

TITLE: Human Resource Development: Challenges facing Aboriginal Managers In Training and Development

Introduction

This case has been developed to provide discussion with respect to Training and Development issues that could be faced by any Aboriginal Manager within a First Nation’s community. Training and Development is an integral part of Human Resource Development faced by Aboriginal Managers. For this case, Human Resource Development will be defined as the process of increasing the knowledge, skills and capacities of all the employees within your First Nation organization.

In order to effectively relate the managerial challenge of Human Resource Development this case will review thirty concepts with respect to Training and Development. Each concept will be defined through Definition and Role. The Applicability section will state a question, which will require the individual or group to relate the concept to one or more of the organizational structures listed below.

The band administration office (band office) will have a Band Manager, Welfare officer, Housing Administrator, Education Director and Education Counsellor, Wellness Co-ordinator, Financial Advisor and Accounting Clerk, Native Employment Officer and Economic Development Officer. The Band Manager (Aboriginal Manager) is in charge of the band office and all the employees report to him directly except the accounting clerk.
The band also operates its own high school and hires both native and non-native teachers from the surrounding communities. The School staff consists of; a principal, 10 teachers, 5 teachers aids, 4 kitchen and 2 Janitorial staff.

The band has a full service Gas Bar and convenience store set up through their development corporation. The Gas Bar staff consists of; Manager, 5 cashiers and 5 Gas attendants.

ITCH

Definition:
An itch is the first step in the training process that identifies that something is not right, is of concern and is adversely affecting organizational performance. An itch can be that customer complaints are too high, quality is low, market share is being lost, or management or technology frustrates employees.

Role:
If some part of an organization “itches”, a needs analysis has to be performed in order to determine the difference or gaps between the way things are and the way things are supposed to be. A need analysis will tell an organization what could be wrong with its performance and provide possible solutions for improvement. The need analysis results in setting objectives or goals to improve the situation reduce the gap and eliminate the itch. Before training is determined to be the best solution to the problem, alternatives to this very expensive option must be assessed. Other possible solutions to a problem could include increased incentives, task re-organization or improved technology. If this were the case then increased training may not solve the organization’s inefficiencies yet still cost a considerable amount of money. The need analysis, setting objectives and the consideration of alternatives force the trainers to focus on performance improvement, not the delivery of the training program. Training is only one solution – and not necessarily the best one – to performance problems.
Applicability:

What could be an indication of an itch in the bands accounting department?

Example:

The quality of the financial reports were not meeting the band managers expectations, it was noticed that there were errors with recording AP/AR in certain program budgets.

A needs analysis has been performed and it has been determined that training is the solution, a number of factors will be considered in the development of the accounting course. The program design can be developed numerous ways, but is structured by reviewing the objectives with respect to accounting procedures. Using objectives as guidelines, fundamental learning theories and practices will be built into the process before, during and after the course to optimize the transfer of learning to the job.

We will also ensure that through the concepts of feedback and practice that the employee is able to practice the accounting lessons that have been learned through the training program.

GAP

Definition:

When an “itch” occurs, the organization must identify the “gap” between the current situation (i.e., the way things are) and the ideal situation (i.e., the way things should be). The gap can be identified by conducting a needs analysis, which will also provide options on how to reduce the gap (i.e., eliminate the itch and meet company objectives).

Role:

Identifying the gaps through a need analysis is essential and will help in establishing goals to improve the organizations situation and reduce the gap. The organization must be open to a variety of possible solutions, as training may not be the best means for reducing the gap. The organization must
examine several options before determining the most effective method of dealing with the problem. In doing so, the organization can avoid unnecessary costs, lost time, and ultimately it can minimize the gap and thus resolve the “itch”.

Applicability:

The Gas Bar has observed an increase in accidents within its workplace. Its ultimate goal - to reduce accidents to prevent increases in workers’ compensation, absenteeism, and decreases in productivity. Before the Gas Bar can achieve this goal, it must identify the gap. What is causing this “itch”? What is preventing the Gas Bar from reaching its objectives (i.e., a safe workplace)?

Example:

There can be a variety of explanations: inefficient technology; carelessness; or insufficient training in occupational safety or improper usage of the equipment.

A needs analysis was performed and it was determined that the gap was being influenced by safety reasons. We can now set objectives to reduce the gap. The needs analysis also helped determine what activities would most effectively eliminate the problem. Training was the missing ingredient and can eliminate the itch (safety training), the Gas Bar management developed a training program that reflected the Gas Bar objectives; incorporated principles of equity; and reflected fundamental learning principles.

Once training is completed the Gas Bar will evaluate the training program to determine its success (i.e., have accidents decreased?).

If the accidents were equipment-related and not employee-related, then we would have considered the purchase of equipment.

Stakeholders
Definition:
The term stakeholder refers to those institutions or associations that have an established interest in training and development (Belcourt 1996, 41). The stakeholders include governments at all levels, associations, employers, and educational institutions.

Role:
The interests of the organization can lead the stakeholders to research the employment market in order to determine the need for training. They then can develop programs for funding and supplying training. The goals of these programs are to ensure that the right numbers of trained workers are ready for available jobs. Stakeholders have two important roles in training and development: Supply -side training and labor market adjustment services. The organization will want to help deliver the highest quality and lowest cost programs. Many types of organizations including community colleges and private schools do training for anticipated shortages. The link between the skills taught and the job obtained is often left to the individual. Despite the uncertain link between training and entry-level jobs, the belief persists that training will, ipso facto, result in a job. An organizations education and employment programs are usually intertwined with the different colleges, federal and provincial government programs as a commitment the band programs have to the community.

Applicability:

What is the relevance of a stakeholder to band training programs?

Example:
The Band has used different training programs over the years to have staff at the Gas Bar employed and/or trained. When the Gas Bar was first set up it used an HRDC employment program to cost share the expense of training and employing community members as accounting clerks for 12 months. Also, if an employee wanted training on accounting skills they could job shadow with the Gas Bar accountant as part of an on the job training program.
Needs Analysis

Definition:
Needs analysis is an investigative procedure designed to identify gaps or deficiencies in employee or organizational performance.

