The Center for Teaching & Learner Excellence at Houston Community College

“Faculty Excellence Equals Student Success

TL3010
CORPORATE LEARNING: TRAINING & PERFORMANCE

The Center for Teaching & Learning Excellence is a division of the Office of Vice Chancellor for Instruction
Resources contained herein were collected and/or developed by
Madeline Burillo, M.A.
Edited by Joe Little, MBA

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Corporate Learning: Training and Performance

The goals of this training module are to

- Serve as one of the training requirements for HCC faculty wanting to teach Corporate Training courses.
- Serve as orientation for any contracted HCCS Corporate College Trainer.

Target Audience:

- HCC academic or workforce credit faculty and/or staff interested in having an opportunity to deliver Corporate Training
- HCC Corporate College Trainers

Learning Objectives:

- Understand HCC Corporate College’s role in meeting the HCCS mission and strategic goals and the consulting role of Corporate Training to employers
- Understand and describe the Corporate Training Cycle
- Identifying and determine the need for training: what, who, how, and why
- Identifying existing HCC resources for Professional Workforce Need assessment and how to assess
- Understanding the goals of the employer and the needs of incumbent workers to define effective learning objectives that address performance outcomes
- Design the delivery of training that employers will remember by applying adult learning concepts and engaging learning strategies
- Utilizing ice-breakers, toys and games, and presentation supplies
- Identify the various resources available to customize off-the-shelf materials and how to access them
- Describe the elements needed to prepare properly for Corporate Training sessions and prepare participants to foster learning
- Coordination of material production and delivery, equipment, visuals, environment set-up, amenities
- Understand who is learning and why they are learning
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**Corporate Learning: Training & Performance**

**Pre-Test**

1. **Corporate Training course content is based on:**
   a) College’s current course content
   b) Student preferred course content
   c) Employer driven learning objectives
   d) The Coordinating Board prescribed content
   e) None of the above

2. **The Corporate Training Cycle order consists of:**
   a) Course development, need assessment, implementation, ROI, and long-term relationship
   b) ROI, need assessment, course development, implementation, and long-term relationship
   c) Need assessment, course development, implementation, ROI, and long-term relationship
   d) Long-term relationship, Need assessment, course development, implementation, ROI
   e) Only C or D are correct

3. **The Corporate College (CC) sales team includes:**
   a) Corporate College account representative, subject matter expert, Director of Corporate College
   b) Dean, subject matter expert, Director of Corporate College, Student Services advisor
   c) Dean of Student Services, Corporate College account representative, Director of Corporate College
   d) Continuing Education Documentation Specialist, Corporate College account representative, Director of Corporate College
   e) None of the above

4. **The following is not a benefit of Corporate Training for the community college:**
   a) Increased source of revenue and continuing education enrollment
   b) Provides closer relationship opportunity with businesses leading to possible donations
   c) Added financial aid staff to the college
   d) Cross-marketing of HCC credit programs and courses to Corporate College participants
   e) Course participants and employers’ increased awareness of HCC’s instructional quality

5. **Corporate Training course tuition price is based on:**
   a) College’s regular tuition for continuing education courses
   b) Negotiated amount based on costs and operating margin formula
   c) In-district, out-of-district tuition and fees of participants
   d) Amount determined by company offer to pay
   e) All of the above

6. **Goals of Corporate Training generally focus on:**
   a) Employer performance enhancement needs
   b) Worker career paths
   c) Targeted occupations for growth
   d) Business demands for incumbent worker skills upgrading
   e) Only A and D are correct

7. **The length (hrs.) of a Corporate Training course module will depend on:**
   a) Specific skills needed for performance, learner educational experience, worker’s schedules
   b) Workforce education course manual (WECM) course objectives and worker’s schedules
   c) Regular semester course length
   d) Trainer’s available time to teach the course and the worker’s schedule
   e) None of the above
8. **Participants of Corporate Training courses: (Check all that apply)**
   a) Are highly motivated since the training can affect their performance and their evaluations
   b) Expect professional presentation of content, trainer appearance, and materials
   c) Expect to be able to immediately apply learning objectives to their job upon completion
   d) Have little motivation to learn and want courses to finish early

9. **Which one of the following is not a current HCC Corporate Training content partner?**
   a) HRD Training Solutions
   b) AchieveGlobal
   c) Command Spanish®
   d) Element K
   e) Franklin Covey

10. **WorkKeys does not refer to:**
    a) A job skills assessment system measuring real-world skills
    b) The employer’s key set for the training classroom
    c) Skills assessment which identifies the skills and skills levels needed to be successful on the job
    d) Assesses the current skills levels of incumbent workers on the job and their gap to required levels for successful performance
    e) Job profiling and task analysis
Module 1: What is Corporate Training?

Corporate Training is:
- Employer Sponsored
- Employer Driven
- Upgrading of Worker Skills
- Customized
- State Funded
- Performance Enhancement Initiatives

DEFINITION: Corporate Training involves planning and delivering customized training for business, government entities, or other organization, defined in a contractual agreement between the college and the client (Dougherty & Bakia, 2000).

Corporate Training is usually referred to as training initiatives driven by employer productivity needs and defined competency skills. Training costs represent expenditures for the company and as such the investment return is evaluated by the impact and transformation occurred as a result of training. According to the American Society of Training and Development (ASTD), the average U.S. company spends between 2 and 10 percent of total payroll on training. In the 2006 State of the Industry report, ASTD reported estimates that U.S. organizations spend $109.25 billion on employee learning and development annually, with nearly three quarters ($79.75 billion) spent on the internal learning function, and the remainder ($29.50 billion) spent on external services. The same report indicated that the average number of hours of formal learning per employee is 43 hours, and the average cost per learning hour is $42 dollars.

