Human Resource Management
Training and Development
Business Management & Administration

Lesson Plan

Performance Objective
Upon completion of this lesson, the student will develop an understanding of the role of training and development as it relates to human resource management in an organization.

Specific Objective
Upon completion of this lesson, the student will develop an understanding of the role of training and development as it relates to human resource management in an organization.

Terms
- Training– Training refers to a planned effort by a company to facilitate employees' learning of job-related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance in the immediate term or near future.
- Development– Development is training that provides employees with competencies for anticipated future jobs and roles.

Time
When taught as written, this lesson should take approximately 55-65 minutes to teach.

Preparation

TEKS Correlations
This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

- **130.119 (c) Knowledge and Skills**
  (5) The student describes the need for training. The student is expected to:
  (A) analyze the information necessary prior to the implementation of any job-related training, including task analysis and person analysis;
  (B) design a training program;
  (E) illustrate the necessity for new employee orientation and the topics that should be covered; and
  (F) explain the concept of on-the-job training and other forms of skills training.

Interdisciplinary Correlations

English-English I
- **110.31 (b) Knowledge and Skills**

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(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.
(11) Reading/Comprehension of informational text/procedural texts. Students understand how to glean and use information in procedural texts and documents.

Occupational Correlation (O*Net – www.onetonline.org/)
Job Title: Training and Development Specialist
O*Net Number: 13.1151.00
Reported Job Titles: Training Coordinator, Job Training Specialist

Tasks

- Monitor, evaluate, or record training activities or program effectiveness.
- Offer specific training programs to help workers maintain or improve job skills.
- Assess training needs through surveys, interviews with employees, focus groups, or consultation with managers, instructors, or customer representatives.
- Develop alternative training methods if expected improvements are not seen.

Soft Skills: Active Listening, Speaking, Critical Thinking

Accommodations for Learning Differences
It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website.

Preparation

- Review and familiarize yourself with the terminology, website links, and proper keyboarding techniques.
- Have materials and websites ready prior to the start of the lesson.
- Download or upload the case study: *Business Expansion Through Training and Development*

References

- Price, A. (2011). *Human resource management* (4th ed). Stamford, CT: Cengage Learning.
- Rees, G., & French, R. (2010). *Leading, managing and developing people* (3rd ed.). London, England: Chartered Institute of Personnel & Development.
- http://www.hrmguide.co.uk
- http://www.cipd.co.uk/NR/rdonlyres/01F95685-76C9-4C96-B291-3D5CD4DE1BE5/0/9781843982579_sc.pdf
- http://www.shrm.org/Education/hreducation/Documents/09-0152%20Gusdorf_Instructor_Notes.pdf

Instructional Aids

- "Training and Development" Presentation software
- Internet
- HRM Training and Development Assignment 1 – Case Study
- Rubric for HRM Training and Development Assignment 1 – Case Study

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- Large Lego® Blocks

Introduction

1. Divide students into groups of two.
2. Ask each team to choose one representative.
3. Give each team a set of large Lego® blocks
4. Ask them to blindfold their respective representatives.
5. Instruct each representative to build a tower with the blocks in approximately five minutes.
6. Discuss that the team is allowed to give their representative instructions while the other team cannot give instructions. They can, however, shout “no” if their representative is doing something wrong while building the tower.
7. Time the activity and see which tower is taller and/or complete.
8. Ask students what difference the instructions made, and if there was any confusion in following instructions.
9. Explain how training and development can be likened to giving instructions while doing something, so that employees are skilled and adept at what they are supposed to do.

1. Write down the words “training” and “development” on the board.
2. Ask students if they think there is any difference between the two words.
3. Ask students if they have ever received any training, formal or informal.
4. Ask them why it is important to train and develop individuals in an organization.

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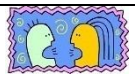
Outline

MI	Outline	Instructor Notes
	I. Training and development are important in human resource management. A. The goal of training is for employees to master the knowledge, skill, ability and behavior emphasized in training programs, and to apply them to their day-to-day activities at work. B. Organizations recognize that to have a competitive advantage over other competing organizations, training has to involve more than just basic skill development. C. Therefore, organizations are utilizing training to empower employees to share knowledge and creatively use it in product development and modification as well as in customer service. II. Companies lose money when training is poorly designed. To avoid these financial losses, it is important to design effective training. This is referred to as the training design process (Noe, 2004). A. Step 1 involves conducting a needs assessment, and the basic question as to whether training is required in the first place.	Traditionally, most of the emphasis on training has been at the basic and advanced skill level. However, the evolution in the workplace is requiring extensive use of knowledge, depending on the type of job.

Multiple Intelligences Guide

Existenti	 Interpers	Intrapers	Kinesthetic/	Logical/ Mathema	Musical/Rhyt	Natura	Verbal/Ling	Visual/Sp

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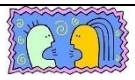
MI	Outline	Instructor Notes
	B. Step 2 involves making sure that the employees have the motivation and basic skills necessary to master training content. C. Step 3 involves creating a learning environment that can foster learning. D. Step 4 involves making sure that trainees apply the training content to their jobs. E. Step 5 involves developing an evaluation plan, including the types of outcomes training is expected to influence. F. Step 6 involves choosing a training method based on the learning objectives and the learning environment. G. Step 7 involves evaluating the program and making changes in it to improve the program further in order to reach the learning objectives.	There are different reasons why companies lose money. It could be because the training provided is not linked to a performance problem or business strategy. Another reason why it could happen is if training outcomes are not properly evaluated.