Role:
Needs analysis as a series of planned activities designed to deal with skills, knowledge, cultural realities, system characteristics, and internal and external environmental characteristic in order to affect organizational performance. The goal of needs analysis is to identify the differences between “what is” and “what is desired or required.”

A need analyst collects information from key people within an organization about the organization, the jobs, and the employees in order to determine the nature of the deficiencies (Belcourt 1996, 62). This information identifies the problem, which is simply the difference between the way the work is being done and the most cost-effective way of doing it. The equation is as follows “required results - current results = need.”

There are good reasons to establish a base line of performance against which improvement can be measured. Base-line information allows trainers to:
- Determine what the trainee already knows.
- Estimate the cost of the present performance.
- Design a program so that the trainee is trained in deficient areas only.
- Test for improvements; and conduct cost-benefit analysis of the program.

Needs analysis is the foundation of the process of training and development.

Applicability:

If a needs analysis was performed on the accounting clerk and it was determined that the clerk did not know how to use Excel software to write up the required year end financial reports. What are the required results? The current results? The need?

Example:
- To be efficient in the usage of Excel Accounting software for year financial reports
- Not efficient in the usage of Excel Software
- Training in Excel accounting software.

Objective

Definition:

“An objective is a statement of what participants are expected to be able to do after they have participated in a training course or development program (Belcourt 1996, 93).

Role:

The emphasis in training is on performance or behavior on the job (Belcourt 1996, 93). Learning can be described as the process of acquiring new skills, knowledge and attitudes while performance is the use of this new learning. Therefore, the establishment of learning objectives focuses on performance in the job and this performance should be observable and measurable. Objectives should be clearly stated, reasonable and should be established prior to the design of the program or delivery of a program. Identifying the needs of a specific group/program or to resolve a specific problem sets objectives. Objectives should contribute to the process of acquiring a new skill, change attitude or increase knowledge. Performance describes the use of the skill, attitude and knowledge. The final objective is the transference of the skill, attitude or knowledge to the performance of the job.

Applicability:

How could you set objectives for summer students taking business courses in communications (proposal and business plans)?

Example:
The summer employment program objectives requires that business students receive hands on experience in developing their proposal writing skills. They could write proposals to access funding for the school for new computers.

The summer employment program objectives requires that business students receive hands on experience in developing their business plan writing skills. They could assist the Economic Development Officer in writing business plans for people in the community.

They receive training and are assigned duties in different programs or with different supervisors so that at the end of the summer the objective can be measured.

The transference of the skill can be measured against a redeveloped criterion defined in the summer student program.

Alternatives

Definition:

The business or career problem that must be solved may not succumb to training. The key issue, then, is not to lean automatically on training to solve business problems but to consider all the alternatives and to supplement training, where needed, with other shorter and longer-term activities (Belcourt 1996, 117).

Role:

Alternatives can either replace or support the formal training function. Assessing alternatives can lead to the development of a whole range of vocational skills and knowledge. There are three alternatives: self-development, coaching and mentoring.

Self-development - Self-development is a process that occurs when a person seeks out the necessary resources to facilitate training and learning in order to enhance their career and personal
growth. This concept has become more popular than traditional training methods due to the lack of flexibility of an organization to respond to dramatic and constant change.

Coaching - The coaching function can be defined as the planned acquisition of skills and knowledge through the use of opportunities in the work environment to improve or enhance employee strengths or potential. To make coaching work, the employee and the coach must trust each other and fully participate in ongoing dialogue and feedback.

Mentoring - Mentoring is a process during which a senior person within an organization takes a personal interest in guiding and helping a more junior employee to obtain career and salary advancement (Belcourt 1996, 12341). Intensively mentored professionals or someone that is taken under a person’s wing will have the opportunity for greater career prospects and higher incomes.

Applicability:

How can the band promote self-development, coaching and mentoring?

Example:

How can the band promote self-development?

The band can support self-development by investing in their staff and technical resources, promote the concept of self-development and regard most business activities as learning opportunities.

How can the band promote coaching?

Allowing the individual to take on certain new tasks in order to grow professionally. This works best with experienced staff who have been on the job for years and are mature to the task. I.e. the manager of the Gas Bar has the gas attendant perform some of the cashiers opening or closing duties.

How can the band promote mentoring?
If in the example of the coaching situation above the manager of the gas bar shows the gas attendant all aspects of the cashiers position that can be construed as mentoring and long term career development.

Program Design

Definition:
The development of a program to change knowledge, skills, and attitudes can be approached from various levels of intervention. Program design involves three levels of intervention. First, individuals may undertake self-development by choosing courses from universities, colleges, private training organizations, or even a corporation’s own catalogue of courses. Second, managers may recommend employees for specific courses with the goal of improving performance or meeting certification norms. A third level of intervention occurs when an organization attempts to increase its capacity to learn by focusing on continuous improvement, with the corresponding need for training in related skills such as literacy, team-building, and coaching (Belcourt 1996, 169).

Role:
Proper program design is important for four reasons. First, a competently prepared training plan will make the task of competing for funding (proposal development) easier. Second, a good plan will enable training activity to be directed toward real training problems. Third, the planning document will ensure that training can solve the problems under consideration. Fourth, good planning leads to enhanced credibility with supervisors/management. An important point to note is that activities from various needs-analysis methods and the task of writing training objectives are combined to produce a blueprint for the design of the program or course for an organization.

Applicability:
We have established at our High School a yearly training budget of $10,000.00 for our teaching staff. Our school management and senior staff will conduct analysis on our teachers starting with the pretest
they completed and draft a training plan for the year. Within this plan we will look at all the factors of training methods and costing to help determine the training for our teachers. One of our areas of training was in reference to CPR - design a program for this training.

