

# LEARNING & DEVELOPMENT

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**SHRM** Learning, Training, and Development

**Training**  
 Providing knowledge, skills, and abilities (KSAs) specific to a particular task or job.

**Developmental Activities**  
 Preparing for future responsibilities while increasing capacity for performance in current job; broader in scope than training.

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**SHRM** Push vs. Pull

**Push**  
 Content pushed based on training schedule

- Success measured by number of employees attending class
- Generally used for required training

**Pull**

- Continuous process
- Easily accessible anywhere
- Linked to acquiring KSAs and competencies needed for job

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**SIRM** HR's Role in Learning and Development

- 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.

Workforce Analysis



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**SIRM** Global Learning and Development



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



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**SIRM** Developing and Promoting a Global Mindset

GLOBAL & CULTURAL EFFECTIVENESS



- Study and understand your culture and how it relates to others.
- Promote a global mindset within your organization.
- Study and understand global business trends and forces.



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**SIRM** **The Learning Organization**

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*

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**SIRM** **Organizational Learning**

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

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

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

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**SIRM** **Knowledge Retention**

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**

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**SIRM** Adult Learning

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."

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**SIRM** Learner Participation and Retention

Method	Degree of participation	Approximate retention rate
Lecture	10%	10%
Reading	20%	20%
Demonstration	30%	30%
Discussion	40%	40%
Practice by doing	60%	70%
Immediate use of learning	80%	80%

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**SIRM** Obstacles to Learning

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.

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**SIRM** Learning Styles

**Visual learners**  
Learn from seeing  
May learn best from images and graphics

**Kinesthetic (or tactile) learners**  
Learn by doing it themselves  
May be bored by inactivity

**Auditory learners**  
Learn by hearing (more than reading)  
Are sensitive to speech patterns

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**SIRM** Training: ADDIE Model

**Analysis**

**Design**

**Development**

**Implementation**

**Evaluation**

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**SIRM** ADDIE Process—Analysis

Level	Measures
Organizational	<ul style="list-style-type: none"> <li>Where is training needed?</li> <li>What conditions affect training choices?</li> </ul>
Task	<ul style="list-style-type: none"> <li>What needs to be taught?</li> <li>What must be done to do the job effectively?</li> </ul>
Individual	<ul style="list-style-type: none"> <li>Who should be trained?</li> <li>What kind of training do they need?</li> </ul>

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**SIRM** ADDIE Process—Design

**Bloom's Taxonomy**

- Creation
- Evaluation
- Analysis
- Application
- Recognition
- Knowledge

**Learning Objectives**

- Provide focus for the design
- Alert participants to what they should learn
- Contribute to the process of knowledge and skill transfer
- Provide means to measure what was learned

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**SIRM** ADDIE PROCESS—DESIGN

**Bloom's Taxonomy**

- create**: Produce new or original work  
*Design, assemble, construct, conjecture, develop, formulate, author, investigate*
- evaluate**: Justify a stand or decision  
*appraise, argue, defend, judge, select, support, value, critique, weigh*
- analyze**: Draw connections among ideas  
*differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test*
- apply**: Use information in new situations  
*execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch*
- understand**: Explain ideas or concepts  
*classify, describe, discuss, explain, identify, locate, recognize, report, select, translate*
- remember**: Recall facts and basic concepts  
*define, duplicate, list, memorize, repeat, state*

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**SIRM** ADDIE Process—Development

**Activities**

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

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**SIRM** **T Groups**

**Training-Group – T Group (Sensitivity Training)**

- participants are encouraged to **share emotional reactions** that arise in response to their fellow participants' actions and statements.
- sharing emotions, as opposed to judgments or conclusions.
- learn how their words and actions trigger emotional responses



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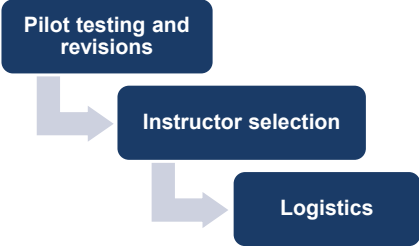
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**SIRM** **ADDIE Process—Implementation**



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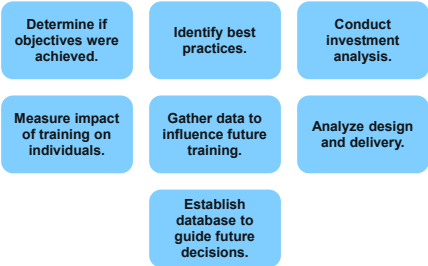
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**SIRM** **ADDIE Process—Evaluation**