In many instances, employers seek training intervention to help upgrade the existing skills of their employees. Because each employer services and products are different, training usually involves the customization of curriculum geared to applications related to the specific context. Training managers and employer subject matter experts are key members involved in defining the training objectives in partnership with the Corporate College representatives. They also help provide contextual material to instructional designers to customize the course(s). In most cases, employers seek training as a way to enhance performance through workers skills upgrading, and it is usually most effective when it is integrated as part of the overall organization’s strategic initiatives and performance evaluation program.
Skills Development Grants

Though many of the Corporate Training requests received by the college will involve company sponsored training in the State of Texas, the Skills Development Fund Grant (SDF) assists businesses and trade unions by financing the design and implementation of customized job training projects. The SDF program is administered by the Texas Workforce Commission (TWC). This fund merges business needs and local customized training opportunities through community college funds administration and training coordination to help increase the skills level and wages of the Texas. According to the Texas Workforce Commission, during Fiscal Year 2006 (September 1, 2005 - August 31, 2006), TWC awarded 31 grants totaling $10,384,566, which served 125 businesses, generated 3,127 new jobs, and upgraded the skills of 10,963 workers in existing jobs. For Fiscal Year 2007, TWC has $25 million in Skills Development Funds to support high quality, customized job training projects across the state. Grants for a single business may be limited to $500,000 (www.twc.state.tx.us/svcs/funds/sdfintro.html).

Self Sufficiency Grants

Similar to the SDF fund grant, the Self-Sufficiency Fund grant (SSF) is also administered by the Texas Workforce Commission (TWC). The SSF assists businesses by designing, financing, and implementing customized job training programs in partnership with public community and technical colleges, a higher education extension service, & community-based organizations for the creation of new jobs and/or the retraining of existing workforce. The goal of the Self-Sufficiency Fund is to assist recipients of Temporary Assistance for Needy Families (TANF), Food Stamps, and Needy Parents to obtain training, get jobs, and become independent of government financial assistance. http://www.twc.state.tx.us/svcs/funds/ssfintro.html
Benefits of Training

- **EMPLOYER**
  - Organizational Development
  - Build Employee Loyalty
  - Improves Performance
  - Quality Assurance
  - Cost-effective

Training employees helps keep them motivated and up-to-date with industry trends and new technologies, which are essential to staying competitive and support the sustainability of the organization’s goals. Furthermore, research shows that productivity increases while training takes place. Employees who participate in formal training can be 230 percent more productive than untrained colleagues who are working in the same role (Smith A., 2001). For the employer, training can boost the bottom line and reduce costs by decreasing wasted time and materials, maintenance costs of machinery and equipment, workplace accidents, leading to lower insurance premiums and absenteeism, among other benefits. Staff benefits through the learning of new skills and becoming a valued asset in any organization. Training can also improve staff morale and satisfaction, enhance their “soft skills” such as inter-staff communication, leadership, and time management leading to increased customer satisfaction. Therefore, training brings direct benefits to business and can be calculated as a return on investment.

- **HCC**
  - Mission
  - Workforce Development
  - Revenue Source
  - Business Relationships

The mission of Houston Community College includes serving the training needs of businesses and employers in our community. The HCC Corporate College is directly dedicated in reaching employer’s workforce training needs and coordinating customized contract training solutions. This is accomplished by a focused approach to assessing industry trends, environmental scanning of employer training needs, and establishing partnerships to leverage college resources to meet these needs. The internal operations goals of the department are to become an additional source of positive revenue to the college which can help support training services. Through successful partnerships and these relationships employers benefit from increased awareness of the services provided by the college to support workforce and economic development. This awareness can lead to educational opportunities for student and faculty internships, equipment donations, and overall support of the college role in the community.
Module 2.0 The Corporate Training Cycle: Relationship Building

We are in the People Collaboration Business. It is all about People!

- Relationships
- Common Ground
- Partnerships
- Enhancement

Training is the channel that brings employers and the college together. An identified need creates collaboration to assess training and develop training content which leads to organizational development through the delivery of training. Participants of the learning initiative benefit from the enhanced performance and as result everyone wins: Student, Employer, Community, and the College.
**Unique Selling Proposition**

Merriam-Webster defines Proposition as, “a statement containing only logical constants and having a fixed truth or value.” Being able to qualify and quantify your claims is very important and makes your *Unique Selling Proposition* that much stronger. Corporate Training operates in a competitive environment. When developing a training proposal, your client will evaluate the college proposal against other training organizations’ proposals. In presenting your proposal, the Sales Team must develop a unique value added to the training and include this in the proposal document. How will this training benefit the participants and the employer? What makes this training from HCC unique? Value is the intrinsic worth of your offering to your customers. In other words, it defines what your customers get for their money (Cazbath Web Site, 2007).

During the training assessment, you discovered the most important elements to the employer for the training. Why the training is needed? Example: Low morale, low productivity, introduction of new equipment, etc. Your training proposal and curriculum design stated benefits and value added must address these elements in order to have a successful proposal.

- You must assess your competition. What they offer? What is their added value?
- Develop a unique value to the HCC proposal. Examples:
  - Quality of trainers – Credentials, reputation
  - Available courses – wide variety
  - Passing rates of certification exams
  - College credit articulation
  - Successful Referral Expertise
  - Experience delivering training to their competition
  - Facilities and/or Equipment
  - Inclusion of materials
  - Flexible Schedule
  - Blended Learning Delivery – In person and Online
  - Ability to customize online course content to meet employer needs
  - Reporting of participants process
Module 3.0 HCC Process

Organizational Structure: HCC Division of Extended Learning Executive Team

Vice Chancellor Instruction
Organizational Chart
The HCC Sales Team

The Corporate College Sales Team at HCC consists of three individuals:

a. Corporate College Account Manager (Sales)
b. Director of Corporate College
c. Subject Matter Expert

In most instances the Corporate College Account Manager identifies the training need or responds to a direct training request inquiry received by the college. They become the point of contact to coordinate the communications between the client and the college. They are responsible for outlining the training project and following-up on the action items needed to develop, implement, and assess training. The Account Manager is responsible to follow
compliance operational standards related to training courses at HCC. They seek the assistance and guidance of the Director of Operations related to operational requirements.

