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IN HUMAN RESOURCES MANAGEMENT



**MANAGING  
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DEVELOPMENT**

SEVENTH EDITION

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**HRM**

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IN HUMAN RESOURCE MANAGEMENT



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# MANAGING PERFORMANCE **THROUGH** TRAINING AND DEVELOPMENT

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# CHAPTER 1

## THE TRAINING AND DEVELOPMENT PROCESS

### CHAPTER LEARNING OUTCOMES

#### AFTER READING THIS CHAPTER, YOU SHOULD BE ABLE TO:

- explain the differences between performance management, training, development, and human resource development and how they are related
- discuss the role of training and development in the performance management process
- explain how training and development benefits organizations, employees, and society
- explain why some organizations invest more than others in training and development
- discuss the context of training and development and the relationships between the different factors
- explain the instructional systems design (ISD) model of training and development and its implications for the training and development process





## EDMONTON POLICE SERVICE

In 2011, police officers at the Edmonton Police Service (EPS) participated in a one-day mental health training program on how to effectively recognize and deal with individuals suffering from mental illness and in crisis situations. Officers participated in role-playing exercises involving highly trained actors who represented various mental illnesses. According to Sgt. David DeMarco, the officer in charge of the tactics training team, the program filled a void in officer training, since new recruits at the EPS receive training on mental health issues but there is very little related training after that.

The goal of the training was to improve interactions between police officers and mentally ill individuals by improving officers' empathy, communication skills, and ability to de-escalate potentially difficult situations. The program encouraged police behaviours such as verbally expressing empathy, maintaining eye contact, using non-threatening body language, "mirroring" the actor's movements, and sharing non-threatening information.

More than 650 officers from the police service participated in the training program. Each officer went through six realistic scenarios:

- a depressed individual who was belligerent and potentially violent with a weapon nearby
- a psychotic individual who was experiencing hallucinations
- an excited individual behaving strangely on a public street
- an individual with presumed alcohol dependence collapsed on the street
- a couple arguing about the man's gambling addiction
- a depressed individual who may have overdosed.

According to Peter Silverstone of the University of Alberta, who helped develop the program, "We were trying to reflect the common interactions the police have and trying to get them to see things in a different light than they may have originally. For example, the manic presentation was very similar to an individual who may be taking a stimulant or other drugs, so we tried to get the police to not take the situation for granted and start to think about what actually may be presented to them."

The actors who portrayed the individuals with mental illnesses really enhanced the officers' training, said Sgt. DeMarco, especially since other types of in-service training



Courtesy of the Edmonton Police Service.

Police officers at Edmonton Police Services participated in a mental health training program to recognize and deal with individuals suffering from mental illness.

usually have police officers acting the part, rather than professionally trained actors. The actors also offered feedback to the officers after the role playing, describing how the officers' actions made them feel. For example: "I was frightened when you came that close to me." Supervisors and psychologists also provided feedback to the officers after they dealt with each scenario. They offered tips for how to improve their interaction, such as changing their body language to mirror that of the individual, looking her in the eye, and sharing their names with her.

Six months after the program, the participating officers were able to deal with persons with mental illness more effectively and better recognize mental health issues. There was a 40 percent increase in officers' ability to recognize mental health issues as the reason for a call. There was also an improvement in police officers' ability to communicate with the public and to verbally de-escalate a situation, and in their level of empathy in dealing with the public. Participating officers also used less physical force or fewer weapons when interacting with persons who had a mental illness.

Officers who participated in the training program also improved their efficiency in dealing with mental health issues. They were able to spend less time on calls, which translated into a cost savings of more than \$80,000 in the six months after the program.

The EPS mental health training program is now part of regular training. In 2014, in a report to the Canadian Association of Chiefs of Police, the Mental Health Commission of Canada (MHCC) commended the Edmonton Police Service for how its officers deal with people in crisis.<sup>1</sup>

Sources: Silliker, A. (2013, May 20). Mental illness training for cops effective: Study. *Canadian HR Reporter*, 26(10), pp. 1, 6. Reprinted by permission of *Canadian HR Reporter*. © Thomson Reuters Canada Ltd., 2013, Toronto, Ontario, 1-800-387-5164. Web: [www.hrreporter.com](http://www.hrreporter.com); Krameddine, Y. I., DeMarco, D., Hassel, R., & Silverstone, P. H. (2013, March 18). A novel training program for police officers that improves interactions with mentally ill individuals and is cost-effective. *Frontiers in Psychiatry*, doi:10.3389/fpsy.2013.00009; Maurier, R. (2013, March 18); *Helping police protect and serve people with mental illness*. University of Alberta,

