工商管理经典教材·人力资源管理系列

BUSINESS ADMINISTRATION CLASSICS

McGraw Hill Education

# 雇员培训与开发

## 英文版·第6版

雷蒙德·诺伊 (Raymond A. Noe) 著

# EMPLOYEE TRAINING AND DEVELOPMENT

## Sixth Edition

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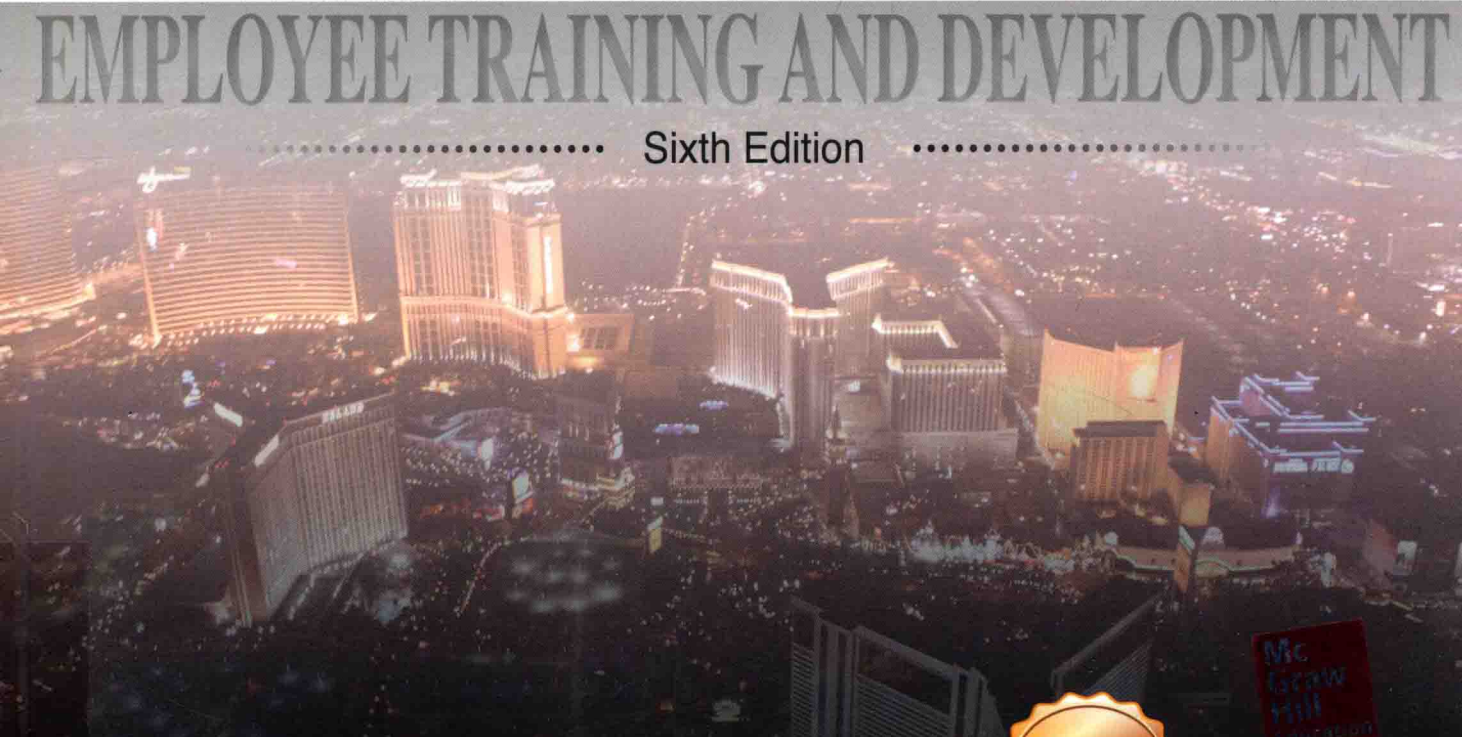
全新版

