

With the SHRM Learning System, you have a few different options to read the material. All options contain the same content, so whether you're at your desk, on the train, or at the coffee shop, you can leverage the option that works best for you at any time. To get a better idea of what you can expect in each format, take a look through the sample pages included in this document. Each option highlights the same section of the content, so you'll be able to see the different modalities up close.

Printed Materials.

For tactile learners, this may be your preferred option! You can read through the content in printed books to allow for highlighting, making notes or bookmarking important areas as you go.

ePub Modules

Convenient ePub files can be downloaded to your favorite tablet or e-Reader to help you study on the go, or can be viewed on a laptop or desktop if you're studying at your desk.

Online Learning Modules

Newly designed online modules bring your learning to life with interactive tools that complement traditional printed content.

Don't forget: You can use any combination of these three options as you study – so feel free to create your own custom study mix!

Printed Materials Sample

Training and Development

Training and development are part of the process of improving organizational effectiveness. Training may support skills and knowledge that employees need to do their jobs now. It can also communicate new information to align with business strategies (for example, new skills required for a strategic initiative, such as developing a supply chain) and with changing environments (for example, new processes and laws). It applies rapidly expanding technologies for delivery to established theories about adult learning. HR professionals may be responsible for assuring the effectiveness—and the cost-effectiveness—of the organization's training efforts.

Competency Connection

An organization's learning and development (L&D) manager is quite enthusiastic about potentially implementing a new application that is based on cloud technology. The product demonstration and the quality of the materials are great, and the application would integrate well with the current learning management system. As is the case with most cloud services, arguments for adoption resonate well with the organization due to lower initial costs and easy ability to upgrade in the future.

As the HR director reviews the business case from L&D, it becomes apparent that the application was first recommended by the IT manager (who introduced the technology to the L&D manager). The developer of this cloud-based application is the owner of the technology company; he is also the IT manager's brother-in-law. The HR director is not comfortable with this relationship and realizes it could be construed as a conflict of interest.

The HR director discusses the relationship with the L&D manager. Per the organization's code of ethics, any conflict of interest must be fully disclosed and the party at risk should remove itself from all decision making. Up to this point, there has not been any violation of the code. The L&D manager and the IT manager have been honest and clear in disclosing the relationship.

The situation is then promptly discussed with procurement. In turn, procurement solicits and receives proposals from several other vendors. Those vendors subsequently present their products to L&D. The IT manager is not involved in the selection or recommendations about security, capacity, compatibility, and other technical aspects of the application. This information is provided by a regional IT manager.

The HR director, the L&D manager, and the IT manager have upheld the organization's ethical standards by acting according to the code of ethics and disclosing a potential conflict of interest. These actions help to maintain appropriate levels of transparency in organizational practices.

Understanding the Adult Learner

Prior to embarking upon the design and development of any learning/development program, it is crucial to pause and consider adult learning principles.

Andragogy is the discipline that studies how adults learn. Pedagogy, conversely, is the study of the education of children. Andragogy is based on the following assumptions about the differences between how adults and children learn:

- **Self-concept.** As people mature, their self-concept moves from being dependent personalities toward being self-directed human beings.
- **Experience.** As people mature, they accumulate a growing reservoir of experience that becomes an increasing resource for learning.
- **Readiness to learn.** As people mature, their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles.
- **Orientation to learning.** As people mature, their time perspective changes from postponed application of knowledge to immediate applicability, and, accordingly, their orientation toward learning shifts from subject-focused to problem-focused.
- **Motivation to learn.** As people mature, their motivation to learn becomes increasingly internal.
- **"Unlearn to learn."** As people mature, they are often entrenched in how they approach experiences and other learning interventions. Adult learning interventions need to help them accept fresh perspectives and embrace new ways to do things.

Learning and development programs need to be designed to meet the needs of adult learners. A checklist summarizing important adult learning principles is shown in Exhibit 65.

ePub Modules Sample



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Adult learning interventions need to help them accept fresh perspectives and embrace new ways to do things.

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Exhibit 65: Checklist of Adult Learning Principles

Adult Learning Principles	Learning and Development Applications
Adults want a focus on “real world” issues.	Show how learning can immediately transfer back to the job.
Emphasis on how the learning can be applied is desired.	Apply learning to current and future needs.
Adult learners will come with goals and expectations.	Discover the employees’ expectations at the onset of any learning and development initiative and address those that will not be covered.
Allow debate and challenge of ideas, but keep disagreements unheated.	For some people, this interaction enhances the learning. Create a safe learning environment.
Adults expect to be listened to and have their opinions respected.	Promote a learning environment that is collaborative. Allow participants to receive feedback from the instructor and peers.
Adults will wish to be resources to you and to each other.	Take the knowledge and experience of the person into account.
Adults seek out a learning experience because they have a need for the knowledge or skill being taught.	Explain the “WIIFM” (What’s in it for me?) concept. Apply learning and development experiences to current and future needs.

Online Learning Modules Sample

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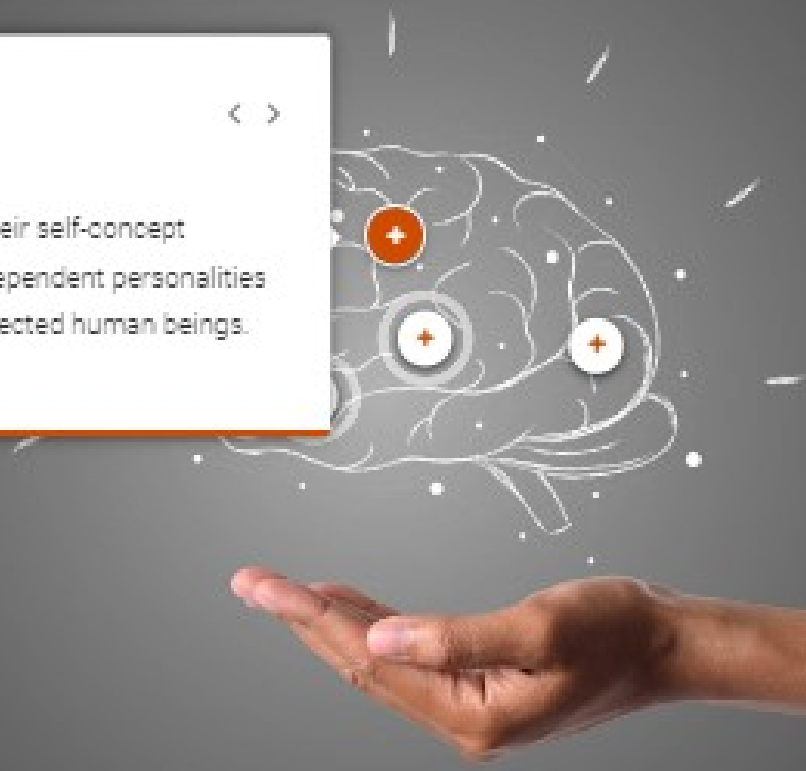
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Self Concept

As people mature, their self-concept moves from being dependent personalities toward being self-directed human beings.



Learning and development programs need to be designed to meet the needs of adult learners. A checklist summarizing important adult learning principles is shown below.