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**SIRM Successive Approximation Model**

- Gains feedback and builds models earlier in the process than with ADDIE model
- Iterative design phase starts with "Savvy Start"

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    graph TD
      A[Preparation] --> B[Iterative design]
      B --> C[Iterative development]
  
```

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**SIRM Action Mapping**

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    graph LR
      subgraph AS [Activity Stream]
        direction LR
        P1[Practice Activity] --> P2[Practice Activity] --> P3[Practice Activity]
      end
      EI1[Essential Information] --> P1
      EI2[Essential Information] --> P2
      EI3[Essential Information] --> P3
      P3 --> A2{Action}
      A2 --> MG((Measurable Goal))
      A1{Action} --> MG
  
```

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**SIRM Technology-Enabled Development of Training**

- Creation of hyper-personalized learning paths
- Reducing time required to develop and deliver
- Intertwining learning and daily work tasks
- Focusing on human skills for adaptability and resilience
- Enhancing assistive technology

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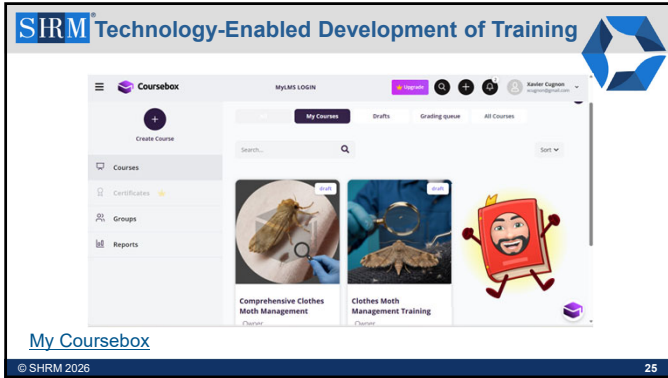
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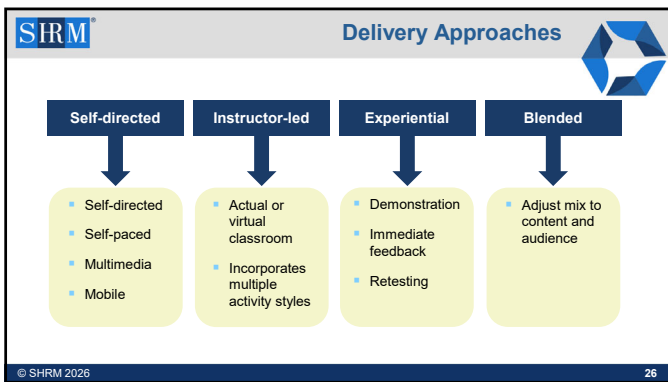
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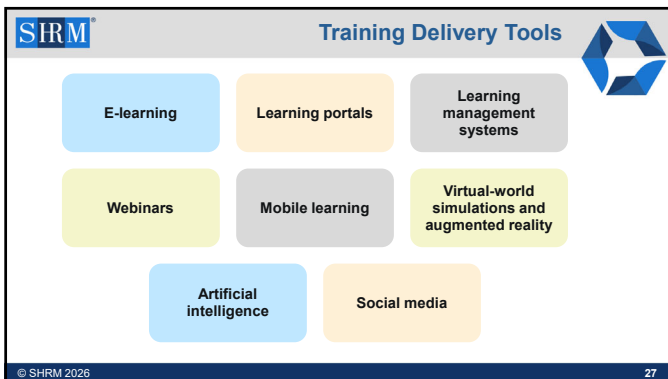
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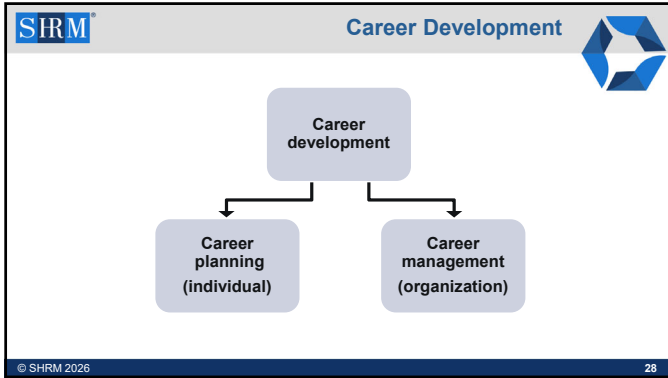
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- SIRM** Roles in Career Development
- Every employee bears primary responsibility for his or her own career.
  - Managers can perform the following roles:
    - Coach
    - Appraiser
    - Advisor
    - Referral agent
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- SIRM** Individual Development Plans
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|--|--|
| <p><b>Base-line information:</b></p> <ul style="list-style-type: none"> <li>▪ Employee profile</li> <li>▪ Career goals/objectives</li> <li>▪ Development objectives</li> <li>▪ Training and development interventions</li> <li>▪ Outcomes</li> <li>▪ Signatures and dates</li> </ul> | <p><b>Most effective when:</b></p> <ul style="list-style-type: none"> <li>▪ Aligned with organizational needs.</li> <li>▪ Are an objective, accurate assessment.</li> <li>▪ Feature SMART goals.</li> <li>▪ Include challenging development activities.</li> <li>▪ Include coaching and feedback opportunities.</li> <li>▪ Employee owns and embraces them.</li> </ul> |
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**SIRM** **Forms of Career Development**

