Course Learning Outcomes for Unit V

Upon completion of this unit, students should be able to:

7. Create a training and development module for mid-level business managers.
   7.1 Construct measurable learning objectives.
   7.2 Explain how a needs analysis is conducted.
   7.3 Recommend a training process model.

Reading Assignment

In order to access the following resources, click the links below.

Hadar, G. (2015). Learning preferences of millennials in a knowledge-based environment. *Proceedings of the European Conference On Intellectual Capital*, 141-149. Retrieved from https://libraryresources.columbiasouthern.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=101604729&site=ehost-live&scope=site

Ten steps to effective in-house training. (1983). *Training & Development Journal*, *37*(1), 11. Retrieved from https://libraryresources.columbiasouthern.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=9228515&site=ehost-live&scope=site

The videos below are required viewing for this unit. They are also listed in the Unit Lesson.

Hall, J. (2014, September 22). *Instructional design industry leader, Melissa Marshall presentation* [Video file]. Retrieved from https://youtu.be/9MRFIcz_AXs

To view the transcript of the video above, click here.

Jclarkgardner. (2011, September 25). *The ADDIE analysis phase* [Video file]. Retrieved from https://www.youtube.com/watch?v=JZdv5lrJs4U&list=PL20E84CD77B301A20&index=1

To view the transcript of the video above, click here.

Jclarkgardner. (2011, September 25). *The ADDIE design phase* [Video file]. Retrieved from https://youtu.be/BhLIiF9QyTo

To view the transcript of the video above, click here.

Jclarkgardner. (2011, September 25). *The ADDIE development phase* [Video file]. Retrieved from https://youtu.be/VzYDNWhQWYA

To view the transcript of the video above, click here.

Jclarkgardner. (2011, October 8). *The ADDIE implementation phase* [Video file]. Retrieved from https://youtu.be/q8yky6-P1Uw

To view the transcript of the video above, click here.

Jclarkgardner. (2011, October 8). *The ADDIE evaluation phase* [Video file]. Retrieved from https://youtu.be/CBoI0wBo4vw

To view the transcript of the video above, click here.

Tobing, H. L. (2013, July 8). *Training needs analysis or TNA* [Video file]. Retrieved from https://youtu.be/X3cSAjHDeag

Unit Lesson

In order to access the following resource, click the link below.

College of Business – CSU. (2016, September 1). *Learning and development* [Video file]. Retrieved from https://youtu.be/UCXeCpIrkLY

To view the transcripts for this video, click here.

Certain events seem to stick in our memories all of our lives; they usually occur when we are experiencing high anxiety, such as the first day of a new job. Who can ever forget that first day? Whether it was a good experience or a bad one, we seem to remember it. If you are fortunate, you are still employed by that same organization. Otherwise, you have experienced a few more first days chock-full of positive hopes, a bit of apprehension, and maybe a touch of angst as you walked through that door to your new employee orientation session.

Some companies refer to this as onboarding. The military calls it indoctrination. Whatever name the process goes by, it must be acknowledged that the U.S. military is expected to fully accomplish the purpose and objectives of this session. Why? Because the people joining that organization need to know and embrace the values, mission, expectations, rules, procedures, and culture. They have to see where the organization has been, where it is now, and what their roles will be in its future. The importance of this socialization cannot be understated. Reflect on your first days in a new organization; were you welcomed and made to feel like you belonged, or did you have second thoughts about your decision?

Planning successful orientation, product, system, functional, or management training and development sessions takes careful analysis and a conscientious proven process. Unit V starts with such a process, which had its beginnings in the U.S. Military. In 1975, Florida State University created the analysis, design, development, implementation, and evaluation (ADDIE) model for the U.S. Army (as cited in Tang-Quick, n.d.).

There are several rational steps involved in the ADDIE training process model. In each step of the model, emphasis is placed on the importance of linking the learning process to the organizational strategy as well as analyzing current needs. The first thing that must be determined is if a problem that has been presented will be solved by providing training. All too often, an executive or a high-level manager will comment that productivity has been reduced in an area, sales are down in a certain department, or an individual is not performing; therefore, a training program is needed (Forest, 2014).

