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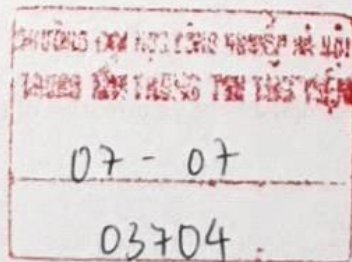
Eighth Edition

Employee Training & Development



Employee Training and Development

Eighth Edition



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**Mc
Graw
Hill**
Education

To my supportive, curious, and sometimes disruptive writing companions: Chester, Milo, and Lucky

Preface

Traditionally, training and development were not viewed as activities that could help companies create “value” and successfully deal with competitive challenges. Today, that view has changed. Companies that use innovative training and development practices are likely to report better financial performance than their competitors that do not. Training and development also help a company develop the human capital needed to meet competitive challenges. Many companies now recognize that learning through training, development, and knowledge management helps employees strengthen or increase their skills in order to improve or make new products, generate new and innovative ideas, and provide high-quality customer service. Also, development activities and career management are needed to prepare employees for managerial and leadership positions and to attract, motivate, and retain talented employees at all levels and in all jobs. An emphasis on learning through training, development, and knowledge management is no longer in the category of “nice to do”—such an emphasis is a “must do” if companies want to gain a competitive advantage and meet employees’ expectations.

Businesses today must compete in the global marketplace, and the diversity of the workforce continues to increase. As a result, companies need to train employees to work with persons from different cultures, both within the United States and abroad. Technologies, such as social media, and tablet computers, such as the iPad, offer employees access to learning whenever and wherever, eliminating the costs associated with bringing employees to a central location for training. Given the pace of business and employees’ often heavy workloads, long training sessions are no longer desirable. There is a strong movement for training to be available in short modules that are accessible on an as-needed basis. At the same time, the challenge is ensuring that this type of training includes the necessary conditions (practice, feedback, self-pacing, etc.) for learning to occur. Through the blended learning approach, companies are seeking the best balance between private, self-paced, as-needed, on-demand technology-based training and methods that allow interpersonal interaction among trainees and an opportunity to apply what they have learned online to issues and problems they are facing at work (such as classroom instruction or active learning). Employees from Generation Z and the millennial generation are well versed in informal learning, especially through collaboration facilitated by social media such as Facebook and Twitter. Also, their gaming experiences lead them to expect that learning experiences will be fun, multidimensional, and challenging and will provide immediate feedback and rewards.

The role of training has broadened beyond training program design. Effective instructional design remains important, but training managers, human resource experts, and trainers are increasingly being asked to create systems to motivate employees to learn, not only in programs but informally on the job; create knowledge; and share that knowledge with other employees in the company. Training has moved from an emphasis on a one-time event to the creation of conditions for learning that can occur through collaboration, online learning, traditional classroom training, or a combination of these methods. There is increased recognition that learning occurs informally as well as via technology-aided training outside the boundaries of a formal training course. Developments in

artificial intelligence and augmented reality applications for training and development are helping make this possible.

Due to rapidly changing business environments and competition that can quickly cause profits to shrink and skill needs to change, companies don't provide job security to employees and employees don't expect it. Many employees are job hopping to find more challenging and interesting work or to maximize the value that they can get for their skills in the job market, and they are not interested in making a long-term commitment to any company. As a result, both employees and companies are concerned with developing future skills and managing careers. Companies want a workforce that is motivated and productive, has up-to-date skills, and can quickly learn new skills to meet changing customer and marketplace needs. Despite the prevalence of job hopping, companies want to provide a work environment and training and development opportunities that will help them be the employer of choice for talented employees. Employees want to develop skills that not only are useful for their current jobs, but also are congruent with their personal interests and values. Given the increasing time demands of work, employees are also interested in maintaining balance between work and nonwork interests.