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Sixth Edition

教育部高校工商管理类教学指导委员会双语教学推荐教材
工商管理经典教材·人力资源管理系列

## 雇员培训与开发（英文版·第6版）

雷蒙德·诺伊　著

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# 总 序

随着我国加入 WTO，越来越多的国内企业参与到国际竞争中来，用国际上通用的语言思考、工作、交流的能力也越来越受到重视。这样一种能力也成为我国各类人才参与竞争的一种有效工具。国家教育机构、各类院校以及一些主要的教材出版单位一直在思考，如何顺应这一发展潮流，推动各层次人员通过学习来获取这种能力。双语教学就是这种背景下的一种尝试。

双语教学在我国主要指汉语和国际通用的英语教学。事实上，双语教学在我国教育界已经不是一个陌生的词汇了，以双语教学为主的科研课题也已列入国家"十五"规划的重点课题。但从另一方面来看，双语教学从其诞生的那天起就被包围在人们的赞成与反对声中。如今，依然是有人赞成有人反对，但不论是赞成居多还是反对占上，双语教学的规模和影响都在原有的基础上不断扩大，且呈大发展之势。一些率先进行双语教学的院校在实践中积累了经验，不断加以改进；一些待进入者也在模仿中学习，并静待时机成熟时加入这一行列。由于我国长期缺乏讲第二语言（包括英语）的环境，开展双语教学面临特殊的困难，因此，选用合适的教材就成为双语教学成功与否的一个重要问题。我们认为，双语教学从一开始就应该使用原版的各类学科的教材，而不是由本土教师自编的教材，从而可以避免中国式英语问题，保证语言的原汁原味。各院校除应执行国家颁布的教学大纲和课程标准外，还应根据双语教学的特点和需要，适当调整教学课时的设置，合理选择优秀的、合适的双语教材。

顺应这样一种大的教育发展趋势，中国人民大学出版社同众多国际知名的大出版公司，如麦格劳－希尔出版公司、培生教育出版公司等合作，面向大学本科生层次，遴选了一批国外最优秀的管理类原版教材，涉及专业基础课，人力资源管理、市场营销及国际化管理等专业方向课，并广泛听取有着丰富的双语一线教学经验的教师的建议和意见，对原版教材进行了适当的改编，删减了一些不适合我国国情和不适合教学的内容；另一方面，根据教育部对双语教学教材篇幅合理、定价低的要求，我们更是努力区别于目前市场上形形色色的各类英文版、英文影印版的大部头，将目标受众锁定在大学本科生层次。本套教材尤其突出了以下一些特点：

● 保持英文原版教材的特色。本套双语教材根据国内教学实际需要，对原书进行了一定的改编，主要是删减了一些不适合教学以及不符合我国国情的内容，但在体系结构和内容特色方面都保持了原版教材的风貌。专家们的认真改编和审定，使本套教材既保持了学术上的完整性，又贴近中国实际；既方便教师教学，又方便学生理解和掌握。

● 突出管理类专业教材的实用性。本套教材既强调学术的基础性，又兼顾应用的广泛性；既侧重让学生掌握基本的理论知识、专业术语和专业表达方式，又考虑到教材和管理实践的紧密结合，有助于学生形成专业的思维能力，培养实际的管理技能。

● 体系经过精心组织。本套教材在体系架构上充分考虑到当前我国在本科教育阶段推广双语教学的进度安排，首先针对那些课程内容国际化程度较高的学科进行双语教材开发，在其专业模块内精心选择各专业教材。这种安排既有利于我国教师摸索双语教学的经验，使得双语教学贴近现实教学的需要；也有利于我们收集关于双语教学教材的建议，更好地推出后续的双语教材及教辅材料。

● 篇幅合理，价格相对较低。为适应国内双语教学内容和课时上的实际需要，本套教材进行了一定的删减和改编，使总体篇幅更为合理；而采取低定价，则充分考虑到了学生实际的购买能力，从而使本套教材得以真正走近广大读者。

● 提供强大的教学支持。依托国际大出版公司的力量，本套教材为教师提供了配套的教辅材料，如教师手册、PowerPoint 讲义、试题库等，并配有内容极为丰富的网络资源，从而使教学更为便利。