Example:

Objective: All staff is to learn the Cardio Pulmonary Resuscitation training as a first aid course.

Program: Trainees will learn from a presentation conducted by St. Johns First Aid how to use life saving medical skills for students.

Time Day 1 8:30am – 5:00p.m.

Course Outline:

8:30am – 12pm Lecture on CPR and physical demonstration.
12pm – 1pm Lunch
1pm – 3pm Video presentation and classroom instruction.
3pm – 4pm Follow up, question period - discuss barriers to transfer and methods to overcome these barriers. Prepare implementation goals with participants.
4pm – 5pm Testing and course certification.

The facilitators provide the training supplies and equipment.
The course cost is estimated at a flat rate of $1000.00 for the 1 day event.

After the course we are planning for a course follow up in 6 months in which we will take half a day to review training materials with all staff.

Transfer
Definition:
Transfer refers to the implementation in the work environment of the skills acquired during the training program and the maintenance of these acquired skills over time (Belcourt 1996, 139).

Role:
Organizations are increasingly focusing their attention on the implementation and maintenance of training. If the new skills and knowledge learned during training are not transferred to the workplace than the purpose of the training program is a failure. Organizations concerned about their training investments are concerned with more than just the effectiveness of their training course. The course itself is the acquisition phase and; trainers can easily prove that trainees having acquired new skills from the program. However, if these newly acquired skills are not applied on the job, then most of the resources spent on designing and conducting training courses are not realized.

The trainees should also be involved in designing the programs. Band management must also show active support by conducting an accurate needs assessment to reveal areas that need training and thus the knowledge learned from the training will be more efficiently applied to the workplace. Band management can also show support through career counseling to assess its employees needs. The work environment must be prepared to enhance the transference of the training programs. Management can increase transference by grouping trainees and providing mentors as a means of peer support. The more the trainee practices the new skills s/he will be able to accurately apply them to the workforce. When recognition and attention are given to trainees during training it will be seen as a reinforcer that will increase learning. After training, trainees and management must develop strategies to ensure that information is transferred. Relapse prevention may also be utilized to guard against any skill erosion.

Applicability: How can Band management provide opportunities for the accountant to use new skills and give reinforcement when the excel training is done?

Example:
If the accountant has attended a training program to learn excel spreadsheets the band can ensure transference in two ways. First, making sure the version of the excel software is accessible to the accountant. Secondly, to have all of the bands financial statements produced using Excel spreadsheets.

Training Methods

Definition:
Training methods are systems or techniques used by practitioners, teachers, and academics to provide employees the knowledge, attitudes and skills needed to improve performance in their present job.

Role:
There are many benefits to training such as; reduced turnover, increased productivity, time management efficiency, improved job performance, fewer grievances, increased morale and organizational stability. The more training methods that exist give a broader selection of options and out of this can be picked the most appropriate.

Before selecting a training method, the band must consider several trade-offs given their current situation. One must consider the following factors: cost effectiveness, program content, the training facilities; trainee preferences and capabilities and learning principles. Learning principles are guidelines to the ways in which people learn most effectively. They include participation, repetition, relevance, transference, and feedback. The optimal training method will incorporate as many learning principles as possible to ensure positive results.

There are two types of training methods: on-the-job and off-the-job. On-the-job training methods occur at work and primarily teaches workers how to do their job correctly in the workplace. Examples of such training methods include job instructor training; job rotation; apprenticeship; and coaching. Off-the-job training methods include lectures, role-playing; simulation, self-study, distance learning and lab training. The most appropriate method will depend on the work situation, the material content, the skill to be taught and the characteristics of the trainees. If training is the means of reducing the gap, then the most effective method must be chosen to avoid misuse of time and money or the creation of more itches.
Applicability:

What issues come into play when looking at a training program for the accountant?

Example:

When the band had decided to train their accountant they looked at several issues because they had to tailor the training to the bands financial needs, accountants professional needs and the budget. The band had a consultant come in and provide training on the bands own computer at work because it would be that computer and software that would always be used to do the accounting reports. As well, the band saved money on travel, meals, and accommodations by doing in - house training.

Equity

Definition:

Principles of equity must be incorporated into the design to ensure fair access and treatment of employees (Belcourt 1996, 14). Equity refers to the fact that no one should be denied access to resources or opportunities based on irrelevant grounds like age, race or sex.

Role:

The Canadian Charter of Rights and freedom states that every person is entitled to be treated without discrimination based on certain enumerated grounds: race, color, religion or creed, sex, marital status, physical handicap, and, within a range, age (18-65). All provinces have enacted similar legislation and some have included other grounds, such as sexual orientation.

This concept is very important to not only our band but also every band, government department and business in Canada. In training and development of employees you have to be able to show them equitable treatment in the sense that you not only acknowledge diversity but also embrace it.

Applicability:
How can the band show equitable treatment to all band employees?

Example:

It can be stated in the bands human resources policy and procedure manual. Equitable treatment can be shown through the availability of programs and ability for advancement in employees’ career and compensation regardless of age or sex.

Costing Training

Definition:

“Costing is a complex and time-consuming process that many training specialists traditionally have avoided (Belcourt 1996, 247). Costing a training program is made up of direct and indirect costs, return on investment and cost benefit analysis.

Role:

Costing training is an important activity and without cost benefits analysis, results can't be measured. Also, without measurable results or benefits, the entire training function is not credible and is subject to scrutiny no matter the benefit. The training activities in an organization must be directed toward measurable objectives, hence becoming part of the organization's culture or "way of doing things." To the costing philosophy must be added the determination that training will be considered like any other investment. Training, therefore becomes an expenditure now with anticipation of future benefits covering the initial training investment.

In developing direct costs for a program the six most important areas to identify are; Fixed cost factors, Needs Analysis, Program Development, Program Delivery, Evaluation/Cost -benefit Analysis and Revision costs. In developing indirect costs the areas to identify are; salaries, lost production, replacement, overtime, supervision, reduced quality from replacement and spoilage or scrap.