The Director of the Corporate College may also be involved in identifying training needs but will usually designate the project to the Account Manager, as she/he oversees all training initiatives for the college. Subject Matter Experts (SME’s) are content liaison and serve as the instructional designers to insure training meets instructional quality standards required by the industry.

The Director of Operations for the Division of Extended Learning (DEL) oversees the enrollment / registration process, reporting, and state compliance of Corporate Training courses. These operations are coordinated with existing internal operations in the above areas.

**The Corporate Training Cycle – Process Steps**

Customized Training begins and ends with relationships:
- Need Assessment
- Training Proposal
- Training MOU (Memorandum of Understanding)
- Course / Curriculum Development
- Implementation / Delivery
- Effectiveness/Evaluation/Return on Investment
- Long-term Relationship with Client

Assessing training needs for an organization depends on three key factors:

a. identifying business needs,
b. the needs of the employees
c. assessment of existing skill levels.

In other words, what training is needed for the organization to achieve its established goals? It is equally important to determine the training needs of the employees. Different people will have different skills levels. Skills gaps and/or advanced skills must be identified in order to develop a training program that includes just enough training targeted to the right people.
Needs Assessment Tools

Training and development needs can be identified at different levels:

- Organizational
- Departmental
- Occupational

- *Training must be aligned with business strategy*
  - Identified Skill competencies for Job Categories
  - Compliance training may be needed first
  - May need to conduct motivational training first

- *Job Analysis and Competency Modeling*
  - Interviews
    - Management, Staff, Participants
    - Line manager of the employee group to discuss training needs
    - Training and Development Officer
    - Emerging Themes; Categories;
  - Available Documentation / Artifacts
    - Job Descriptions, Manuals, Identified Skills Competencies for each Job, Web Site, etc.
  - Site Visits
    - Work Environment, Meetings, Events
  - Dictionary of Occupational Titles (DOT)
  - Job Analysis Assessment Tools (Examples):
    - WorkKeys – Available at HCC – NW
    - Brainbench
    - eSkill
    - Others ([www.hr-guide.com/data/019.htm](http://www.hr-guide.com/data/019.htm))

**WorkKeys**

Through a partnership with ACT Inc., HCC is an Authorized WorkKeys Service Center and Authorized ACT Center. WorkKeys is a job profiling tool to assess levels of skills current and prospective employees need in order to be successful on the job.
Training Proposal

The training proposal is initiated by the Account Manager after review of all objectives with the SME’s and assessment of resources available and needed to deliver the training. The HCC Account Manager prices the training proposal following the Corporate College pricing benchmark guidelines of the Learning Resources Network (LERN) model, as adopted by the HCC Division of Extended Learning (DEL) Executive Team. LERN is an international association of lifelong learning programming, offering information and resources to providers of lifelong learning programs (www.lern.org). The Account Manager is responsible for the complete document preparation, editing, proofing, PDF conversion, and binding of the document. The final document must be approved by the HCC Director of Corporate College prior to delivering to the client.

Proposal Presentation

- Presentation:
  Presentation of the training proposal is always done in person. When presenting a proposal the Account Manager will do the following:
  - Restate Need
  - Review Need Assessment Outcomes
  - Course Outline and Learning Objectives
  - Training Solution Presentation
  - Emphasis on Benefits to client, SME, Added Value
  - Review Expected Outcomes and Benefits
  - Features and Location
  - Terms

Training MOU (Memorandum of Understanding) – Standard Form at HCC

- HCC Standard Corporate Training MOU (Memorandum of Understanding) maintained by Corporate College.
- A signed agreement is required to order materials, confirm schedule, and trainer agreement
- Trainers must meet THECB credentialing requirements
- Trainers are provided orientation to client needs and HCC orientation
Developing Curriculum:

**Customizing Curriculum and meeting HCC instructional quality standards**

- Develop Implementation Timeline

  Organizations requesting training usually will specify a desired timeline for training delivery. This timeline can sometimes be negotiated, but the flexibility will depend on the causes for training needs as it relates to the alignment of training to the overall strategic plans of the organization. It is important to be sensitive to the training implementation requirements and prepare an implementation timeline with specific action items needed to meet this requirement.

- Syllabus: HCC corporate training Standard Format.

  All syllabi must meet the HCC standard syllabus format. Copies of syllabus are provided to all learners and discussed on the first day of training. (Note: Use Bloom’s Taxonomy to writing learning objectives).

  - WECM - Special Topic, Local Need

    Workforce related training must meet Texas Higher Education Coordinating Board (THECB), Workforce Education Course Manual (WECM) guidelines.

- Course Outline

  - Based on Need Assessment (NA)

    The course outline must reflect the course objectives established during the training needs assessment process.

- Learning Objectives (LO)

  - Include all Bloom’s Taxonomy levels
  - Confirm with Client

    Learning objectives should include experiential learning goals and activities including concepts, practical contextual applications, personal reflections, and skills demonstrations.

- Skill Building and Application Activities

  - Develop based on LO and NA

    Course content must include skill building activities.

