

Course Learning Outcomes for Unit III

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

3. Apply motivational theories to improve organizational performance.
 - 3.1 Discuss motivational theories.
 - 3.2 Identify how the theories enhance an organization's performance.

6. Determine the type of evidence needed to demonstrate training program success.
 - 6.1 Identify the parts of a successful training program.

8. Analyze the results of a training needs analysis (TNA).
 - 8.1 Examine the components of an effective TNA.

Course/Unit Learning Outcomes	Learning Activity
3.1	Unit III Lesson Chapter 4 Unit III Case Study
3.2	Unit III Lesson Chapter 4 Unit III Case Study
6.1	Unit III Lesson Chapter 4 Unit III Case Study
8.1	Unit III Lesson Chapter 4 Unit III Case Study

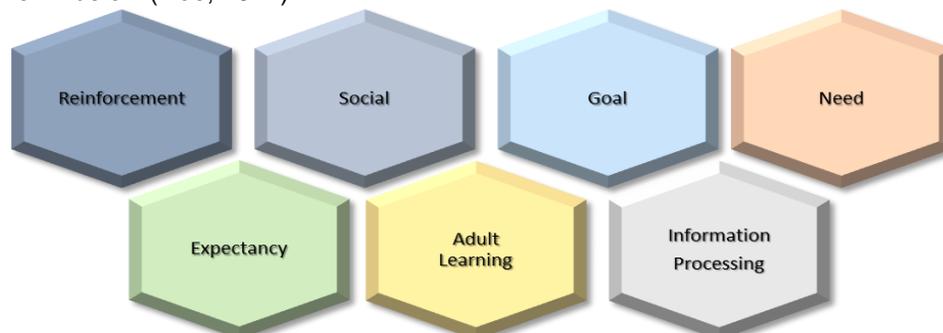
Reading Assignment

Chapter 4: Learning and Transfer of Training, pp. 157-193

Unit Lesson

Learning Theories

Learning theories are used to aid in the learning process through the use of training efforts. The learning theories are shown below (Noe, 2017).



You can refer to Chapter 4 in the textbook to identify the specifics of each learning theory. Each will identify the motivation behind the learning process and efforts.

It is important to identify with your audience—from learning styles to audience types, which we briefly addressed in the Unit II Lesson. In Unit III, we will explore the value of training within an organization as well as how it contributes to the success of an organization in its entirety—from executive levels to employees and even to vendors and contractors. The learning theories help in meeting the demands for the training and identifying the motivation factors.

Training

Training is the process where identified material is put together to create the opportunity for a learning experience through the various training methods. The assembled material provides the opportunity for learning to take place by meeting individualized needs and by providing feedback to enhance the learning experience. The material can be assembled in several forms including a paper version, computer-based training or gamification, group exercises and interaction, and individual exercises. The training can be delivered using the following methods:

1. instructor-led training,
2. computer-based training,
3. self-paced training,
4. traditional classroom lectures,
5. internal training, and
6. external training.

Instructional Interactions

Noe (2017) discusses three types of instructional interactions: learner-content (individual exercises), learner-learner (group exercises or interactions), and learner-instructor (instructor-led interactions). Each applies to how the material is best used and delivered for the desired outcome for the participants, audience members, and trainers. When assembling the material, consideration should be given as to how it complements the instructional interactions when the training material is delivered.

As the trainer, it is important to capture the needed training material in its best form. In developing the material, it is important to analyze, design, develop, implement, and evaluate the material in the best learning manner possible. In order to meet the needs of your audience, it is important to identify how the material is best received. As previously discussed, you can poll your audience for feedback in determining what would be the best delivery method or methods; however, in some cases, there may only be one way that is best to deliver the material. For example, more complex information and large amounts of information to be delivered in a limited amount of time are best delivered through the instructor-led method. The other methods can be used as indicated above.

Processes of Learning

As the learning process takes place during the training efforts, it is important to make sure there is a successful transfer of the training, which involves creating the learning experience to mirror the work environment, actual job application, and retention of the content (Noe, 2017). Learning can take place in the order shown below.

1. Expectancy
2. Perception
3. Working storage
4. Semantic coding
5. Long-term storage
6. Retrieval
7. Generalizing
8. Gratifying

By knowing and understanding the various processes, it allows for the delivery method to be better identified for instructional purposes. This is why it is crucial for the material to be well-developed in order to incorporate opportunities for successful transfer of training. The material and activities should involve opportunities for hands-on experience, application of soft or hard skills, and the development of cognitive capabilities.

Learning Experience

As the learning process continues, it is important to consider the outcome of the learning experience as well as verbal information, intellectual skills, motor skills, attitudes, and cognitive strategies (Noe, 2017). The audience members or employees should be able to understand the material with one or more of the learning outcomes. The material should be written for the audience members to be able to identify, analyze, comprehend, and apply the material within the scope of the training for the organization. This comes into play later when determining the success of the training or learning process for the participants.

Instruction

In continuing with the learning process, we must keep in mind the instructional aspect of the process. It is imperative that the instructional phase is well analyzed, designed, developed, implemented, and ultimately instructed. Things that should be considered during the instructional phase include, but are not limited to, identifying the objective or objectives, developing meaningful content, using various methods, providing feedback, applying knowledge, and preparing a suitable work environment (Noe, 2017).

When creating the material, consider the previously identified features of instruction. Each of the features aids in creating the best possible learning and training material. In creating the material, it should be material that is meaningful, thought-provoking, and forward-thinking as it applies to the content. The material should be relatable, applicable, and demonstrative (Noe, 2017). It is beneficial to the audience members and the organization when the material is presented in the proper manner. After the material is given, the way business is conducted changes, and it brings about enhancements and development within the organization, which, in turn, leads to increased productivity and profits.