Applicability:
What factors would/should you include in costing a program for the gas attendant to take a course in customer service (Show direct and indirect costs)? What would be the return on investment?

Example:

1. Direct and indirect
   - Fixed Cost - Overhead/AC/ Heat/Light/Space/Rental/Lease/Equipment cost
   - Needs Analysis - Professional fees/Consulting fees/Materials/Transport
   - Program Development - Professional fees/Consulting fees/Materials.
   - Program Delivery - Transportation/Accommodations/Material cost/Facilities rental.
   - Evaluation/Cost Benefit Analysis - Management hours/Support hours/ Trainees hours.
   - Revision Costs - Professional hrs./Support hrs./Management and staff hrs.

2. Return on investment (ROI) would be repeat customers or new business.

Evaluations

Definition:
Evaluation is the link that closes the Human Resource Development (HRD) chain, which began with needs assessment. Needs assessment identifies the problem to be solved, evaluation is the process that determines if the problem has been solved.

Role:
It is essential to evaluate all aspects of the training program and activities to ensure the objectives of the program are achieved and had a positive impact on the trainee. It is necessary to evaluate the budget, which funds the program ensuring there is sufficient funding to support the continuance of the program. The evaluation should use the data and methods that were established in the needs assessment. It is important to include pre-evaluation and post-evaluation measures in an evaluation model such as:

a) Reaction - receptive -Did they like it?
   b) Learning - retention -Did they learn it?
c) Behavior - application - Did they use it on the job?
d) Results - performance - Did this change organization effectiveness?

The following principles of evaluation are key to effective evaluation methods:

a) Evaluation process should be pre-determined
b) Pre and Post measures are essential.
c) Multiple measures should be utilized.

Feedback from the participants is essential in order to evaluate a program and can be achieved by trainees answering questionnaire, pre and post interviews with the trainees as well as on the job observation. The evaluation process allows management to modify a program, only through evaluation can it be determined if the course content is correct/ facilitator skills are adequate.

Applicability:

You have to develop an evaluation for an employee going through the training process. Using Reaction, Learning, Behaviour and Results how would you obtain that information?

Example:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Data</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction</td>
<td>Opinion</td>
<td>Forms</td>
</tr>
<tr>
<td></td>
<td>Attitudes</td>
<td>Questionnaires</td>
</tr>
<tr>
<td>Learning</td>
<td>Knowledge</td>
<td>Scored tests</td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td>Role plays, Simulations</td>
</tr>
<tr>
<td></td>
<td>Attitudes</td>
<td>Role Plays, Surveys</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Performance</td>
<td>Supervisors, customers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rating forms, interviews</td>
</tr>
<tr>
<td>Results</td>
<td>Hard Data</td>
<td>Records from Production, finance, HR</td>
</tr>
</tbody>
</table>
Soft Data Surveys and Interviews

Abilities

Definition:

Ability - Refers to an individual's capability to engage in a specific behavior (Milcovich, 1996, 678). Furthermore, it reflects the knowledge and skills the individual already possesses, and may include cognitive skills and psychomotor skills.

Role:

Examples of cognitive skills include basic numerical and literacy knowledge, the intelligence to learn complex rules and procedures, etc. Psychomotor abilities could include the eye-hand coordination necessary to operate machines or the visual acuity needed to detect defects. The potential trainee must have certain basic skills in order to undertake training leading to more advanced skills (Belcourt 1996, 144).

Abilities can be measured by cognitive tests and by work-sample tests. Cognitive tests, such as intelligence tests, will include subtests of specific abilities such as numerical reasoning, spatial aptitude, deductive reasoning, and verbal ability. The subtests provide important information about the ability of a potential trainee to learn the material. Work-sample tests consist of a sample of the skills or abilities needed for job performance. Thus, a person who is interested in becoming an assembler of electrical components might be given the chance to observe a skilled assembler perform a series of simple tasks. The candidate would then be asked to perform the task and would be rated against a standardized checklist.

Applicability:

Give examples of Cognitive and Psychomotor testing with respect to the Gas Bar staff.

Example:
Cognitive testing would be used in our Gas Bar for our cashiers and Gas attendants. The reasoning for this is due to the fact that they will be handling cash and making decisions using deductive reasoning and verbal ability. The cashiers have to communicate gas orders with the customers and Gas attendants. The Gas Attendants will have to communicate gas expenses and answering customer questions.

Psychomotor tests could be used in our Gas Bar for Gas attendants. The Gas Attendants will have to be tested to see if they have the hand to eye co-ordination to move the nozzle from the pump into the vehicle quickly and safely. The activity coordinators need to be able to relate sports programs with visual acuity and to ensure guests safety.

Aptitude

Definition:
Aptitude refers to the potential of the employee (Belcourt 1996, 144). Aptitude is one of three characteristics that is used to examine potential participants to answer important questions such as whether or not there is potential for the individual to be trained.

Role:
Aptitudes like abilities can be measured by cognitive tests and by work-sample tests. Research on the effectiveness of job-sample tests have proven that they not only predict training performance but also attendance and dropout rates. Although most work-sample tests involve the demonstration of psychomotor skills, they are equally effective with knowledge-based tests. Trainers can use a sample of the course material in order to test the degree to which trainees can learn information in a fixed time period. A candidate in an accounting course could be given a written test that required solving a problem using basic accounting principles. If the trainee did well against a standardized appraisal form, then the trainer could be reasonably certain that the candidate would do well in the course. The use of these types of tests can provide significant savings for employers. Some courses in Accounting for example may cost an employer $5,000.00 per trainee and last six months. An hour-long test that could predict training performance is obviously a valuable investment.

Applicability:
What is an example of this concepts implication? Apply to the high school maintenance staff?

Example:

The applicability of aptitude testing for our high school would come into effect for our maintenance staff. If they had a result in their testing that stated they should not operate equipment or machinery, it would be a definite negative factor against them being able to perform their duties.

