Training and Development
DEHRM511

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Unit 01: Introduction to Employee Training and Development

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Objectives

After studying this unit, you will be able to:

- Gain an insight into the concept of training and development,
- Analyze the role played by training and development in this contemporary era,
- Understandthe differences between training and development,
- Know the objectives and stakeholders of training and development.
- Gain an understanding of the components of learning
- Gainan insight into the concept and importance of designing an effective training programme,
- Analyzethe basic elements and factors of an effective training programme,
- Understandthe steps involved in designing an effective training programme,
- Knowthe advantages of an effective training programme.
- Gain an insight into the concept of managerial skills and competencies.
- Analyzethe difference between skills and competencies.
- Study the forcesinfluencing working and learning.
- Understand the importance of training.
- Know the different training initiatives of organizations.

Introduction

- The essence of teaching is to make learning contagious, to have one idea spark another.

~ Marva Collins

- Training is expensive. Without training it is more expensive.

~ Pt. Jawahar Lal Nehru

To understand the training and development function, it is important to first understand the Human Resource Management (HRM) function. In this competitive world, organizations need to focus on the continuous development of their human resources to sustain themselves.

What does Training do?

Training?

Training helps to bridge the gap

Existing
• Skills
• Knowledge
• Attitudes

Required
• Skills
• Knowledge
• Attitudes
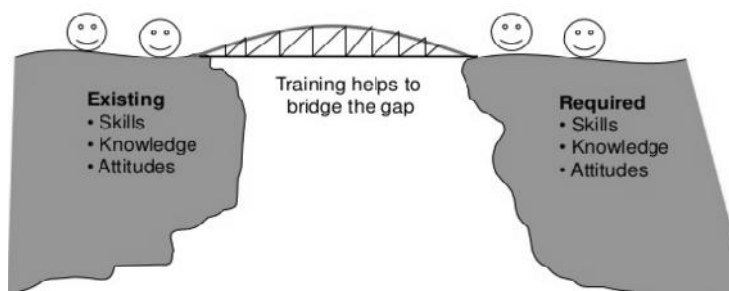
Training

The action of teaching a person or animal a particular skill or type of behaviour.

As per the definition of Collins Dictionary,

Training is the process of learning the skills that you need for a particular job or activity.

Development

- Bringing about social change that allows people to achieve their human potential.

- As per the definition of Collins Dictionary,

Development is the gradual growth or formation of something.

Put Together – Training and Development

- In simple terms, training and development refers to the imparting of

  ➢ K - knowledge

  ➢ S - specific skills, and

  ➢ A - abilities

to an employee.

Definition of Training and Development

It is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge.

Need of Training and Development

The need for training & development is determined by the employee's performance deficiency.

Training & Development Need = Standard performance – Actual performance
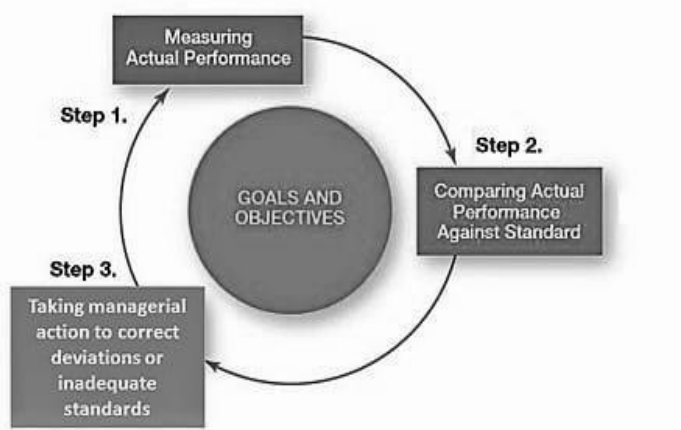
Training, Development and, Education

- Training refers to the process of imparting specific skills.
- Development refers to the learning opportunities & designed to help employees grow.
- Education is theoretical learning in classroom.

1.1   Concept of Training and Development

Concept of training

According to Wayne F Cascio:

Training consists of planned programme designed to improve performance at the individual, group, and /or organizational levels. Improved performance, in turn, implies that there have been measurable changes in knowledge, skills attitude, and/or social behavior.

Potential of Training

- transfer and utilization of latest technical know-how, leadership development,
- organization of people,
- formation of self-help-groups,
- mobilization of people as well as resources,
- empowerment of resource-poor rural mass,
- entrepreneurship development.

Concept of development

According to Harold Koontz and Cyril O. Donnel:

Managerial development concerns the means by which a person cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of a particular organizational segment are achieved.

Training and Development aids in organizational development i.e. Organization gets more effective decision making and problem solving. It helps in understanding and carrying out organizational policies.Training and Development helps in developing leadership skills, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display.

Training Vs. Development

Training	Development
1. Vocationally oriented and on the job and so it is short term.	1. A long term process for developing conceptual skills.
2. It is generally for non-managerial personnel.	2. It is generally for managerial personnel.
3. It is imparting of technical and mechanical knowledge.	3. It is theoretical and conceptual idea implementation.
4. It is related with specific job.	4. It is aimed at acquiring general knowledge.

Role of Training & Development

- Increase in Efficiency.
- Increase in Morale of Employees.
- Better Human Relations.
- Reduced Supervision.
- Fewer mistakes.
- Increased Organisational performance.

Training Objectives

According to Saiyadain, the objectives of training differ according to the employees belonging to different level of organizations. The basic objective of training, however, is to establish a match between man and his job. This training is designated to improve the knowledge, skills and attitude and thus, equip the individual to be more effective in his present job or prepare him for future assignment. However individual's growth should not be taken as an end. From this point of view of an organization, individual's growth is a means to organizational effectiveness. The principal objective of training and development division is to make sure the availability of a skilled and willing workforce to an organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Societal.

Individual Objectives –They help employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization.

Organizational Objectives –They assist the organization with its primary objective by bringing individual effectiveness.

Functional Objectives –They maintain the department's contribution at a level suitable to the organization's needs.

Societal Objectives –They ensure that an organization is ethically and socially responsible to the needs and challenges of the society.

Following can be briefly summarized as training objectives.

To create constant awareness in the minds of all sections of employees of the mission of the industry, its objective and goals.

To encourage self-development to achieve organization goals with a sense of belonging and commitment to organization and thereby ensuring development of a proper work ethos in the Industry and fostering of team spirit.

To identify the training needs of the entire personnel in industry in keeping with the corporate plans and in consultation with the user departments. To impart knowledge and skills necessary for performing the job efficiently and effectively and to keep the employees to acquire necessary conceptual, technical, human and managerial skills in the areas of decision-making and problem-solving. ⌉To make available in adequate number sufficiently trained manpower to meet the diverse needs of a rapidly growing industry.

To organize special training programmes to improve employment opportunities as well as career prospects of persons belonging to SC/ST, minorities, handicapped, ex-servicemen, etc.

To organize training activities as aids to Career Planning and growth, Succession planning.

To educate and equip the employees to respond to the expectations of customers, and to accept responsibilities to attain a sense of achievement.

To achieve effectiveness of training through tapping the in-house training facilities as well as sources available externally in a balanced manner so as to develop internal faculty support at all levels and disciplines.

To promote research and development activities and to establish linkages with the operational front.

Stakeholders

There are two stakeholders in training and development process:

Trainer – who provides training and;

Trainee – who receives training.

1.2 Key Components of Learning

Learning involves a change in behavior, though this change is not necessarily an improvement over previous behavior. Learning generally has the connotation of improved behavior, but bad habits, prejudices, stereotypes, and work restrictions are also learned.The,behavioral change must be relatively permanent. Any temporary change in behavior is not a part of learning. Thebehavioral change must be based oh some form of practice or experience.The practice or experience must be reinforced in order so as to facilitate learning to occur.

The **components of learning process** are: drive, cue stimuli, response, reinforcement and retention.

- **Drive:** Learning frequently occurs in the presence of drive – any strong stimulus that impels action. Drives are basically of two types -primary (or physiological); and secondary

(or psychological). These two categories of drives often interact with each other. Individuals operate under many drives at the same time. To predict a behavior, it is necessary to establish which drives are stimulating the most.

- **Cue Stimuli**: Cue stimuli are those factors that exist in the environment as perceived by the individual. The idea is to discover the conditions under which stimulus will increase the probability of eliciting a specific response. There may be two types of stimuli with respect to their results in terms of response concerned: stimulus generalization and stimulus discrimination.

  1. **Generalization** occurs when a response is elicited by a similar but new stimulus. If two stimuli are exactly alike, they will have the same probability of evoking a specified response. The principle of generalization has important implications for human learning. Because of generalization, a person does not have to completely relearn each of the new tasks. It allows the members to adapt to overall changing conditions and specific new assignments. The individual can borrow from past learning experiences to adjust more smoothly to new learning situations.

  2. **Discrimination** is a procedure in which an organization learns to emit a response to a stimulus but avoids making the same response to a similar but somewhat different stimulus. Discrimination has wide applications in organizational behavior. For example, a supervisor can discriminate between two equally high producing workers, one with low quality and other with high quality.

- **Responses:** The stimulus results in responses. Responses may be in the physical form or may be in terms of attitudes, familiarity, perception, or other complex phenomena. In the above example, the supervisor discriminates between the worker producing low quality products and the worker producing high quality products, and positively responds only to the quality conscious worker.

- **Reinforcement:** Reinforcement is a fundamental condition of learning. Without reinforcement, no measurable modification of behavior takes place. Reinforcement may be defined as the environmental event's affecting the probability of occurrence of responses with which they are associated.

- **Retention:** The stability of learned behavior over time is defined as retention and its contrary is known as forgetting. Some of the learning is retained over a period while others may be forgotten.

1.3 Meaning and Significance of Training Design

Many of the Fortune 500 organizations around the world have their own in-house learning centers and many have even gone ahead to have their own training universities where they train people onboard and those who aspire to join in the future. Companies like Xerox, Good Year Tyres, Kodak, Mahindra and Mahindra, Birla etc. have such setups for generating prospective employees with the requisite skills and also for training the existing employees. There are other organizations too that have tie ups with the best academic institutions for employee exchange programmes. Nevertheless, the prerequisites for the development of a training program remain the same. We start with the development of a conducive learning environment, followed by a choice of training methods and techniques. An effective training program is built by following a systematic, step-by-step process. Training initiatives that stand alone (consisting of one-off events) often fail to meet organizational objectives and participant expectations. The need for effective, on-going training that can be delivered online is especially important with today's increasingly remote workforce.

Design is a planning activity which in the context of training, refers to

- the framework for analyzing a training problem, defining the intended outcome,
- determining how to present the content to learners to achieve those outcomes,
- developing the training course according to the design, implementing the course,
- evaluating its effectiveness and
- Devising follow-up activities.

Basic Elements of An Effective Training Design

- It is learner-focused.
- It should be based on identified needs.
- It has measurable objectives.
- It is goal oriented.
- It is time bound.
- It has taken into account the resource constraints and availability.

Factors to be Considered for Designing a Training

The training manager has to take several aspects into account while designing a training program:

- Previous knowledge, skills and position in the hierarchy
- Learning styles.
- Previous experience.
- Business or organizational purpose.
- Trainee characteristics.
- Nature of learning.
- Resources

Classification of Training Programs

Level	Types of Training
1. Workers	Induction, Job training, Craft training, Special purpose training.
2. Supervisors	Induction, Foremanship/Shop-floor supervision, Manpower Management.
3. Staff members	Induction, Professional, Technical, Human relations.
4.Managers and executives	Induction, Executive training, Training in executive development.

Steps To Designing an Effective Training Program

Assess Training Needs

Set Organizational Training Objectives

Create Training Action Plan

Implement Training Initiatives

Evaluate & Revise Training

Step 1: Assess Training Needs

- The first step in developing a training program is to identify and assess needs.
- Employee training needs may already be established in the organization's strategic, human resources, or individual development plans.
- If you're building the training program from scratch (without predetermined objectives), you'll need to assess which areas to focus on.

Training and Development

Step 2: Set Organizational Training Objectives

- The training needs assessments (organizational, task & individual) will identify any gaps in your current training initiatives and employee skill sets.
- These gaps should be analyzed, prioritized, and turned into the organization's training objectives.
- The ultimate goal is to bridge the gap between current and desired performance through the development of a training program.
- At the employee level, the training should match the areas of improvement, which can be comprehensively identified through 360 feedback and evaluations.

Step 3: Create Training Action Plan

- The next step is to create a comprehensive action plan that includes learning theories, instructional design, content, materials, and other training elements.
- Resources and training delivery methods should also be detailed.
- While developing the program, the level of training and participants' learning styles need to also be considered.
- Many companies pilot their initiatives and gather feedback to make adjustments well before launching the program.

Step 4: Implement Training Initiatives

- The implementation phase is where the training program comes to life.
- Organizations need to decide whether training will be delivered in-house or externally coordinated.
- Program implementation should consider employee engagement and learning KPI goals, as well as thoroughly planning the scheduling of training activities and any related resources (facilities, equipment, create questionnaire process etc.).
- The training program is then officially launched, promoted and conducted.
- During training, participant progress should be monitored to ensure that the program is effective.

Step 5: Evaluate & Revise Training

- In the end, the entire program should be evaluated to determine if it was successful and met training objectives.
- Feedback should be obtained from all stakeholders to determine program and instructor effectiveness, plus knowledge or skill acquisition.
- Analysing this feedback alongside an employee performance review will allow the organization to identify any weaknesses in the program.
- At this point, the training program or action plan can be revised if objectives or expectations are not being met.

Advantages Of Effective Training Program - Organisational

- Increased efficiency of employees.
- Reduced supervision.
- Less amount of wastage.
- Reduced turnover.
- Helps new employees in the organization.
- Better labour –management relations.

Advantages Of Effective Training Program – Individual

- Self-confidence.
- Increased motivation levels.
- High rewards.
- Group efforts.
- Promotion.

1.4 Forces Influencing Working and Learning

- **Globalization of business**

Globalization of business is the change in a business in a company associated with a single country to one that operates in a multiple country.

- **Demographic changes and Diversity of workforce**

Population is the important factor in determining size and composition of labour force.

1. Increase in Ethnic and Racial diversity

It is due to immigration, increased participation of minorities in the work force and higher minority fertility rates. Training is needed to improve technical and customer service skills for immigrants.

2. Aging work force

Older people are being healthier and long life have opportunity to work long. An emerging trend for qualified older employees to work part time or few months. Training is needed because of diversity in work force.

- **New Technology**

Technology changed the way of training. Technology have impact on all sectors like robotics, artificial intelligence, nanotechnology, CAD etc.

1. Influence on training

Training reduces the cost. Technological changes has great impact on training delivery methods, more realistic, occur and at any time and employee to choose when and where to work.New technologies include Internet, e-mail, DVDs, CD-Rom's, mobile technology, satellite, PDAs and iPod's.

2. Flexibility in where and when work is performed

- **Economic cycles**

Economic changes mainly occurs when there is downturn in economy. Training and development is needed because to understand the critical goal supporting the business strategy.

- **Increased value place on Intangible assets and human capital**

A company's value includes three type of assets that are critical for company to provide goods and services.They are

1. Financial Asset (cash and securities)

2. Physical assets (property, plant, equipment)

3.Intangible assets (Human capital, customer capital, social capital and intellectual capital)

Human capital refers to sum of attributes, life experience, knowledge, energy, enthusiasm. (eg: Education, Work- related know- how)

Social capital refers to relationship in the company. (eg: corporate culture, management practices)

Customer capital refers to value of relationship with person or organization outside the company to meet goal. (eg: Brands, customer relationship)

Intellectual capital refers to codified knowledge that exists in the company. (eg: patents,copyrights).

The value of intangible assets and human capital has three implications:1. Focus on knowledge worker 2. Employee engagement 3. Change and continuous learning.

- Focus on link to business strategy

Business strategy is a plan that integrates the company's goals, actions and policies.Company's business strategy is to meet broad goals such as profitability, market share, quality.

- Talent Management

Refers to attracting, retaining, developing and motivating highly skilled employees and managers. eg: sales manager given training on product flow, delivery and technical process.

1. Occupational and Job changes

The laborforce is projected to increase from 13 million to 164.32 million in 2016 most within service providing industry.eg: Medical Assistant numbers 148000 - 35% (2016)

2. Retirement of baby boomers

As old generation begin to retire, the implication in work force become enormous. As new workers begin to enter they need more training to understand the key value of job.

3. Skill Requirement

There are two specific skills needed for the job.

a. Cognitive skill - mathematical and verbal reasoning ability.

b. Interpersonal skill - Interact with customer, work with team and share knowledge.

4. Developing Leadership

To be successful in global economy leadership is essential. It involves in sharing knowledge, friendly, building teams. Leaders involve in planning, organising, controlling, leading.

- Customer service and quality emphasis

Quality is ability or a product or service to meet customer requirement.Customer driven excellence include reducing errors and defects, meeting specification and reducing complaints. Employee need product knowledge and service skills.

TQM (Total Quality Management) is to improve the ways people, machines and system accomplish work.

There were different quality standards that company receive based on quality, service.

Training involves in meeting quality challenge by teaching employee satisfaction and engaging in lean process.

Lean thinking involves doing more with less effort, equipment, space, time but providing customer what they want.

- High performance work systems

Work Team involves employees with various skills who interact to assemble a product or provide a service.

Cross training refers to training employee in a wide range of skills so they can perform any role in a team.

Virtual Team refers to teams that are separated by time, geographic distance, culture and they rely on technology. They are connected through mail, video conferencing, Internet.

1.5   Snapshot of Training

Managerial Skills

- Managerial skills are the knowledge and ability of individuals in a managerial position to perform some specific management activities or tasks.

- This knowledge and ability can be learned and practiced. However, they can also be acquired through the practical implementation of required activities and tasks.

Types of Managerial Skills
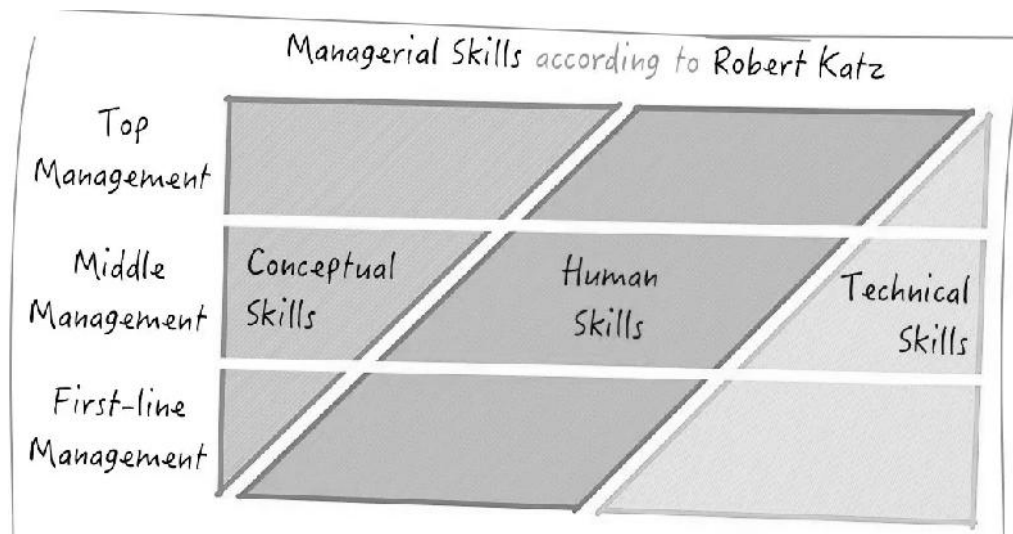
Technical Skills

- They give managers the knowledge and ability to use different techniques to achieve what they want to achieve.
- Technical skills are not related only to machines, production tools, or other equipment. Rather, They are also skills required to increase sales, design different types of products and services, market the products and services, etc.

Examples:

> sales management skills,

> product management skills,

> operation management skills,

> business development skills,

> risk management skills,

Conceptual Skills

- Conceptual skills present the knowledge or ability of a manager to do more abstract thinking.
- That means managers can easily see the whole, through analysis and diagnosis of different states.
- In such a way, they can predict the future of the business or department as a whole.

Examples:

Strategic thinking skills

Analytical skills

Entrepreneurial skills

Human or Interpersonal Managerial Skills

- Human management skills are related to managing important social processes inside the company.
- These interpersonal management skills present a manager's knowledge and ability to work with people.
- One of the most critical management tasks is to work with people. Without people, there will not be a need for the existence of management and managers.

Examples:

Conflict Management Skills

Communication Skills

Negotiation Skills

Teamwork Skills

Competencies

- Competencies are particular qualities that a company's recruiters have decided are desirable for employees to possess.
- Competencies are not skills, although they are similar. Skills are learned, while competencies are inherent qualities an individual possesses – combining (skills, knowledge and ability.)

Types of Competencies

BehavioralCompetencies – an expression of the softer skills involved in an employee's performance.Examples of Behavioral Competencies:

- Teamwork
- Problem Solving
- Customer Service
- Results Orientation
- Communication

Technical Competencies – usually concerned with the effective use of IT systems and computers, or any hard skills necessary for a job role.

Example of Technical Competencies:

- Sales

- Marketing
- Accounting

Leadership Competencies – an expression of the qualities that make a good leader, turned into measurable behaviours.

Example of Leadership Competencies:

- Motivation
- Employee relations
- Diversity

Skills vs. Competencies

- A skill is the ability to do something, while competencies are behaviours.
- Skills are specific, while competencies are broad.

Importance of Training

- Increased productivity and performance.
- Uniformity of work processes.
- Reduced Wastage.
- Reduced Supervision.
- Promoting from within.
- Improved organisational structure.
- Boosted morale.
- Improved knowledge of policies and goals.
- Improved customer valuation.
- Better workplace environment.
- Improved and updated technology.

Summary

- Training is an organised procedure which brings about a semi-permanent change in behaviour, for a definite purpose.
- The three main areas involved are skills, knowledge, and attitudes.
- The significant objective of training includes Meeting manpower needs, Reduced learning time, Improved performance, Reduced wastage, Less absenteeism, and Fewer accidents.
- The beneficiaries of training are Organization, Employees, Personnel, and human relations.
- All the industrial organisations realised the importance of training their employees for better production and for improved productivity.
- With the introduction of computers there is a need for training, retraining and redeploying employees in industrial establishments.
- The role of Trainer and the trainee is the most important for the success of any training programme, The trainee is a major stakeholder in a training programme.
- Training is influenced by trends in other disciplines, demographics, politics, technology, and a number of other domains.
- Training and development professionals need to consider their beliefs about HRD's role in a global context, particularly if their individual focus has been more local or national.

Keywords

- Development: The activity that focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.
- Education: Education is the process of increasing the general knowledge and understanding of employees.
- Knowledge: It is a familiarity with someone or something, which can include information, facts, descriptions, and/or skills acquired through experience or education.
- Skill: A skill is the learned capacity to carry out predetermined results often with the minimum outlay of time, energy, or both.
- Training: Training is an organized procedure which brings about a semi-permanent change in behavior, for a definite purpose and focus upon the job that an individual currently holds.

Self Assessment

1. Training is an organised procedure which brings about a .... change in behaviour, for a definite purpose.
A. Permanent
B. Temporary
C. Semi-Permanent
D. Semi-Temporary

2. The three main areas involved in training are skills, knowledge and ....
A. Attitude
B. Behaviour
C. Values
D. Beliefs

3. For all practical purposes training is aimed at specific, job-based objectives rather than the .... aims of education.

4. The elimination of incorrect working procedures and poor work habits by skilled trainees ensure that only the .... methods are taught.
A. Best
B. Optimum
C. Cheapest
D. Unique

5. Wise employers see training as a .... investment.
A. Short-term
B. Long-term
C. Mid-term
D. Negative

6. Through training and development, motivational variables of recognition, achievement, growth, responsibility and .... are internalized and operationalized.

7. The beneficiaries of screening are ...., employees and personnel relations.
A. Managers
B. Government
C. Organisation
D. Stakeholders

8. Under the .... view, it is being considered that managers are born and not made.
A. Modern
B. Traditional

9. Training and development encompasses three main activities which are training, ... and development.
A. Learning
B. Motivation
C. Satisfaction
D. Education

10. In modern approach, Training is considered as more of retention tool than a..............

11. The sponsors of training and development are.......................
A. Organisation
B. Senior managers
C. Public
D. Government

12. The role of trainer and .... is most important for success of any training programme.
A. Trainee
B. Employer
C. HR manager
D. Finance manager

13. .... is now becoming a core driver of learning systems and development of employees.

14. Training and development professionals need to consider their beliefs about HRD's role in a .... context, particularly if their individual focus has been more local or national.

15. The forces of ...., privatization and globalization have intensified the pressure to narrow down the scope of training and development.

Answers for Self Assessment

1.	C	2.	A	3.	Broader society-based	4.	A	5.	B
6.	Advancement	7.	C	8.	B	9.	D	10.	Cost
11.	B	12.	A	13.	Technology	14.	Global	15.	Liberalization

Review Questions

1. In the changed economic scenario of the country, why has training assumed importance? Elucidate.
2. There is a view that training is a waste of money. Do you agree with this view? Discuss.
3. What are the benefits of a systematic training?
4. What is training and why is it necessary?
5. "Employee training has become increasingly important as jobs have become more sophisticated and influenced by technological changes" - comment.
6. Distinguish between the terms training and development.
7. HRD department should work for realizing the business goals with the tools of training and development. Discuss.
8. Is training function qualitative in nature which cannot be measured? Discuss.
9. Explain the importance of training to an industrial concern.
10. "Training increases job-skills while development shapes attitudes." In the light of this statement explain the nature of relationship between training and development.

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- http://traindevblog.blogspot.com/2017/01/forces-influencing-working-and-learning.html

Unit 02: Strategic Training & Development

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Objectives

After studying this unit, you will be able to:

- gain an insight into the factors affecting and influencing training programme,
- analyse the process of training and development,
- understand the steps involved in training process,
- know the advantages of training program for an organization and an individual.
- gain an insight into the concept of training and business strategy,
- analyze how does the strategy impacts training,
- understand the roles and duties of managers in companies using high-performance work practices,
- know the implications of business strategy for training.
- gain an insight into the concept of marketing training
- analyse how the training is marketed through the employee experience.
- understand why is marketing training integral to the success of any training program.
- know the ways, reasons and methods to market training, common mistakes while marketing training.

Introduction

Training is the process of increasing the knowledge and skills of an employee for doing a particular job. It involves the development of skills that are usually necessary to perform a specific job.Its purpose is to bring about positive changes in – (i) knowledge, (ii) skills, and (iii) attitudes of the employees. Development is concerned with the growth of employees in all respects.

6 Major Factors Influencing Training

Many companies have substantial training budgets and a large number of training staffs who design, develop, and market different programmes. Yet, they do not get the results they seek.In order to see the success of training and development programmes, some of the factors must be seriously considered.

Factor # 1. Organizational Change:

- This is one factor that impacts and is impacted by training and development.

- The basic propose of training and development is to anticipate change and to respond proactively to it.

- Change involves moving from one condition to another, and it affects individuals, groups, and the entire organization.

Factor # 2. Top Management Support:

- Top management support is perhaps the most basic training and development requirement.

- Even the most competently designed training programme may fall through if it is not actively supported by the top executives.

- The support of top management must go beyond a policy statement regarding training. It must include their active involvement and participation in development.

Factor # 3. Commitment from Managers at All Levels:

- In addition to top management, all managers— whether they are specialists or generalists— should be committed to and involved in the training and development programmes.

- Senior executives should never think that the training programmes are meant for their immediate subordinate managers only.

Factor # 4. Technological Advances:

- Technology, perhaps, is one factor that has influenced training and development the most.

- Technology is revolutionizing the way training and development programmes can be delivered.

- Technological advances, especially the computer and the internet, are dramatically affecting the way the jobs are conducted by the employees.

Factor # 5. Organizational Complexity:

- The degree of complexity has increased in modern organizations due to the weakening of the stability-oriented traditional chain of command and the rapid changes in technology, products, systems, and methods.

- This has impacted training and development programmes in organizations.

Factor # 6. Learning Principles:

- Learning occurs when employees demonstrate a difference in behaviour or ability to perform a task.

- Although much remains to be discovered about the learning process, a few principles may be kept in view while developing any training programme.

2.1 Training and Development Process

In the present day knowledge based environment, things are changing at a very fast pace. Even to maintain its position, an organization has to do a lot as well as act very fast. Organization achieves strategic advantages only due to its core competencies and core competence is developed only by the employees of the organization. In the present day knowledge based environment, things are changing at a very fast pace. Even to maintain its position, an organization has to do a lot as well as act very fast. Organization achieves strategic advantages only due to its core competencies and core competence is developed only by the employees of the organization. Hence for achieving a level of excellence, organizations are to invest in updating the skills of its employees.

This is done through training and development process.

How it works?
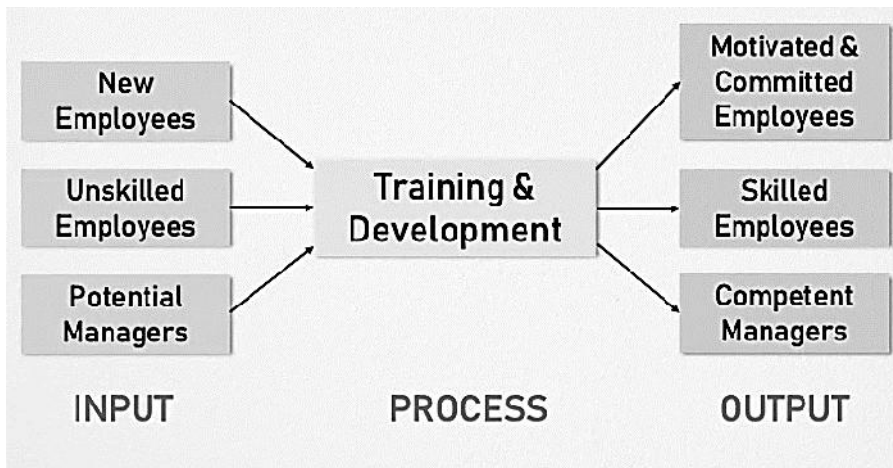
Steps in Training Process

Step 1: Decide If Training is Needed

- The first step in the training process is to determine Training needs.

- The overall purpose of the assessment phase is to determine if training is needed and, if so, to provide the information required to design the training program.

3 Levels of Analysis

Step 2: Determine What Type of Training is Needed

- The employees themselves can provide valuable information on the training they need. They know what they need/want to make them better at their jobs.

- Once the kind of training needed has been determined, it is equally important to determine what kind of training is not needed.

Step 3: Identifying Goals and Objectives

- Once the employees' training needs have been identified, employers can then prepare for the training.

- Clearly stated training objectives would help employers communicate what they want their employees to do better or stop doing!

- Learning objectives do not necessarily have to be written, but they should be clear and thought out before the training begins for the training to be as successful as possible.

Step 4: Implementing Training

- Professionals should conduct training with knowledge and expertise in the given subject area.

- Nothing is worse than being in a classroom with an instructor who does not know what they are supposed to be teaching! Use in-house, experienced talent, or an outside professional best option.

Methods of Implementation

- **On the job:** Training is administered at the actual work site using the actual work equipment

- **Off the job:** Training is administered away from the actual work site. It may be any prominent hall room or auditorium, but the required training environment equipment and materials should be available or arranged.

Step 5: Evaluation of the Training Program

- One way to make sure that the training program is accomplishing its goals is by evaluating the training by both the trainees and the instructors.

- Training should have, as one of its critical components, a method of measuring the effectiveness of the training.

Advantages of Training Program

Advantages to the Organization

- Increased efficiency of employees

- Reduced supervision

- Less wastage

- Reduced turnover

- Helps in better functioning of the organization

- Better labour-management relations

Advantages to the Employee

- Self-confidence

- Increased motivation levels

- High rewards

- Group efforts

- Promotion

2.2 Training Need in Different Strategies

"The best CEOs that I know are teachers,and at the core of what they teach is strategy"

~ Michael Porter

Training helps employees learn job skills and helps the company retain and motivate employees.Training is strategic for:

> ➤ Business goals related to human resources,
>
> ➤ Productivity, customer service, and innovation,

Employees are aware that training is essential to their future marketability.

What is a business strategy?

- A plan that integrates the company's goals, policies, and actions.

- The strategy influences how the company uses:

  > ➤ physical capital (plants, technology, and equipment).
  >
  > ➤ financial capital (assets and cash reserves).
  >
  > ➤ human capital (employees).

- The business strategy helps direct the company's activities to reach specific goals.

Strategy impacts training with a strong influence on determining:

- The amount of training devoted to current or future job skills.

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- Whether training is restricted to specific groups of employees or open to all employees.

- Whether training is:

  - planned and systematically administered, or

  - provided only when problems occur, or

  - spontaneously as a reaction to what competitors are doing.

- The importance placed on training compared to other human resource management practices such as selection and compensation.

The Roles and Duties of Managers in Companies That Use High-Performance Work Practices

Managing Alignment

- Clarify team goals and company goals.

- Help employees manage their objectives.

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- Facilitate team decision making.
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- Ensure that each team member is responsible for his or her work load and customers.
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Implications of Business Strategy for Training

Strategy	Emphasis	How Achieved	Key Issues	Training Implications
Concentration	Increase market share	Improve quality	Skill currency	Team-building
	Reduce operating costs	Improve Productivity	Development of existing work force	Cross - training
	Create market niche	Customize products		Specialized programs
				Interpersonal skill training
				On-the-job training

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	Innovation	Create new products	Innovation	Conflict negotiation skills
	Joint venture	Joint ownership		Manager training in feedback and communication
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	Concentric diversification	Acquire any firm	Restructuring	Team building

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	Turnaround	Reduce assets		Goal setting
	Divestiture	Generate revenue		Stress management
	Liquidation	Redefine goals		Time management
		Sell off all assets		Leadership training
				Outplacement assistance
				Job-search skills training

2.3   Marketing and Outsourcing of Training Function

Marketing Training Through the Employee Experience

A 2018 LinkedIn Workplace Learning Trends report found that 94% of employees would stay longer in companies that are willing to invest in their professional development. Marketing your training program to current employees and promoting it to future employees can increase employee retention. Training helps employees achieve their personal goals and growth. They can grow in their current roles by polishing their skills and even grow into new roles within the company.But your marketing shouldn't stop there. You can use your strategy to reach prospective employees as well. Now how you can do that --- By using social media channels such as LinkedIn, Facebook, and Twitter to promote your training program, you can drive top talent to your

organization. Younger workers are looking to be sufficiently trained in their careers, so being upfront about your program can draw them in.

What Does Marketing Training Mean?

- It's important to understand what marketing your training program actually means.

- It simply means communicating the value of your training program to leadership, managers, and employees.

- You can accomplish this through the conversations you're having, messaging you're using, and the distribution of available resources.

Marketing to Leadership

- Organizational leaders are always working to improve business processes, develop company goals for the future, and assess current performance.

- To get their buy-in to a training program, communicating the value comes first.

- Consider including talking points on the skills that are relevant to them as well – setting goals, developing leadership skills, change management, etc.

- By doing this, you can expand you program company-wide and get everyone on board.

Marketing to Your Managers

- Once you've got leadership buy-in, it's time to work with your managers to help them understand the reasoning behind the training program.

- They are the ones making sure employees are completing the training and are their main point of contact.

- Speak to them about raising employee performance and productivity, setting goals, and compliance.

- Also, let them know that they aren't overlooked because there are leadership and management-specific courses and lessons available that they can use to grow in their roles too.

Marketing to Your Employees

- Whether it's IT, Sales, Marketing, or an organization-wide initiative, you'll need to market your training program to individual employees.

- Employees need to understand the why of training and what's in it for them before they will be willing to dedicate time and effort to it.

- They'll likely have varying interests, so consider speaking to career objectives such as decision-making, time management, and office etiquette.

Understanding the Why?

- You might think that marketing your training program is something that can wait or just be an added task, but it is integral to the success of your program.

- You have to emphasize how necessary it is.

Here's why:

- **Create Awareness** – Employees won't use something that they don't know how to use or don't know exists. Communicating with them ensures everyone knows which resources are available.

- **Drive Utilization** – Making sure employees know how to log in and navigate around your learning platform and expectations surrounding training. Send ideas to help them find time to fit training in and encourage not only completion of assigned work but exploration of training topics for their own development.

- **Instill a Culture of Learning** – With awareness and utilization comes a culture of learning. A learning culture means that employees have a growth mindset and actively develop

themselves and each other through sharing information. Employees working in this type of culture use training to help overcome challenges.

- **Attain ROI** – When the above elements are in in place, you will begin to see an increase in ROI from training. Putting in the time and resources to market your training program will be worth it as employees strive toward organizational goals and their full potential.

Common Mistakes with Marketing Training

- **Just marketing a program launch:** Only putting excitement and effort into the launch of your training program isn't enough. All that fun stuff (parties, roll out, etc) felt good, but that kind of energy needs to stay present. Employees will get busy and inevitably forget but keep the momentum going through continuous marketing efforts.

- **Not planning ahead:** Having an unorganized plan rarely pays off. Maybe you feel like you're not an expert in marketing or there aren't enough hours in the day but being unorganized will only add to your feelings of being overwhelmed. Developing clear objectives and goals will help your program take off and be more likely to find success.

- **Stagnant strategy:** One-size-fits-all *never* fits all, so if what you're trying isn't working, try something different. Simply sending the same e-mail every month can become redundant and employees are likely to just delete it over time. This doesn't reinforce the impact or importance your training program has to offer. Instead, try creating marketing materials that have purpose, a call to action, and personalization.

- **Over- or under-communicating:** There needs to be a balance in your communication. Under communicating can lead to forgetting training programs exist and overcommunicating can lead to annoyance and burnout. It's important to find the right cadence for your organization.

- **Know Your Audience -** Understanding your audience and what they need and want is the first step to developing a strong plan. Are you trying to reach all learners? Just managers? Sales team members? Knowing who you are speaking to can help you reach them on a personal level. Sending out different communication to different levels within the organization can help keep interest and engagement.

- **Establish Program Goals -** You can't determine if your program is successful without determining appropriate key performance indicators first. This is where setting goals comes in. Your entire marketing strategy will stem from your program goals, so you'll need to make sure that they align with the organization's overall goals. These goals should be specific, measurable, achievable, realistic, and timely.

How to Market Your Training Program?

Create Your Plan

- Now that you have your goals established, you can begin to design, plan, and execute your marketing strategy.

- When thinking about how to communicate, it's important to consider the following:

➢ Purpose of outreach

➢ Method of outreach

➢ Time frame

Put Your Plan into Action

Now it's time to put your plan into action and get employees engaged.

Get Feedback

- Once you've launched your marketing plan, you'll need to ensure that your strategy has been effective.
- Sending out a quick online employee survey is a great way to measure the success of your marketing efforts and learn what's working and what's not.

Regardless of the size or sector of your business, learning and development is fundamental to the growth of your company. Training used to be classified as a 'nice to have' in most businesses, but nowadays companies understand that, in order to remain competitive and sustainable, ongoing training is foundational in supporting the needs of the business.With mounting pressure from executives to keep operational costs down, while still maintaining a focus on learning and development, businesses are increasingly choosing to outsource their training and development.

Deloitte's recent global outsourcing survey of more than 500 executives from leading organisations shows that outsourcing is answering challenges in both business and IT, utilising emerging technologies to drive innovation, speed to market, improved user experience, and enhanced performance.It's clear that outsourcing non-core business functions is a mainstream practice, and it follows that outsourcing the learning functions of your business should be no different.

10 Reasons Companies are Outsourcing Training in Today's Market

- **Leverage the cost of technology** – One of the first expenditures training professionals make when starting up a training organization is to license an LMS/LCMS. Why? Because it is cheaper than designing and building it themselves.
- **Training is Not Core to the Business** – For many companies, training is a necessity. But the development, management and delivery of training is a distraction. For companies that manage training everyday, it **IS** core to their business. And they are much better at it!
- **Revenue Generation – What a novel idea…use training as a way to make money!**
- More and more companies are now recognizing that training is a source of revenue, and they have intellectual property that is valued in the market. So they use another company that knows how to market, sell and deliver training to a mass or targeted audience to create new revenues streams. Wondering if this is a good idea? Ask Microsoft, Cisco, and RedHat (just to name a few) if it makes sense to them.
- **Mitigate Risk** – Training helps prevent failures. It helps protect us from the liabilities of our company being sued if we don't provide the right training.
- Think about it this way – if we don't provide the training our employees or customers need, and when they need it, we're vulnerable to being sued if an injury or catastrophic failure occurs. So training reduces our risk. It's easy to see that using a company who specializes in training could help prevent unnecessary failure costs. It sounds like insurance. Wonder which is cheaper in today's world?
- **Improve Scalability of Resources** – Running an internal training organization requires people of various levels of skills and talent. Full-time internal staff is a fixed resource. But training is a variable activity. Using an external supplier allows you to flex the number of resources to deliver the training you need – when you need them. It allows your company to scale up and down based on the demand of training you need. Makes a lot of sense when your company is hiring a lot of people in a short period of time.
- **Leverage Channel Relationships** – If your company is a software products company, it may be a good idea to source the marketing and delivery of your training to an established IT training company. The IT training industry is a mature channel market. Companies like Kaplan IT, Global Knowledge, Learning Tree, and New Horizons, have a powerful channel

to IT professionals. Not only does sourcing this training through a channel partner make sense, it also may help drive new revenues.

- **Speed to Market** – Bringing a new product to market may be dependent on getting resellers trained on how to sell or service your product. Using a training outsourcing company may allow you to get your product into a lot of customers' hands much faster, without scaling up internal resources.

- **Geographic Reach** – When General Motors began manufacturing cars for the Chinese market, they needed to train local employees; repair technicians, sales agents, and many more within the Chinese market. It made a lot more sense for them to outsource training to a company who had resources in China and who understood the Chinese culture. It wouldn't have been feasible for GM to take U.S. employees to China for all this training. And it doesn't mean they have to use a Chinese company to do it. Just a company with local resources.

- **Access to Talent** – We've said it many times…no company has all the knowledge they need internally to be successful. Sometimes it's necessary to hire an expert to teach internal employees how to do something that is new to their company.

- **Reduce Costs** – The number one reason why companies outsource training is to save money. It's the bottom line. It's the common denominator and culminating reason for all the other reasons mentioned above. We should never forget that how you manage training is always about how we manage costs.

Methods of outsourced training and development

- **Classroom or Instructor Led Training**

Having an outsourced facilitator deliver training in a classroom has its advantages, even if the course material is online. In a classroom, learners have the benefits of asking questions and receiving answers immediately. They can network with each other during and after the course. Since the information is available online, employees can revert to the information as and when needed. More than that, they are separated from their day-to-day demands and can focus on learning.

- **Online or E-Learning**

Web-based training allows employees to access training material anywhere and on any internet-enabled device. The benefit is that there are a number of broad-spectrum and specialised courses available so employees can enhance their skill set under the guidance of a global expert. Since they are conducted via correspondence, employees save on travel and venue costs, and these courses are great for initiating self-directed learning.

- **Blended Approach**

A blended approach to learning is a nod to the fact that very rarely does one size fit all when it comes to training. Blended learning means that more than one training method is used to train on a particular subject.

Summary

- The global competition and the country's ambition to join ranks with the developed countries require that, its existing approach to development and training undergo fundamental change.

- Strategic training is a part of an ongoing process of professional development or simply about learning specific skill.

- The steps in the strategic training and development process are Organizational Objectives, Needs Assessment, Finding Gap, Training Objectives, Select the Trainees, Select the Training

Methods and Mode, Choose a Means of Evaluating, Administer Training and Evaluate the Training.

- The key organizational forces that drive the successful transfer of training are: Peer support, Supervisor support, Trainer support, Climate, Culture and Rewards systems.

- Training needs in different strategies are available for use in employment contexts includes Strategic Context analysis, Strategic User analysis, Strategic Work analysis, Strategic Content analysis, Training suitability analysis and Cost-benefit analysis.

- An analysis of the business needs or other reasons the training is desired in respect with whole of organisational strategy.

- The three model of organizing training are: System Model, .Instructional System Development Model and Transitional Model.

- Dave Ulrich Model as a strategic framework for managing competitive environment consist of four aspects which are Change Management, Organisational Diagnose, Personnel Care and Administrative Expert.

- Outsourcing in training could be total or in part. In total outsourcing, the company has to do just two things namely nominating the trainers and paying the training fees.

- Partial outsourcing becomes inevitable when the organization has some training resources but doesn't have all the required resources.

Keywords

Apprenticeships: This means involvement of several related groups of skills that allow the apprentice/trainee to practice a particular trade, and it take place over a long period of time.

Internships and Assistantships: These are usually a combination of classroom and on-the-job training used to train prospective managers or marketing personnel.

Job Rotation: It involves moving an employee through a series of jobs so he or she can get a good feel for the tasks that are associated with different jobs.

Simulation: These are training techniques that attempt to bring realistic decision-making situations to the trainee.

Strategic Context Analysis: An analysis of the business needs or other reasons the training is desired in respect with whole of organisational strategy.

Self Assessment

1. Central idea behind the creation of .... ministry is to provide an integrated view of human resources and plan & implement suitable training schemes to upgrade human resources.
A. HRD
B. Forest
C. Agriculture

2. In view of cataclysmic changes taking place in the environment, the .... factor has become all the more important.
A. Human
B. Non-human

3. The challenges of opening up of economy provide a wide range of opportunities subject to the acquisition of relevant skills, competencies and ....

A. Abilities

B. Concepts

C. Knowledge

D. Attitudes

4. Strategic training and development process is directed towards learning outcomes.

A. True

B. False

5. There are two broad types of training available to businesses which are on-the-job and .... techniques.

6. A programme structured with the company's strategy and objectives in mind has a high probability of improving productivity and other goals are set in the training ....

A. Vision

B. Values

C. Mission

D. Objectives

7. Organizational Climate factor comprises of ...., the attitude of upper management towards employee and towards training.

A. Rules

B. Regulations

C. Objectives

D. Company policies

8. Strategic User Analysis deals with strategy of potential participants and .... involved in the process.

9. The existing training culture needs to be replaced by the learning culture-where people are interested in acquiring information, knowledge, skills, insight and ....

10. In small companies, training is generally of the on-job type conducted by .... managements under the general direction of the personnel department.

A. Line

B. Staff

C. Higher

D. Lower

11. The Instructional System Development model comprises of five stages which are Analysis, Planning, Development, Execution and ....

12. In transitional model the outer loop describes the vision, mission and .... of the organization on the basis of which training model i.e. inner loop is executed.

A. Values

B. Objectives

C. Goals

D. Beliefs

13. In total outsourcing, the company has to do just two things namely nominating the trainers and ....

14. .... outsourcing becomes inevitable when the organization has some training resources but doesn't have all the required resources.

A. Partial

B. Complete

15. The agreement of outsourcing should specify the work to be done both in .... and .... terms.

Answers for Self Assessment

l.	A	2.	A	3.	B	4.	A	5.	Off-the-job
6.	C	7.	D	8.	Instructors	9.	Foresight	10.	A
11.	Evaluation	12.	A	13.	Paying the training fees	14.	A	15.	Qualitative, quantitative

Review Questions

1. Why has HR Management and strategic training assumed importance in India? What steps has the government and industry taken in this regard?

2. What are HR challenges in the 21st Century? What strategies and training methodologies should HR profession adopt to meet these challenges successfully?

3. How should one redefine the role of training in the competitive environment? How effectively the human resources can be utilised in such environment?

4. Write short notes on:
   (a) Urgency Motivation
   (b) Developing learning organization.

5. What is the new model for HRM propounded by Dave Ulrich?

6. Training and development is the heart of any business which cannot be outsourced. Discuss.

7. What are the major activities involved if a programme is to be implementing through outsourcing?

8. In transitional model what are the descriptions provided by the outer loop describes on the basis of which training model i.e. inner loop is executed?

9. Explain the phases that system model consists of organizing training and which are to be repeated on a regular basis to make further improvements.

10. What are the key organizational forces that drive the successful transfer of training?

📖 Further Readings

G Pandu Naik, "Training and Development – Text, Research and Cases", Excel Books, New Delhi

PL Rao, "Enriching Human Capital through Training and Development", Excel Books, New Delhi

Web Links

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Unit 03: Training Need Assessment

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Objectives

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3.1   Training Need in Different Strategies

3.2   Marketing and Outsourcing of Training Function

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Self Assessment

Answers for Self Assessment

Review Questions

Further Readings

Objectives

After studying this unit, you will be able to:

- gain an insight into the concept of training and business strategy,
- analyze how does the strategy impacts training,
- understand the roles and duties of managers in companies using high-performance work practices,
- know the implications of business strategy for training.
- gain an insight into the concept of marketing training
- analyse how the training is marketed through the employee experience.
- understand why is marketing training integral to the success of any training program.
- know the ways, reasons and methods to market training, common mistakes while marketing training.

Introduction

Training is the process of increasing the knowledge and skills of an employee for doing a particular job. It involves the development of skills that are usually necessary to perform a specific job.Its purpose is to bring about positive changes in –

(i)   knowledge,

(ii)   skills, and

(iii)   attitudes of the employees.

Development is concerned with the growth of employees in all respects.

6 Major Factors Influencing Training

Many companies have substantial training budgets and a large number of training staffs who design, develop, and market different programmes. Yet, they do not get the results they seek.In order to see the success of training and development programmes, some of the factors must be seriously considered.

Factor # 1. Organizational Change:

- This is one factor that impacts and is impacted by training and development.

- The basic propose of training and development is to anticipate change and to respond proactively to it.

- Change involves moving from one condition to another, and it affects individuals, groups, and the entire organization.

Factor # 2. Top Management Support:

- Top management support is perhaps the most basic training and development requirement.

- Even the most competently designed training programme may fall through if it is not actively supported by the top executives.

- The support of top management must go beyond a policy statement regarding training. It must include their active involvement and participation in development.

Factor # 3. Commitment from Managers at All Levels:

- In addition to top management, all managers— whether they are specialists or generalists—should be committed to and involved in the training and development programmes.

- Senior executives should never think that the training programmes are meant for their immediate subordinate managers only.

Factor # 4. Technological Advances:

- Technology, perhaps, is one factor that has influenced training and development the most.

- Technology is revolutionizing the way training and development programmes can be delivered.

- Technological advances, especially the computer and the internet, are dramatically affecting the way the jobs are conducted by the employees.

Factor # 5. Organizational Complexity:

- The degree of complexity has increased in modern organizations due to the weakening of the stability-oriented traditional chain of command and the rapid changes in technology, products, systems, and methods.

- This has impacted training and development programmes in organizations.

Factor # 6. Learning Principles:

- Learning occurs when employees demonstrate a difference in behaviour or ability to perform a task.

- Although much remains to be discovered about the learning process, a few principles may be kept in view while developing any training programme.

3.1 Training Need in Different Strategies

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	Liquidation	Redefine goals		Time management
		Sell off all assets		Leadership training
				Outplacement assistance
				Job-search skills training

3.2 Marketing and Outsourcing of Training Function

Marketing Training Through the Employee Experience

A 2018 LinkedIn Workplace Learning Trends report found that 94% of employees would stay longer in companies that are willing to invest in their professional development. Marketing your training program to current employees and promoting it to future employees can increase employee retention. Training helps employees achieve their personal goals and growth. They can grow in their current roles by polishing their skills and even grow into new roles within the company. But your marketing shouldn't stop there. You can use your strategy to reach prospective employees as well. Now how you can do that --- By using social media channels such as LinkedIn, Facebook, and Twitter to promote your training program, you can drive top talent to your organization. Younger workers are looking to be sufficiently trained in their careers, so being upfront about your program can draw them in.

What Does Marketing Training Mean?

- It's important to understand what marketing your training program actually means.

- It simply means communicating the value of your training program to leadership, managers, and employees.
- You can accomplish this through the conversations you're having, messaging you're using, and the distribution of available resources.

Marketing to Leadership

- Organizational leaders are always working to improve business processes, develop company goals for the future, and assess current performance.
- To get their buy-in to a training program, communicating the value comes first.
- Consider including talking points on the skills that are relevant to them as well – setting goals, developing leadership skills, change management, etc.
- By doing this, you can expand you program company-wide and get everyone on board.

Marketing to Your Managers

- Once you've got leadership buy-in, it's time to work with your managers to help them understand the reasoning behind the training program.
- They are the ones making sure employees are completing the training and are their main point of contact.
- Speak to them about raising employee performance and productivity, setting goals, and compliance.
- Also, let them know that they aren't overlooked because there are leadership and management-specific courses and lessons available that they can use to grow in their roles too.

Marketing to Your Employees

- Whether it's IT, Sales, Marketing, or an organization-wide initiative, you'll need to market your training program to individual employees.
- Employees need to understand the why of training and what's in it for them before they will be willing to dedicate time and effort to it.
- They'll likely have varying interests, so consider speaking to career objectives such as decision-making, time management, and office etiquette.

Understanding the Why?

- You might think that marketing your training program is something that can wait or just be an added task, but it is integral to the success of your program.
- You have to emphasize how necessary it is.

Here's why:

- **Create Awareness** – Employees won't use something that they don't know how to use or don't know exists. Communicating with them ensures everyone knows which resources are available.
- **Drive Utilization** – Making sure employees know how to log in and navigate around your learning platform and expectations surrounding training. Send ideas to help them find time to fit training in and encourage not only completion of assigned work but exploration of training topics for their own development.
- **Instill a Culture of Learning** – With awareness and utilization comes a culture of learning. A learning culture means that employees have a growth mindset and actively develop themselves and each other through sharing information. Employees working in this type of culture use training to help overcome challenges.

- **Attain ROI** – When the above elements are in in place, you will begin to see an increase in ROI from training. Putting in the time and resources to market your training program will be worth it as employees strive toward organizational goals and their full potential.

Common Mistakes with Marketing Training

- **Just marketing a program launch:** Only putting excitement and effort into the launch of your training program isn't enough. All that fun stuff (parties, roll out, etc) felt good, but that kind of energy needs to stay present. Employees will get busy and inevitably forget but keep the momentum going through continuous marketing efforts.
- **Not planning ahead:** Having an unorganized plan rarely pays off. Maybe you feel like you're not an expert in marketing or there aren't enough hours in the day but being unorganized will only add to your feelings of being overwhelmed. Developing clear objectives and goals will help your program take off and be more likely to find success.
- **Stagnant strategy:** One-size-fits-all *never* fits all, so if what you're trying isn't working, try something different. Simply sending the same e-mail every month can become redundant and employees are likely to just delete it over time. This doesn't reinforce the impact or importance your training program has to offer. Instead, try creating marketing materials that have purpose, a call to action, and personalization.
- **Over- or under-communicating:** There needs to be a balance in your communication. Under communicating can lead to forgetting training programs exist and overcommunicating can lead to annoyance and burnout. It's important to find the right cadence for your organization.
- **Know Your Audience -** Understanding your audience and what they need and want is the first step to developing a strong plan. Are you trying to reach all learners? Just managers? Sales team members? Knowing who you are speaking to can help you reach them on a personal level. Sending out different communication to different levels within the organization can help keep interest and engagement.
- **Establish Program Goals -** You can't determine if your program is successful without determining appropriate key performance indicators first. This is where setting goals comes in. Your entire marketing strategy will stem from your program goals, so you'll need to make sure that they align with the organization's overall goals. These goals should be specific, measurable, achievable, realistic, and timely.

How to Market Your Training Program?

Create Your Plan

- Now that you have your goals established, you can begin to design, plan, and execute your marketing strategy.
- When thinking about how to communicate, it's important to consider the following:
- ➢ Purpose of outreach
- ➢ Method of outreach
- ➢ Time frame

Put Your Plan into Action

Now it's time to put your plan into action and get employees engaged.

Get Feedback

- Once you've launched your marketing plan, you'll need to ensure that your strategy has been effective.

- Sending out a quick online employee survey is a great way to measure the success of your marketing efforts and learn what's working and what's not.

Regardless of the size or sector of your business, learning and development is fundamental to the growth of your company. Training used to be classified as a 'nice to have' in most businesses, but nowadays companies understand that, in order to remain competitive and sustainable, ongoing training is foundational in supporting the needs of the business.With mounting pressure from executives to keep operational costs down, while still maintaining a focus on learning and development, businesses are increasingly choosing to outsource their training and development.

Deloitte's recent global outsourcing survey of more than 500 executives from leading organisations shows that outsourcing is answering challenges in both business and IT, utilising emerging technologies to drive innovation, speed to market, improved user experience, and enhanced performance.It's clear that outsourcing non-core business functions is a mainstream practice, and it follows that outsourcing the learning functions of your business should be no different.

10 Reasons Companies are Outsourcing Training in Today's Market

- **Leverage the cost of technology –** One of the first expenditures training professionals make when starting up a training organization is to license an LMS/LCMS. Why? Because it is cheaper than designing and building it themselves.

- **Training is Not Core to the Business –** For many companies, training is a necessity. But the development, management and delivery of training is a distraction. For companies that manage training everyday, it **IS** core to their business. And they are much better at it!

- **Revenue Generation – What a novel idea…use training as a way to make money!**

- More and more companies are now recognizing that training is a source of revenue, and they have intellectual property that is valued in the market. So they use another company that knows how to market, sell and deliver training to a mass or targeted audience to create new revenues streams. Wondering if this is a good idea? Ask Microsoft, Cisco, and RedHat (just to name a few) if it makes sense to them.

- **Mitigate Risk –** Training helps prevent failures. It helps protect us from the liabilities of our company being sued if we don't provide the right training.

- Think about it this way – if we don't provide the training our employees or customers need, and when they need it, we're vulnerable to being sued if an injury or catastrophic failure occurs. So training reduces our risk. It's easy to see that using a company who specializes in training could help prevent unnecessary failure costs. It sounds like insurance. Wonder which is cheaper in today's world?

- **Improve Scalability of Resources –** Running an internal training organization requires people of various levels of skills and talent. Full-time internal staff is a fixed resource. But training is a variable activity. Using an external supplier allows you to flex the number of resources to deliver the training you need – when you need them. It allows your company to scale up and down based on the demand of training you need. Makes a lot of sense when your company is hiring a lot of people in a short period of time.

- **Leverage Channel Relationships –** If your company is a software products company, it may be a good idea to source the marketing and delivery of your training to an established IT training company. The IT training industry is a mature channel market. Companies like Kaplan IT, Global Knowledge, Learning Tree, and New Horizons, have a powerful channel

to IT professionals. Not only does sourcing this training through a channel partner make sense, it also may help drive new revenues.

- **Speed to Market –** Bringing a new product to market may be dependent on getting resellers trained on how to sell or service your product. Using a training outsourcing company may allow you to get your product into a lot of customers' hands much faster, without scaling up internal resources.

- **Geographic Reach –** When General Motors began manufacturing cars for the Chinese market, they needed to train local employees; repair technicians, sales agents, and many more within the Chinese market. It made a lot more sense for them to outsource training to a company who had resources in China and who understood the Chinese culture. It wouldn't have been feasible for GM to take U.S. employees to China for all this training. And it doesn't mean they have to use a Chinese company to do it. Just a company with local resources.

- **Access to Talent –** We've said it many times…no company has all the knowledge they need internally to be successful. Sometimes it's necessary to hire an expert to teach internal employees how to do something that is new to their company.

- **Reduce Costs –** The number one reason why companies outsource training is to save money. It's the bottom line. It's the common denominator and culminating reason for all the other reasons mentioned above. We should never forget that how you manage training is always about how we manage costs.

Methods of outsourced training and development

- **Classroom or Instructor Led Training**
  Having an outsourced facilitator deliver training in a classroom has its advantages, even if the course material is online. In a classroom, learners have the benefits of asking questions and receiving answers immediately. They can network with each other during and after the course. Since the information is available online, employees can revert to the information as and when needed. More than that, they are separated from their day-to-day demands and can focus on learning.

- **Online or E-Learning**
  Web-based training allows employees to access training material anywhere and on any internet-enabled device. The benefit is that there are a number of broad-spectrum and specialised courses available so employees can enhance their skill set under the guidance of a global expert. Since they are conducted via correspondence, employees save on travel and venue costs, and these courses are great for initiating self-directed learning.

- **Blended Approach**
  A blended approach to learning is a nod to the fact that very rarely does one size fit all when it comes to training. Blended learning means that more than one training method is used to train on a particular subject.

Summary

- The global competition and the country's ambition to join ranks with the developed countries require that, its existing approach to development and training undergo fundamental change.

- Strategic training is a part of an ongoing process of professional development or simply about learning specific skill.

- The steps in the strategic training and development process are Organizational Objectives, Needs Assessment, Finding Gap, Training Objectives, Select the Trainees, Select the Training Methods and Mode, Choose a Means of Evaluating, Administer Training and Evaluate the Training.

- The key organizational forces that drive the successful transfer of training are: Peer support, Supervisor support, Trainer support, Climate, Culture and Rewards systems.

- Training needs in different strategies are available for use in employment contexts includes Strategic Context analysis, Strategic User analysis, Strategic Work analysis, Strategic Content analysis, Training suitability analysis and Cost-benefit analysis.

- An analysis of the business needs or other reasons the training is desired in respect with whole of organisational strategy.

- The three model of organizing training are: System Model, .Instructional System Development Model and Transitional Model.

- Dave Ulrich Model as a strategic framework for managing competitive environment consist of four aspects which are Change Management, Organisational Diagnose, Personnel Care and Administrative Expert.

- Outsourcing in training could be total or in part. In total outsourcing, the company has to do just two things namely nominating the trainers and paying the training fees.

- Partial outsourcing becomes inevitable when the organization has some training resources but doesn't have all the required resources.

Keywords

Apprenticeships: This means involvement of several related groups of skills that allow the apprentice/trainee to practice a particular trade, and it take place over a long period of time.

Internships and Assistantships: These are usually a combination of classroom and on-the-job training used to train prospective managers or marketing personnel.

Job Rotation: It involves moving an employee through a series of jobs so he or she can get a good feel for the tasks that are associated with different jobs.

Simulation: These are training techniques that attempt to bring realistic decision-making situations to the trainee.

Strategic Context Analysis: An analysis of the business needs or other reasons the training is desired in respect with whole of organisational strategy.

Self Assessment

1. Central idea behind the creation of .... ministry is to provide an integrated view of human resources and plan & implement suitable training schemes to upgrade human resources.

A. HRD

B. Forest

C. Agriculture

D. None of these

2. In view of cataclysmic changes taking place in the environment, the .... factor has become all the more important.

A. Human

B. Non-human

3. The challenges of opening up of economy provide a wide range of opportunities subject to the acquisition of relevant skills, competencies and ....

A. Abilities

B. Concepts

C. Knowledge

D. Attitudes

4. Strategic training and development process is directed towards learning outcomes.

A. True

B. False

5. There are two broad types of training available to businesses which are on-the-job and .... techniques.

6. A programme structured with the company's strategy and objectives in mind has a high probability of improving productivity and other goals are set in the training ....

A. Vision

B. Values

C. Mission

D. Objectives

7. Organizational Climate factor comprises of ...., the attitude of upper management towards employee and towards training.

A. Rules

B. Regulations

C. Objectives

D. Company policies

8. Strategic User Analysis deals with strategy of potential participants and .... involved in the process.

9. The existing training culture needs to be replaced by the learning culture-where people are interested in acquiring information, knowledge, skills, insight and ....

10. In small companies, training is generally of the on-job type conducted by .... managements under the general direction of the personnel department.

A. Line

B. Staff

C. Higher

D. Lower

11. The Instructional System Development model comprises of five stages which are Analysis, Planning, Development, Execution and ....

12. In transitional model the outer loop describes the vision, mission and .... of the organization on the basis of which training model i.e. inner loop is executed.
A. Values
B. Objectives
C. Goals
D. Beliefs

13. In total outsourcing, the company has to do just two things namely nominating the trainers and ....

14. .... outsourcing becomes inevitable when the organization has some training resources but doesn't have all the required resources.
A. Partial
B. Complete

15. The agreement of outsourcing should specify the work to be done both in .... and .... terms.

Answers for Self Assessment

l.	A	2.	A	3.	B	4.	A	5.	Off-the-job
6.	C	7.	D	8.	Instructors	9.	Foresight	10.	A
11.	Evaluation	12.	A	13.	Paying the training fees	14.	A	15.	Qualitative, quantitative

Review Questions

1. Why has HR Management and strategic training assumed importance in India? What steps has the government and industry taken in this regard?
2. What are HR challenges in the 21st Century? What strategies and training methodologies should HR profession adopt to meet these challenges successfully?
3. How should one redefine the role of training in the competitive environment? How effectively the human resources can be utilised in such environment?
4. Write short notes on:
    (a) Urgency Motivation
    (b) Developing learning organization.
5. What is the new model for HRM propounded by Dave Ulrich?
6. Training and development is the heart of any business which cannot be outsourced. Discuss.

7. What are the major activities involved if a programme is to be implementing through outsourcing?

8. In transitional model what are the descriptions provided by the outer loop describes on the basis of which training model i.e. inner loop is executed?

9. Explain the phases that system model consists of organizing training and which are to be repeated on a regular basis to make further improvements.

10. What are the key organizational forces that drive the successful transfer of training?

Further Readings

- G Pandu Naik, "Training and Development – Text, Research and Cases", Excel Books, New Delhi
- PL Rao, "Enriching Human Capital through Training and Development", Excel Books, New Delhi

Web Links

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Unit 04: Training Design

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Objectives

After this chapter, you will be able to:

- Gain an insight into the concept of training objectives.
- Analyse the reasons of creating training objectives.
- Understand competency model concept and transfer of training
- Understand the process followed to develop learning/training objectives.
- Study the characteristics and tips for establishing training objectives.
- Gain an insight into the framework of training program.
- Analyse the features of a positive learning environment.
- Understand the key considerations in designing effective training program.
- Study the model of designing training program.

Introduction

- Impactful training is about you and your learners knowing what is to be achieved through learning.
- But, how do you build training programs that make this clear and relevant?
- The answer: by setting training objectives.

What are training objectives?

- Training or learning objectives are the intended measurable outcome that your learners will achieve once they've finished a course.
- They should detail the information that will be acquired and what learners will be able to accomplish through learning this information.
- Importantly, training objectives should be concise, focused statements that break down what each course will accomplish and how they will help reach the business's overall end goal of training.

Why create training objectives?

- So, why are training objectives something you should be doing?
- In reality, they are incredibly helpful for both you and your learners.
- Here are some of the key benefits:

4.1   Key Benefits of Training Objectives

1. **More clarity for learners**
- The most basic advantage of learning objectives is that they enable you to clearly explain to your learner what the purpose of their training is.
- Learners take their course and are aware of the information and skills that they should be gaining.

2. **Creates a clear path to reaching your business's overall learning goal.**
- With each course having a learning objective, you can see whether a course that's been created actually meets that objective and whether it fits in with your overall training goal.
- If it doesn't, you can then edit and adapt your training to ensure it helps to reach your target.

3. **Helps build more focused courses**
- When creating your training courses, having an objective in mind helps you to tailor the content towards reaching it.
- You can hone in on building a course that only contains the information needed to reach the objective and give your learner the best chance of success.

4. **Saves on resources**
- Often avoided as it's seen as a time-consuming task, in reality, establishing training objectives from the offset saves your training project time, money, and resources.
- Objectives help you focus on the most important content you need to create, enable you to create it quickly, and ensure you don't make costly mistakes by having to re-create course content.

How to develop learning objectives with Bloom's taxonomy?

- There are a few methods that businesses can use to develop training objectives, but the most famous and one of our favorites is Bloom's taxonomy.
- Bloom's taxonomy simply enables you to create and set different objectives that are measurable for your learners.

Bloom's Taxonomy

- Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity.
- The three lists cover the learning objectives in cognitive, affective and sensory domains.

The cognitive domain (knowledge-based)

EVALUATION

SYNTHESIS

ANALYSIS

APPLICATION

COMPREHENSION

KNOWLEDGE

The affective domain (emotion-based)

CHARACTERIZING

ORGANIZING

VALUING

RESPONDING

RECEIVING

The psychomotor domain (action-based)

ORIGINATION

ADAPTATION

COMPLEX OVERT RESPONSE

MECHANISM

GUIDED RESPONSE

SET

PERCEPTION

Bloom's Taxonomy

- The taxonomy consists of 6 objectives that are knowledge-based.
- Each of these is also paired with action verbs that help you describe the activity that should be taking place.

1. Knowledge

- This is about recognizing and remembering specific facts and statements from the material being learned.
- Knowledge is seen as the least substantial level in the taxonomy.
- For this stage, common action verbs would be: arrange, match, identify, memorize, select, and name.
- For certain courses, the knowledge stage works well.
- An example of this is with compliance training, recalling facts and steps is particularly important.
- Therefore, creating a course with a multi-choice or true or false quiz shows that facts have been learned.

2. Comprehension

- While knowledge is just about remembering facts, comprehension goes a step further and asks learners to demonstrate an understanding of the information being presented to them.
- Action words here are: describe, explain, summarize, discuss, illustrate, and identify.
- For corporate training, this could be done by requesting long-form answers to questions where the learner describes what they've learned.

3. Application

- With knowledge and comprehension, your learners then need to be able to demonstrate how what they have learned is actually applicable to life.

This is a key step.

In the past, we've shared that adults are problem solvers and to learn at their best, they need to understand how they can use what they've learned in their roles.

- Action words for application are: use, apply, demonstrate, solve, employ, and perform.

- Again, asking after completing a course how the information being provided could be used by a learner is critical here.

4. Analysis

- In order to gain a deeper understanding, your learner needs to be able to break down each part of the learning and understand how they work together and the overall structure.
- It also involves establishing evidence to prove the information works.
- In order to gain a deeper understanding, your learner needs to be able to break down each part of the learning and understand how they work together and the overall structure.
- It also involves establishing evidence to prove the information works.

5. Evaluating

- At this point, the learner should critique and judge what they've learned.
- The should be able to question the validity of what they have learned, its relevance to them and what it's attempting to achieve.
- Action words could be: Judge, critique, argue, assess, score, and evaluate.
- For corporate training, you can do this by having interactions with the instructor and encouraging feedback.
- Or through an LMS forum, where learners can critique between themselves the relevance of the information.

6. Creating

- The final stage, creating, suggests learners put all the elements they've learned together as a whole.
- This should lead to them creating *"a product, plan or proposal that is new to them."*
- The actions words here can be: create, design, construct, invent and develop.
- For your training, you can request your learners to assess a process that's already in place and ask how they can design a new process or plan with the information they have learned.

Characteristics of Effective Training Objectives

- They include a statement of:
- ✓ What the employee is expected to do?
- ✓ The level or quality of acceptable performance.
- ✓ The condition under which the employee is to apply what he/she learned.
- ✓ They include measurable performance standards.
- They identify the resources needed to carry out the desired performance or outcome.

Tips for establishing training objectives

- To the point.
- Short
- Concise
- Easily understood
- Identify exact outcome.
- Include an action verb

4.2 Competency Models

In today's global and competitive business environment, many companies are finding that it is difficult to determine whether employees have the capabilities needed for success.

The necessary capabilities may vary from one business unit to another, and even across roles, within a business unit.

As a result, many companies are using competency models to help them identify the knowledge, skills, and personal characteristics (attitudes, personality) needed for successful performance in a job.

Competency models are also useful for ensuring that training and development systems are contributing to the development of such knowledge, skills, and personal characteristics.

A competency model identifies the competencies necessary for each job.

Competency models provide descriptions of competencies that are common for an entire occupation, organization, job family, or specific job.

Competency models can be used for performance management.

However, one of the strengths of competency models is that they are useful for a variety of human resource (HR) practices, including recruiting, selection, training, and development.

Competency models can be used to help identify the best employees to fill open positions and to serve as the foundation for development plans that allow employees and their manager to target specific strengths and development areas.

The competencies included in competency models vary according to the company's business strategy and goals.

They can include sales, leadership, interpersonal, technical, and other types of competencies.

Competency models typically included the name of each competency, the behaviours that represent proficiency in the competency, and levels that include descriptions representing demonstrated levels of mastery or proficiency.

The Process Used in Developing a Competency Model
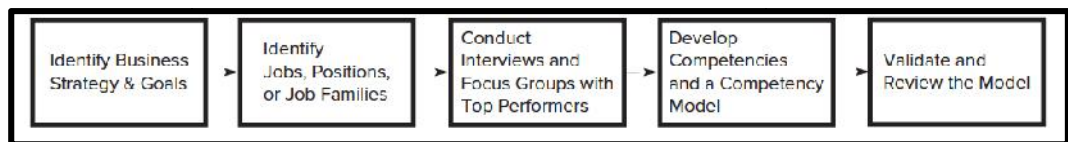
Competency models – How are they useful?

- They identify behaviors needed for effective job performance. These models ensure that feedback given to employees as part of a development program (such as 360-degree feedback) relate specifically to individual and organizational success.

- They provide a tool for determining what skills are necessary to meet today's needs, as well as the company's future skill needs. They can be used to evaluate the relationship between the company's current training programs and present needs. That is, they help align training and development activities with the company's business goals. They can be used to evaluate how well the offerings relate to anticipated future skill needs.

- They help determine what skills are needed at different career points.

- They provide a framework for ongoing coaching and feedback to develop employees for current and future roles. By comparing their current personal competencies to those required for a job, employees can identify competencies that need development and choose actions to develop those competencies. These actions may include courses, job experiences, and other types of development.

- They create a "road map" for identifying and developing employees who may be candidates for managerial positions (succession planning).

- They provide a common set of criteria that are used for identifying appropriate development training and learning activities for employees, as well as for evaluating and rewarding them. This helps integrate and align the company's HR systems and practices.

4.3   Transfer of Training

Transfer of training is more likely to occur when the trainee works on tasks during training (e.g., knowledge, equipment, or processes) that are very similar, if not identical, to the work environment (near transfer).

Transfer of training is more difficult when tasks during training are different from the work environment, i.e., far transfer, such as applying customer service principles to interaction with an angry customer in front of a long line of customers at a cash register.

The tasks that are used during training relate to the training objectives.

Closed Skills

- Closed skills refer to training objectives that are linked to learning specific skills that are to be identically produced by the trainee on their job.
- There is only one correct way to complete a task if it requires closed skills.

Open Skills

- In contrast, open skills are linked to more general learning principles.
- For example, customer service skills are examples of open skills.
- There is not a single correct way to perform, and the learner is given some general principles to follow.

Theory of Identical Elements

- The theory of identical elements proposes that transfer of training occurs when what is. being learned in the training session is identical to what the trainee must perform on the job.
- Transfer will be maximized to the degree that the tasks, materials, equipment, and other characteristics of the learning environment are like those encountered in the work environment.

Stimulus Generalization Approach

- The stimulus generalization approach suggests that the way to understand the transfer of training issue is to construct training so that the most important features or general principles are emphasized.
- It is also important to identify the range of work situations in which these general principles can be applied.
- The stimulus generalization approach emphasizes far transfer.
- Far transfer refers to the trainee's ability to apply learned capabilities to the work environment, even though the work environment (equipment, problems, and tasks) is not identical to that of the training session.

Cognitive Theory of Transfer

- Storage and retrieval of information are key aspects of this model of learning.
- According to the cognitive theory of transfer, the likelihood of transfer depends on the trainees' ability to retrieve learned capabilities.

- This theory suggests that the likelihood of transfer is increased by providing trainees with meaningful material that enhances the chances that they will link what they encounter in the work environment to the learned capability.

4.4 Designing Effective Training Program

Training Program Framework
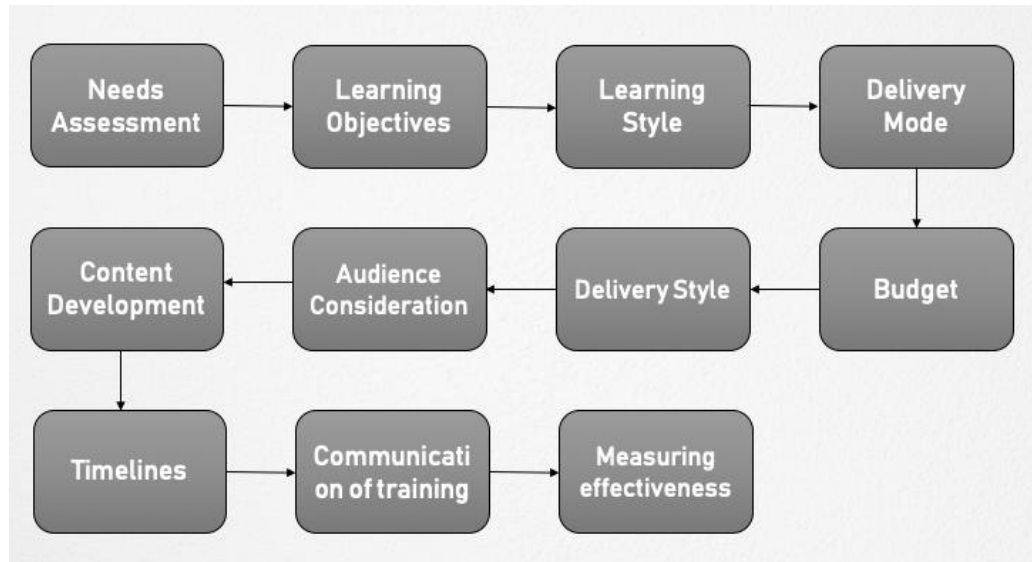
Features Of A Positive Learning Environment

Identify learning outcomes and clarify the training objectives, including:

- Expectations of actions
- Level of performance
- Conditions that trainees are expected to perform in

Ensure learning/training objectives are aligned with business strategy or a specific need (e.g., conduct a training needs analysis or employee engagement survey)

Provide opportunities to practice the training objectives, including:

- Repeated practice.
- Appropriate amounts of time and amount of material.
- Relevant to objectives.
- Include combination of examples and practice.
- Set up proper pre-practice conditions.
- Using a spaced practice approach is better (give breaks during practice session).
- Break up parts of practice then combine them so skills can be practiced all at once.

Ensure training content is committed to memory(Example: be creative… try creating a "Jeopardy" contest at the end of the training to make it fun and engaging).

Provide feedback focused on specific behaviours and provided as soon as possible.

Use meaningful content that mirrors the work environment.

Train through observation, experience, and social interaction(a combination of all three)

- Coordinate and arrange the training program properly.

Selection & preparation of the training site (comfortable, quiet, space/visibility).

Selection of trainers (train the trainers, using internal vs. external trainers).

Making the site and material conducive to learning.

