Ten Key Areas of Organizational Training

Learning Objectives

After reading this chapter, you should be able to:

- Describe what organizations are doing in the following key areas of training and why this training is important:
  - Orientation training
  - Diversity training
  - Sexual harassment training
  - Team training
  - Cross-cultural training
- Explain equity issues as they relate to training, specifically related to females in nontraditional jobs, the glass ceiling, and people with disabilities.
- Describe issues that organizations need to consider related to basic skills training and safety training.

CASE THE COMPETENT EMPLOYEE[1]

Schrader–Bridgeport International (SBI) is a large manufacturing company with plants in North and South America, Europe, and Asia. It is a world leader in the design and manufacture of innovative engineered solutions to meet system, submodule, and component needs for industrial and automotive applications. Its sophistication in the engineering field, however, does not translate to sophistication in its management system. But perhaps you should judge for yourself.

A few years ago, nine males and one female—Ms. Conner—were hired at the same time for the position of "craftsmen." They were all graduates of a community college with a degree related to the job for which they had applied. Their job was to operate multispindle machines.

On joining SBI, the men were sent to Department 767, where special one-on-one, hands-on training took place for six months. This training taught them how to operate the machinery used at SBI, including how to load metal bars properly into the machines. Then they were

356

transferred to Department 710, where they began operating the machines. Ms. Conner 357
was placed directly into Department 710, and she did not receive the training.

On numerous occasions, George Schaefer, SBI's general supervisor in Department 710, stated explicitly that, in his view, women did not belong in the workplace at all. However, he admitted that Ms. Conner had "excellent mechanical ability," and he estimated that of the 10 persons hired from the community college training program, Ms. Conner was "probably number three from the top."

When one of the men's machines malfunctioned, supervisor Bruce Boyd would explain and demonstrate to the operator how to fix the machine and would permit the employee to assist and to learn how to get it going again. If Ms. Conner's machine malfunctioned, however, Boyd simply fixed it without showing or explaining what he did. When she asked to participate so she could learn, he "rolled his eyes" at her and refused. Ms. Conner then specifically asked General Supervisor Schaefer to see that she was provided with comparable training. He dismissed her request by responding that she had a high rate of absenteeism.

The machines that all 10 employees operated were idiosyncratic—each required its own particular techniques for it to perform well. New machine operators were typically assigned to a specific machine for a long period so they could learn how to keep that particular machine operating effectively. An inexperienced machine operator would advance to learning machine setup and unplanned tool setting only after gaining basic operating skills on a single machine. As a result, the machine operator's efficiency and productivity were greater.

Mr. Schaefer, however, repeatedly moved Ms. Conner from one machine to another. These machine changes caused her to spend a much greater proportion of her time on setup and unplanned tool setting than on production. She was always learning the idiosyncrasies of a new machine. From October through April, Ms. Conner spent 139.3 hours on machine setup and unplanned tool setting. The male operator who spent the most time on this task during that time period spent 82.5 hours. The male operator with the least amount of setup and unplanned-tool-setting time in the same period spent 12.1 hours.

Ms. Conner put up with a number of other things, such as being ridiculed, being forced to "mop up" the place, not receiving the same pay raise as the men, and so forth. She finally went to the personnel manager to complain. SBI had an antiharassment policy. The policy required investigation of employee complaints "thoroughly and promptly to the fullest extent practicable." However, the investigation conducted by the personnel manager consisted of asking supervisors Schaefer and Boyd about Ms. Conner. It is not surprising that the findings indicated no problem.

OVERVIEW

In this chapter, we will explore four key areas of training, indicate why they are important, and discuss what organizations are doing. These areas are **orientation training, diversity training, sexual harassment training,** and **team training**. We will then describe some other types of training programs and issues that organizations need to be aware of..

Let's start by considering the opening case. It must be something from the 1950s or 1960s right? Well, no; it occurred in 1990s. So was the company that "out of touch"? Perhaps, even though it did have an antiharassment policy. So what went wrong?

