of leadership development courses.

Done properly, employee training and development programs can provide a number of important benefits to companies including increased job satisfaction and morale among employees; increased employee motivation; increased efficiencies in processes, resulting in financial gain; increased capacity to adopt new technologies and methods; increased innovation in strategies and products; reduced employee turnover; enhanced company image (e.g., conducting ethics training reduces likelihood of unlawful or unethical actions or behaviors); and risk management (e.g., training about sexual harassment and workplace diversity reduces risk of harassing or discriminatory actions in the

¹ R. Noe, *Employee Training and Development (Sixth Edition)* (New York: McGraw-Hill Higher Education, 2016), Chapter 2.

² *Id.*

workplace).³ However, in order for training and development to be an effective management tool and strategy, companies must be prepared to make a full commitment of necessary funds and other resources and allocate the necessary time for managers and employees to actively participate in training programs and other learning initiatives.

Training programs can serve a number of different objectives and each program should include a specific statement of the goals that the corporation is looking to achieve. For example, training can focus on improving the ability of an employee to perform the job that he or she is presently doing or is being to do. Alternatively, training can be used to prepare selected employees to assume other duties and responsibilities at higher levels in the organizational structure of the company. Training also makes it easier to implement job flexibility initiatives and studies have shown that top performing small organizations place greater emphasis on cross-training with respect to non-management jobs that do not require the level of specialization generally associated with managerial positions.⁴ McNamara suggested that training and development for an individual employee or group of employees may be initiated when a performance appraisal indicates performance improvement is needed; as means for “benchmarking” how much improvement has occurred so far in an ongoing performance improvement effort; as part of an overall professional development program; as part of succession planning to help an employee be eligible for a planned change in role in the organization; to “pilot”, or test, the operation of a new performance management system; and/or to train employees about specific topics relevant to the performance of their duties.⁵

Another important reason for launching and maintaining a training and development initiative is to build loyalty among employees and support their efforts to grow in their jobs and their aspirations to take on more responsibility and make greater contributions to the company. Empirical and anecdotal evidence indicates that dissatisfaction with training and development efforts is a leading cause of employee turnover and that many employees feel they are being deprived of crucial training, coaching and mentoring. In any event, trainers and trainees must always make an effort to carefully and clearly define the skills that are to be learned and the knowledge that is to be acquired. Other byproducts of successful training programs, such as improvements in attitude and work habits are harder to define; however, they should certainly be among the goals for the training program.

³ C. McNamara, Employee Training and Development: Reasons and Benefits, Free Management Library, <http://managementhelp.org/training/basics/reasons-for-training.htm> [accessed June 29, 2016]

⁴ L. Hendrickson and J. Psarouthakis, Dynamic Management of Growing Firms: A Strategic Approach (Second Edition) (Ann Arbor, MI: University of Michigan Press, 1998), 69. Hendrickson and Psarouthakis found that a large percentage of the CEOs of top performing organizations believed that management jobs are highly specialized; however, the percentage drops dramatically with regard to opinions about whether non-management job are specialized. This can be partially explained by the fact that top performing organizations place greater emphasis on cross-training and job flexibility.

⁵ C. McNamara, Employee Training and Development: Reasons and Benefits, Free Management Library, <http://managementhelp.org/training/basics/reasons-for-training.htm> [accessed June 29, 2016] (also includes information on books and other resources relating to orienting and training employees).

Training is a challenge for all businesses and many new small companies lack the time and resources to devote to developing and implementing programs that will educate new workers on how they are expected to perform within the company's overall activities. Lack of training is not surprising given that most new firms must push forward quickly with research and product development and, in many cases, new employees are literally “thrown into the water” with very little formal introduction. While this may be a necessary risk, there are certainly problems that must be expected. For example, scientists recruited from postdoctoral research work within a university setting cannot be expected to seamlessly and instantly adapt to the pressures of a commercial environment. As a result, extra attention will need to be paid to managing the trade-offs between the need to “finish” a particular stage of a development project and the natural tendency of these types of workers to continue with more analysis and testing. Similarly, scientists may need to sacrifice their comfort with research projects conducted individually or with no more than one or two collaborators and learn how to work within the group or team organization commonly found in the commercial sector.

The Most Important Work Skills for 2020

The Institute for the Future argued that identifying what are likely to be the most important work skills as of 2020 begins with recognizing and acknowledging six key drivers of disruptive change: extreme longevity (i.e., “people are living longer”); the rise of smart machines and systems that can augment and extend human capabilities and automate workplace tasks leading to elimination of repetitive jobs; the expansion of the “computational world”; new media ecology based on development of new communications tools that require media literacy beyond text; “superstructured” organizations that leverage social technologies and tools to drive new forms of production and value creation and work at extreme scales; and emergence of a “globally connected world” in which job creation, innovation and political power is no longer hoarded Western countries. These drivers of change suggest that workers invest their time and effort in developing the following work skills in order to be successful in 2020 and beyond:

- Sense making—the ability to determine the deeper meaning or significance of what is being expressed in order to cope with the rise of smart machines and systems
- Social intelligence—the ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions in order to cope with the rise of smart machines and system and manage effectively in a globally connected world
- Novel and adaptive thinking--proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based in order to cope with the rise of smart machines and systems
- Cross cultural competency—the ability to operate in different cultural settings in order to operate effectively in a globally connected world and inside superstructured organizations
- Computational thinking—the ability to translate vast amounts of data into abstract concepts and to understand data based reasoning in order to survive in the new media ecology and the computational world
- New media literacy—the ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communications in order to cope with extreme longevity, new media ecology and superstructured organizations
- Transdisciplinary skills--literacy in and ability to understand concepts across multiple disciplines in order to cope with extreme longevity and the computational world
- Design mindset—the ability to represent and develop tasks and work processes for desired outcomes in order to prosper in superstructured organizations and a computational world
- Cognitive load management—the ability to discriminate and filter information for importance, and to understand how to maximize cognitive functions in order to cope with superstructured organizations, a computational world and new media ecology
- Virtual collaboration—the ability to work productively, drive engagement, and demonstrate presence

as a member of a virtual team in order to survive and prosper in a globally connected world and in superstructured organizations

Source: A. Davies, D. Fidler, M. Gorbis, *Future Work Skills 2020* (Palo Alto CA: Institute for the Future for the University of Phoenix Research Institute, 2011) (as cited and described in “The 10 Most Important Work Skills in 2020, Top 10 Online Colleges, <http://www.top10onlinecolleges.org/work-skills-2020/> [accessed August 15, 2015])

§2 Relationship between organizational strategy and training activities

Noe argued that training initiatives were generally influenced by several key organizational characteristics including top management support, the degree to which the company’s units or businesses are integrated, global presence, business conditions, HRM practices (i.e., management activities related to investments, staffing performance management, training, and compensation and benefits), staffing strategy (i.e., decisions regarding recruitment and selection strategies and the mix of employee skills and statuses), HR planning (i.e., identification, analysis, forecasting, and planning of changes needed in the HR area to help the company meet changing business conditions), extent of unionization and the extent of staff involvement in training and development (i.e. staff involvement ensures that training is more related to business needs and that managers and employees will be more motivated to become involved in the training).⁶

Every organization has, or should have, a strategy that integrates the organization’s goals, policies and actions and choices made with regard to strategy will influence how the organization values and uses physical, financial, technology and human capital. Noe observed that with respect to the support, content and implementation of employee training and development activities, strategy impacts:

- The amount of training devoted to current or future job skills;
- The extent to which training is customized for the particular needs of an employee or is developed based on the needs of a team, unit, or division;
- Whether training is restricted to specific groups of employees or open to all employees;
- Whether training is planned and systematically administered, provided only when problems occur, or developed spontaneously as a reaction to what competitors are doing; and
- The importance placed on training compared to other HRM practices such as selection and compensation.⁷

Noe explained a strategic training and development process that began with specification of the company’s overall business strategy using various tools including “SWOT analysis” (i.e., analysis of the company’s Strengths, Weaknesses, Opportunities and Threats) and continued with selection of strategic training and development initiatives, which are the learned-related actions that the company must take in order to achieve its

⁶ R. Noe, *Employee Training and Development* (Sixth Edition) (New York: McGraw-Hill Higher Education, 2016), Chapter 2.