Model Of Designing Training Program

Carrying out a comprehensive needs assessment

Step 1	• Defining program goals and objectives
Step 2	• Selecting topic areas
Step 3	• Designing learning activities
Step 4	• Analysing program flow and rhythm
Step 5	• Incorporating program evaluation
Step 6	• Analysing training constraints

1. **Defining program goals and Objectives**
   - Once the needs assessment has been carried out and the data analyzed and evaluated, you must determine what your program is going to be about.
   - This is the step of setting goals and objectives.
   - It is upon these that the content of the program will be based.
   - As the process of setting of goals and objectives for a teacher training program is similar to that for designing classroom curriculum.

2. **Selecting topic areas**
   - One of the most common mistakes made in the design of any training program is trying to do too much.
   - You do not need to do everything at once in one program.
   - The key to this step is the ability to prioritize.
   - The first thing you need to do with the 'raw' data you have collected is to organize it into similar content areas.
   - What is most appropriate at this point in time for both the trainees and the situation in which they find themselves?
   - Having answered these questions, select the topics for possible inclusion in this training program, and note how much time you wish to spend on each (e.g. a two-hour session, a whole day).

3. **Designing learning activities**
   - Now that you have decided what you want to teach, you must decide how you are going to teach it.
   - As a teacher trainer there is a whole 'tool kit' of learning activities available from which to choose.
   - Though talks or lectures are often helpful to get across specific content, eight hours a day of lectures for one week will drive your trainees to distraction or sleep!
   - It is crucial, therefore, to design your learning activities to include a variety of experiential learning techniques.
   - Begin to match content areas with training techniques considering, for instance, whether it is better to use a case study to teach that point or a role play.

- It is up to you to decide how to write your lesson plan for each session.

4. **Training rhythm and flow**
   - As you begin to match learning activities with your content topics, you must keep in mind how they will all go together.
   - The key to a successful design is the ability to balance a variety of variables.
   - After an initial selection of learning activities, begin to place your activities on a timeline for the period your training is to last.
   - Consider the following:
     - High energy vs. low energy.
     - Academic vs. experiential.
     - Large groups vs. small groups.
     - In class vs. out of class.
     - Serious vs. fun.

5. **Incorporating program evaluation**
- Your training should be under constant evaluation by you and by the people you are training.
- The two main types of evaluations that you will want to conduct are:

Formative evaluations:

- Evaluations that take place while the training is in progress.
- These evaluations can occur daily, weekly, at the end of a particular topic area, or at the end of every session.
- They can be in the form of a questionnaire or can be done informally in a group or through dialogue with participants.

Summative evaluations:

- Evaluations that take place at the end of a training program.
- They specifically address whether goals, objectives, and expectations have been met, whether the training methods addressed the participants' learning styles, and all other aspects of the training that might affect the participants' learning.

6. **Analyzing training constraints**
- Before you are truly ready to implement your training design, you need to consider and reconsider the obstacles you may encounter.
- The following questions (and others) must be answered and dealt with in your design before you can think about implementing it.

  Who?

  How?

  Where?

  How many?

  How much?

  What?

Summary

- Training design is a training plan, which basically involves three activities namely, stating training objectives, identifying learning activities as well as methodologies, and sequencing.

- Finding the balance between too much and too little information is the key to designing the most effective training system for your company.
- The design of the organisational training and development plan should be used as a general guide to accomplish specific goals.
- A properly designed training programme aids the learning, development and improvement of the performance of individual employees, which ultimately results in organisational development of performance.
- The vital considerations for designing of the effective training programme is suitable Organisational climate for training.
- Depending upon the organisational objectives, future plans and the priorities of the programmes; the budget are allocated for HRD activities.
- The cost can be direct cost or/and indirect cost incurring in training of HRD activities.
- The effectiveness of training design depends upon training manager's education and experience in general, specific knowledge of organization, work domain, and performance problems.
- The outcomes of design include: Operational Design of On-the-job Training, Material design, Types of training approach and Operational Design of Off-the-job Training.

Keywords

- Apprentice Training: The training programme in which new employees follow the lead of an experienced employee in order to learn new skills and to learn how to function properly in the job.
- Person Analysis: It is the identification of people in the company that need training.
- Task Analysis: A task analysis is a process of identifying what skills and activities need to be taught.
- Training Climate: A training climate is a combination of ambience, tone, feelings and perception for training program.
- Training Design: It is a detailed sketch for what you will do, why you will be doing it, and the best ways to reach your training objectives.

Self Assessment

1. When structuring training objectives, the trainer should:
A. Give trainees a clear understanding of what to expect
B. Isolate all learning objectives in a single learning domain
C. Encourage trainees to evaluate whether they can omit certain course objectives
D. None of these

2. Bloom's Taxonomy divides specific learning objectives into these three categories of educational objectives:
A. Knowledge, comprehension and application
B. Cognitive, affective and psychomotor
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3. This learning objective "Develop a lesson plan or outline" is, at the highest level, primarily under the domain and the level.
   A. Cognitive - synthesis
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4. Personnel management of an organisation specifically deals with human resources in respect of
   A. Their procurement
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5. Learning objectives mean:
   A. Learning experience
   B. Concise outcomes
   C. Academic achievement
   D. Intended learning outcome

6. Evaluation helps determine the extent to which _____ have been achieved
   A. Efficiency
   B. Profit
   C. Training objectives
   D. Employee satisfaction

7. Impactful training is about you and your learners knowing what is to be achieved through learning. But, how do you build training programs that make this clear and relevant?
   A. By outsourcing
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8. Training or learning objectives are the intended measurable outcome that your learners will achieve once they've _____ a course.
   A. Started
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9. Bloom's taxonomy is a set of _____ hierarchical models used to classify educational learning objectives into levels of complexity and specificity.
   A. Six

B. Five

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D. Three

10. The affective domain of bloom's taxonomy is _____ based.

A. Emotion

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13. Following are the some tips for establishing training objectives. Pick which ones should be followed out of them:

    I. To the point

    II. Short

    III. Concise

    IV. Difficult to understand

    V. No action verb

    VI. Identify exact outcome

A. II,III,IV,V

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D. I, II, III, IV

A: Summative evaluations: Evaluations that take place at the end of a training program.

B: Formative evaluations: Evaluations that take place while the training is in progress.

Which out of the following is correct?

A. A is true but B is false

B. B is true but A is false

C. Both are true

D. Both are false

14. The first, and probably the most important, decision concerns is the type of ....
that will be used to satisfy the agreed objectives for a particular group of learners.

Answers for Self Assessment

1.	A	2.	A	3.	A	4.	D	5.	D
6.	C	7.	B	8.	C	9.	D	10.	A
11.	C	12.	B	13.	B	14.	C	15.	Training Approach

Review Questions

1. What do you understand by designing of the training programme? Briefly discuss the prerequisites of designing of the training programme.
2. Designing of the training programme is a systematic process. Discuss.
3. State the significant considerations during designing the training and development plan.
4. What is the positive reward of designing the training and development plan?
5. The time management is important in the process of designing the training programme. Explain
6. Writing the functional and realistic instructional objectives is essential for effectively designing the training programme. Discuss
7. Discuss the statement "Developing a partnership with line management is essential for designing the training programme."
8. Describe the characteristics of an effective training design.
9. Setting the objectives is a precondition to training design. Discuss.
10. How analysis of organisation, task and person contribute in designing an effective training programme?

Further Readings

- G Pandu Naik, "Training and Development – Text, Research and Cases", Excel Books, New Delhi
- PL Rao, "Enriching Human Capital through Training and Development", Excel Books, New Delhi

Web Links

- https://www.learnupon.com/blog/training-objectives/
- https://open.lib.umn.edu/humanresourcemanagement/chapter/8-4-designing-a-training-program/
- https://scontrino-powell.com/blog/design-effective-training-features-of-a-positive-learning-environment
- http://www.nzdl.org/cgi-bin/library.cgi?e=d-00000-00---off-0cdl--00-0----0-10-0---0---0direct-10---4-------0-1l--11-en-50---20-about---00-0-1-00-0-0-11-1-0utfZz-8-00&cl=CL2.20&d=HASH011134b2acbbe27c1aae8abe.4.5&gt=1

Unit 05: Program Design

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Objectives
Introduction
5.1   Introduction to Program Design
5.2   Program Design Implications for Transfer of Training
5.3   Using Knowledge Management for Learning
Summary
Keywords
Self Assessment
Answers for Self Assessment
Review Questions
Further Readings

Objectives

After this chapter, you will be able to:

- gain an insight into the concept of program design.
- analyze the process and phases of program design.
- understand the program design implications for transfer of training.
- know how to use knowledge management for learning.

Introduction

- For learning and transfer of training to occur, training programs need to include meaningful material, clear objectives, opportunities for practice and feedback, learner interaction, and a supportive work environment.
- However, these features are not enough to create an effective training program.
- An effective training program also needs a high-quality program design to maximize trainee learning and transfer of training.

5.1   Introduction to Program Design

Program design refers to the organization and coordination of the training program.

It ensures that trainees are actively involved in learning, meaningful content is provided, and incentives are provided to reinforce and motivate learning.

It is important to take a broad perspective when designing training, regardless of whether it is an online or a face-to-face training program, class, or course.

Employees must be motivated to attend training events, use what they learned on their job, share their knowledge and skills with others, and continue to shape and modify the knowledge and skills acquired to meet changing business and job demands.

This means that program design should include what goes on during training based on course and lesson plans and creating conditions before the training event to ensure that trainees are willing, ready, and motivated to learn knowledge and skills.

In addition, program design should include taking steps to ensure that after training, the acquired knowledge and skills are used on the job and shared with other employees.

Program Design Process
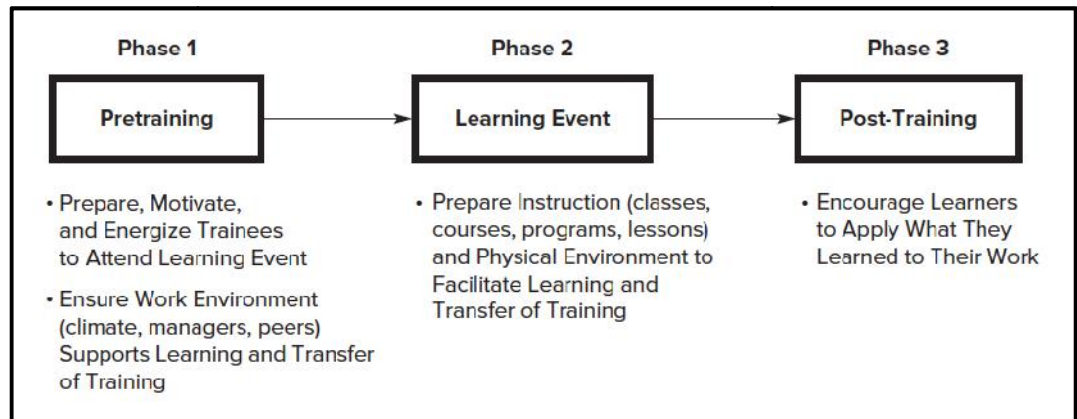
Phases of Program Design – Phase 1

- Phase 1, pretraining, involves preparing, motivating, and energizing trainees to attend the learning event.

- Phase 1 also involves ensuring that the work environment (i.e., climate, managers, and peers) supports learning and transfer.

Phases of Program Design – Phase 2

- Phase 2, the learning event involves preparing instruction (classes, the overall program) and the physical environment to facilitate learning.

- Phase 2 focuses on creating a positive learning environment, including planning the activities that occur during training, selecting a high-quality instructor or trainer, choosing a training room and creating positive interaction with learners, and having a proper program design

Phases of Program Design – Phase 3

- Phase 3, post-training, refers to transfer of training, or getting learners to apply what they have learned to their work.

Considerations In Designing Effective Programs

- Selecting and preparing the training site

- Choosing trainers

- Curriculum, Course, and Lesson Design

- Curriculum road map

5.2 Program Design Implications for Transfer of Training

Transfer of Training

Transfer of training is applying knowledge and skills acquired during training to a targeted job or role. This is a term commonly used within industrial and organizational psychology.

For example, after completing a safety course, transfer of training occurs when the employee uses learned safety behaviors in their work environment.

Theoretically, transfer of training is a specific application of the theory of transfer of learning that describes the positive, zero, or negative performance outcomes of a training program. The positive transfer of training-- the increase in job performance attributed to training-- has become the goal of many organizations. Characteristics of trainees, the work environment, and training strategies contribute to this goal of positive transfer. Ultimately, transfer of training provides organizations with a method to evaluate training's effectiveness and identify areas for training's improvement.
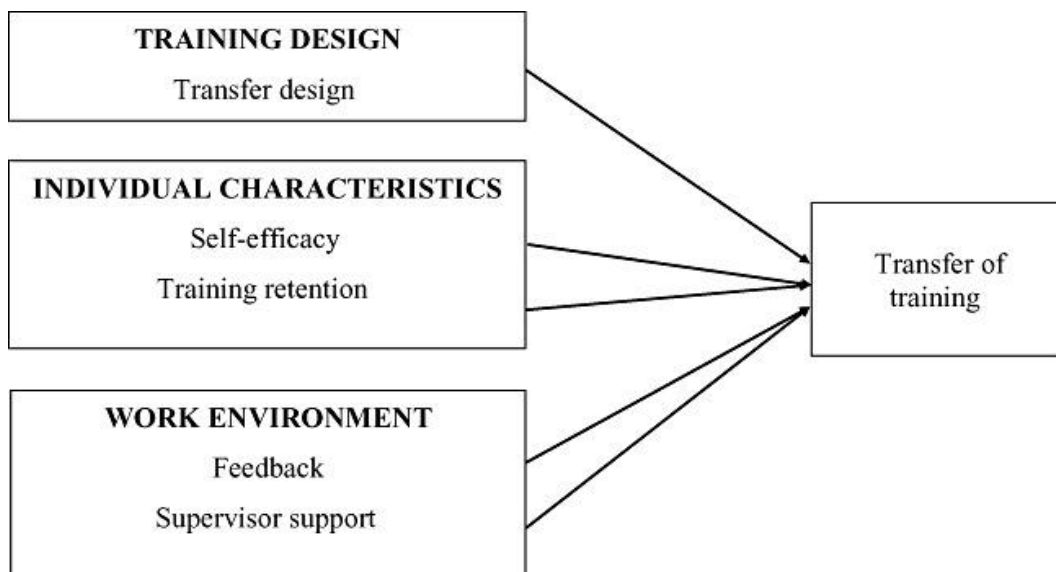
Transfer of training Model

Baldwin and Ford's Transfer of Training Model (1988) is based on the idea that the transfer of learning depends on training inputs that include trainee characteristics, training design and work environment. However, an important point in the model is that the outcome of training is impacted by trainee characteristics and work environment in a direct manner, whereas the impact of training design depends on the levels of training outputs such as learning and retention.
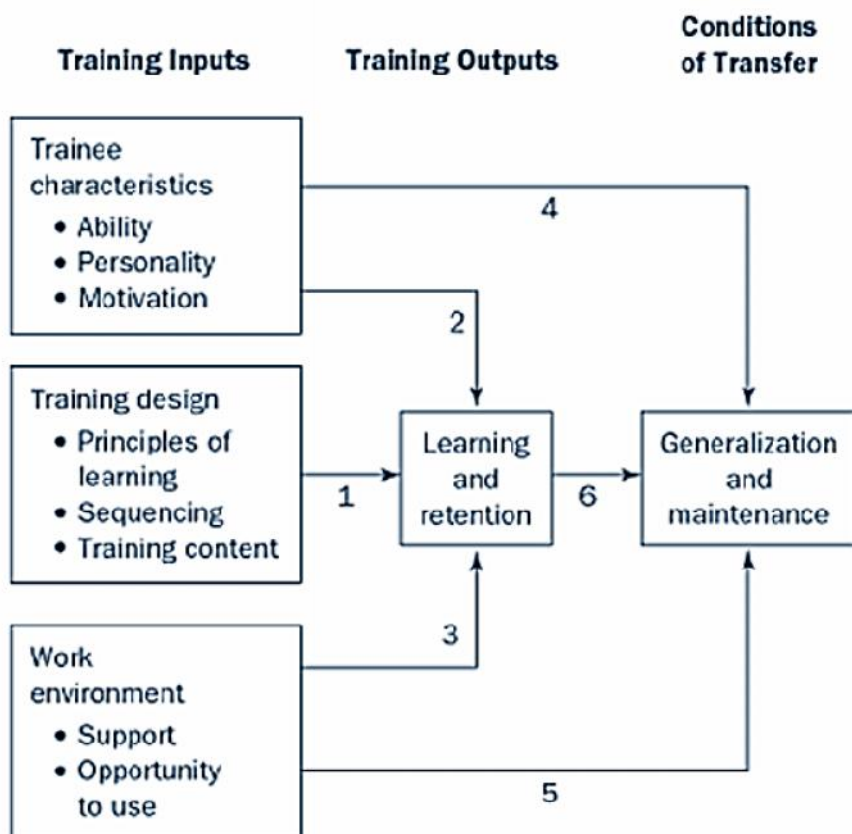
The Transfer of Training Model has made a valuable contribution on the study of training transfer. The main benefit of the model in practical levels can be explained in a way that it allows framework for evaluating the impact of each individual input factor in training and identify and utilize the potentials for improving the impact of elements associated with each individual factor.

One of the important decisions that trainers must make is to determine whether the learning environment and learning conditions should ideally match the job environment or if they should emphasize general principles that can be applied to many different work situations.

Also, to facilitate the transfer of training, instructors need to consider encouraging trainees to self-manage the use of learned skills and ensure that managers and peers provide trainees with opportunities to use training content, support training, and provide electronic performance support.

Determine if Focus Is on Near or Far Transfer

	Near Transfer	**Far Transfer**
Relationship between the training content and work task	Close match such that the training content and outcomes relate to one work task	Approximate match such that the training content and outcomes relate to a set of related work tasks
Training design	Specific concepts Procedures Problem solving Decision making	General concepts Broad principles Problem-solving rules Decision-making rules

- The degree of flexibility and variability in the skills and knowledge the learner needs for successful performance is important to consider in determining the extent to which the learning environment and learning conditions should match the job and working conditions.

- For example, if the tasks emphasized in training involve responding to predictable situations with standardized responses, then training should be designed with an emphasis on identical elements and near transfer.

- This is often the case when the focus is on procedural knowledge or when a series of steps must be followed in a specific way to complete a task successfully.
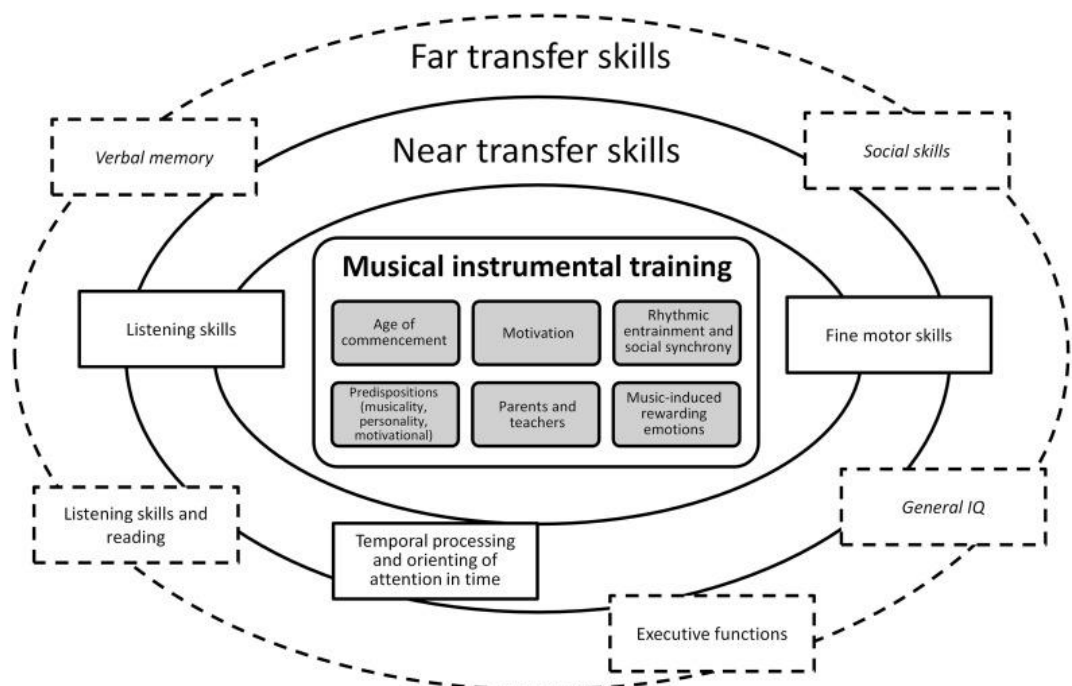
Encourage Self-Management

- One way to prepare trainees to deal with the obstacles they may face in work environments (such as lack of opportunity to use skills or an unsupportive manager) is to provide instruction in self-management techniques at the end of the training program.

1. Discuss lapses. • Note evidence of inadequacy • Provide direction for improvement 2. Identify skills targeted for transfer. • Specify the skills • Make them measurable and countable 3. Identify personal or environment factors contributing to lapses. • Low self-efficacy • Time pressure • Lack of manager or peer support 4. Discuss coping skills and strategies. • Time management • Setting priorities • Self-monitoring • Self-rewards • Creating a personal support network 5. Identify when lapses are likely. • Situations • Actions to deal with lapses 6. Discuss resources to ensure transfer of skills. • Manager • Trainer • Other trainees

Encourage Manager Support for Training

- Manager support refers to the degree to which trainees' managers

    (1) emphasize the importance of attending training programs;

    (2) stress the application of training content to the job; and

    (3) provide opportunities for trainees to use what they have learned on the job.

- Managers can communicate expectations to trainees and provide the encouragement and resources needed to apply training on the job.

- One company asked trainees and their bosses to prepare and send memos to each other.

- The memos described what the other person should "start to do," "continue to do," "do less," or "stop doing" to improve learning transfer.

Peer Support

- A support network can also enhance the transfer of training among the trainees.

- A support network is a group of two or more trainees who agree to meet and discuss their progress using learned capabilities on the job.

- This may involve face-to-face meetings, communications via e-mail, or interactions on an electronic social network like Facebook.

- Trainees may share successful experiences in using training content on the job.

- They also might discuss how they obtained resources needed to use training content or how they coped with a work environment that interfered with the use of training content.

Opportunity to Use Learned Capabilities

- Opportunity to use learned capabilities (opportunity to perform) refers to the extent to which the trainee is provided with or actively seeks experiences that allow application of the newly learned knowledge, skill, and behaviours from the training program.

- Opportunity to perform is influenced by both the work environment and trainee motivation.

- One way that trainees can use learned capabilities is through assigned work experiences (e.g., problems or tasks) that require their use.

- The trainees' manager usually plays a key role in determining work assignments.

- Opportunity to perform is also influenced by the degree to which trainees take personal responsibility to seek out assignments actively that allow them to use newly acquired capabilities.

- Opportunity to perform is determined by breadth, activity level, and task type.

Technological Support

- A performance support system is a computer application that can provide skills training, information access, and expert advice, as requested.

- A performance support system may be used to enhance the transfer of training by providing trainees with an electronic information source that they can refer to on an as-needed basis while they attempt to apply learned capabilities on the job.

5.3 Using Knowledge Management for Learning
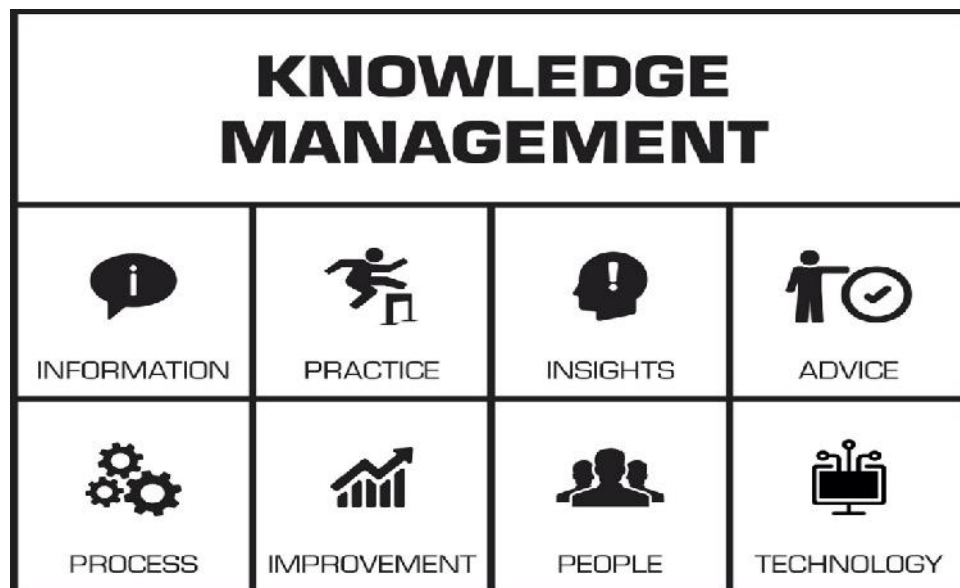
The term knowledge refers to what individuals or teams of employees know or know how to do (human and social knowledge), as well as a company's rules, processes, tools, and routines (structured knowledge).
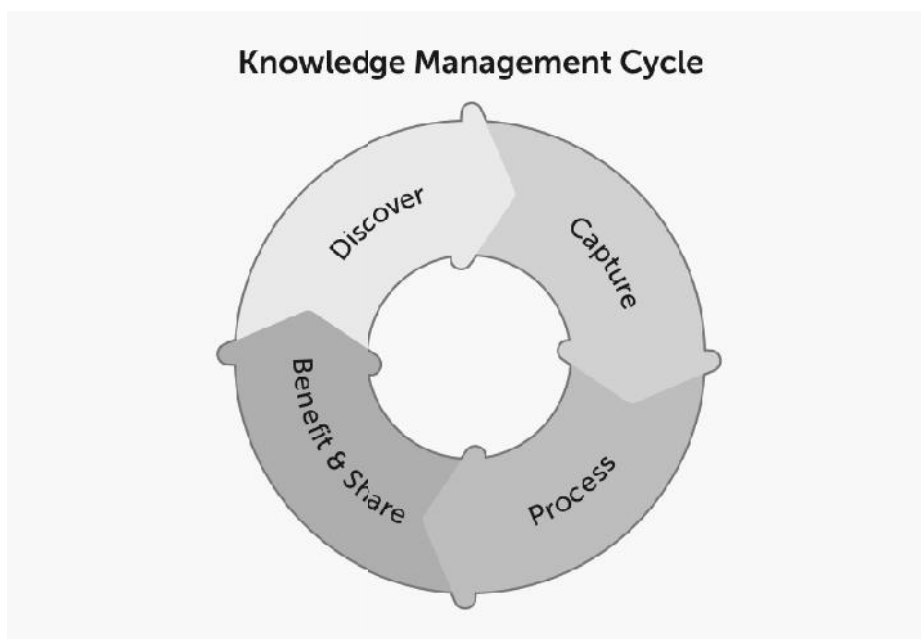
Knowledge

- Knowledge is either tacit knowledge or explicit knowledge.
- Tacit knowledge is personal knowledge based on individual experience and influenced by perceptions and values.
- Explicit knowledge refers to manuals, formulas, and specifications that are described in formal language.

Knowledge Management

- Knowledge management refers to enhancing company performance by designing and implementing tools, processes, systems, structures, and cultures to create, capture, share, and use knowledge.
- Knowledge management can help companies get products to market quicker, better serve customers, develop innovative products and services, attract new employees and retain current ones by allowing people to learn and grow

Keys for Effective Knowledge Management

- Training and Information Technology Collaboration
- Create Knowledge Management Leadership Positions
- Easy-to-Use Technology
- Employee Trust and Willingness to Share Information

Four knowledge management objectives assist in reaching that goal. Those goals are: improving the knowledge capture process, streamlining and enhancing the knowledge environment, increasing access to organizational knowledge, and maintaining knowledge as an organizational asset.

Knowledge management is the process of more effectively collecting, sharing, maintaining or managing, and deploying organizational knowledge. As a discipline, knowledge management recognizes three basic forms of knowledge: explicit knowledge, tacit, and implicit knowledge.

Explicit knowledge is skills or information that can readily be understood, articulated, and shared with others. Explicit knowledge is also referred to as formal knowledge or codified knowledge. An example of this kind of codified knowledge is a company's handbook or a procedure manual—information that is known well enough to be recorded and preserved easily.

In contrast, tacit knowledge is more difficult to articulate, understand, and share with others. Typically tacit knowledge includes things like innovative thinking, the ability to intuit and understand what industry-specific body language means, or how aesthetics work within a vertical.

There is also implicit knowledge—a third knowledge category. This information is a hybrid kind, in that it is able to be codified in ways that tacit knowledge can't be, but it hasn't been yet. Implicit knowledge can be taught, but hasn't yet been captured in the right ways.

There is another way to categorize types of knowledge to better define knowledge management: knowledge may be conceptual, expectational, factual, or methodological. Conceptual knowledge describes systems and perspectives. Expectational knowledge is linked to hypotheses, expectations, or judgments about things. Factual knowledge is observable, measurable, and verifiable data. And methodological knowledge relates to problem-solving and decision-making.

Benefits of Knowledge Management Systems

Deeper, richer, more transparent communication is one of the benefits of knowledge management systems and tools. To promote successful research and development, for example, this kind of communication is essential.

Knowledge management systems break down data silos and enable more workers in an organization to do more with institutional knowledge.

Better communication within the organization also tends to translate into improved ability to communicate brand, service, and product value to outsiders. Knowledge management also helps organizations protect intellectual capital, making the most of the knowledge base that already exists.

Heightened situational awareness is another benefit of using a KM system. In order to make smart business decisions, organizations must be aware of all of the important details of any given situation. Knowledge management enables better situational awareness by making more information available to more decision makers in a timely way.

It is possible to implement knowledge management systems enterprise-wide in many verticals. How that implementation looks can differ, depending on company size, industry, and other factors. Hypothetical knowledge management system examples can further elucidate this point.

For example, for younger or smaller organizations, knowledge management is often important to solidifying an advantage in a competitive market, enabling better storage and codification of internal knowledge from the start. Larger and even worldwide organizations use knowledge management to make smarter decisions as quickly as possible, gaining their own advantage.

Why is knowledge management important?

Done well, knowledge management streamlines company knowledge, making it accessible and actionable for everyone in the organization. With a good knowledge management system, your entire company can say goodbye to lost or siloed information. A company that fosters a knowledge-sharing culture is one that creates an adaptable, aligned, engaged, resilient, and high-functioning team.

1. Increases efficiency and productivity

Think about all the hours wasted searching through multiple systems trying to find the information you need. Was it in chat, a document, or email? When you do find that information, how do you know it's correct when company knowledge is scattered across all these systems? And when do people who are constantly interrupted actually get key work done?

A knowledge management system aims to create a single, reliable source of truth where everyone can go to find the information they need without conducting multiple searches in several sources or constantly interrupting essential personnel with repeat questions. A great knowledge management tool makes a night and day difference in operational efficiency, saving service and IT teams time and driving more revenue for the organization.

2. Enables informed decision-making

Decisions should never be made in information silos. A company that has knowledge transparency across the entire organization ensures that everyone is working with the same information and toward the same goals. It unites all employees, making sure they have all the information they need to make the best decisions possible.

3. Reduces duplicate or outdated information

After you've spent time searching for information and finally found it, how can you tell that it's the most reliable and recent information? When company information lives across multiple systems, you run the risk of making decisions or referencing information that isn't accurate. A single source of truth like Guru creates a space for reliable information to live so you can adapt faster and keep resilient without the risk of using outdated information.

4. Prevents company silos

Good knowledge management removes the risk of information silos and encourages a culture of transparency and communication. An information silo is when information is only known to one person or team, potentially preventing other departments from knowing the information they need to collaborate effectively. Managing knowledge effectively ensures everyone has access to the knowledge they need to work in alignment with company goals and stay productive.
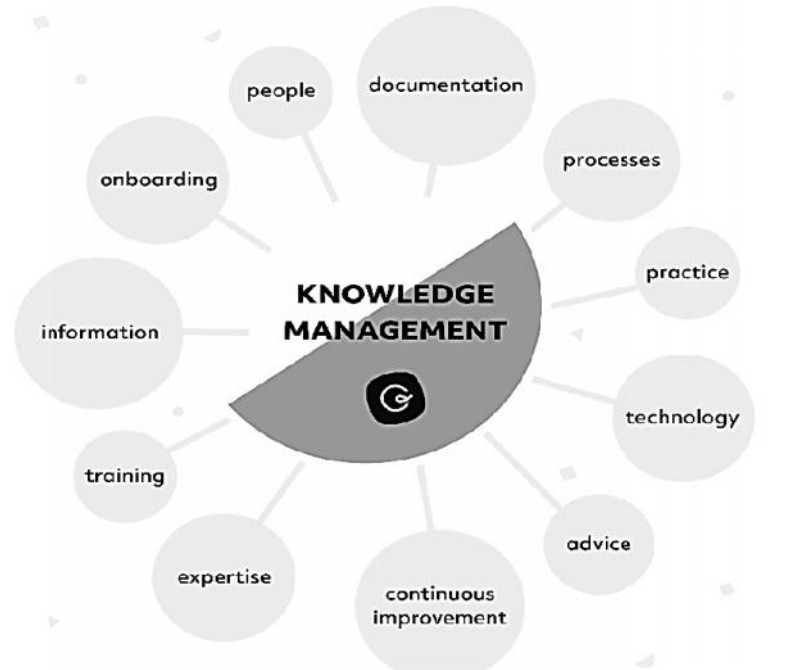
Why knowledge management fails?

In a 2015 piece for the Wall Street Journal, Thomas H. Davenport, a business analytics expert, explained that there are many reasons why KM has historically failed, but the main reasons are threefold:

- Holding onto knowledge. Some employees may want to hoard knowledge to maintain a particular position or level of importance within a company, while others may just not have time, interest, or a place to share it. In all of these cases, information doesn't get documented, which means it can't be widely disseminated.

- Searching is time-consuming. When companies lack a single source of truth, information can be spread across too many different apps. If an employee doesn't know where to look or has to look in too many places for an answer, they may simply stop looking, and start relying on colleagues to get them answers quickly.

- Information is outdated. If knowledge management processes are primarily used for document storage instead of knowledge application, old information proliferates making looking for the right answer exceedingly difficult. In this case, again, employees simply stop relying on the knowledge base.

What kind of information is captured in knowledge management?

Information captured as part of knowledge management can include:

Summary

- Training design is a training plan, which basically involves three activities namely, stating training objectives, identifying learning activities as well as methodologies, and sequencing.
- Finding the balance between too much and too little information is the key to designing the most effective training system for your company.
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    B. I, II, III, VI
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    C. Both are true
    D. Both are false

15. The first, and probably the most important, decision concerns is the type of .... that will be used to satisfy the agreed objectives for a particular group of learners.

Answers for Self Assessment

l.	A	2.	A	3.	A	4.	D	5.	D
6.	C	7.	B	8.	C	9.	D	10.	A

| 11. | C | 12. | B | 13. | B | 14. | C | 15. | Training Approach |

Review Questions

1. What do you understand by designing of the training programme? Discuss briefly the prerequisites of designing of the training programme.
2. Designing of the training programme is a systematic process. Discuss.
3. State the significant considerations during designing the training and development plan.
4. What is the positive reward of designing the training and development plan?
5. The time management is important in the process of designing the training programme. Explain
6. Writing the functional and realistic instructional objectives is essential for effectively designing the training programme. Discuss
7. Discuss the statement "Developing a partnership with line management is essential for designing the training programme."
8. Describe the characteristics of an effective training design.
9. Setting the objectives is a precondition to training design. Discuss.
10. How analysis of organisation, task and person contribute in designing an effective training programme?

Further Readings

G Pandu Naik, "Training and Development – Text, Research and Cases", Excel Books, New Delhi

PL Rao, "Enriching Human Capital through Training and Development", Excel Books, New Delhi

Web Links

https://www.learnupon.com/blog/training-objectives/

https://open.lib.umn.edu/humanresourcemanagement/chapter/8-4-designing-a-training-program/

https://scontrino-powell.com/blog/design-effective-training-features-of-a-positive-learning-environment

http://www.nzdl.org/cgi-bin/library.cgi?e=d-00000-00---off-0cdl--00-0----0-10-0---0---0direct-10---4-------0-1l--11-en-50---20-about---00-0-1-00-0-0-11-1-0utfZz-8-00&cl=CL2.20&d=HASH011134b2acbbe27c1aae8abe.4.5&gt=1

Unit 06: Learning

Objectives

After this lecture, you will be able to

- gain an insight into the concept of learning, its key components and forces influencing learning.
- analyse the different types of learning.
- understand the stages involved in learning process and know the value chain of learning.
- gain an insight into the different theories of learning.
- understanding approaches of Ivan Pavlov and B. F. Skinner to learning theories.
- analysing which learning theory is the perfect one for an organization.
- gain an insight into the concept of instructional emphasis of learning outcome.
- analyse the factors responsible for trainee's learning ability.
- understand the significant aspects of an individual's behavior regarding training.

Introduction

What is Learning?

- Any relatively permanent change in behaviour that occurs as a result of experience.

- Learning

    o   Involves CHANGE.

    o   Is relatively PERMANENT.

    o   Is acquired through EXPERIENCE.

Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences. The ability to learn is possessed by humans, animals, and some machines; there is also evidence for some kind of learning in certain plants. Some learning is immediate, induced by a single event (e.g. being burned by a hot stove), but much skill and

knowledge accumulate from repeated experiences. The changes induced by learning often last a lifetime, and it is hard to distinguish learned material that seems to be "lost" from that which cannot be retrieved. Human learning starts at birth (it might even start before) and continues until death as a consequence of ongoing interactions between people and their environment.

Research in such fields has led to the identification of various sorts of learning. For example, learning may occur as a result of habituation, or classical conditioning, operant conditioning or as a result of more complex activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness.

6.1   Types of Learning
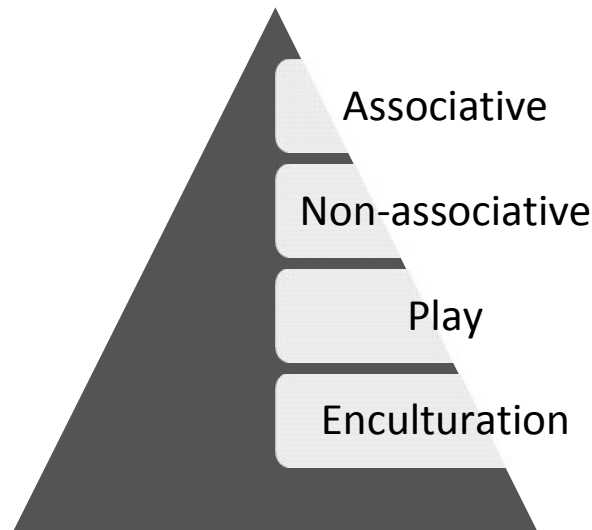
Non-associative learning

- Non-associative learning refers to "a relatively permanent change in the strength of response to a single stimulus due to repeated exposure to that stimulus."

- This definition exempt the changes caused by sensory adaptation, fatigue, or injury.

- Non-associative learning can be divided into habituation and sensitization.

Associative learning

- Associative learning is the process by which a person or animal learns an association between two stimuli or events.

- In classical conditioning a previously neutral stimulus is repeatedly paired with a reflex-eliciting stimulus until eventually the neutral stimulus elicits a response on its own.

- In operant conditioning, a behaviour that is reinforced or punished in the presence of a stimulus becomes more or less likely to occur in the presence of that stimulus.

Play

- Play generally describes behaviour with no particular end in itself, but that improves performance in similar future situations.

- This is seen in a wide variety of vertebrates besides humans, but is mostly limited to mammals and birds.

- Cats are known to play with a ball of string when young, which gives them experience with catching prey.

Enculturation

- Enculturation is the process by which people learn values and behaviours that are appropriate or necessary in their surrounding culture.

- Parents, other adults, and peers shape the individual's understanding of these values.

- If successful, enculturation results in competence in the language, values, and rituals of the culture.

6.2 Key Components of Learning

Learning involves a change in behavior, though this change is not necessarily an improvement over previous behavior. Learning generally has the connotation of improved behavior, but bad habits, prejudices, stereotypes, and work restrictions are also learned. The, behavioral change must be relatively permanent. Any temporary change in behavior is not a part of learning. The behavioral change must be based oh some form of practice or experience. The practice or experience must be reinforced in order so as to facilitate learning to occur.

The **components of learning process** are: drive, cue stimuli, response, reinforcement and retention.

- **Drive:** Learning frequently occurs in the presence of drive – any strong stimulus that impels action. Drives are basically of two types -primary (or physiological); and secondary (or psychological). These two categories of drives often interact with each other. Individuals operate under many drives at the same time. To predict a behavior, it is necessary to establish which drives are stimulating the most.

- **Cue Stimuli:** Cue stimuli are those factors that exist in the environment as perceived by the individual. The idea is to discover the conditions under which stimulus will increase the probability of eliciting a specific response. There may be two types of stimuli with respect to their results in terms of response concerned: stimulus generalization and stimulus discrimination.

    1. **Generalization** occurs when a response is elicited by a similar but new stimulus. If two stimuli are exactly alike, they will have the same probability of evoking a specified response. The principle of generalization has important implications for human learning. Because of generalization, a person does not have to completely relearn each of the new tasks. It allows the members to adapt to overall changing conditions and specific new assignments. The individual can borrow from past learning experiences to adjust more smoothly to new learning situations.
    2. **Discrimination** is a procedure in which an organization learns to emit a response to a stimulus but avoids making the same response to a similar but somewhat different stimulus. Discrimination has wide applications in organizational behavior. For example, a supervisor can discriminate between two equally high producing workers, one with low quality and other with high quality.

- **Responses:** The stimulus results in responses. Responses may be in the physical form or may be in terms of attitudes, familiarity, perception, or other complex phenomena. In the above example, the supervisor discriminates between the worker producing low quality products and the worker producing high quality products, and positively responds only to the quality conscious worker.

- **Reinforcement: Reinforcement** is a fundamental condition of learning. Without reinforcement, no measurable modification of behavior takes place. **Reinforcement** may be defined as the environmental event's affecting the probability of occurrence of responses with which they are associated.

- **Retention:** The stability of learned behavior over time is defined as retention and its contrary is known as forgetting. Some of the learning is retained over a period while others may be forgotten.

6.3   Forces influencing Learning

- Globalization of business

  Globalization of business is the change in a business in a company associated with a single country to one that operates in a multiple country.

- Demographic changes and Diversity of workforce

  Population is the important factor in determining size and composition of labour force.

    1.   Increase in Ethnic and Racial diversity

  It is due to immigration, increased participation of minorities in the work force and higher minority fertility rates. Training is needed to improve technical and customer service skills for immigrants.

    2.   Aging work force

  Older people are being healthier and long life have opportunity to work long. An emerging trend for qualified older employees to work part time or few months. Training is needed because of diversity in work force.

- New Technology

  Technology changed the way of training. Technology have impact on all sectors like robotics, artificial intelligence, nanotechnology, CAD etc.

    1.   Influence on training

  Training reduces the cost. Technological changes has great impact on training delivery methods, more realistic, occur and at any time and employee to choose when and where to work. New technologies include Internet, e-mail, DVDs, CD-Rom's, mobile technology, satellite, PDAs and iPod's.

    2.   Flexibility in where and when work is performed

- Economic cycles

  Economic changes mainly occurs when there is downturn in economy. Training and development is needed because to understand the critical goal supporting the business strategy.

- Increased value place on Intangible assets and human capital

  A company's value includes three type of assets that are critical for company to provide goods and services. They are

    1. Financial Asset (cash and securities)

    2. Physical assets (property, plant, equipment)

    3. Intangible assets (Human capital, customer capital, social capital and intellectual capital)

  Human capital refers to sum of attributes, life experience, knowledge, energy, enthusiasm. (eg: Education, Work- related know- how)

  Social capital refers to relationship in the company. (eg: corporate culture, management practices)

  Customer capital refers to value of relationship with person or organisation outside the company to meet goal. (eg: Brands, customer relationship)

  Intellectual capital refers to codified knowledge that exists in the company. (eg: patents, copyrights).

  The value of intangible assets and human capital has three implications:1. Focus on knowledge worker 2. Employee engagement 3. Change and continuous learning.

- Focus on link to business strategy

Business strategy is a plan that integrates the company's goals, actions and policies. Company's business strategy is to meet broad goals such as profitability, market share, quality.

- Talent Management

Refers to attracting, retaining, developing and motivating highly skilled employees and managers. e.g.: sales manager given training on product flow, delivery and technical process.

 1. Occupational and Job changes

The labour force is projected to increase from 13 million to 164.32 million in 2016 most within service providing industry. e.g.: Medical Assistant numbers 148000 - 35% (2016)

2. Retirement of baby boomers

As old generation begin to retire, the implication in work force become enormous. As new workers begin to enter they need more training to understand the key value of job.

3. Skill Requirement

There are two specific skills needed for the job.

> a. Cognitive skill - mathematical and verbal reasoning ability.

> b. Interpersonal skill - Interact with customer, work with team and share knowledge.

4. Developing Leadership

To be successful in global economy leadership is essential. It involves in sharing knowledge, friendly, building teams. Leaders involve in planning, organising, controlling, leading.

- Customer service and quality emphasis

Quality is ability or a product or service to meet customer requirement. Customer driven excellence include reducing errors and defects, meeting specification and reducing complaints. Employee need product knowledge and service skills.

TQM (Total Quality Management) is to improve the ways people, machines and system accomplish work.

There were different quality standards that company receive based on quality, service.

Training involves in meeting quality challenge by teaching employee satisfaction and engaging in lean process.

Lean thinking involves doing more with less effort, equipment, space, time but providing customer what they want.

- High performance work systems

Work Team involve employees with various skills who interact to assemble a product or provide a service.

Cross training refers to training employee in a wide range of skills so they can perform any role in a team.

Virtual Team refers to teams that are separated by time, geographic distance, culture and they rely on technology. They are connected through mail, video conferencing, Internet.

6.4 Stages of Learning Process
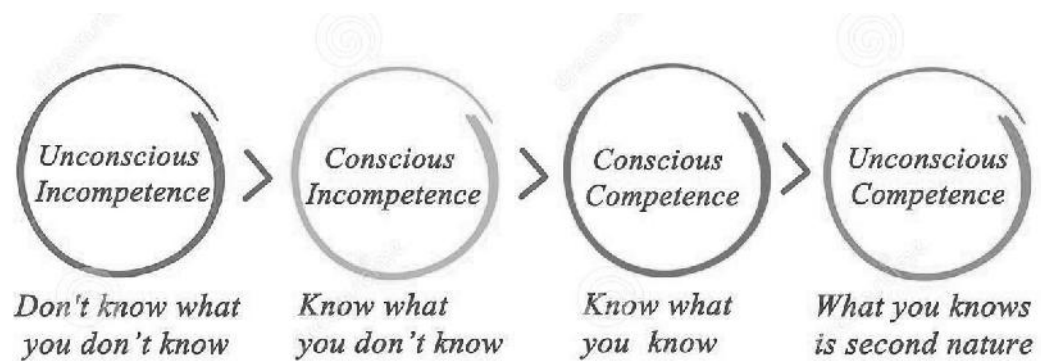
Unconscious Incompetence

- The first stage of learning is Unconscious Incompetence.

- This is the stage where the learner has not learned anything yet.

- The students have no knowledge or skill—and don't even feel the need to learn a new skill.

Conscious Incompetence

- The second stage of the learning process is Conscious Incompetence.

- Here, the learners are aware of the skill or knowledge they lack.

- They are conscious of what they are missing.

- As a result, they develop a keenness to know about new things as they are no longer happy to miss out on something that could prove valuable.

- The next phase of the learning process is Conscious Competence.

- This is when the learner becomes familiar with the subject or acquires a skill, but is still not proficient enough to develop it as an automatic reflex or habit.

Unconscious Competence

- The fourth and final stage of learning is known as Unconscious Competence.

- It refers to attaining a level of expertise where you can become an absolute master of the habit.

- Let's say it is like typing on your computer. You don't even pay attention to each stroke— your fingers simply glide over the keyboard to form words that come to your mind.

Value Chain of Learning

The 70/20/10 Model Revisited

A popular approach to organizational learning is the 70/20/10 model. The model was created by McCall, Lombardo &Eichinger of the Centers for Creative Leadership, a leadership development organization.

The 70/20/10 model is a general guideline for organizations seeking to maximize organizational learning and develop new programs. The model is widely deployed and often referred to when it comes to learning & development.

The model proposes that 70% of learning comes from work-based learning. This informal learning happens through hands-on experience, where the employee learns during their daily work. This learning-on-the-job happens during new tasks and challenging assignments and through feedback from bosses and "water-cooler" conversations with peers on the employee's performance.

The next 20% represents developmental relationships. This involves employees learning from each other, using social learning, peer feedback and peer coaching, collaborative learning, peer mentoring, and other interactions with peers and mentors. The final 10% of professional development comes from traditional coursework and training in a formal, educational setting.

Why 70/20/10 is a myth?

70-20-10 learning infographic: a myth

Although commonly used, the model has been criticized in the academic literature. Notably, McCauley (2013) notes in a since-deleted blog post that if formal training "accounts for only 10% of development, why do we need it?" Other examples include:

- There is very little if no quantitative evidence for the 70/20/10 rule in the scientific literature (Clardy, 2018).

- Analysis in the early 1980s found that the ratio for managers is 50/30/20. Zemke (1985) notes that "the finding that 20% of a manager's know-how comes from formal training is remarkable since the average manager spends less than 1% of his or her time in training".

- The Bureau of Labor Statistics showed that about 55% of all workers needed specific training to qualify for their current jobs (this was in the 1980s). About 29% came from school-based training, and 28% from formal, on-the-job training (Loewenstein &Spletzer,

1998). This shows that formal training plays a much more significant role in skill development.

- Loewenstein &Spletzer (1998), who re-analysed the same data, concluded that "formal and informal training are to some extent complementary, but formal training may have a higher return".

The safe conclusion is that the ratio heavily depends on the function. For example, in some cases, all workplace learning occurs without formal learning (Clardy, 2018). In other cases, years of formal learning and job-training is required to join a specialist profession. For these kinds of jobs, formal learning will play a much more prominent role.

The learning process is essential to increase knowledge. Be it your personal or professional life, constant learning and skill acquisition is important for everyone. Understanding the learning process and its different stages are crucial for all of us. Whether you are just starting your career or are an experienced professional with decades of experience, the learning process should never stop.

Methods of Learning

- Lectures and seminars. This is a more formal setting often used in universities with a lecturer and students. The setting inhibits interaction.
- Discussion groups. Highly interactive setting aimed at sharing viewpoints.
- Debate. Highly interactive setting aimed at convincing others of one's viewpoints.
- Case study and projects. These actively involve the participant and activate them to come up with solutions and answers.
- Experiential activities. These involve active participation and are often used in team building
- Role Play. A role is acted out or performed, for example as a technique to train customer interaction.
- Simulation/Games. An increasingly popular and highly interactive way of experimental learning. With the rise of virtual and augmented reality, this can be made very realistic.
- Job shadowing. Working with another employee who has a different experience to learn from them. This is a good way to learn and exchange ideas.
- Outdoor management development (OMD). A form of experiential activities. A 2001 study by Hamilton & Cooper showed that this could be effective. I couldn't resist including this quote from their paper: "50 percent of the participants were experiencing high levels of pressure and reported low levels of mental wellbeing pre and post attendance. It was concluded that a greater impact could be achieved if the participants were not over-pressured and/or not experiencing low levels of mental wellbeing." Those poor managers…
- Coaching. Coaching focuses on hands-on skill development. The coach is often allocated and is the driving force. The coaches follows and learns.
- Mentoring. Mentoring is more strategic. The mentor is chosen by the mentee and the process is also driven by the mentee. Mentoring goes beyond skills.

6.5   Learning Theories

Learning is said to have taken a place if an individual changes the way in which he

- behaves,
- reacts, and
- responds.
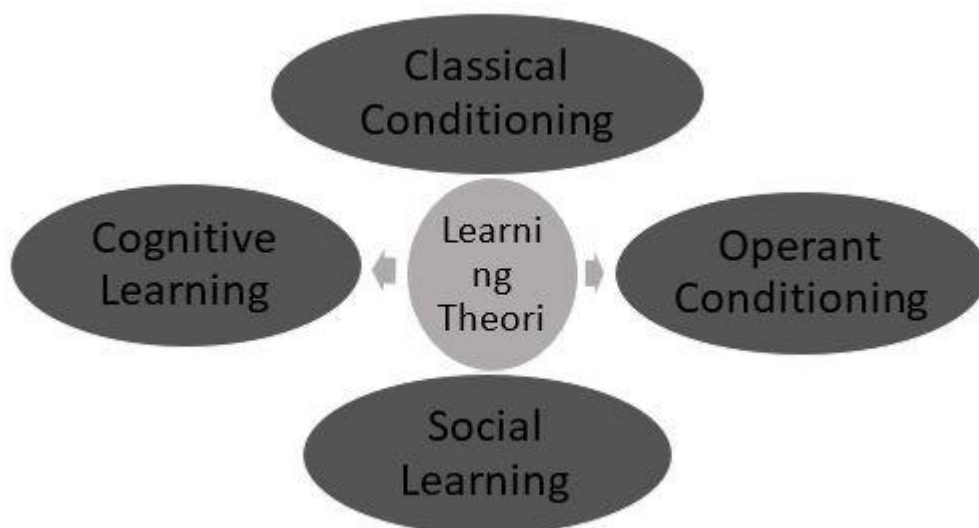
I. **Classical Conditioning**

- Classical conditioning is a type of conditioning in which an individual responds to some stimulus that would not ordinarily produce such as response.

- It is the process of learning to associate a particular thing in our environment with a prediction of what will happen next.

- Classical conditioning, the association of such an event with another desired event resulting in behavior, is one of the easiest to understand processes of learning.

- When we think of the classical conditioning, the first name that comes to our mind is Ivan Pavlov, the Russian psychologist.

- The normal stimulus for a flow of saliva is the taste of food.

- But often the mouth waters at the mere sight of luscious peach, on hearing it described or even thinking about it.

- Thus, one situation is substituted for another to elicit behaviour.

- This is called conditioning.

- In the case of classical conditioning, a simple surgical procedure allowed Pavlov to measure accurately the amount of saliva secreted by a dog.
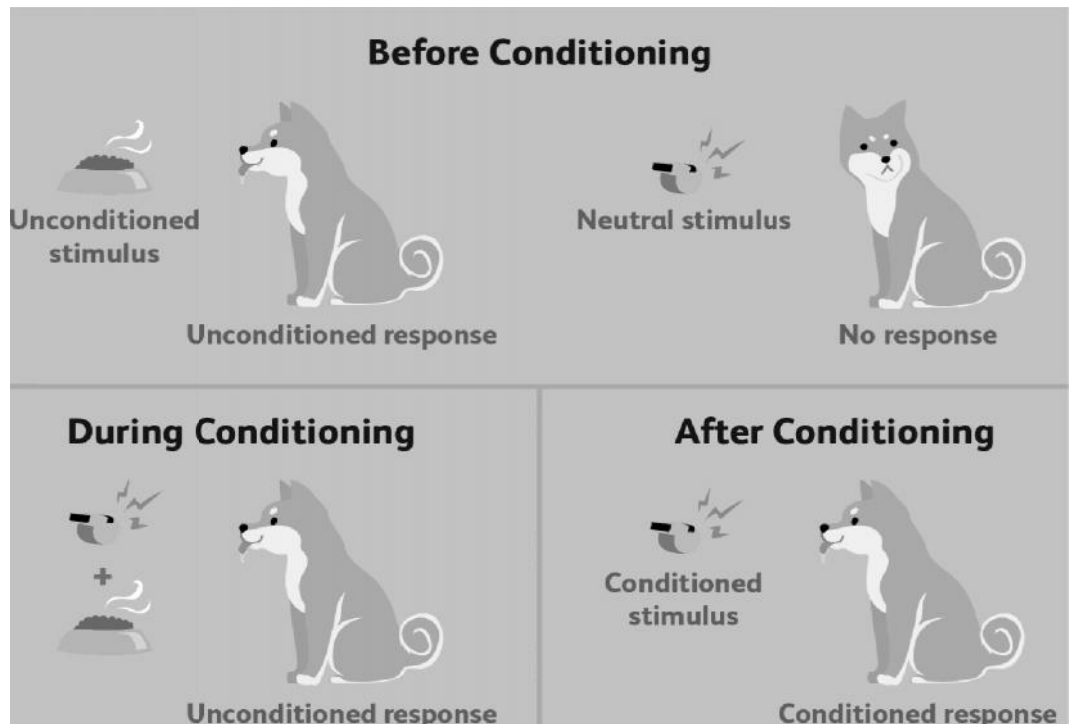
What was done?

- When Pavlov presented one dog with a piece of meat, the dog exhibited a noticeable increase in salivation.

- When Pavlov withheld the presentation of meat and merely rang a bell, the dog did not salivate.

- Then Pavlov proceeded to link the meat and the ringing of the bell.

- After repeatedly hearing the bell before getting the food, the dog began to salivate as soon as the bell rang.

- After a while, the dog would salivate merely at the sound of the bell, even if no food was offered.

Terminology

- **Unconditioned stimulus.**

This is the thing that triggers an automatic response. Food is the unconditioned stimulus in Pavlov's dog experiment.

- **Unconditioned response.**

This is what response naturally occurs when you experience the unconditioned stimulus, such as salivating from the food.

- **Conditioned stimulus.**

This is considered a neutral stimulus. When you're presented with it over and over before the unconditioned stimulus (e.g., food), it will start to evoke the same response. The bell before the food is the conditioned stimulus.

- **Conditioned response**

This is the acquired response to the conditioned stimulus (the bell), which is often the same response as the unconditioned response. So, the dogs salivated for the bell the same way they salivated for the food in front of them.

- **Neutral stimulus**

This is a stimulus which initially produces no specific response other than focusing attention.

II. **Operant Conditioning**

The second type of conditioning is called operant conditioning. Here, we learn that a particular behaviour is usually followed by a reward or punishment. What Pavlov did for classical conditioning, the Harvard psychologist B.F. Skinner did for operant conditioning.

- Operant conditioning argues that one's behaviour will depend on different situations.

- People will repeatedly behave in a specific way from where they will get benefits.

- On the other hand, they will try to avoid a behaviour from where they will get nothing.

- Skinner argued that creating pleasing consequences to specific forms of behaviour would increase the frequency of that behaviour.

- In one famous experiment displaying operant learning, the psychologist B.F. Skinner trained rats to press a lever to get food.

- In this experiment, a hungry rat placed in a box containing a lever attached to some concealed food.
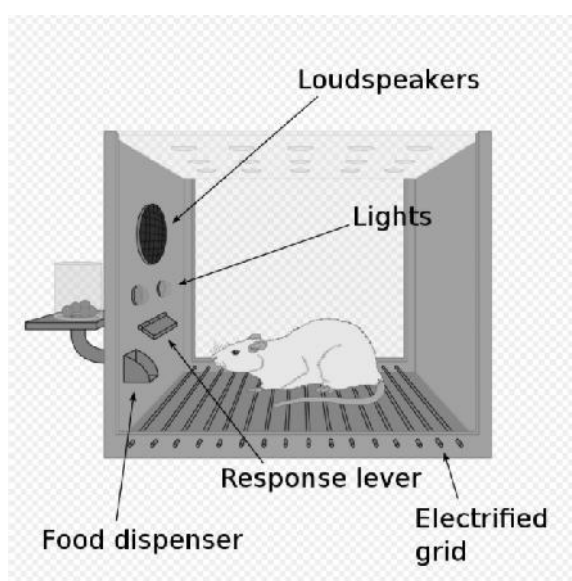
Let's relate

- You worked hard and found that you have done this successfully.

- But when the time comes, you find that you are given no bonus for your hard work which increases the bank's deposit by $100,000,000.(100 million).

- In the next year, if your manager again says you about the hard work.

- Maybe you will be stopped because last year you did not receive anything for it. Many activities that we will engage in during everyday life can be classified as an operant.

III.   Cognitive Theory

- Cognition refers to an individual's thoughts, knowledge of interpretations, understandings, or ideas about himself, and his environment.

- This is a process of learning through active and constructive thought processes, such as a practice or using our memory.

- One example might be that you were taught how to tell time by looking at a clock.

- Someone taught you the meaning of the big hand and little hand, and you might have had to practice telling the time when you were first learning it.

- This process of learning was entirely inside your mind and didn't involve any physical motions or behaviours.

- It was all cognitive(conscious intellectual ability), meaning an internal thought process.

- The theory has been used to explain mental processes as they are influenced by both intrinsic and extrinsic factors, which eventually bring about learning in an individual.

- Cognitive learning theory implies that the different processes concerning learning can be explained by analyzing the mental processes first.

IV. **Social Learning Theory**

- The social learning theory also called observational learning, stresses the ability of an" individual to learn by observing what happens to other people and just by being told about something.

- One can learn things by observing models, parents, teachers, peers, motion pictures, TV artists, bosses, and others.

- Many patterns of behaviour are learned by watching the behaviours of others and observing its consequences for them. In this theory, it is said that the influence of models is the central issue.

Processes of Social Learning Theory

4 processes have been found to determine the influence that a model will have on an individual. They are:

- Attention.

- Retention.

- Motor Reproduction.

- Reinforcement.

Attention process

- People learn from a model only when they recognize and pay attention to its critical features.

- If the learner is not attentive, they would not be able to learn anything.

- We tend to be most influenced by attractive models, repeatedly available, which we think is important, or we see as similar to us.

Retention process

- A model's influence depends on how well the individuals remember the models' actions after the model is no longer readily available.

Motor reproduction process

- After a person has seen a new behaviour by observing the model, the watching must be converted to doing.

- It involves recall the model's behaviours and performing own actions and matching them with those of the model.

- This process then demonstrates that the individual can perform the modelled activities.

Reinforcement process

- Individuals are motivated to exhibit the modelled behaviour if positive incentives or rewards are provided.

- Behaviour that is positively reinforced is given more attention, learned better and performed more often.

Which Learning Theories are Right for an Organization?

There can be two perspectives:

- Follow one school of thought primarily? or

- Blend a variety of theories to get the results you want?

6.6 Instructional Emphasis of Learning Outcomes

- To be present at a programme of training does not always ensure the trainee's learning.

- He may make genuine efforts to learn; and yet, at work he may make little use of the insights he developed in the classroom.

- Training costs are unjustified if the participant does not, for whatever reason, use his learning in his work, or if he has failed to understand how the classroom experience relates to his job.

The onus is on the trainer to ensure that

(a) what is taught in class is relevant to the participant's experience;

(b) the trainee gains sufficient understanding of what he learns to be able to use it in his work.

Factors of Trainee's Learning

The trainee's learning from a formal classroom situation depends upon:

(i) The trainee's receptiveness;

(ii) The trainee's rapport with the trainer;

(iii) The climate of training.

The Trainee's Receptiveness

The trainee's general response to a course thus depends on

(a) the choice he himself exercises in coming to a programme and

(b) the trainee's perception of how the top management previews training activity and how they integrate it with overall management practices in the company.

Significant Aspects of The Individual's Behaviour

- An individual develops his attitudes towards people, objects and situations through his experiences in childhood, or in the formative years of his life.

- They are governed by his interactions with parents, relatives, school, community and the like and become an integral part of his adult personality.

- In adult life, the individual responds to his peers, subordinates and superiors through his own values and attitudes.

- What an individual aspires is unique to his own personality.

- The trainee's aspirations are directly related to his history, his concept, his abilities, and his goals.

- Thus motivation is, for the trainee, an individual phenomenon.

- It is directed from within himself.

- He directs his behaviour in the direction that enables him to reach his perceived goal.

- Learning takes place not through isolated experience but by the reinforcement of the same experiences of similar ones in a continuous series.

- From a given concept, a certain kind of behaviour would not be learnt unless the course provides appropriate repetitions of the concept in different ways.

The Trainee's Rapport with the Trainer

- Training by itself does not induce people to learn.

- The trainee's receptiveness to learning is closely related to the climate of the organisation.

- The main concern regarding the trainer is, how he communicates with participants.

There are three difficulties in communication:

(a) Instructor's concern for the trainee's learning,

(b) Distortions in communications,

(c) Perceived relationships.

The Climate of Training

The effectiveness of group discussions, or working in teams or on projects, would be seriously reduced if the sub-groups continued to carry forward their differences in the training situation.

The instructor would be able to handle these in the following possible ways:

- By himself being aware of these differences and making the trainees recognise the underlying factors that inhibit communications between them or factors that induce formation of sub-groups.

- By his own behaviour in dealing with the trainees in such a manner that he does not sanction such behaviour on the part of the trainees.

To achieve these purposes, especially internalising of learning, the trainee has to have opportunity to experiment with what he has learnt, obtain help in aspects where he makes mistakes, and gain confidence in his own ability to work in other than the old ways. Towards this end he needs to feel that the instructor and his peers will be sympathetic and not think poorly of him when he makes mistakes. The instructor must create this trust in himself and a degree of tolerance and understanding of individuals in the group for experimentation and learning.

Summary

- Learning occurs within each individual as a continual process throughout life.

- Learning theory may be described as a body of principles advocated by psychologists and educators to explain how people acquire skills, knowledge, and attitudes.

- The various learning theories are: Behaviourism theory, Cognitive theory, Combined approach and Facilitation theory.

- A consideration of why people forget may point the way to help them remember. Several theories account for forgetting, including disuse, interference, and repression.

- Modern work on human learning and memory focuses on the cognitive processes people use in storing and retrieving information.

- Transfer of learning refers to how much or how well the new knowledge, skills, and attitudes acquired during training actually result in on-the-job behaviour change.

- Learning principles are the guidelines to the ways in which people learn must effectively. These principles are participation, repetition, relevance, transference, and feedback.

- Learning is concerned with bringing about relatively permanent changes as a result of experience.

- The types of learning situation are (i) classical conditioning, (ii) operant conditioning, and (iii) cognitive learning.

- Training costs are unjustified if the participant does not, for whatever reason, use his learning in his work, or if he has failed to understand how the classroom experience relates to his job.

- The trainee's learning from a formal classroom situation depends upon: (i) The trainee's receptiveness; (ii) The trainee's rapport with the trainer and (iii) The climate of training.

- The effectiveness of learning can be defined in terms of learning being quick and sustained, effectively used, leading to creativity, and the development of a capacity for self-learning.

- The most complex form of learning takes place when training is concerned with the attitudes and values of people. This is not only the most complex area, it is also the most difficult and dangerous.

- The various elements involved in the process of learning are, (i) the training/teaching organization, (ii) and the technology of training/learning, (iii) the trainer/teacher and, (iv) the learner.

- Factors Affecting the Learning Process are Knowledge of results, Length of learning sessions, Logical sequence, Repetition, Association of Ideas and Transfer of learning.

- The purposes that feedback serves is to support behaviours exhibited by the learner to encourage learner behaviour and to correct or improve poor performance exhibited by the learner

- For feedback to be effective the aspects of sincerity professionalism and correctiveness must be present in the feedback.

Keywords

Cognitive Learning: Situations where information is stored and processed by mind without explicit manipulation of reinforcers is called cognitive.

Feedback Balance: Feedback balance refers to the relative amounts of positive and corrective feedback given to the learners.

Learning: Learning can be defined as any relatively permanent change in behaviour which occurs as a result of practice or experience.

Specific Feedback: The feedback in which learner knows exactly what behavior is appropriate or inappropriate.

Vague Feedback: Feedback that makes people confused about what they did.

Behaviourism: The learning theory that stresses the importance of having a particular form of behaviour reinforced by someone, other than the trainee, to shape or control what is learnt.

E-Learning: It is the use of technology to enable people to learn anytime and anywhere and includes training and delivery of just-in-time information.

Learning Curve: It is a graphical representation of the changing rate of learning. Learning Principles: Learning principles are the guidelines to the ways in which people learn must effectively.

Programmed Learning: Learning technique characterized by self-paced, self-administered instruction presented in logical sequence and with much repetition of concepts.

Self Assessment

1. .... stresses the importance of having a particular form of behaviour reinforced by someone, other than the trainee, to shape or control what is learnt.
A. Behaviourism
B. Individualism

2. Two major branches of cognitive theory are the information processing model and the social interaction model.
A. False
B. True

3. Combined approach provides a way to measure behavioural outcomes and promote cognitive learning.

   A. True

   B. False

4. The social interaction theories stress that learning and subsequent changes in behaviour take place as a result of interaction between the student and the environment.

   A. True

   B. False

5. Behaviourism theory provides the instructor with ways to manipulate students with stimuli, induce the desired behaviour or response, and .... the behaviour with appropriate rewards.

6. Facilitation theory or humanistic theory was advocated by ....

   A. Ivan Pavlov

   B. B.F. Skinner

   C. Carl Rogers

   D. Jean Piaget

7. Theories account for forgetting, includes disuse, interference, and ....

8. The basis of the interference theory is that people forget something because a certain experience has .... it, or that the learning of similar things has intervened.

9. Modern work on human learning and memory focuses on the cognitive processes people use in storing and retrieving information.

   A. True

   B. False

10. Changes in behaviour and ………… equate to learning transfer.

    A. Skills

    B. Attitudes

    C. Knowledge

    D. Performance

11. Learning principles are the .... to the ways in which people learn must effectively.

    A. Guidelines

    B. Regulations

    C. Rules

    D. Policies

12. Participation improves .... and apparently engages more senses that help reinforce the learning process.

13. .... is the art and science of helping adults to learn.

    A. Sociology

    B. Anthropology

    C. Andragogy

    D. Psychology

14. Learning in an adult is facilitated by comfortable physical environment and .... climate.

15. According to behavioural scientists, effective learning takes place through ....

Answers for Self Assessment

l.	A	2.	B	3.	A	4.	A	5.	Reinforce
6.	C	7.	Repression	8.	Overshadowed	9.	A	10.	D
11.	A	12.	Motivation	13.	C	14.	Psychological	15.	active participation

Review Questions

1. Comment – "Learning is approached as an outcome – the end product of some process"? Discuss
2. Define learning. Explain the purpose of learning.
3. Explain the various kinds of learning and suggest ways of strengthening the learning in our lives.
4. Explain in detail the various factors affecting learning. How does each factor differ from the another in terms of influence?
5. What are factors upon which a trainee's learning from a formal classroom situation depends?
6. Explain in detail the four basic reinforcement strategies employed in encouraging desirable behaviour and discouraging undesirable behaviour.
7. Why do people learn? What is the significance of learning in organisational setting?
8. Discuss ten simple rules of learning and give ten major conditions for learning to be effective.
9. How does a trainer determine how to respond to learners need to clarification or feedback?
10. Describe the methods and ways through which feedback can be make more effective.
11. Improving learning is quite complex process. What are the ways to improve learning?
12. What are the different theories of learning to solve learning problems?
13. A consideration of why people forget may point the way to help them remember. Several theories account for forgetting. Explain those theories.
14. 'Both the behaviourist and the cognitive approaches are useful learning theories.' In light of this statement describe the significance of combined approach of learning.

Further Readings

G Pandu Naik, "Training and Development – Text, Research and Cases", Excel Books, New Delhi

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Unit 07: Training and Development

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Objectives

- gain an insight into the two types of training methods available.
- analyze the advantages and disadvantages of On-the-Job and Off-the-Job Training methods.
- compare On-the-Job and Off-the-Job Training methods.
- gain an insight into the concept of off-the-job training.
- analyze primary two methods of off-the-job training.
- understand the advantages and disadvantages of lecture method and simulation.
- study how is simulation integrated.
- gain an insight into the concept and meaning of case study.
- analyse the advantages and limitations of case study training method.
- understand the ways to use the case method appropriately.
- Know some of the preparation guidelines and best practices to implement while using case study training method.
- gain an insight into the concept of Special projects.
- analyse the ways to add special projects to the opportunities available within an organization.
- gain an insight into the concept of business games.
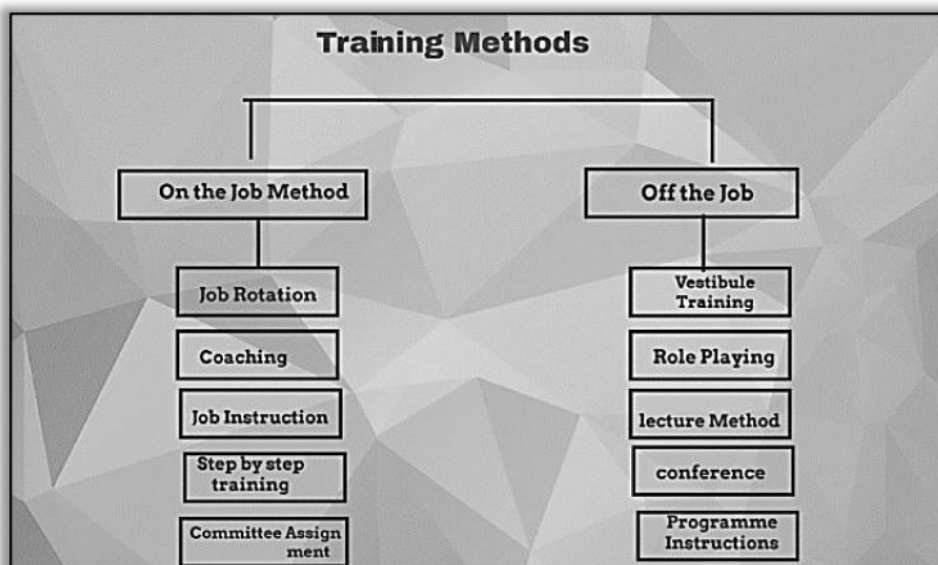- analyse the benefits and limitations of business games.

- gain an insight into the concept of action learning.
- analyse the examples of organisations using the principle of action learning in reality.
- understand six sigma and kaizen to reduce defects and to cut costs.
- know as to how does action learning work.
- gain an insight into the concept of role-play training.
- analyse the benefits and limitations of role-play training.
- understand the process to conduct role-play training.
- know the activities for effective role-plays.
- gain an insight into the concept of team and team building training.
- analyse the main elements of the structure of team training.
- understand the strategies for team building.
- know the benefits and limitations of team building activities.
- gain an insight into the concept of sensitivity training.
- analyse the essential steps for sensitivity training.
- understand the procedure of sensitivity training.
- know the importance, goals, outcomes and disadvantages of sensitivity training.

Introduction

- To create a happy, productive workforce, training managers must provide opportunities for further training and growth.
- Unfortunately, too many employees or management dismiss training as boring or unnecessary.
- And, let's face it, employee-training can be boring, but only when the wrong types of training are matched up with the topic or issue, you're tackling.
- Matching the types of employee training to your employee needs can ensure they receive the information they need, in the format best suited for it.
- Research on training methods is essential to avoid the unnecessary costs that come with training.
- According to Forbes, the training market is worth approximately $109 billion in the United States.
- Therefore, the tasks of researchers are to search and define the best methods to present the information to the targeted trainees, as well as to find the right approach to investing in project management training.
- One excellent study that explores such training methods is "Training Methods: A Review and Analysis."
- The authors of the said article performed an integrative review of some of the most popular training methods.
- In addition to defining the core methods for training, the study does the following:
  - ✓ Defines the key characteristics of the chosen types of training methods.
  - ✓ Researches the conditions in which the training methods are most suitable.
- There are two methods through which managers can improve their knowledge and skills.
- One is through formal training and other is through on the job experiences.
- On the job training is very important since real learning takes place only when one practices what they have studied.
- But it is also equally important in gaining knowledge through classroom learning.

- Learning becomes fruitful only when theory is combined with practice.
- Therefore, on the job methods can be balanced with classroom training methods (off-the-job methods).

7.1 Training Methods

On-the-Job Method

- This type of training is also known as job instruction training.
- This is the most used method.
- Under this method, the individual is placed on a regular job & taught the skills necessary to perform the job.
- It means 'learning while doing'.
- The trainees learn in the real work environment and gain practical experience dealing with the tasks and challenges during a normal working day.
- This is the most common method of training in which a trainee is placed on a specific job and taught the skills and knowledge necessary to perform it.

Advantages Of OJT

- On the job method is a flexible method.
- It is a less expensive method.
- The trainee is highly motivated and encouraged to learn.
- Much arrangement for the training is not required.

SIMPLIFIED LEARNING

- On-the-job training offers a simplified learning experience where juniors learn by shadowing seniors.
- A new employee finds it much easier to execute a complex assignment once they've seen a senior work at it.
- They have the required project information at their fingertips and become well-equipped to deal with setbacks.

COST-EFFICIENCY

- Cost-efficiency is one of the most important advantages of on-the-job training.

- A recent HR Onboard study showed that the average cost of onboarding a new employee can go up to US$40,000.

- On-the-job training helps organizations cut down on these costs.

- It's easy to set up and use existing resources to achieve training goals.

- There's no need to hire outside instructors or send new hires for expensive training programs.

QUICKER LEARNING

- On-the-job training integrates learning into everyday assignments.

- Employees get to put into practice the theoretical knowledge they gain each day from their seniors, rapidly picking up job-specific skills.

- This is one of the most significant merits of on-the-job training, where employees learn as they work and work as they learn.

SYSTEMATIC APPROACH

- Among the other merits of on-the-job training is its systematic approach.

- A structured on-the-job training program assesses training needs to set up a training schedule with assignments and targets.

- Employees get a clear picture of the step-by-step execution of a project.

- By working with experienced colleagues, they become well-versed with the organization's methodology.

INSTANT FEEDBACK

- During on-the-job training, employees receive immediate feedback from their trainers after the execution of a task.

- This is a significant advantage because it allows employees to spot errors, identify their strengths and weaknesses and get a grasp on the right approaches and techniques.

- All of this results in confident, motivated employees.

- From improving organizational productivity to promoting teamwork among employees, the advantages of on-the-job training are many.

- Studies show employees who are offered on-the-job training are 30% happier with their careers than those who receive no training.

Disadvantages of On-the-job Training

LACK OF PROPER TRAINERS

- The lack of qualified trainers is one of the disadvantages of on-the-job training.

- The best employees of an organization don't always prove to be the best trainers.

- Skilled trainers have excellent communication skills. They're patient and ready to answer any off-the-track question their trainee might have.

- In the absence of such trainers, on-the-job training can be counterproductive, leading to confusion among new hires, lost time and derailed projects.

RISK OF ACCIDENTS

- During on-the-job training, new hires undergo hands-on experience, handling new equipment, tools and machinery.

- This increases the risk of accidents because they don't have the required skill and knowledge to operate certain equipment.