Multiple Intelligences Guide

Existentialist	 Interpersonal	Intrapersonal	Kinesthetic/ Bodily	Logical/ Mathematical	Musical/Rhythmic	Naturalist	Verbal/Linguistic	Visual/Spatial

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MI	Outline	Instructor Notes
	III. Instructional System Design (ISD) refers to a process for designing and developing training process (Noe, 2004). A. One of the more common ones is referred to as the ADDIE model, which is an acronym for analysis, design, development, implementation, and evaluation. B. With regards to the earlier steps explained in the training design process, steps 1 and 2 would correspond with analysis. Steps 3, 4, and 5 correspond to the design and development aspect. Step 6 corresponds to the implementation phase, and step 7 relates to evaluation. IV. There are different types of training that take place in organizations. The types of training differ from organization to organization. For example, the kind of training provided in a manufacturing company is different from one that is provided in a sales setting or a research organization. A. Some types of training can be classified more generally and while the content of the training will differ across companies, the overall objective of the different types of training is the same.	There are different types of ISDs. Name a few.

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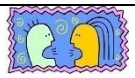
Existentialist	 Interpersonal	Intrapersonal	Kinesthetic/ Bodily	Logical/ Mathematical	Musical/Rhythmic	Naturalist	Verbal/Linguistic	Visual/Spatial

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MI	Outline	Instructor Notes
	A. Induction Training /New Employee Orientation – involves introducing a new employee to the organization and its procedures, & rules and regulations. This type of training is generally short and informative and given immediately after selection. i. New employee orientation or training is used to welcome an employee into the organization. ii. It generally contains information about safety, the work environment, the job description, benefits and eligibility, company culture, company history, organization charts, and anything else relevant to working in the new company. iii. If done correctly, the new employee orientation can integrate the employee into the organization. B. On-the-job training – involves training while remaining in the workplace to increase the knowledge and skills of an employee for improving job performance. The main methods in this type of training include demonstration or instruction, coaching, job rotation, and projects.	

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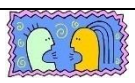
Existenti	 Interpers	Intrapers	Kinesthetic/	Logical/ Mathema	Musical/Rhyt	Natura	Verbal/Ling	Visual/Sp

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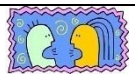
C. Refresher training- also known as retraining. Its purpose is to acquaint existing employees with the latest technological changes in the field, so they can keep up with the pace of the job.

D. Off-the-job training- this occurs when employees are trained at a different facility away from where they work. These could include lectures, distance learning in conjunction with certain colleges/universities, sponsored courses in higher education, computer-based/ self-paced training, technology-based training, etc.



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Existentialist	Interpersonal	Intrapersonal	Kinesthetic/ Bodily	Logical/ Mathematical	Musical/Rhythmic	Naturalist	Verbal/Linguistic	Visual/Spatial

Application

Using the presentation**,** the teacher will explain training and development in human resource management. Discuss the different aspects of designing training and the types of training that organizations conduct.

HRM Assignment 1 – Case study: Ask students to read the case study and answer the questions following it.

Summary

Review

Training and development is a subsystem an organization. It ensures that learning or behavioral change takes place to enhance organizational productivity in keeping with organizational goals. It is important to have clear objectives before starting any training program. There are different training design methods and training programs. They differ according to the industry and organization. The principal objective of training and development is to make sure that a skilled and willing workforce is available to the organization.

Evaluation

Informal Assessment

1. Instructor will observe students during Independent Practice.
2. Instructor will assist students as needed.

Formal Assessment

Use the assigned rubric to evaluate the projects assigned for Independent Practice.

Enrichment

Extension

Invite a local HR professional to discuss his/her company's HR department and policies with students.

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HRM – Training and Development Case Study Analysis
Independent Practice Assignment #1 Rubric

Student Name: _____

Total Score_____
Maximum 20 Points

Question	Exemplary	Acceptable	Unacceptable
Describe what is meant by the word "training."	Explains what training is articulately (2 points).	Attempts to explain what training is without articulation (1 point).	Does not explain training (1/2 point).
Explain the difference between on-the-job and off-the-job training. Explain why you think both training approaches are used by Aldi.	Clearly describes the difference between the two types of training. Gives reason(s) why both training approaches are used by Aldi (4 points).	Explains either the difference or why the approaches are used by Aldi, but not both (2 points).	Does not explain the difference or why they are used by Aldi (1 point).
Analyze the similarities and differences between training and development. Which do you think is most important to Aldi and why?	Articulates the difference between training and development and gives reasons which is most important to Aldi and why (6 points).	Either analyzes the similarities and differences between training and development or states which is most important to Aldi and why (3 points).	Does not analyze the similarities and differences and simply states which is important without giving a reasoning (1 point).
Evaluate the different ways that Aldi attracts and trains new staff. Which of these do you think is the most important route for Aldi? Give reasons for your answer.	Describes the different ways in which Aldi attracts and trains new staff. Gives reasons as to which they think is the most important (8 points).	Simply evaluates the ways in which Aldi attracts and trains new staff without stating which is the most important and why (4 points).	Does not state the different ways in which Aldi attracts and trains staff, or which one is the most important route for Aldi or why (1 point).

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