<http://uofa.ualberta.ca/news-and-events/newsarticles/2013/...>; (2014, September 5). Edmonton cops commended by Mental Health Commission, *Edmonton Sun*, <http://www.edmontonsun.com/2014/09/05/edmonton-cops-commended-by-mental-health-commission>; (2014, September 5). Specialized training helps officers safely deal with people in crisis, *Edmonton Police Media Release*, <http://www.edmontonpolice.ca/News/MediaReleases/Specializedtraininghelpsofficerssafel...>

The EPS's mental health training program is a great example of the role and importance of training and development in organizations. The program ensures that police officers are prepared to answer calls that involve persons who have a mental illness and are in a crisis situation. It is also an excellent example of how to design, deliver, and evaluate training and development programs, just what this book is all about.

It is not hard to understand how investments in the training and development of employees can improve an organization's success and competitiveness. In fact, later in this chapter you will learn how training and development benefits employees, organizations, and society. But have you ever wondered how employee training benefits you and can impact *your* life?

Consider the crash of First Air Flight 6560 in Resolute Bay, Nunavut, on August 20, 2011, which was Canada's deadliest airplane crash in 15 years. On that day, Flight 6560 was flying smoothly from Yellowknife to Resolute Bay. However, as the plane descended for landing, the first officer said to the captain, "I don't like this." Within seconds, the plane struck a hill killing 12 of the 15 people on board, including the two pilots.

In March of 2014, the Transportation Safety Board of Canada released a report into the cause of the crash that details 18 human, technical, and organizational factors that led to the crash. The report concluded that a series of complex events and pilot mistakes contributed to the accident.

According to the report, the autopilot failed to align the aircraft with the runway and the wind pushed the plane farther off course. The plane's compass reference was set incorrectly and the pilot accidentally changed the operating mode of the autopilot. As a result, the plane did not automatically correct to align with the radio beam from the airport.

The pilots knew that they were off course but they could not agree on what to do. Captain Blair Rutherford believed that the plane had time to correct its flight path and land safely once it made its way through the cloud cover. However, he ignored repeated recommendations by first officer David Hare, who suggested that the captain initiate a "go-around," which involves taking the plane up to a safe altitude and then determining the next course of action. These different mental models compromised the pilots' ability to communicate and work together. As a result, the communications between the two pilots were ineffective and they failed to solve the problems they encountered during the descent and final approach.

Over a 17-second period, the first officer stated five times that the plane was off course. The captain, however, said he was satisfied that the autopilot was tracking properly. The first officer also reminded the captain about a hill to the right of the runway and questioned whether they had done something wrong. The first officer then said that they should abort the landing but the captain said he planned to continue the approach. Five seconds before the end of First Air Flight 6560, Hare called Captain

Rutherford by his first name, saying he did not like what was happening. An alarm sounded in the cockpit warning them that contact with the ground was imminent. That's when Captain Rutherford finally initiated a go-round, but it was too late. Within seconds the plane smashed into the hill and broke into three main pieces more than a kilometre from the runway.

One of the board's recommendations was to improve the communications and performance of pilots in emergency situations. According to one of the board members, the crew did not have the practical strategies to reconcile their different perceptions of the situation and the first officer was not "sufficiently assertive" in making his case to abort the landing. The board is also urging Transport Canada to overhaul its outdated regulations regarding crew resource management (CRM) training.<sup>2</sup>

**Crew resource management (CRM) training**

Team training that teaches team members to use all available resources—people, information, and equipment

**Crew resource management (CRM) training** is a type of team training that focuses on communication and decision making. Team members are taught to use all available resources—people, information, and equipment—to ensure safe and efficient flight operations. CRM training focuses on critical cognitive and interpersonal skills such as communication, problem solving, and decision making to improve crew coordination and performance. Research on CRM training has found that it has a positive effect on attitudes, learning, and behavioural changes on the job.<sup>3</sup>

Although both pilots had received First Air's CRM training, it was outdated and did not include the latest concepts and ideas. Furthermore, it lasted only half a day (Transport Canada recommends two days) and covered only three of the eight topics. According to the board's report, the First Air CRM training did not provide the crew of Flight 6560 with practical strategies for decision making and problem solving, communication, and workload management. These deficiencies in the First Air CRM course likely played a role in the accident. For example, proper CRM training might have reassured the first officer of his right to be more assertive in communicating with the captain and in taking control of the flight.



