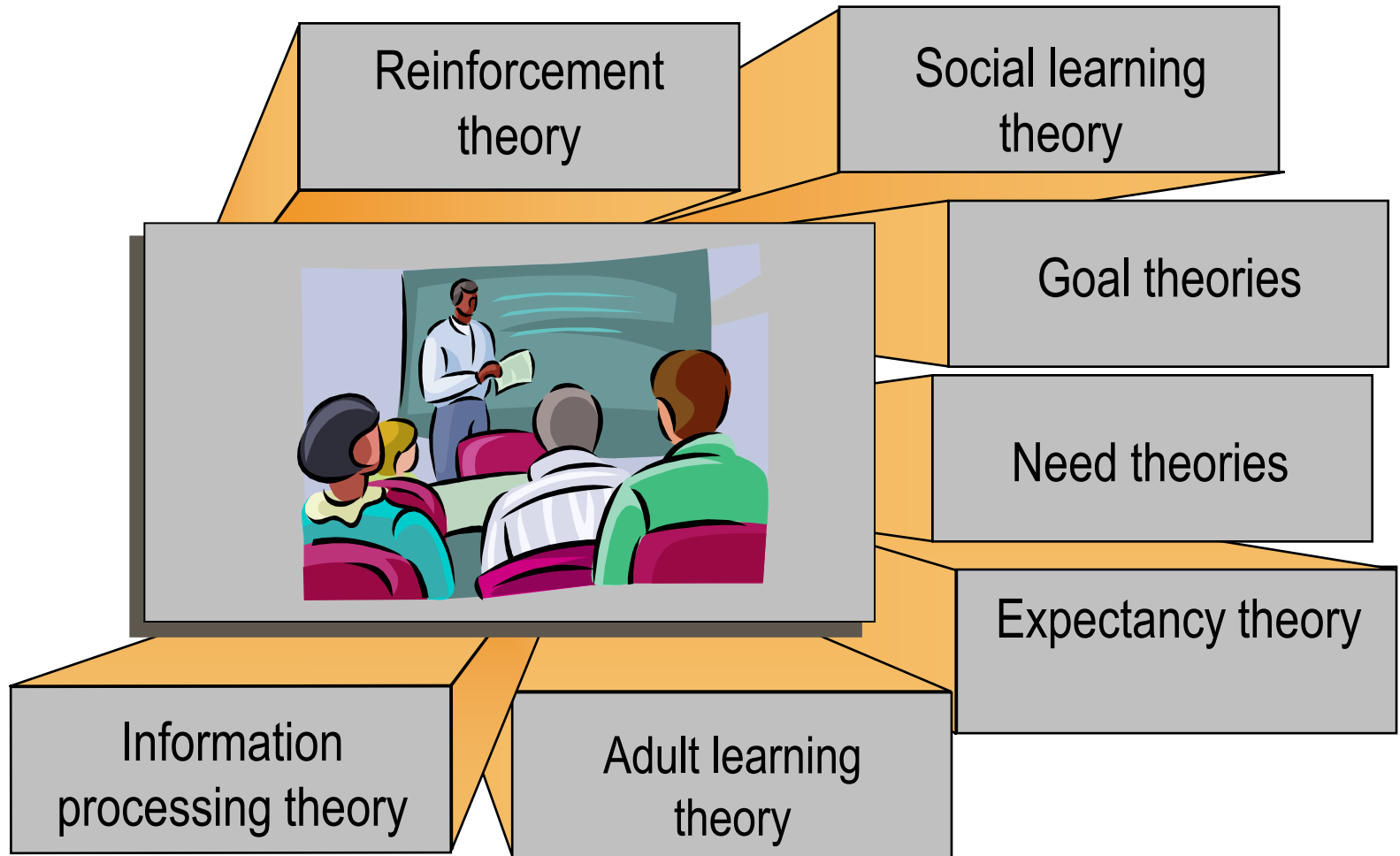


Weeks 4 and 5

- For learning to occur, it is important to identify what is to be learned - that is, to identify learning outcomes.
- We will now examine various theories of learning and their implications for creating a learning environment designed to achieve the desired outcomes.
- The learning process, the design of instruction and its implications for how people learn will be discussed.