Motivation

Definition:

Motivation refers to the trainee’s effort, persistence, and choices to learn new skills and abilities that will in part determine the success of the training program. Motivation can be influenced by internal factors, such as a person’s innate need for achievement. As well, motivation can also be influenced by external factors that are established by the organization.

Role:

The motivation of a training applicant must be determined before training and be a deciding factor for the selection of trainees. An employee may be satisfied with their education and accomplishments and not have any desire to learn new skills or knowledge.

One motivational component that is gaining increasing attention is the trait of self-efficacy, which is the belief in ones capability to perform a task. It refers not to the actual skills one has but to judgments about what one feels he/she can do with those skills. This is a critical factor in understanding learning, because it is possible that trainees can learn the required knowledge and skills but believe that they cannot do the job. Trainers can maximize the acquisition and transfer of new skills and knowledge by assessing applicant’s motivation to learn. For example, if the trainee is expected to use the new skills but does not receive support from the band or the appropriate rewards - it acts as a deterrent for learning new skills. By determining the motivation of the individual it will help determine the success of the trainee and the training program.
Applicability:

How do you determine motivation?

Example:

Pre-interviewing of band staff can be done in order to determine if they have the motivation and self-efficacy to take part in a training and development program. Knowing that the band has a staff member that cannot achieve the desired goals and objectives of a training program before sending them can save time and money. Also, through testing we are looking for employees that might be self-achievers or high achievers. They would be the staff that you could give an extra project to and know that the job will get done.

Pretest

Definition: Refers to the preliminary tests that are conducted which are useful in determining entry-level skills of new employees so that courses can be designed appropriate to the trainees’ skills levels. The tests serve as a data baseline, which can be useful for measuring change in performance as a result of a training course.

Role: The information collected from pre-tests allows trainers to demonstrate in an objective manner that training is needed. The base line information that can be derived from the pretest is that of: Determining what the trainee already knows; Estimation of the present performance cost; Designing of a program so that the trainee is trained in deficient areas only; Testing for improvements; Conducting cost-benefit analysis of the program. If the band has pre-tested employees it will have information about their knowledge and skills levels, which will give the band, the baseline data so change in skills can be measured.
Applicability:

Give an example of how you would do a pretest for a new accountant?

Example:

The best way to do a pre-test on the new accountant is to draft a questionnaire in which accounting procedures and policies are tested on paper and computer. You could discover that the new accountant needs computer training on MS windows and computer based accounting software presently used by the band.

Choices

Definition:

A variable that must be considered when dealing with adults is choice. Children have no choice in attendance. Adults may have some choice in company programs, but here opinion is divided.

Role:

The role of choices is especially important when dealing with adults. Training is offered when there is a gap between the required results and the actual results. Training is supposed to help reduce the gap between the two results. It has been noted that making attendance mandatory communicates the importance of training and ensures that all employees are using the same skills, thus providing positive reinforcement. A different study noted that managers who could choose to attend a performance-appraisal workshop achieved more from the workshop than those who were forced to attend. You want management and employees to contribute in order to maximize the training transfer resulting in greater achievement and organizational performance.

Applicability:

What is an example of choice with respect to the high school teaching staff?
Example:

The principal of the high school could recommend to teaching staff that in the future they should have a choice of which issues to be dealt with through training decided at staff meetings. This helps to save money, spend where it’s needed the most and not waste money for useless topics that have no benefits. There will be only one mandatory workshop for our high school staff, the CPR course that is required by the department of education.

Involvement

Definition:

Trainees must be involved in the development of their change experiences. Involvement in the design and planning of the learning experience is one way to get trainees to jump aboard. Pre course work or assignments may also serve as means to involve participants (Belcourt 1996, 149).

Role:

It is management’s responsibility to gain active support from employees prior to training. The manager should have employees complete a questionnaire and respond to interview questions defining the need for and the potential application of the course material. If employees identify their issues and concerns it would make them feel instrumental in the development of the course that is to be taught in the training session.

The involvement will also serve to create a better work environment because it cultivates an “Open Door” policy attitude and makes the employee feel both welcomed and respected. Also, if management demonstrates this attitude it makes the employee feel valued. Indirectly, this could serve to increase productivity and in turn profitability. It is essential that the employee understands why there is a need for change and also feels a part of that process.

Applicability:

Prior to the actual training program how can management get employee involvement?
Example:

Management can also ask the employee to answer the following questions in order define the purpose of training and determine what problems the training is intended to resolve:

What is the employee training need?
What is the employee doing now and what should s/he be doing?
Why problem do you feel the training will solve?
What would you want the employee to be able to do after the training?

Support

Definition:
Both employee and management in order for a training program to succeed need support in an organization. The support needed has five areas; Organizational involvement, Pre-training, Training, job transfer and follow up.

Role:
The purpose of gaining support from employees and management is essential to a successful training program. It is the responsibility of management to achieve active support from the organizations employees before training commences. In preparing the work environment management must have full cooperation from employees in order for the training session to be successful. Employees should identify their issues and concerns and take an active part in finding solutions to problems that arise in the work place. Management should also show their support when employees demonstrate the willingness and ingenuity to problem solve.

Management must also listen to their employees and rectify the problems or issues the employees may have in order to cultivate employee-management relations. Once management is confident that these questions have been answered, they must seek employee involvement. Questionnaires can be circulated and meetings can be held to allow employees and management voice their concerns, issues, or possible solutions to problems that require training.
Applicability:

Give an example of support for Organizational involvement, Pre-training, Training, job transfer and follow up from management or employee perspective.

Example:

Organizational involvement - commitment of time and financial resources
Pre-training - completing pre-course assignments
Training - commitment to employee training and development plan
Job transfer - preparation of work environment. I.e. training assignments or new equipment
Follow up - evaluation of program and employee

Needs Assessment

Definition:
Needs Assessment is an investigative procedure designed to identify gaps or deficiencies in employee, job or organizational performance. In effect the needs assessment will identify the problem to be solved.

