2012

Training Delivery Strategies for the Learning Organization

Paul Ulasien

Senior Partner
Business Training
Consultants

Table of Contents

Training Delivery Strategies for the Learning Organization

Proposing an effective training strategy that fosters an environment of continual learning is complimentary with innovative and traditional delivery methods to create a comprehensive platform for workforce development. Improving the competency base of the organization by stimulating individual learning development is essential in learning and retention across the organization.

Learning Organizations

Effective training systems include comprehensive training strategies. As businesses seek to create more value for the organization, companies must consider training and motivational strategies to enable them to compete, grow, and innovate. Effective training strategies meet the needs of the organization and the individual to fulfill interrelated requirements in workforce development and job performance.

The concept of a learning organization establishes that individuals have the capacity to create desired results through continually learning how to learn. The application of a learning organization approach is predicated on the principles of organizations fostering a climate that promotes learning. Learning organizations create competitive advantages by employees modifying their behavior to reflect new knowledge. Knowledge as a competitive advantage requires investments of time, people, and energy. Using technology as a tool for supplementing traditional training delivery methods mitigates the investments in financial and human resources through flexibility and ubiquity of delivery.

Training Delivery Strategies

The requirements for multiple training delivery methods using traditional and virtual mediums is becoming commonplace in organizations. As a comprehensive learning organization training strategy, a congruency in delivery methods to attain strategic training objectives and not merely training content has the advantages of consistency in delivery across the organization and reduced training costs. Competition without technical innovation, demands that organizations continuously upgrade the knowledge of their workforce and seek out ways to improve cost and efficiency synergies.

Virtual training systems and platforms are in use by more than 80% of large corporations. According to Reagan and O'Connor, virtual training offers cost-effective alternatives to traditional stand-up classroom training; however, sufficient lead time is required for planning, development, and deployment. The synchronous (live) and asynchronous (on-demand) delivery format requirement provides solutions to address the needs of a geographically dispersed, financially, and time constrained training audience. The financial and time costs typically associated with developing and implementing classroom delivery methods include:

- Ancillary materials to facilitate learning,

- Compensation of trainer and trainee time spent in training,

- Cost of the training facility for the program, and

- Travel, lodging, and food for the trainer and trainees.

Synchronous and asynchronous training delivery methods mitigate the time and cost variables associated to classroom delivery methods. Selecting a training tool to support synchronous and asynchronous training should include a real-time learning environment using virtual technologies.

Virtual Training Delivery

Synchronous training delivery, meets a requirement for a training platform that gas flexibility for a facilitator to conduct training sessions through either conference call access or computer audio. The format can also integrate established productivity applications such as Microsoft PowerPoint® and other real-time instructional materials. New synchronous training delivery applications provide web based functional tools of a virtual training and learning environment, such as two-way audio, multi-point video, interactive whiteboard, application and desktop sharing, rich media, breakout rooms, and session recording. With web based synchronous platforms, training materials are delivered electronically via the training interface further reducing the time and expense of printing and shipping training materials. Facilitator, trainee, and facilities costs for travel, course materials, and ancillary costs of distribution are minimal to nonexistent.

Session recording of web based synchronous platforms can also provide on-demand access to selected synchronous training sessions. On-demand training provides critical information and professional development in a format that saves time and money. On-demand asynchronous tools level the playing field for access to vital information on workplace development training irrespective of location or time constraints.

Traditional Training Delivery

Classroom delivery formats are described as a traditional training method with delivery of course content to take place in on-site session. New requisites to a classroom delivery format include a delivery philosophy of facilitating training versus lecture and demonstration. Facilitative training is a supportive delivery method to the concepts of the learning organization. Facilitators enhance the classroom training experience through sharing personal knowledge and expertise with the participants remaining within the guidelines of the course content.

The premise of facilitative learning methods closely follows social learning theory. Facilitative training techniques involve discovery activities that provide the trainees the opportunity to contribute to the course learning experience. The ultimate goal of facilitative methods is to help the students to develop, test, and obtain feedback on new knowledge and skills applicable to his or her needs. Conducive to the learning organization strategy, facilitative learning encourages achieving desired results of class participants through continually learning how to learn.

Facilitation, however, does not preclude the trainer from the responsibilities of knowledge and expertise. Demonstrating workforce instructional experience with workforce training is the impetus for using facilitators with certification and experience in the facilitative methods. Certified Professional in Learning and Performance Certifications (CPLP) and CompTIA CTT+ are two examples of instructor certifications that promote facilitative delivery methods. Certified training professionals have distinct advantages in using the latest methods for preparation, presentation, communication facilitation and evaluation skills with regards to classroom and virtual classroom Environments.

Conclusion

Effective training strategies foster an environment of continual learning. Complimenting training strategies is the innovation of learning organizational theory and technology creating a comprehensive program for workforce development. Technology is the enabler of the learning organization concept of fostering learning through innovative ideas in delivery methods. Using technology to supplement traditional methods of training delivery to organizations provides the flexibility and ubiquity of learning to learn. Stimulating individual learning development is essential in allowing learning to be retained and to spread what has been learned to other individuals across the organization.