⁷ Id.

business strategy; selection and implementation of specific training and development activities for each of the initiatives; and creation and tracking of metrics to identify trainees' satisfaction with the training program, whether the trainees' knowledge, skill, ability, or attitudes changed as a result of program participation and whether the program resulted in business-related outcomes for the company. Metrics regarding “learning” have become a key element of the “balanced scorecard” approach to measurement of the performance of entire companies and individual departments of functions. This approach looks at four dimensions: customer, internal, innovation and learning, and financial.

According to Noe, it is important for companies to consider the following questions as they develop their strategic training and development initiatives:

- What is the vision and mission of the company and what are the strategic drivers of the company’s business strategy?
- What capabilities does the company need in order to execute its business strategy and confront and overcome challenges in its business environment?
- What types of training and development initiatives and activities will best attract, retain and develop the talent the company needs in order to be successful?
- What competencies are critical for the success of the company and its business strategy?
- Does the company have a plan for making the link between training and development and the business strategy understood and accepted by executives, managers, employees and customers?
- Will the senior management team publicly support and champion the training and development initiatives?
- Does the company provide opportunities for training and development not only for individuals but also for teams?

Noe also provided a list of potential strategic training and development initiatives and a brief description of their implications for the company and its executives, managers, employees and customers:

- **Diversify the Learning Portfolio:** Use relatively new technology, such as the Internet, for training; facilitate informal learning and provide more personalized learning opportunities
- **Expand the Pool of Trainees:** Offer more learning opportunities for non-managerial employees and provide training for customers and suppliers
- **Accelerate the Pace of Employee Learning:** Quickly identify needs and provide a high-quality learning solution; reduce the time to develop training programs and facilitate access to learning resources on an “as-needed” basis
- **Improve Customer Service:** Ensure that employees have product and service knowledge, skills needed to interact with customers and an understanding of their roles and decision-making authority in the customer relationship
- **Provide Development Opportunities and Communicate to Employees:** Ensure that employees have, and understand, career development and personal growth

opportunities and ensure that training and development activities address both employees' needs in their current jobs and future growth opportunities

- **Capture and Share Knowledge:** Capture insight and information from knowledgeable employees; logically organize and store the capture information and provide methods to make the information available to others in the workplace (e.g., resource guides, websites etc.)

Noe advised that it was important to align the training and development initiatives with the company's strategic direction. This requires that the company identify needed knowledge, skills, abilities or competencies and ensure that its training and development programs address those needs. Companies need to remove constraints to learning (i.e., lack of time, resources and equipment) and create environmental supports for learning and transfer of knowledge. For example, Noe recommended that companies dedicate physical space to encourage teamwork, collaboration, creativity and knowledge sharing; ensure that employees understand the importance of learning and the training and development initiatives; and ensure that managers and peers are supportive of individual and team efforts with respect to training, development and learning.

§3 Implications of business strategy for training activities

Noe observed that a company's training needs and activities are impacted by, and should be aligned with, the company's overall business strategy. He illustrated this observation by identifying and describing four common and generic business strategies and noting the anticipated implication for the training activities for each of the strategies⁸:

- A **concentration** strategy emphasizes increased market share, reduced operating costs and creation and/or maintenance of a market niche. The goals are achieved through improved product quality and/or productivity, implementation of innovative technical processes and/or the development of customized products or services. Key issues for the company include skill currency and the development of the existing work force, and these should be addressed through training activities focusing on team building, cross-training, specialized programs, interpersonal skill training and "on-the-job" training.
- An **external growth (acquisition)** strategy emphasizes integration (horizontal and/or vertical) and/or concentric diversification. The goals are achieved through acquisition of firms operating at the same stage in the product market chain to achieve new market access; acquisition of businesses that can supply or buy products; and/or acquisition of firms that have nothing in common with the acquiring company. Key issues for the company include integration, redundancy and restructuring, and these should be addressed through training activities that focus on determining the capabilities of employees in acquired firms, integration of training methods and other methods and procedures of the combined firms, team building and development of shared culture.

⁸ Id.

- An *internal growth* strategy emphasizes market and/or product development, innovation and joint ventures. The goals are achieved through marketing of existing products by adding distribution channels, expanding global markets, modifying existing products, creating new or different products and/or expanding through joint ownership. Key issues for the company include creation of new jobs and tasks and innovation, and these should be addressed through training activities that focus on high-quality communication of product value, cultural training, the development of organizational culture that values creative thinking and analysis, technical competence in jobs, manager training in feedback and communication and conflict negotiation skills.
- A *divestment* strategy emphasizes retrenchment, turnaround, divestiture and liquidation. The goals are achieved through reduction of costs and/or assets, generation of revenue, redefinition of goals or selling off all the assets of the company. The key issue for the company in this situation is efficiency, and this should be addressed through training activities that focus on maintaining motivation, goal setting, time management, stress management and cross-training; leadership training; development of interpersonal communications skills; and outplacement assistance and job-searching skills training.

§4 Staffing strategies

According to Noe, companies have a staffing strategy that is defined through “the organization’s decisions regarding where to find employees, how to select them, and the mix of employee skills and statuses (temporary, full time, etc.)”.⁹ Noe observed that two aspects of staffing strategy will impact training and development initiatives and activities: where the organization looks to find talent to fill open positions, referred to as “supply flow”, and the criteria that the organization prefers to use when make decisions regarding assignments and promotions, referred to as “assignment flow”. According to Noe, companies fall on continuums with respect to both supply and assignment flow: for supply flow company preferences vary depending on the extent of reliance on internal labor markets as opposed to external labor markets and for assignment flow the distinctions are based on the extent to which a company bases assignments and promotions on group or business unit performance as opposed to individual performance. He used these two dimensions—supply and assignment flow—to construct a model of four types of organizations, each of which had a different emphasis on training activities as a result of its staffing strategy:

- Club: Used by companies that rely on internal labor markets and value group contributions, the development activities associated with this type include job rotation and special assignments with career paths. Key characteristics of the business strategies of companies using this staffing strategy include monopoly and highly regulated and this strategy is best suited to industries such as utilities, nursing homes and the public sector.

⁹ Id.