The chapter coverage of *Employee Training and Development* reflects the traditional as well as the broadening role of training and development in organizations. Chapter One, "Introduction to Employee Training and Development," covers the role of training and development in companies. Chapter Two, "Strategic Training," discusses how training practices and the organization of the training function can support business goals. Because companies are interested in reducing costs, the amount of resources allocated to training is likely to be determined by the extent that training and development activities help the company reach business goals. Topics related to designing training programs are covered in Chapters Three through Six. Chapter Three, "Needs Assessment," discusses how to identify when training is appropriate. Chapter Four, "Learning and Transfer of Training," addresses the learning process and characteristics of a learning environment. The chapter also emphasizes what should be done in the design of training and the work environment to ensure that training is used on the job. Chapter Five, "Program Design," provides practical suggestions regarding what can be done to facilitate learning and transfer of training before, during, and after a course or program. The role of knowledge management in facilitating learning and transfer of training is also discussed. Chapter Six, "Training Evaluation," discusses how to evaluate training programs. Here, the student is introduced to the concepts of identifying cost-effective training, evaluating the return on investment of training and learning, and determining if training outcomes related to learning, behavior, or performance have been reached. The emerging use of big data and analytics to show the relationship between learning and business results is also discussed. Chapters Seven and Eight cover training methods. Chapter Seven, "Traditional Training Methods," discusses presentational methods (e.g., lecture), hands-on methods (e.g., on-the-job training and behavior modeling), and group methods (e.g., adventure learning). Chapter Eight, "Technology-Based Training Methods," introduces new technologies that are being used in training. These technology-based training methods include e-learning, mobile learning, social media, simulations, serious games, massive open online courses (MOOCs), virtual reality, augmented reality (AR), artificial intelligence (AI), and blended learning. Chapters Seven and Eight both conclude by comparing training methods on the basis of costs, benefits, and learning characteristics.

Chapter Nine, "Employee Development and Career Management," introduces developmental methods (assessment, relationships, job experiences, and formal courses). In addition, the use of development plans to help employees succeed in their self-directed or protean careers is highlighted. Topics such as succession planning and onboarding are discussed. Chapter Ten, "Social Responsibility: Legal Issues, Managing Diversity, and Career Challenges," emphasizes the role that training plays in helping companies improve the communities where they are located by increasing the skill level of the workforce, helping provide jobs, and taking actions to help all employees grow and develop, regardless of their personal characteristics or career challenges. The chapter also discusses compliance with laws that affect training and development, training partnerships, managing diversity, cross-cultural preparation, and how companies can help employees deal with career challenges such as balancing work and life, coping with career breaks such as taking time off for family or required military service, job loss, and retirement. Finally, Chapter Eleven, "The Future of Training and Development," looks at how training and development is evolving and might be different five or even ten years from now.

Employee Training and Development is based on my more than 30 years (gulp—I'm old!) of teaching training and development courses to both graduate and undergraduate students. From this experience, I have realized that managers, consultants, trainers, and faculty working in a variety of disciplines (including education, psychology, business, and industrial relations) have contributed to the research and practice of training and development. As a result, the book is based on research conducted in several disciplines, while offering a practical perspective. The book is appropriate for students in a number of programs. It suits both undergraduate and master's-level training courses in a variety of disciplines.

DISTINCTIVE FEATURES

This book has several distinctive features. First, my teaching experience has taught me that students become frustrated if they do not see research and theory in practice. As a result, one distinctive feature of the book is that each chapter begins with a real-life vignette of a company practice that relates to the material covered in the chapter. Many examples of company practices are provided throughout the chapters. Each chapter ends with a real-life case and related questions that give students the opportunity to apply the chapter's content to an actual training or development issue.

A second distinctive feature of the book is its topical coverage. The chapters included in Part Two, "Designing Training," relate to training design (needs assessment, training methods, learning and transfer of training, and program design and evaluation). Instructional design is still the "meat and potatoes" of training. Part Three, "Training and Development Methods," covers the more exciting part of training and development—that is, training and development methods. But as the role of managers and trainers broadens, they are increasingly involved in helping all employees grow, develop, and cope with career challenges, as well as preparing high-potential employees for leadership positions. For example, managers and trainers need to understand generational differences in employees' career needs, career paths, cross-cultural training, diversity, outplacement, and succession planning—topics that fall outside the realm of instructional design. These topics are covered in Part Four, "Social Responsibility and the Future."