- Bibliography & Other references

  - Subject Matter Reading List
  - URL Link to HCC Corporate College (www.hccs.edu/corp)

- Assessment (Pre & Post): Include a Pre and Post.
Assessing Resources

In determining the feasibility and readiness of the college to deliver training resources, an assessment of internal and external resources must be completed. There will be circumstances when internal SME’s exist but may not be available to teach a course or may not be the best match for the training delivery. In these circumstances, the Account Manager will seek to secure SME’s from outside resources. Some available organizations of trainers available include the following: ASTD-Houston Chapter, employer’s trainers, industry specific professional associations, others.

HCC Internal

■ Subject Matter Experts – Trainers
  □ Credentials and References
  □ Availability
  □ Cost
  □ HCC Credentialing & Orientation

■ Materials
  □ Off the shelf
    ■ American Management Association, Wiley Higher Education, others
  □ HCC Content Partners
    ■ HRD Training Solutions, ACT Center, Element K, CISCO, Microsoft
  □ Publishers (various)
  □ Level of Customization
    ■ Materials will depend on the amount and level of customization needed to meet learning objectives
  □ Cost
    ■ Assessment of cost of materials and/or instructional design time
  □ Availability
    ■ Is the material available on campus?
  □ Purchasing
    ■ What investment steps are needed as part of the curriculum development?

■ Equipment
Purchasing

- Time Frame
- Budget

Content:

Match course objectives with WECM. Is this a new course? What internal documents are needed to add the course to the college inventory for reporting purposes? Does the course meet workforce WECM requirements?

- WECM
  - New Course Inventory
  - Existing Course

- Non-WECM

Implementation Planning

Purposeful and focused coordination of training delivery details affect the perception and satisfaction level of the external organization with HCC’s capacity to deliver Corporate Training effectively. A well written and planned implementation plan is critical to monitoring all of the elements of the training development, and implementation process.

Materials, Books, & Equipment

- Make reservations for TV, DVD Videos, Equipment, etc.
- HCC Library (T&D), or purchase
- Purchase Orders
- Vendor; Budget; Signatures
- Delivery Format
- Online, Instructor, or Hybrid
- Location: Reserve, Inspect, Confirm
- Provide written and Web based directions
- Class Schedule
- Coordinate and confirm with Client
Trainer Presentation Standards

- **Professional Appearance: Dress and Grooming**
  
  Business professional attire and grooming is expected of all corporate trainers. Our clients expect a high degree of professionalism. Professional appearance may include a coordinated suit, long sleeve dress shirt, tie and leather-soled dress shoes, and groomed hair. Midriff shirts, jeans, tennis shoes, spaghetti straps with bra straps showing, and baggy, sagging pants are not considered professional business attire.

- **Professional Materials:**
  
  Take great care on the quality and all training materials including grammar and printing.
  
  - Manuals or Textbooks
  - Copies
  - PPT Content

- **Trainer Essentials:**
  
  - Professionalism
  - Reliability
  - Knowledgeable
  - Personable
  - Positive Language
  - Clear Communications
  - Accessibility
  - Do what you say you will do
  - Under-promise and Over Deliver
  - Under promise and Over Deliver
  - Give Thanks

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**CT Relationship Cycle**

- Need Assessment
- Training Proposal
- Employer Needs Driven
- Sales
- Evaluation / ROI Analysis
- Relationship Building
- Training Agreement
- Delivery of Course
- Developing Course Materials / Syllabus / Content
Use of Teaching Tools

Use of training tools is highly encouraged and supported. Become familiar with the resources available to corporate trainers to support instruction.

- Pointers
- Student Response Systems

Student Response Systems (SRS), also known colloquially as "clickers". These handy tools allow us to get almost instantaneous feedback from a large audience. This can be used in a variety of ways in a classroom learning environment.

**SRS allows trainers to:**

- Take polls that instantly show results.
- Quiz students to get an instant read on class progress.
- Give exams and easily report results to your grade book.
- Facilitate peer review, making it easy for students to comment candidly and anonymously.
- Create student teams or individual competitions, reinforcing content in exciting energizing ways.
- Take attendance in seconds.

**How does SRS work?**

Because it is integrated directly with PowerPoint, adding SRS software to your lesson plan is easy. It adds a toolbar to PowerPoint making the transition from presentation slide to polling slide seamless. This technique allows you to liven up you lectures, gather instant feedback, increase learning productivity, stimulate critical thinking, and encourage learner participation.

These student-held transmitters work with classroom receivers to record student answers to short questions, capture student opinion, and help instructors quickly assess whether students understand the main points of the day's class instruction. Each student has a clicker. A receiver is installed in the instructor's station in each classroom and the software is installed on the computer. The system sends data back and forth between the Clickers, the Receiver and the SRS
Software. HCC Corporate trainers have access through reservation to the Turning Point SRS system and QuizPro.

- **Training Games**
  - Trainer’s Warehouse (http://www.trainerswarehouse.com/)
  - Thiagi.com (http://www.thiagi.com/games.html)
  - Gameshow.com – (http://www.gameshow.com/)
  - Hot Potatoes Version 6.0 (http://hotpot.uvic.ca/)
  - Teachnet.com (teachnet.com)

- **Technology**
  - Confirm internet availability, projectors, laptops, videos, and any other technology related issues before the first day of training.
  - The HCC Training & Video Library is the best resource available to supplement classroom instruction with videos.

- **Facilities & Equipment**
  - Prior to the first day of training, it is recommended for the trainer to become familiar with the facilities, layout, equipment condition, and how to operate. Power Point presentations should be tested on the equipment before the test date. Reservations of equipment and other training materials may be needed in anticipation to ensure availability.
  - **Room Appearance & Availability**
    - Is the room adequate for the style of learning and training delivery? If you require a special set-up, communicate these requirements to the facility coordinators at least two days before the training date.
  - **Equipment condition and availability**
    - Test and become familiar on how to operate
  - Markers, Flip Charts, Easels, Computers, Internet Connections, Projectors
    - Training Resources: Newland.biz,
Module 4.0: Learning & Training

- Experiential Learning Process

  “Tell me, and I will forget.
Show me, and I may remember.
Involve me, and I will understand.”