- To ensure a safe training process, especially in industries that deal with dangerous machinery, new recruits must be given sufficient safety information about the tools they use.

RUSHED PROCESS

- On-the-job training can sometimes be conducted hastily.

- Organizations often want the majority of their employees—including new hires—to contribute to everyday workload and rush through the training process.

- Without the solid foundation, they need to excel at their jobs, new employees are left confused and doubtful about their roles.

POSSIBILITY OF ERRORS

- When new employees are made to perform complex tasks during on-the-job training, there remains a possibility of error.

- This is because such employees are still learning the ropes of the job and haven't yet picked up all the required skills to excel in their role.

Balance of Merits and Demerits

- There are both merits and demerits of on-the-job training.

- However, organizations can minimize the disadvantages by rolling out a well-planned program with long-term goals and developing the training capacities of existing employees.

Off-the-Job Methods:

- On the job training methods have their own limitations, and in order to have the overall development of employee's off-the-job training can also be imparted.

- The methods of training which are adopted for the development of employees away from the field of the job are known as off-the-job methods.

- Off-the-job training involves any form of supplementary learning that's arranged by an organization to boost their employees' skills or help address their weaknesses.

- Off-the-job training takes place outside the work environment but is included within the working hours of employees, as stipulated in their contracts.

- Any separate learning that employees undertake on their own outside working hours is not included as part of off-the-job training.

- Conventionally, off-the-job training involves a variety of methods and techniques— lectures and seminars, simulation, role-playing, business and management games.

Advantages of Off-the-job Training

PRODUCTIVITY

- One of the main purposes of off-the-job training is to optimize employee performance and provide clarity on their role in an organization.

- It also gives employees an opportunity to self-evaluate and study their development in a systematic manner over a period of time.

- All these factors ultimately combine to make employees more efficient and productive.

LOW RISK

- Even if employees mess up during off-the-job training, there are no tangible costs that the organization has to bear.

- This makes off-the-job training a suitable training ground where participants can push their limits and experiment with their working styles.

ECONOMICALLY EFFICIENT

- A well-designed off-the-job training program means that organizations can simultaneously train several employees without having to devote time to individuals.

- A well-structured off-the-job training program helps organizations optimize resources to get the best out of their employees.

INSIGHT AND KNOWLEDGE

- One of the biggest advantages of off-the-job training is that it provides employees with insights and knowledge by simulating real-time scenarios.

- Research has proved that what employees learn during off-the-job training, both in terms of theory and practical application, prepares them well to deal with a variety of scenarios as part of their jobs.

PROMOTES TEAM SPIRIT

- Most off-the-job training exercises involve working in a collective environment, with many techniques requiring active collaboration and teamwork.

- Through off-the-job training, employees get hands-on experience of working with associates who they'll need to work with as part of their jobs as well.

- This provides a great opportunity to develop a healthy working environment and cultivate team spirit.

All of these not only help improve employee performance but also nurture their foundational skills, assisting in personal growth and development.

Disadvantages Of Off-the-job Training

- For all its benefits, off-the-job training has some shortcomings as well.

- These have more to do with the application of different methods and techniques and practical problems.

- The main disadvantages of off-the-job training are:

REDUCED EXPOSURE TO WORK ENVIRONMENT

- Surveys have shown that most employees believe that off-the-job training doesn't provide adequate exposure to their work environment.

- Regular off-the-job training sessions mean that employees spend a fixed time every week away from their workstations.

- This may pose a problem for new recruits who need time to familiarize themselves with their surroundings.

- In jobs that require handling complex equipment, reduced exposure to the work environment can be an even bigger hindrance to performance.

REQUIRES CONSIDERABLE INVESTMENT

- While a well-constructed off-the-job training program is generally profitable in the long run, organizations have to make a considerable investment initially.

- This investment, both in terms of financial resources as well as time and personnel, may not always pay off.

- There's always the possibility that some employees will not take off-the-job training seriously or cannot juggle its requirements alongside their primary responsibilities.

BREEDS COMPLACENCY

- If an employee excels during off-the-job training, they can be under the impression that they are bound to ace the same challenges on the job.

- This is a naive approach as the pressures of real-time scenarios may prove harder than the simulation.

LACK OF FEEDBACK

- The way in which most off-the-job training programs are designed leaves little room for feedback or engagement from employees about what works for them and what doesn't.

- On the surface, this may seem easy to fix, but in practice, it can be hard to provide a proper feedback mechanism for off-the-job training.

- Notwithstanding the advantages and disadvantages of off-the-job training, recent history has shown that organizations are better off with it than without it.
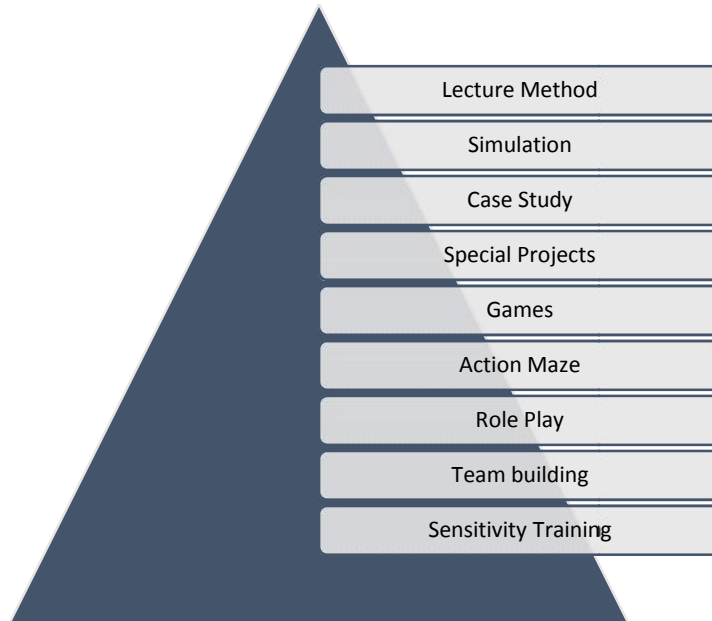
Key Differences between On-the-Job and Off-the-Job Training

BASIS FOR COMPARISON	ON-THE-JOB TRAINING	OFF-THE-JOB TRAINING
Approach	Practical	Theoretical
Active participation	Yes	No
Location	At the workplace	Away from the workplace
Principle	Learning by performing	Learning by acquiring knowledge
Work disruption	No, because trainees produce the products during learning.	Yes, because first training is provided which is followed by a performance.
Carried out by	Experienced employees	Professionals or experts.
Cost	Inexpensive	Expensive
Suitable for	Manufacturing firms	Non-manufacturing firms

Off-the-Job Training Method

- Off-the-job training is conducted in a location specifically designated for training. It may be near the workplace or away from work, at a special training centre or a resort.

- Conducting the training away from the workplace minimize distractions and allows trainees to devote their full attention to the material being taught.

- However, off-the-job training programs may not provide as much transfer of training to the actual job as do on-the-job programs.

- Many people equate off-the-job training with the lecture method, but in fact a very wide variety of methods can be used.

We will now be discussing some of the training methods: -

7.2   Lecture Method

- Lecture method is the most used method for teaching science.

- It is a teacher- controlled & information centred approach in which the teacher works as a sole-resource in classroom instruction.

- In lecture method only the teacher talks & students are passive listeners.
- Since the student does not actively participate in this method of teaching, this is a teacher – controlled & information centred method.
- Lecture method is most followed in colleges and in schools in big classes.
- This method is not quite suitable to realise the real aim of teaching science.
- The lecture method is the oldest method of teaching. It is based on the philosophy of idealism.
- This method refers to the explanation of the topic to the students.
- The emphasis is on the presentation of the content.
- The teacher clarifies the content matter to the students by using gestures, simple devices, by changing voice, change in position and facial expressions.
- Teachers are more active, and students are passive, but the teacher also asks questions to keep the students attentive.

Meaning of Lecture

Wasley, Edgar B, Wronski, Stanley suggested that the lecture method serves four basic purposes:-

- To motivate.
- To clarify.
- To review.
- To expand.

Planning the Lecture

Before starting to prepare a lecture, the teacher must be able to answer four basic questions:-

Who is your audience?- Who?

LOVELY PROFESSIONAL UNIVERSITY

What is the purpose of your

Purpose of Lecture

The objectives of lecture may be to:

1. Give general information on a subject.
2. Gain acceptance for a new point of view.
3. Change basic attitude.
4. Teach a particular skill.

Situations Where Lecture Method Can Be Used

In the introduction of a new topic.
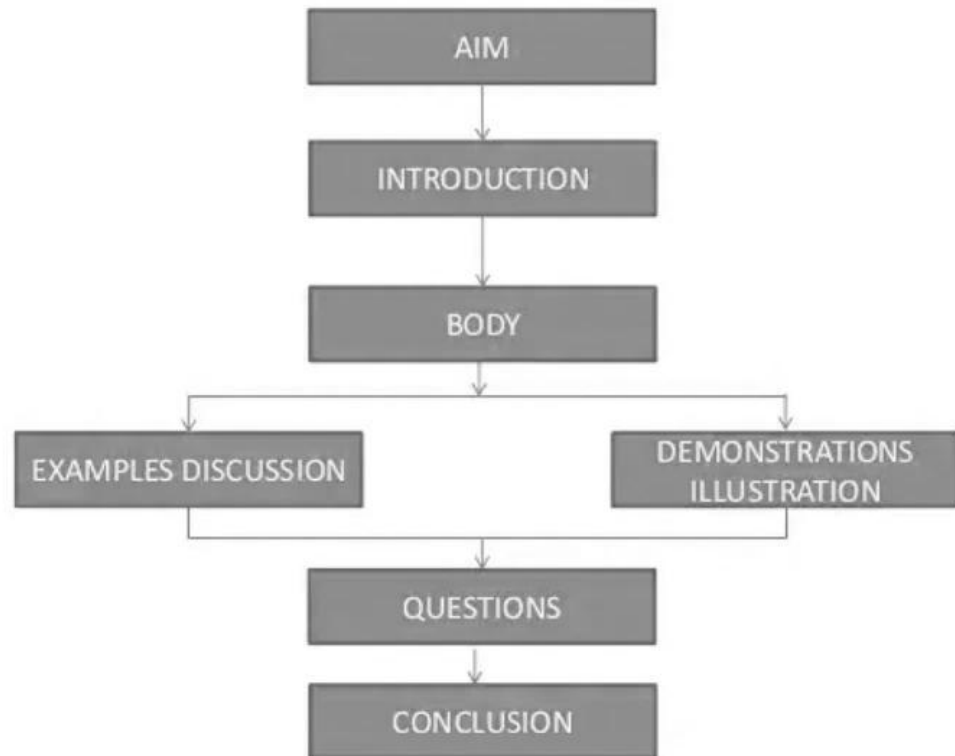
In the introduction of new instruments.

Presenting the history of a subject matter.

A good trainer must take care of:

- Time available.
- The audience.
- Subject matter.

- Posture.
- Appearance.
- Manner.
- Gesture.
- Voice.
- Vocabulary.
- Use of audio-visual aids & black board.

Organizing the Lecture

How To Evaluate?

- The speaker's content expertise.
- The language used.
- The degree of transparency of presentation.
- Use of audio-visual aids.
- Attention and intellectual participation of pupils.

Advantages of lecture Method

- It is quite economical method because it is possible to handle many trainees at a time & no laboratory equipment, aids, materials are required.
- Using this method, the knowledge can be imparted to trainees quickly & prescribed topics can be covered in short time.
- It is quite attractive & easy to follow and also by this method trainer can develop his own style of teaching and exposition.
- It simplifies the task of trainer as he/she dominates the lesson for 70-85% of the lesson time & trainees just listen to him.
- Some good lectures, delivered by the teacher may motivate, instigate and inspire a student for creative thinking.

Disadvantages of lecture Method

- In this method the trainees participation is negligible and trainees become passive recipients of information.

- In this method we are never sure if the trainees are concentrating and understanding the subject matter being taught to them by trainer.

- In this method knowledge is imparted so rapidly that weak trainees developed a hatred for learning

- In this method there is no place of 'learning by doing' and thus teaching by this method strikes at the very root of science.

- It doesn't take into the account of previous knowledge of trainees and it does not take cater to individual needs and differences.

- It does not provide for corrective feedback and remedial help to slow learners.

- It does not help to inculcate scientific attitudes and training in scientific method among the pupils.

- It does not provide for corrective feedback and remedial help to slow learners.

- It does not help to inculcate scientific attitudes and training in scientific method among the pupils.

7.3   Simulation Method

- Simulation training, or simulation-based training, involves the use of basic equipment or computer software to model a real-world scenario.

- During simulation-based training, the learner is taught how to perform certain tasks or activities in various real-world scenarios so they will be better prepared should the event actually occur.

- Simulation training usually involves interacting with a technology. Simulation training is the newest technological advancement in the world of employee learning.

- Studies across the globe have shown that this kind of training allows for an immersive, all-encompassing experience, and hence improves the effectiveness of the training exercise.

- With the rapid evolution in technology, creating a real-life mock-up scenario is no longer a complicated feat.

- Organizations can now benefit from the reduced risk factor during training by creating online simulations, while still being able to provide real-life learning experience.

What is Simulation Training?

- Simulation training, as the name suggests, is a kind of training created to mirror real-life situations.

- Employees can put their knowledge to the test in situations they may encounter in their jobs.

- However, this attempt is within the safety net of simulation, thus allowing them to experiment, learn, and grow.

- This training is highly cost-effective for employers.

- It also allows for them to assess their employees with respect to how they use their skills when put in pressure situations.

- And thus, it can help gauge each employee's decision-making ability.

Benefits of Simulation Training

LIFE-LIKE EXPERIENCE

- When training in a simulation, employees are able to explore the situation and understand the rules & regulations and the limitations.

- Employees work in virtual scenarios that is a replica of what they will face in their actual jobs and are armed with choices on how to proceed.

- As a result, despite being in a controlled environment, trainee employees can experience every facet of an on-the-job training module.

ACCURATE AND IMMEDIATE FEEDBACK

- Because of the nature of this training, employees receive immediate feedback from their instructors regarding their performance.

- This feedback is also as accurate as it can get, regardless of the form of training.

- Any constructive criticism or tips and advice received during such training greatly enhances employee performance in the long run.

- Simulations with branching scenarios are quite helpful in guiding the employee towards the right outcome.

EFFICIENCY AND KNOWLEDGE RETENTION

- Knowledge acquired through reading or by being part of a real-time training session can't possibly be retained as long as the one acquired through hands-on training.

- Simulation-based training not only allows for better knowledge retention, but they also allow employees to use the acquired knowledge and understand the broader concepts.

- The insight gained through such training is invaluable, irrespective of the job profile.

ZERO RISK

- Employees are often hesitant when using new tools because of the fear of making mistakes and the resulting consequences.

- However, when training is conducted in a simulated environment, this fear is removed from the equation and in the long run, having already learned from their share of mistakes made while in training, employees make fewer errors.

QUANTIFIABLE TRAINING

- An obvious benefit of any simulation-based training is that it is easily measurable.

- All performance data and analytics related to it can be used by the organization to design future training exercises.

- The same data sets, when passed along to managers and team leads, allows them to assess their teams and use their strengths and bypass their weaknesses.

COST-EFFECTIVENESS

- Any training program based on simulation tactics dramatically reduces the time and cost associated with the same in the long run.

- A mobile-based training program cuts travel and utility expenses, as well as the logistics of arranging for a training session.

KNOWLEDGE RETENTION

- By physically deploying new skills or actions, employees are more likely to retain insights and learned knowledge.

- Not only will employees retain the theory and broader concepts behind the new processes, but they will also be able to apply those principles to practice, further enhancing knowledge retention.

COOPERATION AND COMPETITION

- Learning new skills and talents with others can be beneficial in several respects.

- For one, employees can learn from each other through observation and collaboration.

- Cooperation can have long-lasting benefits as employees trained together reach out to offer tips or help each other master new work.

- In some workplaces, friendly competition is appropriate and can be factored into simulation training, as long as it is done in a constructive and productive manner.

Simulation is Integrated:

- Most corporations and academic courses that contain a training simulation integrate it into an existing or completely new training programme.

- This allows the participants to get the maximum value from the experience, as well as review the sessions in order to improve them for future use.

The structure of a training session would normally be as follows:

Introduction:

The organizer of the program (plus sometimes a specialist in the training simulation) will meet the participants and give them a brief explanation of the purposes behind the training and what they should hope to achieve.

Lectures

Sometimes the trainees will also receive one or more lectures around the topics that the simulation will be based on, in order to give them an idea of the type of skills they will need. This is especially important within academia, when the students will often be examined on this section after the event.

The simulation

The simulation will then be played, allowing newly acquired knowledge to be tested and skills practiced. A positive atmosphere is vital here to maintain enthusiasm.

Evaluation

Once the simulation has been completed, it is important to summarize what has been learnt and the effectiveness of the training. Presenting results to others may provide a means of internal assessment, as well as showcasing the players' achievements.

This integrated training will allow everyone taking part in the simulation to get the maximum experience possible, as well as being entertaining, exciting and giving them a new perspective on the business world. Many companies that specialize in training simulations also offer to create a special integrated plan unique to the client, to make the process as streamlined and efficient as possible.

Factors the trainer should consider when using Simulation Training: -

- Trainers need to determine how the simulation will be controlled.

- What kind of simulation they will use as there are numerous kinds of simulation available.

- How well it will relate to real-life situations.

- How the learners are going to be engaged, as different people learn differently.

Examples of Simulation

- Flight simulation – involves reproducing real-world flight scenarios which include runway take offs, air scenes and also weather conditions.

- Ship simulation – involves reproducing real-world naval scenarios which include ship docking, ocean scenes and also weather conditions.

- Driving simulation – involves reproducing realistic car movements, traffic, driveways and weather conditions.

- Air traffic control simulation – involves reproducing real-life flight scenarios which include runway take offs, air scenes and also weather conditions.

- Healthcare simulation – involves replicating real-life medical scenarios with the use of dummy models. Please follow this link to read more about healthcare simulation.

- Military Simulation – involves the use of real-life military scenarios and drills. They take on differing degrees of realism and allow soldiers to undertake what is sometimes referred to as 'war games' while not incurring any real casualties.

7.4 Case-study Method

- The case study is a method used as a part of, off-the-job managerial training and development.

- It includes a detailed written description of a stimulated or real life decision making scenario.

- Trainees are expected to solve the problems stated in the case using their decision making ability complemented with teamwork skills.

- The aim of the case study method is to develop managerial competency, problem solving and decision-making skills.

- The trainer will only act as a facilitator to guide the discussion but will not provide any input in order to encourage the trainees to participate and master their KSAs.

Case Study | Definition

- It is a partnership between trainees and trainers as well as among trainees.

- Promotes more effective contextual learning and long-term retention.

- Involves trust that trainees will find the answers.

- Answers questions not only about "how" but about "why."

- Provides trainees the opportunity to "walk around the problem" and to see varied perspectives.

Case Study | Advantages

- An advantage of the case study method is that it exposes the trainees to a wide range of situations, which they otherwise may not have faced, thereby allowing them to test their skills and develop their strengths.

- Furthermore, this method provokes real life behaviour to help trainees understand and improve their behaviour in a crisis situation.

- Another advantage is that case studies stimulate innovation and ideas which can be further implemented on the job.

Case Study | Limitations

- However, many times, case studies are considered unrealistic and therefore irrelevant by trainees.

- As a consequence, trainees may not put enough effort into generating viable solutions.

- Furthermore, in real life, problems are not laid out on paper as they are in the case study, so problem identification skills are not developed.

- Lastly, case studies have no right or wrong answer, so validation of the solution is difficult.

What is The Value of The Case Method?

- It is effective: As it employs active learning, involves self-discovery where the teacher serves as facilitator.

- Builds the capacity for critical thinking: It uses questioning skills as modelled by the teacher and employs discussion and debates.

- Exercises an administrative point of view: Students must develop a framework for making decisions.

- Models a learning environment: It offers an exchange and flow of ideas from one person to another and achieves trust, respect, and risk-taking.

- Models the process of inductive learning-from-experience: It is valuable in promoting life-long learning. It also promotes more effective contextual learning and long-term retention.

- Mimics the real world: Decisions are sometimes based not on absolute values of right and wrong, but on relative values and uncertainty.

What are some ways to use the case method appropriately?

- ✓ Choose an appropriate case.

- ✓ Develop effective questions.

- ✓ Get students prepared.

- ✓ Set ground rules with your students.

- ✓ Other suggestions.

Choose an appropriate case

Cases can be any of the following (Indiana University Teaching Handbook, 2005):

- Finished cases based on facts; these are useful for purposes of analysis.

- Unfinished open-ended cases; where the results are not clear yet, so the student must predict, make suggestions, and draw conclusions.

- Fictional cases that the teacher writes; the difficulty is in writing these cases, so they reflect a real-world situation.

- Original documents, such as the use of news articles, reports, data sets, ethnographies; an interesting case would be to provide two sides of a scenario.

Develop effective questions

- Think about ways to start the discussion such as using a hypothetical example or employing the background knowledge of your students.

Get students prepared

To prepare for the next class, ask trainees to think about the following questions:

- What is the problem or decision?

- Who is the key decision-maker?

- Who are the other people involved?

- What caused the problem?

- What are some underlying assumptions or objectives?

- What decision needs to be made?

- Are there alternative responses?

Set ground rules with your students

For effective class discussion, suggest the following to your students:

- Carefully listen to the discussion, but do not wait too long to participate.

- Collaboration and respect should always be present.

- Provide value-added comments, suggestions, or questions. Strive to think of the class objective by keeping the discussion going toward constructive inquiry and solutions.

How to Prepare for Case Discussions?

- There's more than one way to prepare for a case discussion, but these general guidelines can help you to develop a method that works for you.

Preparation Guidelines

Read the professor's assignment or discussion questions

- The assignment and discussion questions help you focus on the key aspects of the case. Ask yourself: What are the most important issues being raised?

Read the first few paragraphs and then skim the case

- Each case begins with a text description followed by exhibits. Ask yourself: What is the case generally about, and what information do I need to analyze?

Reread the case, underline text, and make margin notes

- Put yourself in the shoes of the case protagonist, and own that person's problems. Ask yourself: What basic problem is this executive trying to resolve?

Note the key problems on a pad of paper and go through the case again

- Sort out relevant considerations and do the quantitative or qualitative analysis. Ask yourself: What recommendations should I make based on my case data analysis?

Case Study Best Practices

Prepare: The key to being an active listener and participant in case discussions—and to getting the most out of the learning experience—is thorough individual preparation.

Discuss: We've set aside formal time for you to discuss the case with your group. These sessions will help you to become more confident about sharing your views in the classroom discussion.

Participate: Actively express your views and challenge others. Don't be afraid to share related "war stories" that will heighten the relevance and enrich the discussion.

Relate: If the content doesn't seem to relate to your business, don't tune out. You can learn a lot about marketing insurance from a case on marketing razor blades!

Apply: Actively apply what you're learning to your own specific management situations, both past and future. This will magnify the relevance to your business.

Note: People with diverse backgrounds, experiences, skills, and styles will take away different things. Be sure to note what resonates with you, not your peers.

Understand: Being exposed to so many different approaches to a given situation will put you in a better position to enhance your management style.

Other suggestions

- Try to refrain from being the "sage on the stage" or a monopolizer.

- If you are, students are merely absorbing and not engaging with the material in the way that the case method allows.

- Make sure the students have finished presenting their perspective before interjecting.

- Wait and check their body language before adding or changing the discussion.

- One way is by using the board or computer to structure the comments.

- Another way, particularly useful where there is a conflict or multiple alternatives, is the two-column method. In this method, the teacher makes two columns: "For and Against" or "Alternative A and Alternative B."

- If you decide to grade participation, make sure that your grading system is an accurate and defensible portrayal of the contributions.

7.5 **Special Projects**

- On-the-Job training refers to the methods that are used at the workplace, while the employee is actually working.

- It means 'learning while doing'.

- The trainees learn in the real work environment and gain practical experience dealing with the tasks and challenges during a normal working day.

- The main advantage of on the job training is that trainees understand the rules, regulations and the work procedures by adopting them in their day-today performance.

Opportunity at Work

- Employees thrive at work when they can do something great, be part of something bigger, and make a difference that matters.

- When you choose a place to work, you look for more than just the salary and benefits.

- What is the organisation's purpose, and am I inspired by it? What is the culture like? Are there opportunities for me to grow and make a difference?

- The phrase "opportunity at work" often leads us to think about promotions, pay raises, and career development. But true opportunity means more than just climbing the corporate ladder. The chance to grow, learn, make an impact, and create great work are areas of opportunity that employees crave.

- Opportunity means to tap into an individual's unique talent, to help them shine.

Special Projects | Introduction

- According to the 2018 Global Culture Study, only 59% of employees worldwide feel positive about the opportunity for growth and development in their organisation.

- While not all organisations can provide career advancement or salary increases, most can provide a simple yet powerful way to build a sense of opportunity: by using special projects.

- Special projects highlight an individual's specific talents and invite them to participate in something new.

- They help employees learn new skills, grow in their responsibilities, and connect with other employees they don't normally interact with.

- In fact, 3 out of 4 employees feel special projects help them grow in ways their day to day jobs cannot.

- 71% report they connected with people they normally would not have when they worked on a special project.

- Inviting employees to participate in a special project also shows you value them and chose them for their unique skills and contributions.

- The individual is able to make an impact and contribute to the organisation in a meaningful way.

- Special projects engender feelings of success.

- Research shows when an employee is invited to tackle a problem or take on an initiative with a group of their peers, and that project is outside of their day-to-day duties, they perceive themselves as a successful contributor to the organisation.

Special Projects Assignments:

- Special project assignments denote a highly useful training technique, under which trainees are assigned a project that is closely related to their jobs.

- Sometimes, a number of trainee executives are put together to work on a project directly related to their functional areas.

- Trainees analyze the problems and submit the written recommendations, which provide them with a valuable experience in tackling the problem.

- These special project assignments help the trainees to analyze the organizational problems from different angles and perspectives.

- When trainees work as a member of the team, they not only acquire knowledge but also learn how to work with others having different viewpoints.

- This is a very flexible training device.

- Such special project assignments grow ordinarily out of an individual analysis of weaknesses.

- The trainee may be asked to perform special assignment; thereby he learns the work procedure. Sometime a task force is created consisting of a number of trainees representing different functions in the organisation.

- Trainees not only acquire knowledge about the assigned activities, but also learn how to work with others.

- A special project is planned and assigned to a trainee.

- Care is taken to see that it is closely related to the objectives of his department; for example, a trainee may be asked to develop a system of cost-control in the execution of an order.

- He will have to study the problem to make appropriate recommendations based on his evaluation.

- A special project is planned and assigned to a trainee.

- Care is taken to see that it is closely related to the objectives of his department; for example, a trainee may be asked to develop a system of cost-control in the execution of an order.

- He will have to study the problem to make appropriate recommendations based on his evaluation.

- Such a special project may also prove useful in educating the concerned trainee by giving him an idea of the importance of cost and to realise the organisational relationships with the accounting and other departments.

- In this process, the trainee concerned is sure to acquire knowledge of certain other allied subjects also.

Ways to add special projects to the opportunities available within an organization:

- Identify the Right Projects.
- Pick the Right People.
- Leverage Multiple Departments.

Identify the Right Projects

- Special projects are more than allowing a group of employees to plan the company holiday party or digitize paper records.

- These projects should be meaningful and contribute to the company's overall mission.

- This could include streamlining existing company processes or researching the viability of a new product or market.

- Among respondents who had been involved in special projects, 40% worked to improve an outdated process, procedure, or product, with a similar number creating a new process,

procedure, or product; another 21% had moved the organization forward in a new or challenging direction.

Pick the Right People

- The benefits that come with special projects can have a strong benefit to employee engagement and the company's bottom line, but this doesn't mean any project and any employee will be a winning combination.

- Assigning a highly technical employee who may not be comfortable speaking in front of large groups with leading an officewide discussion, for example, might not bring about desired results.

- Likewise, asking someone whose specialty is in customer service to overhaul a recordkeeping system could be a bad fit.

Leverage Multiple Departments

- One of the biggest benefits of special projects is giving employees access to leaders and colleagues they wouldn't normally work with.

- Bringing together people from different departments also gives an eclectic collection of skills—and a holistic approach to problem solving—to the project at hand.

- Mixing workers with different specialties and backgrounds can also help employees gain new skills and experience.

- There are many facets to building a great culture, and the implementation of special projects is just one of them.

- But it is a great way to increase employees' sense of opportunity for growth and development.

7.6 Games

- According to Fortmüller 2009, business game is one of the most important methods to acquire technical and problem-related knowledge.

- With the adequate set up, business games able to be a practical teaching-learning arrangement that combine both the natural predisposition of the players with planned and directed knowledge acquirement.

- Under a suitable learning condition together with an appropriate structure and dynamic of games, the player would be able to acquire new skills and knowledge.

- However, it is not possible to include all knowledge and skills into one game. Therefore, it would be the best to carry out several games instead of one.

- According to this method the trainees are divided into groups and each group has to discuss about various activities and functions of an imaginary(simulated marketplace or the situations) organization.

- They will discuss and decide about various subjects like production, promotion, pricing etc.

- This gives result in co-operative decision making process.

Seven Benefits of Game Based Learning

- Less Training Time

- Cost-Effective

- Improved Learning Outcomes

- Increased Employee Engagement And Participation

- Ahead Of The Technological And Learning Curves

- Enhances Employee Perceptions

• Easy Progress Tracking

Some Examples of Business Games

Ice breakers

Role playing

Multi choice quiz's on specific topics

Aircraft simulator used to train new pilots

Railcar simulator used to train new train drivers

On line driving tests

Fire fighters

Fire drills

Puzzles

7.7 Action Learning

• This is a continuous process of learning and reflection with the intention of getting something done.

• It does not use project work, job rotation, or any form of a simulation such as case studies or business games.

• Learning is centered around the need to find a solution to a real problem.

• Most action learning programs take from four to nine months to complete.

• Learning is voluntary and learner-driven, while individual development is as important as finding the solution to the problem.

• **Action learning** gives teams or work groups an actual problem, has them work on solving it and committing to an action plan, and then holds them accountable for carrying out the plan.

• Companies use action learning to solve important problems, develop leaders, quickly build high-performance teams, and transform the organizational culture.

• Several types of problems are addressed in action learning, including how to change the business, better use technology, remove barriers between the customer and company, and develop global leaders.

Composition of Groups

• Typically, action learning involves between six and thirty employees. It may also include customers and vendors.

- There are several variations in the composition of the group.

- One variation is that the group includes a single customer for the problem being dealt with.

- Sometimes the groups include cross-functional representatives who all have a stake in the problem.

- Or the group may involve employees from multiple functions who all focus on their own functional problems, each contributing to solving the problems identified.

How is it executed?

- Employees are asked to develop novel ideas and solutions in a short period of time.

- The teams usually need to gather data for problem solving by visiting customers, employees, academics, and/or industry leaders.

- Once the teams have gathered data and developed their recommendations they are required to present them to top-level executives.

Live examples – Sony Music and Kirin Brewery

Consider how Sony Music and Kirin Brewery used action learning teams to provide solutions to urgent and complex business problems.

- Sony Music was losing income because of sales losses due to consumers' increased use of downloaded music such as iTunes.

- An action learning team of seven managers, all from different countries, met for a week in London, England, to identify ways to increase revenue.

- It was a services contract in which Sony Music would distribute music and arrange artists tours, market their merchandise, and help get their music placed in movies and television shows.

- This solution led to millions of dollars in revenue and helped Sony sign contracts with music artists from other record labels.

- Leaking beer cans and stale beer were examples of the types of quality problems that Kirin Brewery was experiencing, resulting in decreased sales and undermining customer relationships.

- An action learning team with representatives from customer service, sales, manufacturing, and quality control was given the problem to develop a strategy for producing a higher quality can.

- The action learning team developed a redesigned beer can, resulting in reduced manufacturing time, costs, and customer complaints.

Process – Action Learning

- The process action learning maximizes learning and transfer of training because it involves real-time problems that employees are facing.

- Also, action learning can be useful for identifying dysfunctional team dynamics that can get in the way of effective problem solving.

- Action learning at General Electric has required employees to use and apply skills to team building, problem solving, change management, conflict resolution, communications, coaching, and facilitation.

- General Electric believes that action learning has resulted in such benefits as greater speed in decision making and implementation, employees who work more easily across borders and business units, management that is willing to take more risks, and an increase in open dialogue and trust among employees.
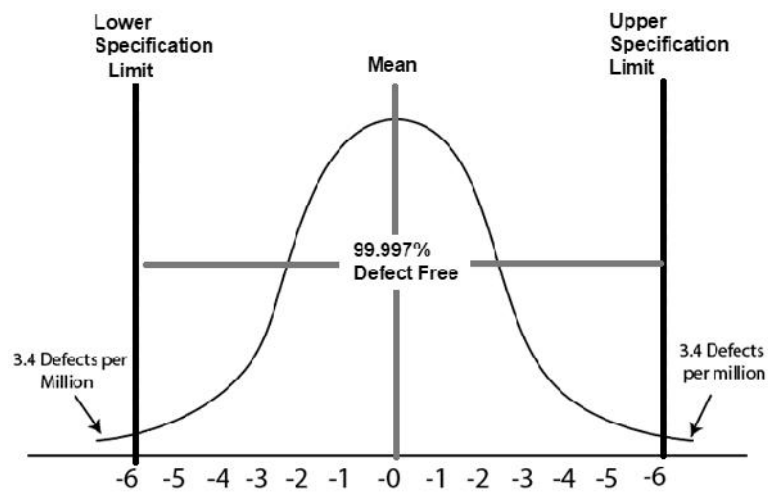
Six Sigma, Black Belt Training, and Kaizen

- Six Sigma and Kaizen, black belt training programs, involve principles of action learning.
- Six Sigma and Kaizen provide employees with measurement and statistical tools to help reduce defects and to cut costs.
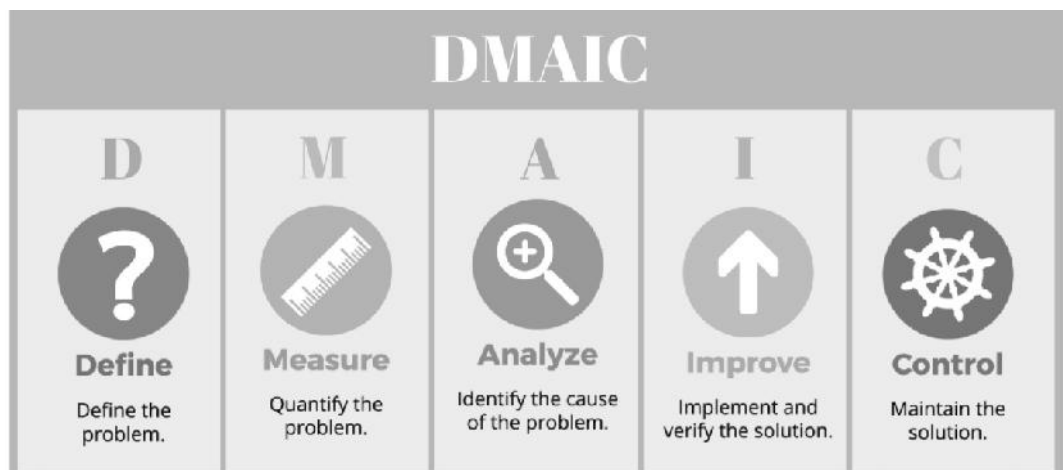
Six Sigma

- Six Sigma is a set of techniques and tools for process improvement.
- It was introduced by American engineer Bill Smith while working at Motorola in 1986.
- A six sigma process is one in which 99.99966% of all opportunities to produce some feature of a part are statistically expected to be free of defects.
- Six Sigma is a method that provides organizations tools to improve the capability of their business processes.
- This increase in performance and decrease in process variation helps lead to defect reduction and improvement in profits, employee morale, an quality of products or services.
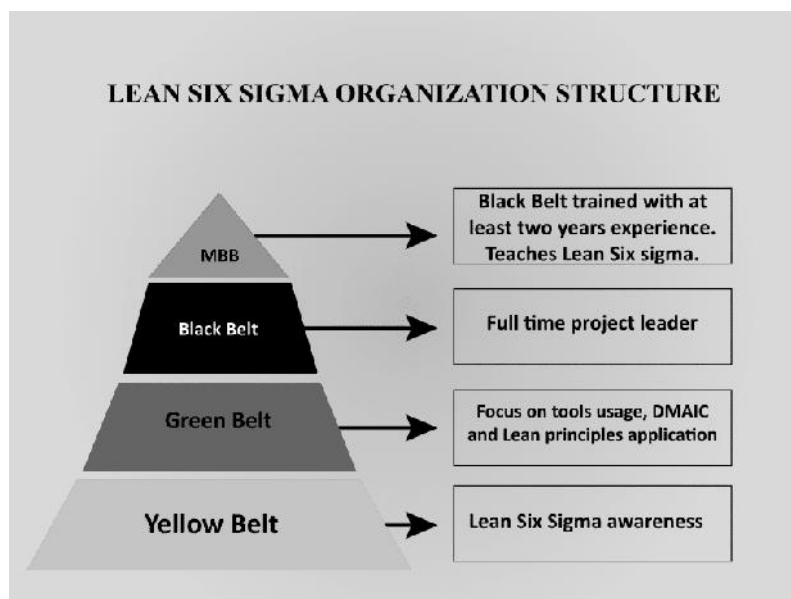
Six Sigma Curve

Six Sigma Curve

DMAIC Cycle

Lean Six Sigma Organization Structure

Six Sigma, Black Belt Training

- Six Sigma is a quality standard with a goal of no more than 3.4 defects per million processes.

- There are several levels of Six Sigma training, resulting in employees becoming certified as green belts, champions, or black belts.

- To become black belts, trainees must participate in workshops and written assignments coached by expert instructors.

- The training involves four 4-day sessions over about sixteen weeks.

- Between training sessions, candidates apply what they learn to assigned projects and then use them in the next training session.

- Trainees are also required to complete not only oral and written exams but also two or more projects that have a significant impact on the company's bottom line.

- After completing black belt training, employees are able to develop, coach, and lead Six Sigma teams; mentor and give advice to management on useful Six Sigma projects; and provide Six Sigma tools and statistical methods to team members.

- After black belts lead several project teams, they can take additional training and be certified as master black belts.

- Master black belts can teach other black belts and help senior managers integrate Six Sigma into the company's business goals.

Live Example – Six Sigma

- First Data Corporation used Six Sigma to train green belts and yellow belts with the goal of improving the execution of projects, alignment with customers, and creating a continuous improvement culture.

- The green belts and yellow belt programs include e-learning, instructor-led courses, coaching, and support transfer of training through an online community of practice, Six Sigma fair days, assignments, and projects linked to business goals.

- The Six Sigma training has resulted in beneficial projects, resulting in outcomes such as reducing the time it takes to hire a new employee from seventy-five to forty-five days and reducing waste, defects, and rework.

Kaizen

- Kaizen is a Japanese term meaning "change for the better" or "continuous improvement."

- It is a Japanese business philosophy regarding the processes that continuously improve operations and involve all employees from the CEO to the assembly line workers.

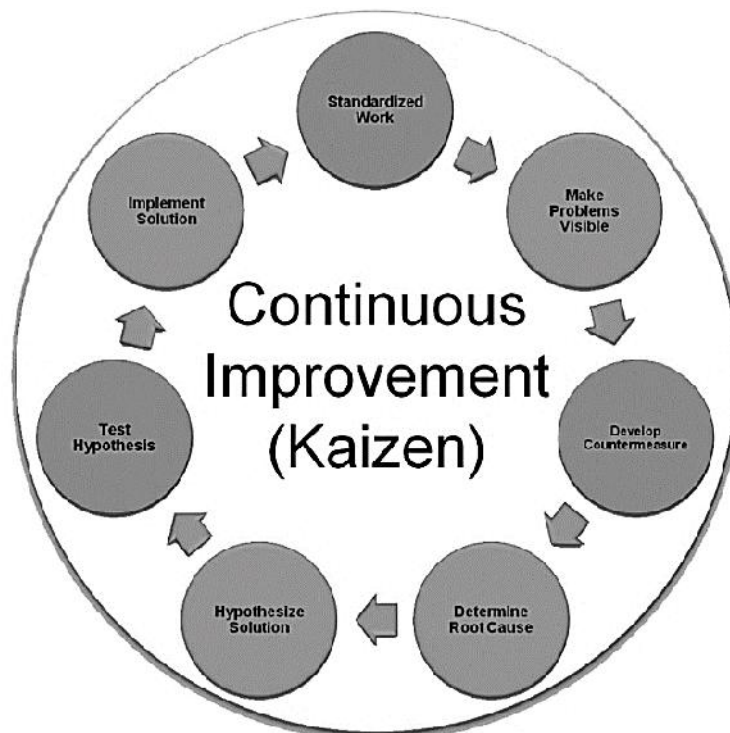• Kaizen sees improvement in productivity as a gradual and methodical process.

5 Founding Elements

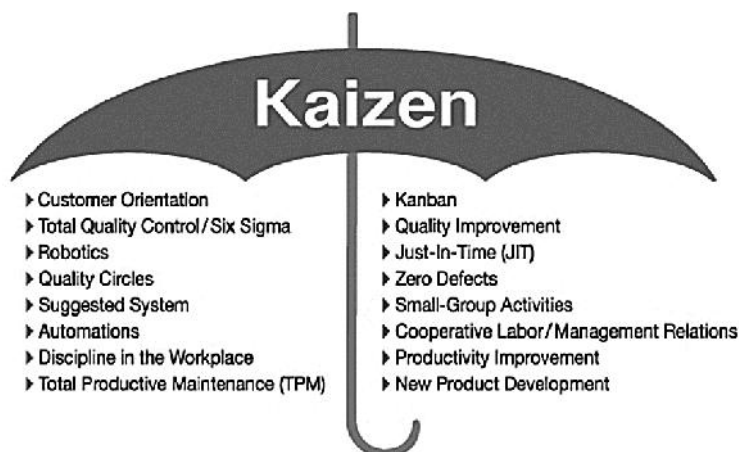**The Kaizen approach consists of 5 founding elements :**

• teamwork,

• personal discipline,

• improved morale,

• quality circles,

• suggestions for improvement.

Where to improve?

Kaizen Event

LOVELY PROFESSIONAL UNIVERSITY
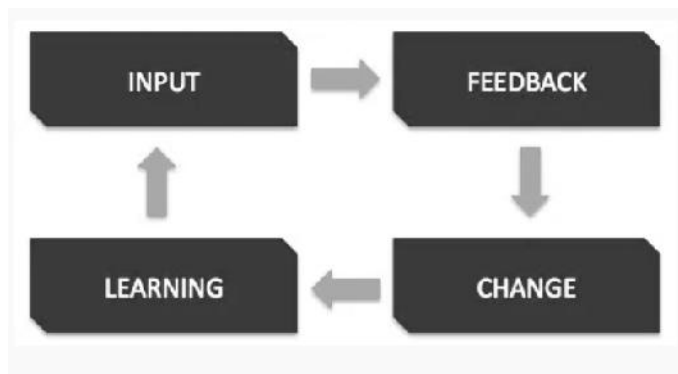
Live Example – Kaizen

- Just Born, the company that makes Mike and Ike and Peeps candies, uses the Wow . . . Now Improvement Process, a customized Kaizen process to improve business processes and results.

- The Wow . . . Now Improvement Process includes training employees how to identify improvement opportunities, collect data, make improvements, measure results, and refine practices based on the results.

- *Kaizen,* the Japanese word for improvement, is one of the underlying principles of lean manufacturing and total quality management.

- **Kaizen** refers to practices participated in by employees from all levels of the company that focus on continuous improvement of business processes.

- As the Wow ... Now Improvement Process illustrates, Kaizen involves considering a continuous cycle of activities, including planning, doing, checking, and acting (PDCA).

- Statistical process control techniques are used by employees to identify causes of problems and potential solutions.

- They include process flow analysis, cause- and-effect diagrams, control charts, histograms, and scatter grams.

How Does Action Learning Work?

- The primary focus of action learning is developing individuals by giving them a chance to speak openly about the challenges they encounter at their level.

- The best way to go about the process is setting up a group of about six to eight people who are like-minded and give them time to meet and hold discussions.

- The term used for the group is a "set."

- When the set meets, the first thing they are likely to do is elect one of their own to be a leader, or also known as a facilitator.

- The roles of the set facilitator are as follows:

    ✓ Mobilize set members for meetings

    ✓ Prepare for the meeting

    ✓ Looked up to by the set as an advisor

    ✓ Structure the given time to maximize it

    ✓ Control the set to focus on the questions to make the best use of their time

    ✓ Control the set by providing a chance for everyone to air their views

    ✓ Follow-up on the findings

    ✓   Encourage the set to be out-of-box thinkers when aiming to tackle the problem at hand

    ✓   "Midwifery" – Initiating the birth of new ideas from his set members and passing them on to the organization managerial team

    ✓   Serve as an intermediary between the management of the organization and the set members

    ✓   Keep time for the meeting

    ✓   Contribute to the meeting by speaking out on the problems they encounter

    ✓   Contributing to solutions to the problems

    ✓   Listening

    ✓   Taking action and implementing the solutions at their workplace

Steps involved in Action Learning

7.8 Role Play

- Role-play training is a learning technique in which participants act out scenarios under the guidance of a trainer.
- This type of training can create a safe environment for employees to build confidence in their abilities to succeed in their jobs.
- Learning how to conduct role-play training can help you prepare your employees for difficult or unfamiliar work situations.
- Role-play training is an active learning strategy that requires participants to perform realistic scenarios under the supervision of a trainer or facilitator.
- For instance, participants might simulate the interaction between an employee and a customer.
- The facilitator can then provide feedback regarding the participants' performances.
- **Role-plays** refer to experiences in which trainees take on a role such as a manager, client, or disgruntled employee, and explore what is involved in the role.
- Role-plays are usually included in training programs involving interpersonal skills such as communications, sales, providing performance feedback, coaching, leadership, and team building.
- Role-plays can be completed in small groups of two to three persons in which all trainees complete the role-play. Or several trainees can volunteer to role-play while the remaining trainees observe them. In a role-play, outcomes depend on the emotional (and subjective) reactions of the other trainees.

Why is role-play training beneficial?

- Role-play training is a social activity.

- Participants interact within the situations given, which can encourage them to work together to find solutions.

- Individuals can also analyze their own performances and provide tips or feedback for other participants.

- **It prepares participants for real-life situations.** This activity allows employees to be in situations they may encounter at work and get feedback on their performances.

- **It indicates current skill levels.** The facilitator of the session can analyze each employee's current skill level and highlight their strengths and weaknesses to help them improve their skills.

- **It helps create empathy.** Employees can act in customer roles during role-play training, which may allow them to understand the customer's point of view and develop empathy.

- **It's Social and Communal**. Players interact within the scenarios they're given, which encourages individuals to come together to find solutions and to get to know how their colleagues think.

- **Prepares for Real Life.** In some cases, role playing can prepare groups for scenarios that occur in real life. Not only does this exercise offer staff a glimpse of the situations they may encounter, but participants also receive feedback on how they've performed.

- **Indicates Current Skill Level**. When an individual participates in a role-playing scenario, she is demonstrating the way that she would actually handle a similar situation in real life. Role playing allows much of the hypothetical nature of training to be removed, so that the leader of the session can see how staff react and can make notes on each employee's level of competence.

Limitations of Role-Plays

- **Makes Some Uncomfortable.** Not everyone is comfortable with role-playing scenarios, and this can affect performance. Some staff will feel intimidated by the idea of what they see as theatrics and may be anxious about the training session if they know it contains a role-play exercise. This can impede an individual's confidence and contributions to such a session.

- **May Not Be Taken Seriously.** While some employees will be comfortable role playing, they're less adept at getting into the required mood needed to actually replicate a situation. Individuals may find the whole experience funny or else be unable to pretend to be angry for example when speaking to a co-worker they like.

How to conduct role-play training?

1. Identify an issue

- Before the role-play session, gather participants and introduce a hypothetical issue they may encounter during their jobs.

- Make sure participants clearly understand the problem you're trying to address and what you want to accomplish during the activity.

- You can also engage in a discussion to help participants think about the issue and consider what they might do in the situation.

2. Describe a specific scenario

- Choose a scenario for your participants to act out. Describe it thoroughly, providing specific details to make the role-play session as realistic as possible.

- Consider using scenarios that participants might experience in their work, such as collaborating on a team with other employees or marketing a new product.

3. Assign roles

- Once you've established a scenario, assign roles to participants for the various fictional characters involved in the scene.

- Some characters may be employees who'll handle the situation, such as salespeople.

- Other participants may represent supporting characters, such as customers.

- Some participants may also watch the performance and offer feedback.

4. Have participants act out the scenario

- Ask some participants to act out the scenario and create different strategies for resolving the situation.

- For example, if the goal of your role-play activity is to have employees practice giving a sales pitch, participants might develop different ways to present a product to prospective customers.

5. Provide feedback

- It's important for all participants to discuss the role-play activity once it's over.

- You may ask individual role-players about why they completed a specific action or made a certain statement during the scenario.

- The resulting discussion can help participants gain a deeper understanding of the social dynamics that relate to the work situation and how they can address it in real life.

Tips for conducting role-play training

Create a safe environment

- It's important to establish that the role-play activity requires a respectful and positive environment that can help participants improve their self-confidence.

- Participants may better engage in role-play training if they feel supported.

- Telling your participants they can make mistakes and try different methods may assure them you care about their development and want them to succeed.

Begin with a demonstration

- You can also begin your role-playing session with a demonstration.

- Ask two experienced employees to act out the scenario for the other participants, giving them ample time to prepare.

- Having this example may help less experienced employees see how they can react and respond to different situations.

Make role-play training an ongoing progress

- Conduct role-play training regularly so participants can continue to improve their communication and problem-solving skills.

- After each session, consider having participants reflect on their performances and write down their current strengths and weaknesses relating to the scenario.

- Their answers can help you review their performances and track their progress over time.

How to Start Role-Playing?

While some organizations prefer to hire a professional facilitator for the most effective role-play, here are a few tips for doing it yourself:

- **Use actual locations:** The best role-play is as realistic as possible. Put participants in the physical locations where they actually would experience the scenarios you're trying to replicate, whether that's the boardroom, the warehouse, or an executive's office.

- **Videotape your role-play:** Videotaping the participants in role-playing scenarios is a valuable teaching tool. It allows people to see themselves—*and* their strengths and weaknesses, which can be quite powerful. It also allows them (and you) to "record" improvement as they progress.

- **Imitate real-world scenarios:** This is perhaps one of the easiest forms of role-play training to execute yourself. Give the "customers" or "clients" a personality profile and list of objectives that the trainee doesn't know about. Make the goal to determine the "customer's" objectives.

- **Hire consultants and actors:** Getting an authentic role-play experience from your team may be difficult to do on your own. Bring in consultants and professional actors to get the training your team deserves.

Examples of Role Play Exercises

- **Interview practice** — In preparation for career interviews, employees can assume the role of the interviewer and/or the interviewee.

- **Marketing** — In preparation for a class presentation, employees can assume the position of a sales representative and sell a product.

- **Retailing** — To help prepare employees for a guest speaker in merchandising course, employees can play the role of sales manager and sales representative to gain better insight on the responsibilities of these positions.

- **Counselling** — In preparing for clinical practice, employees can role play a family therapist whose client has revealed she has committed a criminal act.

- **Teaching** — In preparation for a job fair, employees can role play the teacher and the student, or the administrator and the student, or the teacher and a parent.

- **Debates** — As a spontaneous exercise, the instructor has employees briefly prepare arguments for and arguments against positions on a topic such as *Logging in the Northwest and the Spotted Owl, Arab-Israeli Conflict or Airline Flight Departure Delays.*

Live Example – Weqassett Resort and Golf Club

- At Wequassett Resort and Golf Club in Chatham, Massachusetts, the training schedule considers both the need to make guests happy and the need to help both new and returning employees learn to do that.

- From April to October, the resort is closed, but 340 employees start work in the spring before the resort opens.

- Half of the employees are receiving training for the first time, while the returning employees need refresher training.

- Wequassett Academy offers seventy courses in four schools (customer intimacy, technical training, information and technology, and management).

- The goal of training is to provide the kind of service that will encourage guests to come back again, as well as recommend the resort to their friends.

- The resort's training is in step with its business, which requires a personal touch.

- Training involves classroom instruction with role-plays, as well as the use of DVDs.

- Employees have to successfully complete competency checklists before they are able to work.

- For example, food servers may have to take courses in menu knowledge, food service, and wine knowledge.

Activities for Effective Role-Plays

- Provide background information on the purpose of and context for the role-play.

- Make sure that a script is provided with enough detail for trainees to understand their role.

- The room is arranged so trainees can see and hear the role-players.

- Observations sheets and checklists that emphasize the issues in the role-play are developed and used.

- Debriefing occurs on the experience of the role-players and observers, the relationship of the role play to the company context, and important learning points.
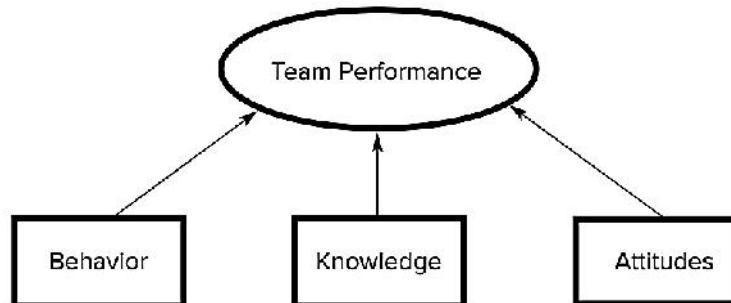
7.9   Team Building

What is a team?

- Individuals who are not compatible with each other can never form a team.

- They should have similar if not the same interests, thought processes, attitude, perception and likings.

Team Building Training | Introduction

- Trust is a critical component to business, especially when teamwork is required on a daily basis to achieve objectives and grow companies.

- Team Building Training courses are designed to help enhance social relations, define roles within teams and improve the efficiency of a workforce team.

- Through team-building activities, employees can learn how to better communicate with one another because they probably will be faced with activities that need to be solved as a group.

- **Team training** refers to training that is designed to improve team effectiveness.

- There are many different types of teams in companies, including production teams, service teams, committees, project teams, and management teams.

- Teamwork tends to be episodic. That is, teams engage in a cycle of identifying their goals, engage in interpersonal interactions, and take actions to achieve their goals.

- They repeat this cycle as goals are reached and tasks are completed and they move on to new tasks or goals.

- Regardless of the type of team, successful team performance depends on the knowledge, attitudes, and behaviours of its members.

Three Components of Team Performance

- The **behavioural** requirement means that team members must perform actions that allow them to communicate, coordinate, adapt, and complete complex tasks to accomplish their objective.

- The **knowledge** component requires team members to have mental models or memory structures that allow them to function effectively in unanticipated or new situations.

- Team members' beliefs about the task and feelings toward each other relate to the **attitude** component. Team morale, cohesion, and identity are related to team performance.

Practical Example of Teams

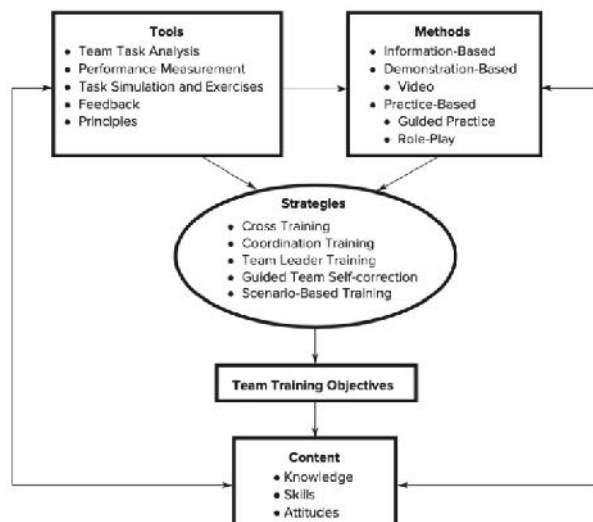- For example, in the military, as well as many areas of the private sector (e.g., nuclear power plants and commercial airlines), much work is performed by crews, groups, or teams.

- Successful performance depends on coordination of individual activities to make decisions, on team performance, and on readiness to deal with potentially dangerous situations (e.g., an overheating nuclear reactor).

- Research suggests that teams that are effectively trained develop procedures to identify and resolve errors, coordinate information gathering, and reinforce each other.

Main Elements of The Structure of Team Training

There are four main elements of the structure of team training:

- ✓ tools,
- ✓ methods,
- ✓ strategies, and
- ✓ team training objectives.

- Several tools help define and organize the delivery of team training.

- These tools also provide the environment (e.g., feedback) needed for learning to occur.

- These tools work in combination with different training methods to help create instructional strategies.

- These strategies are a combination of the methods, tools, and content required to perform effectively.

Strategies for Team Building

- **Cross training** has team members understand and practice each other's skills so that members are prepared to step in and take the place of a member who may temporarily or permanently leave the team.

- Research suggests that most work teams would benefit from providing members with at least enough understanding of teammates' roles to discuss trade-offs of various strategies and behaviours that affect team performance.

- **Coordination training** instructs the team in how to share information and decision-making responsibilities to maximize team performance.

- Coordination training is especially important for commercial aviation or surgical teams who are in charge of monitoring different aspects of equipment and the environment but who must share information to make the most effective decisions regarding patient care or aircraft safety and performance.

- **Team leader training** refers to training that the team manager or facilitator receives.

- This may involve training the manager on how to resolve conflict within the team or helping the team coordinate activities or other team skills.

- **Scenario-based training** refers to training that places team members in a realistic context while learning.

- This type of team training helps trainees experience the consequences of their actions, make adjustments, accomplish their tasks, and build team self-efficacy (feeling that the team can successfully perform tasks).

- **Guided team self-correction** refers to training that emphasizes continuous learning and knowledge sharing in teams.

- In this type of training, team members observe each other's behaviour and give and receive performance feedback.

Methods for Team Building

- Employees obviously need technical skills that can help the team accomplish its task.

- But team members also need skills in communication, adaptability, conflict resolution, and other teamwork issues.

- Team training usually involves multiple methods.

- For example, a lecture or video may be used to disseminate knowledge regarding communication skills to trainees.

- Role-plays or simulations may be used to give trainees the opportunity to put into practice the communication skills emphasized in the lecture.

- Regardless of the method chosen, opportunities for practice and feedback need to be included.

Relevance of Team Training

- As we move into a future where many companies are embracing hybrid working, team building activities will be more important to help keep your people connected where ever they're based.

- These activities can range from a short problem to solve which can be done online to face to face games like a scavenger hunt.

- And whilst some people see team building as a 'nice break' from regular work, they do have a purpose.

- This is to develop the skills and knowledge of your staff as well as help build rapport between your teams.

- If you can organise team building activities that have a purpose and objectives behind the planning, then your organisation can reap a range of benefits.

Benefits of Team Building Activities:

Connect Remote Teams

Remote team building has the power to build stronger relationships which will in turn improve productivity, retention, engagement and morale, and shouldn't be overlooked.

Increase Motivation

Team building can help increase employee motivation and nurture a successful company culture in a number of ways. When a group of employees successfully complete a team building activity it creates momentum and makes them feel good about themselves - it increases employees' confidence in their, and their team's, ability.

Improve Productivity

Improving productivity is one of the most common goals of team building activities. Take the opportunity to identify ways to improve the 'three Ps' that can affect productivity: Policies ; Processes; Procedures

By encouraging employees to learn to work together more effectively and reduce duplication of effort, your employees can work more efficiently.

Increased Collaboration

Collaboration is about knowing who has what knowledge (or can answer to a question), trusting them and their experience and being able to get access to that person when you need it.

Encourage creativity

To have a successful business based on creativity and innovation you need to employ different people with diverse perspectives and expertise in order to "cross-pollinate" the organisation with fresh ideas. Out-of-the-ordinary team building tasks give employees permission to use their imagination to come up with creative solutions

Positive reinforcement

Team building can also be used to provide recognition to employees by highlighting the work specific employees are doing and the behaviours that have lead to the recipient receiving the recognition.

Improved Mental Health

Problem-solving challenges and physical activities are good for peoples mental health. By proving that you are capable of completing challenges you will gain a huge boost in confidence and self-esteem.

Improved Physical Health

Giving your staff a day out of the office where they aren't sitting at a desk all day is a great way to promote improving physical health. Team building activities are much more active than typing emails and making phone calls all day!

Responsibility

In a team-building game, every member of staff has to contribute otherwise, they are letting the team down. Team games reinforce the responsibilities that everyone has and this will hopefully manifest into the workplace.

Trust

Getting to know your work colleagues better personally helps to develop trust. This is a major benefit of team building activities as people in the workplace will know each other capabilities and interests, leading to better collaboration with tasks and improved morale.

Respect

While working together on problem-solving tasks and team games, a level of respect is gained between employees because they can see that their colleagues are there to help them and they can also identify skills and qualities that each other have.

Lots of fun!

Creating a fun environment between colleagues and teammates can help in so many ways from staff turnover and sick days to productivity and in turn, profits. Team building is a whole lot of fun and it is a great way for staff to see another side of their colleagues that they may not normally see at work.

Humanize Workforce

When working in a company, team members are not regularly in contact with all members of your organization, especially if the company is large-sized. Because of this, team-building activities present a rare opportunity for your team to get to know members from other departments.

Creates shared memories and talking points

When team members who do not frequently interact do so, a lot of the awkwardness stems from not having shared memories or talking points. Doing even simple team building activities like icebreaker questions helps find commonalities that participants can talk about when they next meet.

Hones conflict resolution and problem solving skills

Conflict resolution and problem solving skills are valuable in the workplace because your team members need to successfully navigate disagreements to work well together.

Improved communication

Perhaps the key benefit of a properly planned team building activity is improved communication between employees. Enjoyable, fun activities enable employees to get to know each other, create a

better understanding of each other and break down walls of mistrust by encouraging people to focus on what they have in common rather than their differences.

Breaks up the monotony of the work week

Team building should not be a one-time thing or even an annual thing. Instead, regular team building keeps your team happy and working well together. Team building activities break up the monotony of the work week by periodically inserting fun and joy.

Encourages new skill formation

Since team building activities plunge your team into new situations, they also encourage new skill formation. During an activity, a team member who never explored art may further develop their sketching and design skills and so on.

Limitations of Team Building

The results achieved from team building are generally short-term in nature.

Most teams return to their baseline soon after a team building event has been completed. This means teams must include team building as part of their regular routine for it to be beneficial.

It can be a costly process.

If you are taking time for team building activities, then you are losing time to be productive. Not only do you have to pay for the cost of the activity or event, but you also have to pay the cost of labor for that team even though they aren't being productive.

People need time to get comfortable with a team building exercise.

You'll have your extroverts who jump right into an activity like it's a giant free cheesecake. Then you'll have introverts shy away from an exercise like it has an odour that is reminiscent of a closet full of Limburger cheese.

Some people just don't work well together.

There will always be a few people who don't mesh well together. Forcing these folks to work together is like trying to force a square peg through a round hole. If you're not watching the activities closely, you may find that more resentment is being built through the team building efforts than positivity.

Team building activities can backfire and cause the opposite effect

While team building activities are intended to improve communication between team members and strengthen relationships, it also has the potential to do the opposite–like when, for example, the activities are too competitive.

Not everybody enjoys team building activities

The motivation to participate in a team building exercise may vary drastically from person to person. Some will be excited to improve their workflows and connections with their colleagues, while others might feel uncomfortable because they have to let urgent tasks wait.

Hard to measure

Big bosses like to see results, but team building efforts can be hard to measure. Outcomes can take time to appear. Alternatively, your team might see a temporary boost in productivity and collaboration that fizzles out within a couple of weeks.

Abundance of options

Options are great, but choices can become overwhelming. Decision fatigue means that every choice tires our brains. Making too many decisions lowers our motivation and willpower. When presented with too many options, we may throw our hands up and choose hastily just to end the dilemma.

7.10 Sensitivity Training

Sensitivity training is a psychological technique that uses intensive group discussions and interactions to increase sensitivity to others as well as self-awareness of an individual's own prejudices. Usually, an unorganized meeting is held between members of different genders, abilities, races, and ages (to mention a few) in a workplace.

- Here, a passive leader maintains a safe space for participants to discuss different issues and build good interpersonal relationships among them.

- Workplace sensitivity training is not specific to topics like preventing harassment or discrimination, it also includes training on how to improve your emotional intelligence, deal with difficult personalities, or even gossip.

- This form of training is intended to make employees more aware of their own prejudices and help them gain more sensitivity towards others in the workspace.

- It is not just for people who have behavior problems in the workplace or for offices who experience a harassment or discrimination incident.

- Sensitivity training should be an ongoing effort to improve the environment in the office and it is an important part of an organization's culture.

- Remember, it is the mental strength and ability of a person that helps him to understand the emotions of others and manage his own behavior and impulses accordingly.

- Sensitivity training is also known as encounter groups, laboratory training, and T-Groups.

- It is headed by a passive leader who maintains a psychologically safe environment so that every member feels safe enough to share his thoughts.

- Members belonging to different cultures, age, gender, and even abilities are encouraged to participate in a free discussion about various issues.

- The passive leader in the group creates ample opportunities so that everyone can have a say and express their beliefs, attitudes, perceptions, emotions, and ideas.

- All the members gradually find ease and learn about others and at the same time, observe and participate in making changes in their own behaviour and beliefs.

Essential steps for sensitivity training

- The members of a sensitivity group must keep aside their own prejudice or opinion about the other members so that they do not sound judgmental.

- It will give the others a chance to form a new relationship by speaking and hearing freely to other members.

- Motivating others to take part in a conversation so that they can overcome their hesitancy is one of the essential steps of sensitivity training.

- Once a member gains the confidence to speak freely, whatever is on his mind, interactions between everyone starts taking place.

- It is easy to see the behavioral pattern of each other and its impact on others.

- This is an essential step in sensitivity training, as all the members start developing trust and beliefs.

- The objective of sensitivity training is to see how others perceive him.

- Once an individual becomes a frequent speaker, he starts molding himself in terms of what others think about him. He gets the opportunity to practice his behavior and see the difference it is creating.

Procedure of Sensitivity Training

1. Unfreezing the old values

2. Development of new values

3. Refreezing the new ones

1. Unfreezing the old values -

- It requires that the trainees become aware of the inadequacy of the old values.

- This can be done when the trainee faces dilemma in which his old values is not able to provide proper guidance.

- The first step consists of a small procedure.

- An unstructured group of 10-15 people is formed who looks to the trainer for his guidance.

- But the trainer refuses to provide guidance and assume leadership.

- Soon, the trainees are motivated to resolve the uncertainty.

- Then, they try to form some hierarchy. Some try assume leadership role which may not be liked by other trainees.

- Then, they start realizing that what they desire to do and realize the alternative ways of dealing with the situation.

2. Development of new values -

- With the trainer's support, trainees begin to examine their interpersonal behaviour and giving each other feedback.

- The reasoning of the feedbacks are discussed which motivates trainees to experiment with range of new behaviours and values.

- This process constitutes the second step in the change process of the development of these values.

3. Refreezing the new ones -

- This step depends upon how much opportunity the trainees get to practice their new behaviours and values at their work place.

Sensitivity training is the process of developing emotional intelligence, which means "the mental ability an individual possesses enabling him or her to be sensitive and understanding to the emotions of others as well as being able to manage their own emotions and impulses".

Emotional Intelligence

- Emotional intelligence enable employees to act according to the situation in the organization faced by him.

- It develops the ability to understand others feeling and their mental status and interact accordingly.

- Conflicts and misunderstandings are mostly raised because of lack of emotional intelligence possessed by the person which leads to breakup in perception and relationship they maintain since long time in organization and effects the productivity of the organization.

Importance of sensitivity training

- It creates a better interpersonal relationship between a group.

- Diversity leads to a better understanding of the sensitivity training meetings.

- Helps individuals to get an insight into others so that they could observe, learn and rectify their behaviour.

- Educates members of the sensitivity group about constructive and correct emotional actions and behavioral pattern.

- Sensitivity training encourages the concept of interaction and sharing between individuals.

- Improvement in the ability to analyze and rectify own behaviour.

- Increased awareness of own feelings, actions, and its impact on others. He becomes more sensitive to the feelings of others and tries to change his behavior accordingly so that he does not cause any harm to the well-being of others.

- A gradual change in attitude and thinking.

- In several cases, an individual joins a sensitivity training group following some negative experience in his life. This method helps to overcome the negative impacts and once again walk towards a positive and happy environment.

Goals of Sensitivity Training

While the emphases, styles and specific goals of the multitude of sensitivity training programs vary, there does seem to be some consensus as to general goals. These include:

1. Increased understanding, insight, and self awareness about one's own behaviour and its impact on others, including the ways in which others interpret one's behaviour.

2. Increased understanding and sensitivity about the behaviour of others, including better interpretation of both verbal and nonverbal clues, which increases awareness and understanding of what the other person is thinking and feeling.

3. Better understanding and awareness of group and inter-group processes, both those that facilitate and those that inhibit group functioning.

4. Increased diagnostic skills in interpersonal and inter-group situations. For the authors, the accomplishments of the first three objectives provide the basic tools for accomplishing the fourth objective.

5. Increased ability to transform learning into action, so that real life interventions will be more successful in increasing member effectiveness, satisfaction, output, or effectiveness.

6. Improvement in individuals' ability to analyze their own interpersonal behaviour, as well as to learn how to help themselves and others with whom they come in contact to achieve more satisfying, rewarding, and effective interpersonal relationships.

Different sensitivity programs may emphasize one or more of these goals or may neglect some. However, they are goals that are common to most T groups.

Outcomes of sensitivity training

- The outcomes they depict (self, role, and organization) are only possibilities, and cannot be guaranteed for everyone attending a sensitivity training program.

- This is because some participants do not learn or learn very little from a T group experience, others learn some things, and others learn a considerable amount and variety of things and because programs vary so much in terms of their nature and goals.

- Possible outcomes are as follows:

Outcomes of sensitivity training -Self

- Increased awareness of own feelings and reactions, and own impact on others.

- Increased awareness of feelings and reactions of others, and their impact on self.

- Increased awareness of dynamics of group action.

- Changed attitudes toward self, others, and groups; i.e., more respect for, tolerance for, and faith in self, others, and groups.

- Increased interpersonal competence; i.e., skill in handling interpersonal and group relationships toward more productive and satisfying relationships.

Outcomes of sensitivity training – Role

- Increased awareness of own organizational role, organizational dynamics, dynamics of larger social systems, and dynamics of the change process in self, small groups, and organizations.

- Changed attitudes toward own role, role of others, and organizational relationships, i,e., more respect for and willingness to deal with others with whom one is interdependent, greater willingness to achieve collaborative relationships with others based on mutual trust.

- Increased interpersonal competence in handling organizational role relationships with superiors, peers, and subordinates.

- Increased awareness of, changed attitudes toward, and increased interpersonal competence about organizational problems of interdependent groups or units.

- Organizational improvement through the training of relationships or groups rather than isolated individuals.

Why is Sensitivity Training in the Workplace Important?

- Sensitivity training in the workplace will increase the overall well-being of an organization, providing benefits for employees in all levels.

- Implementing regular sensitivity training is important in order to achieve:

Mutual trust among employees

- Employees will gain more sensitivity and learn how to accept each other's differences. By getting to know and understand their team members, they will feel more comfortable in the workplace and it will be easier to create an environment of trust.

Increased communication with managers

- Sensitivity training sessions can be used as an open and safe space for managers to interact with their team, without fear of judgment. This will help them gain a better understanding of their employee's behaviours and get to see who they are as people. Being able to communicate better in an interpersonal way with their manager or supervisor will also make it easier for employees to reach out for help regarding work and non-work-related issues.

A work environment free of discrimination

- As employees gain awareness of their differences, issues like harassment, bullying, and other types of discrimination will decrease. Additionally, all information gathered during these interactions can help identify employees that can potentially be creating a hostile work environment. This makes it easier for the issue to be addressed in an effective manner.

Disadvantages

- Sometimes members of a group find these activities chaotic and disorganized especially at the onset.

- As sensitivity training is an informal activity, there is no superior and subordinate relationship. Sometimes the informal talks can harm the relationship between both of them.

- It can tamper relationship between employees also.

- Sometimes people are unable to give their true opinion as they are too aware of others and afraid of their reaction.

- Sensitivity training is based on assumptions and not on facts.

- Although sensitivity training is referred to as having a psychological impact, the meetings are unable to find a psychological reason for the behaviour.

- Critics often have slammed sensitivity training as a method for brainwashing.

Summary

- The development of operatives calls for specific increase in skill and knowledge to perform a particular job. There are primarily four basic methods in use: (a) on-the-job training, (b) vestibule school, (c) apprenticeship, and (d) special courses.
- Presentation Methods includes demonstration method, Lecture and Training with Magic.
- Buzz session is a technique for involving every member of a large audience directly in the discussion process.

- Hands-on training helps console new employees by showing them what their job will be like.
- The Hands-on Training Method Prepare, Open, Present, Practice, Evaluate and Review the training programs in order to attain the best productivity.
- The on the job training/hands on training methods include Job instruction training, Job rotation, Syndicate groups, Mentoring and Apprenticeship.
- Group Building Methods of training include Committee assignments, Discussion Method, Debate and Fish Bowl Exercise.
- The main factors to be considered during the selection process of the training methods are the human factors (trainer, trainees), the programme topic, the available time and facilities.

Keywords

- Debate: It is essentially a structured but cordial argument about a particular issue or motion.
- Job Rotation: It is a training method that assigns trainees to various jobs and departments over a period of a few years.
- Lecture: It is a traditional, formal method of instruction, and usually consists of verbal explanation or description of the subject matter, with or without illustration.
- Mentoring: It is an ongoing relationship that is developed between a senior and junior employee which provides guidance and clear understanding to the junior employee.
- Panel: It is a group of four to six persons with a special knowledge of a subject holding an orderly conversation on an assigned topic in full view of the audience.

Self Assessment

1. The term which describes long term training which includes a combination of both on-the-job and in-class training is:
A. Mentorship
B. Computer based training
C. Vestibule training
D. Apprenticeship

2. Which item is NOT an example of an indirect training cost?
A. Overtime
B. Increased scrap
C. Room and food charges
D. Low productivity

3. Demonstration type of training method is used to train
A. Workers
B. Supervision
C. Managers
D. All of the above

4. The following method is used to give to trainees the important information in permanent form for immediate of future use
A. Lecture methods
B. Conference
C. Written instructional method
D. Training within the industry (TWI)

5. The following is not a on the job training method
A. Understudies
B. Job rotation
C. Management by objectives (MBO)
D. Case study method

6. _____ is widely used for human relations and leadership training
A. Business games
B. Role playing
C. Case study method
D. Job rotation

7. The following training aims to provide broad training to enable the trainee to take up a wide variety of tasks within his field of specialisation
A. Demonstration
B. On-the-job training
C. Apprenticeship
D. All of the above

8. Training within the industry (TWI) scheme imparts training in
A. Job instructions
B. Job rotation
C. Job method
D. All of the above

9. The following is not a on the job training method
A. Understudies
B. Job rotation
C. Management by objectives (MBO)
D. Case study method

10. Which of these is an off - the - job training method?
A. Television
B. Job rotation
C. Orientation training
D. Coaching

11. Vestibule training utilises equipment which closely resemble the actual ones used on the job.
A. True

B. False

12. Which of the following is not a method of on the job training?
A. Supervision
B. Job instruction
C. Role play
D. Job rotation

13. Sensitivity training is also known as
A. S-group training
B. T-group training
C. P-group training
D. L-group training

14. The main factors to be considered during the selection process of the training methods are the human factors (trainer, trainees), the programme topic, the available time and ....

15. The training needs and learning objectives of a training programme in management must be formulated in terms of ...., attitudes and skills change for improvement.

Answers for Self Assessment

l.	D	2.	C	3.	A	4.	C	5.	D
6.	B	7.	C	8.	D	9.	D	10.	A
11.	A	12.	C	13.	B	14.	Knowledge	15.	Training methods

Review Questions

1. Explain the various on the job and off the job training methods of training.
2. Discuss the various factors which affect the choice of the training methods to use.
3. What are the drawbacks of lecture method? Why is the lecture method popular amongst trainers in spite of these drawbacks? How can you, as a trainer, improve the effectiveness of your own lecture?
4. It has been said; "you cannot teach a person anything; but a person can learn". Discuss the implication of this for training methodology.
5. Take any three training methods and compare and contrast them on relevant features.
6. Discuss the main principles of learning with specific reference to the lecture method in the classroom.

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Unit 08: Training and Development Methods

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Objectives

After studying this unit, you will be able to:

- gain an insight into the two types of training methods available.
- analyze the advantages and disadvantages of On-the-Job and Off-the-Job Training methods.
- compare On-the-Job and Off-the-Job Training methods.
- gain an insight into the concept of off-the-job training.
- analyze primary two methods of off-the-job training.
- understand the advantages and disadvantages of lecture method and simulation.
- study how is simulation integrated.
- gain an insight into the concept and meaning of case study.
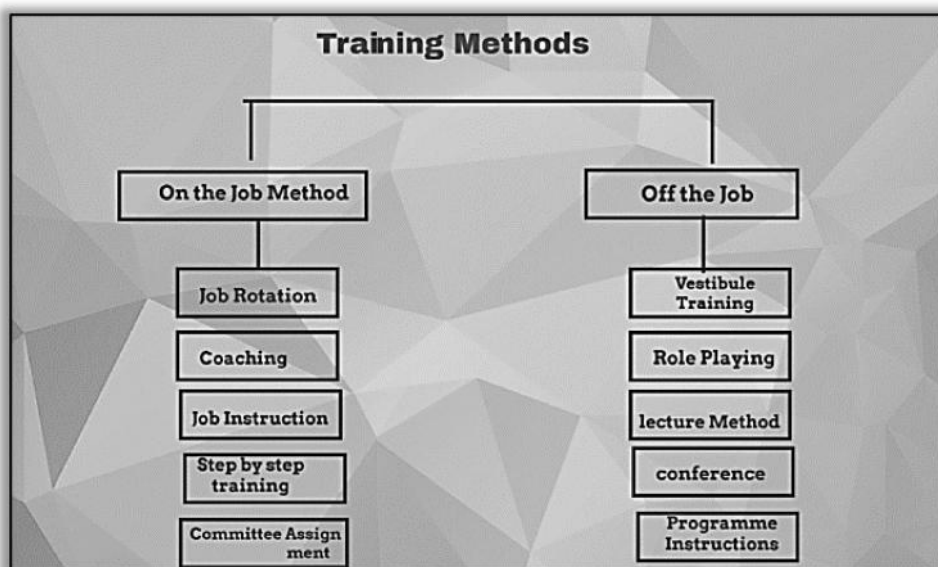- analyse the advantages and limitations of case study training method.