There might be several reasons why this company could not align the behavior of its employees with its policy. From an orientation perspective, none of the employees went through a formal orientation to the workplace when hired. Orientations provide new employees with information about rules, policies, procedures, and the workplace.[2] A well-designed orientation program for supervisors should help them understand the importance of treating everyone on the basis of ability and not gender. An orientation that included the procedures for airing a concern could have helped employees such as Ms. Conner deal with an issue before something serious occurred.

Let's examine this issue from a diversity training focus. Diversity training for managers would expose managers to the differences people from various backgrounds bring to the organization and why these differences should be valued. Gender differences would be a part of this discussion. Such a training topic would emphasize the value the organization puts on these differences. Messages of this kind from upper management, if sincere, do affect how gender and ethnic differences are treated in an organization.

This problem can also be viewed from a sexual harassment training perspective. Some of the things Ms. Conner endured were clearly sexual harassment. Given that an antiharassment policy was in place, harassment training might have been conducted. If so, the training was not taken seriously. Furthermore, the policy on investigating harassment was clearly flawed. The HR manager talked only to the two supervisors, which clearly was not of much value considering that they both seemed to be part of the problem.

From a team training perspective, you would probably uncover the negative attitude toward females during the needs analysis phase. The section on team training shows that attitudes among and toward team members are a vital factor in developing effective teams. Training can be designed to provide a forum for dealing with the issue.

In any event, it seems that no effective training took place at SBI in any of these areas (orientation, diversity, sexual harassment, or team training) so the harassment continued. We return to the case at the end of the chapter, but for now let's examine each of these key training areas in terms of why they are important, and what organizations are currently doing. Then we will provide some guidance in terms developing training in these four key training areas using our training model's five phases.

In addition to these four areas, another area that is of increasing importance is cross-cultural training. So, given its importance, we will also discuss it in the same detail as the previously mentioned training areas.

In addition, for orientation training, we will take you through a hypothetical example to demonstrate how such a training program might be developed using our training model.

It will, just like Fabrics, Inc., of earlier chapters, follow each of the phases, providing another example of how to develop training from start to finish.

ORIENTATION TRAINING (ONBOARDING)

An effective orientation is a way to assimilate new hires into the company environment. When done properly, it provides the new employee with information on what is required of them, as well as some history of the firm, the company's culture, and its strategic vision.[3] It begins the socialization process for new employees by helping them learn about the way the organization works and what it values. Orientations can be short (half or one day) or much longer (a week with periodic meetings for months thereafter). Some authors use the term *onboarding* to define the longer more in-depth orientations, others use the term specifically for managers, and still others simply use the terms *orientation* and *onboarding* interchangeably. Here, we will use the term *orientation* to represent both short and longer-term initial socialization processes of all employees.

Why spend time and money on an orientation? New employees will eventually learn about all the aspects of their job whether an orientation program exists or not Right?

Why It Is Important

From a learning theory perspective, we know that new learning is based on previous learning. New information is interpreted and understood in the context of what is already known. The best companies recognize that providing new employees with the information they need to understand the company and its expectations is a good investment. On the first day, the new employee is anxious to impress, nervous about what this new job is all about, and excited about what is in store. It is the new employee's first entry to the organization, so what happens on that

 358

first day and the next few days is critical. The first impression of the organization will be lasting, and it is important to orchestrate it in a manner that creates all the images and impressions that will enhance the effectiveness of the company and the employee. 359

TABLE 10-1 Positive Outcomes Possible from an Effective Orientation

Reduced anxiety	A better understanding of expectations and formalized meeting of co-workers results in the new employee not feeling the higher level of anxiety associated with the first few days on the job.
Reduced role ambiguity	A structured opportunity to determine what is required on the job and a comfortable feeling about approaching the supervisor and co-workers to ask questions about the job provide an opportunity to clear up any misunderstandings about job requirements.
Reduced turnover	Substantial evidence indicates that effective orientations reduce turnover.
Improved job performance	A better understanding of job requirements and the willingness to ask for assistance result in fewer errors and the ability to get up to top production levels sooner; all of which translates to improved performance.
Higher level of commitment	Evidence suggests that those who receive effective orientations are more committed, more involved in their job, and more likely to take on the values of the organization.
More effective/efficient organization	The organization with more employees achieving optimal performance quicker, operating at a higher level of performance, showing a clearer understanding of their responsibilities, staying with the organization for a longer

time, and being more committed to the values and objectives of the organization is definitely going to be more efficient, effective, and valuable to its shareholders.