Practice

The trainer should provide an opportunity for the audience members to practice with the material for retention purposes and then demonstrate knowledge of the material. As the audience member is practicing with the material, he or she is demonstrating cognitive strategy and verbal information—two of the learning outcomes previously discussed (Noe, 2017). Learning is taking place via observation, experience, and interactions. As the trainer, it is important to contribute to the learning efforts and provide as many opportunities for the participants to practice the material as practical.

According to Noe (2017), examples of ways for the participants to practice include case studies, simulations, role-playing, games, and oral or written questions. Simulations, or gamification, and oral or written questions are among the top methods used. One example of an application is a company trainer who planned and implemented an embedded simulation game and activities for the end users to gain firsthand experience in learning new material. In addition, questions and answers were used to assess basic understanding of the material as it was trained. The results of questions like this can be used to focus on material that is not understood. These examples incorporate the learning styles previously discussed in Unit II (i.e., visual, tactile, and auditory learning). The more the audience members practice the material, the more they are able to enhance their knowledge, skills, and abilities, which leads to a more productive work environment, also known as enhanced organizational performance.

Delivery

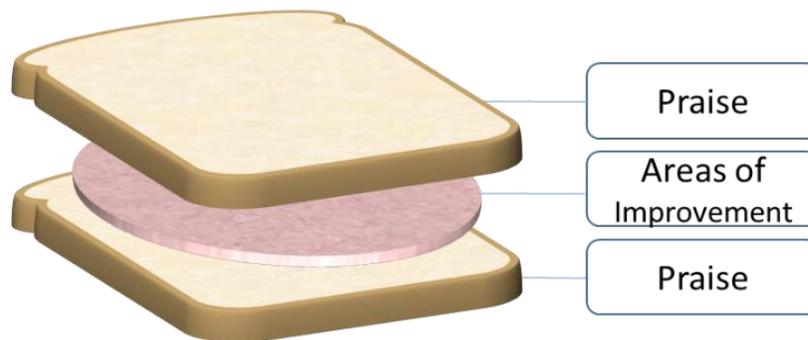
In delivering training, it is imperative to take into consideration your audience's needs, which include proper coordination and arrangement of overall training aspects (Noe, 2017). Some things to be considered include the following items:

1. trained facilitators and training administration,
2. training facility,
3. adequate and operable equipment,
4. materials needed,

5. functional working environment, and
6. alternatives.

Feedback

In improving the organizational performance, feedback plays a crucial role in this effort. Feedback should be provided in a manner where there is an opportunity to recognize and provide correction as needed in the identified area or areas. As previously discussed, there are various ways to assess the success rate of knowledge transfer and training efforts. The assessment tools can include tests, observations, production levels, data, and question-and-answer sessions. Once the assessment tool results are reviewed, it is important to provide effective feedback. The feedback can be in the form of qualitative feedback or quantitative feedback that includes supporting data. By having this information, it allows for an improved opportunity to deliver effective and efficient feedback. In the feedback phase, the *sandwich effect* should be applied. This is where feedback is provided in the following manner: provide praise (bottom bread), identify areas of improvement (meat/trimmings), and then close with praise (top bread).



Trainer

As the trainer, you are to provide the needed training in the most effective and efficient manner possible. It is important to analyze the results from the needs analysis and incorporate them into meaningful content and training. In addition, it is the trainer's responsibility to take care of the basic logistics in successfully carrying out the training efforts. The trainer must foster an environment for learning success by ensuring adequate facilities, necessary equipment, and basic moral support are provided in order for trainees to successfully complete the training. Keep in mind that, as the trainer, it is your responsibility to have proper documentation in place to record the attendees' attendance, training, and completion. This continues to contribute to the success of the organization by supporting the efforts of the organization to buy into the growth and development of the employees' talent management. With these applied efforts of the organization, it is a win-win for the organization and the employees.

Overall, training is beneficial for all parties—the employee and employer. From the employees' standpoint, they receive valuable training, which enhances their knowledge, skills, and abilities. From the employer's standpoint, it creates a more employee-centered environment, providing enhanced opportunities for growth and development. Ultimately, training brings about improved organizational performance through successful talent management and training efforts.

As we move on to Unit IV, we will explore Chapter 5, which discusses program design. This will identify the specifics in developing the best training program that meets the goals and objectives of the organization.

Reference

Noe, R. A. (2017). *Employee training and development* (7th ed.). New York, NY: McGraw-Hill Education.

Suggested Reading

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

The articles below provide an opportunity to learn about creating a learning experience through the use of training in the hope of developing new behaviors through change.

Hall, B. (2015, January 9). The power of motivation. *Chief Learning Officer*. Retrieved from <http://www.clomedia.com/2015/01/09/the-power-of-motivation/>

Palmer, K. (2017, April 6). What kind of learning culture does your company have? *Chief Learning Officer*. Retrieved from <http://www.clomedia.com/2017/04/06/kind-learning-culture-company/>

Ruhe, R. (2016, February 5). How to extend learning beyond training. *Chief Learning Officer*. Retrieved from <http://www.clomedia.com/2016/02/05/how-to-extend-learning-beyond-training/>

Learning Activities (Nongraded)

Nongraded 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.

The learning activities below create the opportunity to apply your knowledge. Each of the activities introduces topic material from Unit III including learning style assessments and learning outcomes. You may complete one or both of the assignments below, which can be found in your textbook.

1. Application Assignment, page 196, #6
2. Application Assignment, page 196, #7