- **Fortress:** Used by companies that rely on external labor markets and value group contributions, the development activities associated with this type focus on avoiding obsolescence and there is generally no systematic development process. Key characteristics of the business strategies of companies using this staffing strategy include survival and struggle for resources and this strategy is best suited for companies involved in the natural resources industry.
- **Academy:** Used by companies that rely on internal labor markets and value individual contributions, the development activities associated with this type include assessment and sponsorship and use of upward, lateral and downward moves within and across functions. The key characteristic of the business strategy of companies using this staffing strategy is dominance in a market and this strategy is business suited to industries such as consumer products and pharmaceuticals.
- **Baseball Team:** Used by companies that rely on external labor markets and value individual contributions, the development activities associated with this type focus on the use of job experiences and there is generally no development related to succession planning. Key characteristics of the business strategies of companies using this staffing strategy include innovation and creativity and this strategy is best suited for industries such as advertising, consulting and biomedical research.

§5 Training and development as an internal recruiting tool

The ability to recruit and retain talented and skilled managers and employees is essential for emerging companies to become and remain competitive. Unfortunately, companies are increasingly challenged in their attempts to tap into pools of qualified candidates from outside due to the increasing global demand for talent and the lack of a sufficient number of Generation X workers to replace retiring baby boomers. As a result, companies are turning inward and attempting to identify potential leaders from within their workforce that can be trained to assume more important roles. In order for this strategy to be successful, companies are allocating more resources on management and employee development programs and creating what are, in effect, human capital investment projects. As with any other type of investment, companies must establish specific goals and objectives, which requires forecasting the future HR requirements of the company; prioritizing how the available monies are spent on specific development programs; and creating tools that can be used to measure the effectiveness of the choices made relating to the investments in development programs.

There are a number of options available to companies wishing to provide professional and career development opportunities for their managers and employees. For example, many companies offer courses to their personnel covering a wide range of topics and the increasing ease of use of online learning has made it easier for companies to tap into specialized programs that are available through universities and private education companies. Universities are also mobilizing to provide a customized curriculum, including made-to-order degree programs for a specific company, which would be available through in-class courses and online. However, even companies with substantial financial resources are questioning the efficiency of trying to create and offer learning programs for everyone in the organization and there is a growing recognition that the

scope and focus of these programs must be closely aligned with the long-term goals of the company. Specifically, companies are being advised to reduce the amount of funds allocated to training for rank-and-file employees and instead concentrate their efforts on the positions that the company has identified as being most critical for the success of the company five to ten years down the road. In order for this approach to be successful, however, the company must have a good idea of where it intends to go including what new products, technologies and markets will be central to the company's business in the future. Moreover, HR professionals must be able to assist managers in identifying those persons who are most likely to emerge as leaders at some point in the future and the company must be prepared to provide those selected for development with sufficient incentives to remain with the company to the point where their skills become most crucial and important.

§6 Framework for a training and development program

Strategic thinking regarding training and development activities requires consideration of the needs of the company at three different levels. First, at the organizational level, an evaluation must be made to determine if training is needed and, assuming that it is, what type of training is required. Second, at the operational level the company must determine the appropriate content of the training curriculum. Finally, at the individual level the company must identify which workers require training and what type of training is necessary and appropriate for each worker. The following steps should be followed when designing the framework for a training program:

- The specific skill and knowledge requirements for the job or task should be identified, including the order in which each task is to be performed. Different types of training may be required for tasks that involve analytic, as opposed to motor, skills.
- The learning objectives and performance expectations should be defined based on the specific jobs or tasks involved. Instruments should be developed to test and evaluate the performance of participants and the effectiveness of the training program.
- Instructional strategies should be developed, including the instructional materials that are best suited to communicating the necessary knowledge and information.
- Before full launch of the program, tests should be run with smaller groups to determine if the content is appropriate and effective. Based on diagnostic results, necessary changes in the program can be made without substantial expense.
- Program evaluation should be conducted on a regular basis following launch through the use of interviews with participants, questionnaires, testing of participants to determine if the desired knowledge and skills have been transferred, and observation of the training activities.

Training employees to carry out their day-to-day job responsibilities is the primary responsibility of the company as the employer. Employee development, which focuses on supporting the long-term growth and development needs of individual employees, is a shared responsibility of management and each employee with the company's main role being to provide the appropriate resources and supportive environment. Canada's HR Council for the Nonprofit Sector, which disseminates research and best practices on labor

force issues, suggests that companies must do the following in order for their employee training and development to be successful¹⁰:

- Provide each employee with a well-crafted job description, since it can and should be the foundation upon which the actual training and development activities are built;
- Provide the training required by employees to meet the basic competencies for the day-to-day tasks of their current job and ensure that supervisors understand it is their responsibility to ensure that everyone reporting to them successfully complete this level of training;
- Develop a good understanding of the knowledge, skills and abilities that the company will need in the future in order to achieve the company's long-term goals, determine the implications of those goals for employee development, and share this information with the workforce;
- Look for learning opportunities in day-to-day activities and situations (e.g., customer services issues that should be shared with everyone as a learning experience or the release of a government report that will impact company operations); and
- Explain the goals and activities of the employee development process and encourage employees to develop individual development plans and suggest learning activities that will help them achieve their goals and create value for the company.

Ideally, the company will be proactive in anticipating and fulfilling training needs before it is necessary to address immediate problems or issues. For example, HR should conduct regular evaluations of the personal educational and training history of each employee to identify areas in which it may be necessary to update their knowledge and skills to avoid obsolescence. Companies should also consider integrate training and personal development into the company's performance appraisal program. When this is done, employees and managers examine the employee's strengths, as measured by performance and identify appropriate future career paths and the training and development necessary for the employee to take on new activities and responsibilities. Encouraging continuous learning is one of the key roles and duties of managers at companies that use high-performance work practices and managers should be actively involved in helping the team identify training needs and becoming effective at "on the job" training and in creating an environment that encourages learning.¹¹

Investment in training and development should not be limited to managers and supervisors. In fact, it has long been recognized that all workers in technology-based industries must be constantly trained to attain and maintain a minimum level of competence with respect to the relevant technology to avoid being overwhelmed by the rapid rate of change that normally occurs. This is particularly true in light of the fact that

¹⁰ Hrcouncil.ca, Learning, Training & Development: Implementing an Employee Training & Development Program, <http://www.hrcouncil.ca/hr-toolkit/learning-implementing.cfm> [accessed June 30, 2016]

¹¹ R. Noe, *Employee Training and Development* (Sixth Edition) (New York: McGraw-Hill Higher Education, 2016), Chapter 2. Other key managerial roles and duties identified by Noe included managing alignment, coordinating activities, facilitating decision-making processes and creating and maintaining trust.

the typical life cycle for new products for high technology firms is quite short and new skills will normally be required every two or three years.

In some cases, it is even appropriate to provide resources for training workers of the company's key business partners, particularly suppliers that will be providing the company with essential parts and components or performing the entire manufacturing function for the company's products. This type of support should be outlined in provisions relating to training and technical assistance included in the contractual arrangement with various business partners; however, care must be taken to protect the company's trade secrets and other proprietary information that may be used and transferred during the course of the training activities.