The worst thing a learning specialist or manager can do is respond to that executive by using training jargon such as follows: “I would like to do a training needs analysis (TNA) to get to the root cause of this issue.” The executive will think you are going to delay getting results. Instead, ask the executive to refer you to someone close to the issue so you can get all of the details.

Furthermore, consider this analogy from the book *Analyzing Performance Problems or You Really Oughta Wanna: How to Figure Out Why People Aren't Doing What They Should Be, and What to Do About It*, which compares solutions to keys and locks: The key must fit in order to open the lock. Therefore, you need the right solution to solve the problem (Mager & Pipe, 1997). Mager and Pipe’s model suggests asking a series of specific questions about the performance or the employee’s behavior. The answers you get will identify the cause of the performance deficiency or the employee behavior, and, if you are lucky, you will have the key to fixing the problem. It may turn out to be a non-training issue, and you will be the hero who saves time and money. The following short video further explains TNA:

Tobing, H. L. (2013, July 8). *Training needs analysis or TNA* [Video file]. Retrieved from https://youtu.be/X3cSAjHDeag

If the front-end analysis (i.e., TNA) result demonstrates a performance gap, if your firm is rolling out a new system or product, or if your organization is implementing a cultural change initiative that requires all management to become proficient, such as real-time coaching feedback, then your analysis will continue as you identify the input objectives. These are activities that make up the session, program, or project. These parameters are necessary because they define the scope of the project in terms of answering questions about topics such as needed resources, cost of the project, employees involved, scheduling, setting, and locality. It is here that you identify the characteristics of the target audience, identify the critical skills to be taught, and write the measurable learning objectives based on the needs you discovered. The first objectives will be input objectives, usually shared with the sponsors or stakeholders of the project. An example of an input objective might be the following statement: This project must be introduced by July 1 (timing parameter), be within 2% of the sales department's budget (costs), and be implemented in the Western Region (location). You will continue to develop the other learning objectives: reaction, learning, application, impact, and return-on-investment (ROI) objectives (Phillips & Phillips, 2008).

As mentioned above, as early as the analysis phase, you identify the characteristics of the target audience; many organizations typically have employees from several generations. This article indicated below explores the concept of intergenerational communications, which will become more and more important as the older workforce retires and is replaced by millennials.

Hadar, G. (2015). Learning preferences of millennials in a knowledge-based environment. *Proceedings of The European Conference On Intellectual Capital*, 141-149. https://libraryresources.columbiasouthern.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=101604729&site=ehost-live&scope=site

The ADDIE model begins with an analysis phase. A more detailed overview of this phase can be seen in the following video:

Jclarkgardner. (2011, September 25). *The ADDIE analysis phase* [Video file]. Retrieved from https://www.youtube.com/watch?v=JZdv5lrJs4U&list=PL20E84CD77B301A20&index=1

To view the transcript of this video, click here.

Reaction objectives are important for three reasons: (1) They explain to the participants why they were selected to attend. It gives them the WIIFM (what's in it for me) and, therefore, is meant to motivate the participants. (2) They express the necessity for the program, and if it is presented in a logical and rational way, it gains buy-in from the audience. They see that it is appropriate and of value to them and their role within the company. (3) Clearly written reaction objectives measure the first level of success (Level 1), providing meaningful feedback that offers direction to higher levels of accomplishment (Phillips & Phillips, 2008).

Reaction objectives are all about perception. The reaction objectives must be clear to ensure that participants engage and want to acquire the knowledge, information, or skills that are required by the program. Try to keep reaction objectives aimed at the content of the program rather than non-content issues, such as the food or hotel service. Here are some examples of reaction objectives where employees answer on a five-point scale; they should rate each statement 4 out of 5.

- The program content was useful to my position.
- The program provided me with new information.
- I will use the techniques I learned from this program (Phillips & Phillips, 2008).

According to Philips & Philips (2008), *learning objectives* (Level 2) are focused on performance and written with action verbs, conditions, and criteria. In Mager and Pipe's (1997) criterion-referenced instruction, learning objectives also include conditions and criteria. See the following short video for a different but similar training process model:

Crombie, S. (2013, May 1). *Criterion referenced instruction – Robert Mager* [Video file]. Retrieved from https://youtu.be/UHWX1ZPcJHQ

To view the transcript of this video, click here.