Research shows that employees who attend orientation programs are more willing to adopt the organization's goals and values than those who do not.[4] Orientations also provide guidance to the new employee regarding management's expectations and inform the employee about job expectations. Effective orientations result in several positive outcomes for the organization, as depicted in **Table 10-1**. Higher commitment to the organization, increased job satisfaction, more job involvement, clear role understanding, and increased tenure are all outcomes of an effective orientation.[5]

What Organizations Are Doing

The orientation is one of the most common types of training programs.[6] It is also one of the most neglected.[7] It is often done haphazardly, with little thought to what should be included. This is true even at the executive level. Consider the survey that indicated that only 39 percent of senior executives were satisfied with their organization's efforts to orient them into the organization.[8] In some organizations, the orientation lasts a few hours; in others, it can be a few days. Large organizations often develop orientation packages but forget about revising them until they are far out of date. Small organizations frequently develop them with little thought, if they do them at all.[9] The positive outcomes identified by research suggest that the design and development of effective orientations is a good investment for most organizations.

Orientations do not require a long, drawn-out process to provide positive outcomes. **Training in Action 10-1** describes an example of what Texas Instruments does in one day. A well-designed and implemented one-day orientation will be more effective than a poorly designed or outdated program that spans a year. Ohio Savings Bank is a second example of how an effective orientation can have positive effects on the bottom line. For the year before implementation of their new orientation program, turnover was 31 percent within the first 90 days of being hired. In the five months following the new orientation training, the turnover rate plummeted to only 4 percent within the first 90 days and remained well below the industry standard.[10]

10-1 Training in Action Even a One-Day Orientation Can Have an Impact[11]

The assembly department at Texas Instruments had a high rate of tardiness and turnover. After conducting an investigation of these issues it was discovered that new hires in assembly experienced a high level of anxiety when they started the job, and which increased over time. The reasons for this were:

- New employees worried that they would not be able to meet production requirements.
- Old employees would tell new employees that they would never be able to reach performance requirements. This bit of hazing was considered a rite of passage.
- New employees were afraid to ask supervisors questions for fear of being seen as stupid.

Anxiety resulted in three important outcomes: low job satisfaction, tardiness, and high turnover.

At the time, new assembly employees received a two-hour orientation. They were told about the company, their job, and the performance requirements. Their supervisor then gave them a short introduction to their job, and then they were put on the job.

Texas Instruments decided to add an additional six hours of orientation that consisted of four specific points. New hires were given the following information:

1. They were very likely to succeed, based on statistics that indicated that 99 percent of new employees met expectations. They were shown the learning curves for production, so they would understand that productivity would not be at the necessary level at first. They were told that this was normal and supervisors wouldn't expect them to reach the standard for a while. Throughout the orientation, the new hires were constantly told that they all would succeed.

2. The hazing (being told that they would never make it) was explained as just hazing. They were told to take it in good humor but not to believe it.
3. It was explained that the supervisors were busy and would probably not come to see how each of them is doing. However, the supervisors were open to questions, and new workers are expected to ask questions, and no question is considered stupid. The new hires were encouraged to initiate talks with the supervisor.
4. They were told a bit about their supervisor (hobbies, personality, likes, and dislikes) to give the new employees a view of the supervisor as an approachable person.

The HR department wanted to be reasonably sure that any changes in turnover or tardiness could be attributed to the orientation. So, the next batch of new hires was separated into two groups: a control group (that received the typical two-hour orientation) and the experimental group (that received the two-hour along with the extra six hours of orientation).

The result was better than expected. The expanded orientation group showed 50 percent less tardiness and absenteeism, 80 percent less waste, and a 50 percent reduction in overall training time during the first year.