§7 Subjects of employee training programs

The list of potential subjects for employee training programs is almost limitless and one of the challenges for companies will be deciding on the curriculum that will be offered. McNamara suggested the following as a representative list of the topics that organizations should address when planning and implementing their training programs¹²:

- **Communications:** While the ability to communicate is clearly a fundamental life and workplace skill, the topic has become even more important and challenging as the workforce has expanded to include more and more different languages and customs.
- **Computer skills:** Almost all employees need to have basic computer skills to conduct administrative and office tasks and training in this area has expanded to include word processing and spreadsheet and efficient navigation of the Internet to seek information that is relevant to the employee's job duties.
- **Customer service:** Increased competition in today's global marketplace makes it critical that all employees, regardless of their roles within the company, understand and meet the needs of customers. Training should not only include how to engage with customers but also focus on how the company as a whole provides customer service so that everyone knows how to refer customer questions they cannot answer.
- **Diversity:** As the workforce and customer base becomes more diverse, companies need to offer diversity training to employees to sensitize them as to how and why people have different perspectives and views and provide them with appropriate and effective techniques to value diversity.
- **Ethics:** A decade or more of corporate scandals, a growing interest in corporate social responsibility and a continuous increase in governmental regulation have all turned ethics into a hot topic and companies have been devoting more time and resources toward training their employees on compliance-related topics and carrying out their jobs in an ethical manner. The complexity of the issues involved in this training area expands as the workforce becomes more diverse and companies expand their businesses into foreign countries since it becomes necessary to take into account different values and morals.

¹² C. McNamara, Employee Training and Development: Reasons and Benefits, Free Management Library, <http://managementhelp.org/training/basics/reasons-for-training.htm> [accessed June 29, 2016]

- **Human relations:** As people become more and more busy and the workplace becomes more stressful, the chances of conflicts and misunderstanding increases and companies have taken to providing training for managers, supervisors and employees on how to get along with one another. Among other things, training should address how grievance procedures are intended to work and how all parties can constructively address and resolve problems that arise on the job.
- **Quality initiatives:** Most companies have embraced “quality” as a key element of their strategy; however, in order for all this to be effective it is necessary for all employees to received basic training about quality concepts, guidelines and standards for quality in order for them to under more sophisticated initiatives such as Total Quality Management, Quality Circles and benchmarking.
- **Safety:** Safety training is essential, and often mandated by law, for businesses engaged in activities that involve working with heavy equipment and hazardous materials. In addition, companies often provide instructions to employees engaged in repetitive activities to reduce the likelihood of injuries. Finally, safety training should also extend to providing practical advice to employees on avoiding workplace violence including assaults.
- **Sexual harassment:** Sexual harassment training is frequently required as a matter of law and should include careful description of the organization's policies about sexual harassment, especially about what are inappropriate behaviors, and information on how to report incidents that violate those policies.

Personnel engaged in leadership and supervisory activities, as well as “up and coming” employees identified as targets for managerial development, may participate in training programs that focus on supervisory skills (i.e., delegation, coaching and counseling, discipline and documentation of employees, interview skills and conducting performance reviews) and leadership development (i.e., managing change, conflict resolution and management, positive communication skills, time management and delegation skills, conducting effective meetings and tools for enhancing employee motivation). Other subjects that cut across different topics include corporate wellness training, employee orientation training and employee wellness training. A needs and knowledge assessment should be conducted to identify the subjects that should be given immediate attention given the resources available for training and the requirements for execution of the company’s business strategy.

§8 Individual development planning process

As mentioned elsewhere in this chapter, employee development is best carried out as a joint undertaking by employer and employee. In order for this partnership to be effective and productive for both parties, it is necessary to start with an individual development plan prepared by the employee with input from his or her supervisor and other members of the organization including representatives of the HR department. Employee development, which goes beyond training in the practical skills necessary for the employee to perform his or her current job proficiently, should be focused on the long-term needs and aspirations of the employee and on the roles that he or she might play in the company’s pursuit of its own organizational goals and objectives. While companies

are obviously keenly interested in developing employees in ways that are likely to be most valuable during their careers with the company, they must also understand that the process must also include learning that will enhance the individual's long-term employability in the broader marketplace and perhaps lead to the employee taking a position with another employer.

Canada's HR Council for the Nonprofit Sector observed that a good individual development plan is one that is interesting, achievable, practical and realistic and suggested that plans might be created and implemented by following five basic steps¹³:

- **Conduct a Self-Assessment:** The first step is for the employee to identify his or her individual skills, abilities, values, strengths and weaknesses. Employees should use self-assessment tools available on the Internet; compare their knowledge, skills and abilities against those identified in their current job description and in job descriptions for other positions they might be interested in pursuing; review past performance assessments; and ask for feedback from their supervisors and others with actual experience seeing them perform "on the job".
- **Conduct a Position Assessment:** The next step, building on the comparison of skills and abilities against the current job description, is for the employee to assess the job requirements and performance expectations of his or her position at the present time and how those requirements and expectations and/or the organization may change in the future. At this point the employee should be focusing on identifying the knowledge, skills and abilities that will enhance his or her ability to perform in the employee's current position; however, consideration must also be given to how that position, and the requirements associated with that position, may be impacted by likely changes taking place in the work environment (e.g., changes in clients, programs, services and technology).
- **Identify New Career Goals:** The employee should use the information gathered in the individual self-assessment and position assessment steps, particularly the information on likely changes, to set priorities for his or her career development and identify two or three personal goals that will be mutually beneficial to the employee and the organization. The employee should set a time frame for accomplishing each of these goals and identify the specific knowledge, skills and abilities that will need to be developed or learned in order to achieve each of the goals.
- **Identify Development Activities:** Once the employee has identified and fleshed his or her most important career goals and the timetable for achieving those goals, attention should turn to identifying the best ways to achieve those goals. The employee should catalogue the resources that will be needed (i.e., time, funds and assistance from others in the organization) and the most efficient learning methods and other activities and create an initial draft of his or her individual development plan that includes developmental goals for the coming year; the relationship of the employee's individual goals to the organization's goals; the knowledge, skills and abilities to be developed; the developmental activities and resources required; and dates for completion of each of the goals.

¹³ Hrcouncil.ca, Learning, Training & Development: Implementing an Employee Training & Development Program, <http://www.hrcouncil.ca/hr-toolkit/learning-implementing.cfm> [accessed June 30, 2016]

- **Implementation:** Once the employee has created an initial draft of his or her individual development plan he or she should share it with his or her supervisor and other involved parties within the organization to obtain input and approval. Once the plan has been approved, the employee should begin implementation, evaluate progress on a regular basis, and make necessary adjustments along the way. It is important to elicit the participation of the employee's supervisor and other involved parties in the implementation process to provide support and encouragement.

While there is no hard and fast rule, individual development plans generally cover a one year period; however, plans may sometimes include goals that will require longer than one year, such as completing the course requirements to earn a degree or other certification in a field related to the employee's development goals. When goals extend beyond one year the plan should include specific details on the incremental steps that will be taken, and hopefully completed, in the next twelve months. As noted above, progress on plans should be measured regularly during the course of the year (i.e., monthly or quarterly). As the end of the one year period approaches the employee should begin working on an updated plan for the following year using the steps outlined above and factoring in the progress that has already been made up until that time. When updating the plan it is important to pay close attention to organizational changes that may have occurred during the year, as well to new developments in the external environment related to the employee's skills and career interests.