- Establish Credibility and Rapport

  - Introduce yourself. Describe your expertise in the subject matter, academic credentials.
  - Use “stories” and/or minimum of one break-ice exercise to establish rapport.

- Learner Involvement

  - Tent Cards: Names
  - Introduction exercise: For example, try the variation with partner’s introduction of each other after a 5 minute exchange of info.

- Experiential Learning Cycle

  - Establish Group Norms
    Examples: Speaker on the floor, Respect, Cell phones off, confidentiality, etc.
  - Introduce Learning Objectives
    Discuss the expected learning objects as outlined in the syllabus.
  - Agenda of Training – What to expect
  - Review Materials Content; Textbook required.
  - Pre-Assessment : Complete after ice-breaker and Review of Syllabus

- Conduct Training

  - Use experiential learning in delivery
Experiential Learning Cycle

**Adult learning process: Four Stages**

- Concrete Experience
- Reviewing / Publishing
- Concluding / Processing
- Planning / Generalizing


**Experiencing**

- Doing and experiencing (Example: Group Activities)
  - almost any activity that involves either self-assessment or interpersonal interaction as the "doing" part of experiential learning
  - Individuals, pairs, groups of three, small groups
  - The following are common individual and group activities:
    - Section drills
    - Leadership scenarios
    - Field exercises
  - All that we want in this stage of the learning cycle is to develop a common database for the discussion that follows. This means that whatever happens in the activity, whether we expect it or not, becomes the basis for critical analysis.

**Reviewing**

- It is presumed that because the participants have experienced an activity they are presumably ready to share what they saw and how they felt during the activity. The intent is to make the experience of each individual available to the group.
  - Observe and Reflect Intent is to make the experience of each individual available to the group
  - What happened to individuals during activity
  - Cognitive and Affective levels
Possible activities:

- Recording data during the experiencing stage
- Subgroup sharing - generating lists such as the double-entry one "What we saw/how we felt."
- Go-around - systematic interviewing of individuals about their experience during the activity.

**Processing**

- Group members systematically examine their common shared experience
- Group dynamics phase of the cycle where group members analyze what happened
- Look at what happened in terms of dynamics but not in terms of meaning.

Possible Activities:

- Thematic discussion - looking for recurring topics from the reports of individuals
- Key terms - posting a list of dimensions to guide the discussion.
- Data analysis - studying trends and correlations in ratings and adjectives elicited during the publishing stage.

**Planning / Generalizing**

- Key question: "What is the relevance?"
  - Group members focus their awareness on situations in their personal and work lives that are similar to those in the activity they experienced.
  - Derive general rules and the application to their world
  - Demonstrate concepts relationships to their context

Possible Activities:

- Individual analysis - writing "What I learned," "What I'm beginning to learn," "What I re-learned"
- Sentence completion - writing completions to items such as "The effectiveness of shared leadership depends on...."
- Truth with a little "t" - writing statements from the processing discussion about what is true about the real world.
Module 5: Evaluation

*There is no cookbook approach to evaluating training. The best measure is your client satisfaction with the results.*

Evaluation of Training - Levels

**Content**

Did the selected training and development methods really resulted in the employee's learning the knowledge and skills needed to perform the task or carry out the role and meet the training purpose?

**Inputs**

Did the selected materials, resources, and activities help support and reinforce effective learner engagement for the desired learning outcomes?

**Reactions**

Were participants actively engaged in activities? You can ask the participants to show what they're doing during training. Do not assume they understand. Ask if they understand what's being said?

**Outcomes**

Post assessments provide an insight on learner transformation immediately following training. The best measurement is to devise an evaluation tool to measure performance levels before and after training on the workplace.
Return on Investment (ROI)

Determining the return on investment (ROI) for training programs can be one of the most difficult, yet necessary, responsibilities of the training manager. Companies want to know that the investment in training is contributing to the success of the enterprise. Return on investment (ROI) is a measure of the monetary benefits obtained by an organization over a specified time period in return for a given investment in a training program.

\[
\frac{\text{total benefit} - \text{total costs}}{\text{total costs}} \times 100 = \text{ROI}
\]

Successful training organizations deliver effective and appropriate training that is applicable to the organization’s needs in an efficient manner. The effectiveness of training is a measurement of learning. It is determined by comparing post-test scores with pre-test scores and then measuring the net change. There are several methods to measure this—on a per-student basis, on a per-“skill point” base or on a per-dollar basis.

**Effectiveness Skill Cost:** To measure the cost of adding a skill unit, determine the net change in skill ratings by doing pre- and post-testing. If the net change averages 10 points and you have 500 students take your training course, you have a net improvement of 5,000 rating points. If your total cost for the training was $20,000, your Effectiveness Skill Cost was $20,000/5,000 = $4/skill unit (point). If a training course provides multiple skills, prorate the cost of the training to all skills, or your costs will be skewed high. After some time spent tracking these values, you will have benchmarks of your Effectiveness Cost for various courses, skills, media and perhaps departments. The lower your Effectiveness Skill Cost, the better your training is performing. To lower your Effectiveness Skill Cost, either work on driving up post-test scores in your training or work on driving down the cost of delivering the training.

Module 6: Corporate Training Content Vendor Partnerships at HCC

The following is a list of current content vendor partnerships in available at HCC:

1. AchieveGlobal (http://achieveglobal.com/)
2. ACT Inc.
   a. Online course content (Soft Skills)
3. Command Spanish®
4. Element K
5. HRD Training Solutions
6. WorkKeys
7. Birkman International
8. Texas Manufacturing Assistance Center (TMAC)
9. Development Dimensions International

For a current list and information on how to access content please contact the HCC Director Corporate College at 713-718-5176.
Putting it all Together

CORPORATE TRAINING: CONTENT ASSESSMENT, DELIVERY, & ASSESSMENT PROCESS

Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.