Last week - Learning theories



Adult learning theory

This theory is based on several assumptions.

- Adults have the need to know why they are learning something.
- Adults have a need to be self-directed.
- Adults bring more work-related experiences into the learning situation.
- Adults enter into a learning experience with a problem-centred approach to learning.
- Adults are motivated to learn by both extrinsic and intrinsic motivators.



LAST week learning theories part 2

Adult Learning Theory
Learning Styles



Adult Learning

Read handout

- Define Adult learning
- Why is it important ?
- How will this affect Design ?



Learning Cycle

David Kolb

CE = Concrete Experience

RO = Reflective Observation

AC = Abstract Conceptualisation

AE = Active Experimentation



What is your Style

- Read hand out
- Discuss with partner your dominant style
- Straw poll



Training objectives

There are three components of training objectives:

- a statement of what the employee is expected to do (performance or outcome)
- a statement of the quality or level of performance that is acceptable (criterion)
- a statement of the conditions under which the trainee is expected to perform the desired outcome (conditions).



Last week

- Topic for next week - Design
- YOU MUST start the TNA this week !
- Complete the following
 - Questions for survey and interview (s) complete
 - Send out survey
 - Run your interviews
 - Look at learning theories and decide what you will use in your report



Design

- It is important for organisations to ensure that training leads to desired work outcomes such as increases in job performance.
- Research has demonstrated that training efforts are unlikely to result in positive changes in job performance unless the newly trained competencies are transferred to the work environment
- This week, we will explore the antecedents and consequences of the transfer of training process (the degree to which trainees effectively apply the knowledge, skills and attitudes gained in the training context to the job).



Transfer of training

Trainees effectively and continually apply what they learned in training on their jobs.

The work environment plays an important role in ensuring that transfer of training occurs.

Transfer of training is also influenced by:

- trainee characteristics
- training design.



Design – transfer of learning

The transfer of training process is heavily dependent on the degree to which training has been designed and delivered in such a way that provides trainees with the ability to transfer learning back to their job, and that the training instructions match job requirements.



Training design

Factors built into the training program to increase the chances that transfer of training will occur.

For transfer of training to occur, managers need to apply:

- transfer of training theories
- principles of self-management.



Self-management strategies

Self-management is a person's attempt to control certain aspects of decision making and behaviour. Training programs should prepare employees to self-manage their use of new skills and behaviours on the job.



Aspects of self-management

Self-management involves the following:

- determining the degree of support and negative consequences in the work setting for using newly acquired skills
- setting goals for using learned capabilities
- applying learned capabilities to the job
- monitoring use of learned capabilities on the job
- engaging in self-reinforcement.



Obstacles in the work environment that inhibit transfer of training

Obstacle

Work Conditions

Time pressures
Inadequate equipment
Few opportunities to use skills
Inadequate budget

Lack of Peer Support

Discourage use of new knowledge and skills on the job
Are unwilling to provide feedback
See training as waste of time

Lack of Management Support

Do not accept ideas or suggestions that are learned in training
Do not discuss training opportunities
Oppose use of skills learned in training
Communicate that training is a waste of time
Are unwilling to provide reinforcement, feedback, and encouragement needed for trainees to use training content

Description of Influence

Trainee has difficulty using new knowledge, skills, or behavior.