§9 Instructional and training methods

The effectiveness of employee training and development initiatives obviously depends on selecting the instructional and training methods that are most appropriate for the organization and the types of skills and competencies necessary for the business to be successful.¹⁴ Trainers can choose from among a wide range of instructional and training methods, including lectures, demonstrations, discussions, case studies, role playing, presentations, and exercises. Instructional aides include audio and video presentations, "pre-packaged" training programs, and online courses. Outside consultants, as well as instructors from local colleges and universities, can be brought into lead training programs, or the company can set up in-house training programs with permanent trainers on the payroll. Some elements on the instructional and training program can also be carried while employees are actually performing their jobs. For example, on-the-job training techniques can include orientations, job instruction training, apprenticeships, internships, job rotation programs and informal coaching and mentoring by others working closely with the employee.

Companies may also encourage and support "off-the-job" learning including attending courses offered by colleges, universities and professional associations. Reading groups, or learning circles, involve meetings of staff members to discuss articles or books relating to the workplace that they have all chosen to read. Employees can also take advantage of

¹⁴ The discussion in this section is adapted from Hrcouncil.ca, Learning, Training & Development: Implementing an Employee Training & Development Program, <http://www.hrcouncil.ca/hr-toolkit/learning-implementing.cfm> [accessed June 30, 2016]

self-paced independent reading and e-learning courses available online. Key decision points for these activities include how much financial support the company will provide for the learning method (e.g., will the company pay for college courses and/or memberships in professional associations) and whether time spent by the employee will be included as part of their regular work time. The company and employee should also determine how completion of a learning activity will be recorded and whether or not a formal assessment of what was learned will be required.

According to Canada's HR Council for the Nonprofit Sector the components of a successful employee learning experience include the following¹⁵:

- The goals of the employee training or development program are clear;
- The employees are involved in determining the knowledge, skills and abilities to be learned;
- The employees are participating in activities during the learning process;
- The work experiences and knowledge that employees bring to each learning situation are used as a resource;
- A practical and problem-centered approach based on real examples is used;
- New material is connected to the employee's past learning and work experience;
- The employees are given an opportunity to reinforce what they learn by practicing;
- The learning environment is informal, safe and supportive;
- The individual employee is shown respect; and
- The learning opportunity promotes positive self-esteem.

Before deciding on the specific methods and techniques that will be used for particular learning initiatives companies should consider several basic questions¹⁶:

- What are the company training goals for the program or event? Possibilities include educating participants about new skills, new techniques for old skills, better workplace behavior and/or creating and maintaining a safer workplace or ensuring that employees understand rules and expectations with regard to preventing discrimination and harassment in the workplace.
- Who is being trained? Different techniques and content may be used depending on whether the audience consists of new employees, seasoned employees or executives and other members of the upper management group. Demographics and language are also factors that should be considered.
- What is the company's training budget and how much time has the company allocated for training activities? The amount of financial resources that is available for training is certainly an important consideration: however, companies can take advantage of cost-effective training methods such as e-learning and "on the job" coaching and mentoring. Time allocation issues include how much of the regular

¹⁵ Hrcouncil.ca, Learning, Training & Development: Implementing an Employee Training & Development Program, <http://www.hrcouncil.ca/hr-toolkit/learning-implementing.cfm> [accessed June 30, 2016]

¹⁶ Training Today, "The Most Effective Training Techniques", <http://trainingtoday.blr.com/employee-training-resources/How-to-Choose-the-Most-Effective-Training-Techniques> [accessed July 7, 2016]

workday will be set aside for training activities and internal/external deadlines for completing the training project (e.g., new laws and regulations may require that training on a certain topic be completed on or before a specified date).

- What training resources and materials does the company have at its disposal? Each of the training methods has its own resources and materials and their ready availability is a factor in the selection process at least during the early stages of the program. As time goes by and requirements change it may be necessary to allocate a portion of the training budget to new resources in order to expand the available training methods. Companies need to consider availability and size of classrooms and ease of access to computers for computer-based training and e-learning.

Leaders of the training and development department need to be familiar with the basic training methods and techniques such as the following¹⁷:

- **Classroom or Instructor-Led Training:** In spite of the technological breakthroughs that have impact training and development initiatives, most companies continue to rely, at least in part, on traditional classroom or instructor-led training. The tools and resources for this type of training are familiar and include blackboards and whiteboards, overhead projectors, videos, PowerPoint® presentations and storytelling to illustrate the right and wrong ways to perform certain skills or behave in the workplace. Instructor-led classroom training remains an efficient method for presenting a large body of material in a consistent fashion to large or small groups of employees and talented speakers can engage and entertain trainees through the stories. However, unless the speakers are properly trained, this method often lacks interactivity and the success and value of a particular program depends heavily on the presenter. Scheduling can also be an issue when a large number of employees need to be present.
- **Interactive Methods:** Interactive methods are recommended to break up training sessions and keep trainees engaged with the content. Examples include quizzes, which are often used for lengthy training sessions to ensure that trainees are keeping up with the information that has been presented up to the point where the quiz is given; small group discussions; case studies; active summaries, which involves splitting up the trainees into small groups that choose a leader and create summaries of the main points of the program and then having the leaders present their summaries to the entire training class; question and answer sessions; role-playing; “participant control”, which allows participants to choose the subjects they want to know more about from a menu of all the subjects to be covered in the program; demonstrations; and debates over issues arising from the subject matters of the course. Interactive methods increase participating engagement and generally make programs more enjoyable. Many of the methods are a good way for veteran employees to share their experiences and also make it easier for the trainers to gather in-class feedback on how well attendees are learning. Disadvantages are that some of the methods are unstructured and this means that trainers must be sure that all of the necessary

¹⁷ The summaries below are adapted from Training Today, “The Most Effective Training Techniques”, <http://trainingtoday.blr.com/employee-training-resources/How-to-Choose-the-Most-Effective-Training-Techniques> [accessed July 7, 2016]

information is covered. In addition, breaking up into groups and taking quizzes disrupts the flow of the sessions and makes the training go longer.

- **Hands-On Training:** Hands-on training, sometimes referred to as “experimental” training, can be extremely valuable for teaching and reinforcing certain skills and techniques. Examples include cross-training, which allows employees to gain experience doing other jobs; demonstrations; coaching, which is helpful because it focuses on the individual needs of trainees and allows coaches to suggest more effective strategies, correct errors and give support and encouragement; apprenticeships and drills (e.g. evacuation drills to test how well employees have absorbed information in safety training programs). Hands-on training offers immediate applicability to the trainee’s jobs and provide quick feedback on the effectiveness of the learning experience; however, it may be difficult to provide hands-on training to all members of big groups and several of the methods, such as coaching, are time-consuming and may disrupt the productivity of the persons in the training role.
- **Computer-Based Training:** Use of computer-based training has increased as technology has developed and programs have become easier and cheaper to use; however, it is likely that computer-based training will not replace all the other methods but rather will be used as enhancements and supplements to existing programs. Examples include self-paced computer programs in text-only format that incorporate text in the same way as print materials and interactive features; programs on CD-ROM that provide generic coverage of many workplace subjects; multimedia products that include graphics, audio, animation, and/or video; and virtual reality training programs that use simulation as a means for training and applying knowledge (e.g., flight simulators for pilots). Advantages of computer-based training include ease of use, customized design yet uniform in content to ensure everyone receives the same information, utility for refresher training, flexibility in allowing trainees to work at their own pace and on their preferred schedule, potential for interactivity and capable of providing ways to measure the training experience. Disadvantages include the need for trainees to be computer literate and have access to computers, lack of access to live trainers in the event that trainees have questions about the material, ineffectiveness at training “soft skills” such as customer service or sales and for training new skills that require demonstrations and other hands-on learning techniques.
- **Online or E-Learning:** As Web access has increased and more and more vendors have jumped into the online learning market, e-learning has become more and more popular as an element of the training and development toolkit. Popular e-learning techniques include web-based training, which places computer-based training modules onto the Web for easy access; tele- or videoconferencing, which allows a trainer in one location to simultaneously provide training to trainees distributed over several locations; audioconferencing; web meetings or webinars, which contain both audio and visual components; online colleges or universities, sometimes referred to as “distance learning;”, which can be used to allow trainees to complete the coursework required for certificates and degrees that will be value in their long-term career development; collaborative document preparation, which involves using Web-based tools for group members to meet virtually and collaborate on preparation of business