- Confucius, 450 B.C.

...there is an intimate and necessary relation between the processes of actual experience and education.

- John Dewey, 1938
Corporate Learning: Training & Performance
Post-Test

1. In your words, define Corporate Training: ___________________________  
   ________________________________________________________________  
   ________________________________________________________________  

2. In your words, what is Experiential Learning? ________________________  
   ________________________________________________________________  
   ________________________________________________________________  

3. As a professional trainer, what three activities could you implement in your class to facilitate the  
   experiential learning cycle? _________________________________  
   ________________________________________________________________  
   ________________________________________________________________  

4. Name three benefits to employers for choosing HCC as Corporate Trainer:  
   ________________________________________________________________  
   ________________________________________________________________  
   ________________________________________________________________  

5. Name three benefits to HCC from Corporate Training activities: __________  
   ________________________________________________________________  
   ________________________________________________________________  

6. List three possible “value added” elements to a Corporate Training proposal:  
   ________________________________________________________________  
   ________________________________________________________________  
   ________________________________________________________________  

7. Who makes the corporate training Sales Team? ________________________  
   ________________________________________________________________  
   ________________________________________________________________  

8. Name three resources available at HCC to support corporate training activities:  
   ________________________________________________________________  
   ________________________________________________________________  
   ________________________________________________________________  

9. Describe how to establish your professional credibility with participants.  
   ________________________________________________________________  

10. What did you learn about corporate training you did not know before attending this session?  
    ________________________________________________________________
Corporate Training: Learning & Performance
Pre-Test KEY

1. C
2. C
3. A
4. C
5. B
6. E
7. A
8. A, B, C
9. E
10. B
Bibliography


Doucouliagos, C & Sgrp, P., 2000, Enterprise Return on a Training Investment, NCVER (pdf - 483K)


Learning Resources Network (LERN); www.lern.org

Merriam-Webster, Unique Value Proposition Definition


Appendix 1

Corporate Training Implementation Checklist

1. Signed Training MOU (Memorandum of Understanding)
   a. Signed by Director Corporate College

2. Written Implementation Timeline and Action List
   a. Communicate this with your corporate training Sales Team and support staff
      i. Copies and person to person review of list
      1. Ensure everyone is clear on targets and client expectations

3. Establish Clear Learning Objectives
   a. Confirm with client
   b. Syllabi
   c. HCC Compliance Forms and Processing
      i. New Course Approval, Special Topics, Local Needs
   d. Other Agencies Compliance
      i. Professional Licensure CEU’s reporting or Certificate Of Completion special production requirements
   e. Curriculum Development
      i. Who, When, Cost
   f. Pre and Post Assessment

4. Class Schedule - Confirm with Client
   a. Location, Times, and number of Participants

5. Facilities
   a. Reserve
   b. Communicate Desired Layout
   c. Review site
   d. Develop directions instructions for participants if not an employer known location

6. Equipment & Software
   a. Internal Resources or External Resources
   b. Reserve
   c. Licenses
   d. Assess Costs
   e. May need to purchase –
      i. Is Vendor and Approved HCC Vendor
      ii. Process PO’s with time to allow processing and delivery
      iii. Test and become familiar how to operate - Trainer
      iv. Coordinate how instructor will have access or delivery of equipment to facilitate
   f. Determine if technical support will be needed
      i. Secure and confirm availability
      ii. Assess costs as applicable and include in training pricing determination

7. Materials
   a. Internal Resources or External Resources
      i. Videos
      ii. Flip Charts & Markers
      iii. Pointers
      iv. SRS
v. Tent Cards
vi. Other
b. Reserve
c. Assess costs as applicable and include in training pricing determination
d. Textbooks
   i. Vendor or internally developed
      1. Coordinate ordering, duplicating, and delivery process
e. May need to purchase
   i. Process PO’s with time to allow processing and delivery
f. Coordinate how instructor will have access or delivery of materials

8. Food – (Some training projects will include coordination of food)
   a. Catering Needs
   b. Assess costs as applicable and include in training pricing determination
   c. Confirm special dietary requirements
   d. Coordinate Caterer Meets HCC Requirements
      i. Food Management & Sanitation Certificate
      ii. Approved Vendor list
e. Coordinate delivery and clean-up

9. Registration Process
   a. HCC CE Enrollment Forms Process
      i. CRN creation
      ii. Form Completion
   b. HCC Class Roster
   c. Syllabi Copies - Available first Day of Class
   d. If on-site registration will be offered and this requires additional staff and costs:
      Assess costs as applicable and include in training pricing determination

10. Other (Ad here your own items as needed)
    a. ____________________________________________
    b. ____________________________________________
    c. ____________________________________________
    d. ____________________________________________

*Updated: November 2011 JDL*
The Learning Pyramid

The Learning Pyramid charts the average retention rate for various methods of teaching. These retention percentages represent the results of research conducted by National Training Laboratories in Bethel, Maine. According to the chart, lecture, the top of the pyramid, achieves an average retention rate of 5%. On the opposite end of the scale, the "teach others/immediate use" method achieves an average retention rate of 90%.

![Learning Pyramid Diagram]

![Students Remember Diagram]
Bloom's Taxonomy – Old vs. New

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologist, lead by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st century work. The graphic is a representation of the NEW verbage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs to describe the different levels of the taxonomy.

Note that the top two levels are essentially exchanged from the Old to the New version.