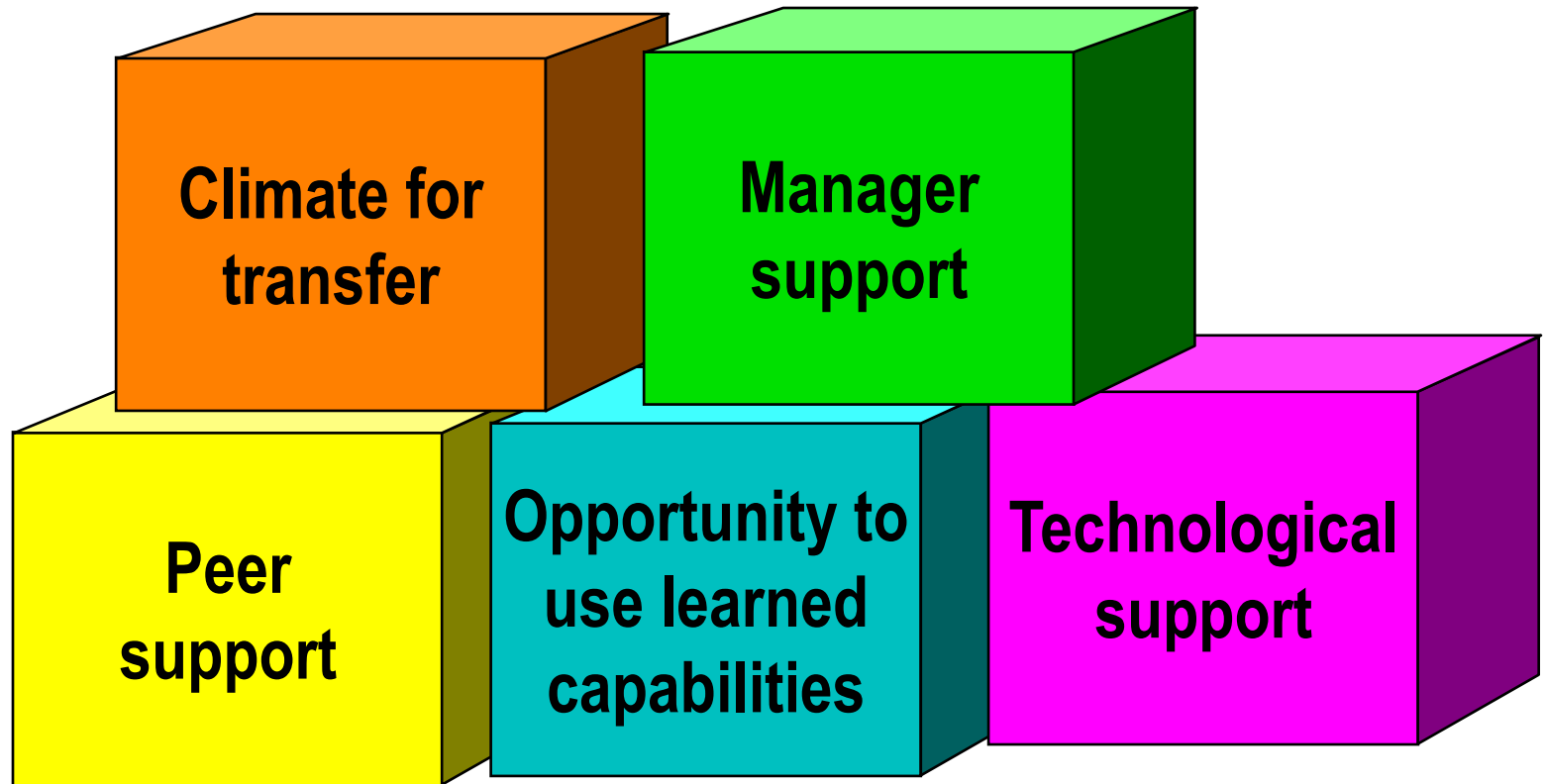
Peers do not support use of new knowledge, skills, or behavior.

Managers do not reinforce training or provide opportunities to use new knowledge, skills, or behavior.

Source: Based on R. D. Marx, "Self-Managed Skill Retention," *Training and Development Journal* (January 1986): 54–57.



Work environment characteristics influencing transfer of training



Characteristics of a positive climate for transfer of training (1 of 2)

Supervisors and co-workers encourage and set goals for trainees to use new skills and behaviours acquired in training.

Task cues

- Characteristics of a trainee's job prompt or remind him to use new skills and behaviours acquired in training.

Feedback consequences

- Supervisors support the application of new skills and behaviours acquired in training.

(cont.)