plans, sales presentations, product specifications and the like; and e-mail, a simple and popular tool that can also be used to distribute information on subjects that are related to workplace behavior, such as new governmental guidelines. Many of the same advantages and disadvantages of computer-based training apply to e-learning and several of the e-learning techniques offer companies opportunities for significant savings on travel expenses. Companies relying on e-learning can also gain access to expert industry professionals and consultants outside of the company who have produced a large volume of e-learning materials; however, companies need to be sure that the information is timely and preview the materials before they are used to check the quality of the presentations. E-learning also places new demands on the company's Web access and the most interactive and interesting e-learning materials may require bandwidth that the company does not have.

- **Blended Learning Approach:** As the descriptive name implies, a blended learning approach incorporates more than one of the training methods described above to teach a particular subject. Evidence indicates that a blended learning approach can significantly reduce the time and cost of training, improve training outcomes, provide trainees with an experience that is closer to how they actually learn on the job and keep trainers and trainees more engaged in the learning process.

§10 “On-the-job” training and development activities

In addition to formal training, companies and employees should not ignore the many “on the job” opportunities for training and development. Some of the ideas that should be considered include the following¹⁸:

- **Committees:** Committees are usually a part of day-to-day activities for most companies. While committees are often criticized as a waste of time, effectively operated committees can be valuable learning experiences for members and allow members to interact with and learn from colleagues in other parts of the company. A portion of the worktime of the committee should be set aside to exchange practical tips on job performance and discuss anticipated future changes in the company's business environment.
- **Conferences and Forums:** Employees can attend conferences and forums on issues that are relevant to their current position, the long-term career development and the goals and objectives of the company. Once the meeting is over employees can give presentations to their colleagues on the subject matter of the meeting to reinforce their own learning experience and share the information with the company.
- **Critical Incident Notes:** Critical incident notes, which are written records of notable day-to-day events, can be valuable learning tools for the persons involved and for others in the organization. For example, notes may be compiled on a customer complaint and how it was resolved. These notes can be analyzed to determine why the problem arose in the first place and whether or not attempts to resolve the matter were successful or badly handled. Good experiences can be shared throughout the

¹⁸ Hrcouncil.ca, Learning, Training & Development: Implementing an Employee Training & Development Program, <http://www.hrcouncil.ca/hr-toolkit/learning-implementing.cfm> [accessed June 30, 2016]

organization while bad experiences can become the foundation for coaching employees on areas that they can improve upon.

- **Field Trips:** If the company operates from multiple sites a field trip that allows employees to visit other sites can be a good way to give those employees a better understanding of the full range of the company activities and see how colleagues doing similar jobs in other locations carry out their day-to-day duties. Employees should be given a list of questions to answer and things to look for before going on the trip and should be required to meet after the trip to compare notes and brainstorm about ways that they can apply knowledge gained from the trip in their own activities.
- **Job Aids:** Job aids are tools that can be created and distributed to employees to help them improve the performance of their jobs. Examples include manuals, checklists, phone lists, procedural guidelines and decision guidelines. Job aids are particularly useful for new employees, veteran employees taking on new responsibilities and decisions and situations that do not come up frequently.
- **Job Expanding:** Adding new responsibilities to an employee's position after he or she has mastered the current requirements is a good way to create interesting challenges and facilitate the development of new skills. The new duties should be mutually determined by the employee and his or her supervisor and the change in assignment should be supported by appropriate training and mentoring.
- **Job Rotation:** Job rotation, which allows employees to work in different areas of the organization on a temporary basis while retaining his or her current position, is another way to expose employees to new challenges and built new skills and competencies. Job rotation can also build ties with colleagues within the organization that may be valuable in future collaborative activities.
- **Job Shadowing:** When an employee "job shadows" he or she follows another employee for a specified period of time and observes how the shadowed employee does his or her job and how he or she contributes to the company. An employee who is job shadowing generally does not assist with the work being done; however, it is expected that questions can and will be asked. Job shadowing provides employees with ideas about skills they may wish to develop and builds connections within the organization.
- **Learning Alerts:** Managers may create "learning alerts" from newspaper articles, government announcements and reports that can be circulated to employees and discussed at staff meetings. The materials should be accompanied by one or two questions to focus the attention of employees on the lessons to be learned and/or the issues that are raised from the materials.
- **Peer-Assisted Learning:** A small group of employees, generally just two, collaborate on a project and help each other learn the different tasks associated with the project by sharing the knowledge and skills they already have. This not only helps complete the project more quickly it also allows the employees to learn more about an area of expertise that may benefit them once the specific project is done.
- **"Stretch" Assignments:** Employees may be given assignments that provide them with the opportunity to "stretch" past their current abilities and do something completely new that might eventually become part of the future job responsibilities. For example, employees looking to move into managerial roles may be given a chance to lead a staff meeting. It is important to give employees support before and after the

assignment including the resources necessary to prepare and post-assignment feedback on what went well and what can be done to improve performance.

- **Special Projects:** A special project outside of the employee's current job duties but in an area where he or she has shown interest is a good way to build new skills and keep the employee motivated and engaged. It is important for the employee to prepare in advance, such as by doing background research on the project area, and to lay out a plan for the employee to interact with colleagues who will also be working on the project.

Training and development can also come in the form of relationships and feedback. For example, companies often establish "coaching" arrangements between an experienced manager and an employee that serves as a foundation for the manager to demonstrate new skills to the employee and provide him or her with guidance, feedback and support as he or she attempts to put the skills into practice. Providing employees with "mentors" is similar to coaching; however, the focus of the relationship is not so much of specific skills but on overall career guidance and advise. The best mentorship relationship involves a manager and employee with shared interests and values. Some employees can tap into informal professional networks to discuss current issues and share information and resources with colleagues that have a similar background and who must deal with the same problems and issues on a day-to-day basis. Finally, a portion of the time spent on providing employees with feedback during their performance appraisal should be devoted to discussing how the employee's individual development plan can incorporate ideas for addressing weaknesses in certain skill areas and building on the employee's strengths.

§11 Organizational models for the training department

Noe identified and described several different organizational models that companies might select for the training department including the functional model, the customer model, the matrix model, the corporate university model and the business-embedded model.¹⁹ Noe observed that while some organizations used decentralized training because of a wide geographic dispersion in the location of operations the growing trend is toward "centralized training", which means that programs, resources and professional associated with training and development are primarily housed in a single location and department and this department has primary responsibility for decisions about investment in training, design and content of training programs and delivery methods. Benefits of the centralized approach include stronger alignment with business strategy and better integrated programs for developing leaders and managing talent with training and learning during times of change. Centralized training also contributes to elimination of course and program variation and costly duplication in the training system and gives companies a cost advantage in procuring training products and services from outside vendors due to the number of potential trainees.