- understand the ways to use the case method appropriately.
- Know some of the preparation guidelines and best practices to implement while using case study training method.
- gain an insight into the concept of Special projects.
- analyse the ways to add special projects to the opportunities available within an organization.
- gain an insight into the concept of business games.
- analyse the benefits and limitations of business games.
- gain an insight into the concept of action learning.
- analyse the examples of organisations using the principle of action learning in reality.
- understand six sigma and kaizen to reduce defects and to cut costs.
- know as to how does action learning work.
- gain an insight into the concept of role-play training.
- analyse the benefits and limitations of role-play training.
- understand the process to conduct role-play training.
- know the activities for effective role-plays.
- gain an insight into the concept of team and team building training.
- analyse the main elements of the structure of team training.
- understand the strategies for team building.
- know the benefits and limitations of team building activities.
- gain an insight into the concept of sensitivity training.
- analyse the essential steps for sensitivity training.
- understand the procedure of sensitivity training.
- know the importance, goals, outcomes and disadvantages of sensitivity training.

Introduction

- To create a happy, productive workforce, training managers must provide opportunities for further training and growth.
- Unfortunately, too many employees or management dismiss training as boring or unnecessary.
- And, let's face it, employee-training can be boring, but only when the wrong types of training are matched up with the topic or issue, you're tackling.
- Matching the types of employee training to your employee needs can ensure they receive the information they need, in the format best suited for it.
- Research on training methods is essential to avoid the unnecessary costs that come with training.
- According to Forbes, the training market is worth approximately $109 billion in the United States.
- Therefore, the tasks of researchers are to search and define the best methods to present the information to the targeted trainees, as well as to find the right approach to investing in project management training.
- One excellent study that explores such training methods is "Training Methods: A Review and Analysis."
- The authors of the said article performed an integrative review of some of the most popular training methods.

- In addition to defining the core methods for training, the study does the following:
  - ✓ Defines the key characteristics of the chosen types of training methods.
  - ✓ Researches the conditions in which the training methods are most suitable.
- There are two methods through which managers can improve their knowledge and skills.
- One is through formal training and other is through on the job experiences.
- On the job training is very important since real learning takes place only when one practices what they have studied.
- But it is also equally important in gaining knowledge through classroom learning.
- Learning becomes fruitful only when theory is combined with practice.
- Therefore, on the job methods can be balanced with classroom training methods (off-the-job methods).

8.1 Training Methods

On-the-Job Method

- This type of training is also known as job instruction training.
- This is the most used method.
- Under this method, the individual is placed on a regular job & taught the skills necessary to perform the job.
- It means 'learning while doing'.
- The trainees learn in the real work environment and gain practical experience dealing with the tasks and challenges during a normal working day.
- This is the most common method of training in which a trainee is placed on a specific job and taught the skills and knowledge necessary to perform it.

Advantages Of OJT

- On the job method is a flexible method.
- It is a less expensive method.
- The trainee is highly motivated and encouraged to learn.
- Much arrangement for the training is not required.

Simplified Learning

Training and Development

- On-the-job training offers a simplified learning experience where juniors learn by shadowing seniors.
- A new employee finds it much easier to execute a complex assignment once they've seen a senior work at it.
- They have the required project information at their fingertips and become well-Equipped To Deal With Setbacks.

Cost-Efficiency

- Cost-efficiency is one of the most important advantages of on-the-job training.
- A recent HR Onboard study showed that the average cost of onboarding a new employee can go up to US$40,000.
- On-the-job training helps organizations cut down on these costs.
- It's easy to set up and use existing resources to achieve training goals.
- There's no need to hire outside instructors or send new hires for expensive training programs.

Quicker Learning

- On-the-job training integrates learning into everyday assignments.
- Employees get to put into practice the theoretical knowledge they gain each day from their seniors, rapidly picking up job-specific skills.
- This is one of the most significant merits of on-the-job training, where employees learn as they work and work as they learn.

Systematic Approach

- Among the other merits of on-the-job training is its systematic approach.
- A structured on-the-job training program assesses training needs to set up a training schedule with assignments and targets.
- Employees get a clear picture of the step-by-step execution of a project.
- By working with experienced colleagues, they become well-versed with the organization's methodology.

Instant Feedback

- During on-the-job training, employees receive immediate feedback from their trainers after the execution of a task.
- This is a significant advantage because it allows employees to spot errors, identify their strengths and weaknesses and get a grasp on the right approaches and techniques.
- All of this results in confident, motivated employees.
- From improving organizational productivity to promoting teamwork among employees, the advantages of on-the-job training are many.
- Studies show employees who are offered on-the-job training are 30% happier with their careers than those who receive no training.

Disadvantages of On-the-job Training

Lack Of Proper Trainers

- The lack of qualified trainers is one of the disadvantages of on-the-job training.
- The best employees of an organization don't always prove to be the best trainers.
- Skilled trainers have excellent communication skills. They're patient and ready to answer any off-the-track question their trainee might have.
- In the absence of such trainers, on-the-job training can be counterproductive, leading to confusion among new hires, lost time and derailed projects.

Risk of Accidents

- During on-the-job training, new hires undergo hands-on experience, handling new equipment, tools and machinery.

- This increases the risk of accidents because they don't have the required skill and knowledge to operate certain equipment.

- To ensure a safe training process, especially in industries that deal with dangerous machinery, new recruits must be given sufficient safety information about the tools they use.

Rushed Process

- On-the-job training can sometimes be conducted hastily.

- Organizations often want the majority of their employees—including new hires—to contribute to everyday workload and rush through the training process.

- Without the solid foundation, they need to excel at their jobs, new employees are left confused and doubtful about their roles.

Possibility of Errors

- When new employees are made to perform complex tasks during on-the-job training, there remains a possibility of error.

- This is because such employees are still learning the ropes of the job and haven't yet picked up all the required skills to excel in their role.

Balance of Merits and Demerits

- There are both merits and demerits of on-the-job training.

- However, organizations can minimize the disadvantages by rolling out a well-planned program with long-term goals and developing the training capacities of existing employees.

Off-the-Job Methods:

- On the job training methods have their own limitations, and in order to have the overall development of employee's off-the-job training can also be imparted.

- The methods of training which are adopted for the development of employees away from the field of the job are known as off-the-job methods.

- Off-the-job training involves any form of supplementary learning that's arranged by an organization to boost their employees' skills or help address their weaknesses.

- Off-the-job training takes place outside the work environment but is included within the working hours of employees, as stipulated in their contracts.

- Any separate learning that employees undertake on their own outside working hours is not included as part of off-the-job training.

- Conventionally, off-the-job training involves a variety of methods and techniques—lectures and seminars, simulation, role-playing, business and management games.

Advantages of Off-the-job Training

Productivity

- One of the main purposes of off-the-job training is to optimize employee performance and provide clarity on their role in an organization.

- It also gives employees an opportunity to self-evaluate and study their development in a systematic manner over a period of time.

- All these factors ultimately combine to make employees more efficient and productive.

Low Risk

- Even if employees mess up during off-the-job training, there are no tangible costs that the organization has to bear.

Training and Development

- This makes off-the-job training a suitable training ground where participants can push their limits and experiment with their working styles.

Economically Efficient

- A well-designed off-the-job training program means that organizations can simultaneously train several employees without having to devote time to individuals.

- A well-structured off-the-job training program helps organizations optimize resources to get the best out of their employees.

Insight And Knowledge

- One of the biggest advantages of off-the-job training is that it provides employees with insights and knowledge by simulating real-time scenarios.

- Research has proved that what employees learn during off-the-job training, both in terms of theory and practical application, prepares them well to deal with a variety of scenarios as part of their jobs.

Promotes Team Spirit

- Most off-the-job training exercises involve working in a collective environment, with many techniques requiring active collaboration and teamwork.

- Through off-the-job training, employees get hands-on experience of working with associates who they'll need to work with as part of their jobs as well.

- This provides a great opportunity to develop a healthy working environment and cultivate team spirit.

All of these not only help improve employee performance but also nurture their foundational skills, assisting in personal growth and development.

Disadvantages Of Off-the-job Training

- For all its benefits, off-the-job training has some shortcomings as well.

- These have more to do with the application of different methods and techniques and practical problems.

- The main disadvantages of off-the-job training are:

Reduced Exposure to Work Environment

- Surveys have shown that most employees believe that off-the-job training doesn't provide adequate exposure to their work environment.

- Regular off-the-job training sessions mean that employees spend a fixed time every week away from their workstations.

- This may pose a problem for new recruits who need time to familiarize themselves with their surroundings.

- In jobs that require handling complex equipment, reduced exposure to the work environment can be an even bigger hindrance to performance.

Requires Considerable Investment

- While a well-constructed off-the-job training program is generally profitable in the long run, organizations have to make a considerable investment initially.

- This investment, both in terms of financial resources as well as time and personnel, may not always pay off.

- There's always the possibility that some employees will not take off-the-job training seriously or cannot juggle its requirements alongside their primary Responsibilities.

Breeds Complacency

- If an employee excels during off-the-job training, they can be under the impression that they are bound to ace the same challenges on the job.

- This is a naive approach as the pressures of real-time scenarios may prove harder than the simulation.

Lack of Feedback

- The way in which most off-the-job training programs are designed leaves little room for feedback or engagement from employees about what works for them and what doesn't.

- On the surface, this may seem easy to fix, but in practice, it can be hard to provide a proper feedback mechanism for off-the-job training.

- Notwithstanding the advantages and disadvantages of off-the-job training, recent history has shown that organizations are better off with it than without it.
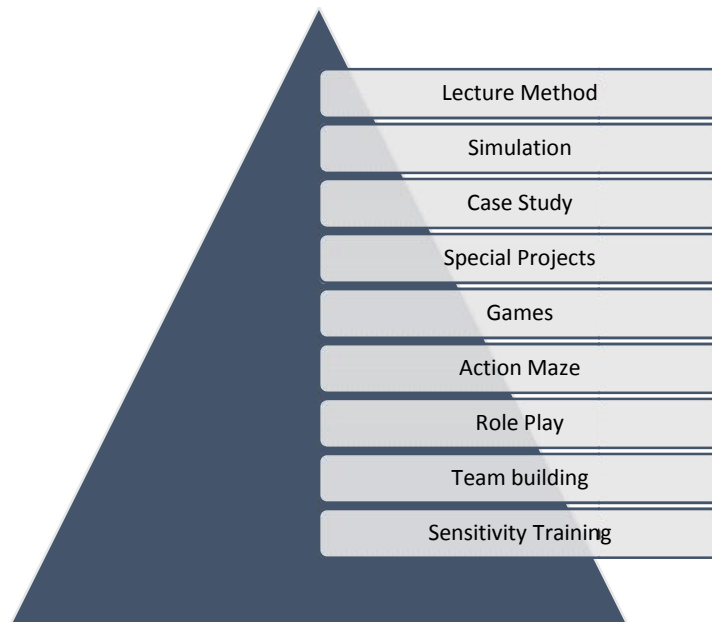
Key Differences between On-the-Job and Off-the-Job Training

BASIS FOR COMPARISON	ON-THE-JOB TRAINING	OFF-THE-JOB TRAINING
Approach	Practical	Theoretical
Active participation	Yes	No
Location	At the workplace	Away from the workplace
Principle	Learning by performing	Learning by acquiring knowledge
Work disruption	No, because trainees produce the products during learning.	Yes, because first training is provided which is followed by a performance.
Carried out by	Experienced employees	Professionals or experts.
Cost	Inexpensive	Expensive
Suitable for	Manufacturing firms	Non-manufacturing firms

Off-the-Job Training Method

- Off-the-job training is conducted in a location specifically designated for training. It may be near the workplace or away from work, at a special training centre or a resort.

- Conducting the training away from the workplace minimize distractions and allows trainees to devote their full attention to the material being taught.

- However, off-the-job training programs may not provide as much transfer of training to the actual job as do on-the-job programs.

- Many people equate off-the-job training with the lecture method, but in fact a very wide variety of methods can be used.

We will now be discussing some of the training methods: -

| Lecture Method |
| Simulation |
| Case Study |
| Special Projects |
| Games |
| Action Maze |
| Role Play |
| Team building |
| Sensitivity Training |

8.2 Lecture Method

- Lecture method is the most used method for teaching science.
- It is a teacher- controlled & information centred approach in which the teacher works as a sole-resource in classroom instruction.

- In lecture method only the teacher talks & students are passive listeners.
- Since the student does not actively participate in this method of teaching, this is a teacher – controlled & information centred method.
- Lecture method is most followed in colleges and in schools in big classes.
- This method is not quite suitable to realise the real aim of teaching science.
- The lecture method is the oldest method of teaching. It is based on the philosophy of idealism.
- This method refers to the explanation of the topic to the students.
- The emphasis is on the presentation of the content.
- The teacher clarifies the content matter to the students by using gestures, simple devices, by changing voice, change in position and facial expressions.
- Teachers are more active, and students are passive, but the teacher also asks questions to keep the students attentive.

Meaning of Lecture

Wasley, Edgar B, Wronski, Stanley suggested that the lecture method serves four basic purposes:-

- To motivate.
- To clarify.
- To review.
- To expand.

Planning the Lecture

Before starting to prepare a lecture, the teacher must be able to answer four basic questions:-

> Who is your audience?- Who?

> What is the purpose of your lecture?- Why?

> How much time is available- How long?

> What is the subject matter?-What?

Purpose of Lecture

The objectives of lecture may be to:

1. Give general information on a subject.
2. Gain acceptance for a new point of view.
3. Change basic attitude.
4. Teach a particular skill.

Situations Where Lecture Method Can Be Used

> In the introduction of a new topic.

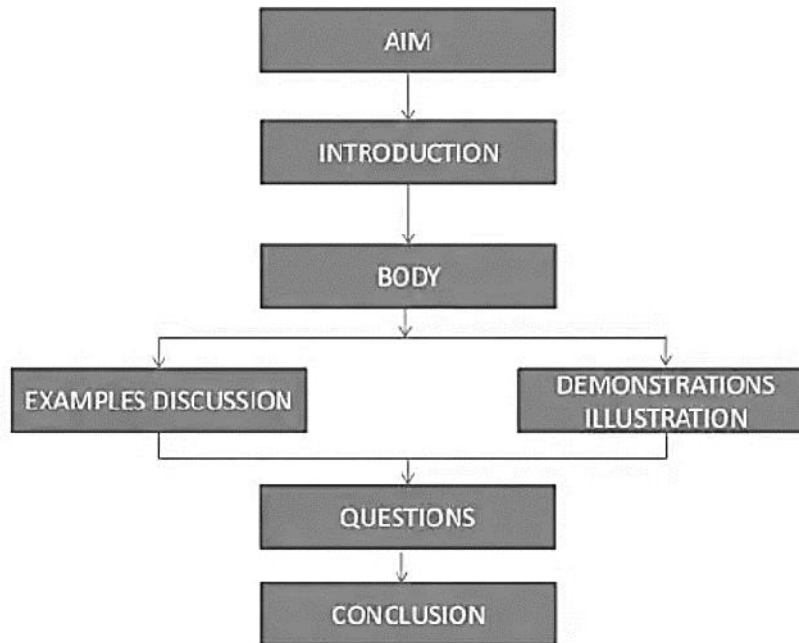> In the introduction of new instruments.

> Presenting the history of a subject matter.

A good trainer must take care of:

- Time available.
- The audience.
- Subject matter.
- Posture.
- Appearance.
- Manner.
- Gesture.
- Voice.
- Vocabulary.

- Use of audio-visual aids & black board.

Organizing the Lecture

How To Evaluate?

- The speaker's content expertise.

- The language used.

- The degree of transparency of presentation.

- Use of audio-visual aids.

- Attention and intellectual participation of pupils.

Advantages of lecture Method

- It is quite economical method because it is possible to handle many trainees at a time & no laboratory equipment, aids, materials are required.

- Using this method, the knowledge can be imparted to trainees quickly & prescribed topics can be covered in short time.

- It is quite attractive & easy to follow and also by this method trainer can develop his own style of teaching and exposition.

- It simplifies the task of trainer as he/she dominates the lesson for 70-85% of the lesson time & trainees just listen to him.

- Some good lectures, delivered by the teacher may motivate, instigate and inspire a student for creative thinking.

Disadvantages of lecture Method

- In this method the trainees participation is negligible and trainees become passive recipients of information.

- In this method we are never sure if the trainees are concentrating and understanding the subject matter being taught to them by trainer.

- In this method knowledge is imparted so rapidly that weak trainees developed a hatred for learning

- In this method there is no place of 'learning by doing' and thus teaching by this method strikes at the very root of science.

- It doesn't take into the account of previous knowledge of trainees and it does not take cater to individual needs and differences.

- It does not provide for corrective feedback and remedial help to slow learners.

- It does not help to inculcate scientific attitudes and training in scientific method among the pupils.

- It does not provide for corrective feedback and remedial help to slow learners.

- It does not help to inculcate scientific attitudes and training in scientific method among the pupils.

8.3   Simulation Method

- Simulation training, or simulation-based training, involves the use of basic equipment or computer software to model a real-world scenario.

- During simulation-based training, the learner is taught how to perform certain tasks or activities in various real-world scenarios so they will be better prepared should the event actually occur.

- Simulation training usually involves interacting with a technology. Simulation training is the newest technological advancement in the world of employee learning.

- Studies across the globe have shown that this kind of training allows for an immersive, all-encompassing experience, and hence improves the effectiveness of the training exercise.

- With the rapid evolution in technology, creating a real-life mock-up scenario is no longer a complicated feat.

- Organizations can now benefit from the reduced risk factor during training by creating online simulations, while still being able to provide real-life learning experience.

What is Simulation Training?

- Simulation training, as the name suggests, is a kind of training created to mirror real-life situations.

- Employees can put their knowledge to the test in situations they may encounter in their jobs.

- However, this attempt is within the safety net of simulation, thus allowing them to experiment, learn, and grow.

- This training is highly cost-effective for employers.
- It also allows for them to assess their employees with respect to how they use their skills when put in pressure situations.
- And thus, it can help gauge each employee's decision-making ability.

Benefits of Simulation Training

Life-Like Experience

- When training in a simulation, employees are able to explore the situation and understand the rules & regulations and the limitations.
- Employees work in virtual scenarios that is a replica of what they will face in their actual jobs and are armed with choices on how to proceed.
- As a result, despite being in a controlled environment, trainee employees can experience every facet of an on-the-job training module.

Accurate and Immediate Feedback

- Because of the nature of this training, employees receive immediate feedback from their instructors regarding their performance.
- This feedback is also as accurate as it can get, regardless of the form of training.
- Any constructive criticism or tips and advice received during such training greatly enhances employee performance in the long run.
- Simulations with branching scenarios are quite helpful in guiding the employee towards the right outcome.

Efficiency and Knowledge Retention

- Knowledge acquired through reading or by being part of a real-time training session can't possibly be retained as long as the one acquired through hands-on training.
- Simulation-based training not only allows for better knowledge retention, but they also allow employees to use the acquired knowledge and understand the broader concepts.
- The insight gained through such training is invaluable, irrespective of the job profile.

Zero Risk

- Employees are often hesitant when using new tools because of the fear of making mistakes and the resulting consequences.
- However, when training is conducted in a simulated environment, this fear is removed from the equation and in the long run, having already learned from their share of mistakes made while in training, employees make fewer errors.

Quantifiable Training

- An obvious benefit of any simulation-based training is that it is easily measurable.
- All performance data and analytics related to it can be used by the organization to design future training exercises.
- The same data sets, when passed along to managers and team leads, allows them to assess their teams and use their strengths and bypass their weaknesses.

Cost-Effectiveness

- Any training program based on simulation tactics dramatically reduces the time and cost associated with the same in the long run.
- A mobile-based training program cuts travel and utility expenses, as well as the logistics of arranging for a training session.

Knowledge Retention

- By physically deploying new skills or actions, employees are more likely to retain insights and learned knowledge.

- Not only will employees retain the theory and broader concepts behind the new processes, but they will also be able to apply those principles to practice, further enhancing knowledge retention.

Cooperation and Competition

- Learning new skills and talents with others can be beneficial in several respects.

- For one, employees can learn from each other through observation and collaboration.

- Cooperation can have long-lasting benefits as employees trained together reach out to offer tips or help each other master new work.

- In some workplaces, friendly competition is appropriate and can be factored into simulation training, as long as it is done in a constructive and productive manner.

Simulation is Integrated:

- Most corporations and academic courses that contain a training simulation integrate it into an existing or completely new training programme.

- This allows the participants to get the maximum value from the experience, as well as review the sessions in order to improve them for future use.

The structure of a training session would normally be as follows:

Introduction: The organizer of the program (plus sometimes a specialist in the training simulation) will meet the participants and give them a brief explanation of the purposes behind the training and what they should hope to achieve.

Lectures: Sometimes the trainees will also receive one or more lectures around the topics that the simulation will be based on, in order to give them an idea of the type of skills they will need. This is especially important within academia, when the students will often be examined on this section after the event.

The simulation: The simulation will then be played, allowing newly acquired knowledge to be tested and skills practiced. A positive atmosphere is vital here to maintain enthusiasm.

Evaluation: Once the simulation has been completed, it is important to summarize what has been learnt and the effectiveness of the training. Presenting results to others may provide a means of internal assessment, as well as showcasing the players' achievements.

This integrated training will allow everyone taking part in the simulation to get the maximum experience possible, as well as being entertaining, exciting and giving them a new perspective on the business world. Many companies that specialize in training simulations also offer to create a special integrated plan unique to the client, to make the process as streamlined and efficient as possible.

Factors the trainer should consider when using Simulation Training: -

- Trainers need to determine how the simulation will be controlled.

- What kind of simulation they will use as there are numerous kinds of simulation available.

- How well it will relate to real-life situations.

- How the learners are going to be engaged, as different people learn differently.

Examples of Simulation

- Flight simulation – involves reproducing real-world flight scenarios which include runway take offs, air scenes and also weather conditions.

- Ship simulation – involves reproducing real-world naval scenarios which include ship docking, ocean scenes and also weather conditions.

- Driving simulation – involves reproducing realistic car movements, traffic, driveways and weather conditions.

- Air traffic control simulation – involves reproducing real-life flight scenarios which include runway take offs, air scenes and also weather conditions.

- Healthcare simulation – involves replicating real-life medical scenarios with the use of dummy models. Please follow this link to read more about healthcare simulation.

- Military Simulation – involves the use of real-life military scenarios and drills. They take on differing degrees of realism and allow soldiers to undertake what is sometimes referred to as 'war games' while not incurring any real casualties.

8.4   Case-study Method

- The case study is a method used as a part of, off-the-job managerial training and development.
- It includes a detailed written description of a stimulated or real life decision making scenario.
- Trainees are expected to solve the problems stated in the case using their decision making ability complemented with teamwork skills.
- The aim of the case study method is to develop managerial competency, problem solving and decision-making skills.
- The trainer will only act as a facilitator to guide the discussion but will not provide any input in order to encourage the trainees to participate and master their KSAs.

Case Study | Definition

- It is a partnership between trainees and trainers as well as among trainees.
- Promotes more effective contextual learning and long-term retention.
- Involves trust that trainees will find the answers.
- Answers questions not only about "how" but about "why."
- Provides trainees the opportunity to "walk around the problem" and to see varied perspectives.

Case Study | Advantages

- An advantage of the case study method is that it exposes the trainees to a wide range of situations, which they otherwise may not have faced, thereby allowing them to test their skills and develop their strengths.
- Furthermore, this method provokes real life behaviour to help trainees understand and improve their behaviour in a crisis situation.
- Another advantage is that case studies stimulate innovation and ideas which can be further implemented on the job.

Case Study | Limitations

- However, many times, case studies are considered unrealistic and therefore irrelevant by trainees.
- As a consequence, trainees may not put enough effort into generating viable solutions.
- Furthermore, in real life, problems are not laid out on paper as they are in the case study, so problem identification skills are not developed.
- Lastly, case studies have no right or wrong answer, so validation of the solution is difficult.

What is The Value of The Case Method?

- It is effective: As it employs active learning, involves self-discovery where the teacher serves as facilitator.

- Builds the capacity for critical thinking: It uses questioning skills as modelled by the teacher and employs discussion and debates.

- Exercises an administrative point of view: Students must develop a framework for making decisions.

- Models a learning environment: It offers an exchange and flow of ideas from one person to another and achieves trust, respect, and risk-taking.

- Models the process of inductive learning-from-experience: It is valuable in promoting life-long learning. It also promotes more effective contextual learning and long-term retention.

- Mimics the real world: Decisions are sometimes based not on absolute values of right and wrong, but on relative values and uncertainty.

What are some ways to use the case method appropriately?

- ✓ Choose an appropriate case.

- ✓ Develop effective questions.

- ✓ Get students prepared.

- ✓ Set ground rules with your students.

- ✓ Other suggestions.

Choose an appropriate case

Cases can be any of the following (Indiana University Teaching Handbook, 2005):

- Finished cases based on facts; these are useful for purposes of analysis.

- Unfinished open-ended cases; where the results are not clear yet, so the student must predict, make suggestions, and draw conclusions.

- Fictional cases that the teacher writes; the difficulty is in writing these cases, so they reflect a real-world situation.

- Original documents, such as the use of news articles, reports, data sets, ethnographies; an interesting case would be to provide two sides of a scenario.

Develop effective questions

- Think about ways to start the discussion such as using a hypothetical example or employing the background knowledge of your students.

Get students prepared

To prepare for the next class, ask trainees to think about the following questions:

- What is the problem or decision?

- Who is the key decision-maker?

- Who are the other people involved?

- What caused the problem?

- What are some underlying assumptions or objectives?

- What decision needs to be made?

- Are there alternative responses?

Set ground rules with your students

For effective class discussion, suggest the following to your students:

- Carefully listen to the discussion, but do not wait too long to participate.

- Collaboration and respect should always be present.

- Provide value-added comments, suggestions, or questions. Strive to think of the class objective by keeping the discussion going toward constructive inquiry and solutions.

How to Prepare for Case Discussions?

- There's more than one way to prepare for a case discussion, but these general guidelines can help you to develop a method that works for you.

Preparation Guidelines

Read the professor's assignment or discussion questions

- The assignment and discussion questions help you focus on the key aspects of the case. Ask yourself: What are the most important issues being raised?

Read the first few paragraphs and then skim the case

- Each case begins with a text description followed by exhibits. Ask yourself: What is the case generally about, and what information do I need to analyze?

Reread the case, underline text, and make margin notes

- Put yourself in the shoes of the case protagonist, and own that person's problems. Ask yourself: What basic problem is this executive trying to resolve?

Note the key problems on a pad of paper and go through the case again

- Sort out relevant considerations and do the quantitative or qualitative analysis. Ask yourself: What recommendations should I make based on my case data analysis?

Case Study Best Practices

Prepare

- The key to being an active listener and participant in case discussions—and to getting the most out of the learning experience—is thorough individual preparation.

Discuss

- We've set aside formal time for you to discuss the case with your group. These sessions will help you to become more confident about sharing your views in the classroom discussion.

Participate

- Actively express your views and challenge others. Don't be afraid to share related "war stories" that will heighten the relevance and enrich the discussion.

Relate

- If the content doesn't seem to relate to your business, don't tune out. You can learn a lot about marketing insurance from a case on marketing razor blades!

Apply

- Actively apply what you're learning to your own specific management situations, both past and future. This will magnify the relevance to your business.

Note

- People with diverse backgrounds, experiences, skills, and styles will take away different things. Be sure to note what resonates with you, not your peers.

Understand

- Being exposed to so many different approaches to a given situation will put you in a better position to enhance your management style.

Other suggestions

- Try to refrain from being the "sage on the stage" or a monopolizer.

- If you are, students are merely absorbing and not engaging with the material in the way that the case method allows.

- Make sure the students have finished presenting their perspective before interjecting.

- Wait and check their body language before adding or changing the discussion.

- One way is by using the board or computer to structure the comments.

- Another way, particularly useful where there is a conflict or multiple alternatives, is the two-column method. In this method, the teacher makes two columns: "For and Against" or "Alternative A and Alternative B."

- If you decide to grade participation, make sure that your grading system is an accurate and defensible portrayal of the contributions.

8.5 Special Projects

- On-the-Job training refers to the methods that are used at the workplace, while the employee is actually working.

- It means 'learning while doing'.

- The trainees learn in the real work environment and gain practical experience dealing with the tasks and challenges during a normal working day.

- The main advantage of on the job training is that trainees understand the rules, regulations and the work procedures by adopting them in their day-today performance.

Opportunity at Work

- Employees thrive at work when they can do something great, be part of something bigger, and make a difference that matters.

- When you choose a place to work, you look for more than just the salary and benefits.

- What is the organisation's purpose, and am I inspired by it? What is the culture like? Are there opportunities for me to grow and make a difference?

- The phrase "opportunity at work" often leads us to think about promotions, pay raises, and career development. But true opportunity means more than just climbing the corporate ladder. The chance to grow, learn, make an impact, and create great work are areas of opportunity that employees crave.

- Opportunity means to tap into an individual's unique talent, to help them shine.

Special Projects | Introduction

- According to the 2018 Global Culture Study, only 59% of employees worldwide feel positive about the opportunity for growth and development in their organisation.

- While not all organisations can provide career advancement or salary increases, most can provide a simple yet powerful way to build a sense of opportunity: by using special projects.

- Special projects highlight an individual's specific talents and invite them to participate in something new.

- They help employees learn new skills, grow in their responsibilities, and connect with other employees they don't normally interact with.

- In fact, 3 out of 4 employees feel special projects help them grow in ways their day to day jobs cannot.

- 71% report they connected with people they normally would not have when they worked on a special project.

- Inviting employees to participate in a special project also shows you value them and chose them for their unique skills and contributions.

- The individual is able to make an impact and contribute to the organisation in a meaningful way.

- Special projects engender feelings of success.

- Research shows when an employee is invited to tackle a problem or take on an initiative with a group of their peers, and that project is outside of their day-to-day duties, they perceive themselves as a successful contributor to the organisation.

Special Projects Assignments:

- Special project assignments denote a highly useful training technique, under which trainees are assigned a project that is closely related to their jobs.

- Sometimes, a number of trainee executives are put together to work on a project directly related to their functional areas.

- Trainees analyze the problems and submit the written recommendations, which provide them with a valuable experience in tackling the problem.

- These special project assignments help the trainees to analyze the organizational problems from different angles and perspectives.

- When trainees work as a member of the team, they not only acquire knowledge but also learn how to work with others having different viewpoints.

- This is a very flexible training device.

- Such special project assignments grow ordinarily out of an individual analysis of weaknesses.

- The trainee may be asked to perform special assignment; thereby he learns the work procedure. Sometime a task force is created consisting of a number of trainees representing different functions in the organisation.

- Trainees not only acquire knowledge about the assigned activities, but also learn how to work with others.

- A special project is planned and assigned to a trainee.

- Care is taken to see that it is closely related to the objectives of his department; for example, a trainee may be asked to develop a system of cost-control in the execution of an order.

- He will have to study the problem to make appropriate recommendations based on his evaluation.

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- He will have to study the problem to make appropriate recommendations based on his evaluation.

- Such a special project may also prove useful in educating the concerned trainee by giving him an idea of the importance of cost and to realise the organisational relationships with the accounting and other departments.

- In this process, the trainee concerned is sure to acquire knowledge of certain other allied subjects also.

Ways to add special projects to the opportunities available within an organization:

- Identify the Right Projects.
- Pick the Right People.
- Leverage Multiple Departments.

Identify the Right Projects

- Special projects are more than allowing a group of employees to plan the company holiday party or digitize paper records.

- These projects should be meaningful and contribute to the company's overall mission.

- This could include streamlining existing company processes or researching the viability of a new product or market.

- Among respondents who had been involved in special projects, 40% worked to improve an outdated process, procedure, or product, with a similar number creating a new process, procedure, or product; another 21% had moved the organization forward in a new or challenging direction.

Pick the Right People

- The benefits that come with special projects can have a strong benefit to employee engagement and the company's bottom line, but this doesn't mean any project and any employee will be a winning combination.

- Assigning a highly technical employee who may not be comfortable speaking in front of large groups with leading an officewide discussion, for example, might not bring about desired results.

- Likewise, asking someone whose specialty is in customer service to overhaul a recordkeeping system could be a bad fit.

Leverage Multiple Departments

- One of the biggest benefits of special projects is giving employees access to leaders and colleagues they wouldn't normally work with.

- Bringing together people from different departments also gives an eclectic collection of skills—and a holistic approach to problem solving—to the project at hand.

- Mixing workers with different specialties and backgrounds can also help employees gain new skills and experience.

- There are many facets to building a great culture, and the implementation of special projects is just one of them.

- But it is a great way to increase employees' sense of opportunity for growth and development.

8.6 Games

- According to Fortmüller 2009, business game is one of the most important methods to acquire technical and problem-related knowledge.

- With the adequate set up, business games able to be a practical teaching-learning arrangement that combine both the natural predisposition of the players with planned and directed knowledge acquirement.

- Under a suitable learning condition together with an appropriate structure and dynamic of games, the player would be able to acquire new skills and knowledge.

- However, it is not possible to include all knowledge and skills into one game. Therefore, it would be the best to carry out several games instead of one.

- According to this method the trainees are divided into groups and each group has to discuss about various activities and functions of an imaginary(simulated marketplace or the situations) organization.

- They will discuss and decide about various subjects like production, promotion, pricing etc.

- This gives result in co-operative decision making process.

SEVEN BENEFITS OF GAME BASED LEARNING

- Less Training Time

- Cost-Effective

- Improved Learning Outcomes

- Increased Employee Engagement And Participation

- Ahead Of The Technological And Learning Curves

- Enhances Employee Perceptions

- Easy Progress Tracking

SOME EXAMPLES OF BUSINESS GAMES

Ice breakers

Role playing

Multi choice quiz's on specific topics

Aircraft simulator used to train new pilots

Railcar simulator used to train new train drivers

On line driving tests

Fire fighters

Fire drills

Puzzles

8.7 <u>Action Learning</u>

- This is a continuous process of learning and reflection with the intention of getting something done.

- It does not use project work, job rotation, or any form of a simulation such as case studies or business games.

- Learning is centered around the need to find a solution to a real problem.

- Most action learning programs take from four to nine months to complete.

- Learning is voluntary and learner-driven, while individual development is as important as finding the solution to the problem.

- **Action learning** gives teams or work groups an actual problem, has them work on solving it and committing to an action plan, and then holds them accountable for carrying out the plan.

- Companies use action learning to solve important problems, develop leaders, quickly build high-performance teams, and transform the organizational culture.

- Several types of problems are addressed in action learning, including how to change the business, better use technology, remove barriers between the customer and company, and develop global leaders.

Composition of groups

- Typically, action learning involves between six and thirty employees. It may also include customers and vendors.

- There are several variations in the composition of the group.

- One variation is that the group includes a single customer for the problem being dealt with.

- Sometimes the groups include cross-functional representatives who all have a stake in the problem.

- Or the group may involve employees from multiple functions who all focus on their own functional problems, each contributing to solving the problems identified.

How is it executed?

- Employees are asked to develop novel ideas and solutions in a short period of time.

- The teams usually need to gather data for problem solving by visiting customers, employees, academics, and/or industry leaders.

- Once the teams have gathered data and developed their recommendations they are required to present them to top-level executives.

Live examples – Sony Music and Kirin Brewery

Consider how Sony Music and Kirin Brewery used action learning teams to provide solutions to urgent and complex business problems.

- Sony Music was losing income because of sales losses due to consumers' increased use of downloaded music such as iTunes.

- An action learning team of seven managers, all from different countries, met for a week in London, England, to identify ways to increase revenue.

- It was a services contract in which Sony Music would distribute music and arrange artists tours, market their merchandise, and help get their music placed in movies and television shows.

- This solution led to millions of dollars in revenue and helped Sony sign contracts with music artists from other record labels.

- Leaking beer cans and stale beer were examples of the types of quality problems that Kirin Brewery was experiencing, resulting in decreased sales and undermining customer relationships.

- An action learning team with representatives from customer service, sales, manufacturing, and quality control was given the problem to develop a strategy for producing a higher quality can.

- The action learning team developed a redesigned beer can, resulting in reduced manufacturing time, costs, and customer complaints.

Process – Action Learning

- The process action learning maximizes learning and transfer of training because it involves real-time problems that employees are facing.

- Also, action learning can be useful for identifying dysfunctional team dynamics that can get in the way of effective problem solving.

- Action learning at General Electric has required employees to use and apply skills to team building, problem solving, change management, conflict resolution, communications, coaching, and facilitation.

- General Electric believes that action learning has resulted in such benefits as greater speed in decision making and implementation, employees who work more easily across borders and business units, management that is willing to take more risks, and an increase in open dialogue and trust among employees.

Six Sigma, Black Belt Training, and Kaizen

- Six Sigma and Kaizen, black belt training programs, involve principles of action learning.

- Six Sigma and Kaizen provide employees with measurement and statistical tools to help reduce defects and to cut costs.
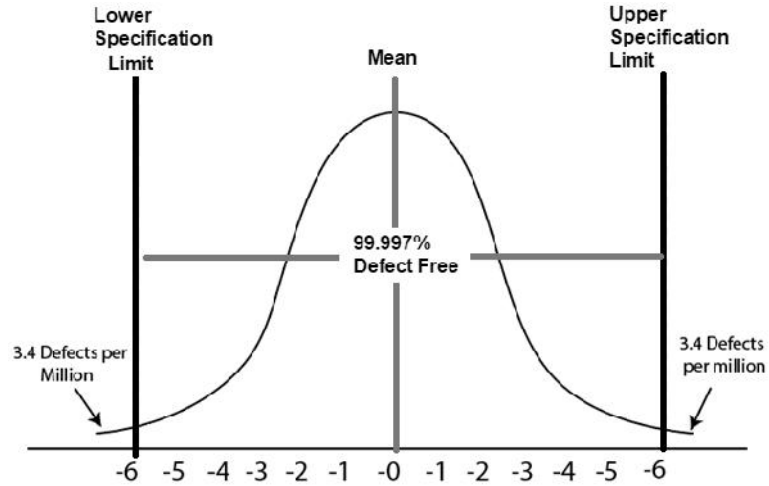
Six Sigma

- Six Sigma is a set of techniques and tools for process improvement.

- It was introduced by American engineer Bill Smith while working at Motorola in 1986.

- A six sigma process is one in which 99.99966% of all opportunities to produce some feature of a part are statistically expected to be free of defects.
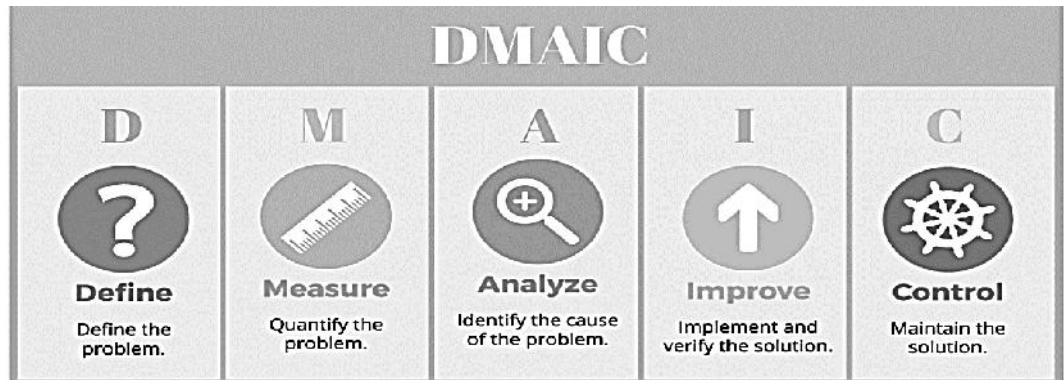
- Six Sigma is a method that provides organizations tools to improve the capability of their business processes.

- This increase in performance and decrease in process variation helps lead to defect reduction and improvement in profits, employee morale, an quality of products or services.
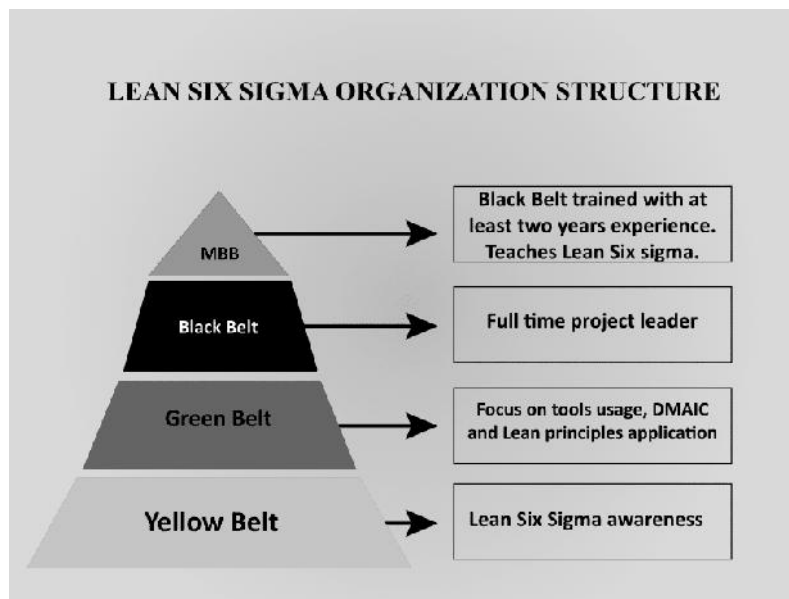
Six Sigma Curve

Six Sigma Curve

DMAIC Cycle

Lean Six Sigma Organization Structure

Six Sigma, Black Belt Training

- Six Sigma is a quality standard with a goal of no more than 3.4 defects per million processes.

- There are several levels of Six Sigma training, resulting in employees becoming certified as green belts, champions, or black belts.

- To become black belts, trainees must participate in workshops and written assignments coached by expert instructors.

- The training involves four 4-day sessions over about sixteen weeks.

- Between training sessions, candidates apply what they learn to assigned projects and then use them in the next training session.

- Trainees are also required to complete not only oral and written exams but also two or more projects that have a significant impact on the company's bottom line.

- After completing black belt training, employees are able to develop, coach, and lead Six Sigma teams; mentor and give advice to management on useful Six Sigma projects; and provide Six Sigma tools and statistical methods to team members.

- After black belts lead several project teams, they can take additional training and be certified as master black belts.

- Master black belts can teach other black belts and help senior managers integrate Six Sigma into the company's business goals.

Live Example – Six Sigma

- First Data Corporation used Six Sigma to train green belts and yellow belts with the goal of improving the execution of projects, alignment with customers, and creating a continuous improvement culture.

- The green belts and yellow belt programs include e-learning, instructor-led courses, coaching, and support transfer of training through an online community of practice, Six Sigma fair days, assignments, and projects linked to business goals.

- The Six Sigma training has resulted in beneficial projects, resulting in outcomes such as reducing the time it takes to hire a new employee from seventy-five to forty-five days and reducing waste, defects, and rework.

Kaizen

- Kaizen is a Japanese term meaning "change for the better" or "continuous improvement."

- It is a Japanese business philosophy regarding the processes that continuously improve operations and involve all employees from the CEO to the assembly line workers.

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Training and Development

- Kaizen sees improvement in productivity as a gradual and methodical process.

5 Founding Elements

The Kaizen approach consists of 5 founding elements :

- teamwork,

- personal discipline,

- improved morale,

- quality circles,

- suggestions for improvement.

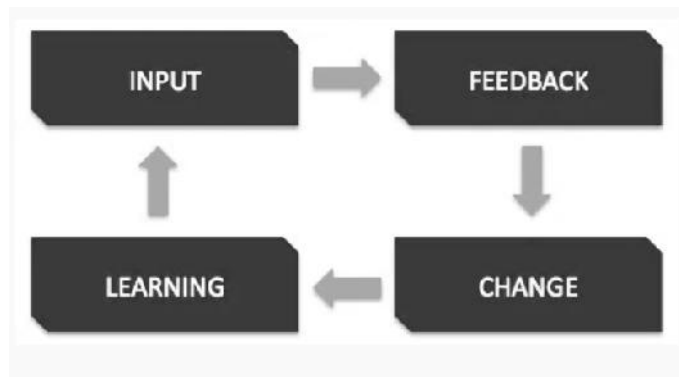**Where to improve?**

Kaizen Event

Live Example – Kaizen

- Just Born, the company that makes Mike and Ike and Peeps candies, uses the Wow . . . Now Improvement Process, a customized Kaizen process to improve business processes and results.

- The Wow . . . Now Improvement Process includes training employees how to identify improvement opportunities, collect data, make improvements, measure results, and refine practices based on the results.

- *Kaizen,* the Japanese word for improvement, is one of the underlying principles of lean manufacturing and total quality management.

- **Kaizen** refers to practices participated in by employees from all levels of the company that focus on continuous improvement of business processes.

- As the Wow ... Now Improvement Process illustrates, Kaizen involves considering a continuous cycle of activities, including planning, doing, checking, and acting (PDCA).

- Statistical process control techniques are used by employees to identify causes of problems and potential solutions.

- They include process flow analysis, cause- and-effect diagrams, control charts, histograms, and scatter grams.

How Does Action Learning Work?

- The primary focus of action learning is developing individuals by giving them a chance to speak openly about the challenges they encounter at their level.

- The best way to go about the process is setting up a group of about six to eight people who are like-minded and give them time to meet and hold discussions.

- The term used for the group is a "set."

- When the set meets, the first thing they are likely to do is elect one of their own to be a leader, or also known as a facilitator.

- The roles of the set facilitator are as follows:

    ✓ Mobilize set members for meetings

    ✓ Prepare for the meeting

    ✓ Looked up to by the set as an advisor

    ✓ Structure the given time to maximize it

    ✓ Control the set to focus on the questions to make the best use of their time

    ✓ Control the set by providing a chance for everyone to air their views

    ✓ Follow-up on the findings

    ✓ Encourage the set to be out-of-box thinkers when aiming to tackle the problem at hand

    ✓ "Midwifery" – Initiating the birth of new ideas from his set members and passing them on to the organization managerial team

    ✓ Serve as an intermediary between the management of the organization and the set members

    ✓ Keep time for the meeting

    ✓ Contribute to the meeting by speaking out on the problems they encounter

    ✓ Contributing to solutions to the problems

    ✓ Listening

    ✓ Taking action and implementing the solutions at their workplace

Steps involved in Action Learning

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8.8 Role Play

- Role-play training is a learning technique in which participants act out scenarios under the guidance of a trainer.

- This type of training can create a safe environment for employees to build confidence in their abilities to succeed in their jobs.

- Learning how to conduct role-play training can help you prepare your employees for difficult or unfamiliar work situations.

- Role-play training is an active learning strategy that requires participants to perform realistic scenarios under the supervision of a trainer or facilitator.

- For instance, participants might simulate the interaction between an employee and a customer.

- The facilitator can then provide feedback regarding the participants' performances.

- **Role-plays** refer to experiences in which trainees take on a role such as a manager, client, or disgruntled employee, and explore what is involved in the role.

- Role-plays are usually included in training programs involving interpersonal skills such as communications, sales, providing performance feedback, coaching, leadership, and team building.

- Role-plays can be completed in small groups of two to three persons in which all trainees complete the role-play. Or several trainees can volunteer to role-play while the remaining trainees observe them. In a role-play, outcomes depend on the emotional (and subjective) reactions of the other trainees.

  Why is role-play training beneficial?

- Role-play training is a social activity.

- Participants interact within the situations given, which can encourage them to work together to find solutions.

- Individuals can also analyze their own performances and provide tips or feedback for other participants.

- **It prepares participants for real-life situations.** This activity allows employees to be in situations they may encounter at work and get feedback on their performances.

- **It indicates current skill levels.** The facilitator of the session can analyze each employee's current skill level and highlight their strengths and weaknesses to help them improve their skills.

- **It helps create empathy.** Employees can act in customer roles during role-play training, which may allow them to understand the customer's point of view and develop empathy.

- **It's Social and Communal**. Players interact within the scenarios they're given, which encourages individuals to come together to find solutions and to get to know how their colleagues think.

- **Prepares for Real Life.** In some cases, role playing can prepare groups for scenarios that occur in real life. Not only does this exercise offer staff a glimpse of the situations they may encounter, but participants also receive feedback on how they've performed.

- **Indicates Current Skill Level**. When an individual participates in a role-playing scenario, she is demonstrating the way that she would actually handle a similar situation in real life. Role playing allows much of the hypothetical nature of training to be removed, so that the leader of the session can see how staff react and can make notes on each employee's level of competence.

Limitations of Role-Plays

- **Makes Some Uncomfortable.** Not everyone is comfortable with role-playing scenarios, and this can affect performance. Some staff will feel intimidated by the idea of what they see as theatrics and may be anxious about the training session if they know it contains a role-play exercise. This can impede an individual's confidence and contributions to such a session.

- **May Not Be Taken Seriously.** While some employees will be comfortable role playing, they're less adept at getting into the required mood needed to actually replicate a situation. Individuals may find the whole experience funny or else be unable to pretend to be angry for example when speaking to a co-worker they like.

How to conduct role-play training?

1. Identify an issue

- Before the role-play session, gather participants and introduce a hypothetical issue they may encounter during their jobs.

- Make sure participants clearly understand the problem you're trying to address and what you want to accomplish during the activity.

- You can also engage in a discussion to help participants think about the issue and consider what they might do in the situation.

2. Describe a specific scenario

- Choose a scenario for your participants to act out. Describe it thoroughly, providing specific details to make the role-play session as realistic as possible.

- Consider using scenarios that participants might experience in their work, such as collaborating on a team with other employees or marketing a new product.

3. Assign roles

- Once you've established a scenario, assign roles to participants for the various fictional characters involved in the scene.

- Some characters may be employees who'll handle the situation, such as salespeople.

- Other participants may represent supporting characters, such as customers.

- Some participants may also watch the performance and offer feedback.

4. Have participants act out the scenario

- Ask some participants to act out the scenario and create different strategies for resolving the situation.

- For example, if the goal of your role-play activity is to have employees practice giving a sales pitch, participants might develop different ways to present a product to prospective customers.

5. Provide feedback

- It's important for all participants to discuss the role-play activity once it's over.

- You may ask individual role-players about why they completed a specific action or made a certain statement during the scenario.

- The resulting discussion can help participants gain a deeper understanding of the social dynamics that relate to the work situation and how they can address it in real life.

Tips for conducting role-play training

Create a safe environment

- It's important to establish that the role-play activity requires a respectful and positive environment that can help participants improve their self-confidence.

- Participants may better engage in role-play training if they feel supported.

- Telling your participants they can make mistakes and try different methods may assure them you care about their development and want them to succeed.

Begin with a demonstration

- You can also begin your role-playing session with a demonstration.

- Ask two experienced employees to act out the scenario for the other participants, giving them ample time to prepare.

- Having this example may help less experienced employees see how they can react and respond to different situations.

Make role-play training an ongoing progress

- Conduct role-play training regularly so participants can continue to improve their communication and problem-solving skills.

- After each session, consider having participants reflect on their performances and write down their current strengths and weaknesses relating to the scenario.

- Their answers can help you review their performances and track their progress over time.

How to Start Role-Playing?

While some organizations prefer to hire a professional facilitator for the most effective role-play, here are a few tips for doing it yourself:

- **Use actual locations:** The best role-play is as realistic as possible. Put participants in the physical locations where they actually would experience the scenarios you're trying to replicate, whether that's the boardroom, the warehouse, or an executive's office.

- **Videotape your role-play:** Videotaping the participants in role-playing scenarios is a valuable teaching tool. It allows people to see themselves—*and* their strengths and weaknesses, which can be quite powerful. It also allows them (and you) to "record" improvement as they progress.

- **Imitate real-world scenarios:** This is perhaps one of the easiest forms of role-play training to execute yourself. Give the "customers" or "clients" a personality profile and list of objectives that the trainee doesn't know about. Make the goal to determine the "customer's" objectives.

- **Hire consultants and actors:** Getting an authentic role-play experience from your team may be difficult to do on your own. Bring in consultants and professional actors to get the training your team deserves.

Examples of Role Play Exercises

- **Interview practice**—In preparation for career interviews, employees can assume the role of the interviewer and/or the interviewee.

- **Marketing**—In preparation for a class presentation, employees can assume the position of a sales representative and sell a product.

- **Retailing**—To help prepare employees for a guest speaker in merchandising course, employees can play the role of sales manager and sales representative to gain better insight on the responsibilities of these positions.

- **Counselling**—In preparing for clinical practice, employees can role play a family therapist whose client has revealed she has committed a criminal act.

- **Teaching**—In preparation for a job fair, employees can role play the teacher and the student, or the administrator and the student, or the teacher and a parent.

- **Debates**—As a spontaneous exercise, the instructor has employees briefly prepare arguments for and arguments against positions on a topic such as *Logging in the Northwest and the Spotted Owl, Arab-Israeli Conflict or Airline Flight Departure Delays.*

Live Example – Weqassett Resort and Golf Club

- At Wequassett Resort and Golf Club in Chatham, Massachusetts, the training schedule considers both the need to make guests happy and the need to help both new and returning employees learn to do that.

- From April to October, the resort is closed, but 340 employees start work in the spring before the resort opens.

- Half of the employees are receiving training for the first time, while the returning employees need refresher training.

- Wequassett Academy offers seventy courses in four schools (customer intimacy, technical training, information and technology, and management).

- The goal of training is to provide the kind of service that will encourage guests to come back again, as well as recommend the resort to their friends.

- The resort's training is in step with its business, which requires a personal touch.

- Training involves classroom instruction with role-plays, as well as the use of DVDs.

- Employees have to successfully complete competency checklists before they are able to work.

- For example, food servers may have to take courses in menu knowledge, food service, and wine knowledge.

Activities for Effective Role-Plays

- Provide background information on the purpose of and context for the role-play.

- Make sure that a script is provided with enough detail for trainees to understand their role.

- The room is arranged so trainees can see and hear the role-players.

- Observations sheets and checklists that emphasize the issues in the role-play are developed and used.

- Debriefing occurs on the experience of the role-players and observers, the relationship of the role play to the company context, and important learning points.
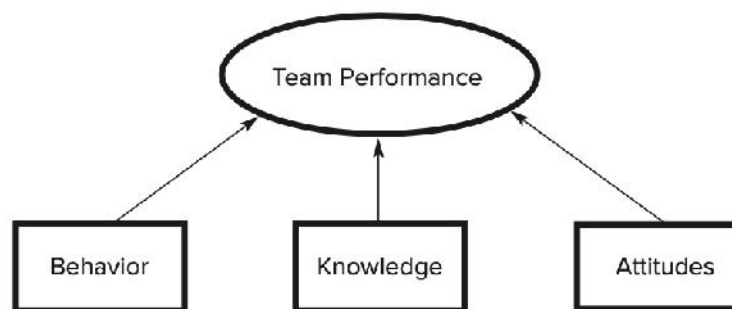
8.9 Team Building

What is a team?

- Individuals who are not compatible with each other can never form a team.

- They should have similar if not the same interests, thought processes, attitude, perception and likings.

Team Building Training | Introduction

- Trust is a critical component to business, especially when teamwork is required on a daily basis to achieve objectives and grow companies.

- Team Building Training courses are designed to help enhance social relations, define roles within teams and improve the efficiency of a workforce team.

- Through team-building activities, employees can learn how to better communicate with one another because they probably will be faced with activities that need to be solved as a group.

- **Team training** refers to training that is designed to improve team effectiveness.

- There are many different types of teams in companies, including production teams, service teams, committees, project teams, and management teams.

- Teamwork tends to be episodic. That is, teams engage in a cycle of identifying their goals, engage in interpersonal interactions, and take actions to achieve their goals.

- They repeat this cycle as goals are reached and tasks are completed and they move on to new tasks or goals.

- Regardless of the type of team, successful team performance depends on the knowledge, attitudes, and behaviours of its members.

Three Components of Team Performance

- The **behavioural** requirement means that team members must perform actions that allow them to communicate, coordinate, adapt, and complete complex tasks to accomplish their objective.

- The **knowledge** component requires team members to have mental models or memory structures that allow them to function effectively in unanticipated or new situations.

- Team members' beliefs about the task and feelings toward each other relate to the **attitude** component. Team morale, cohesion, and identity are related to team performance.
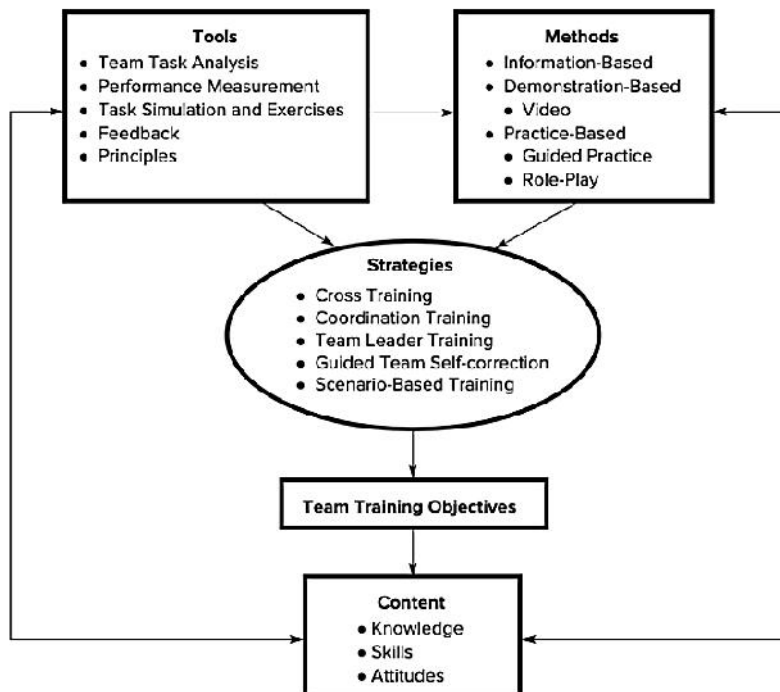
Practical Example of Teams

- For example, in the military, as well as many areas of the private sector (e.g., nuclear power plants and commercial airlines), much work is performed by crews, groups, or teams.

- Successful performance depends on coordination of individual activities to make decisions, on team performance, and on readiness to deal with potentially dangerous situations (e.g., an overheating nuclear reactor).

- Research suggests that teams that are effectively trained develop procedures to identify and resolve errors, coordinate information gathering, and reinforce each other.

Main Elements of The Structure of Team Training

There are four main elements of the structure of team training:

- ✓ tools,

- ✓ methods,

- ✓ strategies, and

- ✓ team training objectives.

- Several tools help define and organize the delivery of team training.

- These tools also provide the environment (e.g., feedback) needed for learning to occur.

- These tools work in combination with different training methods to help create instructional strategies.

- These strategies are a combination of the methods, tools, and content required to perform effectively.

Strategies for Team Building

- **Cross training** has team members understand and practice each other's skills so that members are prepared to step in and take the place of a member who may temporarily or permanently leave the team.

- Research suggests that most work teams would benefit from providing members with at least enough understanding of teammates' roles to discuss trade-offs of various strategies and behaviours that affect team performance.

- **Coordination training** instructs the team in how to share information and decision-making responsibilities to maximize team performance.

- Coordination training is especially important for commercial aviation or surgical teams who are in charge of monitoring different aspects of equipment and the environment but who must share information to make the most effective decisions regarding patient care or aircraft safety and performance.

- **Team leader training** refers to training that the team manager or facilitator receives.

- This may involve training the manager on how to resolve conflict within the team or helping the team coordinate activities or other team skills.

- **Scenario-based training** refers to training that places team members in a realistic context while learning.

- This type of team training helps trainees experience the consequences of their actions, make adjustments, accomplish their tasks, and build team self-efficacy (feeling that the team can successfully perform tasks).

- **Guided team self-correction** refers to training that emphasizes continuous learning and knowledge sharing in teams.

- In this type of training, team members observe each other's behaviour and give and receive performance feedback.

Methods for Team Building

- Employees obviously need technical skills that can help the team accomplish its task.

- But team members also need skills in communication, adaptability, conflict resolution, and other teamwork issues.

- Team training usually involves multiple methods.

- For example, a lecture or video may be used to disseminate knowledge regarding communication skills to trainees.

- Role-plays or simulations may be used to give trainees the opportunity to put into practice the communication skills emphasized in the lecture.

- Regardless of the method chosen, opportunities for practice and feedback need to be included.

Relevance of Team Training

- As we move into a future where many companies are embracing hybrid working, team building activities will be more important to help keep your people connected where ever they're based.

- These activities can range from a short problem to solve which can be done online to face to face games like a scavenger hunt.

- And whilst some people see team building as a 'nice break' from regular work, they do have a purpose.

- This is to develop the skills and knowledge of your staff as well as help build rapport between your teams.

- If you can organise team building activities that have a purpose and objectives behind the planning, then your organisation can reap a range of benefits.

Benefits of Team Building Activities:

Connect Remote Teams

Remote team building has the power to build stronger relationships which will in turn improve productivity, retention, engagement and morale, and shouldn't be overlooked.

Increase Motivation

Team building can help increase employee motivation and nurture a successful company culture in a number of ways. When a group of employees successfully complete a team building activity it creates momentum and makes them feel good about themselves - it increases employees' confidence in their, and their team's, ability.

Improve Productivity

Improving productivity is one of the most common goals of team building activities. Take the opportunity to identify ways to improve the 'three Ps' that can affect productivity: Policies ; Processes; Procedures

By encouraging employees to learn to work together more effectively and reduce duplication of effort, your employees can work more efficiently.

Increased Collaboration

Collaboration is about knowing who has what knowledge (or can answer to a question), trusting them and their experience and being able to get access to that person when you need it.

Encourage creativity

To have a successful business based on creativity and innovation you need to employ different people with diverse perspectives and expertise in order to "cross-pollinate" the organisation with

fresh ideas. Out-of-the-ordinary team building tasks give employees permission to use their imagination to come up with creative solutions

Positive reinforcement

Team building can also be used to provide recognition to employees by highlighting the work specific employees are doing and the behaviours that have lead to the recipient receiving the recognition.

Improved Mental Health

Problem-solving challenges and physical activities are good for peoples mental health. By proving that you are capable of completing challenges you will gain a huge boost in confidence and self-esteem.

Improved Physical Health

Giving your staff a day out of the office where they aren't sitting at a desk all day is a great way to promote improving physical health. Team building activities are much more active than typing emails and making phone calls all day!

Responsibility

In a team-building game, every member of staff has to contribute otherwise, they are letting the team down. Team games reinforce the responsibilities that everyone has and this will hopefully manifest into the workplace.

Trust

Getting to know your work colleagues better personally helps to develop trust. This is a major benefit of team building activities as people in the workplace will know each other capabilities and interests, leading to better collaboration with tasks and improved morale.

Respect

While working together on problem-solving tasks and team games, a level of respect is gained between employees because they can see that their colleagues are there to help them and they can also identify skills and qualities that each other have.

Lots of fun!

Creating a fun environment between colleagues and teammates can help in so many ways from staff turnover and sick days to productivity and in turn, profits. Team building is a whole lot of fun and it is a great way for staff to see another side of their colleagues that they may not normally see at work.

Humanize Workforce

When working in a company, team members are not regularly in contact with all members of your organization, especially if the company is large-sized. Because of this, team-building activities present a rare opportunity for your team to get to know members from other departments.

Creates shared memories and talking points

When team members who do not frequently interact do so, a lot of the awkwardness stems from not having shared memories or talking points. Doing even simple team building activities like icebreaker questions helps find commonalities that participants can talk about when they next meet.

Hones conflict resolution and problem solving skills

Conflict resolution and problem solving skills are valuable in the workplace because your team members need to successfully navigate disagreements to work well together.

Improved communication

Perhaps the key benefit of a properly planned team building activity is improved communication between employees. Enjoyable, fun activities enable employees to get to know each other, create a better understanding of each other and break down walls of mistrust by encouraging people to focus on what they have in common rather than their differences.

Breaks up the monotony of the work week

Team building should not be a one-time thing or even an annual thing. Instead, regular team building keeps your team happy and working well together. Team building activities break up the monotony of the work week by periodically inserting fun and joy.

Encourages new skill formation

Since team building activities plunge your team into new situations, they also encourage new skill formation. During an activity, a team member who never explored art may further develop their sketching and design skills and so on.

Limitations of Team Building

The results achieved from team building are generally short-term in nature.

Most teams return to their baseline soon after a team building event has been completed. This means teams must include team building as part of their regular routine for it to be beneficial.

It can be a costly process.

If you are taking time for team building activities, then you are losing time to be productive. Not only do you have to pay for the cost of the activity or event, but you also have to pay the cost of labor for that team even though they aren't being productive.

People need time to get comfortable with a team building exercise.

You'll have your extroverts who jump right into an activity like it's a giant free cheesecake. Then you'll have introverts shy away from an exercise like it has an odour that is reminiscent of a closet full of Limburger cheese.

Some people just don't work well together.

There will always be a few people who don't mesh well together. Forcing these folks to work together is like trying to force a square peg through a round hole. If you're not watching the activities closely, you may find that more resentment is being built through the team building efforts than positivity.

Team building activities can backfire and cause the opposite effect

While team building activities are intended to improve communication between team members and strengthen relationships, it also has the potential to do the opposite–like when, for example, the activities are too competitive.

Not everybody enjoys team building activities

The motivation to participate in a team building exercise may vary drastically from person to person. Some will be excited to improve their workflows and connections with their colleagues, while others might feel uncomfortable because they have to let urgent tasks wait.

Hard to measure

Big bosses like to see results, but team building efforts can be hard to measure. Outcomes can take time to appear. Alternatively, your team might see a temporary boost in productivity and collaboration that fizzles out within a couple of weeks.

Abundance of options

Options are great, but choices can become overwhelming. Decision fatigue means that every choice tires our brains. Making too many decisions lowers our motivation and willpower. When presented with too many options, we may throw our hands up and choose hastily just to end the dilemma.

8.10   Sensitivity Training

Sensitivity training is a psychological technique that uses intensive group discussions and interactions to increase sensitivity to others as well as self-awareness of an individual's own prejudices. Usually, an unorganized meeting is held between members of different genders, abilities, races, and ages (to mention a few) in a workplace.

- Here, a passive leader maintains a safe space for participants to discuss different issues and build good interpersonal relationships among them.

- Workplace sensitivity training is not specific to topics like preventing harassment or discrimination, it also includes training on how to improve your emotional intelligence, deal with difficult personalities, or even gossip.

- This form of training is intended to make employees more aware of their own prejudices and help them gain more sensitivity towards others in the workspace.

- It is not just for people who have behavior problems in the workplace or for offices who experience a harassment or discrimination incident.

- Sensitivity training should be an ongoing effort to improve the environment in the office and it is an important part of an organization's culture.

- Remember, it is the mental strength and ability of a person that helps him to understand the emotions of others and manage his own behavior and impulses accordingly.

- Sensitivity training is also known as encounter groups, laboratory training, and T-Groups.

- It is headed by a passive leader who maintains a psychologically safe environment so that every member feels safe enough to share his thoughts.

- Members belonging to different cultures, age, gender, and even abilities are encouraged to participate in a free discussion about various issues.

- The passive leader in the group creates ample opportunities so that everyone can have a say and express their beliefs, attitudes, perceptions, emotions, and ideas.

- All the members gradually find ease and learn about others and at the same time, observe and participate in making changes in their own behaviour and beliefs.

Essential steps for sensitivity training

- The members of a sensitivity group must keep aside their own prejudice or opinion about the other members so that they do not sound judgmental.

- It will give the others a chance to form a new relationship by speaking and hearing freely to other members.

- Motivating others to take part in a conversation so that they can overcome their hesitancy is one of the essential steps of sensitivity training.

- Once a member gains the confidence to speak freely, whatever is on his mind, interactions between everyone starts taking place.

- It is easy to see the behavioral pattern of each other and its impact on others.

- This is an essential step in sensitivity training, as all the members start developing trust and beliefs.

- The objective of sensitivity training is to see how others perceive him.

- Once an individual becomes a frequent speaker, he starts molding himself in terms of what others think about him. He gets the opportunity to practice his behavior and see the difference it is creating.

Procedure of Sensitivity Training

1. Unfreezing the old values

2. Development of new values

3. Refreezing the new ones

1. Unfreezing the old values -

- It requires that the trainees become aware of the inadequacy of the old values.

- This can be done when the trainee faces dilemma in which his old values is not able to provide proper guidance.

- The first step consists of a small procedure.

- An unstructured group of 10-15 people is formed who looks to the trainer for his guidance.

- But the trainer refuses to provide guidance and assume leadership.

- Soon, the trainees are motivated to resolve the uncertainty.

- Then, they try to form some hierarchy. Some try assume leadership role which may not be liked by other trainees.

- Then, they start realizing that what they desire to do and realize the alternative ways of dealing with the situation.

2. Development of new values -

- With the trainer's support, trainees begin to examine their interpersonal behaviour and giving each other feedback.

- The reasoning of the feedbacks are discussed which motivates trainees to experiment with range of new behaviours and values.

- This process constitutes the second step in the change process of the development of these values.

3. Refreezing the new ones -

- This step depends upon how much opportunity the trainees get to practice their new behaviours and values at their work place.

Sensitivity training is the process of developing emotional intelligence, which means "the mental ability an individual possesses enabling him or her to be sensitive and understanding to the emotions of others as well as being able to manage their own emotions and impulses".

Emotional Intelligence

- Emotional intelligence enable employees to act according to the situation in the organization faced by him.

- It develops the ability to understand others feeling and their mental status and interact accordingly.

- Conflicts and misunderstandings are mostly raised because of lack of emotional intelligence possessed by the person which leads to breakup in perception and relationship they maintain since long time in organization and effects the productivity of the organization.

Importance of sensitivity training

- It creates a better interpersonal relationship between a group.

- Diversity leads to a better understanding of the sensitivity training meetings.

- Helps individuals to get an insight into others so that they could observe, learn and rectify their behaviour.

- Educates members of the sensitivity group about constructive and correct emotional actions and behavioral pattern.

- Sensitivity training encourages the concept of interaction and sharing between individuals.

- Improvement in the ability to analyze and rectify own behaviour.

- Increased awareness of own feelings, actions, and its impact on others. He becomes more sensitive to the feelings of others and tries to change his behavior accordingly so that he does not cause any harm to the well-being of others.

- A gradual change in attitude and thinking.

- In several cases, an individual joins a sensitivity training group following some negative experience in his life. This method helps to overcome the negative impacts and once again walk towards a positive and happy environment.

Goals of Sensitivity Training

While the emphases, styles and specific goals of the multitude of sensitivity training programs vary, there does seem to be some consensus as to general goals. These include:

1. Increased understanding, insight, and self awareness about one's own behaviour and its impact on others, including the ways in which others interpret one's behaviour.

2. Increased understanding and sensitivity about the behaviour of others, including better interpretation of both verbal and nonverbal clues, which increases awareness and understanding of what the other person is thinking and feeling.

3. Better understanding and awareness of group and inter-group processes, both those that facilitate and those that inhibit group functioning.

4. Increased diagnostic skills in interpersonal and inter-group situations. For the authors, the accomplishments of the first three objectives provide the basic tools for accomplishing the fourth objective.

5. Increased ability to transform learning into action, so that real life interventions will be more successful in increasing member effectiveness, satisfaction, output, or effectiveness.

6. Improvement in individuals' ability to analyze their own interpersonal behaviour, as well as to learn how to help themselves and others with whom they come in contact to achieve more satisfying, rewarding, and effective interpersonal relationships.

Different sensitivity programs may emphasize one or more of these goals or may neglect some. However, they are goals that are common to most T groups.

Outcomes of sensitivity training

- The outcomes they depict (self, role, and organization) are only possibilities, and cannot be guaranteed for everyone attending a sensitivity training program.

- This is because some participants do not learn or learn very little from a T group experience, others learn some things, and others learn a considerable amount and variety of things and because programs vary so much in terms of their nature and goals.

- Possible outcomes are as follows:

Outcomes of sensitivity training -Self

- Increased awareness of own feelings and reactions, and own impact on others.

- Increased awareness of feelings and reactions of others, and their impact on self.

- Increased awareness of dynamics of group action.

- Changed attitudes toward self, others, and groups; i.e., more respect for, tolerance for, and faith in self, others, and groups.

- Increased interpersonal competence; i.e., skill in handling interpersonal and group relationships toward more productive and satisfying relationships.

Outcomes of sensitivity training – Role

- Increased awareness of own organizational role, organizational dynamics, dynamics of larger social systems, and dynamics of the change process in self, small groups, and organizations.

- Changed attitudes toward own role, role of others, and organizational relationships, i,e., more respect for and willingness to deal with others with whom one is interdependent, greater willingness to achieve collaborative relationships with others based on mutual trust.

- Increased interpersonal competence in handling organizational role relationships with superiors, peers, and subordinates.

- Increased awareness of, changed attitudes toward, and increased interpersonal competence about organizational problems of interdependent groups or units.

- Organizational improvement through the training of relationships or groups rather than isolated individuals.

Why is Sensitivity Training in the Workplace Important?

- Sensitivity training in the workplace will increase the overall well-being of an organization, providing benefits for employees in all levels.

- Implementing regular sensitivity training is important in order to achieve:

Mutual trust among employees

- Employees will gain more sensitivity and learn how to accept each other's differences. By getting to know and understand their team members, they will feel more comfortable in the workplace and it will be easier to create an environment of trust.

Increased communication with managers

- Sensitivity training sessions can be used as an open and safe space for managers to interact with their team, without fear of judgment. This will help them gain a better understanding of their employee's behaviours and get to see who they are as people. Being able to communicate better in an interpersonal way with their manager or supervisor will also make it easier for employees to reach out for help regarding work and non-work-related issues.

A work environment free of discrimination

- As employees gain awareness of their differences, issues like harassment, bullying, and other types of discrimination will decrease. Additionally, all information gathered during these interactions can help identify employees that can potentially be creating a hostile work environment. This makes it easier for the issue to be addressed in an effective manner.

Disadvantages

- Sometimes members of a group find these activities chaotic and disorganized especially at the onset.

- As sensitivity training is an informal activity, there is no superior and subordinate relationship. Sometimes the informal talks can harm the relationship between both of them.

- It can tamper relationship between employees also.

- Sometimes people are unable to give their true opinion as they are too aware of others and afraid of their reaction.

- Sensitivity training is based on assumptions and not on facts.

- Although sensitivity training is referred to as having a psychological impact, the meetings are unable to find a psychological reason for the behaviour.

- Critics often have slammed sensitivity training as a method for brainwashing.

8.11 Introduction to Technology based Learning

- Technology enabled learning can be an effective tool if the lessons are designed according to instructional design principles.

- Additionally, online training is not restricted to a specific time or location.

- Employees can complete training materials anytime and anywhere they have an Internet connection.

- Websites can deliver the primary instructional content or extend and enhance training content.

- Many online employee training programs require registration and have the capability to monitor employee performance through the use of a learning management system.

- Increasingly organizations are leveraging technology enabled instructional methods that utilize technology such as electronic learning via web based training, mobile technology such as I-pads, and simulations in the delivery of instruction.

- A primary benefit of technology-based training is leveraging the scale and scope of employee training programs.

- If an organization is required to train multiple employees, technology offers unlimited options based on relatively low-cost and employee accessibility.

- The most powerful influence on learning from instructional technologies is not the technology itself, but what is delivered with that technology.

- Poorly designed and implemented employee training programs will not stimulate and support learning outcomes regardless of how interactive or cutting edge the technology used to deliver the training.

- While technically and theoretically almost anything can be taught on-line, it may not be practical.

Technology based Training | Gaining Popularity

- Surveys of company training practices suggest that although face-to-face classroom instruction is used by almost all companies, technology based training is gaining popularity.

- Web-based training is conducted via the Internet or through an internal organizational intranet.

- Web-based courses allow organizations to customize learning for individual needs and preferences, and provide the ability to measure performance.

- Virtual reality offers simulated training that mimics employee job duties, while virtual campuses connect training components by interactive systems.

- Strategic, future oriented-training, learners must be given opportunities, through role plays, case studies, and scenarios that simulate actual conditions, to gain experience before they confront those situations.

The Use of Technology in Training and Development

- Technological training methods continue to evolve.

- Even basic entry-level jobs have video packages and tests, employees can take to learn the basics and demonstrate their knowledge.

- But what about large companies with complex or evolving job requirements and protocols? This is where modern technology shines.

- These have become a standard part of many training methods in HRM for distance learning.

- Did you know that some companies are looking to go back to the days of in-class teaching?

- Classroom training is sometimes the best approach for learning complex information.

- New advances in training and development programs allow large companies to implement virtual classrooms that allow such training across multiple remote sites without loss in quality.

- Another effective training and development strategy is simulation training, where employees work on seemingly real-life problems through virtual interfaces.

- With advancements in technology, training processes in HRM can incorporate simulation training remotely, sometimes on site (for example, through a computer at a point of sale in a retail environment) to give employees concrete, hands-on experience.

How Technology Changes Training in the Workplace?

- One big change to HR training and development in the workplace is that job education becomes more engaging and relevant for employees.

- With virtual training, access to classroom teaching, and more options for simulation or role-playing, employees can take advantage of a variety of learning methods that potentially match their learning styles.

- For example, new advances in e-learning have emphasized "gamification," or using gameplay concepts to encourage learning.

- And new advances in virtual and augmented reality are providing HRM specialists with new ways to present information and training materials to users, including classroom lectures and tests.

- New technologies provide a positive impact on employment and development by providing a larger variety of options to reach employees.

- Young employees especially expect training that engages them in ways that help them learn more, and new technologies provide the training development environment that can match their learning style perfectly.

Improving Employee Engagement Through Technology

- Your employee engagement is simply a way to ensure that your employees are emotionally invested in your company.

- Engagement not only helps to keep employees happy but helps them stay productive as well.

- The manner in which employees are trained plays a big part in the engagement process.

- Do they feel supported? Are they receiving the information they need to do their jobs? Are training processes interesting, interactive, and fun?

- Modern technology can facilitate engagement in multiple ways.

- First, it provides the mix of approaches and learning styles that can keep an employee engaged and interested.

- A solid training and development program, using mixed learning styles and media, connects with employees in multiple ways so they get the most out of it.