Characteristics of a positive climate for transfer of training (2 of 2)

Lack of punishment

- Trainees are not openly discouraged from using new skills and behaviours acquired in training.

Extrinsic reinforcement consequences


- Trainees receive extrinsic rewards for using new skills and behaviours acquired in training.

Intrinsic reinforcement consequences

- Trainees receive intrinsic rewards for using new skills and behaviours acquired in training.



Levels of management support for training

<i>Level</i>		<i>Description</i>
Teaching in program	HIGH SUPPORT  LOW SUPPORT	Participate as trainer
Practise skills		Allow trainees opportunity to practise
Reinforcement		Discuss progress with trainees; ask how to support trainees' use of new capabilities
Participation		Attend session
Encouragement		Accommodate attendance at training through rearranging work schedule; endorse employees' attending training
Acceptance		Permit employees to attend training; acknowledge importance of training



The learning organisation

A learning organisation is one that has an enhanced capacity to learn, adapt and change.

Training processes are carefully scrutinised and aligned with company goals.

Training is seen as one part of a system designed to create intellectual capital.



Key features of a learning organisation (1 of 2)

Feature	Description
Continuous learning	Employees share learning with each other Use job as a basis for applying and creating knowledge
Knowledge generation and sharing	Systems are developed for creating, capturing and sharing knowledge
Critical systematic thinking	Employees are encouraged to think in new ways, see relationships and feedback loops and test assumptions

(cont.)



Key features of a learning organisation (2 of 2)

Feature	Description
Learning culture	Learning is rewarded, promoted and supported by managers and company objectives
Encouragement of flexibility and experimentation	Employees are free to take risks, innovate, explore new ideas, try new processes and develop new products and services
Valuing of employees	System and environment focus on ensuring the development and well-being of every employee



Ways to create and share knowledge (1 of 2)

1. Use technology and software that allows people to store information and share it with others.
2. Publish directories that list:
 - what employees do
 - how they can be contacted
 - the type of knowledge they have.
3. Develop informational maps that identify where specific knowledge is stored in the company.
4. Create chief information officer and chief learning officer positions for cataloguing and facilitating the exchange of information in the company.

(cont.)



BREAK



TNA Case study – page 122

Read

Review Questions



Ways to create and share knowledge (2 of 2)

5. Require employees to give presentations to other employees about what they have learned from training programs they have attended.
6. Allow employees to take time off from work to acquire knowledge, study problems, attend training and use technology.
7. Create an online library of learning resources such as journals, technical manuals, training opportunities and seminars.
8. Design office space to facilitate interaction between employees.



Assignment 2 – TNA

Assessment item 2 Needs Analysis Report

Value: 35%

Due date: Monday 27th 11.59pm

Length: 2000 words

Task

You are to prepare a Needs Analysis of an organisation that you can obtain access to (BLOG).

This is an applied assignment, and it is essential that you are able to apply the knowledge in the subject to a real organisation

This assignment relates to topics 2-5 of the subject.

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The report

Table of Contents

Introduction – the purpose of the report

Organisation background – 1 short paragraph

Body of report

1. Needs Assessment Methods (and why you chose them)
2. Identification of Training Needs - from the data collected and discuss common themes.
3. Recommendation of program (and support) the outcomes for the program
4. Learning theories (defend your justifications)

Conclusion – next steps, design of program
(assignment 3)

Task

This Needs Analysis should identify:

1. The training need (1)
2. Options for programs to address the above



Headings

In your submission, you will need to address the following: (Headings)

1. The choice of methods used in your Needs Assessment and why
2. Gaps identified between required performance and actual performance
3. Justification for your recommendation
4. Using references to relevant learning theories from this subject, defend your justifications



TNA – Progress meeting



TNA Meeting – in pairs

- Your Organisations background
- Review your questions
- Your methodologies
- The report (to be written over semester break)
- Appendix 1 – List of Questions
 - **You will give me replies/data in class after semester break**
- Think about the case study and write your own analytical sequence or plan – this could be appendix 2



Exercise

Read sample training session plan page 165