Employee self-assessment tools    Apprenticeships    Job rotation, Enlargement, Enrichment

Projects, Committees, Team participation    Internal mobility    Coaching

Mentoring    Universities, Colleges, Associations, Continuing education

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**SIRM** **Career Development Trends**

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

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**SIRM** **Leader Development**

**Leadership**  
Ability of an individual to influence a group or another 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

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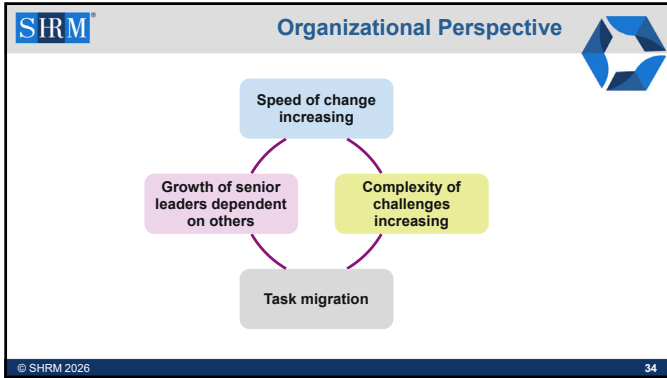
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**Individual Perspective**

**Fatal flaws in leaders:**

- Inability to learn from mistakes
- Lack of interpersonal skills
- Lack of openness
- Lack of accountability
- Lack of initiative

**Habits of unsuccessful executives:**

- 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

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**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.

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**SIRM** Obstacles to Leader Development

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**SIRM** Types of Competency Assessments

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**SIRM** Leaders at Different Levels

Lower Level	Middle Level	Executive Level
<ul style="list-style-type: none"> <li>Administering and managing</li> <li>Translating organizational goals into tasks, plans, responsibilities</li> <li>Addressing obstacles</li> </ul>	<ul style="list-style-type: none"> <li>Implementing structures and policies</li> <li>Leading multiple units</li> <li>Planning and coordination</li> </ul>	<ul style="list-style-type: none"> <li>Long-range assessment and planning</li> <li>Communicating vision and plans</li> <li>Managing stakeholder relationships</li> <li>Implementing organization-wide changes</li> <li>Fostering high-performance culture</li> </ul>

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**SIRM** Leadership Assessment Tools

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

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**SIRM** How to make a Leader

- Leader Career Battery
- Prospector
- Leadership Practices Inventory
- Leadership Versatility Index
- 360-degree instruments from CCL
- Korn Ferry Four Dimensions of Leadership and Talent
- Korn Ferry Four Dimensional Executive Assessment



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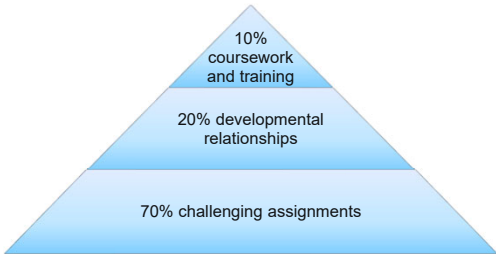
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**SIRM** Leader Development Strategies



10% coursework and training

20% developmental relationships

70% challenging assignments

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**SIRM** **Leader Development Methods**



- More-challenging assignments/risk management**  
With supportive training to address increased risk
- Action learning**  
Building skills while working to solve real business issues
- Problem solving in controlled environments**  
Real-life problems
- Training**  
Delivered when an individual needs and can apply the knowledge and skills

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**SIRM** **Developing Global Leaders**



**Factors for overall success:**

- “Born” versus “made” perceptions
- Local acceptance and support
- Organizational culture
- Leadership models
- Localization requirements

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