- Second, it improves the potential types of engagement you have with your employees by providing multiple, flexible feedback channels.

- Surveys, questionnaires, and performance data are all available through modern training technologies to help you better assess the needs of your employees.

- Furthermore, with the increasingly social nature of technology, you can communicate with employees during their training to help them retain and act on the information they receive.

- Third, new technologies provide multiple ways to incorporate training into a group or workgroup style of organization.

- So, instead of simply providing basic training completed by an individual employee, you can also build team exercises that tie together remote participants, or leverage simulations to get trainees thinking and working through more collaborative means.

We may sum up through following points:-

- Training and development is not a one-stop shop for employee learning.

- With emerging social media technologies, VR and augmented reality platforms, and new responsive online interfaces, you can better engage your employees through cutting-edge training methods.

- This kind of training can improve employee engagement upon hiring or on an everyday basis.

- With staff training and development methods that engage different learning styles and media—and keeps things fun—your company will have a staff that is productive, well-educated, and invested in the future of your business.

- The use of technology driven training delivers benefits to employees and organizations.

- Leveraging internet enabled training capabilities maximizes available education training resources.

- Technology offers ease of use, learning retention, dissemination of information, the ability to reinforce learning, employee training convenience and a reduced impact on productivity.

- While technology provides the building blocks for employee training and development, it is an addition to, not a replacement for, employee training and development processes.

- Building a 21st century world class employee training and development program requires the integration of instructor-led training, technology-based training, employee assessments, employee coaching, work centre simulations and measurable training outcomes.

8.12 Experiential Learning

- Experiential learning is an engaged learning process whereby students "learn by doing" and by reflecting on the experience.

- Experiential learning activities can include, but are not limited to, hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research and studio performances.

- Well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills.

- Learning that is considered "experiential" contain all the following elements:

  o Reflection, critical analysis and synthesis.

  o Opportunities for students to take initiative, make decisions, and be accountable for the results.

  o Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically.

  o A designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes.
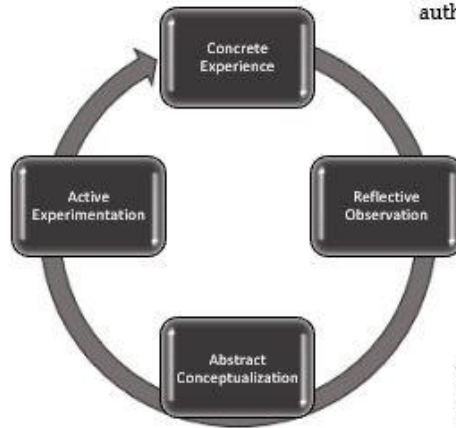
What Is Experiential Learning?

"There are two goals in the experiential learning process. One is to learn the specifics of a particular subject, and the other is to learn about one's own learning process."
- David A. Kolb

- David A. Kolb's Experiential Learning Theory is a powerful foundational approach to all forms of learning, development and change.

- Experiential learning describes the ideal process of learning, invites you to understand yourself as a learner, and empowers you to take charge of your own learning and development.

- The way you learn is the way you approach life in general.

- It is also the way you solve problems, make decisions, and meet life's challenges.

- Learning occurs in any setting and continues throughout your life.

- The experiential learning process supports performance improvement, learning and development.

How does it work?

Testing new ideas, honing skills in a new experience

Engaging directly in authentic situation

Distilling perceptions into abstract concepts

Noticing what happened and relating to experience and conceptual understandings

The Experiential Learning Cycle

- This cycle is so natural and organic that people engage in it without being aware that they are learning. It happens almost effortlessly all the time and is constantly transforming our lives. Most people have preferences for the way they use this learning cycle, focusing on some modes more than others.

- Kolb's (1984) cycle of learning depicts the experiential learning process. This process includes the integration of:

- **Knowledge:**

  The concepts, facts, and information acquired through formal learning and past experience;

- **Activity**

  The application of knowledge to a "real world" setting;

- **Reflection**

  The analysis and synthesis of knowledge and activity to create new knowledge"

What does experiential learning look like?

- Experiences are carefully chosen for their learning potential (i.e. whether they provide opportunities for students to practice and deepen emergent skills, encounter novel and unpredictable situations that support new learning, or learn from natural consequences, mistakes, and successes).

- Throughout the experiential learning process, the learner is actively engaged in posing questions, assuming responsibility, and constructing meaning, and is challenged to take initiative, make decisions and be accountable for results.

- Reflection on learning during and after one's experiences is an integral component of the learning process.

- This reflection leads to analysis, critical thinking, and synthesis (Schon, 1983; Boud, Cohen, & Walker, 1993).

- Learners are engaged intellectually, emotionally, socially, and/or physically, which produces a perception that the learning task is authentic.

- Relationships are developed and nurtured: learner to self, learner to others, and learner to the world at large.

- During experiential learning, the facilitator's role is to:

    - Select suitable experiences that meet the criteria above.

    - Pose problems, set boundaries, support learners, provide suitable resource, ensure physical and emotional safety, and facilitate the learning process.

    - Recognize and encourage spontaneous opportunities for learning, engagement with challenging situations, experimentation (that does not jeopardize the wellbeing of others) and discovery of solutions.

    - Help the learner notice the connections between one context and another, between theory and the experience and encouraging this examination repeatedly.

Some forms of experiential learning include

Internships

It is often a credit-bearing, free-standing activity in a student's field of interest not connected to a theoretical course.

- It is usually assessed by a faculty member and supervised by an employer who is not a faculty member.

- The student may work with practicing professionals, complete a project, attend public events, interview and observe employees.

- The mission is to support the integration of theory and practice, explore career options, or foster personal and professional development.

Service learning

This term is used to denote optional or required out-of-classroom community service experiences/projects attached to courses or a separate credit bearing experience.

- The location may be the broader community outside the university or one embedded in co-curricular activities.

- In these experiences, students participate in an organized service activity that meets identified community needs and reflect on the service activity to better understand course content and gain a broader appreciation of the discipline and an enhanced sense of civic responsibility.

Cooperative education

Mostly a part of professional programs, students gain practical relevant work experience over a period of multiple terms that intersperse their coursework.

- Students alternate work and study, usually spending a number of weeks in study (typically full-time) and a number of weeks in employment away from campus (typically full-time).

- Alternatively, cooperative education may occur when students simultaneously attend classes part-time and work part-time during consecutive school terms in an intentionally planned and coordinated way.

Clinical education

This is a more specifically defined internship experience in which students practice learned didactic and experiential skills, most frequently in health care and legal settings, under the supervision of a credentialed practitioner.

- It is often is a separate credit-bearing course tied to a related theoretical course or a culminating experience after a sequence of theoretical courses.

Student teaching

This experience is specific to students in pre-professional and pre-service teacher education who are gaining required and evaluated experience in supervised teaching.

Practicum

A relative of the internship, this form of experiential learning usually is a course or student exercise involving practical experience in a work setting (whether paid or unpaid) as well as theoretical study, including supervised experience as part of professional pre-service education.

Undergraduate research experience

Students function as research assistants and collaborators on faculty projects.

Community-based research

Faculty and students cooperate with local organizations to conduct studies to meet the needs of a particular community. Students gain direct experience in the research process.

Field work

- Supervised student research or practice carried out away from the institution and in direct contact with the people, natural phenomena, or other entities being studied.

- Field work is especially frequent in fields including anthropology, archaeology, sociology, social work, earth sciences, and environmental studies.

Study abroad - Students usually engage in courses at higher education institutions in another country.

- The experiential learning component is the cultural immersion which provides novel challenges for navigating living in a new place.

- The coursework connected to a study abroad can also include internships and service-learning experiences.

The Experiential Learning Styles

- The way in which we navigate the learning cycle varies from person to person.

- Due to personality, educational specialization, professional career, culture, and adaptive competencies, people develop preferences for how they use the learning cycle.

- The Kolb Learning Style Inventory (LINK) describes nine different ways of navigating the learning cycle by learning styles. We lead with our preferred style and default to it when we are on automatic pilot or under stress.

Experiencing

- When using the Experiencing style, you are engaged, connected, warm and intuitive.

- You excel in teamwork and establish trusting relationships with others.

- You are comfortable with emotional expression.

Imagining

- When using the Imagining style, you are caring, trusting, empathetic and creative.

- You demonstrate self-awareness and empathy for others.

- You are comfortable in ambiguous situations, and you enjoy helping others, generating new ideas and creating a vision for the future.

Reflecting

- When using the Reflecting style, you are patient, careful and reserved, allowing others to take center stage.

- You listen with an open mind and gather information from a variety of sources.

- You are able to view issues from many perspectives and identify underlying problems and issues.

Analyzing

- When using the Analyzing style, you are structured, methodical and precise.

- You plan to minimize mistakes, integrate information to get the full picture, and use critical thinking to understand situations.

- You are methodical as you analyze details and data.

Thinking

- When using the Thinking style, you are sceptical, structured, linear and controlled.

- You use quantitative tools to analyze problems and frame arguments with logic.

- You know how to communicate ideas effectively and make independent judgments.

Deciding

- When using the Deciding style, you are realistic, accountable and direct.

- You find practical solutions to problems and set performance goals.

- You are able to commit to one focus.

Acting

- When using the Acting style, you are on time, assertive, achievement oriented and courageous.

- You commit to goals and objectives and find ways to accomplish them under a deadline.

- You are able to implement plans with limited resources.

Initiating

- When using the Initiating style, you are outgoing, spontaneous and able to shrug off losses or "failure" in favour of trying again.

- You actively seize opportunities and participate without holding back.

Balancing

- When using the Balancing style, you identify blind spots in a situation and bridge differences between people.
- You are resourceful and can adapt to shifting priorities.

When students participate in experiential education opportunities, they gain:

- A better understanding of course material
- A broader view of the world and an appreciation of community
- Insight into their own skills, interests, passions, and values
- Opportunities to collaborate with diverse organizations and people
- Positive professional practices and skill sets
- The gratification of assisting in meeting community needs
- Self-confidence and leadership skills

What are the principles of experiential learning?

- Focus on the learning process rather than outcomes
- The process of learning is grounded in experience
- Learning is a transactional process

Examples of Experiential Learning

Learning to ride a bicycle

- Reflective observation - Thinking about riding and watching another person ride a bike.
- Abstract conceptualization - Understanding the theory and having a clear grasp of the biking concept.
- Concrete experience - Receiving practical tips and techniques from a biking expert.
- Active experimentation - Leaping on the bike and have a go at it.

Learning to coach

- Concrete experience - Having a coach guide you in coaching someone else.
- Active experimentation - Using your people skills with what you have learned to achieve your own coaching style.
- Reflective observation - Observing how other people coach.
- Abstract conceptualization - Reading articles to find out the pros and cons of different methods.

8.13 Computer Based Training

- Even before Covid-19 turned the way we worked, upside down, the move was being made towards computer-based training in business and education across the entire globe.
- Computer Based Training, or CBT, is a way of teaching that centres around the use of digital technology in lieu of in-person instruction; frequently involves a Learning Management System (LMS) and can be done remotely.
- Computer-based training (CBT), often referred to as e-Learning, is education that is primarily administered using computers rather than an in-person instructor.
- CBT is typically delivered over the web using a training platform such as a Learning Management System (LMS).
- Corporate training about topics such as security awareness and harassment often include difficult concepts for employees to adopt but using alternative training methods such as e-Learning can be a great way to make such an important and serious topic engaging and easy to comprehend.

- In fact, corporate e-Learning has grown by 900% in the past 16 years, and an Association for Talent and Development (ATD) report found that almost 90% of companies offer digital learning today.

How CBT gained recognition?

- Educational technology had already made its first grand leap into the future long before the internet.

- Since back when computers were the size of a small room, people had sensed the new technology's potential for educational use.

- They began to experiment with it and make plans on how to use it to enhance the human learning experience.

- By then, many pioneering educational theories had promoted the practice of individualized learning.

- It was a much different approach than classroom-based, teacher-led processes.

- Learners would interact with the learning material on their own, take brief tests in-between and receive automated feedback to self-check their progress.

- However, individualized instruction methods were still difficult to implement to large groups of learners.

- Computer technology made that possible for the first time.

- Computer scientists combined the new tech with earlier visionary theories, and soon, they developed the first ever computer-based training software.

What is Computer-based Training?

- Usually referred to as CBT, computer-based training (also known as computer-based learning or computer-based instruction) is an interactive instructor-less educational process.

- Practically, learners interact with various types of learning material via computer.

- Computer-based training courses come in different shapes and forms.

- They can be multimedia-enhanced textbooks, tutorials, practice drills or even micro-world simulations.

- The learning material comes in computer-based training software packages.

- To access and take these courses, learners have to know how to use such software.

- By combining such methods with computer software, training programs that put the learner in charge were finally possible after the 60s.

- Later on, as computer-based training software evolved, CBT could be provided on-site via local networks.

- However, it was still quite costly to design, build and implement.

- That's why most computer-based training examples from that era involve specific uses like training people in how to use software applications.

Basic Traits of CBT

- ✓ Delivering small chunks of information in a step-by-step manner.

- ✓ Prompting learners to respond to a lesson periodically, e.g., by taking brief tests.

- ✓ Providing learners with feedback on their responses or overall progress.

- ✓ Allowing learners to take courses at their own pace.

- ✓ Setting learning prerequisites for moving on to the next lesson.

Computer Based Training vs Web Based Training

- Is there a difference between computer based training and web based training?

- Nope, they're basically the same thing.

- The two terms are referring to instruction that relies on digital technology and distance learning instead of an in-person presentation or a classroom setting.

- In some cases, when a person or organization refers to "web based training" they may actually mean "browser based training."

- A training program that is designed to work in a web browser like Google Chrome, Firefox or Safari is different from a piece of software that needs to be downloaded onto a hard drive in order to be used, and it offers some advantages.

- The main one is that a browser based training system doesn't need any downloads; which means it can likely be used on a phone or tablet.

- The main one is that a browser based training system doesn't need any downloads; which means it can likely be used on a phone or tablet.

- The disadvantage is that a browser-based training typically requires an active and strong internet connection and transmitting data over the internet opens up the potential for disruption, either through network failure on behalf of the internet service provider (ISP) or the misbehaviour of hackers.

Who is Computer Based Training Good For?

- Computer based training is excellent for businesses and organizations with widely distributed teams (geographically and availability wise) and it is useful for groups that need to train a large and diverse group universally and quickly.

- Especially with groups of volunteers, being able to send a download link to everyone and giving them a deadline to take the training by, and leaving it at that, is an exceptionally efficient system.

- CBT is also good for groups with a regularly training roster of people; whether temp agencies, volunteer organizations or employers with a high turnover rate.

- Since there's no need to constantly schedule a teacher or a manager to come in and train (since the training is digital and accessible anytime) keeping a well trained staff is easy.

Popular Computer Based Training Software Applications

- If you want to use computer based training in your organization, the most efficient way to implement it is to start using an LMS.

- An LMS has everything you need to teach and they typically offer functionality that's useful for larger organizations, like grading, individual feedback and the like.

- Here are a few great options.

Academy of Mine

- AOM is an LMS that is endlessly customizable and built from the ground up with whatever your organization needs most in mind.

- It has a free trial, tons of options for different trainings from corporate retraining to employee onboarding, and it has a super up-front pricing schedule without any hidden costs or fees.

Lessonly

- Lessonly's stated mission is to help teams practice, learn, and do better work.

- They offer a free trial and are aimed more for businesses.

- You can check out some of the reviews they've gotten to see if they sound right for your organization.

Talent

- Talent LMS is a cloud-based computer training software.

- It integrates with programs like Zoom to allow teams to meet and train together virtually, and it sports a try-before-you-buy system so you can get your feet wet before diving in.

Moodle

- Moodle, an open-source Course Management System (CMS), was launched in November 2001 and boasts over 50,000 validated registered sites in 214 countries, offering over 3 million courses.

- The Moodle platform is able to deploy on an individual website or for large institutions with thousands of students.

Articulate

- Articulate Rapid E-Learning products provide rapid prototyping for your CBT.

- You can create CBTs from PowerPoints and turn them into interactive Flash and add quizzes and movies.

Adobe

- Adobe's E-Learning Suite offers CBT creators the ability to add demonstrations, interactive simulation, nonlinear scenarios and quizzes.

Camtasia

- Camtasia offers features such as recording PowerPoints, creating interactive videos, tables of contents and SCORM compliance quizzes, making it a simple to use CBT application.

Training Jump Start

- Training Jump Start allows you to create CBT with a wide variety of options such as PowerPoint, videos, YouTube, Flash, audio, TechSmith's Camtasia Studio, Adobe Captivate or Articulate Presenter, HTML, Word, PDF and more.

- There is also the option of having users pay to enroll.

Helius

- Helius Presenter allows the creation of interactive CBT and will convert PowerPoint into Flash presentations.

- Other features include audio narration, Flash movies, quizzes and surveys and the ability to add a table of contents.

Conductor

- Conductor CBT for employee education allows registration and tracking of your employees' training needs.

- You can create employee profiles, assign classes and track attendance.

- You can also issue licenses and certifications. Reports are available and if you are not able to find a report from their list you have the option to modify or create your own.

Benefits of CBT

Time, Money, and Savings

- In-person training can come with many hidden costs, including travel, instructor fees, and employee productivity.

- Studies indicate that e-Learning has the potential to reduce overall training time by 40% – 60%.

- Reducing training time means more time for your employees to work on tasks that affect your organization's bottom line.

- The cost of hiring someone to train employees and improve retention can be a large financial burden.

Higher Engagement & Retention Rates

- E-Learning can increase a learner's retention rate by 25% to 60%.

- In contrast, the retention rate of face-to-face training can be much lower at 8% to 10%.

- With eLearning, employees and the organization have more control over the learning process.

- What's more, if they happen to forget something, they can revisit the material whenever they need to.

Easier Scheduling and Deployment

- Using CBT for corporate training efforts allows organizations to send out courses to large, small, or segmented groups for more specific training.

- Organizations can also send out reminders to ensure that training is not being forgotten.

Tracking Progress and Analytics

- By deploying training through CBT, you'll be able to track the progress of your learners in the LMS.

- This will allow you to see when an employee started or finished their training.

- Some LMS platforms also allow you to see who has passed or failed a course, when users log in, the status of a course, etc.

- Seeing these types of analytics will allow you to drill down into which course topics need more attention and which topics employees are the most comfortable with.

Enhancing Competitiveness

- In a survey by CertifyMe.net, almost 72% of organizations said that online learning is instrumental in enhancing their competitive edge.

- Organizations should consider offering incentives to individuals or departments in order to increase participation and create a positive mentality around required training.

Limitations of CBT

- Learners with low motivation or bad study habits may fall behind.

- Without the routine structures of a traditional class, students may get lost or confused about course activities and deadlines.

- Students may feel isolated from the instructor and classmates.

- Instructor may not always be available when students are studying or need help.

- Slow Internet connections or older computers may make accessing course materials frustrating.

- Instructor may not always be available when students are studying or need help.

- Slow Internet connections or older computers may make accessing course materials frustrating.

- Managing computer files and online learning software can sometimes seem complex for students with beginner-level computer skills.

- Hands-on or lab work is difficult to simulate in a virtual classroom.

8.14 Training for change

- Most organisations are facing a lot of change, much of it driven by external forces.

- Nearly all organisations are finding that achieving successful change is difficult - research suggests that three in five organisations failed to meet their targets for their change initiatives.

- Why are organisations so poor at what is clearly a core activity for most of them?

- Turning the question around, would a 40 per cent success rate be tolerated in finance, marketing, operations or HR?

- This suggests that senior managers are not sufficiently focused on change, for instance having a chief change officer at board level (just like finance, marketing, operations and HR).

- The answer seems to be that the capability for doing change is insufficient and the capacity for doing change is overestimated.

- In practice, organisations try to do too much change and poorly execute it.

- McKinsey showed a direct correlation between change capability and the achievement of targets for change.

- In my view, the organisations that fail to achieve their targets for change have put in place barriers to success (or built in failure) whereas those who succeed have managed to avoid these barriers by building in success.

Critical Factors For Ensuring Training Contributes To Success

- At the Centre for Change Management, we define success as delivering the benefits identified in the business case for the change, within the agreed costs and time scales.

- To ensure training contributes to that success, we have identified four critical factors:

  timeliness Providing training when it is needed.

  need and application Skills and knowledge to solve current problems.

  commitment From staff and their line managers to success.

  other contributors Training is necessary but not sufficient.

Key Training Topics For Change

- Training for capability is essential to overcome the big barriers to change. The key training topics for change are:

  benefits management.

  stakeholder engagement and communications.

  risk management.

  people change and soft skills.

  the business change manager role.

Barriers to change - Capability/Human Capacity

- The lack of capability in change management is probably the main barrier.

- Capability means staff with the knowledge, skills and experience to deliver effective change across the organisation, especially across the whole management structure.

- It is usually the middle managers who either make change work or get in the way.

- Knowledge and skills can be acquired (most obviously through training) and experience can be nurtured.

- Most organisations stretch their human capacity too far by trying to do too much change at the same time.

- Most of us have agreed to do extra work to deliver some important goal, as long as the workload goes back to something we consider acceptable when the goal is achieved.

- Doing change as 'extra work' will quickly tire people out as change becomes the norm and the extra work becomes expected.

- This results in poor execution and, very often, new changes sweeping away recent ones that have not had time to have an effect, so are wasted.

- Capacity is a real issue because humans have an ability to deliver extra capacity, sometimes.

- A good way to characterise available capacity for change in an organisation is:

Cash.

Every person working on change is not working on the frontline delivering services or creating profit.

Barriers to change – Senior Management

- Serious barriers to effective change are the senior managers in an organisation.

- Research by Prosci using a worldwide survey of 650 organisations in 62 countries identified senior managementsponsorship as the most critical contribution to success.

- Thus, a lack of senior management sponsorship is the main cause of failure.

- As the pace of change and the need for efficient change has grown, these senior managers have not learned new skills and do not really understand what they need to do to make change work.

- They need new skills to see how to make change successful and their role in achieving that success: being a change sponsor is a skill.

- It requires the ability to be accountable without doing day-to-day management.

- It also requires the ability to stick with the change right to the end and not move off onto other initiatives.

- Experience shows repeatedly that the most senior managers very rarely take part in any change training, while expecting their middle managers to take on board development without any release from day-to-day pressures.

Barriers to change – Projects

- Many organisations use projects to deliver change, which is an unsuitable method.

- A project is an excellent vehicle for producing something that has not been produced before but it usually finishes producing before people-change in the business is complete and embedded, so the focus is lost and the business fails to complete the change.

- This is especially common in technology-led change.

- A structured method is the third most important contribution to success identified by the Prosci research, which also identifies project management as not being enough.

- An obvious solution to the project problem is to have a separate change team responsible for doing the people change and following through to achieve the benefits identified in the business case.

- This, of course, requires additional resources of knowledgeable and skilled people!

- Most organisations don't have change teams so rely on good luck to make the changes work.

Barriers to change – Focus on activities

- A final barrier to success is a focus on activities and getting something (anything) done.

- This is a common problem in project-led change.

- The purpose of change, emphasised in a good business case, is to deliver benefits to the organisation.

- These benefits will be aligned to the organisation's strategic objectives.

- A change should be benefit-led.

- Every action in the change should be focused on delivering benefits.

- Without a focus on benefits there is no mechanism for making priority decisions or managing scope creep, both of which make change much less efficient.

Training to overcome barriers

- Increasing knowledge and skills can be achieved through training.

- By focusing the training and development of staff on overcoming barriers to change effectiveness, an organisation can have the most impact on its capability to do change.

- We have identified four factors that will affect the impact training has on change capability:

- **Timeliness** training needs to provide knowledge and skills at the time they are required, due to the very fast loss of knowledge and skill after training when it is not used.

- It is not efficient to train staff on everything in a week-long course when they will only use a very small portion of the knowledge in the near future.

- **Need and application** training should enable staff to practise skills and use knowledge to solve problems that are relevant to current needs.

- Staff will want to solve problems that they have identified as necessary to their success.

- They should use training as the chance to try out skills and knowledge in a safe environment in which mistakes can be made and lessons learned.

- **Commitment** effective training will only occur if the participants are committed to it and to their personal improvement.

- Too many people turn up on training courses with no commitment ('I was told to come, I have no idea why') and no agreement with their line manager about how the training will be used and what impact is expected in return for the investment.

- Both the participant and his manager need to commit to the training.

- **Other contributors** training is only one of the contributors to improving capability in an organisation.

- Other contributions need to be aligned and put in place so a self-reinforcing environment and culture of improvement is created.

- They include mentoring and coaching, leadership and appropriate motivation.

Topics for change

- **Benefits management** benefits are the reason why most organisations do change.

- Benefits describe the advantages that the change will deliver to the organisation and are an important part of the business case for it.

- Indeed, the definition of a successful change is that it delivers the promised benefits.

- A common characteristic of an unsuccessful change is that it costs at least as much as predicted (if not much more) and all the benefits have vaporised.

- **Stakeholders and communications** how often have you heard complaints about poor, or non-existent, communication during a change, or about resistance that is not overcome?

- This is a failure of stakeholder engagement and communication.

- Every change has a plethora of stakeholders across the organisation and beyond.

- They need to be brought on board and, for some, taken on a journey that involves changing their behaviour. This is not easy but, with analysis, planning and a methodical approach, it can be achieved.

- **Risk management** risk management is a technique for analysing and managing uncertain events in the future and using the information to make informed decisions in the present.

- Doing change and people's response to change are prone to risks.

- Benefits are in the future and themselves subject to threats.

- Management techniques to identify, assess, manage and mitigate risks are essential to understand the nature of a change and its potential success or failure.

- **Soft skills** change in an organisation only results from people behaving differently to the way they do now and each individual finding his own path to adopting these new behaviours.

- Understanding the way humans are motivated and adapt to change, is key knowledge for anyone hoping to do change in an organisation.

- Skills in recognising differences in, and types of, people change and adapting the change approach to meet individual and group needs will ease the resistance, increase the impact of change and reduce the risk of failure.

- **Business change manager role** having a team of people to facilitate change in an organisation, who are more than the project, is a good idea.

- Understanding how such a team role fits with a project or programme, works with (say) a project manager, or what makes a good change team member needs to be worked out to enable the change team to be effective.

- What the change team needs to know, when they need to know it and the skills they require will drive their training requirements.

How Training Leads to Effective Change Management?

- Change Management has become a go-to term for most organizational HR problems, so much so that it loses its real meaning in some situations.

- It is the process of preparing and supporting individuals to adopt change successfully in order to drive organizational success.

- Traditionally, change management is used by companies to assist individuals, teams, and the whole organization in the transition, using methods to re-direct the use of resources, and other modes of operation that significantly reshape a company or organization.

- Going by the book, there are a lot of change management models (i.e. Kotter's 8-step model, Lewin's model, ADKAR model, etc.) that act as a step-by-step guide to a successful organizational transition.

- What all these models have in common is a phase about training and development.

1. **Determine specific training needs first**

- In order for people to bring about change effectively and learn adaptable and buildable skills, they should receive timely and appropriate training.

- Each employee will develop training requirements based on the skills, knowledge and behaviours necessary to implement the change.

- A useful tool for generating these requirements is the training needs assessment survey.

- This survey gathers data to determine how individuals and the organization can develop to accomplish their goals and objectives.

2. **Incorporate communication into training plans**

- Insufficient information about upcoming transitions may cause change management programs to fail.

- A communication plan must be put in place, focusing on explaining what specific changes will happen in the organization.

- The context of the change and how the employees take part and affect its success and failure is often overlooked in these communications.

- Messages need to be intentional and thought through.

- Each message sent about the change, whether to create awareness or spur future action and cooperation must be packaged and constructed differently depending on the recipient.

3. **Select more accessible training solutions**

- Usual costs for internal seminars and training programs include: handouts, equipment, rentals fees and trainer time.

- Sending people to attend external programs means budgeting for travel, lodging and registration fees.

- All of these situations take days, even months, to plan and would require the employees to leave their work temporarily. Fortunately, many programs can be accessed online or through mobile devices.

- By availing of these training programs that can be accessed any time of the day, employees can participate in the training program without having to worry about accumulated or delayed work. Furthermore, the company can also save on the logistical costs.
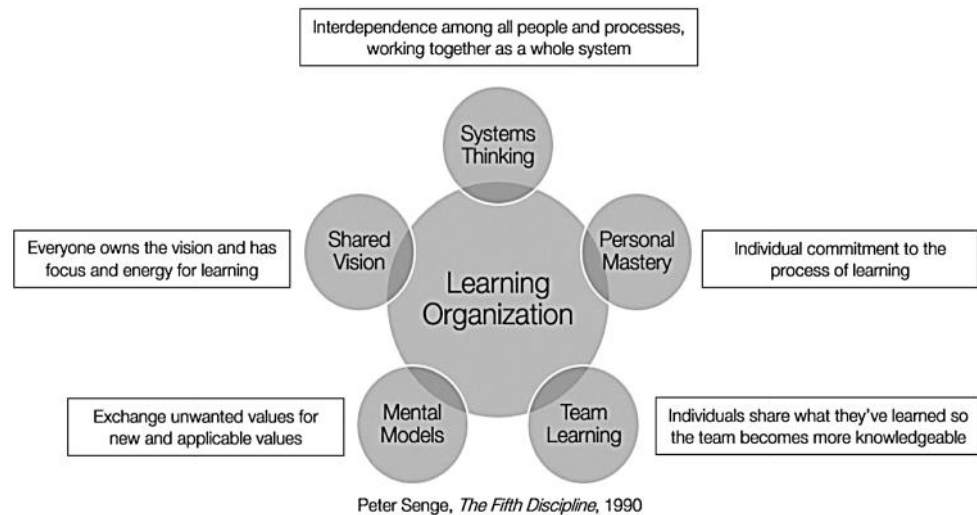
8.15 Learning Organisation

- According to the World Economic Forum, the average lifespan of a Fortune 500 company is 40 to 50 years.

- While many of them are bought, sold, split, or merged, many simply cease to exist — ending years of blood, sweat and tears for a beloved product or cause.

- Many succumb because they cling to the status quo; operating using outdated corporate models such as top-down force-feeding of company ideology and practices; doing what's comfortable or familiar instead of taking risks and challenging the status quo.

- In fact, there's a term for this practice: William Samuelson and Richard Zeckhauser introduced "status quo bias" to describe how most of us prefer to stick with what's familiar.

- Companies who shift from the familiar top-down corporate structure to a learning organization model have a better chance of creating an environment of continual growth, risk-taking, continual learning, collaboration — and a better chance of surviving in a very competitive environment.

- In today's economy, it's important for organizations to support learning. Without doing so, they risk losing market share or even going out of business due to increased competition or by being disrupted in the way that streaming video services such as Netflix disrupted the brick-and-mortar videotape rental business model of companies like Blockbuster.

- While all or most organizations try to learn and use the results of that learning to adapt, some organizations do this better than others. Those at the "good" end of the spectrum, who use learning well, may be known as learning organizations.

Training and Development

What is a learning organization?

Learning organizations [are] organizations where people continually expand their capacity to create the results, they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.

Peter Senge, The Fifth Discipline: The Art and Practice of the Learning Organization

Peter Senge, *The Fifth Discipline*, 1990

- Senge is an advocate for decentralized leadership, a model in which all people in an organization can work toward a common goal.

- His Five Disciplines of a learning organization outline how that can happen.

1st Discipline

Personal Mastery: In an interview, Senge called personal mastery the "cornerstone" of a learning organization. Personal mastery is the development of the capacity to accomplish personal goals; learning organizations make this possible by creating an environment where employees can, through reflection, develop their own sense of vision—how they look at the world, what matters to them, and what they are passionate about contributing to. Said Senge: "Personal vision is the soil in which shared vision can be grown."

2nd Discipline

Shared Vision: A shared vision is only possible in an environment of trust and collaboration instead of compliance to directives from on high. Corporate leadership works together with employees toward a common vision—creating an environment where employees feel heard and are encouraged to take risks.

3rd Discipline

Mental Models: With a mental model, we understand how our deeply ingrained assumptions and generalizations affect our interactions and decisions. To paraphrase Senge: Understanding the difference between hearing what someone said, and truly understanding what they said, and understanding the gap between what actually happened and what we perceived happening requires reflection. "In a nonreflective environment, we take what we see as truth," said Senge.

4th Discipline

Team learning: Senge says that team learning can only happen when team members are "humble," when they are willing to reflect and take into account other people's views, suspending personal biases in order to work as a whole in a collaborative environment.

5th Discipline

Systems Thinking: Systems thinking is the idea that we're part of an interrelated system—not a disjointed set of personal silos; systems thinking addresses the whole and creates an understanding of how parts are interconnected. Senge said, "Systems thinking is a sensibility—for the subtle interconnectedness that gives living systems their unique character."

What Do Learning Organizations Do?

- Provide continuous learning opportunities.

- Use learning to reach their goals.

- Link individual performance with organizational performance.

- Foster inquiry and dialogue, making it safe for people to share openly and take risks.

- Embrace creative tension as a source of energy and renewal.

- Are continuously aware of and interact with their environment.

- Personal mastery (see how personal mastery, along with autonomy and purpose, are critical to employee motivation)

- Team learning.

- Shared vision.

- Mental models.

Primary Sets of Characteristics:

- Supportive learning environment, including psychological safety; an appreciation of differences; an openness to new ideas; and time for reflection.

- Concrete learning practices and processes, including experimentation to develop and test new products; keeping track of trends with competitors, customers, and technology; analysis and interpretation to identify and solve problems; and education and training for new and established employees.

- Leadership that encourages and reinforces learning, including ask questions of and listening to workers; stressing the importance of and spending time on problem identification, knowledge transfer, and reflection; and considering alternative points of view.

Merits of Learning Organisation:

- The organisation experiments, tries and permits more failures. This provides extensive information to make decisions.

- The organisation interacts with customers and maintains a rich and informal environment conducive to growth and success. Knowledge of customer requirement is important for company's fortunes.

- Learning enhances company's speed, innovativeness and adaptability.

- The organisation can anticipate and adapt changing market conditions. It reaches the market with innovative products faster than competitors.

- The organisation maximises responsiveness to customers' needs. This provides competitive advantage to the company.

- It enables the organisation to survive in the knowledge economy and cope with rapidly changing technology, global competition and demands.

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Traditional Vs. Learning Organization

	Traditional Organisation	Learning Organisation
Attitude towards change	If it's working, do not change it	If you are not changing, it will not be working for long

LOVELY PROFESSIONAL UNIVERSITY

Attitude towards new ideas	If it wasn't invented here, reject it	If it was invented or reinvented here, reject it
Who's responsible new ideas	Traditional areas such as R & D	Everyone in the organization
Main fear	Making mistakes	Not learning; not adapting
Competitive advantage	Products and service	Ability to learn knowledge and expertise
Manager's job	Control others	Enable others

Learning Organisation — An Improvement Over Traditional Organisation:

1. Fragmentation :

A traditional organisation has fragmented departments where departments perform specific functions (production, sales etc.). Learning organisation does not have separate departments. It is a boundary-less organisation. All members collectively schedule and perform work activities; irrespective of departments or levels.

2. Competition :

A traditional organisation emphasises on competition amongst departments. Departmental heads and members compete for resources and results. In a learning organisation, departments cooperate to share knowledge. Everyone shares common vision of the organisation.

3. Reactiveness :

Managers of traditional organisation are reactive. They analyse problems and find solutions according to predefined rules and norms. Managers of learning organisation are creative. They bring something new into the organisation. They are innovative and promote continuous improvement in the work practices.

4. Goals and vision :

In a traditional organisation, goals are formulated by the top management. Top managers decide about their implementation and provide overall vision to the organisation. A learning organisation practices shared vision. Formulation and implementation of ideas take place at all levels in all departments.

5. Competence building :

In a traditional organisation, people aim at building individual competence. People are responsible for their work and resolve conflicts through hierarchical directions.

A learning organisation aims at building collaborative competence. People understand their jobs and relate it with others. They learn by resolving conflicts jointly. Conflict is seen as constructive and aims at integrating diverse viewpoints of the diverse workforce.

Learning Organisation — An Ideal Organisation:

- No organisation is perfect. It can only strive towards idealism.
- Based on traditional concepts of organisation behaviour, learning organisation can achieve this idealism through the following measures:

1. Total quality management

- It commits resources towards continuous improvement in the quality, totally and fully in all respects, in small areas and all activities of organisation right from top to bottom.

2. Organisation culture

- Its culture values risk-taking, openness and growth.

3. Boundary-less organisation

- It breaks barriers across hierarchical levels and departments.

4. Functional conflict

- It supports disagreement, constructive criticism and other forms of functional conflict.

5. Transformational leadership

- Its leaders are transformational and not transactional. They develop shared vision and subordination of individual interest in favour of organisational interest.

6. Team work

- Shared vision promotes working in teams. People think and act as a unit, transform disagreements into synergies and collectively take decisions.

Examples of LO

- General Electric: Its Crotonville learning center drives continuous learning by managers and other leaders, as they return to Crotonville to learn and teach at critical transitions in their careers.

- Goldman Sachs: Its Pine Street learning center provides essential learning to a large segment of its managerial population on an ongoing basis.

- Pizza Hut: It constantly invents and implements new technology and by recognizing the lifetime value of their customers, it treats them as long-term assets.

- Honeywell: By applying Six-Sigma approaches, quality is constantly improved, while costs are simultaneously decreased.

- Microsoft : It successfully made the massive shift in mindset from desktop to Internet when its marketplace changed.

- Johnson & Johnson : Driven by its famous credo, it constantly improves products and invents new ones, always with the user at the center of its focus.

- Apple : It perceives unrecognized marketplace needs and creates new products to fill them.

- Toyota Motor Co. : It uses lean manufacturing and continuous improvement to make small but never-ending improvements in products and processes.

- USA Today : It invented and kept reinventing publishing technology to move information colorfully and electronically, as well as to manage distribution.

8.16   Future Trends of Training and Development

In 2020, we've seen corporate training trends that made it easier for everyone to learn in the flow of work.

As you know, unprecedented changes encouraged global organizations to use more technology and analytics and promote efficient collaboration and better communication at work.

Great thing about this is that digital learning is now taking the corporate training world by storm, gradually occupying what used to be the place of traditional F2F training.

And this is the right way to go!

What's the current scenario?

- The role of learning and development (L&D) continues to broaden, with many learning leaders helping facilitate and support change initiatives in their organizations.

- In a year of unprecedented change – from the impacts of the COVID-19 pandemic to the racial and social unrest across the country – leaders have been required to completely rethink how their businesses operate and find new avenues to reach their goals.

- The training function has been integral to helping organizations transition to a remote workforce, shift in-person events to a virtual environment, and take safety and compliance training to another level.

- This influx of change has made it difficult to plan for a long-term growth.

- As we move forward, the most innovative and successful training organizations will be those, that apply the knowledge they've gained this year to create opportunities for future growth and expansion.

- The trends for 2021 reflect the changing nature of work and how learning leaders are uniquely positioned to guide their organizations through change and achieve new levels of success.

Trends And Technologies

More Learning Analytics and Bigger Data

- Gather data and create reports.

- Look out for trends.

- Predict and analyze based on trends, then intervene.

- Do necessary actions.

Data Literacy

- Learn to speak data.

- Assess existing technology.

- Tell a better data story.

AI-powered Intuitive Learning System

- Differentiated learning.

- Personalized learning.

- Adaptive learning.

Social Media for Learning

- Learning blogs.

- Twitter.

- MS Teams and other workspace applications.

- Pinterest.

- Linkedin.

- Youtube.

Project-based Learning

- Project-based learning (PBL) is a student-centered training wherein instead of having a trainer lecture on a specific topic, learning leaders and/or managers serve as coaches while learners direct their own learning through hands-on experience.

Emphasis on Communication and Collaboration Skills

- Today, more and more teams are now meeting in virtual and digital spaces, so it's more important to cultivate your employees' communication skills.

- In fact, communication and collaboration are the top employee skills for 2021, according to a survey by TalentLMS.

- And what's more, it will still be in the coming years because of the changes in how companies do things at work.

Evaluating Employee Performance in Remote Work

- Remote work environments have changed the employee-manager relationship.

- Leaders who were accustomed to working in a traditional office setting must now manage at a distance.

- With observation more difficult in remote work, leaders must adopt new ways to assess their employees' performance.

Geofencing

- Geo-fencing is one of the most convenient emerging trends in training and development.

- Using your smartphone or other device, geofencing delivers bits of job-related training and development just when you need it.

- Walking onto a jobsite Monday morning? Geofencing alerts you to any changes in regulations that occurred over the weekend. Cellphone technology uses your location to give you only the information you need to get the job done.

Individualized training

- There is no longer an adequate one-size-fits-all approach that works (if there ever was!).

- One of the biggest future of corporate training trends is a more individualized approach to training that allows employees more choices in how they approach their own learning.

- A good LMS that offers a menu of trainings for employees to choose from is a must for this approach.

Adaptive content delivery

- Artificially intelligent content delivery that adapts to your employees' corporate training needs is also emerging as a way to personalize and individualize training.

- This type of training (gamification being a good example of adaptive content delivery) predicts learner behavior to keep training relevant, interesting, and fresh.

Soft skills training

- Maybe you've scoffed at the idea that focused training for soft skills is imperative to the success of your business, but it's time to reexamine that belief.

- The Stanford Research Institute International and the Carnegie Mellon Foundation found that 75% of long-term job success depends upon soft skills mastery and only 25% on technical skills.

Virtual and augmented reality

- Virtual and augmented reality is truly the future of corporate training.

- Long a training staple in certain industries (e.g., pilot training and other simulators), VR is now expanding to more areas as a way to practice a skill before it actually needs to be applied. Augmented reality offers benefits from customer service to healthcare and beyond.

Virtual mentorship programs

- You may be hiring employees fresh out of college who have never had a job before. Why?

- The competitive job market has sent many millennials and Gen Z students into college in order to compete.

- However, the resulting college graduates have great technical skills but little understanding of how to apply them.

Repositioning training as a benefit (not a burden)

Training and Development

- You have probably heard groans when announcing the next wave of training to employees, but what if you position employee training as part of the benefits package instead of something to be endured?

Microlearning

- Microlearning continues to play a huge part in the future of corporate training, providing employees with easily-digested bites of information or instruction that can be immediately applied to a task or project.

Aggressive employee reskilling and retraining

- By 2030, 375 million workers - approximately 14% of the global workforce - are expected to switch occupational categories due to the emergence of robotics, automation and AI.

- This is a threat for employees across all organizational strata - from interns to senior managers.

Diversity, Equity and Inclusion training

- Thanks to movements like #MeToo and #BlackLivesMatter the world has been awakened to the necessity for structural change in the workplace to promote inclusivity, equity, and ultimately, be more representative of wider society.

More on-demand training

- On-demand training has been growing over the past few years, and we predict that it will go mainstream in times to come.

- With the millennials taking over the workplace and remote work becoming a staple of work life in 2020, we expect that there is going to be a higher demand for on-demand training in the workplace in future.

- This is because on-demand training delivers employees the information they need, when they need it, saving employees' time and employers' resources.

Summary

- The development of operatives calls for specific increase in skill and knowledge to perform a particular job. There are primarily four basic methods in use: (a) on-the-job training, (b) vestibule school, (c) apprenticeship, and (d) special courses.
- Presentation Methods includes demonstration method, Lecture and Training with Magic.
- Buzz session is a technique for involving every member of a large audience directly in the discussion process.
- Hands-on training helps console new employees by showing them what their job will be like.
- The Hands-on Training Method Prepare, Open, Present, Practice, Evaluate and Review the training programs in order to attain the best productivity.
- The on the job training/hands on training methods include Job instruction training, Job rotation, Syndicate groups, Mentoring and Apprenticeship.
- Group Building Methods of training include Committee assignments, Discussion Method, Debate and Fish Bowl Exercise.
- The main factors to be considered during the selection process of the training methods are the human factors (trainer, trainees), the programme topic, the available time and facilities.

Keywords

- Debate: It is essentially a structured but cordial argument about a particular issue or motion.
- Job Rotation: It is a training method that assigns trainees to various jobs and departments over a period of a few years.

- Lecture: It is a traditional, formal method of instruction, and usually consists of verbal explanation or description of the subject matter, with or without illustration.
- Mentoring: It is an ongoing relationship that is developed between a senior and junior employee which provides guidance and clear understanding to the junior employee.
- Panel: It is a group of four to six persons with a special knowledge of a subject holding an orderly conversation on an assigned topic in full view of the audience.

Self Assessment

1. The term which describes long term training which includes a combination of both on-the-job and in-class training is:
A. Mentorship
B. Computer based training
C. Vestibule training
D. Apprenticeship

2. Which item is NOT an example of an indirect training cost?
A. Overtime
B. Increased scrap
C. Room and food charges
D. Low productivity

3. Demonstration type of training method is used to train
A. Workers
B. Supervision
C. Managers
D. All of the above

4. The following method is used to give to trainees the important information in permanent form for immediate of future use
A. Lecture methods
B. Conference
C. Written instructional method
D. Training within the industry (TWI)

5. The following is not a on the job training method
A. Understudies
B. Job rotation
C. Management by objectives (MBO)
D. Case study method

6. _____ is widely used for human relations and leadership training
A. Business games
B. Role playing
C. Case study method

D. Job rotation

7. The following training aims to provide broad training to enable the trainee to take up a wide variety of tasks within his field of specialisation
A. Demonstration
B. On-the-job training
C. Apprenticeship
D. All of the above

8. Training within the industry (TWI) scheme imparts training in
A. Job instructions
B. Job rotation
C. Job method
D. All of the above

9. The following is not a on the job training method
A. Understudies
B. Job rotation
C. Management by objectives (MBO)
D. Case study method

10. Which of these is an off - the - job training method?
A. Television
B. Job rotation
C. Orientation training
D. Coaching

11. Vestibule training utilises equipment which closely resemble the actual ones used on the job.
A. TRUE
B. FALSE
12. Which of the following is not a method of on the job training?
A. Supervision
B. Job instruction
C. Role play
D. Job rotation

13. Sensitivity training is also known as
A. S-group training
B. T-group training
C. P-group training
D. L-group training

14. The main factors to be considered during the selection process of the training methods are the human factors (trainer, trainees), the programme topic, the available time and ....

15. The training needs and learning objectives of a training programme in management must be formulated in terms of ...., attitudes and skills change for improvement.

Answers for Self Assessment

1.	D	2.	C	3.	A	4.	C	5.	D
6.	B	7.	C	8.	D	9.	D	10.	A
11.	A	12.	C	13.	B	14.	Knowledge	15.	Training methods

Review Questions

1. Explain the various on the job and off the job training methods of training.
2. Discuss the various factors which affect the choice of the training methods to use.
3. What are the drawbacks of lecture method? Why is the lecture method popular amongst trainers in spite of these drawbacks? How can you, as a trainer, improve the effectiveness of your own lecture?
4. It has been said; "you cannot teach a person anything; but a person can learn". Discuss the implication of this for training methodology.
5. Take any three training methods and compare and contrast them on relevant features.
6. Discuss the main principles of learning with specific reference to the lecture method in the classroom.

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Unit 09: Training Evaluation

Objectives

After this unit, you will be able to:

- gain an insight into the concept of training evaluation,

- analyse the requirement of training evaluation,

- understand the meaning, process and benefits of training evaluation,

- know the evaluation process of training program.

- gain an insight into the concept of training evaluation,

- analyse the different levels of training evaluation,

- understand the purpose, principles and methods of training evaluation,

- gain an insight into the concept of designs and statistical tools used for training evaluation.

- analyze the outcomes used in the evaluation of training programs.

- understand how to measure human capital and training activity.

- Study the guidelines for making training programme effective.

Introduction

Training evaluation can be defined as any attempt to obtain information (feedback) on the effects of training program and to assess the value of training in the light of that information for improving further training.

Evaluation of training can be viewed as a method of measuring change in knowledge, skills, attitudes, job performance, costs and the quality of the training facilities.

Training Evaluation

- A major reason to evaluate training programs is to determine whether the training programs are accomplishing their specific training objectives.

- The process of training evaluation has been defined by A. C. Hamblin as "any attempt to obtain information on the effects of training performance and to assess the value of training in the light of that information".

- Training evaluation has a far higher profile now than it did in the past.

- As a profession, training has long promised- 'Give us the resources and we'll transform the business.'

- Line management is now replying- 'Prove it!' There is a requirement to prove the connection between an investment in training and an improvement in organisational performance.

- While this is understandable, it creates some difficulties for trainers.

Why is the training evaluation required?

I. The evaluation enables the effectiveness of an investment in training to be appraised which can help to justify expenditure on future programmes.

II. It allows the effectiveness of differing approaches to be compared.

III. It provides feedback for the trainers about their performance and methods.

IV. It enables improvements to be made, either on the next occasion, or if the evaluation is ongoing, as the training proceeds.

V. Recording learning achievements can be motivational for learners.

VI. The evaluation indicates to what extent the objectives have been met and therefore whether any further training needs remain.

What should be evaluated, and when?

- A number of different models have been developed by various writers, some of which are described below to answer this question.

- Knowledge of at least one of these models or frameworks is necessary to help to get to grips with the evaluation process.

Training Evaluation – Meaning

- Training evaluation can be defined as any attempt to obtain information (feedback) on the effects of training program and to assess the value of training in the light of that information for improving further training.

- Evaluation of training can be viewed as a method of measuring change in knowledge, skills, attitudes, job performance, costs and the quality of the training facilities. A major reason to evaluate training programs is to determine whether the training programs are accomplishing their specific training objectives.

- Evaluation of a training programme becomes necessary to find out how far the training programme has been able to achieve its aims and objectives.

- Such an evaluation provides useful information about the effectiveness of training and the design of future training programme.

Evaluation Process of Training Program

- Training programs can be evaluated by asking the following questions.

  - Has change occurred after training?

  - Is the change due to training?

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- Is the change positive or negative?

- Will the change continue with every training program?

- These 4 questions give the 4 steps of evaluating training Program:-

    - Reaction.

    - Learning.

    - Behaviour.

    - Result.

1. Reaction

- Reaction refers to the attitude of employees about the training, whether the employee considers training to be a positive or negative one.

- If the reaction is positive, then people have accepted the program, and changes will be possible.

2. Learning

- Another method of judging effectiveness is to identify levels of learning, i.e., how much the people have learned during the training.

- This can be found out by trainers mark sheet, the report submitted by the employee, and actual performance.

3. Behaviour

- The HR department needs to understand the behaviour of the employees, to understand the effectiveness of training.

- The behavioural change can be seen in how the person interacts with juniors, peer groups, and seniors.

- They mark the behaviour change and inform the HR department of the success of the training program.

4. Result

Results provided by the employee in monetary terms also determine the effectiveness of the training program, i.e., employee success in handling the project, the group performance before and after training, etc.

Training and Evaluation

Why should training programs be evaluated?

- The main reason for evaluating the training program is determining whether they are accomplishing specific training objectives that correct performance deficiencies.

- A second reason for evaluation is to ensure that any changes in trainees' capabilities are due to the training program and not due to any other conditions.

- Third reason: Training programs should be evaluated to determine their cost-effectiveness.

Benefits of Training Evaluation

Evaluation ensures accountability

Training evaluation ensures that training programs comply with the competency gaps and that the deliverables are not compromised upon.

Check the Cost

- Evaluation ensures that the training programs are effective in improving the work quality, employee behaviour, attitude and development of new skills within the employee within a certain budget.

- Since globally companies are trying to cut their costs without compromising upon the quality, evaluation just aims at achieving the same with training.

Feedback to the Trainer / Training

- Evaluation also acts as a feedback to the trainer or the facilitator and the entire training process.

- Since evaluation accesses individuals at the level of their work, it gets easier to understand the loopholes of the training and the changes required in the training methodology.

Training Evaluation - Levels

- Training segment must evolve criteria for evaluating the impact of training on employees.

- Generally, four different criteria are used to evaluate training programme namely reaction of trainees, knowledge acquired, behaviour modification and other job performance parameters like reduced accidents, increased productivity, lowered absenteeism leaping sales etc.

Pre-Training Evaluation:

- In this stage, an evaluation is made in the beginning of the training programme in order to understand the expectations of the trainees from the training programmes and the extent to which they have understood its objectives.

- This step enables the training segment to modify the training curricula in such a way that the objectives of the training programme are aligned to those of the trainees.

Intermediate Training Evaluation:

- Training and development segment wants to ensure that training is progressing as expected.

- Mid-course corrections can be made in the event of deviation from the envisaged objectives.

- For example, if trainees perceive that a training programme is aimed at building communication skill is more theory-oriented, rather than practice-oriented, the feedback may be useful to modify the instruction method. Thus, it serves as a verifying tool.

Post-Training Evaluation:

The criteria used for assessing the impact of training programme include Reaction, Learning, Behaviour and Results (RLBR).

Purposes of Training Evaluation

- To justify the role of training, considering budget availability and cutback situations.
- To improve the quality of training for employee development, training delivery, trainer deployment, duration, methodology, etc.
- To assess the effectiveness of the overall programme, quality, and competency of the trainer.
- To justify the course through cost-benefit analysis and ROI approach.

The output of training evaluation will serve:

1. To illustrate the real worth of a training.

2. To pinpoint where improvement is required in forthcoming training programmes.

3. To assess effectiveness of the overall course, trainer, and the training methods.

4. To carry out cost-benefit analysis to justify the amount spent; to prove that the benefits outweigh the cost.

5. To formulate a basis for making rational decisions about future training plans.

6. To justify the role of training for budget purposes and in cutback situations of budget crunch.

Principles of Training Evaluation:

1. Evaluation specialist must be clear of the training program and also about the goals and purposes of evaluation.

2. Evaluation should be continuous.

3. Evaluation must be specific.

4. Evaluation must provide the means and focus for trainers to be able to appraise themselves, their practices, and their products.

5. Evaluation must be based on objective methods and standards.

6. Realistic target dates must be set for each phase of the evaluation process.

8.1 Reasons for Evaluating Training

- Companies are investing millions of dollars in training programs to help gain a competitive advantage.
- Companies invest in training because learning creates knowledge; often, this knowledge distinguishes successful companies and employees from those who are not.
- Research summarizing the results of studies that have examined the linkage between training and human resource outcomes (such as attitudes and motivation, behaviours, and human capital), organizational performance outcomes (performance and productivity), or financial outcomes (profits and financial indicators) has found that companies that conduct training are likely to have more positive human resource outcomes and greater performance outcomes.
- The influence of training is largest for organizational performance outcomes and human resource outcomes and weakest for financial outcomes.

- This result is not surprising, given that training can least affect an organization's financial performance and may do so through its influence on human resource practices.

- Training evaluation provides a way to understand the investments that training produces and provides information needed to improve training.

- If the company receives an inadequate return on its investment in training, the company will likely reduce its investment in training or look for training providers outside the company who can provide training experiences that improve performance, productivity, customer satisfaction, or whatever other outcomes the company is interested in achieving.

Purposes of Training Evaluation

- To justify the role of training, considering budget availability and cutback situations.

- To improve the quality of training for employee development, training delivery, trainer deployment, duration, methodology, etc.

- To assess the effectiveness of the overall programme, quality, and competency of the trainer.

- To justify the course through cost-benefit analysis and ROI approach.

- Provide feedback on whether the training or development activity is effectively achieves its aims.

- Indicate the extent to which trainees apply what they have learned back in the workplace (transfer of training), an issue many organizations find they have problems with.

- Provide information on how to increase the effectiveness of current or later development activities.

- Demonstrate the overall value and worth of development activities.

8.2 Methods for Evaluating Training

Some of the well-established methods to perform training evaluation are as follows:-

- 360-Degree Appraisal Feedback Process.

- Performance-Learning-Satisfaction Evaluation.

- Kirkpatrick Taxonomy Model.

- Phillips ROI Model.

- Summative and Formative Evaluation.

- Kaufman's Five Levels of Evaluation.

- Anderson's Model of Learning Evaluation.

360-Degree Appraisal Feedback Process

- This performance evaluation system uses input from all employee levels (appraisers, supervisors, and peers) to assess performance.
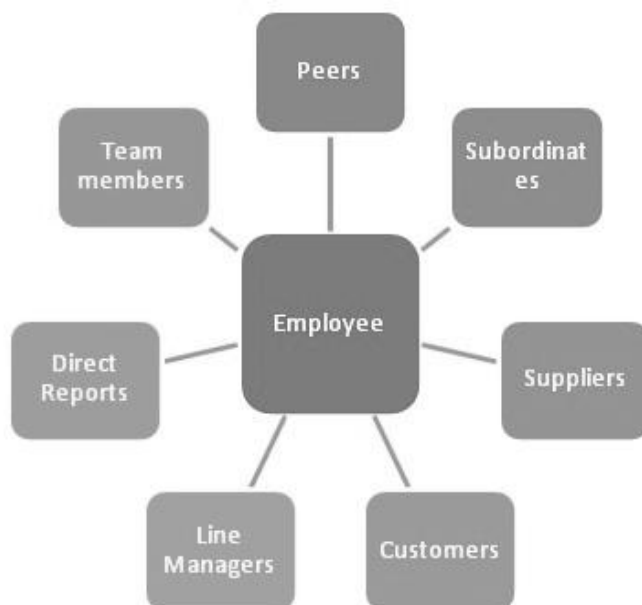
Performance-Learning-Satisfaction Evaluation

- This method uses both conceptual components and data processing to assess business results at an organizational level and financial results in terms of monetary ratios.

- Its creators claim the model has a 2:1 return on investment.

The Kirkpatrick Taxonomy Model

- Kirkpatrick Taxonomy is one of the most widely used methods for evaluating the effectiveness of corporate training programs.

- Developed and designed by Don Kirkpatrick, the framework offers a comprehensive four-level strategy to evaluate the effectiveness of any training course or program.

- The four levels used in this are –
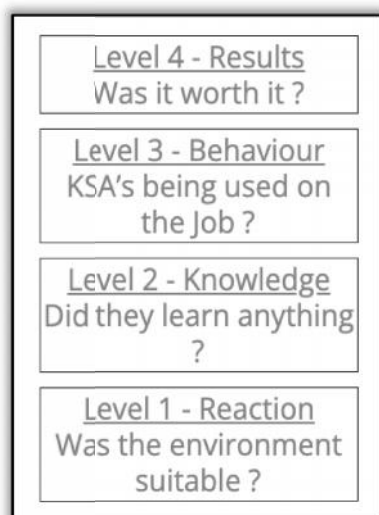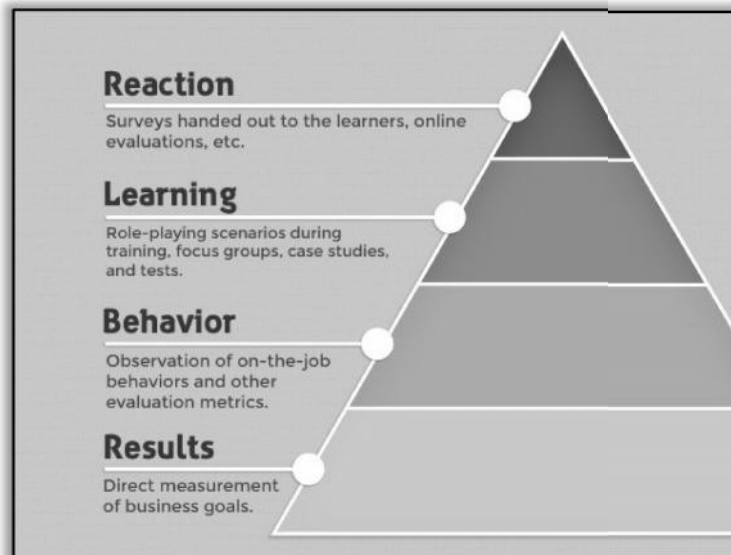
Level 1: Reaction

- This is the level where you gauge how the participants responded to the training given to them.

- To be able to identify if the conditions for learning were present, you can ask the participants to complete a short survey or feedback forms and gauge their reactions to training.

Level 2: Learning

- In the second stage, the idea is to understand what the participants learned from the training.

- In most cases, practical tests or short quizzes before and after the training are used to assess this.

Level 3: Behaviour

- This is the stage that takes place a while after the training.

- In this stage, you try to assess whether the participants actually put what they learned into practice in their job roles.

- This can be done either by asking participants to complete self-assessments or by asking their supervisor to formally assess them.

Level 4: Results

- In the last stage, you need to evaluate whether the training met the stakeholders' expectations by determining the return on the expectations, also known as ROE.

Phillips ROI Model

Very similar to the Kirkpatrick model in approach, the Phillips ROI model has an extra step, which is to evaluate the program's return on investment (ROI) by measuring the difference between training cost and training results. Here is the step-by-step procedure to calculate ROI as per this method –

- Collect the pre-training data

The first step here is to collect pre-program data as a baseline measure that allows you to compare metrics before and after training.

- Collect the post-training data

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The next step is to collect post-training data through varied sources such as participants, organizational performance records, team/peer group, participants' supervisors, and other internal/external groups.

- Isolate the effects of a training program

At this stage, determine whether results discovered are actually due to the training program. Identify all the key factors that might have contributed to the performance improvement.

- Convert the data to monetary gains

Once you've isolated the effect of the program, you need to convert the data to monetary values and compare it to the overall program costs.

- Calculate the return

Use the formula below to calculate the return.

$$ROI\ (\%) = \frac{Net\ Program\ Benefits}{Program\ Costs} \times 100$$

- In case the training results exceed the cost, it is an indication of a positive training ROI.

- Whereas if the cost of training is more than the results, enterprises need to change their approach.

Summative and Formative Evaluation

- A thorough evaluation can give you the best insight into the drawbacks of your training.

- So, it is also important to know how to assess a training program both while it's being developed (formative evaluation), and after it has been delivered. (summative evaluation).

How to Conduct a Formative Evaluation?

- Reviewing the training materials with one or a group of trainees.

- Using the material in a situation similar to that of an actual training program to see the impact of the material.

- Holding group discussions with the trainees to gain feedback.

- Assessing the material with managers and supervisors who oversee trainees.

How to Conduct a Summative Evaluation?

- Testing trainees on how well they grasped the information provided.

- Asking trainees for their opinion about the training program after it has been delivered.

- Measuring changes in production and quality of work that has been accomplished post-training.

- Conducting surveys or interviews with each trainer to gain a better understanding of what they learned.

Kaufman's Five Levels of Evaluation
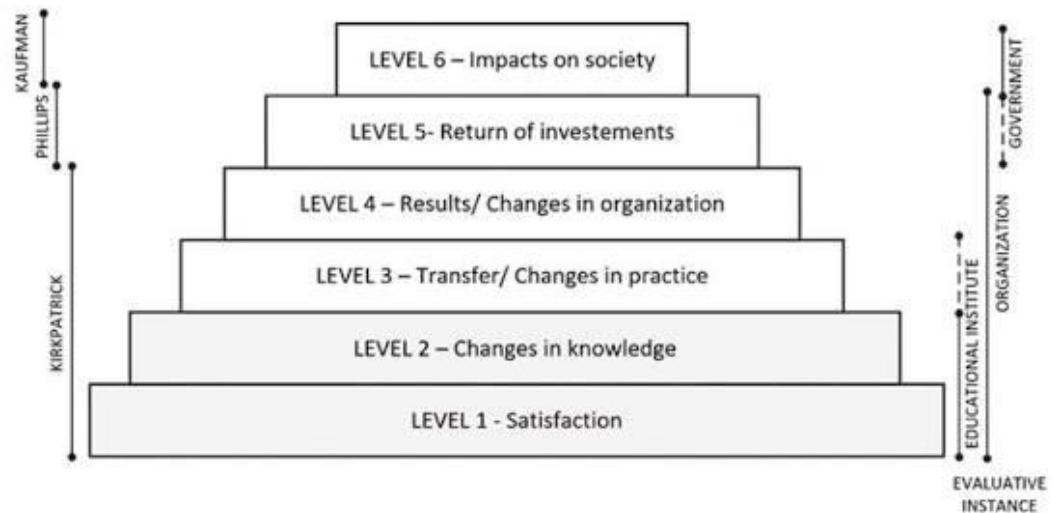
The levels and considerations of this method are as below –

- Input – Kind of resources and learning materials that training teams have at their disposal that they can use to support the learning experience.

- Process– Focuses on the delivery of the learning experience in terms of its acceptance and how people are responding to it.

- Micro-level results – Takes into account if the learner or the learning group acquired the knowledge and applied it to their respective jobs.

- Macro-level results – Takes into account if the performance improvements due to the learning and application of new skills in the workplace and what kind of benefits participants get from the learning on an organizational level.

- Mega level impact – Considers the kind of impact that the learning has on society or larger external stakeholder groups.
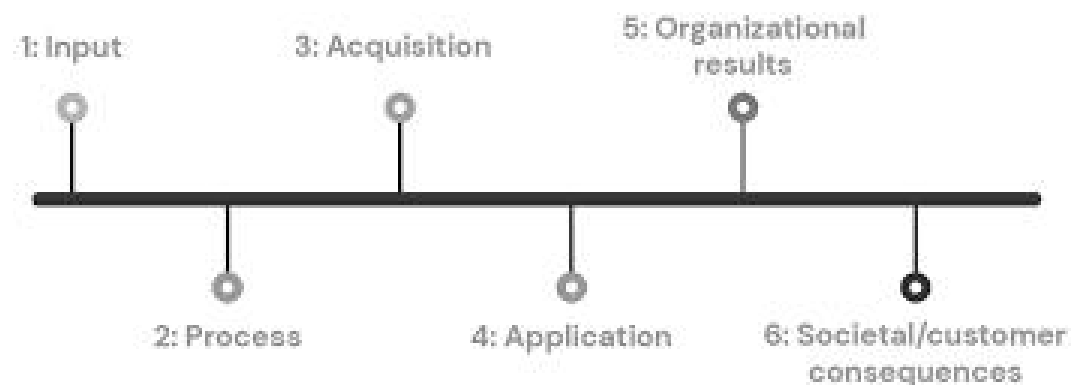
Anderson's Model of Learning Evaluation

- This method helps businesses to keep their business strategy a priority. There are three stages to the Anderson Model –

  - **Stage 1**: Evaluating your current training programs against the business' strategic priorities.

  - **Stage 2**: The stage of measuring the contribution of training to strategic business results.

  - **Stage 3**: At this stage, you find the most relevant approaches for your company and decide whether the ROI is worthwhile.

Guidelines for making training programme effective:

1. Training objective to be specific to performance standards of trainees to achieve organisational objectives.

2. Proper screening of personal needs in comparison to operational needs will give an added advantage to establish actual needs of individual employees.

3. Efforts should be made to establish where the trainee has the required intelligence, maturity and also the motivation to successfully complete the training programme.

4. The trained should be encouraged to see the training by making him aware of the personal benefits he can avail through better performance.

5. Training programme to be planned so that it is related to the trainees' previous experience and background. This background may be used as a base for new advancement in professional career.

6. Efforts to be taken to create friendly atmosphere that is conducive to good learning environment.

7. It is to be understood that all levels of trainees do not progress at the same speed; hence, flexibility should be shown in judging the rate of progress in the training programme.

8. The personal involvement of trainees, as far as possible be encouraged in the training programme.

9. As the trainee's acquisition knowledge, skills, attributes and utilise them while executing the job. At the same time the trainee should be motivated for better performance and also be given necessary incentives.

10. Trainees to be given personal guidance as and when needed so as to help obviate learning obstacles.

8.3 Designs used for Training Evaluation

Pre/ Post Test:

- The pretest/post-test refers to an evaluation design in which both pretraining and post-training outcome measures are collected.•

- The pretest/post-test with a comparison group refers to an evaluation design that includes trainees and a comparison group.

Time Series:

- Time Series refers to an evaluation design in which training outcomes are collected at periodic intervals both before and after training.

- It is frequently used to evaluate training programs that focus on improving readily observable outcomes (such as accident rates, productivity, and absenteeism) that vary over time.

Solomon four- group:

- The Solomon four - group design combines the pretest/ post-test comparison group and the post-test-only control group design.

- A training group and a comparison group are measured on the outcomes both before and after training.

- Another training group and control group are measured only after training.

8.4 Statistical Tools used for Training Evaluation

1. Identify Training KPIs

- Key performance indicators (KPIs) help you measure employees' progress toward a goal or objective. KPIs are excellent tools for identifying knowledge gaps and refining training procedures.

- A good KPI is SMART: Specific, Measurable, Attainable, Relevant, Time-bound.

2. Administer Assessments

- Giving your employees assessments is a powerful way to assess learner retention and growth from start to finish

3. Observe Employee Behaviour

- An effective training program will move employees to action in observable ways. After a training program, watch your employees see if they're applying new skills, procedures, or thought processes from the training.

Are employees implementing what they learned?

- Is their performance improving?

- Do employees seem more confident?

- Has their behaviour changed?

4. Track Employee Engagement

- Are employees finishing the training?

- Are they doing only the necessary training, or are they also completing non-mandatory courses?

- These are helpful questions to ask to understand whether the corporate training you use actively engages employees.

5. Ask for Learner Feedback

- One of the best training evaluation metrics you can easily track is learner feedback.

- Feedback is a valuable piece of the training evaluation puzzle, giving you insight into what's working and what's not.

- Ask for feedback throughout the training course to get a gauge on your employees' learning experience.

8.5   Outcomes Used In The Evaluation Of Training Programs

Outcome or Criterion	Level	What Is Measured	Examples	Measurement Methods	Question
Reactions	1	Learners' satisfaction	Comfortable training room Useful materials and program content	Surveys Interviews	Did they like it?
Learning or cognitive	2	Principles, facts, techniques, procedures, or processes that the learners have acquired	Electrical principles Safety rules Steps in interviewing	Tests Work samples	What did they learn?
Behavior and skill-based	2 or 3	Interpersonal Technical or motor skills or behaviors acquired by learners	Preparing a dessert Sawing wood Landing an airplane Listening	Tests Observations Self, peer, customer, and/or managers' ratings Work samples	Do they use it?
Affective	2, 3, or 4	Learners' attitudes and motivation	Tolerance for diversity Safety attitudes Customer service orientation Engagement	Attitude surveys Interviews Focus groups	Did it change their attitudes?
Results	4	Payoffs for the company	Productivity Quality Costs Repeat customers Customer satisfaction Accidents	Observation Performance data from records or company databases	Did it impact the bottom line?
Return on investment	5	Identification and comparison of learning benefits with costs	Dollar value of productivity divided by training costs	Economic value	What is the return from investing in learning?

8.6   Measuring Human Capital and Training Activity

It is important to remember that evaluation can also involve determining the extent to which learning and training activities and the training function contribute to the company strategy and help achieve business goals.

One way to understand the value of learning activities or the training function is through comparisons to other companies.

Each year, the American Society of Training and Development (ASTD, now the Association for Talent Development [ATD]) prepares a report that summarizes company-provided training in the United States.

This report provides information about training hours and delivery methods that companies can use to benchmark or compare themselves to other companies in similar industries or sizes.

8.7   Determining Return on Investment

Return on investment (ROI) is an important training outcome.

Training and Evaluation

Cost-benefit analysis in this situation is the process of determining the economic benefits of a training program using accounting methods that look at training costs and benefits.

Training cost information is important for several reasons:

1. To understand total expenditures for training, including direct and indirect costs.

2. To compare the costs of alternative training programs

3. To evaluate the proportion of money spent on training development, administration, and evaluation, as well as to compare monies spent on training for different groups of employees (exempt versus non-exempt, for example)

4. To control costs

ROI is used to show a training program's cost- effectiveness after it has been delivered.

However, ROI is also useful for forecasting the potential value of a new training program, choosing the most cost-effective training method by estimating and comparing the costs and benefits of each approach, and making decisions about whether to fund and offer training programs in the future.

Summary

- The trainer should be fairly clear of: Why to evaluate, When to evaluate, what to evaluate and How to evaluate?

- Evaluation of training is an attempt to obtain information on the effects of training programme and to assess the value of training in the light of that information for improving further training.

- The evaluation process is segregated into Pre-training Evaluation, Evaluation during Training and Post-Training Evaluation.

- Post-Training evaluation i.e. determining outcomes comprises of two aspects which are Reaction Evaluation and Learning Evaluation.

- Various techniques for training evaluation are questionnaires, Tests, Interviews, Studies, Human resource factors and cost benefit analysis.

- The various models of evaluation are Hamblin Model of Evaluation, Kirkpatrick's Design of Evaluation, Warr's Framework of Evaluation, Virmani and Premila's Model, Peter Bramely's Model of Evaluation and David Reay's Approach to Evaluation.

- The rationale of training audit is to study the effectiveness of key training programs in terms of their program contents, pedagogy, duration and effectiveness.

- The Methodology of training audit includes the combination of Focused group, Questionnaire & interview method.

- Use of tangible economic indices for evaluating training can definitely strengthen the hands of the trainers and in turn improve the organisational commitment to its human resource development.

Keywords

- Fixed Cost: These include the costs which are reasonably permanent and regular and fixed over a period of time, say a year.

- Rating Scales: These are forms on which, at the end of each training session/programme, trainees are asked to place on a number of five point scale.

- Skills Analysis: Analysis that provides techniques for repetitive manual operations and task analysis for non-repetitive managerial and social jobs.

- Work Analysis: studying the workflow activities, context and output of a job.

Self Assessment

1. Evaluation of training programs to determine how the process and outcomes can be improved is:
    A. Summative evaluation
    B. Formative evaluation
    C. Net cost analysis
    D. None of these

2. Evaluation of training programs should happen:
    A. Only at the end
    B. By predetermining the evaluation criteria at the planning stage
    C. For high cost programs only
    D. None of these

3. What is the role of a plan in crafting a strategic vision via an interactive group process?
    A. It is the "roadmap" that the group steadfastly follows.
    B. t is the desired outcome of the process.
    C. It is the main component in the evaluation of the present state.
    D. t is the bridge between the present state and the future state.

4. According to the systematic training cycle which of the following is not defined as a stage in it.:
    A. Evaluation
    B. Assessing training needs
    C. Planning the training
    D. Job instruction on a one-to-one basis

5. The systems model of training contains three phases: _____, training and Development, and evaluation.
    A. Preparation
    B. Assessment
    C. Introduction
    D. Organizing

6. According to Hamblin evaluation can be done at any of the four levels namely : Reaction, Learning, Job Behaviour and functioning.
    A. True
    B. False

7. David Reay has divided evaluation into four stages.
    A. True
    B. False

8. Peter Warr had, for evaluating organisation training, recommended the C.I.P.O. framework of evaluation.

      A. True

      B. False

9. The Methodology of training audit includes the combination of Focused group, Questionnaire &interview method.

      A. True

      B. False

10. The assessment becomes more and more difficult with the complexity of the functions.

      A. True

      B. False

11. Variable cost includes the costs which are reasonably permanent and regular and fixed over a period of time, say a year.

      A. True

      B. False

12. While determining the effectiveness of training in achieving the training objectives, the trainer could check the suitability and .... of the objectives set for training.

13. A good evaluation design would highlight the impact of training on the ...., performance and behaviour of the trainees.

14. The transfer of training decision wholly belongs to the ....

15. The JIP (Job Improvement Plan) could be the frame of reference for obtaining data on areas of ....

Answers for Self Assessment

1.	A	2.	B	3.	D	4.	D	5.	B
6.	A	7.	B	8.	A	9.	A	10.	A
11.	A	12.	Feasibility	13.	Knowledge	14.	Learner	15.	Application

Review Questions

1. What is training evaluation? Explain the significance of training evaluation.

2. What is the contribution of Donald Kirkpatrick to training evaluation? Explain his four level model of training evaluation.

3. Describe how will you go about if have to measure ROI for a mentoring programme.

4. How do you evaluate knowledge learning? How do you validate the test? What scoring system do you follow?

5. Explain techniques of evaluation. Identify the one closest to your training needs.

6. Briefly enumerate any five methods available for measuring the outcome of training.

7. Discuss the various approaches for evaluating training. If you are the training manager, what criteria would you adopt for organising a training programme for your own company?

8. How do you monitor the trainees' performance? How do you analyse the faults that may arise during the performance of trainees' tasks?

9. How do you measure transfer of training of a learner? What factors will help and hinder transfer of training?

10. What are the major hurdles in cost-benefit analysis? How do you calculate training cost? How do you measure training benefit?

Further Readings

G Pandu Naik, "Training and Development – Text, Research and Cases", Excel Books, New Delhi

PL Rao, "Enriching Human Capital through Training and Development", Excel Books, New Delhi

Web Links

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Unit 10: Contemporary Methods of Training

Objectives

After this lecture, you will be able to:

- Understand how did technology come to play in training methods.
- Gain an insight into technology-based learning.
- Analyze how technology-based training gained popularity.
- Understand the use of technology in training and development.
- Know how does employee engagement improves through technology.
- Gain an insight into the concept of experiential learning and its cycle.
- Analyze some of the forms of experiential learning.
- Understandthe experiential learning styles and principles.
- Gain an insight into the concept of computer-based training.
- Analyze some basic traits of CBT.
- Understandthe difference between CBT and WBT.
- Know about some popular CBT software applications, its benefits and limitations.
- Gain an insight into the concept of training for change.
- Study the critical factors for ensuring training contributes to success
- Analyse the barriers to change and the techniques to overcome these barriers.
- Know how training leads to effective change management.
- Gain an insight into the concept of learning organization.
- Analyze the five disciplines of learning organization.
- Study the merits of learning organizations.
- Compare traditional and learning organizations.
- Analyze the changes that have come up in recent times in the field of training and development.

- Studydifferent tools and technologies that have come up in training and development.

Introduction

How it all started?

- Beginning in the 1980's organizations increasingly began utilizing technology-based delivery methods for employee training and development.
- At IBM during the 1980's, technology was used to deliver no more than five percent of the company's training.
- By 1990, that figure stood at thirty percent, and by the end of the decade, was expected to rise to seventy five percent of all training development delivered.

Technology and Opportunity

- Technology in business represents several opportunities—some of them cultural, and others satisfyingly measurable and profitable.
- The right technology in the right place can reduce human effort, but it also can sharpen your employees' sense of emotional engagement.
- It's a way to free up some of their daily bandwidth so they can focus on doing their jobs with distinction and thinking outside the box.