Level 2 objectives must be observed or heard behaviors to demonstrate that learning has occurred; they are clearly worded, specific, and outcome-based. They may contain all three components: performance, condition, and criterion. These are examples of learning objectives:

- After completing the program, you will be able to achieve a score of 80% or better in 20 minutes on the ADA policy quiz.
- After completing the meeting, you will be able to develop a business case lite using a given a template.
- After completing the training, you will be able to successfully complete the system procedures for setting up new clients in 15 minutes (Phillips & Phillips, 2008).

The next level of objectives (Level 3) are *application objectives*; they define the actions employees will take after the program of instruction is over (Phillips & Phillips, 2008). The application objectives should tell them what they are expected to do on the job with the knowledge or skills they learned while in training. This also involves the expectations of their supervisors and peers. Truthfully, while in the classroom or learning environment, a participant will learn a great deal that is not always necessary on a day-to-day basis. For example, a participant may not use all of the steps involved in a transaction to update an account in the new system; there may even be a shortcut allowed back on the job that was not discussed in class. Participants may have passed all of the tests and performed well in the learning environment, but once they get into their work environment, they will need support from their managers and peers. Participants should also have clear application objectives that describe what success will look like back on the job. Being able to use the knowledge, skills, and information learned in class while on the job is also referred to as *transfer of training* (Phillips & Phillips, 2008).

Examples of application objectives are shown below:

- After the program is completed, employees will use coaching skills daily.
- After the conference is completed, employees will contact a minimum of 10% of their current customers to offer the new product-line service within two months.
- After the program is completed, participants will identify 10 ways to increase the department’s level of employee engagement and report these back to their managers within 30 days (Phillips & Phillips, 2008).

According to Phillips and Phillips (2008), *impact objectives* (Level 4) are very important to most senior executives; they represent the business need that required the needs analysis. The key business measures should be impacted by the program; these objectives are often confused with Level 3 objectives, but the way to distinguish between the two levels is to remember that the Level 3 (application) objective is an *activity* and the *outcome or consequence* of the activity is Level 4 (impact). For example, this is an activity: Employees will contact a minimum of 10% of their current customers within two months to offer the new product-line service. To achieve an outcome, the employee must perform differently than he or she did before (by offering the new product line service), and the outcome of this activity (improvement in productivity) is a common indicator of a Level 4 impact.

Impact objectives consist of measures related to the skills and knowledge learned in the program; they reveal measures that are collected and available straightforwardly, and they tell us what the participants have achieved as a result of the program. Impact objectives involve hard and soft data; the hard data types are focused on output, quality, cost, and time. The soft data is focused on the work environment, customer service, and job satisfaction measures.

This is an example of impact (Level 4) objectives: After the close of the program, the resulting conditions should be seen: The average number of new accounts that have opened due to the new product-line service should increase from 200 to 250 per month in six months. Absenteeism should be decreased by 15% within the next nine months (Phillips & Phillips, 2008).

The highest level of objectives is (Level 5) ROI. The decision to collect data for this level of analysis should be taken seriously; not all training programs and projects require this level of analysis. Today, however, executives are requiring that high profile, expensive, and key strategic programs must be accountable and good investments. To show that the programs or projects are credible, executives are demanding that an ROI calculation is produced. Briefly, ROI converts the data to money, isolates the effects of the project or program, and compares the money to the cost of the project or program (Phillips & Phillips, 2008). A cost-benefit analysis is used in addition to comparing net program benefits to program costs; the comparison is expressed as a percentage when multiplied by 100. Preparing to construct ROI objectives and to evaluate a program at this level must be carefully and deliberately executed. ROI certification is a worthwhile endeavor for any executive or human resource professional (Phillips & Phillips, 2008). A video describing the ROI process and certification is listed in the suggested readings section for this unit.

Once most of the objectives for a program are completed, you will begin the design phase of the program, and you will start thinking about how you will assess each objective, select the course format, and create the instructional strategy. Part of your instructional strategy concerns the content presentation. If you are planning to do a PowerPoint presentation, you will want to watch the video below.

Hall, J. (2014, September 22). *Instructional design industry leader, Melissa Marshall presentation* [Video file]. Retrieved from https://youtu.be/9MRFIcz_AXs

To view the transcript of the video above, click here.

Also, watch this quick overview of the design phase to see what is included.