本套教材是在双语教学教材出版方面的一种尝试。我们在选书、改编及出版的过程中得到了国内许多高校的专家、教师的支持和指导，在此深表谢意。同时，为使我们后续推出的教材更适于教学，我们也真诚地期待广大读者提出宝贵的意见和建议。需要说明的是，尽管我们在改编的过程中已加以注意，但由于各教材的作者所处的政治、经济和文化背景不同，书中内容仍可能有不妥之处，望读者在阅读时注意比较和甄别。

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# Preface

Traditionally, training and development were not viewed as activities that could help companies create "value" and successfully deal with competitive challenges. Today, that view has changed. Companies that use innovative training and development practices are likely to report better financial performance than their competitors that do not. Training and development also help a company meet competitive challenges. Current economic times have resulted in cuts in training and development budgets. However, many companies now recognize that learning through training, development, and knowledge management helps employees strengthen or increase their skills in order to improve or make new products, generate new and innovative ideas, and provide high-quality customer service. Also, development activities and career management are needed to prepare employees for managerial and leadership positions and to attract, motivate, and retain talented employees at all levels and in all jobs. An emphasis on learning through training, development, and knowledge management is no longer in the category of "nice to do"—they are a "must do" if companies want to gain a competitive advantage and meet employees' expectations.

Businesses today must compete in the global marketplace, and the diversity of the workforce continues to increase. As a result, companies need to train employees to work with persons from different cultures, both within the United States and abroad. New technologies, such as social media, and tablet computers, such as the iPad, reduce the costs associated with bringing employees to a central location for training. At the same time, the challenge is ensuring that these training methods include the necessary conditions (practice, feedback, self-pacing, etc.) for learning to occur. Also, through the blended learning approach, companies are seeking the best balance between private, self-paced, technology-based training (such as online learning), and methods that allow interpersonal interaction among trainees (such as classroom instruction or active learning).

The role of training has broadened beyond training program design. Effective instructional design remains important, but training managers, human resource experts, and trainers are increasingly being asked to create systems to motivate employees to learn, not only in programs but informally on the job; create knowledge; and share that knowledge with other employees in the company. Training has moved from an emphasis on a one-time event to the creation of conditions for learning that can occur through collaboration, online learning, traditional classroom training, or a combination of these methods. There is increased recognition that learning occurs informally, outside the boundaries of a formal training course.

Also, the employee-employer relationship has changed. Due to rapidly changing business environments and competition that can quickly cause profits to shrink and skill needs to change, companies are reluctant to provide job security to employees. At the same time, many employees are job-hopping to maximize the value that they can get for their skills in the job market, and not making a long-term commitment to any company. As a result, both employees and companies are concerned with developing future skills and managing careers. Companies want a workforce that is motivated and productive, has up-to-date skills, and can quickly learn new skills to meet changing customer and marketplace needs. Despite the prevalence of job-hopping, companies want to provide a work environment and training and development opportunities that will them the employer of choice for talented employees. Employees want to develop skills that not only are useful for their current jobs, but also are congruent with their personal interests and values. Given the increasing time demands of work, employees are also interested in maintaining balance between work and non-work interests.

The chapter coverage of *Employee Training and Development* reflects the traditional as well as the broadening role of training and development in organizations. Chapter One, "Introduction to Employee Training and Development," covers the role of training and development in companies. Chapter Two, "Strategic Training," discusses how training

practices and the organization of the training function can support business goals. Because companies are interested in reducing costs, the amount of resources allocated to training is likely to be determined by the extent that training and development activities help the company reach business goals. Topics related to designing training programs are covered in Chapters Three through Six. Chapter Three, "Needs Assessment," discusses how to identify when training is appropriate. Chapter Four, "Learning and Transfer of Training," addresses the learning process and characteristics of a learning environment. The chapter also emphasizes what should be done in the design of training and the work environment to ensure that training is used on the job. Chapter Five, "Program Design," provides practical suggestions regarding what can be done to facilitate learning and transfer of training before, during, and after a course or program. The role of knowledge management in facilitating learning and transfer of training is also discussed. Chapter Six, "Training Evaluation," discusses how to evaluate training programs. Here, the student is introduced to the concepts of identifying cost-effective training, evaluating the return on investment of training and learning, and determining if training outcomes related to learning, behavior, or performance have been reached. Chapters Seven and Eight cover training methods. Chapter Seven, "Traditional Training Methods," discusses presentational methods (e.g., lecture), hands-on methods (e.g., on-the-job training and behavior modeling), and group methods (e.g., adventure learning). Chapter Eight, "Technology-Based Training Methods," introduces new technologies that are being used in training. These technology-based training methods include e-learning, mobile learning, social media, simulations, virtual worlds, and blended learning. Chapters Seven and Eight both conclude by comparing training methods on the basis of costs, benefits, and learning characteristics.