10.1 Introduction to Technology Based Learning

- Technology enabled learning can be an effective tool if the lessons are designed according to instructional design principles.
- Additionally, online training is not restricted to a specific time or location.
- Employees can complete training materials anytime and anywhere they have an Internet connection.
- Websites can deliver the primary instructional content or extend and enhance training content.
- Many online employee training programs require registration and have the capability to monitor employee performance through the use of a learning management system.
- Increasingly organizations are leveraging technology enabled instructional methods that utilize technology such as electronic learning via web based training, mobile technology such as I-pads, and simulations in the delivery of instruction.
- A primary benefit of technology-based training is leveraging the scale and scope of employee training programs.
- If an organization is required to train multiple employees, technology offers unlimited options based on relatively low-cost and employee accessibility.
- The most powerful influence on learning from instructional technologies is not the technology itself, but what is delivered with that technology.
- Poorly designed and implemented employee training programs will not stimulate and support learning outcomes regardless of how interactive or cutting edge the technology used to deliver the training.
- While technically and theoretically almost anything can be taught on-line, it may not be practical.

Technology based Training | Gaining Popularity

- Surveys of company training practices suggest that although face-to-face classroom instruction is used by almost all companies, technology based training is gaining popularity.
- Web-based training is conducted via the Internet or through an internal organizational intranet.
- Web-based courses allow organizations to customize learning for individual needs and preferences, and provide the ability to measure performance.
- Virtual reality offers simulated training that mimics employee job duties, while virtual campuses connect training components by interactive systems.
- Strategic, future oriented-training, learners must be given opportunities, through role plays, case studies, and scenarios that simulate actual conditions, to gain experience before they confront those situations.

The Use of Technology in Training and Development

- Technological training methods continue to evolve.
- Even basic entry-level jobs have video packages and tests, employees can take to learn the basics and demonstrate their knowledge.
- But what about large companies with complex or evolving job requirements and protocols? This is where modern technology shines.
- These have become a standard part of many training methods in HRM for distance learning.
- Did you know that some companies are looking to go back to the days of in-class teaching?
- Classroom training is sometimes the best approach for learning complex information.
- New advances in training and development programs allow large companies to implement virtual classrooms that allow such training across multiple remote sites without loss in quality.
- Another effective training and development strategy is simulation training, where employees work on seemingly real-life problems through virtual interfaces.
- With advancements in technology, training processes in HRM can incorporate simulation training remotely, sometimes on site (for example, through a computer at a point of sale in a retail environment) to give employees concrete, hands-on experience.

How Technology Changes Training in the Workplace?

- One big change to HR training and development in the workplace is that job education becomes more engaging and relevant for employees.
- With virtual training, access to classroom teaching, and more options for simulation or role-playing, employees can take advantage of a variety of learning methods that potentially match their learning styles.
- For example, new advances in e-learning have emphasized "gamification," or using gameplay concepts to encourage learning.
- And new advances in virtual and augmented reality are providing HRM specialists with new ways to present information and training materials to users, including classroom lectures and tests.
- New technologies provide a positive impact on employment and development by providing a larger variety of options to reach employees.

Training and Development

- Young employees especially expect training that engages them in ways that help them learn more, and new technologies provide the training development environment that can match their learning style perfectly.

Improving Employee Engagement Through Technology

- Your employee engagement is simply a way to ensure that your employees are emotionally invested in your company.
- Engagement not only helps to keep employees happy but helps them stay productive as well.
- The manner in which employees are trained plays a big part in the engagement process.
- Do they feel supported? Are they receiving the information they need to do their jobs? Are training processes interesting, interactive, and fun?
- Modern technology can facilitate engagement in multiple ways.
- First, it provides the mix of approaches and learning styles that can keep an employee engaged and interested.
- A solid training and development program, using mixed learning styles and media, connects with employees in multiple ways so they get the most out of it.
- Second, it improves the potential types of engagement you have with your employees by providing multiple, flexible feedback channels.
- Surveys, questionnaires, and performance data are all available through modern training technologies to help you better assess the needs of your employees.
- Furthermore, with the increasingly social nature of technology, you can communicate with employees during their training to help them retain and act on the information they receive.
- Third, new technologies provide multiple ways to incorporate training into a group or workgroup style of organization.
- So, instead of simply providing basic training completed by an individual employee, you can also build team exercises that tie together remote participants, or leverage simulations to get trainees thinking and working through more collaborative means.

We may sum up through following points: -

- Training and development is not a one-stop shop for employee learning.
- With emerging social media technologies, VR and augmented reality platforms, and new responsive online interfaces, you can better engage your employees through cutting-edge training methods.
- This kind of training can improve employee engagement upon hiring or on an everyday basis.
- With staff training and development methods that engage different learning styles and media—and keeps things fun—your company will have a staff that is productive, well-educated, and invested in the future of your business.
- The use of technology driven training delivers benefits to employees and organizations.
- Leveraging internet enabled training capabilities maximizes available education training resources.
- Technology offers ease of use, learning retention, dissemination of information, the ability to reinforce learning, employee training convenience and a reduced impact on productivity.
- While technology provides the building blocks for employee training and development, it is an addition to, not a replacement for, employee training and development processes.

- Building a 21st century world class employee training and development program requires the integration of instructor-led training, technology-based training, employee assessments, employee coaching, work centre simulations and measurable training outcomes.

10.2 Experiential Learning

- Experiential learning is an engaged learning process whereby students "learn by doing" and by reflecting on the experience.
- Experiential learning activities can include, but are not limited to, hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research and studio performances.
- Well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills.
- Learning that is considered "experiential" contain all the following elements:
  - Reflection, critical analysis and synthesis.
  - Opportunities for students to take initiative, make decisions, and be accountable for the results.
  - Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically.
  - A designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes.

What Is Experiential Learning?

"There are two goals in the experiential learning process. One is to learn the specifics of a particular subject, and the other is to learn about one's own learning process."
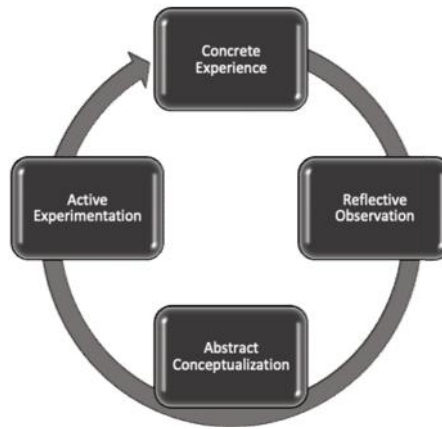
- David A. Kolb

- David A. Kolb's Experiential Learning Theory is a powerful foundational approach to all forms of learning, development and change.
- Experiential learning describes the ideal process of learning, invites you to understand yourself as a learner, and empowers you to take charge of your own learning and development.
- The way you learn is the way you approach life in general.
- It is also the way you solve problems, make decisions, and meet life's challenges.
- Learning occurs in any setting and continues throughout your life.
- The experiential learning process supports performance improvement, learning and development.

How does it work?

Testing new ideas; honing skills in a new experience

Engaging directly in authentic situation

Distilling perceptions into abstract concepts

Noticing what happened and relating to experience and conceptual understandings

The Experiential Learning Cycle

- This cycle is so natural and organic that people engage in it without being aware that they are learning. It happens almost effortlessly all the time and is constantly transforming our lives. Most people have preferences for the way they use this learning cycle, focusing on some modes more than others.

- Kolb's (1984) cycle of learning depicts the experiential learning process. This process includes the integration of:

- Knowledge:

    The concepts, facts, and information acquired through formal learning and past experience;

- Activity

    The application of knowledge to a "real world" setting;

- Reflection

The analysis and synthesis of knowledge and activity to create new knowledge"

What does experiential learning look like?

- Experiences are carefully chosen for their learning potential (i.e. whether they provide opportunities for students to practice and deepen emergent skills, encounter novel and unpredictable situations that support new learning, or learn from natural consequences, mistakes, and successes).
- Throughout the experiential learning process, the learner is actively engaged in posing questions, assuming responsibility, and constructing meaning, and is challenged to take initiative, make decisions and be accountable for results.
- Reflection on learning during and after one's experiences is an integral component of the learning process.
- This reflection leads to analysis, critical thinking, and synthesis (Schon, 1983; Boud, Cohen, & Walker, 1993).
- Learners are engaged intellectually, emotionally, socially, and/or physically, which produces a perception that the learning task is authentic.
- Relationships are developed and nurtured: learner to self, learner to others, and learner to the world at large.
- During experiential learning, the facilitator's role is to:
  - Select suitable experiences that meet the criteria above.
  - Pose problems, set boundaries, support learners, provide suitable resource, ensure physical and emotional safety, and facilitate the learning process.
  - Recognize and encourage spontaneous opportunities for learning, engagement with challenging situations, experimentation (that does not jeopardize the wellbeing of others) and discovery of solutions.
  - Help the learner notice the connections between one context and another, between theory and the experience and encouraging this examination repeatedly.

Some forms of experiential learning include

Internships

It is often a credit-bearing, free-standing activity in a student's field of interest not connected to a theoretical course.

- It is usually assessed by a faculty member and supervised by an employer who is not a faculty member.
- The student may work with practicing professionals, complete a project, attend public events, interview and observe employees.
- The mission is to support the integration of theory and practice, explore career options, or foster personal and professional development.

Service learning

This term is used to denote optional or required out-of-classroom community service experiences/projects attached to courses or a separate credit bearing experience.

- The location may be the broader community outside the university or one embedded in co-curricular activities.

- In these experiences, students participate in an organized service activity that meets identified community needs and reflect on the service activity to better understand course content and gain a broader appreciation of the discipline and an enhanced sense of civic responsibility.

Cooperative education

Mostly a part of professional programs, students gain practical relevant work experience over a period of multiple terms that intersperse their coursework.

- Students alternate work and study, usually spending a number of weeks in study (typically full-time) and a number of weeks in employment away from campus (typically full-time).
- Alternatively, cooperative education may occur when students simultaneously attend classes part-time and work part-time during consecutive school terms in an intentionally planned and coordinated way.

Clinical education

This is a more specifically defined internship experience in which students practice learned didactic and experiential skills, most frequently in health care and legal settings, under the supervision of a credentialed practitioner.

- It is often is a separate credit-bearing course tied to a related theoretical course or a culminating experience after a sequence of theoretical courses.

Student teaching

This experience is specific to students in pre-professional and pre-service teacher education who are gaining required and evaluated experience in supervised teaching.

Practicum

A relative of the internship, this form of experiential learning usually is a course or student exercise involving practical experience in a work setting (whether paid or unpaid) as well as theoretical study, including supervised experience as part of professional pre-service education.

Undergraduate research experience

Students function as research assistants and collaborators on faculty projects.

Community-based research

Faculty and students cooperate with local organizations to conduct studies to meet the needs of a particular community. Students gain direct experience in the research process.

Field work

- Supervised student research or practice carried out away from the institution and in direct contact with the people, natural phenomena, or other entities being studied.
- Field work is especially frequent in fields including anthropology, archaeology, sociology, social work, earth sciences, and environmental studies.

Study abroad **-** Students usually engage in courses at higher education institutions in another country.

- The experiential learning component is the cultural immersion which provides novel challenges for navigating living in a new place.
- The coursework connected to a study abroad can also include internships and service-learning experiences.

The Experiential Learning Styles

- The way in which we navigate the learning cycle varies from person to person.
- Due to personality, educational specialization, professional career, culture, and adaptive competencies, people develop preferences for how they use the learning cycle.
- The Kolb Learning Style Inventory (LINK) describes nine different ways of navigating the learning cycle by learning styles. We lead with our preferred style and default to it when we are on automatic pilot or under stress.

Experiencing

- When using the Experiencing style, you are engaged, connected, warm and intuitive.
- You excel in teamwork and establish trusting relationships with others.
- You are comfortable with emotional expression.

Imagining

- When using the Imagining style, you are caring, trusting, empathetic and creative.
- You demonstrate self-awareness and empathy for others.
- You are comfortable in ambiguous situations, and you enjoy helping others, generating new ideas and creating a vision for the future.

Reflecting

- When using the Reflecting style, you are patient, careful and reserved, allowing others to take centre stage.
- You listen with an open mind and gather information from a variety of sources.
- You are able to view issues from many perspectives and identify underlying problems and issues.

Analyzing

- When using the Analyzing style, you are structured, methodical and precise.
- You plan to minimize mistakes, integrate information to get the full picture, and use critical thinking to understand situations.
- You are methodical as you analyze details and data.

Thinking

- When using the Thinking style, you are sceptical, structured, linear and controlled.
- You use quantitative tools to analyze problems and frame arguments with logic.
- You know how to communicate ideas effectively and make independent judgments.

Deciding

- When using the Deciding style, you are realistic, accountable and direct.
- You find practical solutions to problems and set performance goals.
- You are able to commit to one focus.

Acting

- When using the Acting style, you are on time, assertive, achievement oriented and courageous.
- You commit to goals and objectives and find ways to accomplish them under a deadline.
- You are able to implement plans with limited resources.

Initiating

- When using the Initiating style, you are outgoing, spontaneous and able to shrug off losses or "failure" in favour of trying again.
- You actively seize opportunities and participate without holding back.

Balancing

- When using the Balancing style, you identify blind spots in a situation and bridge differences between people.
- You are resourceful and can adapt to shifting priorities.

When students participate in experiential education opportunities, they gain:

- A better understanding of course material
- A broader view of the world and an appreciation of community
- Insight into their own skills, interests, passions, and values
- Opportunities to collaborate with diverse organizations and people
- Positive professional practices and skill sets
- The gratification of assisting in meeting community needs
- Self-confidence and leadership skills

What are the principles of experiential learning?

- Focus on the learning process rather than outcomes
- The process of learning is grounded in experience
- Learning is a transactional process

Examples of Experiential Learning

Learning to ride a bicycle

- Reflective observation - Thinking about riding and watching another person ride a bike.
- Abstract conceptualization - Understanding the theory and having a clear grasp of the biking concept.
- Concrete experience - Receiving practical tips and techniques from a biking expert.
- Active experimentation - Leaping on the bike and have a go at it.

Learning to coach

- Concrete experience - Having a coach guide you in coaching someone else.

- Active experimentation - Using your people skills with what you have learned to achieve your own coaching style.
- Reflective observation - Observing how other people coach.
- Abstract conceptualization - Reading articles to find out the pros and cons of different methods.

10.3 Computer Based Training

- Even before Covid-19 turned the way we worked, upside down, the move was being made towards computer-based training in business and education across the entire globe.
- Computer Based Training, or CBT, is a way of teaching that centers around the use of digital technology in lieu of in-person instruction; frequently involves a Learning Management System (LMS) and can be done remotely.
- Computer-based training (CBT), often referred to as e-Learning, is education that is primarily administered using computers rather than an in-person instructor.
- CBT is typically delivered over the web using a training platform such as a Learning Management System (LMS).
- Corporate training about topics such as security awareness and harassment often include difficult concepts for employees to adopt but using alternative training methods such as e-Learning can be a great way to make such an important and serious topic engaging and easy to comprehend.
- In fact, corporate e-Learning has grown by 900% in the past 16 years, and an Association for Talent and Development (ATD) report found that almost 90% of companies offer digital learning today.

How CBT gained recognition?

- Educational technology had already made its first grand leap into the future long before the internet.
- Since back when computers were the size of a small room, people had sensed the new technology's potential for educational use.
- They began to experiment with it and make plans on how to use it to enhance the human learning experience.
- By then, many pioneering educational theories had promoted the practice of individualized learning.
- It was a much different approach than classroom-based, teacher-led processes.
- Learners would interact with the learning material on their own, take brief tests in-between and receive automated feedback to self-check their progress.
- However, individualized instruction methods were still difficult to implement to large groups of learners.
- Computer technology made that possible for the first time.
- Computer scientists combined the new tech with earlier visionary theories, and soon, they developed the first ever computer-based training software.

What is Computer-based Training?

- Usually referred to as CBT, computer-based training (also known as computer-based learning or computer-based instruction) is an interactive instructor-less educational process.
- Practically, learners interact with various types of learning material via computer.
- Computer-based training courses come in different shapes and forms.
- They can be multimedia-enhanced textbooks, tutorials, practice drills or even micro-world simulations.
- The learning material comes in computer-based training software packages.
- To access and take these courses, learners have to know how to use such software.
- By combining such methods with computer software, training programs that put the learner in charge were finally possible after the 60s.
- Later on, as computer-based training software evolved, CBT could be provided on-site via local networks.
- However, it was still quite costly to design, build and implement.
- That's why most computer-based training examples from that era involve specific uses like training people in how to use software applications.

Basic Traits of CBT

- Delivering small chunks of information in a step-by-step manner.
- Prompting learners to respond to a lesson periodically, e.g., by taking brief tests.
- Providing learners with feedback on their responses or overall progress.
- Allowing learners to take courses at their own pace.
- Setting learning prerequisites for moving on to the next lesson.

Computer Based Training vs Web Based Training

- Is there a difference between computer based training and web based training?
- Nope, they're basically the same thing.
- The two terms are referring to instruction that relies on digital technology and distance learning instead of an in-person presentation or a classroom setting.
- In some cases, when a person or organization refers to "web based training" they may actually mean "browser based training."
- A training program that is designed to work in a web browser like Google Chrome, Firefox or Safari is different from a piece of software that needs to be downloaded onto a hard drive in order to be used, and it offers some advantages.
- The main one is that a browser based training system doesn't need any downloads; which means it can likely be used on a phone or tablet.
- The main one is that a browser based training system doesn't need any downloads; which means it can likely be used on a phone or tablet.
- The disadvantage is that a browser-based training typically requires an active and strong internet connection and transmitting data over the internet opens up the potential for disruption, either through network failure on behalf of the internet service provider (ISP) or the misbehaviour of hackers.

Who is Computer Based Training Good For?

- Computer based training is excellent for businesses and organizations with widely distributed teams (geographically and availability wise) and it is useful for groups that need to train a large and diverse group universally and quickly.
- Especially with groups of volunteers, being able to send a download link to everyone and giving them a deadline to take the training by, and leaving it at that, is an exceptionally efficient system.
- CBT is also good for groups with a regularly training roster of people; whether temp agencies, volunteer organizations or employers with a high turnover rate.
- Since there's no need to constantly schedule a teacher or a manager to come in and train (since the training is digital and accessible anytime) keeping a well trained staff is easy.

Popular Computer Based Training Software Applications

- If you want to use computer based training in your organization, the most efficient way to implement it is to start using an LMS.
- An LMS has everything you need to teach and they typically offer functionality that's useful for larger organizations, like grading, individual feedback and the like.
- Here are a few great options.

Academy of Mine

- AOM is an LMS that is endlessly customizable and built from the ground up with whatever your organization needs most in mind.
- It has a free trial, tons of options for different trainings from corporate retraining to employee onboarding, and it has a super up-front pricing schedule without any hidden costs or fees.

Lessonly

- Lessonly's stated mission is to help teams practice, learn, and do better work.
- They offer a free trial and are aimed more for businesses.
- You can check out some of the reviews they've gotten to see if they sound right for your organization.

Talent

- Talent LMS is a cloud-based computer training software.
- It integrates with programs like Zoom to allow teams to meet and train together virtually, and it sports a try-before-you-buy system so you can get your feet wet before diving in.

Moodle

- Moodle, an open-source Course Management System (CMS), was launched in November 2001 and boasts over 50,000 validated registered sites in 214 countries, offering over 3 million courses.
- The Moodle platform is able to deploy on an individual website or for large institutions with thousands of students.

Articulate

- Articulate Rapid E-Learning products provide rapid prototyping for your CBT.
- You can create CBTs from PowerPoints and turn them into interactive Flash and add quizzes and movies.

Adobe

- Adobe's E-Learning Suite offers CBT creators the ability to add demonstrations, interactive simulation, nonlinear scenarios and quizzes.

Camtasia

- Camtasia offers features such as recording PowerPoints, creating interactive videos, tables of contents and SCORM compliance quizzes, making it a simple to use CBT application.

Training Jump Start

- Training Jump Start allows you to create CBT with a wide variety of options such as PowerPoint, videos, YouTube, Flash, audio, TechSmith's Camtasia Studio, Adobe Captivate or Articulate Presenter, HTML, Word, PDF and more.
- There is also the option of having users pay to enroll.

Helius

- Helius Presenter allows the creation of interactive CBT and will convert PowerPoint into Flash presentations.
- Other features include audio narration, Flash movies, quizzes and surveys and the ability to add a table of contents.

Conductor

- Conductor CBT for employee education allows registration and tracking of your employees' training needs.
- You can create employee profiles, assign classes and track attendance.
- You can also issue licenses and certifications. Reports are available and if you are not able to find a report from their list you have the option to modify or create your own.

Benefits of CBT

Time, Money, and Savings

- In-person training can come with many hidden costs, including travel, instructor fees, and employee productivity.
- Studies indicate that e-Learning has the potential to reduce overall training time by 40% – 60%.
- Reducing training time means more time for your employees to work on tasks that affect your organization's bottom line.
- The cost of hiring someone to train employees and improve retention can be a large financial burden.

Higher Engagement & Retention Rates

- E-Learning can increase a learner's retention rate by 25% to 60%.
- In contrast, the retention rate of face-to-face training can be much lower at 8% to 10%.
- With eLearning, employees and the organization have more control over the learning process.
- What's more, if they happen to forget something, they can revisit the material whenever they need to.

Easier Scheduling and Deployment

- Using CBT for corporate training efforts allows organizations to send out courses to large, small, or segmented groups for more specific training.
- Organizations can also send out reminders to ensure that training is not being forgotten.

Tracking Progress and Analytics

- By deploying training through CBT, you'll be able to track the progress of your learners in the LMS.
- This will allow you to see when an employee started or finished their training.
- Some LMS platforms also allow you to see who has passed or failed a course, when users log in, the status of a course, etc.
- Seeing these types of analytics will allow you to drill down into which course topics need more attention and which topics employees are the most comfortable with.

Enhancing Competitiveness

- In a survey by CertifyMe.net, almost 72% of organizations said that online learning is instrumental in enhancing their competitive edge.
- Organizations should consider offering incentives to individuals or departments in order to increase participation and create a positive mentality around required training.

Limitations of CBT

- Learners with low motivation or bad study habits may fall behind.
- Without the routine structures of a traditional class, students may get lost or confused about course activities and deadlines.
- Students may feel isolated from the instructor and classmates.
- Instructor may not always be available when students are studying or need help.
- Slow Internet connections or older computers may make accessing course materials frustrating.
- Instructor may not always be available when students are studying or need help.
- Slow Internet connections or older computers may make accessing course materials frustrating.
- Managing computer files and online learning software can sometimes seem complex for students with beginner-level computer skills.
- Hands-on or lab work is difficult to simulate in a virtual classroom.

10.4 Training for Change

- Most organisations are facing a lot of change, much of it driven by external forces.
- Nearly all organizations are finding that achieving successful change is difficult - research suggests that three in five organizations failed to meet their targets for their change initiatives.
- Why are organisations so poor at what is clearly a core activity for most of them?
- Turning the question around, would a 40 per cent success rate be tolerated in finance, marketing, operations or HR?
- This suggests that senior managers are not sufficiently focused on change, for instance having a chief change officer at board level (just like finance, marketing, operations and HR).
- The answer seems to be that the capability for doing change is insufficient and the capacity for doing change is overestimated.
- In practice, organisations try to do too much change and poorly execute it.
- McKinsey showed a direct correlation between change capability and the achievement of targets for change.

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- In my view, the organizations that fail to achieve their targets for change have put in place barriers to success (or built in failure) whereas those who succeed have managed to avoid these barriers by building in success.

Critical Factors For Ensuring Training Contributes To Success

- At the Centre for Change Management, we define success as delivering the benefits identified in the business case for the change, within the agreed costs and time scales.
- To ensure training contributes to that success, we have identified four critical factors:
  - ✓ Timeliness providing training when it is needed.
  - ✓ Need and application Skills and knowledge to solve current problems.
  - ✓ Commitment From staff and their line managers to success.
  - ✓ Other contributors Training is necessary but not sufficient.

Key Training Topics for Change

- Training for capability is essential to overcome the big barriers to change. The key training topics for change are:
  - ✓ Benefits management.
  - ✓ stakeholder engagement and communications.
  - ✓ risk management.
  - ✓ people change and soft skills.
  - ✓ the business change manager role.

Barriers to change - Capability/Human Capacity

- The lack of capability in change management is probably the main barrier.
- Capability means staff with the knowledge, skills and experience to deliver effective change across the organisation, especially across the whole management structure.
- It is usually the middle managers who either make change work or get in the way.
- Knowledge and skills can be acquired (most obviously through training) and experience can be nurtured.
- Most organisations stretch their human capacity too far by trying to do too much change at the same time.
- Most of us have agreed to do extra work to deliver some important goal, as long as the workload goes back to something we consider acceptable when the goal is achieved.
- Doing change as 'extra work' will quickly tire people out as change becomes the norm and the extra work becomes expected.
- This results in poor execution and, very often, new changes sweeping away recent ones that have not had time to have an effect, so are wasted.
- Capacity is a real issue because humans have an ability to deliver extra capacity, sometimes.
- A good way to characterise available capacity for change in an organisation is:
  - ✓ Cash.
  - ✓ Every person working on change is not working on the frontline delivering services or creating profit.

Barriers to change – Senior Management

- Serious barriers to effective change are the senior managers in an organisation.
- Research by Prosci using a worldwide survey of 650 organizations in 62 countries identified senior managementsponsorship as the most critical contribution to success.
- Thus, a lack of senior management sponsorship is the main cause of failure.
- As the pace of change and the need for efficient change has grown, these senior managers have not learned new skills and do not really understand what they need to do to make change work.
- They need new skills to see how to make change successful and their role in achieving that success: being a change sponsor is a skill.
- It requires the ability to be accountable without doing day-to-day management.
- It also requires the ability to stick with the change right to the end and not move off onto other initiatives.
- Experience shows repeatedly that the most senior managers very rarely take part in any change training, while expecting their middle managers to take on board development without any release from day-to-day pressures.

Barriers to change – Projects

- Many organisations use projects to deliver change, which is an unsuitable method.
- A project is an excellent vehicle for producing something that has not been produced before but it usually finishes producing before people-change in the business is complete and embedded, so the focus is lost and the business fails to complete the change.
- This is especially common in technology-led change.
- A structured method is the third most important contribution to success identified by the Prosci research, which also identifies project management as not being enough.
- An obvious solution to the project problem is to have a separate change team responsible for doing the people change and following through to achieve the benefits identified in the business case.
- This, of course, requires additional resources of knowledgeable and skilled people!
- Most organisations don't have change teams so rely on good luck to make the changes work.

Barriers to change – Focus on Activities

- A final barrier to success is a focus on activities and getting something (anything) done.
- This is a common problem in project-led change.
- The purpose of change, emphasised in a good business case, is to deliver benefits to the organisation.
- These benefits will be aligned to the organisation's strategic objectives.
- A change should be benefit-led.
- Every action in the change should be focused on delivering benefits.
- Without a focus on benefits there is no mechanism for making priority decisions or managing scope creep, both of which make change much less efficient.

Training to Overcome Barriers

- Increasing knowledge and skills can be achieved through training.
- By focusing the training and development of staff on overcoming barriers to change effectiveness, an organisation can have the most impact on its capability to do change.
- We have identified four factors that will affect the impact training has on change capability:
- **Timeliness** training needs to provide knowledge and skills at the time they are required, due to the very fast loss of knowledge and skill after training when it is not used.
- It is not efficient to train staff on everything in a week-long course when they will only use a very small portion of the knowledge in the near future.
- **Need and** application training should enable staff to practise skills and use knowledge to solve problems that are relevant to current needs.
- Staff will want to solve problems that they have identified as necessary to their success.
- They should use training as the chance to try out skills and knowledge in a safe environment in which mistakes can be made and lessons learned.
- **Commitment** effective training will only occur if the participants are committed to it and to their personal improvement.
- Too many people turn up on training courses with no commitment ('I was told to come, I have no idea why') and no agreement with their line manager about how the training will be used and what impact is expected in return for the investment.
- Both the participant and his manager need to commit to the training.
- **Other contributors** training are only one of the contributors to improving capability in an organisation.
- Other contributions need to be aligned and put in place so a self-reinforcing environment and culture of improvement is created.
- They include mentoring and coaching, leadership and appropriate motivation.

Topics for change

- **Benefits management** benefits are the reason why most organizations do change.
- Benefits describe the advantages that the change will deliver to the organization and are an important part of the business case for it.
- Indeed, the definition of a successful change is that it delivers the promised benefits.
- A common characteristic of an unsuccessful change is that it costs at least as much as predicted (if not much more) and all the benefits have vaporised.
- **Stakeholders and** communications how often have you heard complaints about poor, or non-existent, communication during a change, or about resistance that is not overcome?

- This is a failure of stakeholder engagement and communication.
- Every change has a plethora of stakeholders across the organisation and beyond.
- They need to be brought on board and, for some, taken on a journey that involves changing their behavior. This is not easy but, with analysis, planning and a methodical approach, it can be achieved.
- **Risk management** risk management is a technique for analyzing and managing uncertain events in the future and using the information to make informed decisions in the present.
- Doing change and people's response to change are prone to risks.
- Benefits are in the future and themselves subject to threats.
- Management techniques to identify, assess, manage and mitigate risks are essential to understand the nature of a change and its potential success or failure.
- **Soft skills** change in an organization only results from people behaving differently to the way they do now and each individual finding his own path to adopting these new behaviors.
- Understanding the way humans are motivated and adapt to change, is key knowledge for anyone hoping to do change in an organisation.
- Skills in recognizing differences in, and types of, people change and adapting the change approach to meet individual and group needs will ease the resistance, increase the impact of change and reduce the risk of failure.
- **Business change manager role** having a team of people to facilitate change in an organisation, who are more than the project, is a good idea.
- Understanding how such a team role fits with a project or programme, works with (say) a project manager, or what makes a good change team member needs to be worked out to enable the change team to be effective.
- What the change team needs to know, when they need to know it and the skills they require will drive their training requirements.

How Training Leads to Effective Change Management?

- Change Management has become a go-to term for most organizational HR problems, so much so that it loses its real meaning in some situations.
- It is the process of preparing and supporting individuals to adopt change successfully in order to drive organizational success.
- Traditionally, change management is used by companies to assist individuals, teams, and the whole organization in the transition, using methods to re-direct the use of resources, and other modes of operation that significantly reshape a company or organization.
- Going by the book, there are a lot of change management models (i.e. Kotter's 8-step model, Lewin's model, ADKAR model, etc.) that act as a step-by-step guide to a successful organizational transition.
- What all these models have in common is a phase about training and development.
  1. Determine specific training needs first
- In order for people to bring about change effectively and learn adaptable and buildable skills, they should receive timely and appropriate training.
- Each employee will develop training requirements based on the skills, knowledge and behaviours necessary to implement the change.
- A useful tool for generating these requirements is the training needs assessment survey.

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- This survey gathers data to determine how individuals and the organization can develop to accomplish their goals and objectives.

  2. Incorporate communication into training plans

- Insufficient information about upcoming transitions may cause change management programs to fail.

- A communication plan must be put in place, focusing on explaining what specific changes will happen in the organization.

- The context of the change and how the employees take part and affect its success and failure is often overlooked in these communications.

- Messages need to be intentional and thought through.

- Each message sent about the change, whether to create awareness or spur future action and cooperation must be packaged and constructed differently depending on the recipient.

  3. Select more accessible training solutions

- Usual costs for internal seminars and training programs include: handouts, equipment, rentals fees and trainer time.

- Sending people to attend external programs means budgeting for travel, lodging and registration fees.

- All of these situations take days, even months, to plan and would require the employees to leave their work temporarily. Fortunately, many programs can be accessed online or through mobile devices.

- By availing of these training programs that can be accessed any time of the day, employees can participate in the training program without having to worry about accumulated or delayed work. Furthermore, the company can also save on the logistical costs.
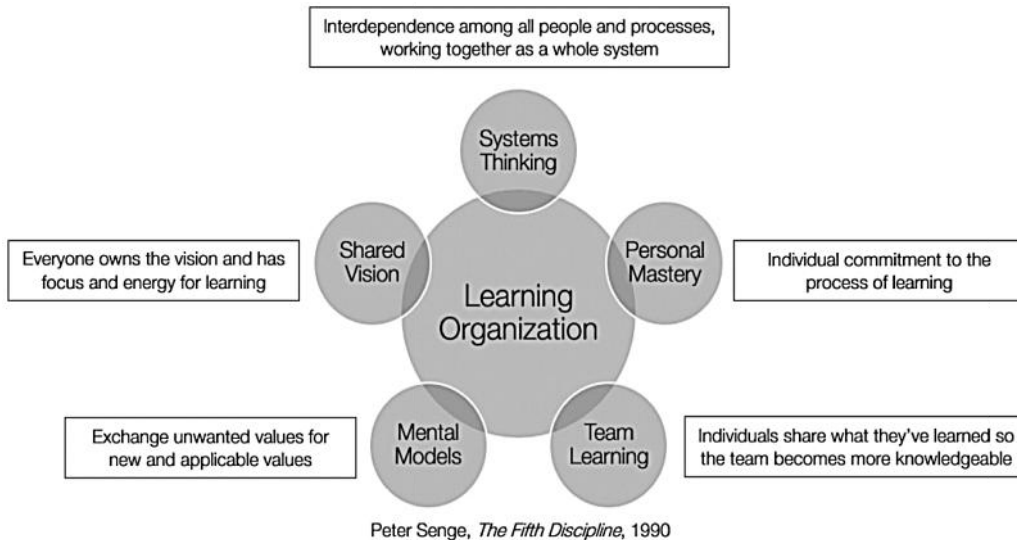
10.5 Learning Organization

- According to the World Economic Forum, the average lifespan of a Fortune 500 company is 40 to 50 years.

- While many of them are bought, sold, split, or merged, many simply cease to exist—ending years of blood, sweat and tears for a beloved product or cause.

- Many succumb because they cling to the status quo; operating using outdated corporate models such as top-down force-feeding of company ideology and practices; doing what's comfortable or familiar instead of taking risks and challenging the status quo.

- In fact, there's a term for this practice: William Samuelson and Richard Zeckhauser introduced "status quo bias" to describe how most of us prefer to stick with what's familiar.

- Companies who shift from the familiar top-down corporate structure to a learning organization model have a better chance of creating an environment of continual growth, risk-taking, continual learning, collaboration—and a better chance of surviving in a very competitive environment.

- In today's economy, it's important for organizations to support learning. Without doing so, they risk losing market share or even going out of business due to increased competition or by being disrupted in the way that streaming video services such as Netflix disrupted the brick-and-mortar videotape rental business model of companies like Blockbuster.

- While all or most organizations try to learn and use the results of that learning to adapt, some organizations do this better than others. Those at the "good" end of the spectrum, who use learning well, may be known as learning organizations.

What is a learning organization?

Learning organizations [are] organizations where people continually expand their capacity to create the results, they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.

Peter Senge, The Fifth Discipline: The Art and Practice of the Learning Organization

Peter Senge, *The Fifth Discipline*, 1990

- Senge is an advocate for decentralized leadership, a model in which all people in an organization can work toward a common goal.
- His Five Disciplines of a learning organization outline how that can happen.

1st Discipline

- Personal Mastery: In an interview, Senge called personal mastery the "cornerstone" of a learning organization. Personal mastery is the development of the capacity to accomplish personal goals; learning organizations make this possible by creating an environment where employees can, through reflection, develop their own sense of vision—how they look at the world, what matters to them, and what they are passionate about contributing to. Said Senge: "Personal vision is the soil in which shared vision can be grown."

2nd Discipline

- Shared Vision: A shared vision is only possible in an environment of trust and collaboration instead of compliance to directives from on high. Corporate leadership works together with employees toward a common vision—creating an environment where employees feel heard and is encouraged to take risks.

3rd Discipline

- Mental Models: With a mental model, we understand how our deeply ingrained assumptions and generalizations affect our interactions and decisions. To paraphrase Senge: Understanding the difference between hearing what someone said, and truly understanding what they said, and understanding the gap between what actually happened and what we perceived happening requires reflection. "In a nonreflective environment, we take what we see as truth," said Senge.

4th Discipline

Training and Development

- Team learning: Senge says that team learning can only happen when team members are "humble," when they are willing to reflect and take into account other people's views, suspending personal biases in order to work as a whole in a collaborative environment.

5th Discipline

- Systems Thinking: Systems thinking is the idea that we're part of an interrelated system—not a disjointed set of personal silos; systems thinking addresses the whole and creates an understanding of how parts are interconnected. Senge said, "Systems thinking is a sensibility—for the subtle interconnectedness that gives living systems their unique character."

What Do Learning Organizations Do?

- Provide continuous learning opportunities.
- Use learning to reach their goals.
- Link individual performance with organizational performance.
- Foster inquiry and dialogue, making it safe for people to share openly and take risks.
- Embrace creative tension as a source of energy and renewal.
- Are continuously aware of and interact with their environment.
- Personal mastery (see how personal mastery, along with autonomy and purpose, are critical to employee motivation)
- Team learning.
- Shared vision.
- Mental models.

Primary Sets of Characteristics:

- Supportive learning environment, including psychological safety; an appreciation of differences; an openness to new ideas; and time for reflection.
- Concrete learning practices and processes, including experimentation to develop and test new products; keeping track of trends with competitors, customers, and technology; analysis and interpretation to identify and solve problems; and education and training for new and established employees.
- Leadership that encourages and reinforces learning, including ask questions of and listening to workers; stressing the importance of and spending time on problem identification, knowledge transfer, and reflection; and considering alternative points of view.

Merits of Learning Organisation:

- The organization experiments, tries and permits more failures. This provides extensive information to make decisions.
- The organization interacts with customers and maintains a rich and informal environment conducive to growth and success. Knowledge of customer requirement is important for company's fortunes.
- Learning enhances company's speed, innovativeness and adaptability.
- The organization can anticipate and adapt changing market conditions. It reaches the market with innovative products faster than competitors.
- The organizationmaximizes responsiveness to customers' needs. This provides competitive advantage to the company.

- It enables the organization to survive in the knowledge economy and cope with rapidly changing technology, global competition and demands.

Traditional Vs. Learning Origination

	Traditional Organisation	**Learning Organisation**
Attitude towards change	If it's working, do not change it	If you are not changing, it will not be working for long
Attitude towards new ideas	If it wasn't invented here, reject it	If it was invented or reinvented here, reject it
Who's responsible new ideas	Traditional areas such as R & D	Everyone in the organization
Main fear	Making mistakes	Not learning; not adapting
Competitive advantage	Products and service	Ability to learn knowledge and expertise
Manager's job	Control others	Enable others

Learning Organisation — An Improvement Over Traditional Organization:

1. Fragmentation:

A traditional organization has fragmented departments where departments perform specific functions (production, sales etc.). Learning organization does not have separate departments. It is a boundary-less organization. All members collectively schedule and perform work activities; irrespective of departments or levels.

2. Competition:

A traditional organizationemphasizes on competition amongst departments. Departmental heads and members compete for resources and results. In a learning organization, departments cooperate to share knowledge. Everyone shares common vision of the organization.

3. Reactiveness:

Managers of traditional organization are reactive. They analyze problems and find solutions according to predefined rules and norms. Managers of learning organization are creative. They bring something new into the organization. They are innovative and promote continuous improvement in the work practices.

4. Goals and vision:

Training and Development

In a traditional organization, goals are formulated by the top management. Top managers decide about their implementation and provide overall vision to the organization. A learning organization practices shared vision. Formulation and implementation of ideas take place at all levels in all departments.

5. Competence building:

In a traditional organization, people aim at building individual competence. People are responsible for their work and resolve conflicts through hierarchical directions.

A learning organization aims at building collaborative competence. People understand their jobs and relate it with others. They learn by resolving conflicts jointly. Conflict is seen as constructive and aims at integrating diverse viewpoints of the diverse workforce.

Learning Organization — An Ideal Organization:

- No organisation is perfect. It can only strive towards idealism.
- Based on traditional concepts of organizationbehavior, learning organization can achieve this idealism through the following measures:
  1. Total quality management
- It commits resources towards continuous improvement in the quality, totally and fully in all respects, in small areas and all activities of organization right from top to bottom.
  2. Organisation culture
- Its culture values risk-taking, openness and growth.
  3. Boundary-fewer organisations
- It breaks barriers across hierarchical levels and departments.
  4. Functional conflict
- It supports disagreement, constructive criticism and other forms of functional conflict.
  5. Transformational leadership
- Its leaders are transformational and not transactional. They develop shared vision and subordination of individual interest in favour of organisational interest.
  6. Team work
- Shared vision promotes working in teams. People think and act as a unit, transform disagreements into synergies and collectively take decisions.

Examples of LO

- General Electric: Its Crotonville learning centre drives continuous learning by managers and other leaders, as they return to Crotonville to learn and teach at critical transitions in their careers.
- Goldman Sachs: Its Pine Street learning centre provides essential learning to a large segment of its managerial population on an ongoing basis.
- Pizza Hut: It constantly invents and implements new technology and by recognizing the lifetime value of their customers, it treats them as long-term assets.
- Honeywell: By applying Six-Sigma approaches, quality is constantly improved, while costs are simultaneously decreased.
- Microsoft:It successfully made the massive shift in mindset from desktop to Internet when its marketplace changed.
- Johnson &Johnson:Driven by its famous credo, it constantly improves products and invents new ones, always with the user at the centre of its focus.
- Apple : It perceives unrecognized marketplace needs and creates new products to fill them.

- Toyota Motor Co.: It uses lean manufacturing and continuous improvement to make small but never-ending improvements in products and processes.
- USA Today: It invented and kept reinventing publishing technology to move information colourfully and electronically, as well as to manage distribution.

10.6 Future Trends of Training and Development

In 2020, we've seen corporate training trends that made it easier for everyone to learn in the flow of work.

As you know, unprecedented changes encouraged global organizations to use more technology and analytics and promote efficient collaboration and better communication at work.

Great thing about this is that digital learning is now taking the corporate training world by storm, gradually occupying what used to be the place of traditional F2F training.

And this is the right way to go!

What's the current scenario?

- The role of learning and development (L&D) continues to broaden, with many learning leaders helping facilitate and support change initiatives in their organizations.
- In a year of unprecedented change – from the impacts of the COVID-19 pandemic to the racial and social unrest across the country – leaders have been required to completely rethink how their businesses operate and find new avenues to reach their goals.
- The training function has been integral to helping organizations transition to a remote workforce, shift in-person events to a virtual environment, and take safety and compliance training to another level.
- This influx of change has made it difficult to plan for a long-term growth.
- As we move forward, the most innovative and successful training organizations will be those that apply the knowledge they've gained this year to create opportunities for future growth and expansion.
- The trends for 2021 reflect the changing nature of work and how learning leaders are uniquely positioned to guide their organizations through change and achieve new levels of success.

Trends and Technologies

More Learning Analytics and Bigger Data

- Gather data and create reports.
- Look out for trends.
- Predict and analyze based on trends, then intervene.
- Do necessary actions.

Data Literacy

- Learn to speak data.
- Assess existing technology.
- Tell a better data story.

AI-powered Intuitive Learning System

- Differentiated learning.
- Personalized learning.

- Adaptive learning.

Social Media for Learning

- Learning blogs.
- Twitter.
- MS Teams and other workspace applications.
- Pinterest.
- Linkedin.
- Youtube.

Project-based Learning

- Project-based learning (PBL) is a student-centered training wherein instead of having a trainer lecture on a specific topic, learning leaders and/or managers serve as coaches while learners direct their own learning through hands-on experience.

Emphasis on Communication and Collaboration Skills

- Today, more and more teams are now meeting in virtual and digital spaces, so it's more important to cultivate your employees' communication skills.
- In fact, communication and collaboration are the top employee skills for 2021, according to a survey by TalentLMS.
- And what's more, it will still be in the coming years because of the changes in how companies do things at work.

Evaluating Employee Performance in Remote Work

- Remote work environments have changed the employee-manager relationship.
- Leaders who were accustomed to working in a traditional office setting must now manage at a distance.
- With observation more difficult in remote work, leaders must adopt new ways to assess their employees' performance.

Geofencing

- Geo-fencing is one of the most convenient emerging trends in training and development.
- Using your smartphone or other device, geofencing delivers bits of job-related training and development just when you need it.
- Walking onto a jobsite Monday morning? Geofencing alerts you to any changes in regulations that occurred over the weekend. Cell phone technology uses your location to give you only the information you need to get the job done.

Individualized training

- There is no longer an adequate one-size-fits-all approach that works (if there ever was!).
- One of the biggest future of corporate training trends is a more individualized approach to training that allows employees more choices in how they approach their own learning.
- A good LMS that offers a menu of trainings for employees to choose from is a must for this approach.

Adaptive content delivery

- Artificially intelligent content delivery that adapts to your employees' corporate training needs is also emerging as a way to personalize and individualize training.

- This type of training (gamification being a good example of adaptive content delivery) predicts learner behavior to keep training relevant, interesting, and fresh.

Soft skills training

- Maybe you've scoffed at the idea that focused training for soft skills is imperative to the success of your business, but it's time to reexamine that belief.
- The Stanford Research Institute International and the Carnegie Mellon Foundation found that 75% of long-term job success depends upon soft skills mastery and only 25% on technical skills.

Virtual and augmented reality

- Virtual and augmented reality is truly the future of corporate training.
- Long a training staple in certain industries (e.g., pilot training and other simulators), VR is now expanding to more areas as a way to practice a skill before it actually needs to be applied. Augmented reality offers benefits from customer service to healthcare and beyond.

Virtual mentorship programs

- You may be hiring employees fresh out of college who have never had a job before. Why?
- The competitive job market has sent many millennials and Gen Z students into college in order to compete.
- However, the resulting college graduates have great technical skills but little understanding of how to apply them.

Repositioning training as a benefit (not a burden)

- You have probably heard groans when announcing the next wave of training to employees, but what if you position employee training as part of the benefits package instead of something to be endured?

Microlearning

- Microlearning continues to play a huge part in the future of corporate training, providing employees with easily-digested bites of information or instruction that can be immediately applied to a task or project.

Aggressive employee reskilling and retraining

- By 2030, 375 million workers - approximately 14% of the global workforce - are expected to switch occupational categories due to the emergence of robotics, automation and AI.
- This is a threat for employees across all organizational strata - from interns to senior managers.

Diversity, Equity and Inclusion training

- Thanks to movements like #MeToo and #BlackLivesMatter the world has been awakened to the necessity for structural change in the workplace to promote inclusivity, equity, and ultimately, be more representative of wider society.

More on-demand training

- On-demand training has been growing over the past few years, and we predict that it will go mainstream in times to come.

Training and Development

- With the millennials taking over the workplace and remote work becoming a staple of work life in 2020, we expect that there is going to be a higher demand for on-demand training in the workplace in future.
- This is because on-demand training delivers employees the information they need, when they need it, saving employees' time and employers' resources.

Summary

- The external environment areas of change, which have major impact on organisations, fall into four main categories which are economic, political, social and technological.
- The various aspects of training issues consequential from internal need of the company are Interpersonal relationship, Supervision, Communication, Managing problems, Decision-making and Trust. The six motives for organizational climate are considered important for effective functioning of employees of an organization and in determination of training needs are Affiliation, Achievement, Dependency, Extension, Control and Expertise.
- Creating dual career paths involves preparing employees to do well and be rewarded without necessarily being on a management or vertical organization career path.
- A career plateau occurs when an employee is in a position that he does well enough not to be demoted or fired, but not so well that the person is likely to be promoted.
- Career breaks can facilitate employers retain skilled and experienced staff. They can provide a pool of trained, committed employees to provide cover up during busy periods or staff absence.
- Balance in work and life can be achieved by focus on time and attention on things you can control.
- The balance in work and life can be developed through the practices of Developing positive thinking, Interpersonal effectiveness and Motivation.
- Computer Aided Design (CAD) training is the order of the day and training in these new areas must be adequately developed.
- The interactive TV. Computer assisted learning is gaining popularity and for busy executives, as all information they need is available almost in the form of a training sandwich.

Keywords

Affiliation: Affiliation is a climate in which people strive for friendly, warm and affectionate and personal relationship.

Career breaks: These are employment breaks or extended periods of leave which are usually unpaid and for particular purposes.

Career plateau: A situation that occurs when an employee is in a position that he does well enough not to be demoted or fired, but not so well that the person is likely to be promoted.

External mobility: It refers to movement of an employee from one organization to another seeking better placement based on his skills and the requirements and needs of various organizations.

Sabbaticals: A type of career breaks or extended leave which some companies use to reward employees for long service.

Self Assessment

1. The most appropriate technological support given to differently abled students in inclusive classrooms is-
A. Assistive technology
B. Information technology
C. Instructional technology
D. Computer assisted instruction

2. The Indira Gandhi National Open University came into existence in-
A. May, 1985
B. September, 1985
C. April, 1980
D. September, 1980

3. Educational technology III is also known as
A. Behaviors technology
B. Instructional technology
C. Teaching technology
D. None of the above

4. New knowledge is acquired through –
A. Transmission of knowledge
B. Memorization
C. Experience and searching new meanings
D. None of the above

5. Learning in child occurs through –
A. Memorizing the knowledge
B. Reading the textbook
C. Transmission of knowledge by the teacher
D. Doing activity

6. Which of the following best defines experiential learning?
A. A method of educating through first-hand experience that focuses on skills, knowledge and experience acquired outside of the traditional academic classroom setting, including internships, studies abroad, research and service projects
B. A method of educating through first-hand experience that is recorded as a reflection and used to foster learning
C. A method of educating through first-hand experience with group projects outside the classroom that take place in a variety of settings, including museums and zoos
D. All of the answers are correct

LOVELY PROFESSIONAL UNIVERSITY

7. In a developing country like India which among the following statements is indicative of challenges in the context of computer-based testing?
A. Many teachers do not have knowledge of computer
B. Computer will destroy Guru Shishya relationship
C. Indian government can't afford to buy a large number of computers
D. In remote locations availability of computer and electricity is not feasible

8. The term software refers to
A. Computer manuals only
B. Computer programs only
C. Machinery
D. Computer manuals and programs

9. Which of the following is not included in the benefits of CBT?
A. Most frequent test opportunity
B. Decreasing candidate reach
C. Data rich result
D. Streamlined logistics

10. Which of the following are critical factors for ensuring training contributes to success?
A. Timeliness providing training when it is needed.
B. Need and application Skills and knowledge to solve current problems.
C. Commitment
D. All of the above

11. Risk management is a technique for analysing and managing uncertain events in the future and using the information to make informed decisions in the present.
A. True
B. False

12. Training for change needs to be effective in increasing the organisation's capability for change.
A. True
B. False

13. The collective _____, beliefs and values of employees in the workplace is called as Organisation culture.
A. Ideas
B. Understanding
C. Benefits
D. Perceptions

14. An organization Knowledge Management strategy is supposed to _____ an understanding of the organization's knowledge management resources and where they reside.
A. Build
B. Benefit
C. Create
D. Imbibe

15. Building learning culture include
A. Having training every day
B. Building training rooms at each location
C. Continuous learning and sharing knowledge with others
D. Assessing training needs

16. Which of the following is/are an element(s) of data literacy?
A. Learn to speak data.
B. Assess existing technology.
C. Tell a better data story.
D. All of the above

17. Project-based learning (PBL) is a student-cantered training wherein instead of having a trainer lecture on a specific topic, learning leaders and/or managers serve as coaches while learners direct their own learning through hands-on experience.
A. True
B. False

18. Virtual and augmented reality is truly the future of corporate training.
A. True
B. False

Answers for Self Assessment

1.	A	2.	B	3.	B	4.	C	5.	D
6.	A	7.	D	8.	D	9.	B	10.	D
11.	A	12.	A	13.	A	14.	C	15.	C
16.	D	17.	A	18.	B				

Review Questions

1. Training is affected by the dynamic changing environmental conditions. What are those constituents that contribute these changing environmental conditions?

2. What are the various aspects of training issues consequential from internal need of the company?

3. For effective functioning of the employees of an organisation and in determination of training needs the six motives for organisational climate are considered important. Explain those six.

4. The increasing use of technology in training is filling the gap of shortened time. Elucidate

5. Coordination between the professional bodies and Government agencies is necessary for technological advancement in the field of training and HRD. Describe.

6. What are the ways by which a career break option is to be managed by an organization effectively?

7. What are the circumstances in which situation of career plateau arises for an employee?

8. Career development is essential to implement career plan. What are the actions for career development?

9. Why internal mobility is needed under the head of career development?

10. Balancing work and life is important for both employer and employee. What are the various practices that an organization may adopt to balance between work and life?

Further Readings

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Unit 11: Employee Development

Objectives

After this chapter, you will be able to:

- Gain an insight into the concept of employee development.
- Analyzethe impact and importance of employee development.
- Understandthe guidelines for effective employee development.
- Knowthe common issues and challenges in developing employees.
- Gain an insight into the concept of employee development.
- Analyzethe different approaches for employee development.
- Gain an insight into the concept of management development
- Analyzethe objectives and process of management development
- Learnabout some of the company strategies for providing development.
- Gain an insight to organizational climate for management development.
- Analyze the manager needs and developmental programmes.
- Study how to choose the right method – knowledge and attitudes.
- Gain an insight to the different approaches of management development.
- Study the various types of techniques of management development.
- Analyze the procedure for selection of management development techniques.
- Know the reasons for emphasizing employee development programme.
- Study the guidelines for effective employee development programme.
- Analyze the different methods of employee development.
- Gain an insight to ways to improve employee development programme.

Training and Development

Introduction

- Individuals in an organization form its vital resource and must be valued, nurtured and retained.

- Employees are the most valuable assets and truly the backbone of an organization.

- Every employee in his/her own way contributes towards the success or failure of an organization.

- Without employees in an organization, even the most powerful machinery with the latest technology would not function.

- Employees should not treat their organization as a mere source of earning money.

- Remember, your job is not just to come in the morning, leave in the evening and receive your pay check.

- On the other hand, employers should not treat their employees as slaves.

- Employers must invest their time and resources in training and developing their workforce for them to become indispensable resources later.

- Employees should be developed and prepared to face even the worst situations.

- Employee development is almost universally recognized as a strategic tool for an organization's continuing growth, productivity and ability to retain valuable employees.

- If organizations neglect certain challenges, then the employee development process will be cumbersome for the organization, frustrating for employees and of uncertain value for both.

11.1 Employee Development

- Employee development is a joint initiative of the employee as well as the employer to upgrade the existing skills and knowledge of an individual.

- It is of utmost importance for employees to keep themselves abreast with the latest developments in the industry to survive the fierce competition.

- Believe me, if you are not aware of what is happening around you, even before you realize you would be out of the game.

- As they say there is really no age limit for education. Upgrading knowledge is essential to live with the changes of time.

- Employee development is a process of improving employees' existing competencies and skills and developing newer ones to support the organization's goals.

Finer Points of Interest

- Employee development isn't just about developing organizational L&D strategies.
- It's more than just implementing mandatory employee training.
- It goes way beyond meeting with employees annually to discuss their shortcomings and highlighting improvement needs.

What has Employee Development done?

- It has avoided the costly (and sometimes protracted) process of hiring a replacement for an outgoing employee.

- It has preserved a lot of "sunk capital" already invested in that employee in terms of his/her organizational experience and expertise.

- It allows HR professionals and L&D experts to build upon (rather than build from scratch) organization culture (different from technical experience and expertise) already inculcated into that employee.

Reasons for emphasizing employee development include

- Remaining competitive.
- Dealing with ongoing skills shortages.
- Promoting diversity, equity and inclusion.
- Create a culture of learning.
- Taking employee development "off hold".
- Adapting to changing business structures.
- Increasing worker productivity.
- Reducing turnover.
- Aligning employee development with the organization's needs.

Guidelines for Effective Employee Development

- Gain executive support.
- Involve management.
- Relate to performance management.
- Understand what the employee values.
- Know the desired outcome.

Gain executive support

- Ensure executives understand and agree with how development fits into workforce planning, a succession process or a retention program.

Involve management

- If executives show support, there is a good chance that management will pay attention to employee development.
- Managers play a vital role, ensuring a connection between development strategy and real-world implementation.

Relate to performance management

- The employer must be clear about development's place in the performance management process.
- Managers should differentiate between short-term plans for projects, long-term plans for the organization, career development plans for the employee and skill building for immediate performance deficiencies.
- Each should be handled at the appropriate phase of the performance management process.

Understand what the employee values

- Employees often have an intense interest in their own development.
- Knowing what each employee values and how that relates to his or her development needs should greatly affect the type of development activities provided for the employee and, ultimately, for the success of such activities.

Know the desired outcome

- Have a clear understanding of exactly which skills will be enhanced by particular employee development initiatives.

Why Is Employee Development Important?

- Employers often underestimate the value of professional development for their staff.

- However, helping employees hone their strengths and grow their skills better equips them for their role.
- This adds more value to the work they do and directly benefits your business.
- Take a look at these six facts that further prove the importance of employee development.
- A lack of career growth opportunities is the top reason employees leave their jobs.
  - No one wants a dead-end job at a company that doesn't value its people.
  - Develop your employees' careers, and they'll reward you with improved performance and higher retention.
- Employee development is the single most important aspect of a benefits program in regard to retention rates.
  - Perks are great, but they only go so far.
  - Employee development is a long-term investment that won't go unnoticed and will keep your people around for the long haul.
- 74% of employees believe they are not reaching their full potential due to a lack of professional development opportunities.
  - Allowing employees to feel undervalued and underdeveloped will inevitably result in a disengaged workforce and high turnover rates.
- 70% of American workers would leave their current job for one that has a reputation of investing in employee development.
  - Employee development is an attractive employee benefit. If you don't start investing in your team and developing your employees, they'll find someone who will.
- Employees in training courses are 37% more productive.
  - Learning and development opportunities improve productivity. It's as simple as that.
- Companies that invest in professional development and skills training boast 24% higher profit margins.
  - If more productive employees aren't enough, employee development also boosts profitability.

How to Create a Strong Employee Development Plan?

- Start with a skills gap analysis.
- Identify employees for career and leadership growth.
- Align with employee and company goals.
- Help them grow with you.
- Use employee development plan templates to help.
- Fit the learning opportunity to the training.
- Track results and use data to inform your decisions.

Start with a skills gap analysis

- The first step in creating an employee development plan is to figure out where you need to upskill employees.
- A training needs analysis can help you determine not only what skills are missing (or underdeveloped) but also which employees need training first.
- This training needs analysis puts your organizational goals at the center of anything that comes next.
- By identifying what you're already doing well (and what needs work), all training efforts can be streamlined for maximum benefit.

Identify employees for career and leadership growth

- Identify those employees who are eager to learn and looking for growth potential.
- Focus your initial efforts on those employees, not only building current skills but also investing in leadership and management training when they are ready.
- Another bonus? Employees who are on the fence about staying with your company may be more motivated to stay when they realize that you are committed to helping them develop their personal career goals.
- This helps you retain your most talented employees!

Align with employee and company goals

- Once you have identified areas of need and employees interested in growth, make sure your goals for both are connected.
- An employee development plan can only go so far if the employees aren't involved.
- Consider not only your employees' career goals in general but also those specific to your company to strengthen career succession plans.
- Discussions are the best way to measure employee satisfaction in their job.
- This also works best to determine what training employees need, what they want to learn, and how they want to receive it.

Help them grow with you

- An employee development plan shouldn't only look at growing edges within your company that are present right now.
- It should also consider the ways in which your company and your industry is growing.

Use employee development plan templates to help

- The good news about employee development plans is that you don't have to reinvent the wheel to make a good one.
- Once you've decided to move forward, there are a variety of templates that can make your job easier.
- There are two main types of employee development plan templates:
    - Consider an individual employee development plan template in the early stages of your organization's process.
    - A succession planning template helps your organization looks towards the future to figure out where the company needs to hire or expand.

Fit the learning opportunity to the training

- Now that you've decided to create a career development plan for employees, make sure the type of employee training fits the task.
- Consider different methods of delivery for different goals.

Track results and use data to inform your decisions

- You've spent ample time coming up with an employee development plan.
- How will you know it's working? Take time to monitor the success of your efforts and make a plan to remedy any trouble spots.
- Meet regularly with employees to see how it's going and to get their feedback on what they would like more (or less) of.

- Identify what obstacles make it hard to follow through, like not enough hours in the workday or interruptions. Identify ways to make their training time available, easier, and more effective.

Common Issues and Challenges in Developing Employees

- General Issues
- Funding Challenges
- Generation Issues
- Communication

General Issues

- Lack of accountability

Few organizations consistently hold managers or executives accountable for developing their direct reports.

- Gaps in talent development capabilities

Research shows that few organizations have the managerial capability to grow people in their jobs or provide feedback to support employee development.

- Lack of alignment between human capital and business strategy

Lessthan one in five organizations consistently aligns workforce and business strategies.

- Inconsistent execution

Most organizations have fundamental processes in place, such as workforce planning, high-potential development programs and succession planning, but few employers execute these programs consistently.

- Limited use of meaningful analytics

Few employers track the metrics that matter, such as the effectiveness of talent management programs.

Funding challenges

- Seek government funding

Grants are available through many federal, state and local government workforce initiatives, as well as through privately funded programs. Employers can also seek employee development funds through unemployment agencies, economic development organizations, chambers of commerce and community colleges. Grants may restrict which employees are trained, by whom and on what topics.

- Analyze and prioritize

Employers should analyze the costs and benefits of current development methods and seek economies. For example, employers could consolidate multiple training contracts into a single contract, and they could also be more selective about who receives training.

- Determine what is essential

Employers can focus training and development efforts in areas critical to infrastructure and on jobs that have the most impact on corporate revenue.

- Cut back creatively

Employers could cut travel costs, schedule training to minimize impact on working hours, and use on-the-job development such as mentoring, coaching and job shadowing.

- Tap free resources

Free resources include communication tools such as Skype, free, online university courses and podcasts of business lectures.

Generational issues

- In earlier generations, an unspoken "sink-or-swim" approach to on-the-job training was often good enough to bring new employees up to speed.
- That approach might be less effective with those from the Millennial demographic, a group raised with different expectations and work styles.
- Millennials, possibly more than any other generation, require clear direction, guidance and goals from their managers.
- Most Millennials are accustomed to well-defined assignments, clear benchmarks, and continuous feedback and discussion.

Communications

- Expectations

Too often, supervisors and managers suggest that promotion, job changes, exempt status, rewards or pay increases will occur at the end of a development cycle.

- Eligibility

Organizations must be clear about eligibility for each specific development program.

- Opting out of development

Employers must determine whether the program will be mandatory or if employees will be allowed to opt out. If someone does opt out, does that affect his or her performance appraisal?

- Identification of "high potentials

Whether to tell high-potential candidates they are on the fast track can be a tough decision.

Examples of Employee Development Activities

Professional Growth

- Employee development activities must be defined keeping in mind an employee's current stage and desired stage.
- Knowing an employee's current and desired stage helps you find the gaps and in which all genres he/she needs to be trained on.
- Human resource professionals must encourage employees to participate in internal or external trainings, get enrolled in online courses to increase their professional knowledge and contribute effectively.

Personal Growth

- Employees start taking their work as a burden only when an organization does not provide any added benefits or advantages which would help in their personal growth.
- Soft skills classes, fitness sessions, loans with lower interest rates are certain initiatives which not only motivate an employee to do quality work but also help in employee development.

11.2 Approaches to Employee Development

- Training
- Task/job rotations

Training and Development

- Coaching
- Mentoring
- Workshops/Committees/Working-Groups
- Simulations
- Conferences
- On-the-job training
- Self-study
- 360-degree performance review
- Career planning

Training

- This method includes developing employee skills through a combination of lectures, hands-on-exercises, videos, podcasts, simulations, and individual/group-based assignments.
- It includes both formal (classroom-based, instructor-led, eLearning courses) and informal (watching YouTube videos, reviewing educational blogs and posts on peer-group forums like LinkedIn or chat rooms, self-study) approaches to skills development.
- Each option will be specific to an organization's needs, and the subject at hand.
- For example, a hands-on, instructor-led training may be the best option to teach a detailed process or trade e.g. a complex manufacturing process or preparing a signature dish for a restaurant.

Task/ Job Rotations

- Employees could volunteer to rotate roles with colleagues on a shift/team, to put some of those new skills into practice.
- Employers can also encourage job sharing as a method for employees, who have indicated their desire to get practical experience, to develop some additional skills.
- The goal is to rotate the tasks and roles to learn something new or have a chance to practice what has been learned.

Coaching

- When talking about various employee development methods and their benefits, we can't stress the importance of helping employees polish their skills through coaching.
- This method of skills development typically involves senior staffers working one-on-one with less experienced individuals.

Mentoring

- This method involves senior leaders/management taking junior staff under their wing to help develop important skills that the mentored individual might lack.
- The more formal mentoring programs are typically used for senior executive/leadership roles, while less formal structures might be implemented amongst junior management as well.
- As with Coaching, be mindful of the time asset, and the even narrower funnel of a one-on-one teaching model.

Workshops/Committees/Working-Groups

- These are methods that give employees an opportunity to interact with peers/colleagues from within and external to the organization.
- The benefit here is rich access to similar colleagues (internal) and dissimilar colleagues (external).

- This broad range of input and knowledge can be useful in gaining new insights, troubleshooting, and opening up communication on best practices.
- This is ideal for communication skills and teamwork but can also be applied to anything else.

Simulations

- These are becoming very popular due to both how engaging and effective they have become.
- In its simplest form, a simulation could be role-playing a customer service interaction, for example, learning how to diffuse an irate and confrontational client in person, or responding to an emergency situation such as mock first aid scenarios.
- At its highest level, simulations can involve completely virtual worlds, such as fire rescue or flight training where employees can learn the skills required in a nonconsequential setting.
- This is extremely useful in taking conceptual or textbook knowledge and applying it to the real world which gives the employee both the know-how as well as the exposure and comfortability in handling such tasks.

Conferences

- Much like workshops and committees, conferences are a useful way to network and gain exposure to a vast knowledge base of both interdisciplinary and outside industries.
- Specific sessions are generally available to increase awareness and training of relevant topics, often in a pick and choose a format that can be of interest/usefulness to particular subgroups within an organization.

On-the-job training

- Employees who have attended some basic training on a technical skill (whether it be in operating a new machine, or learning new financial analysis methods) will often find on-the-job training a great method to hone those skills.
- This is basically learning by doing, which is typically done right after the training.
- The main goal of on-the-job training is to provide everything to the employee for self-study while at work.
- Employees learn how to use something or apply the methods as they complete the assigned tasks.
- This is a very popular way to develop employees as companies typically don't have the time to train every single employee on every single skill especially if that skill does not require specific/advanced knowledge.

Self-study

- This can be accomplished through different methods: reading/researching, taking classes, etc. outside of work hours.
- The subject doesn't always relate to the skills that an organization needs, but rather something new that they believe will improve their performance.
- While the time invested for self-study isn't directly compensated, if an employee purchased a course that will improve his performance, the company should compensate him by paying for that course.
- The benefit is that the employee decides what's of interest, and pursues it independently. Conversely, it is often difficult to motivate employees to spend off-work time devoted to work-related endeavors.

360-degree Performance Review

Training and Development

This method involves getting feedback about an employee, from a cross-section of peers, subordinates, supervisors and external vendors, and then identifying skills development opportunities based on those inputs.

Career Planning

- While this method is usually viewed as something that is "**employer-driven**" – where HR decides which employee should fill what role – it shouldn't be so!

- Employees can also suggest future/alternative career paths for themselves, to their supervisors/managers, and initiate career planning discussions.

- Based on a business goals review and organizational workforce assessment, employers can identify existing skills that need to be enhanced across the organization, or prospective new skills that the business must acquire.

- Through discussions with management, individual employees should then analyze their own strengths and shortcomings, and volunteer to take on some of those roles.

11.3 Development Planning Process

- Management development is a systematic process of growth and development by which managers develop their abilities to manage.

- It is the result of not only participation in formal courses of instruction but also of actual job experience.

- It is concerned with improving the performance of the managers by giving them opportunities for growth and development it is any planned effort to improve current or future managerial performance.

Development Planning Process

- According to Dooher and Marquis, the stages involved in planning a management development programme are:
    - Organisational Planning : to determine the company's present and future needs; Programme targeting: to focus the company's efforts on the most pertinent areas;
    - Ascertaining key positions requirements : to stress the basic requirements of particular managerial positions;
    - Managerial appraisal : to evaluate periodically the abilities and performance of individuals with a view to identifying managers showing a promise of further development and meeting their training needs;
    - Replacement of skills inventories : to indicate persons qualified for managerial replacements;
    - Planning individual development programmes : to ascertain areas of improvement to be incorporated in future programmes;
    - Appraising existing programmes : to ascertain areas of improvement to be incorporated in future programmes.

Points to be involved in Management Development Programme

- Since the object of management development is to influence and modify the behaviour of the managers in operation, it is necessary that in framing a management development programme for specified managerial group, some points need to be involved .

- The following points should be involved;

(i) Identify the pattern of behaviour

(ii) Identify the causes the impulses (internal and external) which blend to give rise to the pattern of behaviour

(iii) Identify the nature of the exposure through the development programme

(iv) The programme must take care to throw impulses into the system in a manner that generates the urge to behavior changes.

Objectives of Management Development

i. To bring the current performance of the managerial personnel up to the highest attainable levels and to develop whatever potential they may have for growing into positions of higher responsibilities.

ii. To ensure availability of qualified managerial manpower as required to meet the current and future needs.

iii. To ensure managerial capabilities.

iv. To aid in encouraging and achieving self-development and self-confidence.

v. To provide an opportunity for managers to update their knowledge and skill.

Management Development – 6 Inter-Related Steps Involved in MD Process

Organizational Planning

Assessment of Present Management Talent

Preparation of Management Manpower Inventory

MD Programme Planning

Implementation of Development Programme

Evaluation of Development Programme

Step # 1. Organizational Planning:

- This step is concerned with ascertaining development needs that calls for organisational planning and forecast of its needs for present and future growth.
- This is generally based upon a comprehensive programme of job description, job specification and job analysis.
- The management should ascertain well in advance the future course of organisational development, the kind of executives needed and kind of education, experience, training, special knowledge, skill, personal traits, etc., required for each work.

Step # 2. Assessment of Present Management Talent:

- It is made with a view to determine qualitatively the type of personnel that is available within an organisation itself.
- The performance of a management individual is compared with the standard expected of him.
- His personal traits are also analyzed so that a value judgement may be made of his potential for advancement.

Step # 3. Preparation of Management Manpower Inventory:

Training and Development

- It is, prepared for the purpose of getting complete information about each management individual's biodata and educational qualifications, the result of tests and performance appraisal.
- The information is generally maintained on cards, one for each individual.
- It may also be maintained on replacement tables or charts.
- From these, it can be known that several capable executives are available for training for higher positions.

Step # 4. MD Programme Planning:

- It is undertaken to meet the needs of different individuals keeping in view the differences in their attitudes and behaviour and in their physical, intellectual and emotional qualities.
- The weak and strong points of an individual are known from his performance appraisal reports and on the basis of these tailor-made programmes are framed and launched.
- Such programmes give due attention to the interests and goals of the subordinates as well as the training and development opportunities which exist within an organisation.

Step # 5. Implementation of Development Programme:

- This job is done by the personnel department.
- A comprehensive and well-conceived programme is generally prepared containing concentrated brief courses.
- Such courses may be in the field of human relations, time and motion study, creative thinking, memory training, decision making, leadership courses and courses in profession and the time and the cost involved.

Step # 6. Evaluation of Development Programme:

- The evaluation of training has been defined by Hamblin as – "Any attempt to obtain information on the effects of training programme and to assess the value of training in the light of that information".
- According to him, the objectives of evaluation training are – assessing the reactions of trainees, job behaviour, improvement in performance, contribution to organisational objectives, etc.
- The means of evaluating development programmes may include – observation ratings, surveys, interviews, etc.

11.4 Company Strategies for Providing Development

Organizational Climate for Management Development

- Management development cannot take place unless a favourable climate for it is created at the top which extends down through each level of the organisation.
- By "organisational climate", I mean the circumstances or conditions in which the management guides the development and growth of the people at all levels by training, counselling, delegation and communication.
- The growth process is largely influenced in the home environment of a company by the manner in which superiors and peers manage the affairs, the manner in which they treat

people, how they delegate authority, how they encourage ideas, initiative and enterprise, how they provide opportunities to experiment and test new concepts, tools and techniques, and how they project company goals, policies and philosophy.

In order that a proper development climate is created, it must be borne in mind that:

- First, development is a learning rather than a teaching process; the burden for final growth rests on the individual.
- Second, growth takes place through a striving process in which sights (objectives) are set high and tasks involve "stretching".
- Third, development takes place by building on the strength of the people rather than by a concentration on the elimination of weaknesses.
- Fourth, a feeling of confidence in, and approval of, the process of development must be generated among those who are to be affected by it. This is seldom possible when the superior has a negatively critical point of view.
- Fifth, at all levels, a genuine faith in development is necessary, a belief that people can and will, with proper goals and encouragement, do better.
- Finally, all concerned must, with an open heart and mind, be willing to welcome and accept any change in a point of view.

Manager Needs and Developmental Programmes

- Among firms which profess to believe in some type of planned systematic executive development, a great variety of developmental technique is used.
- The selection of techniques must rest on one's philosophy of development.
- There are various types of development needs typically required by an executive position.
- They are as shown in the upcoming figure.

- In each of these categories, a number of alternative methods are available to achieve the designated goal.
- Decision-making skills can be enhanced through the use of such techniques as the in-basket, business games, and case analysis.

Training and Development

- The much needed interpersonal skills can be promoted through a variety of means, including role play, behaviour modelling, sensitivity training, transactional analysis, and structured insight.

- Obviously, the executive requires job knowledge in the assigned position, and thus the methods of on-the-job experience, coaching and understudies are available.

- The job is performed within an organizational environment, and such required organizational knowledge can be obtained through position orientation and multiple management.

- In the interest of a long-run general development of executive talent, efforts are often allocated to the acquisition of general knowledge.

- It is here that a variety of educational organisations are usually involved in offering special courses, meetings, and selective reading lists.

- In adapting to the principle of individual differences, analysis of managerial candidates may reveal specific individual needs unique to them.

- Special projects and selected committee assignments are often utilized to attach to these development problems.

- The trainer must have good interactive skills to handle a participative group successfully, unlike the straight lecturer, being able to draw out the shy and control the talkative, but, in return, he will have a much more accurate idea of the trainee's ability.

- Whether it islesson or lecture a general rule of thumb guide to input for the trainer is to limit his concepts to not more than four per hour.

- This is difficult to achieve, but is the key to successful knowledge-type instruction.

Choosing the Right Method – Knowledge and Attitudes
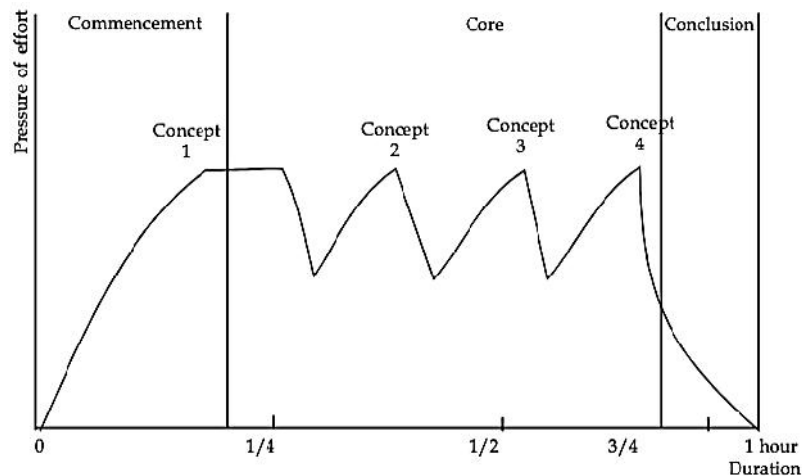
It is important to test objectively the amount of learning that has taken place during the core phase by some means before terminating the session, since this will provide the information for future talks of lessons on the receptivity of the individual student, on the success of the lesson and on the amount of remedial teaching that may be necessary in the future.
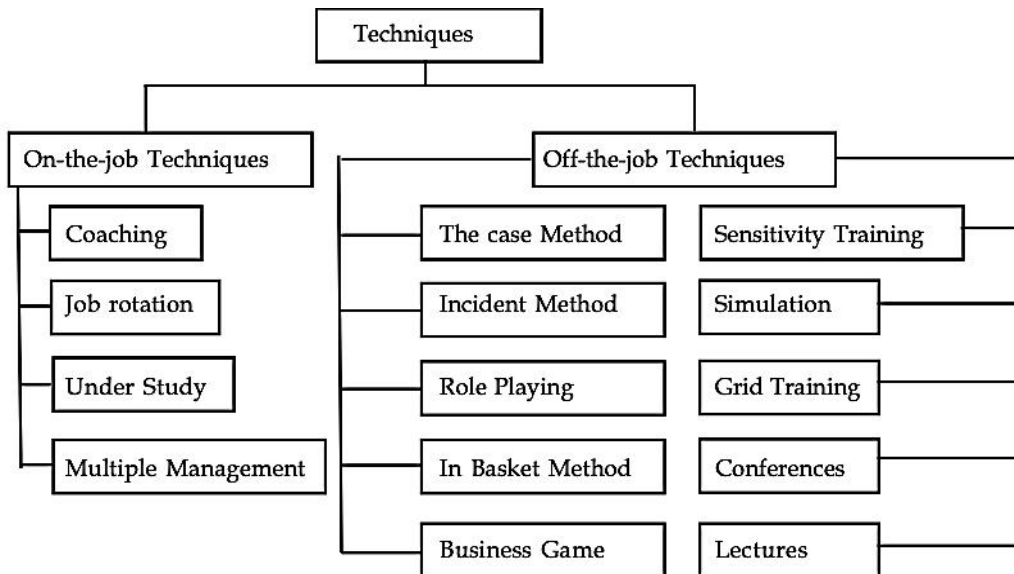
Meeting Expectations of Generations X and Y

HR's biggest challenge is to manage the expectations of employees belonging to different generations. They have to come out with creative HR strategies aimed at attracting and retaining talent. Generations X and Y are used to having and spending money. They seek immediate reward for work.

New benefits and compensation plans need to be put in place to keep them happy and smiling. Customized career paths, involvement in decisions, praising and rewarding effort, recognizing their invaluable contributions etc. may be required to get their loyalty and commitment to organizational work.

Not surprisingly, thelikes of MindTree Consulting Infosys and IBM (IBM) have revamped their orientation programmes to better engage young people, tapped men and women under 30 to serve on management committees, and launched mini-MBA programs for eager young managers. Many more novel HR policies and practices might have to be pressed into service to keep the new generation knowledge workers glued to their seats.

