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Labor Mobility as A Program As a Problem Affecting Hr Department Training Design Designing a training program is a critical undertaking that requires clear objectives that determine what is achievable by the end of the training and what the students are expected to acquire concerning labor mobility within an organization. Either training design or structural design give an insight to the development of all instructions concerning the problem of labor mobilization of the organization. As such it is necessary to determine labor mobility training as part of class sessions, carried out using electronic format or to be handled using both methods. The problem of labor mobility training can best be solved when program designer embraces training from the learners’ point of view. Moreover, such training can be handled in different timelines depending on the institution and the department in, which training is to be conducted (Swain et al. 2014).
Audience of the labor mobility program
Based on the continued development from previous units, labor mobility students are organizational employees sourced across different managerial departments ranging from supervisors to midlevel managers (Swain et al. 2014). Such a class of person is best suited for the above training programs because they are mostly responsible for the productivity of the organization. Despite the fact that no pedagogical consideration may be required for such trainees, the management must ensure proper knowledge are in place. Besides, labor-mobility training program should be aided using decision management system(DSS) as part of the managerial learning process.
Goals of the training
Training designs would only commence when the decision has been made prior to the analysis process and must end with the models that are perceived critical for the training needs. With consideration to the learning objectives, trainers must come up with valid concepts that clarify what is contained within the training program. Moreover, trainers must determine how comprehensive is the training curriculum and how it should be moderated. In addition, appropriate training material must be allocated must be unveiled depending on the learning procedure (Saks & Belcourt, 2006).
Some of the objectives include:
1. Develop the right content based on the instruction
2. Develop training needs to second the objectives
3. Elucidate the expected results
4. Plan the valuation procedures
5. Evaluation procedure
Evaluation is considered to be the last stage of the ADDIE model. The procedure gives the trainers opportunity to trace back to the initial training process where they get to understand if any improvement has taken place. As part of the labor mobility training process, organizations incur a lot of expenses for the training process with the expectation of improving productivity. As such, the training department must come up with result oriented assessment strategy that is aimed at improving mobilization labor at a minimal cost. Sitting exams are not required for the labor mobility training program since it is a result oriented, but physical and practical outcomes from the departments are considered vital assessment outcomes (Saks & Belcourt, 2006). Mobility training is practical in nature thus trainees must be deployed as interns in various departments, and the result of productive outcomes be accessed in such departments. Ultimately, the above program is based on the decision managements system and absence of computer will be a total blow to the whole training program. However, the training is based on a flexible approach thus making it comfortable even for those who are physically impaired.
References:
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