Crew resource management training focuses on cognitive and interpersonal skills to improve flight crew communication and coordination.

First Air said in a statement that it has taken steps to enhance pilot training. The CRM training has been updated to include more recent content, and the length of the course has been increased to one full day. Although Transport Canada is updating its CRM training standards, there are no plans to mandate a certain amount of training or require instructor accreditation.<sup>4</sup>

This is just one of many examples that demonstrate how employee training affects our lives and public safety in ways that we are often unaware of and seldom, if ever, think about. Another example is the police shooting deaths of several mentally ill people in Toronto. Five emotionally disturbed people were shot by police in Toronto between 2002 and 2012, and 18-year-old Sammy Yatim was shot on a streetcar in 2013. An inquest into the deaths of three of the fatal shootings made 74 recommendations. One of the recommendations calls for police officers to consider mental state and whether a person is in crisis when advancing with a sharp weapon. However, police officers are currently trained to react to behaviour when facing a threatening situation regardless of a person's mental health. As a result, many of the recommendations call for changes to police training, such as emphasizing verbal de-escalation techniques. The report recommends that officers be trained to stop shouting commands such as "Stop, police!" or "Drop the weapon!" and try different defusing strategies if an emotionally disturbed person has failed to respond to the standard police commands. The report also recommends that training emphasize that there is no fixed distance at which shooting is necessary.<sup>5</sup>

In 2014, a landmark report by former Supreme Court Justice Frank Iacobucci into the use of lethal force by the Toronto Police Service made 84 recommendations to improve police officers' interactions with emotionally disturbed or mentally ill persons in crisis situations. Several of the recommendations call for training that emphasizes containment of crisis situations, de-escalation techniques and communication instead of force, making all officers complete a mental health first aid course, and additional mental health training for sergeants. According to the report, "Police must be trained not only in techniques for calming a situation or negotiating with someone in crisis, but also in areas of recognizing crisis symptoms, assessing the physical and mental capabilities of the subject, anticipating unexpected responses to routine commands or actions, exercising discretion in decisions to apprehend, arrest or divert an individual, and combatting the effects of stigma on their decisions making" (p. 144).<sup>6</sup>

The EPS mental health training program described in the chapter-opening vignette is consistent with many of the recommendations of both the inquiry and the Iacobucci report. Recall that six months after the EPS mental health training program, participating officers were able to deal with persons with mental illness more effectively and better recognize mental health issues, and there was a 40 percent increase in officers' ability to recognize mental health issues as the reason for a call. There was an improvement in police officers' ability to verbally de-escalate a situation, and officers used less physical force or fewer weapons when interacting with persons who had a mental illness. Thus, like CRM training, mental health training for police officers can make a big difference in police officers' attitudes and behaviour, and save lives.

One final example comes from the Toronto Transit Commission (TTC), which recently proposed a 12-point Safe Service Action Plan following the death of a 14-year-old girl who was killed by a bus on her way home from school. Several of the actions being considered involve operator training, such as new operator training guidelines, a recertification requirement every three years, more training during evenings and off-hours to provide trainees with more practice (including with nighttime driving), and more training for instructors.<sup>7</sup>



As you can see, employees who are not properly trained make mistakes that result in accidents that threaten public safety and well-being. While these examples are among the most extreme, it is important to recognize that poorly trained employees produce defective products and provide poor service. Thus, training is of vital importance not only to employees and organizations, but to all of us who use public transportation and purchase goods and services every day of our lives.

For organizations, success and competitiveness are highly dependent on training and development. In fact, continuous learning and skill development has become a key factor for the success of individuals and organizations. Whether an organization is adopting new technology, improving quality, or simply trying to remain competitive, training and development is a critical and necessary part of the process.

A report by the Conference Board of Canada on learning and development in Canadian organizations concluded that continuous learning and the transfer of knowledge are key factors in fostering creativity and promoting organizational excellence.<sup>8</sup> Not surprisingly, training and development is one of the distinguishing characteristics of the best companies to work for in Canada.<sup>9</sup>

Therefore, it should not surprise you that organizations invest millions of dollars each year on training and development. This textbook will teach you about the training and development process and how to design, deliver, and evaluate effective training programs.

In this chapter, we introduce you to the topic of training and development and describe the training and development process. We begin with a discussion of performance management, since training and development is first and foremost about managing performance in organizations.