11.5 Techniques of Management Development Programme

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                          │  Techniques  │
                          └──────────────┘
          ┌──────────────────────┴──────────────────────┐
┌────────────────────────┐              ┌────────────────────────┐
│  On-the-job Techniques  │              │  Off-the-job Techniques │
└────────────────────────┘              └────────────────────────┘
   ┌──────────────┐          ┌──────────────────┐   ┌──────────────────────┐
   │   Coaching   │          │  The case Method │   │  Sensitivity Training │
   └──────────────┘          └──────────────────┘   └──────────────────────┘
   ┌──────────────┐          ┌──────────────────┐   ┌──────────────────────┐
   │ Job rotation │          │  Incident Method │   │      Simulation      │
   └──────────────┘          └──────────────────┘   └──────────────────────┘
   ┌──────────────┐          ┌──────────────────┐   ┌──────────────────────┐
   │ Under Study  │          │   Role Playing   │   │     Grid Training    │
   └──────────────┘          └──────────────────┘   └──────────────────────┘
   ┌──────────────────────┐  ┌──────────────────┐   ┌──────────────────────┐
   │ Multiple Management  │  │  In Basket Method│   │      Conferences     │
   └──────────────────────┘  └──────────────────┘   └──────────────────────┘
                             ┌──────────────────┐   ┌──────────────────────┐
                             │   Business Game  │   │       Lectures       │
                             └──────────────────┘   └──────────────────────┘
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On-the-job Techniques

- On-the-job training is of utmost importance as the real learning takes place only when the learner uses what he has learned.
- The saying "An ounce of practice is more worthy than tons of theory" is true whoever said it.
- But it should also be remembered that classroom training or pedagogical techniques have also got their own importance in gaining new knowledge, and learning new techniques, and broader concepts.
- When on the job training is properly balanced with the classroom training, the real learning takes place.
- No other technique may interest the trainee so much as these do since the location of the learner is not an artificial one as the classroom.
- The success of these depends on the immediate supervisor and how good a teacher he is.
- On-the-job techniques are especially useful for certain groups like scientific and technical personnel.
- Though the costs of training initially appear to be low they may turn out to be high when wastages of all kinds are considered under this type of training.
- This method of learning in isolation may prove to be inadequate but in combination with the other techniques will be excellent.

Coaching

- In coaching the trainee is placed under a particular supervisor who acts as an instructor and teaches job knowledge and skills to the trainee.
- He tells him what he wants him to do, how it can be done and follows up while it is being done and corrects errors.
- The act of coaching can be done in several ways.

Training and Development

- The executive, apart from asking them to do the routine work, may ask them to tackle some complex problem by giving them chance to participate in decision-making.

Job Rotation

- The transferring of executives from job-to-job and from department-to- department in a systematic manner is called Job Rotation.
- When a manager is posted to a new job as part of such a programme, it is not merely an orientation assignment.
- The idea behind this is to give him the required diversified skills and broader outlook, which are very important at the senior management levels.
- It makes the executives in general management and does not allow them to confine themselves to their specialised field only.

Understudy

- An understudy is a person who is in training to assume at a future time, the full responsibility of the position currently held by his superior.
- This method supplies the organization a person with as much competence as the superior to fill his post which may fall vacant because of promotion, retirement or transfer.
- An understudy may be chosen by the department or its head.
- He will then teach what his entire job involves and gives him a feel of what his job is.

Multiple Management

- Multiple management is a system in which permanent advisory committees of managers study problems of the company and make recommendations to higher management.
- It is also called Junior-board of executives system.
- These committees discuss the actual problems and different alternative solutions after which the decisions are taken.
- Multiple Management – Advantages over others
- members have the opportunity to acquire the knowledge of various aspects of business,
- it helps to identify the members who have the skills and capabilities of an effective manager,
- members have the opportunity to participate in the group interaction and thereby gain the practical experience in the group decision-making,
- it is relatively inexpensive method, and
- Considerable number of executives can be developed in a short span of time.

-the-job Techniques

Because of the fact that on-the-job techniques have their own limitations, these off-the-job techniques are considered important to fill those gaps.

The Case Study

- Cases are prepared on the basis of actual business situations that happened in various organisations.
- The trainees are given cases for discussing and deciding upon the case.
- Then they are asked to identify the apparent and hidden problems for which they have to suggest solutions.
- The situation is generally described in a comprehensive manner and the trainee has to distinguish the significant facts from the insignificant, analyse the facts, identify the different alternative solutions, select and suggest the best.

Incident Method

- This method was developed by Paul Pigors.
- It aims to develop the trainee in the areas of intellectual ability, practical judgement and social awareness.
- Under this method each employee is developed in a group process.
- Incidents are prepared on the basis of actual situations which happened in different organizations.

Role Playing

- A problem situation is simulated by asking the participants to assume the role of a particular person in the situation.
- The participant interacts with other participants assuming different roles.
- Mental set of the role is described but no dialogue is provided.
- The whole play may be taped-recorded and the trainee may thus be given the opportunity to examine his or her own performance.
- Role playing gives the participants vicarious experiences which are of much use to understand people better.

In-basket Method

- The trainees are first given background information about a simulated company, its products, key personnel, various memoranda, requests and all data pertaining to the firm.
- The trainee has to understand all this, make notes, delegate tasks and prepare memos within a specified amount of time.
- Abilities that this kind of exercise develops are: (i) situational judgement in being able to recall details, establish priorities, interrelate items and determine need for more information, (ii) social sensitivity in exhibiting courtesy in written notes, scheduling meetings with personnel involved and explaining reasons for actions taken, and (iii) willingness to make decision and take action.

Business Games

- Under this method, the trainees are divided into groups or different teams.
- Each has to discuss and arrive at decisions concerning such subjects as production, pricing, research expenditure, advertising, etc., assuming itself to be the management of a simulated firm.
- The other teams assume themselves as competitors and react to the decision.
- This immediate feedback helps to know the relative performance of each team.

Sensitivity Training

- The main objective of sensitivity training is the development of awareness of and sensitivity to behavioural patterns of oneself and others.
- It is a laboratory situation where one gets a chance to know more about himself and the impact of his behaviour on others.
- It develops the managerial sensitivity, trust and respect for, others.

Simulation

- Under this technique the situation is duplicated in such a way that it carries a closer resemblance to the actual job situation.
- The trainee experiences a feeling that he is actually encountering all those conditions.

- Then he asked to assume a particular role in the circumstances and solve the problem by making a decision.
- He is immediately given a feedback of his performance.

Managerial Grid

- It is a six phase programme lasting from three to five years.
- It starts with upgrading managerial skills, continues to group improvement; improves intergroup relations, goes into corporate planning, develops implementation methods and ends with an evaluation phase.
- The grid represents several possible leadership styles.
- Each style represents different combination of two basic orientations–concern for people and concern for production.
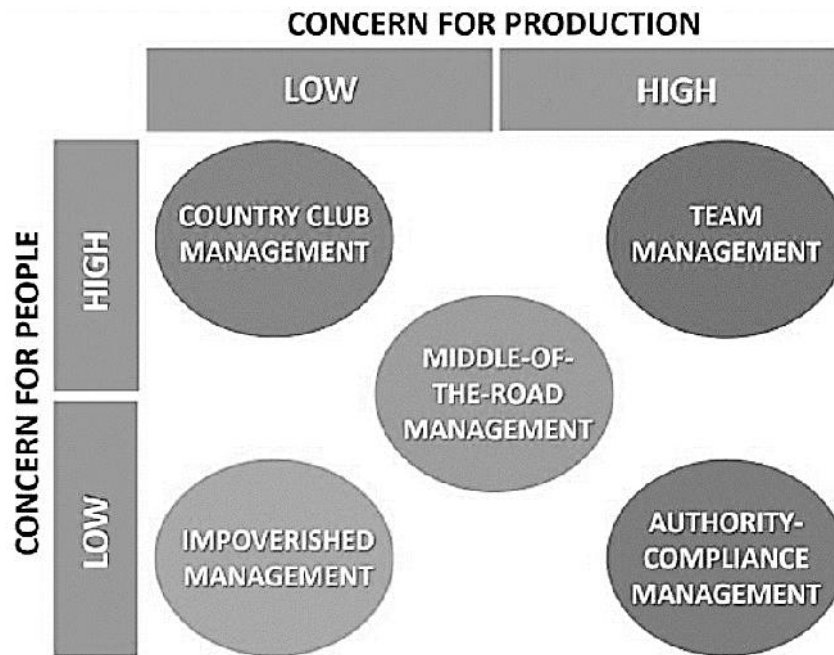
Conferences

- A conference is a meeting of several people to discuss the subject of common interest.
- Better contribution from members can be expected as each one builds upon ideas of other participants.
- This method is best suited when a problem has to be analysed and examined from different viewpoints.
- It helps the members develop their ability to modify their attitudes.
- Participants enjoy this method of learning as they get an opportunity to express their views.

Lectures

- This is the best technique to present and explain series of facts, concepts and principles.
- The lecturer organizes the material and gives it to a group of trainees in the form of talk.

Selection of Techniques

- The success of any management development programme largely depends on the selection of the techniques.
- The objectives of the programme should always form the basis in the selection of techniques.

- However, it should also be remembered that no single technique can prove to be sufficient, but only the combination of the techniques makes any management development programme effective.
- This is because all managers at all levels require all kinds of skills but in varied proportions.
- **Job Rotation** - This is particularly useful in the development of diversified skills and to give the executives a broader outlook, which are very important to the upper management levels.
- **Understudy** - An understudy is normally chosen with forethought of making available to the organization a subordinate who is equal to his superior in the event of retirement, illness or death of the superior. The subordinate will be able to take over his position and manage as effectively as his boss could.
- **Multiple Management** - This technique is mainly useful in bringing the managers out of their narrow shells and helpsthe gain a broader outlook and knowledge in different functional areas.
- **Case Study** - In the development of executive analytical and decision-making skills, this technique is particularly useful.
- **Incident Technique** - This technique improves one's intellectual ability, practical judgement and social awareness.
- **Role Playing** - Role playing helps executives in understanding people better by giving them vicarious experiences.
- **In-basket -** Situational judgement and social sensitivity are the two important qualities that can be developed with the help of this method.
- **Business Games -** This technique may be used in order to develop organisational ability, quickness of thinking and leadership.
- **Sensitivity Technique** - This helps one to know more about him and the impact of this behaviour on the others, which are important to manage people better.
- **Simulation** - Problem-solving through decision-making can be developed quite well with the help of simulation.
- **Managerial Grid** - To develop leadership qualities in executives over a long period of time this technique is adopted.
- **Conferences** - The most difficult thing for anyone is to change his own attitude. This technique develops the ability of the executives to modify their attitudes, when needed in the interest of the organisation.
- **Lectures** - This is a best technique to give more knowledge in a short period of time a large number to participants.

11.6 Employee Development Programmes

Employee development is almost universally recognized as a strategic tool for an organization's continuing growth, productivity and ability to retain valuable employees. If organizations neglect certain challenges, then the employee development process will be cumbersome for the organization, frustrating for employees and of uncertain value for both.

Reasons for emphasizing employee development include:

- Remaining competitive. Organizations are competing not only for market share but also for employees. Employees want to work for an employer that will upgrade their skills to keep them competitive with peers from other companies.
- Dealing with ongoing skills shortages. According to SHRM's skills gap research, 83% of HR professionals are having recruiting difficulty and of those HR professionals, 75% say there is a

shortage of skills in candidates for job openings In the short term, organizations should rekindle entry-level job training programs.

- Promoting diversity, equity and inclusion. Corporate diversity initiatives all too often focus on external recruiting rather than reskilling current employees to encourage promotion of women and people of color.

- Create a culture of learning. An agile learning culture is needed now more than ever—one that enables employees to demonstrate their ability to quickly adapt to new environments, new protocol and shifting market demands.

- Taking employee development "off hold." Previously, many U.S. employers placed some individual professional development initiatives on hold due to limited budget and resources, shifting business priorities, lack of time, and lack of senior management support.

- Adapting to changing business structures. Leaner, flatter, continuously evolving organizations need employee development to ensure engagement and commitment. By providing creative development, executives signal that they value employees.

- Increasing worker productivity. Workers who receive training and educational opportunities are more productive.

- Reducing turnover. The more money an organization spends on employee training and development, the greater the concern that the highly skilled people will leave and take their knowledge somewhere else; however, research has shown that employee training actually reduces turnover and absenteeism.

Guidelines for Effective Employee Development

- Gain executive support. Ensure executives understand and agree with how development fits into workforce planning, a succession process or a retention program.

- Involve management. If executives show support, there is a good chance that management will pay attention to employee development. Managers play a vital role, ensuring a connection between development strategy and real-world implementation.

- Relate to performance management. The employer must be clear about development's place in the performance management process. Managers should differentiate between short-term plans for projects, long-term plans for the organization, career development plans for the employee and skill building for immediate performance deficiencies.

- Know the desired outcome. Have a clear understanding of exactly which skills will be enhanced by particular employee development initiatives.

- Understand what the employee values. Employees often have an intense interest in their own development. Knowing what each employee values and how that relates to his or her development needs should greatly affect the type of development activities provided for the employee and, ultimately, for the success of such activities.

Employee Development Methods

- Coaching
- Mentoring
- Individual development plans
- The 9-Box grid
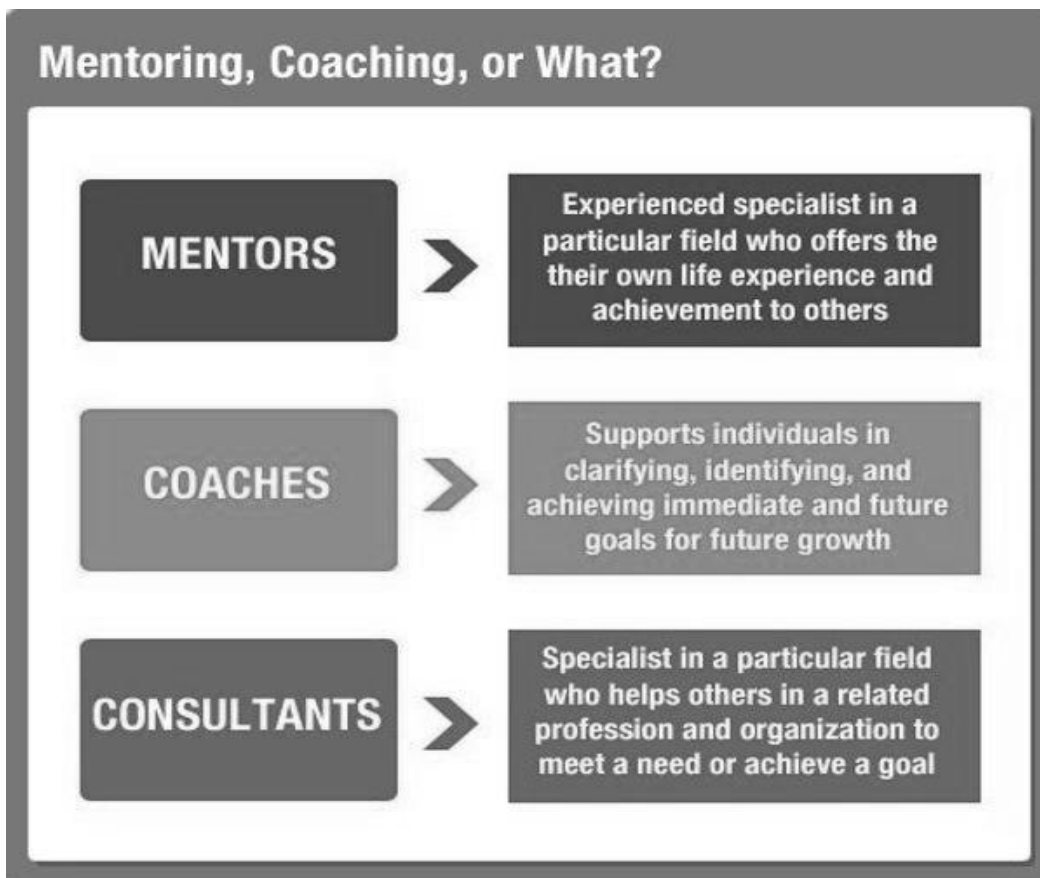- Cross training
- Stretch assignments

- Job enlargement and job enrichment
- Job shadowing
- Job rotation
- Succession planning
- Assessment centers
- Corporate Universities
- Online employee development

COACHING

- Coaching involves a more experienced or skilled individual providing an employee with advice and guidance intended to help him or her gain new skills, improve performance and enhance the quality of his or her career.
- Coaching should be approached like any other strategic goal.
- Successful execution requires commitment from the organization and the person being coached, a plan to obtain results, qualified coaches, and a follow-up evaluation.

MENTORING

- Mentoring matches less experienced employees with more experienced colleagues through formal or informal programs.
- Formal mentoring programs can reduce turnover, enhance recruitment, and improve performance and the work environment, especially for women and people of colour.

Mentoring, Coaching, or What?

MENTORS	>	Experienced specialist in a particular field who offers the their own life experience and achievement to others
COACHES	>	Supports individuals in clarifying, identifying, and achieving immediate and future goals for future growth
CONSULTANTS	>	Specialist in a particular field who helps others in a related profession and organization to meet a need or achieve a goal

INDIVIDUAL DEVELOPMENT PLANS

- To accelerate the pace of employee learning, organizations may use an individual development plan (IDP).
- This document details an employee's intentions and learning outcomes as well as support necessary to meet his or her tangible growth goals.
- Beneficial IDPs reflect adult learning strategies, experiential learning and symbolic interaction.

THE 9-BOX GRID

- The 9-box grid is an individual employee assessment tool that evaluates the employee's current and potential levels of contribution to the organization.
- For performance appraisal purposes, the 9-box grid provides a visual reference that can include appraisal and assessment data to allow managers to view employees' actual and potential performance.
- With information from the grid, managers can design IDPs.

Building A 9 Box Grid

Future Potential	Low Performer High Potential	Moderate Performer High Potential	High Performer High Potential
	Low Performer Moderate Potential	Moderate Performer Moderate Potential	High Performer Moderate Potential
	Low Performer Low Potential	Moderate Performer Low Potential	High Performer Low Potential
Current Performance			

CROSS-TRAINING

- Cross-training refers to training employees to perform job duties other than those normally assigned.
- Cross-training can be a short-term or ad hoc fix, or it can be an ongoing, planned process.
- This skill diversity may help him or her meet qualifications for future career advancement.

"STRETCH" ASSIGNMENTS

- On-the-job training projects and "stretch assignments" give employees a chance to learn while doing real work.
- Developmental assignments allow employees to develop new skills, knowledge and competencies necessary for higher-level positions.

JOB ENLARGEMENT AND JOB ENRICHMENT

- Job enlargement involves expanding the employee's job by adding more tasks and duties, typically at the same level of complexity.
- Job enrichment builds more depth to an employee's job through more control, responsibility and discretion.
- Organizations often redesign jobs to increase employee motivation; however, when jobs are enlarged but not enriched, motivational benefits are unlikely.

JOB SHADOWING

- Job shadowing requires more than just having an employee follow a colleague around all day.
- Shadowers view the organization from a different perspective and learn firsthand about the challenges facing workers in other departments.
- This perspective helps employees realize the impact their decisions have on other groups.

JOB ROTATION

- Job rotation is the systematic movement of employees from job to job within an organization.
- Rotation programs may vary in size and formality.
- Though larger employers are more likely to invest in a formalized job rotation program, organizations of all sizes might consider implementing a job rotation program.
- Typically, formal rotation programs offer customized assignments to promising employees to give them a view of the entire business.
- Assignments usually run for a year or more.

SUCCESSION PLANNING

- Succession planning identifies long-range needs and cultivates internal talent to meet those needs.
- Succession plans typically focus on a one- to three-year process of preparing employees— *not* preselecting them—for new roles in the organization.
- Many business leaders believe that succession planning is a complex process, restricted to the largest organizations with the most sophisticated organizational development departments.
- However, succession planning can also benefit smaller organizations with fewer resources.

ASSESSMENT CENTERS

- An assessment centre is not necessarily a physical site, as the term might suggest, but a program of tools and exercises designed to assess an employee's or job candidate's suitability in relation to a particular role.
- Centers may be used for selection or development purposes.
- Assessment centres usually take place over one or two days and can involve several employees or candidates at a time.
- Evaluators rate participants based on standardized activities, games and other simulations to predict the candidates' future performance.

CORPORATE UNIVERSITIES

- Corporate universities focus primarily on on-the-job skills, company-specific proprietary knowledge and branding, and certification.
- At a corporate university, the focus is on learning that will benefit the organization, not just the individual.
- Benefits of the corporate university format include strategic alignment with company goals, consistent quality and uniform messages that reach all learners.

ONLINE EMPLOYEE DEVELOPMENT

- Organizations typically use classroom-based learning for topics unique to the particular employer and online learning for more universal topics.
- Online training allows self-directed, just-in-time, on-demand instruction.
- Employees in e-learning situations have more control over their time than they have in a classroom.

- To keep employees engaged during online development activities, the training should deliver content in small, easily understood pieces.

Creating Employee Development Plans

Employee development Plans should be created keeping in mind the following things:

- What all skills an employee possesses?
- Key responsibility areas/Job responsibilities of an individual
- What all skills he/she needs to acquire for an increased output?
- In what all genres apart from his current profile he/she can contribute?

Summary

- Management training is not a "one-shot" affair but continues throughout an executive's whole professional career.
- The skills that a manager requires are of three types which are technical, human and conceptual.
- The primary objectives of executive development are to provide adequate leaders; to increase the efficiency of performance of existing executives and to serve as a means of control in operations.
- Managerial obsolescence may be due to redundancy, mergers and takeovers, reorganizations, change in technology, products and trade and individual causes.
- The two types of approaches by which managers can acquire the knowledge, skills and attitudes and make themselves competent managers are formal training and on-the-job experiences.
- Stage in planning a management development programme are Organizational Planning, Programme targeting, Ascertaining key positions requirements, Managerial appraisal, Replacement of skills inventories, Planning individual development programmes and Appraising existing programmes ??Management Development process.
- Management development is a systematic process of growth and development by which managers develop their abilities to manage.
- Organizationalclimate comprises the conditions in which the management guides the development and growth of the people at all levels by training, counseling, delegation and communication.
- The job is performed within an organizational environment, and such required organizational knowledge can be obtained through position orientation and multiple management.

Keywords

- Conceptual Skills: Skills which make it possible for a manager to consider an enterprise as a whole and evaluate the relationships which exist between various parts or functions of a business.
- Human Skills: It refer to the ability to work effectively with others on a person-to-person basis, and to build up co-operative group relations to accomplish the organisational goals.
- Job Rotation: The transferring of executives from job-to-job and from department-to-department in a systematic manner is called Job Rotation.
- Organisational Climate: The conditions in which the management guides the development and growth of the people at all levels by training, counselling, delegation and communication.

- Technical Skills: Skills which enable a manager to use effectively techniques, methods, processes and equipment in performing specific jobs.

Self Assessment

1. Individuals in an organization form its vital resource and must be valued, nurtured and retained.
A. True
B. False
C. Depends on type of organization
D. None of the above

2. If organizations neglect certain challenges, then the employee development process will be cumbersome for the organization, frustrating for employees and of uncertain value for both.
A. True
B. False
C. Depends on type of organization
D. None of the above

3. Expectations are common issues and challenges in developing employees. It is a sub part of which of the following challenge?
A. General Issues
B. Funding Challenges
C. Generational Issues
D. Communication

4. Which approach to employee development allows: Employees could volunteer to rotate roles with colleagues on a shift/team, to put some of those new skills into practice.
A. Coaching
B. Mentoring
C. Task/job rotations
D. Workshops

5. Which approach give employees an opportunity to interact with peers/colleagues from within and external to the organization.
A. Coaching
B. Mentoring
C. Task/job rotations
D. Workshops

6. Which method involves getting feedback about an employee, from a cross-section of peers, subordinates, supervisors and external vendors, and then identifying skills development opportunities based on those inputs.

A. Coaching

B. Self-study

C. 360-degree performance review

D. Career planning

7. _____ is a systematic process of growth and development by which managers develop their abilities to manage.

A. Employee development

B. Training and development

C. Management development

D. None of the above

8. _____ is important to determine the company's present and future needs; Programme targeting: to focus the company's efforts on the most pertinent areas.

A. Organisational planning

B. Ascertaining key positions requirements

C. Managerial appraisal

D. Replacement of skills inventories

9. Implementation of development programme is responsibility of _____.

A. Finance department

B. Research and development department

C. Marketing department

D. Personnel department

10. By "organisational climate", we mean the circumstances or conditions in which the management guides the development and growth of the people at all levels by training, counselling, delegation and communication.

A. True

B. False

C. Depends on situation

D. None of the above

11. Development is a teaching rather than a learning process.

A. True

B. False

C. Depends on situation

D. None of the above

12. Off-the-job training is of utmost importance as the real learning takes place only when the learner uses what he has learned.

A. True

B. False

13. _____ is a system in which permanent advisory committees of managers study problems of the company and make recommendations to higher management.
    A. Multiple management
    B. Coaching
    C. Mentoring
    D. Understudy

14. The _____ is an individual employee assessment tool that evaluates the employee's current and potential levels of contribution to the organization.
    A. 9-box grid
    B. Cross training
    C. Stretch assignments
    D. Job enlargement and job enrichment

15. _____ allows self-directed, just-in-time, on-demand instruction.
    A. Offline training
    B. Online training

Answers for Self Assessment

1.	A	2.	A	3.	D	4.	C	5.	D
6.	C	7.	C	8.	A	9.	D	10.	A
11.	B	12.	B	13.	A	14.	A	15.	B

Review Questions

1. For a constructive management development proogramme, one has to understand the concepts associated with management development. Explain those concepts.
2. Distinguish between employee training and management development.
3. If management development programmes are not evolved, the managerial personnel would become "obsolete". Justify the statement highlighting the significance of management development programme.
4. Describe the management development process.
5. "A good manager should be a successful coach of other managers". Discuss the statement.
6. What is sensitivity training? Does it help to make more effective managers?
7. Describe the stages involved in planning a management development programme.
8. For creating a suitable organizational climate favourable for management development what are the things required to be kept in mind by the top executives of organization?
9. The success of any management development programme largely depends on the selection of technique. Justify.

10. The management development programme is conducted by formal training as well as through on the job techniques. What are the different ways used in formal training and on the job techniques?

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Unit 12: Career Management

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Objectives

After this lecture, you will be able to:

- Gain an insight into the concept of career management,
- Analyze the reasons to pay attention to career management,
- Understand the process of career management,
- Know the components, objectives and benefits of career management.
- Gainan insight into the concept of traditional and protean career,
- Analyze the reasons of popularity of boundaryless career,
- Understandthe historical and cultural context of the protean career,
- Know the skills related to protean career.
- Gain an insight into the concept of career management.
- Analyze the roles of different stakeholders in career management.
- Gain an insight into the concept of career development program.
- Analyze the different indicators of career program effectiveness.
- Study the different principles for evaluation and benefits of career management.

Introduction

- New technology and changes in business priorities have resulted in a new kind of career called the project career.
- The growing use of teams to produce products and provide services is another factor influencing the concept of careers. In some cases, careers are viewed as project careers. **Project careers** are a series of projects that may not be in the same company.
- The concept of a career affects training program choice, participation, and learning needs.

12.1 Need and Importance of Career Management

Career managementis the process through which employees:

- Become aware of their own interests, values, strengths, and weaknesses.
- Obtain information about job opportunities in the company.
- Identify career goals.
- Establish action plans to achieve career goals.

From the company's perspective, failure to help employees plan their careers may result in a shortage of employees, low employee commitment, and ineffective use of training dollars.

From the employee's perspective, lack of career management may mean frustration, feelings of not being valued, and unable to find acceptable work should a job change be necessary.

Career motivationhas three components:

- **Career resilience**, which is the extent to which employees are able to cope with problems that affect their work.
- **Career insight** includes
    a. How much employees know about their strengths, weaknesses, and interests.
    b. Relating their self-perceptions to their career goals, e.g., participating in developmental activities to help reach career goals.
- **Career identity** is the extent to which employees define their personal values according to their work.

Career motivation is positively affected by the company providing opportunities for achievement, encouragement for development, and information about career opportunities (i.e., career management systems).

12.2 Protean Verses Traditional Career

Traditionally, careers have been described as

Advancement: a sequence of promotions held within a company; *or*

A Profession: occupations with a clear pattern of advancement; *or*

A lifelong sequence of jobs; *or*

A lifelong sequence of role-related experiences.

Career, as defined by Hall, refers to the individual sequence of attitudes and behaviors associated with work-related experiences and activities over a person's lifespan.

The new concept of the career is the **protean career**, which is a career that is frequently changing based on changes in the individual's competencies, interests, and values, as well as changes in the work environment. Now employees take major responsibility for their careers. A comparison of traditional careers versus protean careers is shown in Table 11-1 (p. 411).

The career concept has been influenced by changes in the psychological contract between employers and employees.

A **psychological contract**is the set of expectations employers and employees have for each other.

The traditional psychological contract involved the company providing continued employment and advancement opportunities in exchange for the employee's loyalty and good performance.

The psychological contract has changed, due to changes in company structures and philosophies and the competitive environment. Job security is no longer assumed, nor is it expected that an employee will stay with a firm forever. More of an employee's responsibilities are organized by project or skills, rather than by job or by function.

The goal of the new career is **psychological success**, which is the intrinsic feeling of pride and accomplishment from achieving life goals not limited to work. These are more under the control of

the employee than were traditional career goals. What is valued appears to be evolving away from solely work-defined achievements.

The protean career requires more readiness to learn than the traditional career; it also requires "knowing why" and "knowing whom" in addition to simply "knowing how."

Career patterns are changing as well. The traditional pattern was linear, up the hierarchy; whereas spiral career patterns, involving movement across specializations or disciplines, will emerge. Transitory career patterns, involving more frequent job changes, will also become more prevalent.

The new view of a career is as "boundaryless," potentially involving movement across employers and/or occupations and defining career success as achieving personally meaningful goals rather than strictly promotions determined by the company.

So, the new definition of a career is a pattern of work-related experiences over the course of one's lifetime.

A Model of Career Development

Career development is the process of an employee progressing through a series of stages, each stage bringing different developmental tasks, activities, and relationships.

Career models include:

Life-cycle models suggest that employees go through distinct life or career stages and face certain developmental tasks through the course of their careers.

Organization-based models suggest that careers proceed through a series of stages, each involving changes in activities and relationships, but that career development involves learning to perform certain activities.

Directional pattern models describe the form or shape of careers, suggesting that employees make decisions about how quickly they want to progress through the career stages.

There are four major career stages:

1. The **Exploration Stage**, which is characterized by the identification of one's interests, skills, and fit between oneself and work; and learning and following directions as an *apprentice* of sorts.

2. The **Establishment Stage** involves advancement, growth, security, the development of lifestyle; and making contributions at work as a *colleague*.

3. The **Maintenance Stage** involves holding on to accomplishments and updating skills; and training, sponsoring, policy making, and mentoring.

4. The **Disengagement Stage**, which is characterized by retirement planning, changing the balance between work and nonwork by phasing out of work, and acting as a *sponsor*.

Recycling means changing one's major work activity after having been established in another field and going back to the exploration stage.

When considering recycling an employee can conduct informational interviews, to gather information about other jobs.

A career management system helps employees, managers, and companies identify career development needs at each stage.

Career Management Systems include the following components:

Self-assessment is the use of information, tests, and interest inventories, etc., to identify and understand their career interests, values, aptitudes, and behavioral tendencies.

Reality check refers to information given to employees about how the company sees their skills and knowledge and where they fit into the company's plan. This is usually provided by managers during the performance appraisal process.

Goal-setting is the process by which employees develop short and long-term career objectives, usually discussed with the manager and written into a career development plan. The goals relate to:

1. Competencies
2. Areas for Improvement
3. Career goals
4. Next assignments
5. Training and development needs

Action planning involves employees determining how they achieve short- and long-term goals. Action plans may include training courses and seminars, informational interviews, or applying for jobs.

Design factors to include in creating an effective career management system

1. The system should be positioned as a response to a business need.
2. Employees and managers participate in the development of the system.
3. Employees are encouraged to take an active role in their career management.
4. Evaluation should be ongoing and used to improve the system.
5. Business units should be able to customize the system for their own purposes.
6. Employees should have access to career information services.
7. Senior management must support the career system.
8. Career management should be linked to other human resource functions, such as performance management, training, and recruiting systems.
9. The system creates a large, diverse talent pool.
10. Information about career plans and talent evaluation is accessible to all managers.

12.3 Roles of Employees, Managers, Human Resource Managers, and Company in Career Management

A. The **employee's role** in today's career management means taking responsibility for career planning. Employees should take the following actions:
- Take the initiative to ask for feedback from managers and peers regarding their strengths and weaknesses.
- Identify their career development stage and current needs.
- Gain exposure to learning opportunities.
- Interact with employees from other work groups, inside and outside the company.
- Create visibility through good performance

B. The **manager's role** in career management involves four subroles (see Table 11-7, p. 427):
- Coaching: listening, probing problems, and clarifying concerns.
- Appraising: giving feedback, clarifying company standards and needs, and job responsibilities.
- Advising: generating options, assisting in goal setting, giving recommendations.
- Referring: linking to career resources, follow up on career management plan.

C. The **human resource manager's role** involves providing information about training and development opportunities; providing specialized services, such as testing; helping employees prepare for job searches; and career counseling.

D. The **company's role** involves providing employees with the resources they need to be successful in their career planning:
- Career workshops
- Information or access to information on career and job opportunities
- Career planning workbooks and materials

- Career counseling
- Career paths
- The company must also monitor and evaluate the system and the managers' and employees' roles.

12.4 Evaluating Career Management System

- Reactions of customers, i.e., employees and managers, to the system, through questionnaires or other methods.
- Results of the career management system can be tracked, e.g., time to fill open positions, amount of employee use of the system, the number of women and minorities promoted, etc.
- Evaluation of career management systems should be based on their objectives, preferably concrete and measurable objectives.

Indicators of Career Program Effectiveness

Matching the Standards with the Results:

- Comparison between already established goals and objectives and achievement is the biggest indicator of the effectiveness of a career program.
- Lesser the difference between the two, more successful the program is.
- But before matching the two, HR managers should make sure that the set standards were feasible to achieve and achieved output is calculated without any bias.

Greater Self Awareness among Employees:

- The effectiveness of the program can also be measured by the degree of increase in self-awareness among employees.
- If they feel that they have achieved greater self-awareness and self-determination and acquired necessary and useful information about their career, the program is definitely a big success.

Balance between Employee and Organization Requirements and Objectives:

- Implementation of a career development program should result in better communication at all levels within the organization, a balance match between individual and organizational career and identification of talent pool by HR specialists are other major indicators that can help you measure the effectiveness of a career development program.

Changes in Performance Indexes:

- Improved employee performance ratings, improved employee morale, reduced turnover rates, reduced employee absenteeism, increased promotions from within and reduced time to fill job openings are other positive indicators for measuring the effectiveness of a career program.

Many people do not have the proper skills to manage their skills properly. Career management is a problem solving and **decision-making process**. Greenhaus and Callanan have identified four indicators of effective career management.

They suggest that effective career management requires:

- Deep knowledge of the employee himself/herself and an accurate picture of the environment.
- The development of realistic goals that are compatible with one's values, interest, abilities and desired lifestyle,
- The development and implementation of appropriate career strategies and

- Continual feedback process that permits adaptation in the face of the changing situation.

Evaluation Principles

Evaluation must be based on the following principles:

1. There must be clarity about the goals and purposes of evaluation.

2. There must be continuity in the evaluation.

3. Evaluation must be specific.

4. Evaluation must provide the means and focus for trainers to be able to appraise themselves, their practices, and their products.

5. Evaluation must be based on objective methods and standards.

6. Realistic target dates must be set for each phase of the evaluation process. A sense of urgency must be developed, but deadlines that are unreasonably high will result in poor evaluation.

Benefits of Career Management

Career management services are beneficial for both

- ✓ the organization and
- ✓ The individual.
- ✓ Developing employees who will go the extra mile and understand the benefits of building a partnership with their employer.
- ✓ Reaping the rewards of a workforce that has been given the tools needed to leverage their strengths.
- ✓ Increasing employees' morale by helping them visualizes their career within an organization.
- ✓ Supporting human resources manager who must attract, retain, develop and terminate employees.
- ✓ Developing the insight required to increase employee commitment and satisfaction.
- ✓ Gaining employee support for the implementation of critical business objectives and strategies.
- ✓ Career management services increase employee's motivation and engagement towards their employer.
- ✓ Identifying employee's skills, interests and career objectives.
- ✓ Offering employee an opportunity to explore new work possibilities.
- ✓ Developing a personalized career action plan.
- ✓ Providing an individual with follow-up tactics to ensure that his objectives are in line with his career goals.

Summary

- Because careers have changed so dramatically, this discussion of careers and career management is extremely important.
- This chapter provides a context by discussing the traditional concept of a career as compared to today's concept.
- The implications for career management systems and training are enormous and the training and development student needs to be aware of these implications.
- This chapter walked the student through the notion of a career and how it has changed; it described career models and the four stages of a career.
- Further, it revealed the important components of a career management system, including self-assessment, reality check, and goal-setting, and action planning.

- The roles of the various parties to career management were detailed and, perhaps most importantly, the expected outcomes of career management systems were discussed.
- This chapter provides a thorough discussion of careers and career management in a futuristic manner.

Keywords

- **Protean Career** - The protean or boundaryless careerinvolves greater levels of self-determination on the part of the individual. This may involve being employed by a larger number of different employers, do not follow a linear route up the corporate hierarchy, and involve both objective and subjective definitions of success.
- **Traditional Career** - Traditional career models are grounded in a long-term relationship between the individual and one or two companies over the individual's working life. Individuals and companies engaged in a psychological contract where the individual exchanged labour and compliance with employer demands in a specific set of duties in return for pay and other benefits.

Self Assessment

1. Career management is about getting people to where they want to be and where the organisation needs them to be.
A. False
B. True

2. The career management process embraces various concepts:
 I. Self-awareness,
 II. Career development planning/career exploration,
III. Life-long learning, and
IV. Networking
 V. Evaluation and feedback

   Which of the above is not a concept of career management process?

A. Career development planning/career exploration,
B. Life-long learning, and
C. Networking
D. Evaluation and feedback

3. Career Development Planning is a process designed to help you to take the time to think about your job/career goals.
A. False
B. True

4. Which of the following is NOT a benefit of career management process?
A. Minimizes the rate of employee turnover and boosts employee retention.
B. Better opportunities for career growth to the employees in an organization.
C. Helps an employee to set unrealistic goals

D. Encourages employment equity through appropriate placement and selection during the recruitment process.

5. Traditional career models are grounded in a _____ relationship between the individual and one or two companies over the individual's working life.
A. Short term
B. Mid-term
C. Long-term
D. None of the above

6. The _____ career, on the other hand, involves greater levels of self-determination on the part of the individual.
A. Boundaryless
B. Protean
C. All of the above
D. None of the above

7. Which of the following are broad dimensions of protean career?
A. A values-driven career orientation
B. Self-directed career management.
C. All of the above
D. None of the above

8. In an era when traditional employment relationships are in decline, organizations should design and develop cultures which include elements that support and reward _____ individuals.
A. Protean
B. Traditional

9. _____ Role is to provide the tools and resources for employees to manage their careers and for managers to support them.
A. Manger
B. HR
C. Employee
D. Employer

10. The most important step _____ can take is to show they care about their employees by talking to them about their careers.
A. Manger
B. HR
C. Employee
D. Employer

11. Career workshops are organised by _____.
A. Manger
B. HR
C. Company
D. Employee

12. Office Career Champion does which of the following activities?
A. Demonstrates commitment to the organisation and its values.
B. Mentors and supports people to get the best out of them.
C. Champions career development within the organisation.
D. Has regular career conversations with their team members.
E. All of the above

13. The main objective of designing and developing a _____ program is to provide employees with an opportunity to grow within the organization and expand their horizons and upgrade and use their skills to maximum possible extent so that the organization can be benefited ultimately.
A. Career management
B. Training and development
C. All of the above
D. None of the above

14. Career management is a _____ and _____ process.
A. Problem solving
B. Decision-making
C. Both of the above
D. None of the above

15. Greenhaus and Callanan have identified _____ indicators of effective career management.
A. Three
B. Four
C. Five
D. Six

Answers for Self Assessment

1.	B	2.	D	3.	B	4.	C	5.	C
6.	C	7.	C	8.	A	9.	B	10.	A
11.	C	12.	E	13.	A	14.	C	15.	B

Review Questions

1. What stage of career development are you in? What career concerns are most important to you? Are these concerns consistent with any one of the development models presented in the chapter?

2. Discuss the implications that the career development model presented in this chapter may have for training and development activities.

3. Why should companies be interested in helping employees plan their careers? What benefits can companies gain? What are the risks?

4. What are the three components of career motivation? Which is the most important? Which is the least important? Why?

5. How does the protean career concept differ from traditional career concept on the following dimensions: pattern, development sources, goal, and responsibility for management?

6. What is a psychological contract? How does the psychological contract influence career management?

7. What are the manager's roles in a career management system? Which role do you think is the most difficult for the typical manager? Which is easiest? List the reasons why managers might resist involvement in career management.

8. How has the Web influenced career management for employees? For companies?

9. If you were asked to develop a career management system, what would it look like? How might you evaluate whether it was effective? What information would you use to develop the system?

Further Readings

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Unit 13: Career Development

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Objectives

After this lecture, you will be able to:

- Gain an insight into the concept of career development.
- Analyzethe model of career development.
- Understand the factors that influence career development.
- Knowthe strategies, basics and importance of career development.
- Gain an insight into the concept of career paths and its background.
- Understandhow to develop traditional and nontraditional career paths and ladders.
- Analyze the requirements for a career path.
- Know the strategies to prepare for a dual career path.
- Gain an insight into the concept of career portfolio.
- Analyzethe jobs where career portfolio is utmost required.
- Study the reasons of necessity of career portfolio.
- Understandhow to make a career portfolio and items to be included in career portfolio.
- Gain insight into the concept of work-life and work-life balance.
- Analyzethe reasons for poor work-life balance and positive impacts of a good work-life balance.
- Studycommon practices implemented to gain good work-life balance.
- Understandthe role of organizations for helping you main good work-life balance.

Introduction

- Career development is the process of choosing a career, improving your skills, and advancing along a career path.
- It's a lifelong process of learning and decision-making that brings you closer to your ideal job, skillset, and lifestyle.

- Career development is the process of self-knowledge, exploration, and decision-making that shapes your career.
- It requires successfully navigating your occupational options to choose and train for jobs that suit your personality, skills, and interests.
- When someone pays careful attention to their career development, they identify their own strengths and blind spots, and then work hard to improve their skills.
- It also involved learning about different roles and industries to find a match to their abilities, seeking out opportunities to advance, and maybe even changing careers altogether if they find a more suitable one.

How Does Career Development Work?

- Career development can start when someone is quite young and just learning about different ways to make a living.
- It is a part of human development, and the process can span a lifetime.
- For example, when a child notices that some people are doctors, firefighters, or mail carriers, it signals the start of this process.
- It continues on through elementary school as they begin to explore occupations and later into adulthood as people ultimately decide what career to pursue.
- Career development doesn't end after you choose an occupation.
- You must then get the required education and training, apply for and find employment, and ultimately advance in your career.
- For most people, it will also include changing careers and jobs at least once (and probably more often) during their work lives.
- Many people find themselves in need of professional advice as they encounter problems or must make decisions about their careers—for instance, when they are thinking of looking for a new job or changing occupations.
- Career development is directly linked to an individual's growth and satisfaction and hence should be managed by the individual and not left to the employer.
- Career development helps an individual grow not only professionally but also personally.
- Learning new skills like leadership, time management, good governance, communication management, team management etc. also help an employee develop and shape their career.

13.1 Model of Career Development

1. **Self-Assessment**
- The first step in career development is the self assessment which means that the individual has to assess oneself on the kind of career and growth one wants and what kind of skills and interests are there.
- Get to know yourself - Begin to identify your values, interests, skills, personal traits and career satisfiers in order to identify the ingredients of a good career "fit":
  - Take self and personality assessments.
  - Meet with a career coach for help with assessments and early planning.
  - Begin to identify career fields and/or academic programs that fit your interests and abilities.
  - Create a draft resume and have a career coach review it.

2. **Career Awareness/ Exploration**
- This stage is when an individual explores various career paths which align with the self assessment done in the first step. Career awareness can be how a person can explore various domains and types of jobs/work available
- Explore and research career possibilities - Learn the connections between academic programs, experiential learning, previous professional experiences, and careers:
- Conduct career research and gather information from valuable online resources
- Gather information on different fields, industries and companies.
- Decide on a major and learn what career paths a major can offer.
- Conduct informational interviews with people in fields that interest you.
- Explore opportunities to gain relevant work experience, such as internships, summer jobs, or volunteer work.
- Attend career and networking events.

3. **Goal Setting/ Preparation**

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- This is the most important step in career development because this is where one defines clear short term and long term goals to meet the career one aspires. Both short term and long term goals need to be defined to begin with.
- Short team goals would be more actionable but long term goals can be changed or tweaked as per the growth.
- Develop your resume and cover letter writing skills; refine your career goals and strategy - Through informational interviewing, internships, and part-time/temporary or summer jobs, "test the waters" and determine a potential career direction.
- Create an effective resume and cover letter.
- Research graduate schools and visit campuses.
- Learn to present your goals and skills in an elevator pitch.
- Conduct informational interviews and build your network.
- Develop and practice your interview skills.
- Test it out – for example, Obtain an internship. Internships may be limited to undergraduate and graduate students, or recent graduates. Other populations can consider doing volunteer or temporary positions.
- Develop a Career Action Plan.

4. **Skill Training/ Implementation**

- Once the career and goals are set, one needs to acquire the right skills to achieve the growth. Skill training can be done through self training or joining a structured training program online or offline. Once the right skills are acquired, one can start the final stage.
- Develop and implement your job search or graduate school strategy - Develop the skills you need to accomplish your goals:
- Sharpen your job search skills and develop a list of potential employers.
- Prepare for interviews and practice interviewing skills with a mock interview
- Network with friends, parents, faculty, alumnae/i and others
- Gather graduate school application materials and write a personal statement
- Attend events such as career fairs, company presentations and career-related forums with alumnae/i

5. **Performing**

- With all the right knowledge and skills, the important part is to perform the tasks and jobs in the career successfully to grow in the career path.
- Make an informed and meaningful career decision - Gain insight into necessary professional development skills to be successful:
  - Refer back to your career goals, interests, strengths, and values for guidance.
  - Analyze job offers/graduate school admissions and weigh your options.
  - Meet with a career coach to walk through your decision-making.
  - Consider the practical aspects of life after Simmons, and attend the senior series in the spring to help make this transition.
  - Learn and practice the basics of negotiating.
  - Assess Your Career Readiness.

Factors That Influence Career Development

A person's career development can be affected by multiple factors, some of which may be largely outside their control. These influences must be considered during the process of developing a career.

- Personal Characteristics
- Financial Resources
- Financial Obligation
- Physical, Mental, and Emotional Impairments
- Age
- Family Obligations

Career Development Strategies

- The development of an individual's career is driven by several factors.
- Strategies to improve someone's career can be driven either by the company through organization development or by the individual himself or herself.
- Some strategies of career development are as following.
  1. By Companies
  - Training and development by companies can help in employees learn new skills.
  - Companies help in providing leadership development, management development etc.
  - This is all done through employee training sessions or developmental counselling.
  - Employee development in the long run helps in career development.
  1. By Employees
  - Individuals can themselves boost their own career.
  - This is done through constant evaluation of their skills using techniques like continuing professional development.
  - Continuous and repetitive efforts can help in the career development for an employee.

Career Development Basics

- Career development, at its core, is about setting goals and acquiring the skills to achieve those goals.
- Here are some ways to start doing that.

Self-reflect.

- Set aside some time to reflect on who you are, where you've been, and what you ultimately want from your working life.
- Are you happy with the path you've taken so far?
- Are you in the right industry and the right role?

Job shadow.

- Learn about the different types of jobs within your company by job shadowing to see what people are doing on any given day.
- This will broaden your understanding of how your company works, how things get done, and how you fit in.
- Find a mentor in a different department that seems like it might be a good fit for you.

Get the training you need.

- If your company doesn't offer it, find out who does.
- You could take a night class at a local community college or explore training online.
- Maybe it's improving specific job skills. Maybe it's focusing on soft skills, like leadership or creative thinking.
- Maybe it's something totally outside your area of expertise.
- One smart idea: Work with a career coach to achieve a laser-sharp focus on the possibilities of the future.

Consider a lateral move.

- Maybe your next step isn't "up." Maybe it's "over."
- If you're in sales, for example, and think you'd be happier in marketing instead, a lateral move could make that happen.
- To move up the ladder, you may have to veer off your current path.
- That means taking a good look at your current position and what opportunities it provides for advancing.
- In today's business landscape, it's sometimes necessary to make a lateral career move to better position yourself for an upward one.

Enlist your manager as an ally.

- Your boss can be a great asset to you.
- He or she can help pave the way for getting training dollars, create opportunities for job shadowing or lateral moves, and be your career development cheerleader.

Keep your network strong.

- Developing your network is essential to getting the job you want.
- Maintaining and nurturing that network is just as important, should you want to make a move for your career.
- Attend events, send short notes to some of your key contacts, and reach out to people with comparable jobs at other companies to take their pulse on industry trends.

Importance of Career Development

- Attracts Better Talent:
- Higher Productivity
- Work Satisfaction to Employees
- More Growth Opportunities
- Relations inside the Organization
- Healthy Work Environment

13.2 Career paths and developing dual career options

Career Paths

- Career paths and career ladders are two traditional methods by which an employee can develop and progress within an organization.
- *Career ladders* are the progression of jobs in an organization's specific occupational fields ranked from highest to lowest based on level of responsibility and pay.
- *Career paths* encompass varied forms of career progression, including the traditional vertical career ladders, dual career ladders, horizontal career lattices, career progression outside the organization and encore careers.

Career Ladder vs Career Path
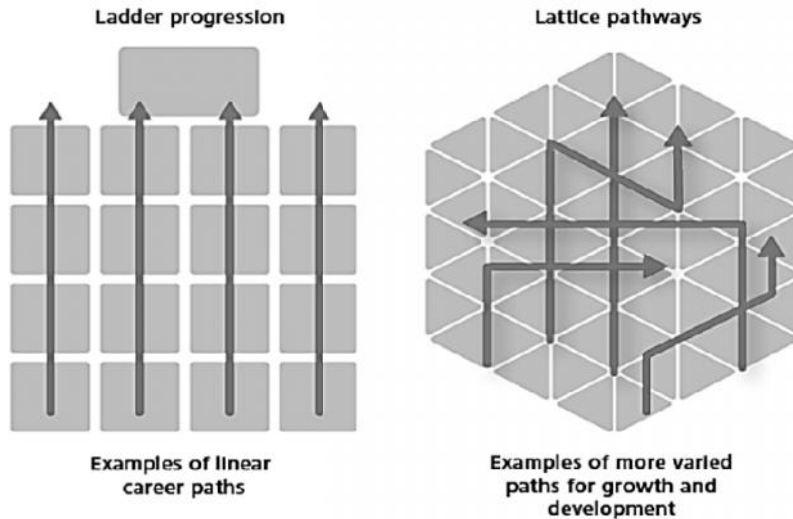
- Employees usually feel more engaged when they believe that their employer is concerned about their growth and provides avenues to reach individual career goals while fulfilling the company's mission.
- A career development path provides employees with an ongoing mechanism to enhance their skills and knowledge that can lead to mastery of their current jobs, promotions and transfers to new or different positions.
- Implementing career paths may also have a direct impact on the entire organization by improving morale, career satisfaction, motivation, productivity, and responsiveness in meeting departmental and organizational objectives.

HR's Role

- HR professionals have new and varied roles to play in developing and implementing career paths.
- When employees move up internal career ladders through internal promotions, HR can contribute to the process of moving an employee up the career ladder by:
- Establishing fair, workable and consistently administered promotion policies and procedures.
- This includes establishing policies for posting—or not posting—available positions and the content and timing of promotion announcements.
- Facilitating promotions within their organizations by providing employees with career coaching, helping managers develop clear selection criteria and cushioning the blow for those not selected for promotion.
- Helping newly promoted employees make a smooth transition.
- Helping nonselected candidates continue to strengthen their skills in expectation of future opportunities within the organization.

Developing Traditional Career Paths and Ladders

- Traditional career ladders are based on the assumption that the individual wishes to continue to climb the ladder as long as he or she is able to and that the employer continues to provide opportunities.

1. Career mapping

- A tool that managers and HR professionals can use during career planning discussions with employees is career mapping.

- Career maps help employees think strategically about their career paths and how to meet their career goals within the organization rather than leave it to move ahead.

- Self-assessment. A manager engages with the employee to explore his or her knowledge, skills and abilities, as well as past experiences, accomplishments and interests.

- Individualized career map. Creating an individualized career map involves identifying other positions within the organization that meet the employee's interests. The position may be a lateral move into a different job family or a promotion.

- Exploring other opportunities. The final step in career mapping is to explore other job opportunities within the organization as they become available.

2. Traditional career ladders and career advancement strategies

- In a traditional career ladder system, the person is hired and, through a combination of experience, education and opportunity, is promoted to levels that encompass additional responsibility and concomitant compensation.

- This progression within an organization continues until the individual leaves the employer for another opportunity, retires, reaches a level at which no further promotional opportunities exist, chooses to decline subsequent promotional opportunities or is terminated.

Career Advancement Strategy Profiles

- Climbers. Individuals who seek advancement in their organizations by asking for varied assignments, working long hours, networking and seeking greater visibility.

- Hedgers. Individuals who use all career tactics available to advance in and outside their current organizations.

- Scanners. Individuals who monitor the job market closely and are poised to change jobs, if not organizations, as opportunities arise.

- Coasters. Individuals who do little to seek career advancement.

Non-traditional Methods of Career Progression

- In today's business environment, many organizations are unable to advance all employees up traditional career ladders due to low turnover, limited growth or financial constraints.

- In such situations, other kinds of development opportunities offer ways to retain and engage employees, including job redesign, job rotation, dual career ladders, horizontal career paths, accelerated and "dialed down" career paths, and encore career paths.

1. **Job redesign**

- As organizations have experienced downsizing, new technologies and demographic changes, the result has been flatter organizations that provide less opportunity for career advancement via promotions.

- Job redesign is an important ingredient in continuing to challenge employees to do their best work.

- Job redesign can provide increased challenges and opportunities for employees to get more out of their jobs while staying on the same rung of their ladders. Commonly used job redesign strategies are job enlargement and job enrichment.

2. **Job rotation**

- Job rotation is an effective method to provide job enrichment from an employee's perspective.

- It involves the systematic movement of employees from job to job within an organization.

- Typically, formal job rotation programs offer customized assignments to promising employees in an effort to give them a view of the entire business.

- Assignments usually run for a year or more. Rotation programs can vary in size and formality, depending on the organization.

3. **Dual career ladders**

- A dual career ladder is a career development plan that allows upward mobility for employees without requiring that they be placed into supervisory or managerial positions.

- This type of program has typically served as a way to advance employees who may have particular technical skills or education but who are not interested or suited to management.

4. **Horizontal career paths**

- The concept of horizontal career paths (also called "career lattices") was introduced in many large organizations in the mid-to-late 1990s.

- In organizations with limited number of management and leadership positions, employees are encouraged to think of career paths both horizontally and vertically.

5. **Accelerated and "dialled down" career paths**

- A few organizations have recognized that employees want a voice in tailoring their career paths to their life stages and as to whether they want to be on an accelerated path or a "dialed-down" path at a particular stage.

- Some organizational projects require high intensity and others do not, but all are important to the organization.

- An employee who is in a stage of acceleration may have a better success rate on high-intensity projects, such as a mergers-and-acquisition project that requires a lot of hours and travel. On the other hand, if someone is in dial-down mode for personal reasons, then a lower intensity project would be a better fit.

6. **Encore career paths**

- The concept of purpose-driven work in the second half of life has only recently become an issue.

- An encore career is the opportunity for an individual to do work that has a social impact after midlife work.

- Experts suggest that the impact of encore careers may be similar to that of women moving into the workforce in the 1960s and 1970s.

13.3 Career Portfolio

The term portfolio comes from the Italian words portare (to carry) + folio (sheet of paper). For example:

- Investors build investment portfolios to diversify their holdings and mitigate risk.

- Financial advisors recommend a portfolio that includes equities, bonds, and cash.

- Office managers and HR leaders use portfolios to stay organized.

- Artists throw open their portfolio to show works they're really proud of — the canvas of their lives.
- Broadly speaking, a career portfolio is a representation of your career potential.
- It demonstrates your skills and abilities and talks about your knowledge on an array of subjects.
- All of this is represented in a visual scale and provides a quantitative analysis of your competencies.
- When we speak about competency, it is important to note that a career portfolio takes into account your self-knowledge, both inside and outside the classroom.
- Career portfolios are beneficial for storing and organizing any documents or information that may showcase your qualifications and provide work samples you can submit when applying for a job.
- Portfolios can include resumes, cover letters, work examples, reference sheets, or even a summary statement.
- Knowing what a career portfolio is can help you create your own which you can then share with potential employers.
- A career portfolio is a collection of your work examples and other career-related documents.
- It may include your resume, samples, skills, or awards.
- You can either submit your portfolio during the application process, or you can bring it to your interview.
- If you show your portfolio during the interview, you can explain its different components to the employers.
- For example, you could explain an award that you won or a project that you made.
- The purpose of your career portfolio is to reflect your qualifications and experiences in your field.
- Try to personalize your portfolio to highlight the specific work you do in your industry.
- For instance, if you're a writer, you could include samples of papers, blogs, articles, or books you've written. If you're a programmer, you might showcase any apps, programs, software, or websites that you've programmed.

Why Is A Career Portfolio Necessary?

Aids Those Looking Forward To Switching Careers:

- Unlike the conventional biodata or resume, a career portfolio provides you an opportunity to talk about that area of expertise in which you do not have a formal degree.
- Here you can demonstrate the steps you had taken to master your area of interest in addition to working in your field of specialization.
- Clear demonstration of things like this will impress a prospective employer and you may well land yourself a job in your field of interest.

Sets You Apart

- When someone is looking to hire an individual, they will always look for someone with a spark.
- Thus, if you have had military awards, records or badges, make it a point to mention the same in your career portfolio.
- If you have held roles involving diverse job roles, mention the job descriptions of those roles.

- In a nutshell, anything that sets you apart from others must be mentioned in your career portfolio. If this is done properly, your career portfolio will take you places.

Gets You Noticed

- When you are out in the job market, people do not have much time for you. To them you are just another person.
- Thus, in order to strike an impression with the HR department (which is well-reputed to be very busy), standard resumes and cover letters are not enough.
- In such a scenario, your career portfolio is your only means of telling them why you are the best fit for this job by providing solid evidence.

Demonstrates Your Data Skills

- If you want to convince your prospective employers, make sure that you have data to sustain your claims.
- These can be included as a part of your career portfolio and may be used to give people insight about how good you actually are.
- For example, if you are a writer, you can go ahead and include samples or links of your published articles in your career portfolio.
- Doing so will set your career on a path of unprecedented growth and achievement.

How to make a career portfolio?

1. **Collect your materials**

Gather all the materials you want to use in your portfolio. Use the information and examples that are most current and relevant. These materials can include:

- Your resume

- A list of your skills
- Biographical information
- Proof of any degrees, licenses or, certifications
- Letters of recommendation, references, testimonials, or reviews
- Work samples
- Military records and awards
- Community service
- Awards and accomplishments

2. Organize your materials

- You should arrange your portfolio so employers can find information easily. It's a good idea to put your resume, bio, and skills list near the beginning, and then arrange other items according to what you think is most important.
- Finally, divide all your information into categories and arrange them in a logical, easy-to-follow order.
- For example, you can categorize your work samples from most recent to oldest so employers can follow your improvement. You can also create a table of contents page for easy navigation.

3. Make it visually appealing

- One of the main benefits of creating a work portfolio is to showcase visual demonstrations of your work.
- For example, for roles in software development, you can show original code you've written and UX/UI and graphic improvements you made to the user experience.
- Making your portfolio visually appealing is especially important for any candidate in the arts or design fields.
- You should organize and design your portfolio in a way that displays your aesthetic, personality, and work style.

4. Customize it to fit job listings

- Next, you can customize your career portfolio to fit different job listings.
- Different job listings typically have different requirements, which means that you can tailor your portfolio to match what each company wants.
- For example, if you're a writer and one company needs a blog writer, then you might customize your portfolio to highlight any blog posts you've written. If a different company is hiring a proposal writer, you can highlight any proposals you've written.

5. Edit and update your portfolio

- Once you're done with your portfolio, edit and revise it as needed.
- Make sure that anything you wrote is free of grammar, spelling, and punctuation mistakes. Trying reading it out loud to see if your writing flows naturally.
- Also, check that all the materials you included are up to date and accurate.
- Consider updating your career portfolio every few months or at least once a year.

6. Make additional copies

- Try to make additional copies of your career portfolio. You can make copies of the entire portfolio, but it might be more manageable only to make copies of the important documents.
- This could include your resume, letters of recommendation, or reference sheet.
- You can give extra copies of your portfolio to employers during the interview to help you stand out against the other candidates.

- Another option is to make your portfolio digital. This is a beneficial option if you want to send your portfolio to many people easily.

13.4 Balancing work and life

Maintaining a work/life balance is easy when you're a sole trader, right? You typically work from home and you have no one else to answer to, so it should be easy to switch off.

Unfortunately, that's not always the case. In fact, many home-based sole traders struggle to strike a healthy work/life balance because the lines are more blurred.

In this context the solution can be achieved by focusing your time and attention on things you can control.

Work-life

- Work–life interface is the intersection of work and personal life.
- There are many aspects of one's personal life that can intersect with work including family, leisure, and health.
- Work–life interface is bidirectional; for instance, work can interfere with private life, and private life can interfere with work.

What is work-life balance?

Work-life balance is the state of equilibrium where a person equally prioritizes the demands of one's career and the demands of one's personal life.

What does a good work-life balance look like?

A healthy balance might look like:

- Meetingyour deadlines at work while still having time for friends and hobbies
- Having enough time to sleep properly and eat well
- Not worrying about work when you're at home.

Common Practices to balance work-life

Developing positive thinking:

- Training brings positive approach towards life and has positive actions.
- Its application can enhance the trust and credibility felt towards the organization that is essential.
- Some specific areas for developing positive thinking through training are stroking, positive reinforcement, active listening and time structuring.

Interpersonal effectiveness:

- It emphasizes complementary transaction, which ensures complete communication and problem solving approach.
- The effective managers may be able to analyze transaction with employees, identify ego states.
- A better understanding makes them more comfortable, confident and effective.

Motivation:

- Motivation helps in satisfying human needs through complementary team actions and positive approach.
- Positive approach can be given by job cherishment.

Build downtime into your schedule:

- When you plan your week, make it a point to schedule time with your family and friends and activities that help you recharge.

Drop activities that sap your time or energy:

- Many people waste their time on activities or people that add no value — for example, spending too much time at work with a colleague who is constantly venting and gossiping.

Rethink your errands:

- Consider whether you can outsource any of your time- consuming household chores or errands.

Get moving:

- It's hard to make time for exercise when you have a jam-packed schedule, but experts say that it may ultimately help you get more done by boosting your energy level and ability to concentrate.

Remember that a little relaxation goes a long way:

- Don't get overwhelmed by assuming that you need to make big changes to bring more balance to your life.
- Slowly build more activities into your schedule that are important to you.

Play to your strengths:

- Don't try and be all things to all people.
- Focus on your strengths and outsource the others.
- If you're not a whiz at accounts or graphic design, outsource them instead of wasting time.

Prioritise your time:

- You may have a to-do list with 50 tasks on it, so you need to prioritize those tasks into four categories.
- They are:
- Urgent and important
- Important but not urgent
- Urgent but not important
- Neither urgent nor important.

Know your peaks and troughs:

- Are you a morning person?
- If you are, assign tough, high-concentration tasks to the mornings. Don't leave the tough tasks until its night time and vice versa.

Plot some personal time:

- When personal issues arise, it can be tempting to bury yourself in your work.
- Don't do it If you don't make time for your personal life – your "me" time, including your family and your health – you won't have a business to go back to
- Have set work hours – and stick to them
- Set work hours for yourself and do everything in your power to stick to them. Otherwise, before you know it, you'll be working until midnight every night.

Find time for your finances:

- Whether you work for yourself or not, it's important to feel confident about your finances.
- In order to do this, you need to get some accounting software in place and use it from day one.
- Cash flow is one of the biggest challenges facing small businesses.

- You should start using accounting tools early on so you know what's going on, financially, from day dot.

Manage your time, long term:

- Create a timeline of your activities. Specific computer programs can help with this, or you can customize your own Excel spreadsheet or Word table.
- Put dates across the top and activities down the side. Break each task into components.
- Include family commitments – such as holidays, birthday parties, etc. – so you don't forget that you are unavailable for work on those days.

Make your workspace work for you:

- Working for yourself does tend to require long hours and not much downtime, so invest in equipment that will support you.
- That includes getting a comfortable chair, an ergonomic keyboard, a support stand for your laptop, etc.
- An ergonomic assessment of your workspace is worth every cent.

Tap into technology:

- Instead of driving to a meeting, use Skype or conferencing technologies like GoToMeeting.
- But remember to switch them off.

Make exercise a must-do, not a should-do:

- It's easy to cancel the gym, the evening run or the yoga class because a client wants something done yesterday.
- Instead, ensure exercise is given as much priority as your clients and making money.
- A healthy body means a fresh mind, which means you will function better and complete tasks in less time.

Take time to make time:

- Invest in time-tracking tools. There are plenty of tools you can use to track everything from the frequency and duration of meetings, to chasing and converting leads.
- Time-tracking software allows you to quickly build an understanding of how long a particular task takes.
- That way, you can effectively estimate how long your next work task will take.

Know and nurture your network:

- Prioritise growing your network and have a structured lead/conversion system in place so you can track the time/cost involved to grow your network.
- Set the benchmarks early on and learn the lessons early.

Do what you love:

- Make time for something you love – other than work – and give it the time it deserves.
- It will energise and refresh you, and enable you to nurture the creative thought that is essential to every business owner.

Be realistic:

- At the end of each working day, perform a little self-analysis. Ask yourself what worked today, what didn't, what went wrong and how the issue can be fixed.
- Remember there are thousands of businesses just like yours learning the same lessons every day. Don't forget to tap into the valuable resources around you – your peers – for help.

LOVELY PROFESSIONAL UNIVERSITY

Step out:

- Working for yourself can get lonely, so schedule some phone calls or coffee time with like-minded business owners to discuss ideas and offer each other support.

Get a business coach:

- Find the cash for a business coach.
- That way, you can find out sooner rather than later how to get rid of bad habits and implement good ones.

Meet clients halfway – literally:

- Don't always agree to meet a client at their office. Instead, meet halfway, perhaps at a café or restaurant. This will save you time and energy, not to mention money spent on travel.

Manage your mind:

- When fear or self-doubt or anxiety creeps in, do some work on your mental health such as meditation or reading a business book?
- Alternatively, spend time with someone who will lift you up and support you.

Take a break:

- Remember to take time out throughout your day.
- Some tasks are easier than others, so if you find yourself with an hour up your sleeve, be realistic about whether you can "afford" to rest or not.
- You might not have time every day to simply sit and "be", but do your best to give yourself a lunch break.
- Also, make a point of getting up and stretching every 15 minutes. It will help you become clearer, more focused and more productive.

Limit time-wasting activities and people:

- First, identify what's most important in your life.
- This list will differ for everyone, so make sure it truly reflects your priorities, not someone else's.
- Next, draw firm boundaries so you can devote quality time to these high-priority people and activities.

Start small. Build from there:

- We've all been there: crash diets that fizzle out, New Year's resolutions we forget by February.
- It's the same with work-life balance when we take on too much too quickly.

Summary

- Career development is the process of exploration and action that shapes a person's career path.
- It includes assessments of a person's skills, abilities, interests, and personality in order to find a suitable career match.
- A career path is a sequence of jobs that leads to your career goals.
- Your career path may not be linear.
- You can chart a path through one or more industries or within your organization.
- Many career paths involve increasing levels of responsibility.

- To develop a career path, connect with your peers and take advantage of opportunities to improve your skillset.
- The future of work is full of uncertainty.
- It is hard to know what to do or to trust that things will work out.
- For all the things that you can't control in today's world, taking ownership of your portfolio is one that you can.
- You can start today. Your future will thank you.

Keywords

- **Career development -**Career Development or Career Development Planning refers to the process an individual may undergo to evolve their occupational status. It is the process of making decisions for long term learning, to align personal needs of physical or psychological fulfilment with career advancement opportunities.
- **Career path -**A career path is a sequence or series of job positions held leading to your short-term and long-term professional goals. In essence, a career path is the route you take to achieve your career goal or goals.
- **Dual career ladder -**A dual career ladder is a career development plan that allows upward mobility for employees without requiring that they be placed into supervisory or managerial positions.
- **Career portfolio -**A career portfolio goes beyond a resume and a cover letter to show a prospective employer your work experience, skills, accomplishments, and more. Portfolios include information about who you are and examples of your work and achievements.
- **Work-life balance -**the number of hours in each week you spend working compared with the number of hours you spend outside work doing other things such as spending time with your family, relaxing, etc.

Self Assessment

1. Career development is the process of self-knowledge, exploration, and decision-making that shapes your career.
A. True
B. False

2. Career development is directly linked to an individual's growth and satisfaction and hence should be managed by the individual and not left to the employer.
A. True
B. False

3. Short team goals would be more actionable but long term goals can be changed or tweaked as per the growth.
A. True
B. False

4. Financial obligations such as a mortgage, rent, student loans, or even a child's college tuition may inhibit a person from switching jobs or careers.
A. True
B. False

5. Career ladders are the progression of jobs in an organization's specific occupational fields ranked from highest to lowest based on level of responsibility and pay.
A. True
B. False

6. From the late 1970s onward, the _____ economy experienced several boom-and-bust cycles, causing many organizations to undergo massive layoffs and restructuring, and to be reticent to re-staff at pre-bust levels even when times were good.
A. India
B. US
C. Japan
D. Iraq

7. Individuals who seek advancement in their organizations by asking for varied assignments, working long hours, networking and seeking greater visibility are known as _____.
A. Hedgers
B. Scanners
C. Coasters
D. Climbers

8. Individuals who do little to seek career advancement are known as _____.
A. Hedgers
B. Scanners
C. Coasters
D. Climbers

9. A _____ is a representation of your career potential.
A. Career path
B. Career portfolio
C. career ladder
D. None of the above

10. Which of the following needs to be collected to build a career portfolio?
A. Your resume
B. A list of your skills
C. Biographical information
D. Proof of any degrees, licenses or, certifications

E. All of the above

11. Career development is the process of exploration and action that shapes a person's career path.
A. True
B. False

12. A career summary is a short description of what you do and what makes you special.
A. True
B. False

13. Work–life interface is the intersection of work and personal life.
A. True
B. False

14. Which of the following is NOT reason for poor work-life balance?
A. Working longer hours
B. Increased responsibilities at home
C. Family
D. Implementing changes

15. Workplace can encourage a culture of openness so one can speak up if he is under too much pressure
A. True
B. False

Answers for Self Assessment

1.	A	2.	A	3.	A	4.	A	5.	A
6.	B	7.	D	8.	C	9.	B	10.	E
11.	A	12.	A	13.	A	14.	D	15.	A

Review Questions

1. What are the ways by which a career break option is to be managed by an organization effectively?
2. What are the circumstances in which situation of career plateau arises for an employee?
3. Career development is essential to implement career plan. What are the actions for career development?
4. Why internal mobility is needed under the head of career development?

5. Balancing work and life is important for both employer and employee. What are the various practices that an organization may adopt to balance between work and life?

Further Readings

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Unit 14: Training and DevelopmentMethodologies

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Objectives

After this chapter, you will be able to

- gain an insight into the concept of training methodologies.
- analyze the logical learning style and learning pyramid.
- gain an insight into the different principles of learning.
- analyze the individual differences and their effects on learning
- understand the learning curve and management system.

Introduction

> "Without Learning, The Wise Becomes Foolish;
>
> By Learning, The Foolish Become Wise"

What makes your life 100%?

Training and Development

Let each letter of the alphabetic has a value equals to it sequence of the alphabetical order:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

S	K	I	L	L	S
19	11	9	12	12	19

=　　**82**

K	N	O	W	L	E	D	G	E
11	14	15	23	12	5	4	7	5

=　　**96**

H	A	R	D		W	O	R	K
8	1	12	4		23	15	18	11

=　　**98**

A	T	T	I	T	U	D	E
1	20	20	9	20	21	4	5

=　　**100**

14.1 Concept of Training Methodologies

The firm uses teams of specialists, Project Leader with a plurality of roles and expertise in the back-office (content providers, educators) and front office (teachers, coaches, tutors, operators' desk). The needs are developing human capital with business counselling, tutoring, experiential learning, E-learning, assistance and personalized support.
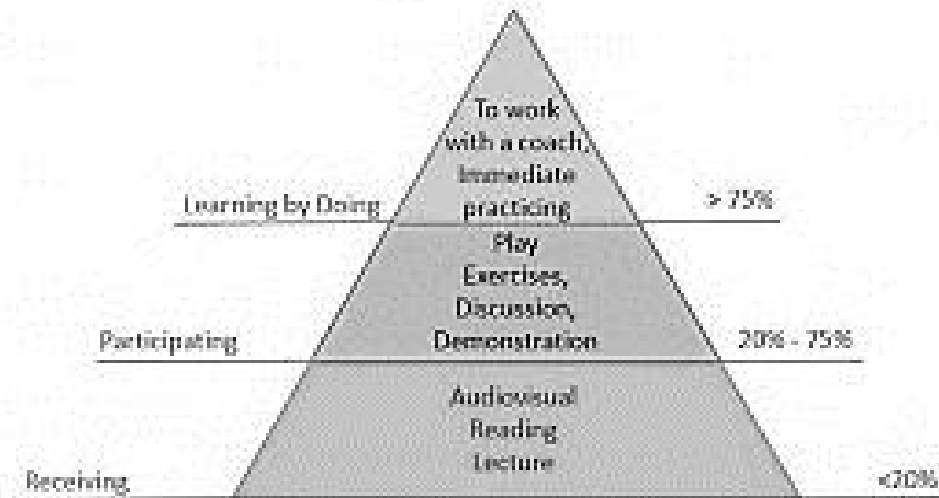
Retention of Learning

- The Distance Learning is defined as "the set of teaching methods in which, due to the physical separation between teachers and learners, teaching interactive phase (stimulus, explanation, questions, guide), also like the pre-active (choice of targets, completing the curriculum and teaching strategies), is conducted through paper, mechanical, electronic.

- The advent of computer networks leads to the introduction of the new concept of Distance Learning Online, i.e., the distance education based on the principle of computer-mediated communication and, therefore, the possibility of an exchange of ideas and information among people, regardless of place and time of interaction, leading to the transformation of information into new knowledge .

- The network acquires a new perspective: not only taken as a transmission tool for teaching materials but above all as a place where learning processes, characterized by a high degree of interactivity between all the actors involved, are created.

- Distance Education has begun to represent a mode of communication through which it is possible to satisfy a demand for more generalized training in the specialization and retraining programs.

Front-End Teaching

- Classrooms are used when large groups must be taught the same thing at the same time or the task difficulty requires formal training.

- Before selecting this type of instruction, ensure that it cannot be taught effectively in another manner as classroom learning environments are normally costlier than other forms of learning.

- If possible, the instructors teaching the program should help with the development process.

- This tends to lower the development cost and the initial implementation cost. All lessons should be fully outlined.

Distance Learning
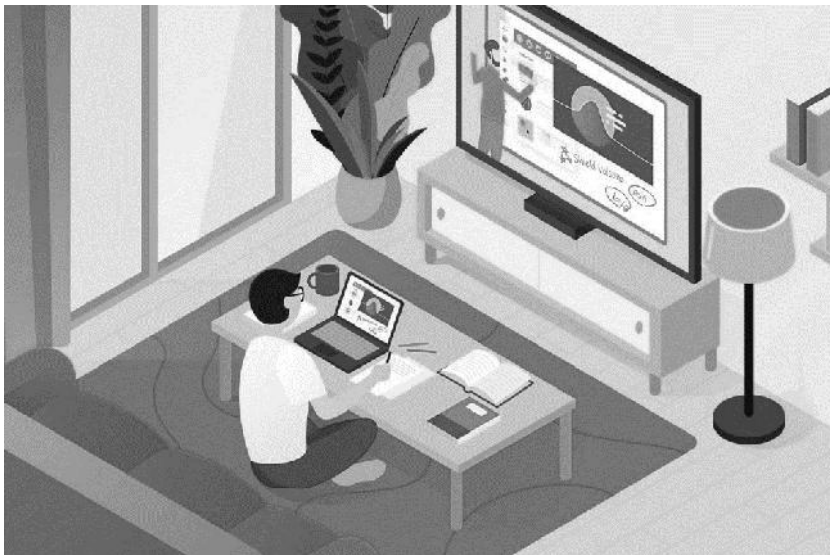
- Distance education or distance learning is the education of students who are not physically present in a classroom with the teacher.

- Technologies

- Although the expansion of the Internet blurs the boundaries, distance education technologies are divided into two modes of delivery: synchronous learning and asynchronous learning.

- In synchronous learning, all participants are "present" at the same time.

- In this regard, it resembles traditional classroom teaching methods despite the participants being located remotely.

- It requires a timetable to be organized.

- Web conferencing, videoconferencing, educational television, and instructional television are examples of synchronous technology, as are direct-broadcast satellite (DBS), internet radio, live streaming, telephone, and web-based VoIP.

- In asynchronous learning, participants access course materials flexibly on their own schedules.

- Students are not required to be together at the same time.

- Mail correspondence, which is the oldest form of distance education, is an asynchronous delivery technology, as are message board forums, e-mail, video and audio recordings, print materials, voicemail, and fax.

Virtual Learning

- Virtual training is a training method in which a simulated virtual environment is used.

- In this environment, an instructor can explain, show or test certain abilities that can contribute to the learning process.

- There are different types of virtual training methods, divided in the instructor-supported (virtual instructor- led training) and the non-instructor supported.

- In the instructor-led training, there are two screens; one for the instructor and one for the student.

- The instructors' screen holds several tools to change and influence the environment.

- The students' screen holds the controls over the decision / steering unit in this area.