Contact

For more information on which training strategy best fits your organization, contact Business Training Consultants Senior Partners:

Paul Ulasien – 785-550-0176

Or

Sherry Ulasien – 520-395-7545

References

Adams, C. A. & McNicholas, P. (2007). Making a difference: Sustainability reporting,

accountability and organizational change. *Accounting, Auditing & Accountability*

Journal, *20*(3), 382-402.

Aguinis, H. (2009). *Performance management* (2nd ed.). Upper Saddle River, NJ:

Pearson/Prentice Hall.

ASTD. (2011). *CPLP Value Proposition*. Retrieved from:

http://www.astd.org/content/publications/ASTDLearningSystem/CompetencyCertWebca

sts/CPLP+Webcasts.htm

Benne, K. (1976). The process of reeducation: An assessment of Kurt Lewin's views. *Groups &*

Organization Studies, 1(1), 26-42. Retrieved April 10, 2010, from Research Library.

(Document ID: 1482918139).

Blanchard, P.N., & Thacker, J.W. (2007). *Effective Training: Systems, Strategies, and Practices,*

3rd Ed. Upper Saddle River, NJ: Prentice Hall.

Bollettino, V., & Bruderlein, C. (2008). Training humanitarian professionals at a distance:

Testing the feasibility of distance learning with humanitarian professionals. *Distance*

Education, 29(3), 269-269-287. Retrieved from

http://search.proquest.com/docview/217779101?accountid=35812

Brannick, M. T., Levine, E. L., & Morgeson, F. P. (2007). *Job and work analysis: Methods,*

research and applications for human resources (2nd ed.). Los Angeles: Sage

Burnes, B. (2007). Kurt Lewin and the Harwood Studies: The Foundations of OD. *The Journal*

of Applied Behavioral Science, 43(2), 213-224,227-231. Retrieved from: ABI/INFORM

Global. (Document ID: 1285306961).

French, W. L., & Bell, C. H. Jr. (1999). *Organization development: Behavioral science interventions for organization improvement* (6th ed.) Upper Saddle River, NJ: Prentice Hall.

Gartner. (2006). *Enterprises Must Have an Effective Training Strategy To Accelerate Growth and Innovation*. Retrieved from http://www.gartner.com/press_releases/list2006.jsp

Gill, R. (2006). *Theory and practice of leadership*. Thousand Oaks, CA: Sage.

Gomez-Mejia, L. R. & Balkin, D.B. (2002). *Managemen*t (8th ed.). New York: McGraw-Hill.

Horwitz, F. M., Bravington, D., & Silvis, U. (2006). The promise of virtual teams: Identifying key factors in effectiveness and failure. *Journal of European Industrial Training, 30*(6), 472-472-494. Doi:10.1108/03090590610688843

Jones, B. B., & Brazzel, M. (2006). *The NTL handbook of organization development and change: Principles, practices, and perspectives*. San Francisco, CA: Pfeiffer.

Jones, G. R. (2007*). Organizational theory, design, and change* (5th Ed.). Upper Saddle River, NJ: Pearson

Latham, G. P. (2007). *Work motivation: History, theory, research, and practice.* Thousand Oaks, CA: Sage Publications.

Lewin K. (1943). Defining the "Field at a Given Time." Psychological Review. 50: 292-310. Republished in *Resolving Social Conflicts & Field Theory in Social Science*, Washington, D.C.: American Psychological Association, 1997

Mujtaba, B. G., Griffin, C., & Oskal, C. (2004) Emerging Ethical Issues in Technology and Countermeasures for Management and Leadership Consideration in the Twenty First Century's Competitive Environment of Global Interdependence. *Journal of Applied Management and Entrepreneurship 9*(3), 34-55.

Nahavandi, A. (2009). *The art and science of leadership (*5th ed.). Upper Saddle River, NJ:

    Pearson/Prentice Hall.

On-demand training. (2008*). Institute of Transportation Engineers. ITE Journal, 78*(3), 12-12.

    Retrieved from http://search.proquest.com/docview/224874616?accountid=35812

Ray, G., Muhanna, W. A., & Barney, J. B. (2007). Competing with IT: The role of shared IT-

    business understanding. *Communications of the ACM, 50*(12), 87.

Regan, Elizabeth A. & O'Connor, Bridget N. (2002). *End-user information systems:*

    Implementing individual and work group technologies. (2nd ed.) New Jersey: Prentice-

    Hall, Inc.

Schneider, G. P. (2009). *Electronic commerce* (8th Ed.). Boston, MA: Course Technology.

Taylor, F.W. (1911). *The Principles of Scientific Management*. New York: Harper Brothers.

Thomas, G. (2010). Facilitator, teacher, or leader? Managing conflicting roles in outdoor

    education. The *Journal of Experiential Education, 32*(3), 239-239-254. Retrieved from

    http://search.proquest.com/docview/274922184?accountid=35812.

Ulasien, P. (2009). IT Security Audits Best Practices. *Faulkner Information Services*. Docid:

    00011395.

US Department of Labor (1998). Workforce Investment Act Public Law 105-220. Retrieved

    from: http://www.doleta.gov/regs/statutes/wialaw.txt

Waclawski, J., & Church, A. H. (eds.). (2002). *Organization development: A data-driven*

    approach to organizational change. San Francisco: Jossey-Bass

Yukl, G. (2010). *Leadership in organizations* (7th ed.). Upper Saddle River, NJ:

    Pearson/Prentice Hall.