For larger, more complex companies or higher-level jobs, it is useful to spread the orientation over a longer time period. This approach minimizes the problem of information overload. It also ensures that opportunities for behaviors that management wants to encourage are practiced and feedback is given. At Bristol Myers Squibb, the orientation of their executives is intense but spreads over one to two months. Then, for the rest of the year, follow-up meetings are held to check progress and resolve any issues that have been identified.[12] At Pepsi Bottling Group, in addition to their comprehensive orientation, a peer coach is assigned to a new executive. A peer coach can provide long-term guidance, insights, and feedback without involving the new executive's boss—clearly a lower-risk environment.[13]

So, given the importance of the orientation, how long should it be? Having read to this point in the book, we hope you answered, "It all depends." The orientation is like any other training effort. In this next section, we will go back to our training model and demonstrate how to use it in the development of training.

Using the Training Model to Develop Orientation Training

We will go through the phases of the training model, discuss the main points to consider in developing an orientation, and then provide a hypothetical example to help you see how it is done.

THE TRAINING NEEDS ANALYSIS

You might think that a TNA is really not necessary for an orientation; after all, these are new employees, and there are obvious things you need to convey to them. This is exactly what Mecklenburg County thought.[14] They provided new employees with a half-day orientation related to showing new employees how to operate some of the organizational systems (phone, e-mail), how to complete important forms, what procedures to follow in an accident, and so forth. Reaction questionnaires at the end of the orientation indicated that the orientation was too long and boring. But the HRD department thought that such a response was to be expected. There were, after all, several mundane things that were necessary to learn even though they might be boring. So it was assumed that the orientation participants simply did not understand the importance of these things.

At one point, when the county was trying to change its image toward customers, someone in HR suggested they also treat new hires as customers. To do this, they would conduct a TNA and see what new hires wanted in the way of an orientation. The TNA included asking company executives, employees who had been through the present orientation, and new hires what they believed should be in an orientation. The resulting data indicated that the orientation would have to be even longer than a half-day to provide all the information identified as necessary. After much analysis, they put together a one-day orientation. Reaction questionnaires completed after the redesigned orientation indicated that 94 percent of the respondents thought the length was just right, and it was interesting. Why the change? One reason was that the TNA made it more relevant to their needs. So, orientations, like any training, will be more relevant and therefore more interesting and motivating for participants when their needs are met.

Organizational, Operational, and Person Analysis

Recall from the training model that the TNA has three inputs: organizational analysis, operational analysis, and person analysis. Previously, we have discussed these analyses separately. Here they are combined, because that is how it happens in practice.

When a key performance indicator, such as productivity, tardiness, turnover, or employee satisfaction, is below expectations, a TNA is conducted to determine the causes. The organizational analysis will determine any roadblocks in the system that prevents appropriate behaviors that affect these important outcomes. The operational and person analyses will determine any knowledge, skills, and attitude (KSA) deficiencies. As we have said before, issues such as productivity, turnover, and so forth, are likely to be caused by more than one thing. So it is unlikely that an orientation alone would solve the problem, especially since it deals only with new employees. You will need to determine the cause of the deficiency to know what, if any, training will be useful.

Imagine, for example, that you determined that production employees generally did not believe that quality was very important. This "attitude toward quality" would then become one area to include in an orientation program.* But remember, there may also be features in the system causing the attitude. Thus, adding a component to the orientation program that addresses the attitudes will not be enough. The organizational analysis will have identified the other barriers facilitating this negative attitude. You need to remove the factors creating this attitude and add forces to change the attitude to a more positive one.

From your organizational analysis, you know what barriers are being created by the system and the general performance gaps. You also need to determine what constraints will be placed on training. Gathering this information from company materials and upper management interviews is important to that end; this is also part of the organizational analysis.

*Of course, you would also need to deal with the current employees through training and other interventions, depending on what the TNA revealed.