Jclarkgardner. (2011, September 25). *The ADDIE design phase* [Video file]. Retrieved from https://youtu.be/BhLIiF9QyTo

To view the transcript of the video above, click here.

The development phase includes several curriculum development activities such as creating a sample and developing the course material based on your design strategy and then conducting a run-through to gain feedback. For an example and more details, view the video below.

Jclarkgardner. (2011, September 25). *The ADDIE development phase* [Video file]. Retrieved from https://youtu.be/VzYDNWhQWYA

To view the transcript of the video above, click here.

You are now at the implementation phase, and there are three parts: training the instructor, preparing the learners, and arranging the learning environment. An overview of the implementation phase is covered in the next short video.

Jclarkgardner. (2011, October 8). *The ADDIE implementation phase* [Video file]. Retrieved from https://youtu.be/q8yky6-P1Uw

To view the transcript of the video above, click here.

The last phase, evaluation, has two types: summative and formative evaluation. The video below discusses this phase and provides examples.

Jclarkgardner. (2011, October 8). *The ADDIE evaluation phase* [Video file]. Retrieved from https://youtu.be/CBoI0wBo4vw

To view the transcript of the video above, click here.

You should now be ready to read the instructions and begin the Unit V PowerPoint Presentation assignment.

References

Forest, E. (2014). The ADDIE model: Instructional design. Retrieved from http://educationaltechnology.net/the-addie-model-instructional-design/

Mager, R. F., & Pipe, P. (1997). *Analyzing performance problems or you really oughta wanna: How to figure out why people aren't doing what they should be, and what to do about it.* Atlanta, GA: Center for Effective Performance.

Phillips, J., & Philips, P. (2008). *Beyond learning objectives: Develop measurable objectives that link to the bottom line.* Alexandria, VA: ASTD Press.

Tang-Quick, T. (n.d.). ADDIE instructional design model. Retrieved from http://ged578.pbworks.com/w/page/39335825/ADDIE%20Instructional%20Design%20Model

Suggested Reading

In order to access the following resources, click the links below.

Jiffy Lube has a unique training program called Jiffy Lube University. This article looks at one of the central figures to this program who is the manager of learning and development for Jiffy Lube International. This article presents a great example of a training program for employees.

Bates, S. (2016). Giving employees a license to learn. *HR Magazine*, *61*(4), 54-56. Retrieved from https://libraryresources.columbiasouthern.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=114923047&site=ehost-live&scope=site

The book mentioned in the Unit V Lesson is a classic resource in the field of human resource management, and it is a staple for any HR professional's library; if you are interested in owning the book, you may research the book on the Internet using the information below. This book provides a step-by-step approach to solving performance issues in an organization.

Mager, R. F., & Pipe, P. (1997). *Analyzing performance problems: Or, you really oughta wanna – How to figure out why people aren't doing what they should be, and what to do about it.* Atlanta, GA: Center for Effective Performance.

More and more training is being developed in an online setting. This article looks at how to use the ADDIE model to develop e-learning.

Neal, B. (2011). e-ADDIE! *T+D*, *65*(3), 76-77. Retrieved from https://libraryresources.columbiasouthern.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=59411774&site=ehost-live&scope=site

The video below contains an interview with Patti Phillips, the President/CEO of the ROI Institute, an organization that helps businesses measure the success of their initiatives and maximize ROI. In the interview, she discusses her thoughts on training.

ROI Institute. (2014, January 2). *Patti Phillips, the ROI Institute: Return on investment models for training* [Video file]. Retrieved from https://youtu.be/AZeHwZdr83U

The relationship between training and the performance of a firm is not always clear. This article aims to show this relationship and why it is important.

Thang, N. N., Quang, T. & Buyens, D. (2010). The relationship between training and firm performance: A literature review. *Research & Practice in Human Resource Management*, *18*(1), 28-45. Retrieved from https://libraryresources.columbiasouthern.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=53338496&site=ehost-live&scope=site

Learning Activities (Non-Graded)

Non-graded Learning Activities are provided to aid students in their course of study. You do not have to submit them. If you have questions, contact your instructor for further guidance and information.

Check for Understanding: Crossword Puzzle

Click here to download a crossword puzzle that reinforces the terms covered in this unit. You can also complete an interactive version of this crossword puzzle by clicking here.