Chapter Nine, "Employee Development and Career Management," introduces developmental methods (assessment, relationships, job experiences, and formal courses). In addition, the use of development plans to help employees succeed in their self-directed or protean careers is highlighted. Topics such as succession planning and on boarding are discussed. Chapter Ten, "Social Responsibility: Legal Issues, Managing Diversity, and Career Challenges," emphasizes the role that training plays in helping companies improve the communities where they are located by increasing the skill level of the workforce, helping to provide jobs, and taking actions to help all employees grow and develop, regardless of their personal characteristics or career challenges. The chapter also discusses compliance with laws that affect training and development, training partnerships, managing diversity, cross-cultural preparation, and how companies can help employees deal with career challenges such as balancing work and life, coping with career breaks such as taking time off for family or required military service, job loss, and retirement. Finally, Chapter Eleven, "The Future of Training and Development," looks at how training and development might be different ten or twenty years from now.

*Employee Training and Development* is based on my more than twenty-five years of teaching training and development courses to both graduate and undergraduate students. From this experience, I have realized that managers, consultants, trainers, and faculty working in a variety of disciplines (including education, psychology, business, and industrial relations) have contributed to the research and practice of training and development. As a result, the book is based on research conducted in several disciplines, while offering a practical perspective. The book is appropriate for students in a number of programs. It suits both undergraduate and master's-level training courses in a variety of disciplines.

## DISTINCTIVE FEATURES

This book has several distinctive features. First, my teaching experience has taught me that students become frustrated if they do not see research and theory in practice. As a result, one distinctive feature of the book is that each chapter begins with a real-life vignette of a company practice that relates to the material covered in the chapter. Many examples of company practices are provided throughout the chapters. Each chapter ends with a real-life case and related questions that give students the opportunity to apply the chapter's content to an actual training or development issue.

A second distinctive feature of the book is its topical coverage. The chapters included in Part Two, "Designing Training," relate to training design (needs assessment, training methods, learning and transfer of training, and program design and evaluation). Instructional design is still the "meat and potatoes" of training. Part Three, "Training and Development Methods," covers the more exciting part of training and development—that is, training and development methods. But as the role of managers and trainers broadens, they are increasingly involved in helping all employees grow, develop, and cope with career challenges, as well as preparing high-potential employees for leadership positions. For example, managers and trainers need to understand generational differences in employees' career needs, career paths, cross-cultural training, diversity, outplacement, and succession planning—topics that fall outside the realm of instructional design. These topics are covered in Part Four, "Social Responsibility and the Future."

The book begins with a discussion of the context for training and development. Part One includes chapters that cover the economic and workplace factors that are influencing trends in the training profession. One of these trends is that companies are emphasizing learning through formal training and development, knowledge management, and informal learning. In addition, these chapters discuss the need for training, development, and learning to become strategic (i.e., to contribute to business strategy and organizational goals). Why? In successful, effective training, all aspects of training—including training objectives, methods, evaluation, and even who conducts the training—relate to the business strategy. More and more companies are demanding that the training function and training practices support business goals; otherwise, training may be outsourced or face funding cuts. Although students in business schools are exposed to strategic thinking, students in psychology and education who go on to become trainers need to understand the strategic perspective and how it relates to the organization of the training function and the type of training conducted.

Not only has technology changed the way we live and the way work is performed, but it also has influenced training practice. As a result, one chapter of the book is devoted entirely to the use of technologies for training delivery and instruction, such as online learning, social media, mobile learning, tablet computers, and virtual worlds.