Now you need to identify the specific training needs (KSAs). At the operational level, the supervisor can indicate the type of job-specific and nonspecific KSAs new employees should have. Keeping in mind that this is an orientation, and not technical job training, there are quite likely some basic points that the orientation should cover, such as early production expectations, policies and procedures that the department has in place, rules regarding absences, important dates and deadlines, how to use the computer and copy systems, and so forth. Supervisor interviews also allow you to determine what issues and requirements of the job might interfere with the goals identified by upper management. At the person analysis level, you will want to ask recent hires what company knowledge and operational procedures would have been most helpful when they started their jobs. Finally, asking those about to be hired they would like to know about the firm also provides important information. Do not assume that new hires know nothing about the firm. They might have conducted a search for information before being interviewed or even before applying for the job. Some new employees might be comfortable in a team environment; others arrive disillusioned by the experience. Remember, the key to a successful orientation is to make it interesting and relevant. Knowing where new hires stand on various issues (team approach) and what knowledge they have about the organization and their new jobs will help make the orientation relevant and interesting.

Some level of orientation training is generally indicated because you want the socialization process to begin as soon as possible. The length and intensity of the orientation will be, to a certain extent, based on the importance of the job, the size of the gap between the new hires' current KSAs and the organization's expected KSAs, competitive strategy, and many other factors. Within the same company, the amount and type of orientation training will differ across employee levels and groups. If your TNA shows that new hires have the general technical KSAs, but not the company-specific information they need to be effective and/or satisfied employees, this is clearly orientation material. If the new hires don't have the technical skills, then you are more likely looking at a selection or a technical training solution.

Hypothetical Example—The TNA

You are the training manager for a midsize company of 800 employees. The company projected a loss of market share for the second consecutive year. The VP of HR tells you that turnover among newly hired managers is much higher than the industry standard, and it has increased significantly over the last few years. He suggests that an orientation program may be needed and wants you to investigate. Obviously, your first task is to conduct a TNA. Assume the following results from your TNA:

- The competitive strategy of your company is to maintain dominant market share through producing high-quality products, in large volume, and within stringent cost parameters.
- The core values of the organization can be summed up in the phrase "quality products through teamwork."
- The entry- and midlevel managers are relied upon to develop effective production teams to continuously improve "end product quality" while meeting cost and volume goals.
- The low morale of new management hires in the manufacturing area leads to high rates of turnover and poor attendance, and these result in a demoralizing effect on the production teams.
- Warranty claims increased slightly each month over the last two years.
- Many of those who stay with the company and rise to midlevel manufacturing managers show little interest in working with new hires (indicating not enough time, little incentive, and a survival-of-the-fittest mentality).
- Poor performance in new hires stems primarily from a failure to align the activities of their work unit to the strategic direction of the company (they sacrifice quality for quantity).
- From the midlevel managers, you learn that managers are rewarded for quantity, not quality, and they feel a lot of pressure for productivity to remain high (this emphasis is confirmed by production team members).
- Exit interviews with managers who left the company after a relatively short tenure indicate that they knew little about the company when they started, relied on advice from the production team, and experienced infrequent consultation with their boss (midlevel manager). A frequent response about company values was "everyone talks about quality, but the real pressure is on getting product out the door and keeping costs low." Policies and procedures were unclear, making it difficult to find out who is responsible for what.

Training Needs

In discussing the results with the VP of HR, other members of top management, and high-performing midlevel manufacturing managers, you determine that most new hires lack the following KSAs when they start the new job:

- ***Attitude:*** Strong belief in the mission and core values
- ***Knowledge:*** Clear understanding of the market strategy and goals of the company

- ***Knowledge:*** A picture of how the company operates and how their job contributes to achievement of the strategy and goals 363
- ***Knowledge:*** Clear understanding of performance expectations over the course of the first year
- ***Knowledge:*** A basic understanding of important company policies and procedures and who is responsible for key operations

Nontraining Needs

You also identified some nontraining needs that must be addressed before training can be truly effective. One of these issues was the reward system that did not support the commitment to quality. If quality is in fact important, you might suggest the following changes to the system so that it supports the quality core value:

- Provide managers with appraisals that give appropriate weighting to quality, quantity, and cost performance.
- Reward managers and workers only for reaching quality, quantity, and cost targets.
- Require operating units to produce and publicly display quality charts.

Unless the discrepancy between what we want managers to do and what the reward system encourages them to do is resolved, the orientation, no matter how well designed and implemented, will make little difference. Once any nontraining needs are identified and addressed properly, you can start the design phase of your training.