§12 --The functional model

¹⁹ The discussions of the various organizational models for the training function in this and the following sections are adapted from R. Noe, *Employee Training and Development* (Sixth Edition) (New York: McGraw-Hill Higher Education, 2016), Chapter 2.

A training department organized using the functional model includes everyone involved in some aspect of training or development. The department is led by a director of training and he or she oversees a staff of experts with specialized knowledge in a particular topic or skill area in which they train such as safety training, quality training, technology and computer systems training, leadership development and sales training. Each of the experts is responsible for developing, administering and updating training programs in their area which are used across the entire organization. Advantages of the functional model include cultivation of concentrated expertise, which also makes it easier for the department to set its plans and efficiently produce a wide array of programs in particular subject matter areas; clear career paths for training personnel; and minimal internal coordination requirements.

The functional model is compatible with a relatively stable business environment; however, it does have several disadvantages. For example, the department may create expertise that falls out of alignment with organizational needs. Another issue in larger organizations is slow response time and bottlenecks due to sequential task performance. The functional model may decrease innovation due to narrow perspectives. The director of training may also be challenged by conflicts over priorities and strong demands for coordination. In order to mitigate these potential disadvantages it is important for the director of training and other staff members to regularly survey training customers to determine whether the curriculum is meeting their needs and expert trainers must be willing and able to continuously update their course materials to ensure that they remain meaningful to trainees and address the then-current business needs of the company.

§13 --The customer model

The customer model is decentralized and relies on groups created to assume responsibility for the training needs of one division or other business unit of the company. A director of training would oversee the group, which will typically be staffed by both subject matter experts and HR generalists who not only train but also perform other traditional HR functions (i.e., performance management, recruiting, benefits etc.), and teams of functional experts who would offer courses in their own areas such as finance, sales and marketing, production and operations and information systems. While there is value in having functional experts share their knowledge, care must be taken to make sure that they have the requisite knowledge, skills and attitude to be effective trainers. For example, functional experts should be counseled on basic training techniques such as eliciting feedback from participants and integrating practice opportunities into their courses.

This approach increases the likelihood that training programs will be more in line with the particular needs of a business group; however, in order to be successful the trainers must be aware of those needs and be able to update courses and content to reflect them. Other potential advantages of the customer model include compatibility with rapid change and higher likelihood that the training materials will be meaningful to trainees. The customer model also facilitates full-time concentration on tasks, clearly defines

responsibilities and accountability and permits parallel processing of multiple tasks. On the other hand, the customer model requires a significant amount of time to implement and potential problems include variation in effectiveness from group-to-group, poor design (e.g., problem solving may be limited to task needs), conflicts in the allocation of resources and between tasks and priorities and difficulties in coordinating activities. When using the customer model the director of training may struggle to implement and enforce a common instructional design process and ensure that the company's overall quality philosophy is consistently emphasized in each program.

§14 --The matrix model

Similar to the way that the matrix model of organizational design works in other situations, this model in the training context relies on trainers who simultaneously act as training and functional experts (e.g., a marketer would be involved in marketing projects and conduct training on marketing-related skills) and report to both the director of training and to his or her functional manager (e.g., marketing manager). This approach ensures that training is linked to the needs of the business and the day-to-day skills required in order for trainees to be successful in the specific function; however, trainers will have more time demands and conflicts because they will be required to report to two different managers (i.e., their functional manager and a manager in the training department). Trainers in the matrix model must have good interpersonal skills to balance the conflicts inherent in their dual roles and there is a higher likelihood of tension and bottlenecks due to power struggles and the need to spend more time on discussions of what the trainer should be focusing on at any given moment.

§15 --The corporate university model

The corporate university model is typically found among larger organizations and involves establishing a comprehensive corporate training institution that is organized and functions much like a university. In fact, companies often refer to these units as universities and notable examples over the years in the US have included Disney University and McDonald's Hamburger University. While each initiative is different, they share a common goal of striving to ensure that their own particular culture of learning permeates the entire organization. These universities are responsible for all of the learning and development activities within the organization and making sure that their programs and the experiences of managers and employees in their programs are linked to the company's overall strategic goals and objectives. Historical problems with this model have included excessive costs, inconsistent use of common training practices and sharing of training best practices and lack of integration or coordination. Advantages of the model include dissemination of best practices, alignment of training with business objectives, integration of training initiatives and effective use of new training methods and technology. Corporate universities often achieve substantial scale and this allows them to leverage exciting technology tools such as e-learning platforms. Corporate universities also forge alliances with public and private educational institutions to gain access to their faculty members and courses and may also offer opportunities for

employees to pursue external qualifications and certifications that will be valuable to them in their individual careers.

§16 --The business-embedded model

Noe complemented the business-embedded model as an opportunity for companies to achieve better control over their training costs and ensure that training is aligned with strategy while still maintaining the flexibility to respond quickly to client needs and the capability to provide high-quality services. This model is recommended for its advantages over traditional training methods in key competencies such as strategic direction, product design and delivery, structural versatility, accountability for results and customer focus. Noe provided a comparison of the business-embedded training organization and a traditional training department that highlighted the following²⁰:

- **Strategic Direction:** Difficulties with the traditional training department approach with respect to strategic direction include unstated or vague objectives, assuming that class participants are the only customers, limiting offerings to pre-determined courses and continuing to supply products that are no longer useful, organization of offering by courses and reliance on mandated training to attract internal customers. In contrast, the business-embedded training organization broadly disseminates a clearly articulated mission, recognizes that its customer base is segmented, provides customized solutions to its clients' needs, understands product life cycles, organizes its offerings by competencies and competes for internal customers.
- **Product Design:** The traditional training department uses rigid and cumbersome design methodologies and views suppliers as warehouses of materials; however, the business-embedded training organization uses benchmarking and other innovative design strategies to develop products quickly and involves suppliers strategically during the product design process.
- **Structural Versatility:** The traditional training department employs trainers who serve primarily as facilitators and classroom instructors, operates with a fixed number of staff and relies solely on training staff to determine the department's course offerings. In contrast, the business-embedded training organization employs professionals who serve as product managers and internal consultants, leverages resources from many areas and involves managers in determining direction and content.
- **Product Delivery:** While the traditional training department distributes a list of courses and offers courses on a fixed schedule at fixed locations, the business-embedded training organization offers a menu of learning options and delivers training at the worksite.
- **Accountability for Results:** The traditional training department believes that the company manages employee development, ends its involvement with the participants when courses end, considers the instructor the key player in supporting learning, relies on course critiques as its primary source of feedback and vaguely describes training outcome. In contrast, the business-embedded training organization believes that individual employees must take responsibility for their personal growth, provides

²⁰ Noe adapted his comparison from S. McIntosh, "Envisioning Virtual Training Organizations", Training and Development, May 1995, 46.

follow-up on the job to ensure that learning is taking place, considers the manager the key player in support learning, evaluates the strategic effects of training and its “bottom line” results and guarantees that training will improve performance.