Role:
The goal of needs analysis is to identify the differences between what is and what is desired or required.

Required results – Current results = Need
There has to be a base line of performance against which improvement can be measured;
1) Determine what the employee already knows. 2) Estimate the cost of the employee’s present performance. 3) Design a program so that the employee is trained in deficient areas only. 4) Test for improvements. 5) Conduct cost benefit analysis of the program.

The next stage in the determination of needs involves the documentation of the concern through the collection of information from a variety of sources. Three sources of information are the
organization, the job, and the employee. These three sources bring all the players into action from the employee to supervisor and management. Management therefore becomes part of the solution and it will also help to satisfy their concerns arising from this process. Managers should be part of the needs assessment phase, for both microcourses and macrotraining. If there is a match between the content of the program and departmental/trainee needs, then the manager must move beyond support to involvement and commitment.

Organizational Analysis
Organizational analysis is the study of an organization’s strategy, environment, resource allocation and culture. An understanding of all these components will provide information useful not only to the identification of training needs but also to the likelihood of the transfer of the training to the workplace.

Task Analysis
A job analysis results in a list of the activities or work operations performed on the job, and the conditions under which these activities are performed. Therefore, a job analysis reveals the steps required for a person to perform their job in the most effective way.

Person Analysis
Person analysis seeks to answer two questions: Who needs training and what kind of training do they need? Most of the assessment questions with respect to person analysis are based on performance appraisal systems. Performance appraisal systems if used properly, because it is necessary to appraise employees to determine their training needs.

Applicability:

Write up a Person Analysis using the accountant as the example of what the required results-current results = needs are? What would Task Analysis and Organizational analysis indicate?

Example:
Required results – To be able to do all accounting procedures from income statements to balance sheets, acts receivable etc. In these areas the accountant is very knowledgable and the proficiency level was not a problem. However, the Current results - in reference to the accountants computer based accounting procedures were not up to the level the band wanted for their year-end reporting requirements. Therefore, the accountants Need - indicated that the band should give the accountant computer based Excel accounting training.

Task analysis would define computer applications as a needed work operation due to year-end reporting requirements.

Organizational analysis would have determined that the skills transfer of excel software accounting procedures would be successful in the band due to advances in technology.

Career Counseling

Definition:

The purpose of Career Counseling is to discuss with trainee’s their career goals or plans for their professional future in order to maximize training and development.

Role:

The usage of career counseling as well as the other methods that management can implement within an organization before training begins will result in a heightened attention to learning. Managers should also be part of a needs assessment phase, for both individual and group development programs. If there is a match between the content of the program and departmental/trainee needs, then the manager must move beyond support to involvement and commitment. Career counseling, in the long run, can benefit both management and individual in many ways. For the individual, determining specific defined goals and plans can give the employee something to work towards, and a reason to provide no less than top quality work when on the job or when in the process of receiving new training. For the management of an organization, providing career counseling for the employees gives the manager a chance to learn what makes the employees strive to achieve and work to a higher standard, which
would also help when designing a training program. Trainees should always be informed of the benefits of training and learning new skills. The advantages to them or the band could range from fewer reporting problems to more personal incentives such as increases in pay.

Applicability:

When would the band start Career Counseling of new employees?

Example:

Upon hire, the band manager/supervisor could talk to all new employees about their careers in the band. It should be noted that some of the band staff such as summer students and contract teachers are there for a specified period or season only. For these workers it is not as important or as needed to provide career counseling since they will be leaving the organization/band.

However, if for example the teacher is planning on returning the investment in that person is more crucial and career counseling should be considered a priority.

Mentoring

Definition:

Mentoring is a process during which a senior person within an organization takes a personal interest in guiding and helping a more junior employee to obtain a career and salary advancement (Belcourt 1996, 123). The mentoring technique allows the junior employee to observe, converse and see desired working tactics used in everyday applications.

Role:

The role of the mentoring technique is to allow the trainee to learn and identify the organization’s benefits and barriers to implementation. The process of mentoring will allow the trainee to better understand how and why things are done the way they are in the workplace.
Mentoring allows the organization to use its best workers as the role models for the new trainees thereby showing what the trainees should aspire to become within the organization. Mentoring can also build self-esteem and relieve problems by having an accessible mentor to question for answers or job related techniques. The mentor can show how the training will help elevate future problems and when it will be used. Mentoring as a training and development tool is very useful to an organization in a number of ways. The concept of matching inexperienced workers or trainees with highly experienced and effective workers allows the organization to easily transfer ideas, training, social development. It also explains the policies and practices of the organization to the newer employees.

Applicability:

Why would you provide mentoring to a new teacher? What is the benefit to providing Mentoring to a new teacher?

Example:

The teacher would be given a mentor to show them exactly how the band does certain things (which teaching techniques are preferred) and allows them access to other people that they would otherwise not interact with through their normal employment routine.

Also, the teachers’ benefit to being given a mentor with which they can interact with is to gain knowledge, understanding, and insight into the job, organization, politics, and social aspects of the High School.

Feedback

Definition:

Feedback is information given to employees about their performances strengths and weaknesses and proposes solutions to any problems.

Role:
The most fundamental step in improving an employee’s performance is to provide feedback about present performance. Unless employees have evidence that their present performance is not as effective as it should be, there is little indication or motivation to change. Feedback is most effective when it is immediate and it is specific i.e. the employee moves the lamp and you state “Good, you have moved the lamp the 25 degree angle I needed.

“In a study of the effects of feedback on performance of hourly workers, Miller concluded that the relevance, specificity, timing and accuracy of the feedback are the critical factors in mastery of learning. Trainees receiving this type of feedback are more likely to adjust their responses toward the correct behavior, more likely to be motivated to change, and more likely to set goals for improving or maintaining performance (Belcourt 1996, 152).