DESIGN

The training model identifies the design inputs as the training needs from the TNA, the organizational constraints, and the training methods based on learning theory. For the hypothetical example, we have identified the training needs, which include those mentioned previously. But before we begin determining what the training methods to use and the order of training, we need to consider the constraints.

Organizational Constraints

Constraints are placed on training by the organization, the environment, and the trainee population. They include factors such as how much time will be available to deliver the training, what mode of delivery is best suited to the trainees, the level of technology in the organization, and the facilities available. The constraints will have been at least partially identified in the TNA. However, additional information will inevitably be required. Again, you will have to collect this information at the organizational, operational, and personal levels.

Hypothetical Example—Design Constraints

In our hypothetical situation, top management has deemed the orientation to be important. You are authorized to develop an effective management orientation that is cost-effective. There are specific dates that must be avoided for this training based on production schedules. However, you can work with the HR manager to ensure that no new management hires are brought in during these periods. This gives you more freedom in terms of the timing, length, and quality of the orientation (remembering that you still have a return on investment to think about). Based on your TNA and these constraints, you determine that the orientation should take one full day and be periodically enhanced by meetings with the midlevel manager of the unit throughout the first six months.

Unfortunately, there is still the problem of when to offer the training. Your company has 800 employees, of which 100 are management. You are experiencing significant turnover of 15 percent (one of the reasons the orientation program is being developed). That means you have 15 new managers a year being hired. However, they don't all come in at the same time, and some replacements will be internal. So you're only getting one or two a month. On the basis of this, you can't justify the cost of getting a trainer up to speed in all of the areas and 12 days a year of the trainer's salary. You solve this problem by incorporating in-house subject matter experts (SMEs) into the training design. Each SME spends an hour or two with the new hire covering the SME's area of expertise. These people will likely require some train-the-trainer activities before the start of orientation to ensure that they have the KSAs to be effective trainers. This is something you can look into as you are identifying the SMEs who will participate in the orientation. Your design strategy so far provides multiple benefits, as it

- addresses your cost-effectiveness issue because there is little added additional cost, as the SMEs are salaried and will "fit" the orientation module into their schedule,
- provides experts in each of the areas covered by training rather than relying on the trainer to become an expert, and
- introduces the new hire to key people in the organization, helping to address one of the training needs.

Your organization has an adequate training facility, but you will only be training one or two people a month, and an office or small conference room will be better suited to your needs.

You have only limited technology for developing the training. You do not have the capability of producing in-house video or computer-aided instruction of very high quality.

While you are reviewing your preliminary objectives, you note that initial learning of much of the material can be accomplished through reading or viewing a video. You know that some useful materials already exist. These would merely have to be duplicated for the training. Other materials might have to be produced by an outside vendor. You will keep this in mind as you develop your training objectives, knowing that you will have to do a cost-effectiveness analysis for outsourcing any of your training materials. All of that mentioned previously will influence what the orientation will look like.

Training Objectives

The process part of the design phase (shown at the beginning of **Chapter 5** on **page 152**) calls for the development of training objectives. Recall there are four categories of training objectives: reaction, learning, transfer, and organizational outcomes. We will focus primarily on the learning objectives. While there are many objectives to an orientation program, we will focus on just a few, as examples.

Hypothetical Example—Design—Training Objectives

Continuing with your hypothetical job, you know that the new hires must develop a strong belief in the mission and values. Some prerequisite learning must occur. The new hire must first internalize the mission and values to articulate them when asked. Second, the new hire must develop a positive attitude toward them. A learning objective for the prerequisite learning is as follows:

- On completion of the orientation, all trainees, on request and with no assistance, will be able to state the mission statement and core values, with no errors.

Because the core values include teamwork, you need a learning objective related to the trainee's attitude toward teamwork. Recall that to affect attitudes, we do not train employees in attitudes per se, but rather provide information about teams that should result in a more positive attitude. You decide on the following:

- By the end of orientation, the trainee will be able to correctly list all the reasons why using a team approach to achieve continuous improvement of the production system is more effective than using individuals to accomplish the same task.

