

HR DEVELOPMENT AND TRAINING STRATEGIES

INTRODUCTION

A HR development strategy is concerned with longer-term programs needed by an organization to improve operational performance at all levels, in accordance with the additional demands which a quality strategy will place on people in the future.

The associated training strategy will be concerned with the development of new or existing competencies, and with multi-skilling. Employees need to be provided with the right level of education and training to ensure that their

general awareness of quality management concepts, skills and attitudes is appropriate and suited to a continuous improvement philosophy.

Obsolescence results when an employee no longer possesses the knowledge or abilities to perform successfully. The more rapidly the environment changes, the more likely it is that employees will become obsolete. To avoid obsolescence before it occurs, progressive companies will develop a long-term HR development strategy and a sound training strategy based on the needs of employees.

Most large organizations make available a broad array of educational opportunities. However, instead of management training standing alone, it should be part of a total development operation that is linked to the whole training process. Management training and education should be connected to other developmental processes, such as career path, special assignments, selection procedures, appraisals, and reward systems.

Although training helps employees do their present jobs, the benefits of training may extend throughout a person's entire career and may help develop that person for future responsibilities. Development, on the other hand, helps the individual handle future responsibilities, with less emphasis on present job duties.

THE DEMANDS AND EXPECTATIONS OF THE NEW PLACE

As competition becomes more global and more technologically sophisticated, the human element becomes ever more important. The twenty-first century will be marked by a human resource renaissance. The new HR role facilitates the new methods required for recruiting and selecting qualified employees, and helps companies define new methods of educating, training and developing employees.

The central challenge facing many companies in the 1990s is to improve the contribution made by people in the new workplace. The nature of competition has changed and companies are currently spending billions of dollars on training and developing the workforce. The capability to produce a high-quality product, on time and faster than the competition, represents a formidable competitive advantage. There will be new techniques and tools to help employees meet those expectations.

The new challenges facing most of the companies in the 1990s include the demand for:

1. Higher quality.
2. Increased speed.
3. More customer service.
4. More product variety.
5. Faster product design time.
6. Lower cost of production.

Change is a fact of life in the modern workplace. It happens fast and continually. Organizations that do not provide workplace training may find it difficult if not impossible to keep up with rapid change. Modern managers should understand the benefits of workplace training in the competitive environment. Some of the training benefits are:

- Fewer production errors
- Increased productivity
- Improved quality
- Decreased turnover rate
- Lower staffing costs

- Improved safety and health
- Fewer accidents
- Minimized insurance costs
- Increased flexibility of employees
- Better response to change
- Improved communication
- Better teamwork
- More harmonious employee relations

BENEFITS OF HR DEVELOPMENT AND TRAINING

HR development and training empowers members of the organization to increase their contribution to its success while simultaneously enabling them to build their skills and capacities. Investment in HR development and training can provide the following benefits:

1. A signal to employees that they are important to the organization.
2. A new paradigm for employees related to quality improvement.
3. A reinforcement of organizational goals and objectives.
4. An opportunity to bring employees and managers together to solve problems.
5. A way to improve the skills of the employees.
6. A contribution to the satisfaction of employee's needs for achievement and recognition.

HR DEVELOPMENT STRATEGY

The long-term development of human resources — as distinct from training for a specific job — is of growing concern to many organizations. Through the development of present employees, companies reduce dependence on hiring a new workforce. If employees are developed properly, the job openings found through human resource planning are more likely to be filled internally. The employer benefits from increased continuity in operations and from employees who feel a greater commitment to the firm.

A HR development strategy should set out how the organization intends to:

- undertake regular and disciplined assessments of high-potential talent on a national and international basis.
- adopt a common language for development, building upon models of leadership excellence and the dimensions of job competence.
- introduce selective and planned job rotation, job enlargement and employee involvement.
- use the performance management system as a major lever for developing competencies.
- understand individual differences among employees, their motivations, and the influence of numerous variables on job satisfaction and quality.

Once hired, employees must be trained and provided feedback about their performance. Counseling and assistance programs should also be available to employees who need these services.

CAREER PLANNING AND EMPLOYEE NEEDS

Today, an increasing number of HR specialists see career planning as a way to meet their internal staffing needs. What do employees want? The following items are the basic wants of employees:

- **Career equity** — Employees want equity in the promotion system with respect to career advancement opportunities.
- **Supervisory concern** — Employees want their supervisors to play an active role in career development and to provide timely performance feedback.
- **Awareness of opportunities** — Employees want knowledge of career development opportunities.
- **Career satisfaction** — Employees, depending on their age and occupation, have different levels of career satisfaction.