During training, feedback can be provided to guide trainees as they attempt new behaviors. This feedback should be designed to correct performance. When incorrect responses are given, the feedback should include the correct response. Feedback measurement can also be in the form of some objective standard criterion reference or final tests.

Applicability:

What type of feedback measurement was implemented with the first aid training?

Example:

There were two - the question period and a test.

Practice

Definition:

Practice is the rehearsal or repetition of ideas and concepts given to trainees by an experienced instructor in a coached and guided environment, so that responses or behaviour can be improved. Practice can be a physical activity (learning to print) or a mental activity (memorizing ideas).

Role:
The role of practice in the training and development context is to allow the trainees to practice and identify the key stages and elements of the tasks that are being taught in the training process. Practice’s role is to allow the employee to learn the tasks in a proper way that also allows them to remember and recall the elements of a rehearsed combination of events at a future time. Practice will give the employee confidence, frame-of-reference and ability to undertake and execute the task that needs to be accomplished.

The applicability of practice is evident everywhere whether it be in a learning or non-learning environment. Everybody that plays sports must practice to learn and become better, this practice allows people to have a frame-of-reference that allows them to recollect the best approach to a situation. Practice allows the worker, trainee, or kindergarten student to become more familiar with the things that they need to learn to become more at ease in performing the necessary skills that are required of them. Practice enables employees to recall skills, information, steps, or ideas about certain information that they have practiced which is deemed important to them. The level of practice and the ability to practice correctly will help with the training and development of employees. The more practice that is done, the greater the ability to draw on that information in a time of need.

Applicability:

Give examples of how you would apply practice to the Gas Bar cashier or the Accountant?

Example

Practice of computer systems allows people to become more familiar with operating systems and therefore more able to use computers in a work or pressure situation like the band accountant. For gas purchases, cashiers could practice how to use the computer to ring in a charge, invoicing, and using the Interac machine for credit card purchases. These practice procedures are done in conjunction with senior staff who can give them the necessary feedback and confidence during their trainee shifts.

Contingencies

Definition:
Contingency theory states that behavior that is reinforced by desirable consequences tends to strengthen and occur more frequently in response to stimuli. Reinforces or rewards can be psychological such as praise, recognition, and attention. They can also be more tangible, such as gold stars, marks, bonuses, or promotions (Belcourt 1996, 154).

Role:
Provides a way of managing an organization such as contingency management which is grounded in the belief that every act has a consequence, and if the consequence is perceived as a reward, then the act will be repeated. In relation to training and development, contingencies or consequence may be the only possible motivation tools for employees. However, it has been documented that punishing an employee for bad behaviour has serious consequences. Punishment produces anger and retaliatory behavior by the employee against the one administering the punishment. Rewards tell the employee that what they are doing is correct and it encourages repetition. Therefore, trainers should construct the learning experience in manageable chunks in which the trainee experiences success in spaced out intervals. Also, the timing of reinforcers can shape the behavior of employees, so trainers should praise the good behaviors as they occur. In summation, during a training program, trainers should incorporate feedback, practice, and contingencies into the program to benefit not only the employee but also the organization.

Applicability:

What contingencies could the Gas Bar have in place?

Example:

Our Gas Bar has several contingency plans such; We promote our employee of the month by placing their staff picture on the wall in our entrance; We will give our staff a free meal when they work an overtime shift.

It should also be noted that through our performance appraisal system we provide compensation to our employees, which is also a positive reinforcer.
Self Management

Definition:
Employees can be trained to manage their own post course behaviour. By Self-Management we mean that trainees set goals, formulate written behavioural contracts, and administer their own contingencies (Belcourt 1996, 156).

Role:
The role of self-management in the training process is to allow the newly trained employee to become more aware of their position within the organization. This is done through the setting of specific goals and timelines. Workers respond best to training techniques when their goals are set at an attainable level and specific in nature. Goals should be set near the competition of training with the trainer, management and should be mutually agreed upon. This is an example of a performance contract.

There are different examples of each type of self-management technique. Job aids can be seen almost everywhere and are sheets or bulletins that are posted in specific or needed places. An example of this is a sheet demonstrating the proper procedure to completing an opening shift at the gas bar with respect to the operation of the cash register, pumps, lights etc. Posters show Hazardous waste information and depict the labels of all the hazardous wastes and what its effects are for the benefit of our gas attendants. The contracts, aids and goals allow the newly trained employee to track their own efforts, determine their own ability along with management and receive feedback given by the organization.

Applicability:
What is an example of an aid for the accountant? What would be a performance contract for the gas bar attendant?

Example:

In our finance department we have a poster stating that we have a two-week turnaround on accounts payable cheques being issued.

Performance contracts for the Gas Bar attendants can state they will sell 15 cans of oil from our distributor a month.

Relapse Prevention

Definition:

“Relapse prevention utilizes behavioral principles to sensitize trainees to the possibilities of skill erosion and immunizes them against factors in the environment that cause the erosion. Relapse in the work context means reverting to using the old skills or pretraining behavior on the job (Belcourt 1996, 157).

Role:

Relapse prevention consists of making employees aware that relapse from training will occur and that temporary slips are normal. Employees asked to identify barriers to training implementation and those situations in which relapse is likely to occur. For each new skill learned the employee is asked to develop a coping strategy. If a newly trained employee thinks they will abandon the skills learned when there is too much work, time-management techniques could be discussed. Relapse prevention’s main focus is to prepare employees for the post-training environment and to anticipate and cope with “high risk” situations. Behavioral checklists are one method used to prevent relapses, employees are given checklists derived from the behaviors learned on the course, and receive training in monitoring and recording their behavior. Employees who received training in relapse prevention methods show higher levels of course knowledge and use the knowledge more than those who did not receive this training. Another method is if two months after the course completion schedule a day for
participants to reunite to discuss successes and barriers to implementation. Developing and association, newsletters, projects and arranging for guest speakers can further strengthen this reunited training group.

Applicability:

What is an example of relapse prevention for the accountant?