<table>
<thead>
<tr>
<th>NEW Version</th>
<th>Old Version</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remembering</strong>: can the student recall or remember the information?</td>
<td>define, duplicate, list, memorize, recall, repeat, reproduce state</td>
</tr>
<tr>
<td><strong>Understanding</strong>: can the student explain ideas or concepts?</td>
<td>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</td>
</tr>
<tr>
<td><strong>Applying</strong>: can the student use the information in a new way?</td>
<td>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.</td>
</tr>
<tr>
<td><strong>Analyzing</strong>: can the student distinguish between the different parts?</td>
<td>appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, and test.</td>
</tr>
<tr>
<td><strong>Evaluating</strong>: can the student justify a stand or decision?</td>
<td>appraise, argue, defend, judge, select, support, value, evaluate</td>
</tr>
<tr>
<td><strong>Creating</strong>: can the student create new product or point of view?</td>
<td>assemble, construct, create, design, develop, formulate, and write.</td>
</tr>
</tbody>
</table>

Michael Pohl's Website about Bloom's Taxonomy

Example of Questions at different levels (done using OLD taxonomy)

http://www.odu.edu/educ/roverbau/bloom/blooms_taxonomy.htm
Learning Style Inventory

To better understand how you prefer to learn and process information, place a check in the appropriate space after each statement below, and then use the scoring directions at the bottom of the page to evaluate your responses. Use what you learn from your scores to better develop learning strategies that are best suited to your particular learning style. This 24-item survey is not timed. Respond to each statement as honestly as you can.

<table>
<thead>
<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can remember best about a subject by listening to a lecture that includes information, explanations and discussions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.</td>
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<td></td>
<td></td>
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<tr>
<td>3. I like to write things down or to take notes for visual review.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. I prefer to use posters, models, or actual practice and other activities in class.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5. I require explanations of diagrams, graphs, or visual directions.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6. I enjoy working with my hands or making things.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I am skillful with and enjoy developing and making graphs and charts.</td>
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</tr>
<tr>
<td>8. I can tell if sounds match when presented with pairs of sounds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I can remember best by writing things down.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I can easily understand and follow directions on a map.</td>
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</tr>
<tr>
<td>11. I do best in academic subjects by listening to lectures and tapes.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>12. I play with coins or keys in my pocket.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>13. I learn to spell better by repeating words out loud than by writing the words on paper.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>14. I can understand a news article better by reading about it in a newspaper than by listening to a report about it on the radio.</td>
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<tr>
<td>15. I chew gum, smoke or snack while studying.</td>
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<td></td>
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<tr>
<td>16. I think the best way to remember something is to picture it in your head.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
17. I learn the spelling of words by “finger spelling” them.

18. I would rather listen to a good lecture or speech than read about the same material in a textbook.

19. I am good at working and solving jigsaw puzzles and mazes.

20. I grip objects in my hands during learning periods.

21. I prefer listening to the news on the radio rather than reading the paper.

22. I prefer obtaining information about an interesting subject by reading about it.

23. I feel very comfortable touching others, hugging, handshaking, etc.

24. I follow oral directions better than written ones.

<table>
<thead>
<tr>
<th>Scoring Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions: Place the point value on the line next to the corresponding item below. Add the points in each column to obtain the preference score under each heading.</td>
</tr>
<tr>
<td><strong>OFTEN = 5 points</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VISUAL</th>
<th>AUDITORY</th>
<th>TACTILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO.</td>
<td>PTS.</td>
<td>NO.</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
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<td>3</td>
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<td>21</td>
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<tr>
<td>22</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td><strong>VPS = Visual Preference</strong></td>
<td><strong>APS = Audio Preference</strong></td>
<td><strong>TPS = Tactile Preference</strong></td>
</tr>
</tbody>
</table>

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Learning Styles Assessment

Read each statement and select the appropriate number response as it applies to you.

Often (3)          Sometimes (2)          Seldom/Never (1)

Visual Modality
- I remember information better if I write it down.  3
- Looking at the person helps keep me focused.  2
- I need a quiet place to get my work done.  1
- When I take a test, I can see the textbook page in my head.  3
- I need to write down directions, not just take them verbally.  2
- Music or background noise distracts my attention from the task at hand.  1
- I don’t always get the meaning of a joke.  2
- I doodle and draw pictures on the margins of my notebook pages.  3
- I have trouble following lectures.  2
- I react very strongly to colors.  1
- Total

Auditory Modality
- My papers and notebooks always seem messy.  3
- When I read, I need to use my index finger to track my place on the line.  2
- I do not follow written directions well.  1
- If I hear something, I will remember it.  3
- Writing has always been difficult for me.  2
- I often misread words from the text-(i.e., “them” for “then”).  1
- I would rather listen and learn than read and learn.  3
- I’m not very good at interpreting an individual’s body language.  2
- Pages with small print or poor quality copies are difficult for me to read.  1
- My eyes tire quickly, even though my vision check-up is always fine.  3
- Total

Kinesthetic/Tactile Modality
- I start a project before reading the directions.  3
- I hate to sit at a desk for long periods of time.  2
- I prefer first to see something done and then to do it myself.  1
- I use the trial and error approach to problem-solving.  3
- I like to read my textbook while riding an exercise bike.  2
- I take frequent study breaks.  1
- I have a difficult time giving step-by-step instructions.  3
- I enjoy sports and do well at several different types of sports.  2
- I use my hands when describing things.  1
- I have to rewrite or type my class notes to reinforce the material.  3
- Total
Total the score for each section. A score of 21 points or more in a modality indicates strength in that area. The highest of the 3 scores indicates the most efficient method of information intake. The second highest score indicates the modality which boosts the primary strength. For example, a score of 23 in visual modality indicates a strong visual learner. Such a learner benefits from the text, from filmstrips, charts, graphs, etc. If the second highest score is auditory, then the individual would benefit from audio tapes, lectures, etc. If you are strong kinesthetically, then taking notes and rewriting class notes will reinforce information.
Characteristics of Learning Styles

Three of your senses are primarily used in learning, storing, remembering and recalling information. Your eyes, ears, and sense of touch play essential roles in the way you communicate, perceive reality and relate to others. Because you learn form and communicate best with someone who shares your dominant modaility, it is a great advantage for you to know the characteristics of visual, auditory and kinesthetic styles and to be able to identify them in others.