According to Noe, companies generally integrate the business-embedded model with centralized training in order to gain the benefits of centralization of training and development activities mentioned above while still having the flexibility to provide programs, content and delivery methods that are aligned to the specific needs of each of the company’s businesses. For example, the centralized training department would be responsible for training coordination, content management, resource and budget management and creating and maintain links to other people management activities such as recruiting, performance management and compensation. These activities, taken together, making the training and development process more efficient and reduce redundancies and inconsistencies. At the same time, emphasis is placed on appropriate functional design and delivery of learning services, which means that specific content is created for key functional areas and delivered to those areas using the most appropriate learning methods.

§17 Marketing and promoting the training function

While the potential value of training and development has become well recognized in the business world it is still true that it is often seen as one of many possible choices that must be reviewed when deciding how important resources, such as money and time, should be invested. Accordingly, it is essential for the leaders of the training and development function or department to recognize that they will have to engage in internal marketing to generate demand for the services of the function or department. While companies can, and often do, “mandate” participation in training programs, the best results are achieved when participants are excited and motivated to be part of the programs and see participation as important for the company and their careers. Noe compiled a list of some of the things that an internal training and development unit can do to raise its profile and market and promote its services²¹:

- Involve the target audience in developing the training or learning effort
- Demonstrate how the training and development program can be used to solve specific business needs
- Showcase examples of how training has been used within the company to solve specific business needs
- Identify “champions”, such as members of the top-level management team, who are able and willing to actively support and promote training and development initiatives
- Listen to and act on feedback regarding training and learning activities received from employees, managers, other trainees and business partners

²¹ R. Noe, *Employee Training and Development* (Sixth Edition) (New York: McGraw-Hill Higher Education, 2016), Chapter 2 (citing W. Webb, “Who Moved My Training?”, *Training*, January 2005, 22; T. Seagraves, “The Inside Pitch”, *TD*, February 2005, 40; and K. Oakes, “Over the Top or On the Money”, *TD*, November 2005, 20).

- Advertise training and learning events and programs via e-mail, on company websites and in areas in the workplace where employees congregate during breaks
- Designate a person within the training function or department as account representative who is responsible for overseeing and facilitating interaction and communication between the training designer or team and the business unit that is the customer for the training program
- Identify the financial performance metrics (e.g., return on assets, cash flow from operations and/or net profit or loss) that are most important to top-level management and show them exactly how training can be used to help improve those numbers
- Avoid “jargon” and speak in terms that employees and managers can understand when explaining training and development programs

In relatively rare situations, companies may also market and sell their training services outside of the organization. This is likely to be considered when companies are so good at a particular aspect of their operations (i.e., sales and marketing) that other organizations seek them out to gain access to this expertise. Other natural targets for external training initiatives are the company’s customers, distributors and suppliers. While companies may create separate courses for external training customers and clients, often relying on e-learning courses, it may also make sense to simply include them in portions of internal training programs if there are unused seats.

§18 Outsourcing training and development activities

As with many other organizational functions and activities, outsourcing is an option for employee training and development and companies must often decide whether it makes sense to engage with one or more outside organizations that will assume responsibility and control over some of the company’s training and development activities or take over all or most of the training including administration, design, delivery and development.²² According to Noe, advantages of training outsourcing can include cost savings; time savings, which allows the company to focus on executing its business strategy; access to specialized outsourcing firms that can provide “state-of-the-art” tools for efficiently complying with training requirements imposed under federal, state or local laws; access to capabilities to meet learning demands that are not available in-house; and access to training “best practices”. However, companies often find that outsourcing options do not meet their specific needs and companies are also rightly concerned about turning over control of training and development to outsiders, particularly delivery and learning content. Noe recommended that the following questions be considered by organizations when making decisions about outsourcing training and development activities:

- What are the capabilities of the organization’s in-house training function? Does in-house staff know enough that projected training skills can be grown and implemented internally, or will it be necessary to hire training skills from outside?

²² The discussion of outsourcing training and development in this section is adapted from R. Noe, *Employee Training and Development (Sixth Edition)* (New York: McGraw-Hill Higher Education, 2016), Chapter 2.

- Can the organization's in-house training function take on additional training responsibilities?
- Is training key to the execution of the organization's business strategy and/or proprietary?
- How much value does the organization place on its in-house training organization and capabilities?
- Has top management embraced building skills and talent as a core responsibility and mission of the organization?
- Does the content of the training change rapidly?
- What is the likely perception of outsourced trainers by organizational members (i.e., will they be viewed as experts or with cynicism)?
- Has the organization conducted a formal assessment of the strengths and weaknesses of the current training programs?
- Does the organization want to outsource the entire training function or is the best solution a combination of internal and external training?

§19 Training in a multi-national context

Companies with a number of foreign branches and subsidiaries must make a special effort to create and disseminate a corporate culture that penetrates all the locations around the world. This does not mean that the company should implement standard programs and procedures that are used in all countries and, in fact, a conscious attempt should be made to design training programs to take into account cultural differences between the company's headquarters office and the location in which a particular branch or subsidiary office is located. Extensive operation in foreign countries also means that companies must educate all employees regarding the existence and impact of divergent cultural habits and beliefs.²³

²³ U.E. Gattiker, "Technological Adoption and Organizational Adaptation: Developing a Model for Human Resource Management in an International Business Environment", in L.R. Gomez-Mejia and M.W. Lawless (Eds.), *Organizational Issues in High Technology Management* (Greenwich, CT: JAI Press, 1990), 265-296.

About the Author

This Work was written by Alan S. Gutterman, whose prolific output of practical guidance and tools for legal and financial professionals, managers, entrepreneurs, and investors has made him one of the best-selling individual authors in the global legal publishing marketplace. Alan has authored or edited over 300 book-length works on entrepreneurship, business law and transactions, sustainability, impact investment, business and human rights and corporate social responsibility, civil and human rights of older persons, and international business for several publishers including Thomson Reuters, Practical Law, Kluwer, Aspatore, Oxford, Quorum, ABA Press, Aspen, Sweet & Maxwell, Euromoney, Business Expert Press, Harvard Business Publishing, CCH, and BNA. His cornerstone work, *Business Transactions Solution*, is an online-only product available and featured on Thomson Reuters' Westlaw, the world's largest legal content platform, which covers the entire lifecycle of a business. Alan has extensive experience as a partner and senior counsel with internationally recognized law firms counseling small and large business enterprises in the areas of general corporate and securities matters, venture capital, mergers and acquisitions, international law and transactions, strategic business alliances, technology transfers and intellectual property, and has also held senior management positions with several technology-based businesses including service as the chief legal officer of a leading international distributor of IT products headquartered in Silicon Valley and as the chief operating officer of an emerging broadband media company. He has been an adjunct faculty member at several colleges and universities, including Berkeley Law, Golden Gate University, Hastings College of Law, Santa Clara University and the University of San Francisco, teaching classes on corporate finance, venture capital, corporate governance, Japanese business law and law and economic development. He has also launched and oversees projects relating to [promoting the civil and human rights of older persons](#) and a [human rights-based approach to entrepreneurship](#). He received his A.B., M.B.A., and J.D. from the University of California at Berkeley, a D.B.A. from Golden Gate University, and a Ph.D. from the University of Cambridge, and he is also a Credentialed Professional Gerontologist (CPG). For more information about Alan and his activities, please contact him directly at alanguutterman@gmail.com, follow him on [LinkedIn](#), and visit his [personal website](#) to view a comprehensive listing of his works and subscribe to receive updates. Many of Alan's research papers and other publications are also available through [SSRN](#) and [Google Scholar](#).

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