Effective career programs must consider these different perceptions and desires among employees. Flexibility in career development programs is paramount if the goals of improved quality and productivity are to be achieved.

The implementation of career plans requires career development. Career development is composed of those personal improvements one undertakes to achieve a career plan. Once this personal commitment is made, several career development actions may prove useful. These actions involve:

- Job performance
- Exposure
- Resignations
- Organizational loyalty

- Mentors and sponsors
- Key subordinates
- Growth opportunities
- International experience

The benefits of career planning and development are as follows:

1. Aligns strategy and internal staffing requirements
2. Develops promotable employees
3. Facilitates international placement
4. Assists with workforce diversity
5. Lowers turnover
6. Taps employee potential
7. Furthers personal growth
8. Reduces boredom
9. Satisfies employee needs
10. Assists affirmative action plans

EDUCATION, TRAINING AND LEARNING

It is common to hear the terms education, training and learning used interchangeably in discussions of employee development. Training is an organized, systematic series of activities designed to enhance an individual's work-related knowledge, skills, and understanding and/or motivation.

Education is the presentation of concepts and information for the purpose of imparting knowledge. Training is a subset of education. Also, education tends to be more philosophical and theoretical and less practical than training.

The purpose of both education and training is learning. Trainers can better facilitate learning if they understand the following principles:

1. People learn better when they are ready to learn.
2. People learn more easily when what they are learning can be related to something they already know.
3. People learn better in a step-by-step manner.
4. People learn by doing.
5. The more often people use what they are learning, the better they will remember and understand it.
6. Success in learning tends to stimulate additional learning.
7. People need immediate and continual feedback to know if they have learned.

PLANNED TRAINING

Planned training is a deliberate intervention aimed at achieving the learning necessary for improved organizational performance.

The process of planned training consists of the following steps:

1. Identify and define training needs.
2. Define the learning required.
3. Define the training objectives.
4. Identify the training gaps.

5. Plan training programs.
6. Decide who provides the training.
7. Implement the training.
8. Evaluate the training performance.

TRAINING NEEDS ASSESSMENT

In a total quality setting, every employee needs training on a continuous basis. However, the key to maximize the return on training dollars is to link up the training policies to the goals of the organization (quality, cost efficiency, responsiveness and flexibility).

To decide what training and development is needed, we have to conduct an assessment on organizational and individual needs. Needs assessment diagnoses present problems and future challenges to be met through training and development. Needs assessment begins by asking two broad questions:

- What knowledge, skills and attitudes do our employees need to have in order to be world-class?
- What knowledge, skills and attitudes do our employees currently have?

The difference between the answers to these questions identifies an organization's training needs. A more structured way to assess training needs is to ask employees to state their needs in terms of their job knowledge and skills. A brainstorming session focusing on training needs is another method managers can use. The most structured approach to assess training needs is the Job Task Analysis Survey. With this approach, a job is analyzed thoroughly and the knowledge, skills and attitudes needed to perform it are recorded. Using this information, employees can respond to the survey by indicating which skills they have and which they need.

Group recommendations may also be a good way to identify training needs. The organization's suggestion system should also be used to identify training needs. Finally, training needs may also become apparent from performance appraisal reviews of career planning discussions.

QUALITY TRAINING CURRICULUM

In order for managers to play a leadership role in a total quality setting, they must be well trained, at least in what Joseph M Juran called the *Juran Trilogy*: *quality planning, quality control and quality improvement*.

Quality Planning Training:

1. Strategic management for quality
2. Quality policies and their improvement
3. Strategic quality goals and their deployment
4. Big Q and little Q
5. The triple-role concept
6. Quality planning road map
7. Internal and external customers
8. How to identify customers
9. Planning macro-processes
10. Planning micro-processes
11. Product design
12. Planning for process control
13. Transfer to operations

14. Santayana review (lessons learned)
15. Planning tools

Quality Control Training:

1. Control Subjects
2. Responsibility for control
3. Controllability (self-control)
4. The feedback loop in quality control
5. How to evaluate performance
6. Statistical process control
7. Decision-making
8. Corrective action
9. Quality assurance audits
10. Control tools

Quality Improvement Training:

1. Quality Council and its responsibilities
2. Cost of poor quality
3. Project-by-project concept
4. Returns on quality
5. Infrastructure for quality improvement
6. Macro process improvement projects

7. Diagnostic journey
8. Remedial journey
9. Progress review
10. Recognition and reward
11. Quality improvement tools and techniques
12. Conflict management

TRAINING OBJECTIVES

Having identified training needs, the next step is to design training objectives. These objectives should state desired behavior and the conditions under which it is to occur. Objectives also serve as the standard against which individual performance and training programs can be measured.