The book begins with a discussion of the context for training and development. Part One includes chapters that cover the economic and workplace factors that are influencing trends in the training profession. One of these trends is that companies are emphasizing learning through formal training and development, knowledge management, and informal learning. In addition, these chapters discuss the need for training, development, and learning to become strategic (i.e., to contribute to business strategy and organizational goals). Why? In successful, effective training, all aspects of training—including training objectives, methods, evaluation, and even who conducts the training—relate to the business strategy. More and more companies are demanding that the training function and training practices support business goals; otherwise, training may be outsourced or face funding cuts. Although students in business schools are exposed to strategic thinking, students in psychology and education who go on to become trainers need to understand the strategic perspective and how it relates to the organization of the training function and the type of training conducted.

Not only has technology changed the way we live and the way work is performed, but it also has influenced training practices. As a result, one chapter of the book is devoted entirely to the use of technologies for training delivery and instruction, such as online learning, social media, mobile learning, gamification, virtual and augmented reality, and artificial intelligence.

The book reflects the latest “hot topics” in the area of training and development. Some of the new topics discussed in the book are the flipped classroom, microlearning, adaptive training, big data and workforce analytics, augmented reality (AR), artificial intelligence (AI), knowledge management, massive open online courses (MOOCs), mobile learning (using smartphones), reverse mentoring, and unconscious bias training. Each chapter contains the most recent academic research findings and company practices.

FEATURES DESIGNED TO AID LEARNING

Employee Training and Development provides several features to aid learning:

1. Each chapter lists objectives that highlight what the student is expected to learn in that chapter.
2. In-text examples and chapter openers feature companies from all industries, including service, manufacturing, retail, and nonprofit organizations.
3. Discussion questions at the end of each chapter help students learn the concepts presented in the chapter and understand potential applications of the material.
4. Important terms and concepts used in training and development are boldfaced in each chapter. Key terms are identified at the end of each chapter. These key terms are important to help the student understand the language of training.
5. Application assignments are useful for the students to put chapter content into practice. Most chapters include assignments that require the student to use the World Wide Web.
6. Cases at the end of each chapter and at the end of each of the four parts of the book help students apply what they have learned to training and development issues faced by actual companies.
7. Name and subject indexes at the end of the book help in finding key people and topics.

WHAT'S NEW IN THE EIGHTH EDITION

I want to personally thank all of you who have adopted this book! Based on the comments of the reviewers of the seventh edition and training research and practice, I have made several improvements. Some important changes in the eighth edition of *Employee Training and Development* stand out:

- Each chapter has been updated to include the most recent research findings and new best company practices. New examples have been added in each chapter's text.
- All the chapter opening vignettes are new. For example, the opening vignette for Chapter Eight highlights how PayPal is using social media, Twitter, and MOOCs for training.
- This edition offers new and expanded coverage of topics related to training for nontraditional employees, learning, program design, training methods, evaluation, development, and the future of training. From the learning and program design perspective, expanded and new coverage is provided on microlearning, root cause analysis, how to help trainees remember training content, training international audiences, and content curation. The use of new and increasingly popular training delivery and instructional methods and support tools, including massive open online courses (MOOCs), the flipped classroom, serious games and gamification, mobile learning, virtual reality (VR) and augmented reality (AR), and artificial intelligence (AI), is discussed. From a development and career perspective, this edition provides new and expanded coverage of different types of career management approaches, reverse mentoring and different forms of mentoring, use of technology for matching mentors and protégés, and the potential detrimental effects of using the nine-box grid for development and succession planning. In training evaluation, the fundamentals remain important but there is also an increased interest in and use of big data and workforce analytics to show how learning, training, and development contribute to talent management and the company's "bottom line." As a result, in the evaluation chapter we discuss how the logic model can be used for identifying relevant training outcomes, Net Promoter Scores (NPS), and big data and how companies are using it to answer important questions. Finally, new technologies have the potential to radically alter how and when we learn and substitute performance support for learning. As a result, in the last chapter of the book, we discuss the implications of wearables, artificial intelligence, automation, the Internet of things (IoT), Tin Can API, and neuroscience research for the future of training and development. The implications of the needs and learning preferences of the multigenerational workforce, especially the millennials, for training and development are discussed throughout the book (e.g., reverse mentoring, development opportunities, increased use of games and social collaboration for learning).
- Each chapter ends with discussion questions and application assignments, many of which are new or have been updated for this edition.
- Each chapter concludes with new or updated brief cases that illustrate a training, development, or learning issue faced by a company. The case questions ask students to consider issues and make recommendations based on the chapter content.
- To help students better understand the connections between topics, the book is organized into four different parts. Part One focuses on the context for training and development