The book reflects the latest "hot topics" in the area of training. Some of the new topics discussed in the book are corporate universities, outsourcing training, developing and measuring human capital, learning management systems, competencies, knowledge management, e-learning, mobile learning (using smartphones), iPads and other tablet computers, social media such as blogs, wikis, and social networks, and virtual worlds (such as Second Life) for training. Each chapter contains the most recent academic research findings and company practices.

## FEATURES DESIGNED TO AID LEARNING

*Employee Training and Development* provides several features to aid learning:

1. Each chapter lists objectives that highlight what the student is expected to learn in that chapter.
2. In-text examples and chapter openers feature companies from all industries, including service, manufacturing, retail, and nonprofit organizations.
3. Discussion questions at the end of each chapter help students learn the concepts presented in the chapter and understand potential applications of the material.
4. Important terms and concepts used in training and development are boldfaced in each chapter. Key terms are identified at the end of each chapter. These key terms are important to help the student understand the language of training.
5. Application assignments are useful for the students to put chapter content into practice. Most chapters include assignments that require the student to use the World Wide Web.
6. Cases at the end of each chapter and at the end of each of the four parts of the book help students apply what they have learned to training and development issues faced by actual companies.
7. Name and subject indexes at the end of the book help in finding key people and topics.

# WHAT'S NEW IN THE SIXTH EDITION

I want to personally thank all of you who have adopted this book! Based on the comments of the reviewers of the fifth edition and training research and practice, I have made several improvements. Some important changes in the sixth edition of *Employee Training and Development* stand out:

- Each chapter has been updated to include the most recent research findings and new best company practices. New examples have been added in each chapter's text.

- All the chapter opening vignettes are new. For example, the opening vignette for Chapter Eight highlights how Farmers Insurance is using a blended learning approach that includes face-to-face instruction, online learning, social networks, and iPads equipped with apps to deliver effective learning to its multigenerational and geographically dispersed workforce.

- This edition offers new and expanded coverage of such topics as informal learning, business-embedded training functions, knowledge management, learning management systems, intangible assets and human capital, implications of the multigenerational workforce for training and development, use of social media (including blogs, wikis, and social networks) in training, program design, and the important role of training partnerships with educational institutions, government agencies, unions, and nonprofits.

- Each chapter ends with application assignments, including new program design and updated web-based exercises. These assignments are also found on the book's website.

- Each chapter concludes with new or updated brief cases that illustrate a training, development, or learning issue faced by a company. The case questions ask students to consider issues and make recommendations based on the chapter content.

- To help students better understand the connections between topics, the book is organized into four different parts. Part One focuses on the context for training and development and includes a chapter devoted to strategic training. Part Two includes coverage related to the fundamentals of designing training programs. Chapters in Part Two focus on needs assessment, learning theories and transfer of training, program design, and training evaluation. Part Three focuses on training and development methods and includes chapters devoted to traditional training methods, e-learning, and the use of new training technologies such as social media and mobile learning. The chapters in Part Four cover employee development and career management and the role of training and learning in helping companies increase their social responsibility. This includes following laws and regulations that relate to training, as well as managing diversity and helping employees cope with career challenges such as balancing work and life, career breaks, identifying and moving along a career path, preparing for retirement, and coping with job loss. Finally, this part provides a look at the future of training and development.

- To ensure that students have a better understanding of program design and can leave the course with skills needed to design a course or program, an entire chapter, Chapter Five, is now devoted to program design.

- Chapter Nine now covers employee development and career management including an expanded discussion of succession planning (including use of the nine-box grid) and onboarding.

- Chapter Ten contains some new content and combines content from Chapters Ten, Eleven, and Twelve in the fifth edition. The emphasis of this chapter is training and learning's role in helping companies be socially responsible through legal training and development practices, training partnerships designed to improve the skills of and enhance employment opportunities for the local workforce, and help employees grow and develop through managing diversity and inclusion and deal with career challenges.

- The sixth edition includes eleven chapters, two fewer than the fifth edition, which can easily be covered in a semester course. This allows more time to be devoted to topics that the instructor wants to emphasize in the course. Also, the new and combined chapters expose students to important content related to training, development, and career management.