The third learning objective states:

- On completion of the orientation, the trainee will be able to describe, to the satisfaction of a senior manager, how achievement of the mission and application of the core values will benefit society, the company, its employees, and customers.

New management employees also need to know the company's objectives and goals, and how their job relates to their achievement. You state this learning objective as follows:

- On completion of orientation, all trainees will be able to list the major goals and objectives of the company, without aids, and describe how their job relates to their achievement, in such a manner that anyone above them in the chain of command would approve of the statement.

The new employees probably would not be expected to learn the many policies and procedures of the organization by heart. Rather, they should have a general idea of what those policies and procedures are and know where their written descriptions could be located. A learning objective regarding a "procedure" in this case might read:

- When asked to describe one of the company's policies or procedures, the trainee, using the company reference manual for policies and procedures, will be able to indicate the correct answer 100 percent of the time.

Transfer of training objectives would include the following:

- Three months after the orientation, the manager will be evaluated as strongly supportive of the mission and core values by the immediate supervisor and production team members.

- Three months after completion of the orientation program, all trainees will be rated by their teammates as highly supportive of team activities.
- Within three months after orientation, all manager trainees will develop goals and objectives for their units that are aligned with those of the firm, as judged by their manager.
- On the first year performance evaluation, the trainee will be rated by the immediate supervisor as "always" or "nearly always" follows approved policy and procedure.

An organizational outcome objective is as follows:

- "The average level of turnover for the first year of employment will be 20 percent less than the current average."

On the basis of these and other objectives, you are now ready to consider the methods of instruction that will most likely ensure learning and transfer of the relevant knowledge and attitudes to the job. You note as you begin this process that the learning is focused on knowledge and attitudes. No skill development is included in your objectives.

Facilitate Learning

From learning theory, we know that the lecture and lecture/discussion would be useful for conveying some of the declarative knowledge. However, this type of knowledge can also be provided ahead of time in written form, with the class time used for practice, higher-level knowledge acquisition, attitude development, and explanation. So, based on the objectives you have developed, you need to make some design decisions.

Hypothetical Example—Design—Identify Alternative Methods of Instruction

On the basis of the deficiencies identified in the TNA and the constraints placed on you, you developed objectives. From these training objectives, you determine the methods of instruction:

- The face-to-face portion of the orientation will be the new hire's first day of work.
- Most of the declarative knowledge related to mission, values, market strategy, company goals, company operations, policies, and procedures will be learned from materials provided prior to arrival at orientation.
- Self-assessments for feedback purposes and formal pre-assessments of the informational learning can be done prior to and at the start of orientation.
- Orientation can be individually customized on the basis of the input and preassessment data.
- The face-to-face time will focus primarily on procedural and strategic knowledge and the learning designed to affect attitudes. Some time will be devoted to addressing any deficiencies noted from the preassessment. Some time will be used to assess learning objectives at the end of each module.

PREORIENTATION

You identified the following items that must occur prior to the new hire's arrival at orientation:

- Notify the new hire that the first day of work will consist of an orientation, and describe the program.
- Deliver the preorientation instructions, training, and assessment materials to the new hire.
- Instruct new hires to return the formal preassessment materials and any input into objectives and agenda.
- Modify objectives and agenda based on input from new hires and preassessment data.
- Identify and reserve the space that will be used.
- Reserve or acquire any equipment needed.

ORIENTATION

BEGINNING You developed the following goals and methods for the start of the orientation:

1. Create and maintain a positive attitude toward the orientation.
2. Demonstrate the need for, and the value of, the orientation.
    - Introductions and welcome
    - Review the objectives (lecture/discussion)
    - Review the day's agenda: Show what learning occurs, and when. Discuss the usefulness of getting off to the right start. Ask for any additions or questions (lecture/discussion).

DURING SMEs are identified and materials developed in the following areas:

- Company mission, goals, strategy, and core values: This presentation should be done by a high-level manager (perhaps the chief executive officer [CEO]). You decide to capture it on video and have a VP at the training session to answer questions.
- Company operations and how the new hire's job contributes to mission and strategy: The high-level manager covers company operations at the executive officer level. The director of manufacturing covers operations within the manufacturing area. The