There are seven training objectives which can be used to serve as measures of training progress toward TQM.

1. A structured and disciplined training process, cascaded through the organization from the top down to the shop floor as the best way to demonstrate senior management's commitment.
2. A front-end kick off session for all employees to create an awareness of a quality drive.
3. An action learning approach to integrate theories and practices in quality improvement process.
4. Teamwork, trust, openness and collaborative skills should be developed so as to bring about a cultural shift.
5. Quality training should be provided for all new hires.

6. Courses should be tailored to the particular needs of different levels of the organization.
7. An effective approach to transfer the skills and knowledge of TQM to workers is needed, with feedback and evaluation mechanisms built in.

EVALUATION OF TRAINING AND DEVELOPMENT

The implementation of training and development serves as a TQM transformation process. The criteria used to evaluate training effectiveness focus on outcomes. The evaluation criteria should include:

- The reactions of trainees to the training content and process.
- The knowledge or learning acquired through the training experience.
- Changes in behavior that result from the training.
- Measurable results of improvements in individuals, such as lower turnover, accidents, or absenteeism.

Evaluation criteria should be established before training begins, and often are similar to the training objectives.

Participants should be given a pre-test. They should be tested to establish their level of knowledge before the program starts.

After the training is completed, a post-test evaluation should be used to measure improvements that resulted from the program.

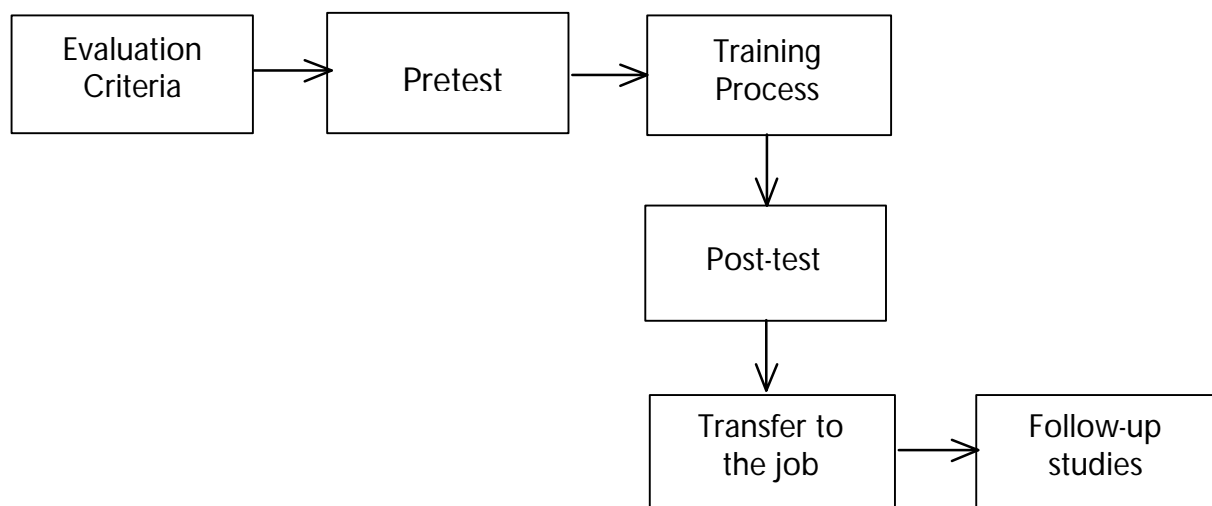
If the improvement is significant, it can be assumed that the program actually made a difference. The program is a success if the improvement met the

evaluation criteria and is transferred to the job. Transference is best measured by improved job performance.

Follow-up studies may be conducted months later to see how well learning was retained.

Figure 11.1 shows the evaluation steps of training and development.

Figure 11.1 Steps in the evaluation of training and development



Gilda Dangot - Simpkin of Dynamic Development suggests a checklist of questions for evaluating training programs that are purchased:

- Does the program sequence fit the program?
- Is there a logical sequence for the program?
- Is the training relevant for the trainee?
- Does the program allow trainees to apply the training?
- Does the program accommodate different levels of expertise?

- Does the training include activities that appeal to a variety of learning styles?
- Is the philosophy of the program consistent with that of the organization?
- Is the trainer credible?
- Does the program provide follow up activities?