## // PERFORMANCE MANAGEMENT

As the title of the textbook indicates, training and development is about managing performance. **Performance management** is the process of establishing performance goals and designing interventions and programs to motivate and develop employees to improve their performance. This process signals to employees what is really important in the organization, ensures accountability for behaviour and results, and helps to improve performance.<sup>10</sup>

Performance management is not a single event, like a performance appraisal or a training program; rather, it is a comprehensive, ongoing, and continuous process that involves various activities and programs designed to develop employees and improve their performance.<sup>11</sup>

As shown in Figure 1.1, the performance management process involves several components that are closely related to each other. The starting point of the process is defining performance, setting performance expectations, and setting performance goals. Managers meet with employees to discuss performance expectations and agree on performance goals. These goals should stem from organizational or department-level goals and objectives. This ensures that employee goals are aligned with department and organizational goals.<sup>12</sup>

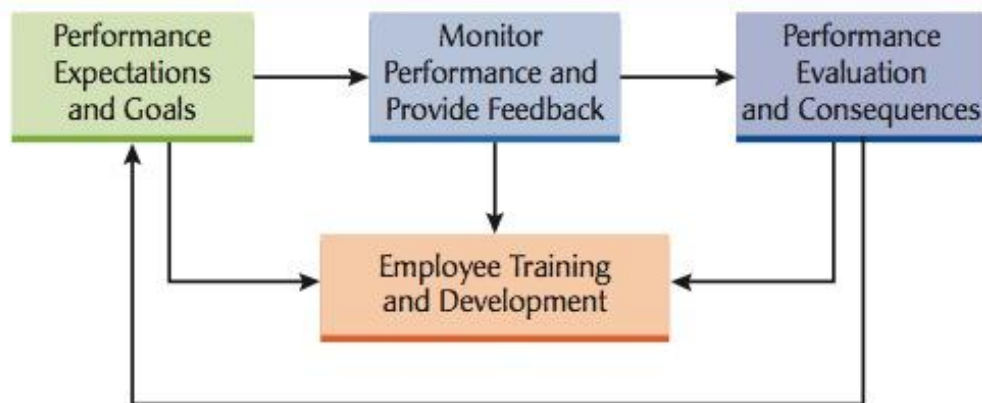
The goal-setting process should make the organization or superordinate goal clear and concrete to employees. Managers can do this by setting **SMART goals**—goals that are specific, measurable, attainable, relevant, and have a time frame.<sup>13</sup> To learn more about SMART goals, see the Trainer’s Notebook 1.1.

### Performance management

The process of establishing performance goals and designing interventions and programs to motivate and develop employees to improve their performance

### SMART goals

Goals that are specific, measurable, attainable, relevant, and have a time frame

**FIGURE 1.1****THE PERFORMANCE MANAGEMENT PROCESS****THE TRAINER'S NOTEBOOK****1.1****SMART GOALS**

SMART goals are specific, measurable, attainable, relevant, and have a time frame.

**Specific:** Goals must be specific regarding the behaviour to be performed or the level of performance. Specific goals are more effective than general or do-your-best goals.

**Measurable:** It must be possible to determine whether goals have been achieved. Therefore, when setting goals the criteria of success must be indicated.

**Attainable:** Goals should be challenging but attainable. Goals should not be too difficult or too easy.

**Relevant:** Goals should be relevant and meaningful to the individual. They should be clearly linked to unit and organization objectives.

**Time frame:** A time frame within which the goal will be achieved must be indicated.

Source: Latham, G. P. (2003)., Goal setting: A five-step approach to behavior change., *Organizational Dynamics*, 32, 309–318.

Once the manager and employee have set SMART goals, it is important for managers to monitor employee performance and provide ongoing feedback so that employees know whether they are accomplishing their goals. For example, at First West Credit Union, employees identify their performance goals and then discuss them with their manager, who ensures that the goals tie back to the company's core strategic objectives. Employees obtain feedback from colleagues during the year, which is then used as part of the review and assessment with their manager.<sup>14</sup>

In addition to informal feedback, a key part of the performance management process is a formal performance evaluation. This usually involves the use of a standard rating form on which the manager and employee (self-appraisal) evaluate the employee's performance on a number of behavioural/performance dimensions and review the extent to which the employee has accomplished his/her goals. The performance evaluation also involves performance consequences to reward employees for accomplishing their goals and serves to reinforce employee behaviour and performance. The process then repeats itself with the setting of new or revised performance expectations and goals.<sup>15</sup>