**Visual**
- Mind sometimes strays during verbal activities
- Observe rather than acts or talks
- Likes to read
- Usually a good speller
- Memorizes by seeing graphics or pictures
- Not too distractible
- Finds verbal instruction difficult
- Has good handwriting
- Remembers faces
- Uses advanced planning
- Doodles
- Quiet by nature
- Meticulous, neat in appearance
- Notices details

**Auditory**
- Talks to self aloud
- Enjoys talking
- Easily distracted
- Has difficulty with written directions
- Likes to be read to
- Memorizes sequentially
- Enjoys music
- Whispers to self while reading
- Distracted by noise
- Hums or sings
- Outgoing by nature
- Enjoys listening activities

**Kinesthetic**
- Likes physical rewards
- In motion most of the time
- Likes to touch people when talking
- Taps pencil or foot when studying
- Enjoys doing activities
- Reading not a priority
- Poor speller
- Likes to solve problems by physically working through them
- Will try new things
- Outgoing by nature; expresses emotions by physical means
- Uses hands while talking
- Dresses for comfort
SOUND: Hints for the Auditory Learner

General
1. Say aloud the information to be learned/have someone read the information to you/read it into a tape recorder and replay it.
2. Read your work out loud. Summarize what you have read on tape.
3. Say words inside your head silently.
4. Brainstorm ideas with others. Form study groups.
5. When possible, learn information through tapes, television, oral reports, rhymes and songs, radio, lectures, book reviews, panel and group discussions, guest lectures, and oral questions and answers.
6. Use a straight-edge marker or guide to assist you in keeping your place while you are reading or working with printed materials.
7. Tape class lectures (Ask instructor for permission).
8. Meet with classmates before and/or after class to discuss material.

Writing
1. Plan each sentence you want to write by saying it out loud or silently in your head.
2. Say each sentence several times.
3. Write each sentence as you say it, or talk into a tape recorder, dictating each sentence of your paragraph; then play the tape back – one sentence at a time – and record your paragraph in writing.

Spelling
1. Listen to the spelling of the word.
2. Say the word – then say each letter out loud
3. Close your eyes and spell the word out loud; check your spelling.
4. Close your eyes and spell the word out loud again; check your spelling.
5. Now write the word, trying to hear it in your mind.
6. Verbally review spelling words and lectures with a friend.

Mathematics
1. Learn math while saying the concept, fact, theorem, etc., aloud.
2. Explain math problems, concepts, facts, etc., to yourself, relating the information out loud.
3. Use a tape recorder and replay the information.
SIGHT: Hints for the Visual Learner

General
1. Take notes, make pictures, graphs, and charts. Use flashcards and highlight key details.
2. Sit close to the teacher so that you can watch his/her face and gestures.
3. Take notes or make lists as you listen to directions.
4. Carefully check instructions written on the chalkboard and on handouts.
5. As the teacher lectures, pay attention to visual aids such as the following:
   - Drawing, maps, graphs, charts
   - Transparencies, posters, films, books
6. Imagine pictures of the information you are supposed to remember.
7. Use color coding as cues to important information.
8. When possible, read assignments silently.
9. Maintain class notes and outlines of important information to study.
10. Try to read and study in well-lit, quiet places.
11. Record homework assignments in a date book, on a note pad, or a specially designed assignment sheet.
12. Keep a note pad with you at all times. Write out everything for frequent and quick visual review.

Reading
1. Use sight words, flashcards, note cards and experience stories; don’t try to sound words out, but try to determine if the new word or words has words you already know. For example, the “systematic” has the word “system”, “stem” and “mat” within it.
2. You are a “look-and-say” learner. Look at a word carefully; then say it.

Writing
1. Jot down ideas as they form in your mind.
2. Outline your ideas.
3. Make a rough draft, skipping lines. Correct/revise your work.
4. Re-cray your paper.
5. ESSAY TEST: Make quick outlines on scratch paper or in the margin of the test before writing your answer.

Spelling
1. See the word – close your eyes.
2. Make a picture – then read from your picture.
3. Write the word – match the picture.
4. Check your work immediately.

Mathematics
1. Visualize the problem.
2. Make pictures or tallies of the problem on scratch paper.
3. Write the problem.
TOUCH: Hints for the Tactile/Kinesthetic Learner

1. Keep your desk clear of distracting objects.
2. Cover the page you’re not reading.
3. If you are distracted by noise, turn off the radio; wear earplugs or wear an earphone in the learning center to block out the noise. If you want sound, listen to soft music.
4. Divide your work into short study sessions. Get a timer. After 20 minutes or when a task is completed, give yourself a reward, a cookie, a walk around the block; listen to one song, etc.
5. Sit as close to the teacher as possible, or sit in the center of the room by quiet students.
6. When studying, use a multi-sensory approach (hearing, seeing, touching and doing) as much as possible.
7. Get plenty of sleep.
8. Eat a nutritious breakfast and lunch. Snack on fruit or nutritional food if you need extra energy.
9. Study in a carrel or in an office where there is a desk for your text books and notebook.
10. Use models, real objects, and materials that can be touched and moved. For example, learn geography through handling and studying a globe.
11. When possible draw what you are learning.
12. Trace spelling words as you practice them.
13. Record in writing information learned. Keep a supply of paper on hand.
14. When possible, role play, type, takes notes, or constructs models to learn the information.