# Acknowledgments

The author is only one of many important people involved in writing a textbook. The sixth edition of this book would not have been possible without the energy and expertise of several others from McGraw-Hill Irwin and S4Carlisle Publishing Services. Wendy Langerud, developmental editor, and project managers Jessica Portz and Shyam Ramasubramony, deserve my gratitude and thanks for their patience and expertise in following the insertions and changes I made, and for ensuring that my ideas made sense and my writing was clear, concise, and easy to understand.

I take full responsibility for any errors, omissions, or misstatements of fact in this book. However, regardless of your impression of the book, it would not have been this good had it not been for the manuscript reviewers. Special thanks to these people, who provided me with detailed comments that helped improve the sixth edition of the book for students and instructors. These reviewers include

# 简明目录

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# ORGANIZATION OF THIS BOOK

This book is organized into five parts. Part One focuses on the context for training and development and includes this chapter, which offered a broad perspective on training and helped answer questions such as: What is training? Why is it important? Who is receiving training? How much money is spent on training? How should training be designed? Part One also includes Chapter Two, which discusses the strategic training and development process. In Chapter Two, you will see how a company's business strategy influences training practices and the organization of the training department. Chapters Three through Six make up Part Two. These chapters discuss the fundamentals of training design and address different aspects of the ISD model, the model used to guide the development of training (see Figure 1.1). Chapter Three deals with how to determine training needs. Chapter Four discusses the important issue of learning—specifically, the importance of learning and transfer of training. The chapter emphasizes what we learn, how we learn, and how to create an environment conducive to learning within a training session. The chapter also discusses what needs to be considered for transfer of training, i.e., ensuring that skills emphasized in training are used on the job. Chapter Five provides insights into the specific of how training programs should be designed to facilitate learning and transfer. The chapter covers the importance of room design, learning objectives, selecting and preparing trainers, and course planning for learning, as well as how managers, trainers, learners, and knowledge management can facilitate transfer of training. Chapter Six explains how to evaluate a training program. Part Three focuses on training and development methods. Chapter Seven looks at traditional training methods such as lecture, behavior modeling simulation, and role play. Chapter Eight examines e-learning and methods that have developed from applications of new technology, for example, web-based training, virtual reality, mobile learning and social collaboration.

Chapter Nine addresses the important issue of employee development and career management; it discusses four approaches used to develop employee assessments, assignments, relationships, courses, and formal programs. Part Five considers training's role in social responsibility and the future of training and development. Chapter Ten deals with legal issues and diversity. Topics covered include ethics and legal issues, managing diversity, cross-cultural training, and issues relevant to certain employee groups, such as coping with career breaks and melting the "glass ceiling." Chapter Eleven discusses how new technologies may influence training and how its role may change in the future.

Students should be aware of several important features of the book. Each chapter begins with chapter objectives. These objectives (1) highlight what the student should learn from each chapter and (2) preview the topics. Next comes an opening vignette—an example of a company practice related to the chapter topics. Company examples are liberally used throughout each chapter to help students see how theory and research in training are put into practice. Each chapter ends with key terms, discussion questions, application assignments, and a short case. Key terms are related to important concepts emphasized in the chapter. Discussion questions and application assignments can facilitate learning through interacting with other students and actually trying to develop and conduct various training applications. Many application assignments require the use of the web, a valuable source of information on training practices. Each of the parts concludes with a case that highlights a company's training and development practices. These cases include questions asking you to apply what you have learned in the chapters.

# Part **One**

# The Context for Training and Development

Part One focuses on issues related to the context for training and development. Chapter One, "Introduction to Employee Training and Development," discusses why training and development are important to help companies successfully compete in today's business environment. The chapter provides an overview of training practices, the training profession, and how to design effective training (a topic that is covered in detail in Part Two, "Training Design"). Chapter Two, "Strategic Training," discusses the strategic training and development process, organizational characteristics that influence training, various models for organizing the training department, how to brand training and market it to the rest of the company, and the advantages and disadvantages of outsourcing training.

Part One concludes with a case that highlights how PricewaterhouseCoopers is using training to cope with competitive challenges, reach business goals, and expand learning beyond the classroom and boardroom.

1. Introduction to Employee Training and Development
2. Strategic Training