and includes a chapter devoted to strategic training. Part Two includes coverage related to the fundamentals of designing training programs. Chapters in Part Two focus on needs assessment, learning theories and transfer of training, program design, and training evaluation. Part Three focuses on training and development methods and includes chapters devoted to traditional training methods, e-learning, and the use of new training technologies such as social media and mobile learning. The chapters in Part Four cover employee development and career management and the role of training and learning in helping companies increase their social responsibility. This includes following laws and regulations that relate to training, as well as managing diversity and helping employees cope with career challenges such as balancing work and life, career breaks, identifying and moving along a career path, preparing for retirement, and coping with job loss. Finally, this part provides a look at the future of training and development.

- Each part includes a case designed to help students apply what they have learned in the chapters to a real company issue.

INSTRUCTOR AND STUDENT RESOURCES

The Connect Management Instructor Library is your repository for additional resources to improve student engagement in and out of class. You can select and use any asset that enhances your lecture.

The Connect Instructor Library includes:

- Instructor Manual
- PowerPoint files
- Test Bank

Manager's Hot Seat: Now instructors can put students in the hot seat with access to an interactive program. Students watch real managers apply their years of experience when confronting unscripted issues. As the scenario unfolds, questions about how the manager is handling the situation pop up, forcing the student to make decisions along with the manager. At the end of the scenario, students watch a post-interview with the manager and view how their responses match up to the manager's decisions. The Manager's Hot Seat videos are now available as assignments in Connect.

Acknowledgments

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I take full responsibility for any errors, omissions, or misstatements of fact in this book. However, regardless of your impression of the book, it would not have been this good had it not been for the manuscript reviewers. Special thanks to these people, who provided me with detailed comments that helped improve the eighth edition of the book for students and instructors. These reviewers include

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Edward Ward

Saint Cloud State University

Kristi Yowell

McDaniel College

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Raymond A. Noe is the Robert and Anne Hoyt Designated Professor of Management at The Ohio State University. Before joining the faculty at Ohio State, he was a professor in the Department of Management at Michigan State University and the Industrial Relations Center of the Carlson School of Management, University of Minnesota. He received a B.S. in psychology from The Ohio State University and M.A. and Ph.D. degrees in psychology from Michigan State University. Professor Noe conducts research and teaches all levels of students—from undergraduates to executives—in human resource management, training and development, performance management, and talent management. He has published articles in the *Academy of Management Annals*, *Academy of Management Journal*, *Academy of Management Review*, *Human Resource Development Quarterly*, *Journal of Applied Psychology*, *Journal of Management*, *Journal of Occupational and Organizational Psychology*, *Journal of Vocational Behavior*, and *Personnel Psychology*. Professor Noe is currently on the editorial boards of several journals, including *Journal of Applied Psychology*, *Personnel Psychology*, and *Journal of Management*. He is the lead author of “Learning in the 21st Century Workplace” published in the *Annual Review of Organizational Psychology and Organizational Behavior*. Besides *Employee Training and Development*, he has co-authored two other textbooks: *Fundamentals of Human Resource Management* and *Human Resource Management: Gaining a Competitive Advantage*, both published by McGraw-Hill/Irwin. Professor Noe has received awards for his teaching and research excellence, including the Herbert G. Heneman Distinguished Teaching Award, the Ernest J. McCormick Award for Distinguished Early Career Contribution from the Society for Industrial and Organizational Psychology, and the ASTD Outstanding Research Article of the Year Award. He is also a fellow of the Society of Industrial and Organizational Psychology.

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