Example:

The accountant can set up and association of First Nations Accountants who can network on projects and perform joint training. Also, development of a behavioral checklist.

Opportunity/Reinforcement

Definition:

Opportunity is a favorable occasion or circumstances with respect to an employees chance for skills utilization, advancement or progress. Reinforcement is the ability of management to properly strengthen employees’ skills by additional assistance, personnel, equipment, material or support.

Role:

Management needs to ensure that an employee uses their new skills by minimizing the time between training and on-the-job application. Assignments, opportunities and time are needed to try the new skills and should be given as soon as the employee returns from the course. An organization has to properly facilitate opportunity and reinforcement concepts due to the fact that an employee who applies their new skills and receive no rewards can become disappointed and is likely to withdraw (emotionally and/or physically) from the job. Also, if employees are not given the opportunity to use new skills it can prove to have been a waste of time and money. Managers can provide many forms of opportunity/reinforcement to a returning employee such as; transfers to higher level positions, reducing back to work job pressures, arranging practice times on certain days, publicizing training successes, and giving promotional preference to those employees who received training. Reinforces
used to influence employee behavior to pleasurable consequences is based on three connected
concepts: shaping, generalization, and chaining. Shaping refers to the reinforcement of each step in the
process, until it is mastered, and then withdrawing the reinforcer until the next step is mastered i.e. role-
plays. Generalization is when the conditioned response occurs in circumstances different from those
acquired during training. A trainer will structure the learning environment to better reflect reality, for
example, by play-acting a real life situation - an upset student talking to a teacher. Chaining is
connecting praise and token gifts i.e. gold stars on reports, until at some points the token gifts are no
longer needed and the praise is sufficient.

Applicability: What is an example of a reinforcer for the teachers who learned first aid?

Example:
They can show the new skills learned to other teachers and or students. I.e. the proper way to bandage
a sprained leg.

Management Development

Definition:
Management development is a process stemming from a strategic plan that creates a supportive
climate or environment. Only then can appropriate context be designed and delivery systems developed
(Belcourt 1996, 321).

Role:
The role of management development is to correlate the process of development throughout the
organization in a manner that ensures that development of the manager and other trainees so the
organization will change. There are four processes or steps in building a model for Management
Development; 1) Organizations embarking on an excellence-development strategy must contain some of
the following eight principles of excellence; concept, leadership, autonomy, management as a process,
involvement, customer focus, total quality management, innovation/change, and ethics. 2) Management
development process must contain a supportive climate that consists of the organizations commitment to
the development process, reward systems that are appropriate, participation is integral and programs
are communicated as working and seen in a positive benefit. 3) The methods (delivery systems) we choose must be able to transfer or develop appropriate skills, knowledge, and attitudes directly related to the core and to the discretionary parts of the manager’s job (Belcourt 1996, 318). 4) This development process must be used and put forth in acceptable delivery systems method. This can be seen through the use of orientation, use of in-house training, job rotation, coaching, and self-development.

The management development process should be focused on the whole and not the individual in the sense that we want the individual trained in order to accomplish the organizations objectives.

Applicability:
What is an example of the excellence principle “customer focus” with reference to the Gas Bar Management?

Example:

In the Gas market there is a strong market orientation - due to proximity of other gas stations, prices and location. This means management instills in staff a strong focus on the customer and their satisfaction i.e. full serve, checking fluids, discount gas certificates.

Trends

Definition:
Trends are new methods or fads that have been developed to manage business and society in general.

Role:
In order for business to thrive and remain competitive, it must be accepting and open to new methods or trends that will have a lasting effect on the way business are managed. It is however, tricky to determine which trends will be of significance and which trends are just passing fads. In terms of Human Resource development, there are nine recent trends that appear to be significant and require some discussion. Each of these trends has the potential to effect training and the trainer:
The Trainer as Consultant

The trainers' job will evolve toward counseling management in the act of managing change and solving performance problems. It will also require working with line managers as a facilitator, identifying key individuals (legitimate power sources) and creating links that bring about change in order to lead to measurable productivity/quality improvements.

The Learning Organization

A learning organization is an organization skilled at creating, acquiring and transferring of knowledge, and at modifying its behavior to reflect new knowledge and insights (Belcourt 1996, 336).

Lifelong Learning

“The need for continuous upgrading is made even more necessary by employment systems that focus on empowerment, in which employees join management in planning, implementing and monitoring quality programs (Belcourt 1996, 342). Lifelong learning is a basic ingredient to an organization’s becoming competitive within the global economy.

Total Quality Management

TQM is the focus of an organization through policy and procedure on the quality of the products and service they deliver to their customer. Training programs at all levels of the organization is a primary method of reinforcing employee commitment to the consistent delivery of high-quality products and services.

Cross-cultural Training

Is a process of educating people to other cultures, beliefs and traditions. It can lead to improved employee relations (internally and externally) and improved job performance.

Emerging Technology

With respect to computer based and computer-aided HRD programs. Virtual reality programs may even become a training technique and common place in organizations in the future.

Technology Management

The future will need to see advances in the management of technology. Successful trainers will have to take a leadership role that will influence the direction of an organizations technological change. Technology will be used to add value to process and product in the drive to create a competitive advantage.
Re-engineering

Business re-engineering means starting over from the beginning, forgetting how work used to be done, while deciding how work can best be done. Business re-engineering is associated with things such as individualism, self-reliance, willingness to accept risk, and a propensity for change.

Just-in-time Training

Just-in-time training refers to the access of training materials on an as-needed basis.

Applicability:

What is an example of technology management?

Example:

The Y2K problem mandated the band to call in a consultant so that we could ensure our computer systems did not crash. After several consultations with the consultant the band also seen the need to purchase a back up harddrive for all files and fireproof vault for all diskettes.
References


To Whom It May Concern:

I James Hepworth have used the proper copyright principles in the development of this case. I also give the B.E.S.S. Program and the University of Lethbridge the authorization to use any and all material in this case submission.
Sincerely yours,

James Hepworth