- Where the instructor is free to create challenging scenarios in which all the former know attributes can suddenly change.

- Flight simulators are one of the first examples of virtual training.

Blended Learning
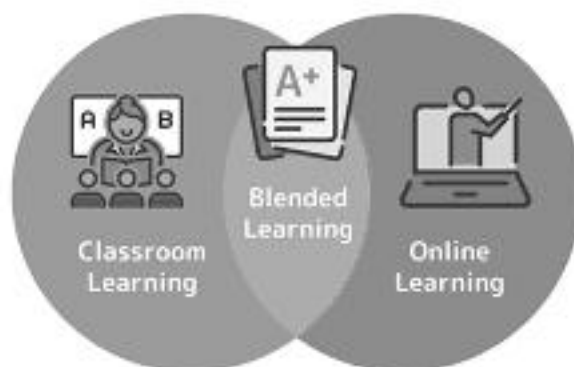
- Blended learning is a formal education program in which a student learns at least in part through the delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace.

- While students still attend "brick-and-mortar" schools, face-to-face classroom methods are combined with computer-mediated activities.

- Blended learning is also used in professional development and training settings.

- The terms "blended learning," "hybrid learning," "technology-mediated instruction," "web-enhanced instruction," and "mixed-mode instruction" are often used interchangeably in the research literature.

14.2 Logical Learning Style

- They have a systematic learning approach and are excellent at keeping organized.

- Text-heavy lessons may not be ideal for logical learners; they prefer cutting to the chase and focusing on facts.

- What type of learner has the ability to think logically and is able to explore patterns?

- Logical learners succeed by using order, steps, and logic.

- These learners can easily make connections, recognize patterns, and work well with numbers.

14.3 Principles of Learning

Educational psychology & Educational psychologists have identified several **principles of learning**, also referred to as *laws of learning* which seem generally applicable to the learning process. These principles have been discovered, tested, and used in practical situations. They provide additional insight into what makes people learn most effectively. Edward Thorndike developed the first three "Laws of learning:" readiness, exercise and effect.
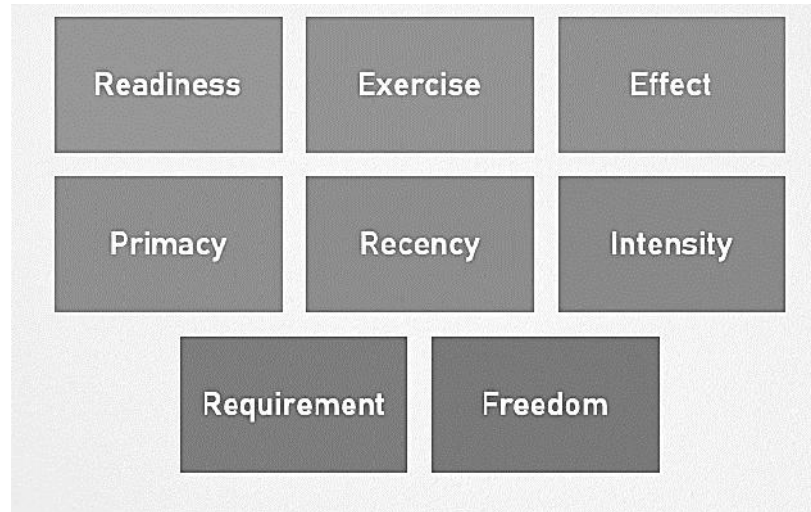
Readiness

- Readiness implies a degree of concentration and eagerness.
- Individuals learn best when they are physically, mentally, and emotionally ready to learn and do not learn well if they see no reason for learning.
- Getting students ready to learn, creating interest by showing the value of the subject matter, and providing continuous mental or physical challenge, is usually the instructor's responsibility.

Exercise

- The principle of exercise states that those things most often repeated are best remembered.
- It is the basis of drill and practice.
- It has been proven that students learn best and retain information longer when they have meaningful practice and repetition.
- The key here is that the practice must be meaningful.
- It is clear that practice leads to improvement only when it is followed by positive feedback.

Effect

- The principle of effect is based on the emotional reaction of the student.
- It has a direct relationship to motivation.
- The principle of effect is that learning is strengthened when accompanied by a pleasant or satisfying feeling and that learning is weakened when associated with an unpleasant feeling.
- Every learning experience should contain elements that leave the student with some good feelings.

Primacy

- The state of being first often creates a strong, almost unshakable, impression.
- Things learned first create a strong impression in the mind that is difficult to erase.
- For the instructor, what is taught must be right the first time.
- For example, if a student learns a faulty technique, the instructor will have difficulty correcting bad habits and "re teaching" correct ones. The student's first experience should be positive and functional and lay the foundation for all that is to follow. What the student learns must be procedurally correct and applied the very first time.

Recency

- The principle of recency states that things most recently learned are best remembered.

- Conversely, the further a student is removed time-wise from a new fact or understanding, the more difficult it is to remember.

- For example, it is easy to recall a telephone number dialled a few minutes ago, but it is usually impossible to recall a new number dialled last week.

Intensity

- The principle of intensity implies that a student will learn more from the real thing than from a substitute.

- For example, a student can get more understanding and appreciation of a movie by watching it than by reading the script.

- Likewise, a student is likely to gain a greater understanding of tasks by performing them rather than merely reading about them.

Requirement

- The law of requirement states that "we must have something to obtain or do something."

- It can be ability, skill, instrument or anything that may help us to learn or gain something.

- A starting point or root is needed; for example, if you want to draw a person, you need to have the materials with which to draw, and you must know how to draw a point, a line, and figure and so on until you reach your goal, which is to draw a person.

Freedom

- The principle of freedom states that things freely learned are best learned.

- Conversely, the further a student, is coerced, the more difficult it is for him to learn, assimilate and implement what is learned.

- Compulsion and coercion are antithetical to personal growth.

- Since learning is an active process, students must have freedom: freedom of choice, freedom of action, and freedom to bear the results of action — these are the three great freedoms that constitute personal responsibility. If no freedom is granted, students may have little interest in learning.

14.4 Individual Differences

- Individual differences stand for "those differences which distinguish one individual from another in their totality.

- It is often said that no two individuals are exact duplicates; they differ from each other in some way or the other.

- Two Types of Differences: "Everyone is Unique"

    1. Physical differences

    2. Physiological differences

Effects of Individual Differences on Learning

There are three types of differences which effects on Learning :

1. Socioeconomic Status

2. Thinking/Learning Style

3. Exceptionalities

Socioeconomic Status

The millionaires' lifestyle differs from that of the middle income or lower income group.

Thinking/Learning Style

Some of you learn better by seeing something; others by just listening; and still others by manipulating something.

Exceptionalities

In class there maybe one who has difficulty in spoken language comprehension or in seeing, hearing,   etc.

Learning Styles

WHAT'S YOUR LEARNING STYLE?
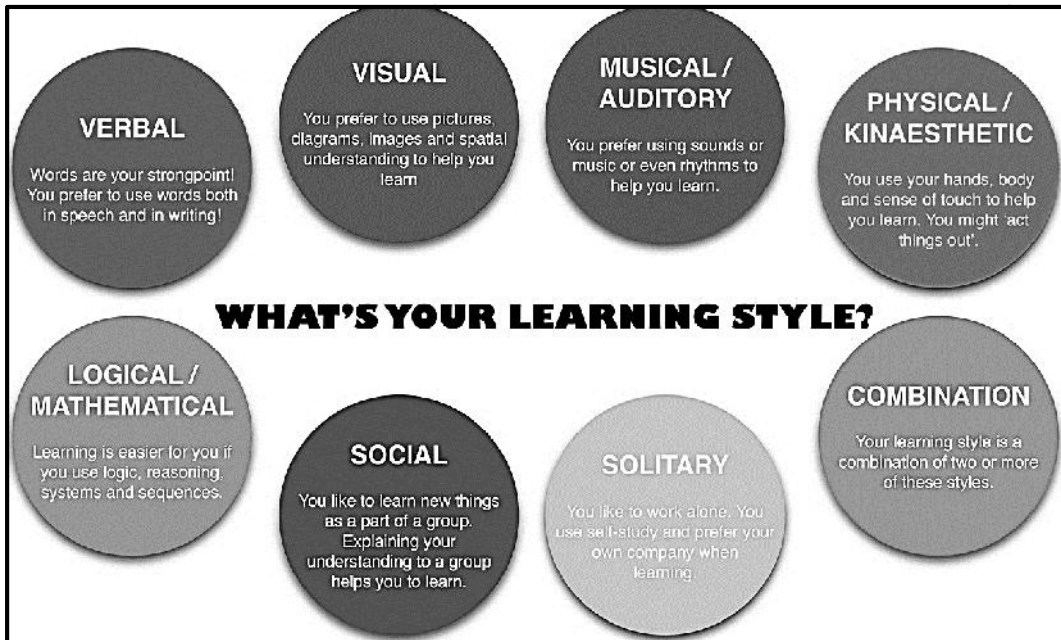
Verbal

Verbal learners, also known as linguistic learners, learn best through the written and spoken word. Users of this style enjoy language, reading, and writing. Chances are you love words. One of the keys to becoming a great programmer is reading documentation. Most courses and resources greatly emphasize this. Use this to your benefit. Re-reading documentation, rewriting your notes, using mnemonic devices, acronyms, diagrams, and other strategies will help improve your memory.

Verbal Study Strategies:

Take the time to sit down and write, write and rewrite your words and notes.

Try rewording main ideas and principles to gain a deeper understanding.

A good idea is to try organize diagrams, charts, and graphic organizers into statements.

Visual

Visual learners prefer the use of images, maps, and graphic organizers to access and understand new information. They tend to learn seeing information delivered through pictures or other types of graphic presentation. Chances are you love your text editor due to the colors it uses to refer to specific code. Mind maps, diagrams, and images are your best friend. Mind maps are visual representations of thoughts and ideas that demonstrate how they are related. Opt for coding resources that use diagrams or images. If you take notes, try incorporating colors in a similar fashion to the way text editors work. Or sketch out concepts or layout ideas to develop your projects.

Visual Study Strategies:

Utilize graphic organizers such as charts, graphs, and diagrams.

Redraw your pages from memory.

Replace important words with symbols or initials.

Highlight important key terms in corresponding colors.

Auditory

Auditory learners best understand content through listening and speaking in situations such as lectures and group discussions. Think audio books, podcasts, lectures etc. Aural learners use repetition as a study technique and benefit from the use of mnemonic devices. There is so much vocabulary we need pick up as new coders. Auditory learners have the advantage of benefitting from hearing them being used.

Auditory Study Strategies:

Record your summarized notes and listen to them on tape.

Talk it out. Have a discussion with others to expand upon your understanding of a topic.

Reread your notes and/or assignment out loud.

Explain your notes to your peers/fellow "aural" learners.

Kinesthetic

Students who are kinesthetic learners best understand information through tactile representations of information. These students are hands-on learners and learn best through figuring out things by hand. (i.e. understand how something works by taking something apart and putting it back together.) Some of the characteristics of this group are movement, manipulation, and being hands on. This type of learner tend not mind broken code because they enjoy fixing it. They enjoy the transformation process of taking information and building it into a project.

Kinesthetic Study Strategies:

Use real life examples, applications and case studies in your summary to help with abstract concepts.

Redo lab experiments or projects.

Utilize pictures and photographs that illustrate your idea.

Logical

Logical learners rely on logic and reasoning to make sense of the information they receive. If you are a logical learner you like working through problems, understanding cause and effects, and running simulation-type games. They tend to like to workflow applications, read documentation, and utilize libraries that utilize an understanding of hierarchy. Learning to code is all about problem solving so these learners really benefit from rolling up their sleeves and working on coding puzzles, challenges, and games.

Logical Study Strategies:

Break large amounts of material down into segments and finding ways in which these segments relate.

Look for patterns, associations and relationships between concepts in order to maximize understanding.

Make the information personal to your own life, if possible. If you are able to see a pattern and compare it to personal experience in some way, you will begin to make sense of the information.

Social

Social leaners, or interpersonal learners enjoy working in groups. These type of learners thrive on sharing ideas and hearing the suggestions of others. A key to remembering information for this group is working together in social settings such as study groups. They should take advantage and connect with a study partner or two when possible and take turns going over material and testing

each other. Chances are you'd enjoy participating in a local Hackathon, attending a coding meet-up, or any other kind of coding study group.

Social Study Strategies:

Set a time and place to meet together with a study group. If you meeting with classmates in person is not possible, consider forming virtual study groups through Slack or Zoom.

Take turns teaching each other. Each can can take a portion of the material and create a lesson to share with the others.

Talk to a friend or family member about your educational pursuits. Explain what you're learning or ask them to quiz you.

Solitary

On the opposite of the previous learning style we have solitary learners. Also known as intrapersonal learner, this type of learner needs quiet time alone in order to best process information and grasp concepts. Rather than thrive in a group, this type of learner may find themselves overwhelmed or distracted in a group setting. They will best benefit of reading on their own and taking the time to pause when needed to ensure comprehension. If you are a solitary learner there are an abundance of resources to research online and coding challenges you can attempt in your downtime.

Solitary Study Strategies:

Setup a quiet and personal space at home or a space available to you. It will help you get in the right mindset to focus on academic work.

During each study session make time to write down goals and set deadlines for completing them.Take the time to brainstorm and write down ways to review the material with flashcards or outlines.

14.5 Learning Curve

A learning curve is a correlation between a learner's performance on a task and the number of attempts or time required to complete the task; this can be represented as a direct proportion on a graph.•

The learning curve theory proposes that a learner's efficiency in a task improves over time as the learner performs the task.

A learning curve is a mathematical concept that graphically depicts how a process is improved over time due to learning and increased proficiency. The learning curve theory is that tasks will require less time and resources the more they are performed because of proficiencies gained as the process is learned. The learning curve was first described by psychologist Hermann Ebbinghaus in 1885 and is used as a way to measure production efficiency and to forecast costs.

A learning curve is typically described with a percentage that identifies the rate of improvement. In the visual representation of a learning curve, a steeper slope indicates initial learning translates into higher cost savings, and subsequent learnings result in increasingly slower, more difficult cost savings.
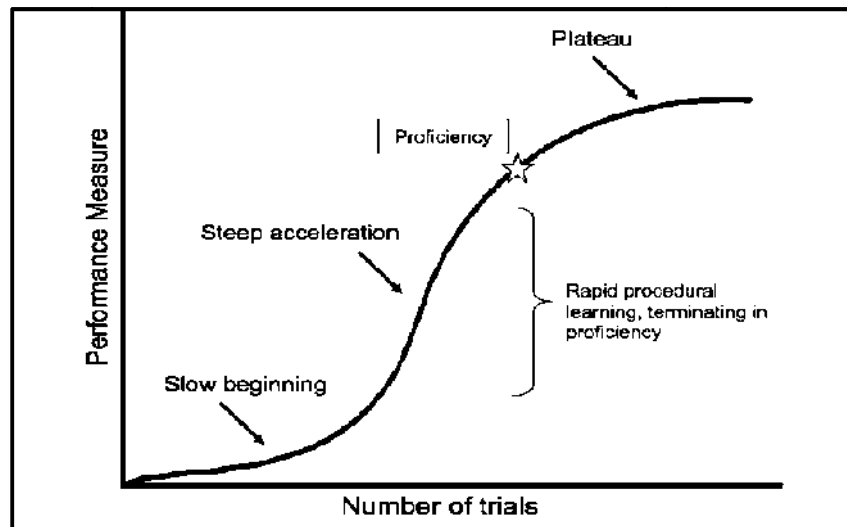
14.6 Learning Management System
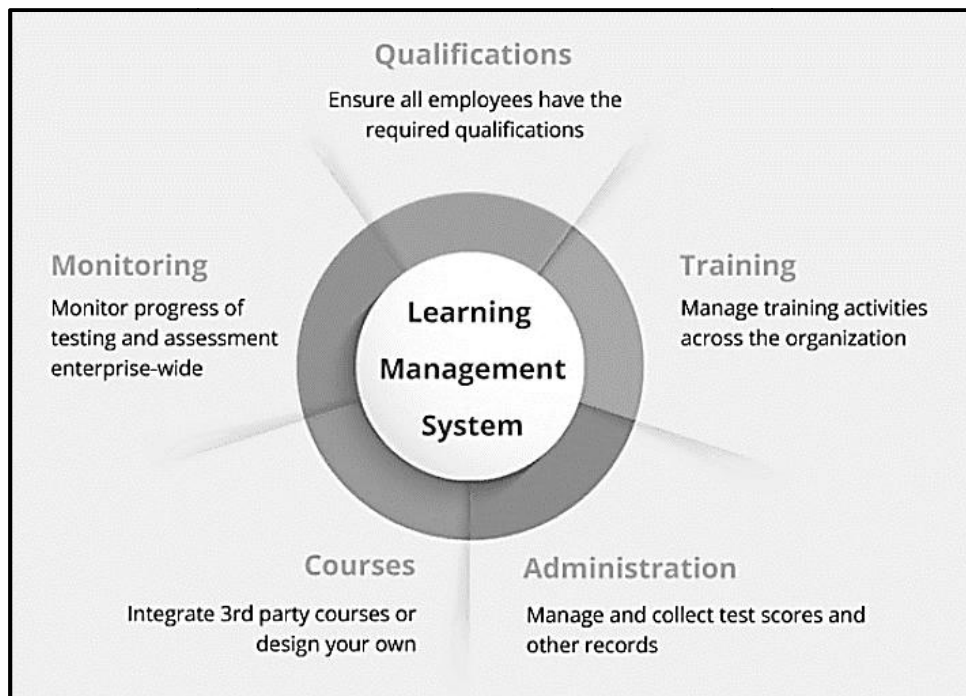
- A learning management system (LMS) is a software application or web-based technology used to plan, implement and assess a specific learning process.

- It is used for eLearning practices and, in its most common form, consists of two elements: a server that performs the base functionality and a user interface operated by instructors, students, and administrators.

- Typically, a learning management system provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance.

- A learning management system may also allow students to use interactive features such as threaded discussions, video conferencing, and discussion forums.

Features of LMS

- Responsive design - Users should be able to access the LMS from whatever type of device they choose, whether it's a desktop, laptop, tablet, or smartphone. The LMS should automatically display the version best suited for the user's chosen device. Additionally, the LMS should also allow users to download content, so it is accessible while offline.

- User-friendly interface - The user interface (UI) should enable learners to easily navigate the LMS platform. The UI should also align with the abilities and goals of both the user and the organization. An unintuitive UI risks confusing or distracting users and will make the LMS ineffective.

- Course and catalog management - The LMS holds all the eLearning courses and the related course content. Admins and instructors should be able to create and manage these catalogs and courses in order to deliver a more targeted learning experience.

- Content interoperability and integration - Content created and stored in an LMS must be packaged in accordance with interoperable standards, including SCORM and xAPI.

- Support services - Different LMS vendors offer varying levels of support. Many provide online discussion boards where users can connect and help each other. Additional support services, such as a dedicated toll-free service number, are available for an extra cost.

- Certification and compliance support - This feature is essential to online compliance training and certifications systems. Instructors and admins should be able to assess an individual's skill set and identify any gaps in their performance. This feature will also make it possible to use LMS records during an audit.

- Social learning capabilities - Many LMSes have started including social media tools within their platform. This allows users to interact with their peers, collaborate, and share their learning experiences.

- Gamification - Some LMSes include game mechanics or built-in gamification features that allow instructors and admins to create courses with extra motivation and engagement. This can help students who need additional incentives to complete the course, possibly in the form of leaderboards, points, and badges.

- Automation - Learning management systems should enable administrators to automate repeated and tedious tasks. Examples include user grouping, new user population, user deactivation, and group enrollments.

- Localization - It is important for LMSes to include multilingual support features so the learning and training content can remain unaffected by language barriers. Some LMSes integrate geolocation features that allow them to automatically present the appropriate version of the course immediately upon access.

- Artificial intelligence (AI) - Finally, artificial intelligence can help an LMS create personalized learning experiences for users by providing course formats suited to their needs and by suggesting topics the user may find interesting based on the courses they have already completed.

Types of LMS

- Cloud-based: LMSes are hosted on the cloud and often follow a software as a service (SaaS) business model. Cloud-based LMS vendors take care of maintaining the system and performing any technical updates or upgrades. Online users can access the system from anywhere, at any time, using a username and password.

- Self-hosted: LMSes require software to be downloaded by the user. The self-hosted platform provides greater creative control and customization, but users must maintain the system themselves and often must pay for updates.

- Desktop application: LMSes are installed on the user's desktop. However, the application may still be accessible on multiple devices.

- Mobile application: LMSes support mobile learning and are accessible wherever and whenever through mobile devices. This platform deployment type allows users to engage with and track their online learning initiatives on the go.

Summary

- Learning occurs within each individual as a continual process throughout life.

- Learning theory may be described as a body of principles advocated by psychologists and educators to explain how people acquire skills, knowledge, and attitudes.

- The various learning theories are: Behaviourism theory, Cognitive theory, Combined approach and Facilitation theory.

- A consideration of why people forget may point the way to help them remember. Several theories account for forgetting, including disuse, interference, and repression.

- Modern work on human learning and memory focuses on the cognitive processes people use in storing and retrieving information.

- Transfer of learning refers to how much or how well the new knowledge, skills, and attitudes acquired during training actually result in on-the-job behaviour change.

- Learning principles are the guidelines to the ways in which people learn must effectively. These principles are participation, repetition, relevance, transference, and feedback.

- Learning is concerned with bringing about relatively permanent changes as a result of experience.

- The types of learning situation are (i) classical conditioning, (ii) operant conditioning, and (iii) cognitive learning.

- Training costs are unjustified if the participant does not, for whatever reason, use his learning in his work, or if he has failed to understand how the classroom experience relates to his job.

- The trainee's learning from a formal classroom situation depends upon: (i) The trainee's receptiveness; (ii) The trainee's rapport with the trainer and (iii) The climate of training.

- The effectiveness of learning can be defined in terms of learning being quick and sustained, effectively used, leading to creativity, and the development of a capacity for self-learning.

- The most complex form of learning takes place when training is concerned with the attitudes and values of people. This is not only the most complex area, it is also the most difficult and dangerous.

- The various elements involved in the process of learning are, (i) the training/teaching organization, (ii) and the technology of training/learning, (iii) the trainer/teacher and, (iv) the learner.

- Factors Affecting the Learning Process are Knowledge of results, Length of learning sessions, Logical sequence, Repetition, Association of Ideas and Transfer of learning.

- The purposes that feedback serves is to support behaviours exhibited by the learner to encourage learner behaviour and to correct or improve poor performance exhibited by the learner

- For feedback to be effective the aspects of sincerity professionalism and correctiveness must be present in the feedback.

Keywords

Cognitive Learning: Situations where information is stored and processed by mind without explicit manipulation of reinforcers is called cognitive.

Feedback Balance: Feedback balance refers to the relative amounts of positive and corrective feedback given to the learners.

Learning: Learning can be defined as any relatively permanent change in behaviour which occurs as a result of practice or experience.

Specific Feedback: The feedback in which learner knows exactly what behavior is appropriate or inappropriate.

Vague Feedback: Feedback that makes people confused about what they did.

Behaviourism: The learning theory that stresses the importance of having a particular form of behaviour reinforced by someone, other than the trainee, to shape or control what is learnt.

E-Learning: It is the use of technology to enable people to learn anytime and anywhere and includes training and delivery of just-in-time information.

Learning Curve: It is a graphical representation of the changing rate of learning. Learning Principles: Learning principles are the guidelines to the ways in which people learn must effectively.

Programmed Learning: Learning technique characterized by self-paced, self-administered instruction presented in logical sequence and with much repetition of concepts.

Self Assessment

1. .... stresses the importance of having a particular form of behaviour reinforced by someone, other than the trainee, to shape or control what is learnt.
    A. Behaviourism
    B. Individualism

2. Two major branches of cognitive theory are the information processing model and the social interaction model.
    A. False
    B. True

3. Combined approach provides a way to measure behavioural outcomes and promote cognitive learning.
    A. True
    B. False

4. The social interaction theories stress that learning and subsequent changes in behaviour take place as a result of interaction between the student and the environment.
    A. True
    B. False

5. Behaviourism theory provides the instructor with ways to manipulate students with stimuli, induce the desired behaviour or response, and .... the behaviour with appropriate rewards.

6. Facilitation theory or humanistic theory was advocated by ....
    A. Ivan Pavlov
    B. B.F. Skinner
    C. Carl Rogers
    D. Jean Piaget

7. Theories account for forgetting, includes disuse, interference, and ....

8. The basis of the interference theory is that people forget something because a certain experience has .... it, or that the learning of similar things has intervened.

9. Modern work on human learning and memory focuses on the cognitive processes people use in storing and retrieving information.

A. True

B. False

10. Changes in behaviour and ………… equate to learning transfer.

A. Skills

B. Attitudes

C. Knowledge

D. Performance

11. Learning principles are the .... to the ways in which people learn must effectively.

A. Guidelines

B. Regulations

C. Rules

D. Policies

12. Participation improves .... and apparently engages more senses that help reinforce the learning process.

13. .... is the art and science of helping adults to learn.

A. Sociology

B. Anthropology

C. Andragogy

D. Psychology

14. Learning in an adult is facilitated by comfortable physical environment and .... climate.

15. According to behavioural scientists, effective learning takes place through ....

Answers for Self Assessment

1.	A	2.	B	3.	A	4.	A	5.	Reinforce
6.	C	7.	repression	8.	overshadowed	9.	A	10.	D
11.	C	12.	motivation	13.	C	14.	psychological	15.	active participation

Review Questions

1. Comment – "Learning is approached as an outcome – the end product of some process"? Discuss

2. Define learning. Explain the purpose of learning.

3. Explain the various kinds of learning and suggest ways of strengthening the learning in our lives.

4. Explain in detail the various factors affecting learning. How does each factor differ from the another in terms of influence?

5. What are factors upon which a trainee's learning from a formal classroom situation depends?

6. Explain in detail the four basic reinforcement strategies employed in encouraging desirable behaviour and discouraging undesirable behaviour.

7. Why do people learn? What is the significance of learning in organisational setting?

8. Discuss ten simple rules of learning and give ten major conditions for learning to be effective.

9. How does a trainer determine how to respond to learners need to clarification or feedback?

10. Describe the methods and ways through which feedback can be make more effective.

11. Improving learning is quite complex process. What are the ways to improve learning?

12. What are the different theories of learning to solve learning problems?

13. A consideration of why people forget may point the way to help them remember. Several theories account for forgetting. Explain those theories.

14. 'Both the behaviourist and the cognitive approaches are useful learning theories.' In light of this statement describe the significance of combined approach of learning.

Further Readings

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Unit 15: Criteria for Training Method Selection

CONTENTS

Objectives

Introduction

15.1   Skills of an Effective Trainer

15.2   Audio-Visual Aids in Training

15.3   Computer Aided Instructions

15.4   Distance Learning

15.5   Open Learning

15.6   Technological Convergence and Multimedia Environment

Summary

Keywords

Self Assessment

Answers for Self Assessment

Further Readings

Objectives

After this chapter, you will be able to

- gain insight into the skills of an effective trainer.
- analyze the use of audio-visual aids in training.
- understand the methodologies for imparting computer-aided instructions.
- gain an insight into the concept of technological convergence.
- analyze the need, elements, advantages, and disadvantages of technological convergence.

Introduction

Training methods basically serve two purposes- a means for the learner to learn the specific training content and keep the learner interested and involved in the training so learning is enhanced. To achieve this one has to be cautious in selection of training methods.

- The trainer: Basically all training methods are effective in imparting skill, provided the trainer is capable of using them effectively. Many a time participatory lecture is used by the trainers. This method requires skill in selection of content and its logical presentation, followed by opening the session for the participation of trainees either through problem solving or discussion. Simply choosing and noting down the method in programme schedule may not help.

- Nature of participants: Selection of training method depends on the nature of participants in terms of personal factors like age, literacy and education qualification, nature of job or profession or vocation or occupation, language and dialect etc. In case of employees, it varies based on their designations and objectives of the working organization.

- For example: Brain storming session may be more helpful for higher level managers than lower level supervisors. Method demonstration on fertilizer application is suitable for farmers, while interactive CD for Agriculture officers for technical information.
- Objectives of training programme: Any objective of training, addresses three domains-increase in knowledge, or enhancement in skill or change in the attitude. Hence the method has to be chosen based on the objective either as single or in combination.
- Subject area: Method for delivery of messages vary based on its nature. If messages are to develop new skills participative demonstration is more effective. Similarly if it is to improvise the existing skill, field trip is ideal as it provides direct experience. Total switch over to new methodology should be through participative lecture, followed by participative demonstration and practical. Case study method is suitable for problem solving.
- Time and material availability: Time refers to preparation time, length of training course and the time of day. Sometimes a situation may arise for conducting of training urgently. In such situations there may not be much time for preparation visual aids or organize field trips or to invite guest speaker. The trainer needs to create similar environment by organizing role plays or screening films. If duration of training course is longer, more time can be devoted for practical exercises. Lecture sessions or best methods for morning sessions and role plays, mock sessions for afternoon. Similarly availability of material to conduct practical, to access electronic devices etc. are also to be considered.

15.1 Skills of an Effective Trainer

Trainer is a person who trains someone or something.
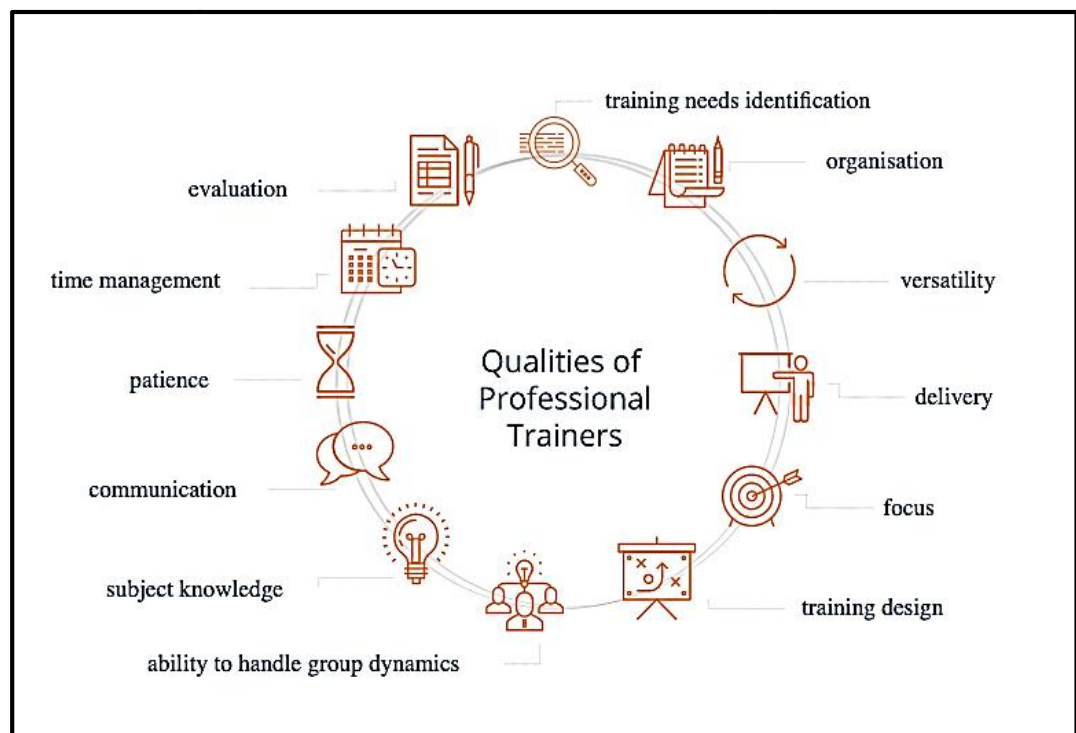
1. Training Needs Analysis (TNA):

A professional trainer needs to be able to **identify training needs** successfully for clients and trainees.

2. Strong Organisational Skills:

Trainers must always be organised and **well-prepared** for training delivery.

3. Versatility:

Be ready to **change and adapt** to working in different situations and environments.

4. Confident Delivery:

There are many aspects to successful training delivery. Professional trainers will have a **confident style** of training delivery that ticks all of these boxes.

5. Focus:

When you are training a group in any subject, you must have the ability to remain focused in order to **achieve your goals** and cover the planned material.

6. Training Design Skills:

Professional trainers should also know how to design **effective** and **engaging** training programmes.

7. Think on Your Feet:

Trainers need to be able to **handle difficult situations** and complex group dynamics to keep things running smoothly.

8. Subject Matter Expert:

Whatever you train, **you must understand well**. In addition to being familiar with the delivery materials (slides, videos, exercises, etc.), you must also have a strong enough comprehension to answer questions on the subject.

9. Excellent Communication:

Communication is at the core of **all training delivery**. This incorporates spoken, written, active listening, and comprehension communication skills.

10. Patience:

People learn in different ways and at different speeds. When training others, it is essential that you are **patient and inclusive**.

11. Time Management:

Good **time management habits** are the secret weapon of effective, efficient trainers.

12. Evaluation Techniques:

For your benefit and that of your trainees, you will need to understand how to **evaluate the outcome** of your training sessions.

15.2 Audio-Visual Aids in Training

Audio-Visual Aids are the instructional method of education that uses audio and visual as a mode of learning. The literal meaning of audio is hearing and visual means that is seen by eyes.

Audio-Visual aids are devices that are used in the classroom to make learning engaging and easy. These can also help teachers to communicate messages or information in places where regular teaching fails. Audio-Visual aids motivate them towards the subjects they don't find interesting.

It is a known fact that individuals tend to forget things. With creative methods like images of characters, objects, and voiceovers, it attracts the attention of students. It also helps them to retain what they learn.

Audio-Visual aids give a complete learning atmosphere for students. It lets them experience practical experience from the comfort of the classroom. It makes learning more realistic and lively for students.

These aids offer the students to have gained a positive understanding of the topic. The conceptual learning experience stimulates self-activity in students. These aids are highly successful for students with special needs like hearing and visual disabilities. Several Audio-Visual aids are helping students with their education. Some of the examples are graphical or pictorial representation, flow charts, diagrams, etc. For teaching, overhead projectors

are used by teachers to feature short motion pictures. For audio aid, a tape recorder or radio allows students to expand their creative side. It helps in auditory learning.

Audio Visual Aids are also called instructional material. Audio literally means "hearing" and "visual" means that which is found by seeing. So all such aids, which endeavor to make the knowledge clear to us through our sense are called "Audio Visual Aids" or Instructional Material. All these learning material make the learning situations as real as possible and give us firsthand knowledge through the organs of hearing and seeing. Therefore, any device which can be used to make the learning experience more concrete and effective, more realistic and dynamic can be considered audio visual material.

We learn through our sense organs. Senses are the ways of knowledge. All the sense organs help us in understanding the environment. Most of the knowledge, which we acquire from the school, comes through our ears and eyes.

According to Burton, "These are sensory objectives and images which stimulate and emphasis on learning process.

Objectives of Teaching Aids

1. To enhance teachers skills which help to make teaching-learning process effective
2. Make learners active in the classroom
3. Communicate them according to their capabilities
4. Develop lesson plan and build interest
5. To make students good observer
6. Develop easy and understandable learning material
7. Follow child cornered learning process
8. Involve intimation in objectives
9. To create interest in different groups
10. To make teaching process more effective

Types

It can be classified simply on the bases of sensory experience. Because human beings derive their experiences mainly through direct sensory contact. Keeping this in view, it can be classified in to three main groups:

Audio Aids examples are Radio, Tape-recorder, Gramophone, Linguaphone, Audio cassette player, Language laboratory

Visual Aids examples are Chart, Black and while board, Maps, Pictures, Models, Text-books, Slide projector, Transparency, Flash-cards, Print materials etc.

Audiovisual Aids examples are LCD project, Film projector, TV, Computer, VCD player, Virtual Classroom, Multimedia etc.

Use of Audio Visual Aids

- It is generally accepted that the best learning takes place when the greatest number of senses are stimulated.
- The use of devices or audio-visual materials will stimulate the greatest number of senses.
- For this reason, good teachers have always used devices or audio-visual materials. A device is any means other than the subject matter to the learner.
- A device is an incentive introduced into the teaching method to stimulate the pupil and develop understanding through experience.
- The basis for all learning experiences is usually the most effective type of learning gained by concrete, direct, first-hand experience.

- Teachers are often unable to give pupils first-hand experiences and resort to the written and oral use of words.
- The experienced teacher, however, realizes that using words alone cannot and will not provide a vivid learning experience.
- They help avoid excessive, empty, and meaningless verbalization in teaching English.
- They provide a direct sense of experience to students.
- They help students to form clear and accurate concepts in English.
- They make teaching and learning effectively.
- They provide variety to teaching.
- They provide interest and inspiration.
- They create language atmosphere.
- They reduce teachers talking.
- They clarify the subject-matter.
- They save time and energy.

Why Use Audio-visual Aids in Teaching The Language?

- Rathenberg and Mielck looked at language as an instrument that people use in order to communicate, and they also consider teaching materials as instruments that teachers use to communicate with learners. "A teaching aid always serves to exchange information between teacher and students."
- They are time-saving because they explain the idea easily and precisely.
- By their use, the burden of the trainer is reduced.
- Its helps to make learning process more effective and conceptual.
- Its helps to grab the attention of students
- It builds interest and motivation teaching students learning process
- It enhance the energy level of teaching and students
- It is even better for over burden classrooms
- It provides students a realistic approach and experience

15.3 Computer Aided Instructions

The use of computers in education started in the 1960s. With the advent of convenient microcomputers in the 1970s, computer use in schools has become widespread from primary education through the university level and even in some preschool programs. Instructional computers are basically used in one of two ways: either they provide a straightforward presentation of data or they fill a tutorial role in which the student is tested on comprehension.

If the computer has a tutorial program, the student is asked a question by the computer; the student types in an answer and then gets an immediate response to the answer. If the answer is correct, the student is routed to more challenging problems; if the answer is incorrect, various computer messages will indicate the flaw in procedure, and the program will bypass more complicated questions until the student shows mastery in that area.

There are many advantages to using computers in educational instruction. They provide one-to-one interaction with a student, as well as an instantaneous response to the answers elicited, and allow students to proceed at their own pace. Computers are particularly useful in subjects that require drill, freeing teacher time from some classroom tasks so that a teacher can devote more time to individual students. A computer program can be used diagnostically, and, once a student's problem has been identified, it can then focus on the problem area. Finally, because of the privacy and individual attention afforded by a computer, some students are relieved of the embarrassment of giving an incorrect answer publicly or of going more slowly through lessons than other classmates.

There are drawbacks to the implementation of computers in instruction, however. They are generally costly systems to purchase, maintain, and update. There are also fears, whether justified or not, that the use of computers in education decreases the amount of human interaction.

One of the more difficult aspects of instructional computers is the availability and development of software, or computer programs. Courseware can be bought as a fully developed package from a software company, but the program provided this way may not suit the particular needs of the individual class or curriculum. A courseware template may be purchased, which provides a general format for tests and drill instruction, with the individual particulars to be inserted by the individual school system or teacher. The disadvantage to this system is that instruction tends to be boring and repetitive, with tests and questions following the same pattern for every course. Software can be developed in-house, that is, a school, course, or teacher could provide the courseware exactly tailored to its own needs, but this is expensive, time-consuming, and may require more programming expertise than is available.

- A self-learning technique, usually offline/online, involves the student's interaction with programmed instructional materials.
- Computer-assisted instruction (CAI) is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place.
- CAI uses a combination of text, graphics, sound, and video to enhance the learning process. The computer has many purposes in the classroom and can be utilized to help a student in all curriculum areas.
- CAI refers to using the computer as a tool to facilitate and improve instruction. CAI programs use tutorials, drills and practice, simulation, and problem-solving approaches to present topics, and they test the student's understanding.
- Computer-based education (CBE) and computer-based instruction (CBI) are the broadest terms and can refer to virtually any kind of computer use in educational settings. Computer-assisted instruction (CAI) Computer Aided Instruction (CAI) is a narrower term and most often refers to drill-and-practice, tutorial, or simulation activities. Computer-managed instruction (CMI) Computer-managed instruction is an instructional strategy whereby the computer is used to provide learning objectives, learning resources, record keeping, progress tracking, and assessment of learner performance. Computer based tools and applications are used to assist the teacher or school administrator in the management of the learner and instructional process.

Typical CAI provides

1. text or multimedia content

2. multiple-choice questions

3. problems

4. immediate feedback

5. notes on incorrect responses

6. summarizes students' performance

7. exercises for practice

8. Worksheets and tests.

Types of Computers Assisted Instruction

1. Drill-and-practice Drill and practice provide opportunities or students to repeatedly practice the skills that have previously been presented and that further practice is necessary for mastery.

2. Tutorial Tutorial activity includes both the presentation of information and its extension into different forms of work, including drill and practice, games, and simulation.

3. Games Game software often creates a contest to achieve the highest score and either beat others or beat the computer.

4. Simulation Simulation software can provide an approximation of reality that does not require the expense of real life or its risks.

5. Discovery The Discovery approach provides a large database of information specific to a course or content area. It challenges the learner to analyze, compare, infer and evaluate based on their explorations of the data

6. Problem-Solving This approach helps children develop specific problem-solving skills and strategies.

Advantages of CAI

- One-to-one interaction
- Great motivator
- Freedom to experiment with different options
- Instantaneous response/immediate feedback to the answers elicited
- Self pacing - allow students to proceed at their own pace
- Helps teacher can devote more time to individual students
- Privacy helps the shy and slow learner to learns
- Individual attention
- Learn more and more rapidly
- Multimedia helps to understand difficult concepts through multi sensory approach
- Self directed learning – students can decide when, where, and what to learn

Limitations of CAI

- May feel overwhelmed by the information and resources available
- Overuse of multimedia may divert the attention from the content
- Learning becomes too mechanical
- Non-availability of good CAI packages
- Lack of infrastructure

15.4 Distance Learning

Merriam Webster defines distance learning as "a method of study where teachers and students do not meet in a classroom but use the Internet, e-mail, mail, etc., to have classes."

Distance learning is when students are separated from teachers and peers.

This means that students learn remotely and do not have face-to-face learning with instructors or other students.

What's The Difference Between Online Learning And Distance Learning?

1. Location

Online learning can include the use of online tools and platforms while still being in a regular classroom setting. Distance learning, however, is remote and does not include any face-to-face interaction between student and teacher.

2. Interaction

Online learning, as seen above, can include interaction with teachers and peers, whereas distance learning does not have in-person interactions.

- Some parents can adapt their schedules to assist their children with distance learning since physical teachers are not present, but we also understand this is a difficult task for parents.
- Distance learning can cater to a student's productivity needs. For example, maybe a student lacks focus in the morning but pumps out most of their work in the evening. Unlike traditional classes, distance learning doesn't require students to be on call at a specific time.
- In a distance learning classroom, students don't share their learning space with 20+ other students and can send emails with their questions to teachers whenever they need to.
- There's also flexibility when it comes to study materials. Distance learning often only requires a phone or computer and a stable internet connection.

2. It can accommodates students with special needs

Distance learning can have some perks for students with special needs, including:

- An individualized and self-paced learning process that accommodates students with ADD or learning differences.
- Accommodations for students with physical disabilities, when commuting and moving from class-to-class is an issue.
- More accessible solutions, like tools for the hearing impaired and an option to pause, rewind, or slow down lecture videos.
- Online education continually adapts to students with specific learning needs. Doing so is much more difficult when you're in a physical classroom and have to manage multiple students' needs simultaneously.

3. It eliminates the commute and hassle of getting to class

All teachers and administrators have been there: Your alarm didn't go off, your car didn't start, (fill in a million other things that could affect your commute here), and you show up to class — not only late — but frazzled and with crazy hair.

Having to get to a physical location can put a strain on students and adults. With distance learning, that's no longer an issue. Roll out of bed to your computer in your pyjamas? No problem!

4. It saves time

One of the best pros of distance learning is that it saves you time over the course of the day:

In a traditional school, a teacher oversees a whole class of students who raise hands, ask for feedback, pass notes, chat with their friends — you know the deal. And all these distractions take up time. In distance learning, although there may be live video classes, a lot of the content remains available 24/7, including live-recorded class lectures, resulting in fewer interruptions compared to a traditional setting.

Moreover, if your school is making use of preexisting curricula and learning materials or an LMS system, then you could easily save time compared to planning and replanning lessons based on a traditional schedule.

Students save time, too. If they're doing well, they can move ahead; otherwise, they can slow down and take their time with the material.

5. It offers more networking opportunities

Another pro of distance learning is it opens up a world beyond the typical classroom. For older students, this is a huge perk, especially those in high school and college who might be on a job hunt. Through distance learning, students can get in touch with experts in their field of interest, numerous teachers and professors, and much more.

6. It allows students to hone their time-management skills

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Distance learning caters to a variety of learners, including the procrastinator and anticipator. It's up to the student how and when they will get their assignments done. And regardless of whether that's a week or day before the due date, the process mostly depends on the student.

This responsibility differs from the more monitored traditional classroom, where all students are expected to do the same work at the same times on the same days. For the most part, there are no rigid schedules with online learning beyond assignment due dates, so students have a greater say in how they complete their schoolwork. This helps them practice good time-management skills that will serve them well in college and into adulthood.

7. It helps students develop their technical skills

Tech-savvy individuals are in high demand in the workplace. And the majority of distance learning programs use some mode of technology for content delivery.

Distance learning programs promote these technical skills that are relevant to many occupations:

1. Online research
2. Word processing
3. Video conferencing
4. Slide presentations
5. Discussion boards
6. Collaborative apps (like Slack)
7. Social networking
8. Email correspondence
9. Post info to a Wiki/website/blog
10. Video creation

According to the 2018 independent task force report The Work Ahead, "Nearly two-thirds of the 13 million new jobs created in the U.S. since 2010 required medium or advanced levels of digital skills." So there's no denying it: Online literacy is the future, and distance learning promotes those skills.

15.5 Open Learning

Open learning is an innovative movement in education that emerged in the 1970s and evolved into fields of practice and study.

The term generally refers to activities that either enhance learning opportunities within formal education systems or broaden learning opportunities beyond formal education systems.

Open learning involves but is not limited to classroom teaching methods, approaches to interactive learning, formats in work-related education and training, the cultures and ecologies of learning communities, and the development and use of open educational resources.

Open learning involves but is not limited to classroom teaching methods, approaches to interactive learning, formats in work-related education and training, the cultures and ecologies of learning communities, and the development and use of open educational resources.

**Five characteristics of open education**
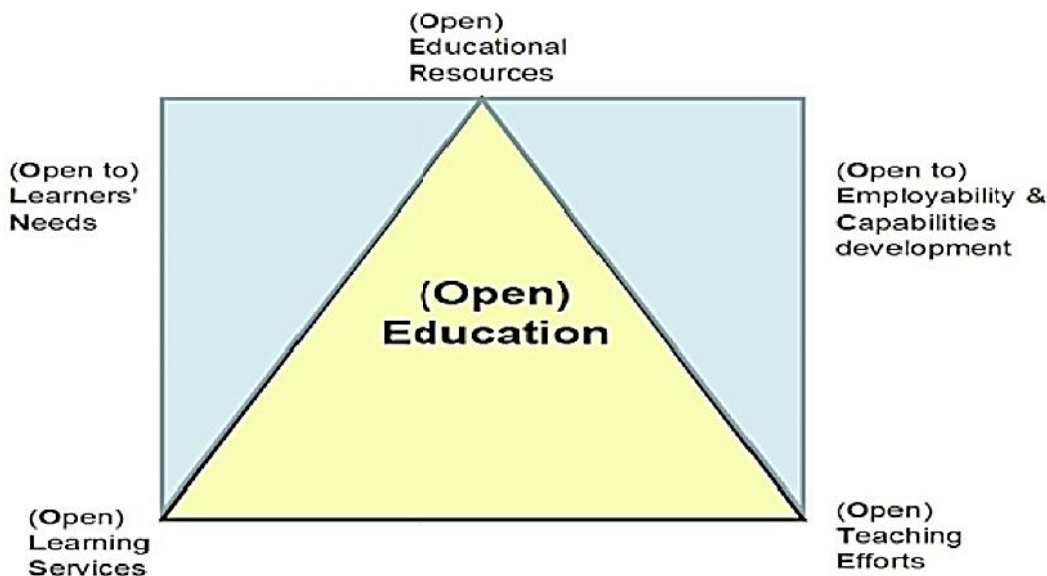
The term can refer to two different activities:

1. Activities that widen learning opportunities beyond a formal education system or
2. Activities that improve learning opportunities within a formal education system.

There is no unified and comprehensive definition of "open learning". Still, the focus is usually on the learner's needs that the learner perceives (Coffey, 1988).

Open learning can be characterized by the following items[1]:

- Learners access free online content;
- Learners enrolling on free open learning courses;
- Learners collaborating on open knowledge-building projects (e.g. wikis, web sites);
- Learners who share results with each other;
- Open accreditation or certification is open learning an emerging aspect.
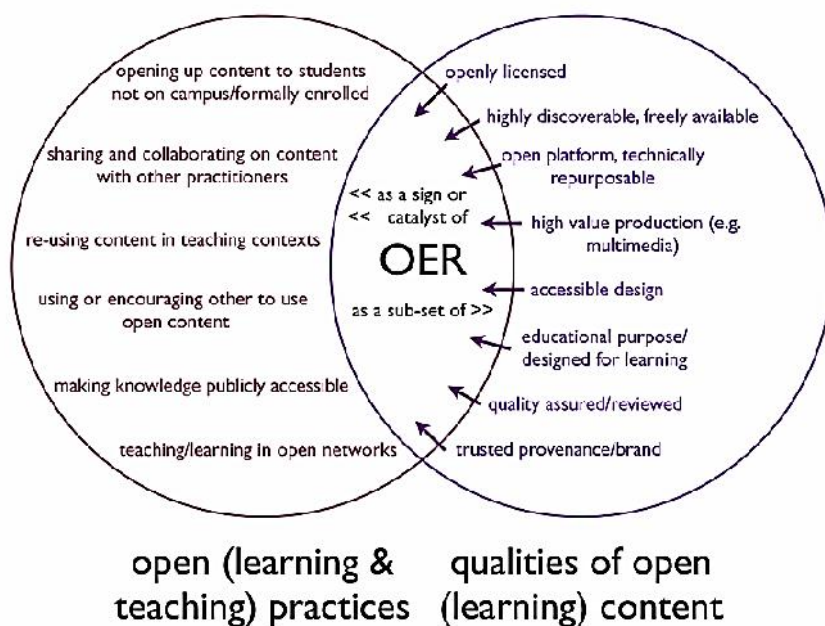
15.6 Technological Convergence and Multimedia Environment

- The Covid-19 pandemic has undeniably changed the dynamics of nearly every aspect of the world.
- However, it has also expedited the evolution of technology, which has gone from a convenience to a necessity.
- Technology has proved to be a saviour amid the lockdowns and pandemic-induced mayhem, enabling several businesses to stay afloat.
- Training and development have always been a structured and semi-predictable formula using age-old formats.
- With the rise of millennial workers and their affinity for social media and quick and "now" learning methods, the training and development organization is shifting from traditional layouts to online and in-time learning.
- Many large companies with high engagement, such as Amazon and Google, have instituted new learning methods for their budding geniuses and use technology in a savvy, social way.
- With training as fluid as sitting with a manager and learning something new at the exact time it's needed, completing the task independently, and then being critiqued during a "lessons learned" session, employees are starting to respond to training that doesn't require the traditional training request.

Example of Technological Convergence

Technological convergence, also known as digital convergence, is the tendency for technologies that were originally unrelated to become more closely integrated and even unified as they develop and advance.

Example, watches, telephones, television, computers, and social media platforms began as separate and mostly unrelated technologies but have converged in many ways into interrelated parts of a telecommunication and media industry, sharing common elements of digital electronics and software.

Definition - Technological Convergence

- Convergence is a deep integration of knowledge, tools, and all relevant activities of human activity for a common goal, to allow society to answer new questions to change the respective physical or social ecosystem. Such changes in the respective ecosystem open new trends, pathways, and opportunities in the following divergent phase of the process

Roco 2002,Bainbridge and Roco 2016

Need of Technological Convergence

- Allows multiple tasks to be performed on a single device, which effectively conserves space and power.
- greater capacity for innovation,
- greater control over all company processes,
- increased productivity,
- increased security and
- better treatment and storage of data.

Elements of Technology Convergence

There are 5 elements of technological convergence, which are:

- Technology
- Media and content
- Services applications
- Robots and machines
- Virtual reality

Technology

- It is common for technologies viewed as very different to develop similar features with time that blur differences.
- People may use their television or phone to play a game or communicate with relatives using the same software.
- In 1995, a television and a cell phone were completely different devices. In recent years, they may have similar features such as connecting to Wi-Fi, playing rich internet-based media and running apps.

Media & Content

- Media & content, television and internet services were once viewed as separate but have begun to converge.
- It is likely that music, movies, video games and informational content will eventually converge to the point that they are no longer distinct formats.
- For example, future music may always come with an interactive music video that resembles a game.

Service applications

- Services applications, in the late 1990s, there was a large difference between business and consumer software and services.
- With time, this line has blurred.
- Technology tends to move from a large number of highly specific tools toward a small set of flexible tools with broad applications.

Robots and Machines

- Robots & machines, it is increasingly common for machines such as vehicles or appliances to have semi-autonomous features that technically make them robots.

Virtual Reality/Augmented Reality

- Virtual reality/Augmented reality can be viewed as the convergence of real-life with digital entities such as simulations, games, and information environments.

Advantages of Technological Convergence

- Save space and energy
- Simplifying the use of technology by the general public

Disadvantages of Technological Convergence

- Data collection
- Steal personal information

Summary

- Training methods basically serve two purposes- a means for the learner to learn the specific training content and keep the learner interested and involved in the training so learning is enhanced.
- Open learning involves but is not limited to classroom teaching methods, approaches to interactive learning, formats in work-related education and training, the cultures and ecologies of learning communities, and the development and use of open educational resources.
- Distance learning is when students are separated from teachers and peers. This means that students learn remotely and do not have face-to-face learning with instructors or other students.
- Computer-assisted instruction (CAI) is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place.
- CAI uses a combination of text, graphics, sound, and video to enhance the learning process. The computer has many purposes in the classroom and can be utilized to help a student in all curriculum areas.
- CAI refers to using the computer as a tool to facilitate and improve instruction. CAI programs use tutorials, drills and practice, simulation, and problem-solving approaches to present topics, and they test the student's understanding.
- Audio-Visual Aids are the instructional method of education that uses audio and visual as a mode of learning. The literal meaning of audio is hearing and visual means that is seen by eyes.
- Technological convergence, also known as digital convergence, is the tendency for technologies that were originally unrelated to become more closely integrated and even unified as they develop and advance.

Keywords

Trainer -A trainer is someone who teaches or coaches someone, like the trainer at the gym who promises that she'll have you ready to run a marathon in four months.

Trainee -a person who is learning and practicing new skills, esp. ones connected with a job

Audio-visual aids -Audio visual aids are those devices which are used in classrooms to encourage teaching learning process and make it easier and interesting. Audio -visual aids are the best tool for making teaching effective and the best dissemination of knowledge .

CAI -Computer-assisted instruction (CAI) is a narrower term and most often refers to drill- and-practice, tutorial, or simulation activities offered either by themselves or as supplements to traditional, teacherdirected instruction.

Multimedia environment -Multimedia environment is a concept about displaying text, image, graphic, drawing, sound, video, and animations on a computer, storing files, forwarding from computer network and. processing them numerically

Self Assessment

1.   When structuring training objectives, the trainer should:
A.   Give trainees a clear understanding of what to expect
B.   Isolate all learning objectives in a single learning domain
C.   Encourage trainees to evaluate whether they can omit certain course objectives
D.   None of the above

2.   The interaction style that refers to learners expecting the trainer to be primarily responsible for the learning that occurs is:
A.   Collaboration
B.   Dependence
C.   Independence
D.   None of the above

3.   Chalk board is a kind of aid ?
A.   Audio-Visual
B.   Visual
C.   Projected
D.   Audio

4.   Examples of audio-visual aids are
A.   TV
B.   Museum
C.   Radio
D.   Both [a] and [b]

5.   Educational radio is
A.   visual aid
B.   audio-visual aid
C.   print media
D.   non-print media

6.   When it is not possible to use real objects, the best teaching aid which can be used in place real objects?
A.   Pictures
B.   Charts

    C.   Models

    D.   Photos

7.   Which of the following is an example of audio aid?

A.   Linguaphone

B.   Maps

C.   Epidiascope

D.   Flash-cards

8.   CAI means

A.   the use of computer as a teacher

B.   to accept information

C.   the use of computer in trading

D.   None of the above

9.   Forms of CAI

A.   three

B.   four

C.   only one

D.   many

10. CAI is also called

A.   computer usage instruction

B.   computer aided instruction

C.   classroom instruction

D.   None of the above

11. Open learning and distance education focusses on ....

A.   Training to make learners free from constraints of time and place

B.   Open access to the education

C.   Offering flexible learning opportunities to individuals

D.   All of the above

12. How ODL grows fast ?

A.   ICT based technology

B.   Web based technology

C.   Both of these

D.   None of the above

13. How open learning and distance education is held?

A.   Learners and teachers are face to face

B.   Students are face to face interacted

C.   Students and teachers are located at different positions

D.   None of the above

14. A trainer is someone who teaches or coaches someone.

A. True

B. False

15. There are 5 elements of technological convergence.

A. True

B. False

Answers for Self Assessment

l.	A	2.	B	3.	B	4.	A	5.	D
6.	C	7.	A	8.	A	9.	D	10.	B
11.	D	12.	B	13.	C	14.	A	15.	B

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Unit 16: Employee Coaching and Performance Management

Objectives

After this chapter, you will be able to:

- gain an insight into the concept of employee coaching and coaching analysis.
- analyze the levels of employee performance.
- understand the meaning, benefits and challenges of employee counselling.
- gain an insight into the overview of the employee counselling programme.
- analysesthe ingredients, phases, steps, and functions of the employee counselling programme.
- understand the employee assistance programmes.
- gain an insight into the concept of stress and its type.
- analyses the effects, advantages and disadvantages of stress management.
- understand employee wellness and its categories.

Introduction

If you are looking for a simple definition of coaching, it is defined as the act of instructing or training someone with the purpose of achieving a goal. The most important parts of that definition are the "someone" and the "goal". These two words are what define the type of coaching that is needed to achieve that definition. This is especially true for employee coaching.

In the business world, employee coaching is considered one of the first steps to improve performance within an organization. These programs are implemented to give employees the opportunity to develop specific skills to become more proficient when performing required tasks. Coaching gives employees, the chance to learn skills needed to excel within their organization.

Employee coaching programs are so effective that some of the largest companies in the world have implemented them. These companies, including Syngenta, Mayo Clinic, and Network Rail, have

seen amazing benefits. These benefits aren't only for the individuals being coached, but also for the organizations.

Performance management is an important aspect in HRM. It is used to create a work environment where people are motivated to provide their best performance and do quality work.

In the existing business scenario, the role of Performance Management in HRM is very huge and important. The Performance Management compiles all the functions such as Goal Setting, regular performance review in accordance with the set goals, set instant communication amongst the team member for coaching, providing performance feedback and its report for creating better employee training and development programs, and finally connect performance with reward and recognition.

The role of a coach is extremely valued .

But for some reason, that belief rarely extends to the workplace. Managers are too often viewed as overseers instead of mentors. Coaching is just as essential in the workplace as it is on the field or court. Employee coaching is an important part of continuous performance management. When managers maximize employee potential and surround employees with supporting talent, they put their teams in a position to grow and help the organization succeed.

16.1 How to Coach Employees at Different Levels

There are five levels of employee performance, and you'll have to adapt your style for each one to coach them effectively:
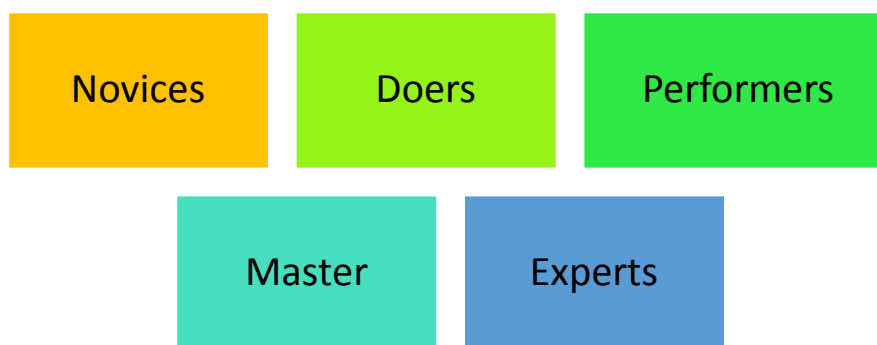
Level 1: Novice

- Novices are in the "telling" stage of learning.
- They need to receive a lot of instruction and constructive correction.
- If you're confident in the people you've hired, they probably won't need to stay in this stage very long.
- Also, watch out for your own micromanaging tendencies – you don't want to hold an employee back from moving to the next level!

Level 2: Doer

- Once Novices begin to understand the task and start to perform, they transition to the Doer stage.
- They haven't yet mastered the job, so there's still a heavy amount of "tell" coaching going on.
- But they're doing some productive work and contributing to the team.
- So, there are now opportunities to encourage new behaviors, and praise Doers for good results.

Level 3: Performer

- As Doers start accomplishing a task to standards, they become Performers.
- Now they're doing real work and carrying their full share of the load. And they're doing the task the way it should be done.

- With Performers, there's much less "tell" coaching, if any at all.
- But there's still feedback, mostly focused on recognizing good results and improving the results that don't meet expectations.

Level 4: Master

- Some Performers may continue to grow on the job and reach the Master stage.
- At this point, they can not only accomplish tasks to standards, but they can also do so efficiently and effectively.
- Plus, they have a deep enough understanding of what should be done that they can teach and coach others on the task.
- And they know enough to help improve standard processes.

Level 5: Experts

- Experts are valuable members of the team and may become front-line team leads.
- Experts don't need a lot of direction – they're highly self-sufficient.
- If anything, they can provide direction to others.
- Experts don't necessarily require a lot of recognition and praise to stay motivated, but that doesn't mean they don't want any.

6 Coaching Steps to Follow

- Demonstrate your belief in the employee's ability to improve
- Describe the performance problem to the employee.
- Determine whether issues exist that limit the employee
- Discuss potential solutions to the problem or improvement actions to take
- Agree on a written action plan
- Set a date and time for follow-up

16.2 Making Coaching Effective

1. Give employees regular, frequent feedback.
2. Create a culture of team feedback.
3. Push employees to their attainable limits.
4. Be open to employee ideas.
5. Encourage employees to learn from others.
6. Ask employees for opinions.
7. Build confidence.
8. Don't do employees' work for them.
9. Tolerate and support failure.
10. Recognize employees often.
11. Make a goals roadmap.
12. Ask what you can do to help.
13. Understanding their perspective
14. Committing to continuous learning

16.3 Coaching Analysis

The role of analysis (and analysis technology) in aiding development and in gaining those small margins and advantages that often separate winning from losing has long been widely recognized, and athlete and team analysis is now utilized across organizations at all levels.

Coaches play a crucial role in developing individual and team performance.

However, despite understanding the benefits of analysis in enhancing performance, what is far less common is for coaches to "turn the camera" around and analyses their own coaching behavior.

Its multi-dimensional and multi-level framework provides meaningful and useful feedback in a coach-friendly manner, giving detailed data about specific coaching behaviors during training.

Employee Counselling for Development

- Employee counselling is a vital part of performance review and a potential appraisal if these are to achieve their basic purpose of helping employees to improve and develop.

- Unless carefully and sensitively handled, employees may become more dissatisfied after the counselling than before. Employee counselling is a method of understanding and helping individuals who have technical, personal and emotional adjustment problems interfering with their work performance.

- According to Keith Davis – "Employee counselling involves a discussion of an emotional problem with an employee with the general objective of decreasing it."

- Employee counselling is a vital part of performance review and a potential appraisal if these are to achieve their basic purpose of helping employees to improve and develop.

- Unless carefully and sensitively handled, employees may become more dissatisfied after the counselling than before.

- In the present highly complex environment, HR counselling has become a very important responsibility of HR managers as counselling plays a vital role in different aspects of managing human resources like career planning and development, performance management, stress management, and other areas which may affect employees emotionally.

- Counselling has very wide application both within and without organizational context.

- It is a process of helping the employees to achieve better adjustment to their work environment to behave as psychologically mature individuals and help in gaining a better understanding with others so that their dealings with them can be effective and purposeful.

- Thus, the primary objective of counselling is the employee's overall development.

16.4 Factors Necessary to Build a Successful Counselling Program

The corporate world is changing, and so is the HR process. Counselling helps employees and shows how much the organization cares for employees

Employee Counselling needs to be tackled carefully, both on the part of the organization and the counsellor.

1. The counsellor should be either a professional or an experienced, mature employee.

2. The counsellor should be flexible in his/her approach and a patient listener.

3. The counsellor should have the warmth required to win the trust of the employee so that he/she can share thoughts and problems without any inhibitions.

4. Active and effective listening is one of the most important aspects of employee counselling.

5. Time should not be a constraint in the process.

6. The counsellor should be able to identify the problem and offer concrete advice.

7. The counsellor should be able to help the employee to boost the morale and spirit of the employee, create a positive outlook and help employees to make decisions to deal with the problem.

8. Counsellor must give that kind of advice which is workable and possible to follow by the employee.

Benefits – Employee Counselling

1. It helps employees to tackle problems effectively.

2. Employees can sort out their problems with ease.

3. Counselling Helps in taking correct decisions, be it personal or official.

4. Counselling gives a new way to look at the situation with a new perspective and positive outlook.

5. It also May reduce the amount of absenteeism of employees.

6. It may prevent termination from the employer or resignation from the employee.

7. It reduces the cost of hiring a new employee and training new staff as an old staff is retained.

8. It results in the Possibility of smooth coordination between employer and employee.

9. It helps the individual to understand and help him/herself.

10. It provides Alternate solutions to problems.

11. Counselling helps in Coping with the situation and the stress.

12. Employees' frustrations and stress are removed with the help of Counselling.

13. The employee can overcome his personal weakness his emotional irritants and come out with refined behaviour.

14. He/she can improve his/her behaviour to full potential.

Challenges – Employee Counselling

   i. Employees are not comfortable sharing their problems with the manager/counsellor.

  ii. Lack of trust in the counselling procedure.

 iii. Providing counselling to employees is a time-consuming and costly process.

  iv. The very purpose of counselling is defeated if the counsellor is ineffective.

16.5 Employee Counselling

- Employee Counselling is the most important tool of a supervisor who wants to improve the performance and behaviour of employee.

- If performance problems persist even after feedback and coaching which are other two important tools with a manager, one may need to proceed to counselling.

- Counselling focuses on the problem, not the employee, and is positive and constructive.

- Counselling is a formal straight, face-to-face conversation between a supervisor and an employee concerning conduct, and performance.

- It is an efficient means for a supervisor to have a positive effect on employee performance.

- There are certain prerequisites of a successful counsellor.

- The first and foremost is that he/she should be approachable and possess good interpersonal and communication skills.

- Armed with an open mind and flexible and challenging attitude, should have a genuine desire to help others.

- Employee Counselling takes place in the context of a helping relationship in which both the counsellor and the employee work together to resolve a problem, change behaviour or foster personal growth and awareness.

- The counselling relationship is confidential and not reciprocal.

- The focus of a counsellor is to offer support and encouragement to the employee.

- Employee Counselling is based on the premise that employee performance can be enhanced if the employee is properly counselled by skilled managers.

Basic Ingredients of Employee Counselling

- Communication involves receiving messages (listening), giving messages (responding), and giving feedback. The counsellor or the mentor does all these.
- The process of empowering enables the other person to exercise more autonomy, providing positive reinforcement so that the desirable behaviour is further strengthened and creates conditions in which the person can learn from the behaviour of the mentor.
- Finally, helping primarily involves identification of the developmental needs of the person being counselled so that he/she may be able to develop and increase his/her effectiveness.

Phases of Employee Counselling
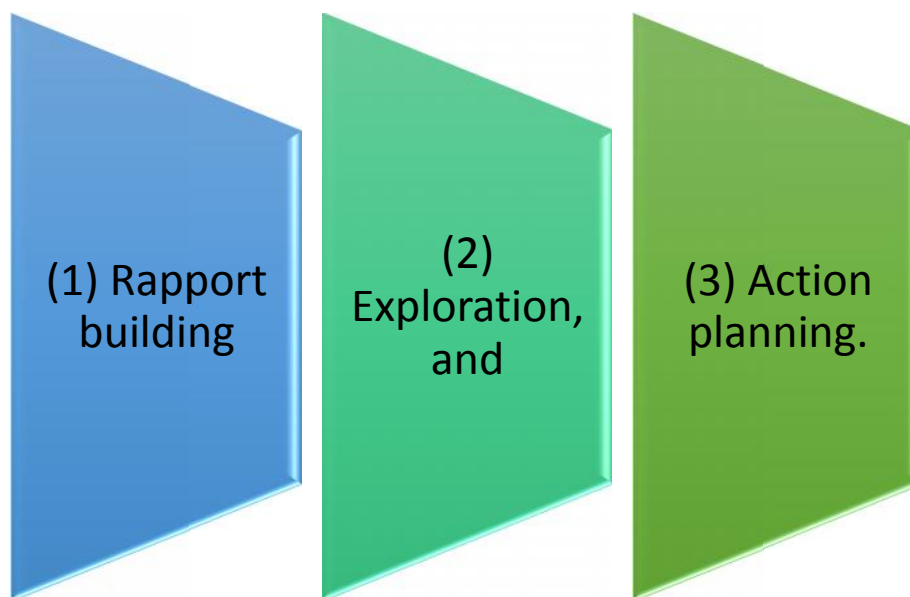
1. **Rapport Building:**

- Rapport building is essential for any effective counselling outcome.
- In this phase, a good counsellor attempts to establish a climate of acceptance, warmth, support, openness, and mutuality.
- He/she does this by listening to the employees' problems and feeling, by communicating his/her understanding to the employees, and by expressing a genuineness of interest in them.

2. **Exploration:**

- In the exploration phase, besides accepting the employees, listening to them, and establishing a climate of openness, the counsellor attempts to understand as well as help

the employees understand their own situational strengths, weaknesses, problems, and needs. Counselling skills lie in this.

3. **Action Planning:**

- In the action planning stage, the counsellor and the employee jointly workout or plan specific action steps for the development of the employee.

Employee Counselling – Steps

- To establish rapport or prepare a base for communication
- To explore information about performance
- To help define the future goal and internalise the problem
- To draw action plan

Employee Counselling – 6 Main Functions

- Advice,
- Reassurance,
- Communication,
- Release of Emotional Tension,
- Clarified Thinking and
- Reorientation

Employee Assistance Program

- The corporate world is evolving and changing at an incredible pace.
- It is modernizing so that employees are finding it hard to cope with the pressure that has drained them in the long run.
- To help employees with all the pressure, organizations can install employee assistance programs.
- Such programs have helped organizations to reduce turnover rates and increase productivity.
- An employer-sponsored employee assistance plan (EAP) is a work-based intervention program designed to identify and assist employees in resolving personal problems that may be adversely affecting their performance at work, such as marital, financial or emotional problems; family issues; or substance or alcohol misuse.
- EAPs may also offer a wide array of services covering basic legal assistance and referrals, adoption assistance, help to find elder care services, wellness programs, and more.
- An employee assistance program (EAP) is a work-based intervention program designed to assist employees in resolving personal problems that may be adversely affecting the employee's performance.
- EAPs traditionally have assisted workers with issues like alcohol or substance misuse; however, most now cover a broad range of issues such as a child or elder care, relationship challenges, financial or legal problems, wellness matters and traumatic events like workplace violence.
- Employee Assistance Programs help employees deal with problems that impact their job. It is a counselling and consulting program where employees put forward the problems they are facing.
- And in return, experts provide the right set of solutions. Not only does it help employees' psychology, but it also helps them improve their engagement levels in the long run.

Forms of Assistance

- Financial help

- Improving work relationships
- Boost in performance
- Mental health issues
- Help with substance abuse, child and elder care etc.

Why Employee Assistance Programs?

Supportingyour employees is always a crucial part of building an influential company culture. And you can enhance your efforts if you can install EAPs in your organization. The main features of an ideal EAPs are below-

- Accessibility- EAPs can be accessed online. These programs provide an online platform where employees can log in and access various podcasts, videos, and interactive programs according to their needs.
- Availability- These programs are available to employees 24x7 and their immediate family members. The family members need to be eligible for the program. Employees can talk with experts through texts, emails and get help whenever they want.
- Confidential- One of the most essential elements of these programs is keeping your employees anonymous. No person will be able to breach any information about others which is always a driving factor of any program.
- Secure- Anonymity is what people want, and this program makes sure that everyone stays anonymous. This increases the credibility of the program, and employees are more driven towards using such programs.

Benefits of Employee Assistance Programs

Reduced Absenteeism	Increased Productivity	Positive work environment
Less turnover	Improves Morale	

Implementation of Employee Assistance Programs

- EAPs are quite complicated if you do not have the root knowledge of how it works.
- And implementation is even harder if there a lack of a systematic approach.
  1. Plan the structure
- A rigid and firm foundation of any building is their stronghold, and in the very same way, a proper structure for your EAP will prove to be vital.
- Before setting out to implement an EAP, plan a working and easy-to-understand design of how the program needs to be. Try to set targets and goals you want to achieve with EAPs in the organization.
- Once everything is set with a clear sight of the objectives, you will find it much easier to onboard EAPs without any hassle. And the organization will be able to maximize the program's effectiveness by bringing necessary changes with a planned structure.

- Furthermore, the management will have a thorough idea about how the program will work when they stick with the prompt and firm action plan.
  2. Mind the budget
- Employee Assistance Programs are available for any business size. Be it the big corporations or small businesses. But the major difference comes when the budget plays its role in adopting the program.
- Big corporations might go for lucrative EAPs, but that option gets diminished for small businesses. This is why adopting EAPs under the budget is very crucial. You might want to provide all the necessary assistance to your employees without burning a big hole in the yearly budget.
  3. Select the vendor

One of the most important factors while implementing an EAP is selecting the right vendor to suit your organization. There are many vendors in the market, but which one will fit best for the organization depends on what you need. While choosing the vendor, you can look out for certain parameters like-

- Years of service, experience, and genuine testimonials.
- Cost of the vendor within your budget.
- Scope of services covered by the EAP.
- Geographical accessibility.
- Availability of services 24x7.
- Good customer service and satisfaction levels.
- The parameters can differ according to organizational needs. But do shortlist all the necessities so that the EAP vendor covers all your areas of interest.
  4. Flexibility
- The flexibility of a program makes them more successful and sustainable in the long run.
- What does flexibility signify when implementing an EAP?
- Well, the answer is simple. You cannot expect a program to run with the solutions you started from. Modernization and changes will be made to make the program more effective. Now with a program that uses outdated services will prove out to be a liability.
- But, if your EAP allows flexibility, you can make periodic changes and include services with the changing trend. Making an EAP program much more effective and helpful to the organization in the long run.
  5. Introduction and Employees understanding of the Program
- The implementation of EAP will not be complete if you miss out on the process of introducing it to your employees. Once employees get the framework of what an EAP consists of, make them understand the benefits it can bring to their lives.
- Make sure to conduct an FAQ session where employees can raise questions and doubts about EAP. Have an expert panel ready to answer any questions so that employees can understand EAPs and make full use of them for their benefits

16.6 Stress

Stress is often termed as twentieth-century syndrome, born out of man's race toward modern progress and its ensuing complexities
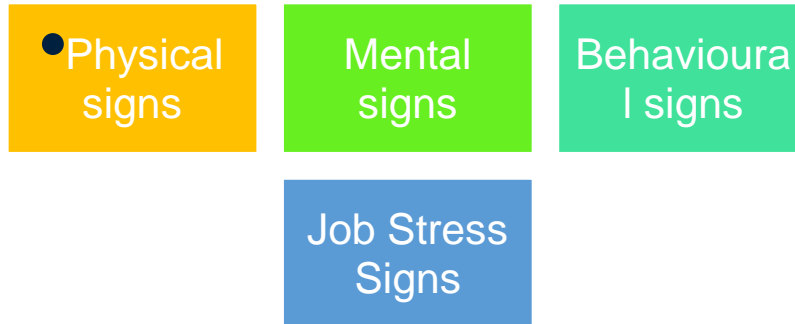
~Benjamin Franklin

- Stress can have a big impact on your body, in ways that are felt by just you, and in a way that the world can see.
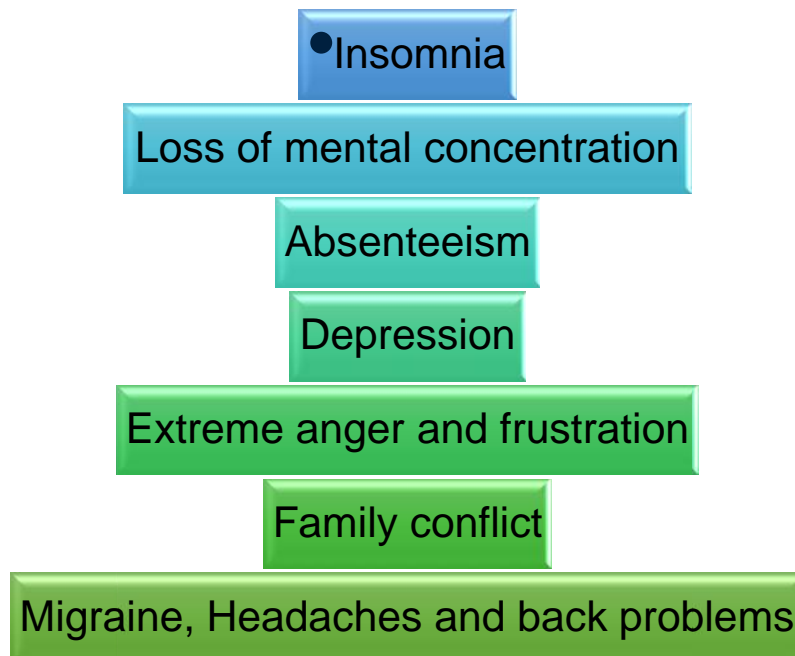
- One of the more visible potential by-products of stress is weight gain--many people find themselves to be "emotional eaters" who react to stress by reaching for something--often the wrong thing to eat.
- Stress can also create a loss of appetite, which can be a problem as well.

Signs of Stress

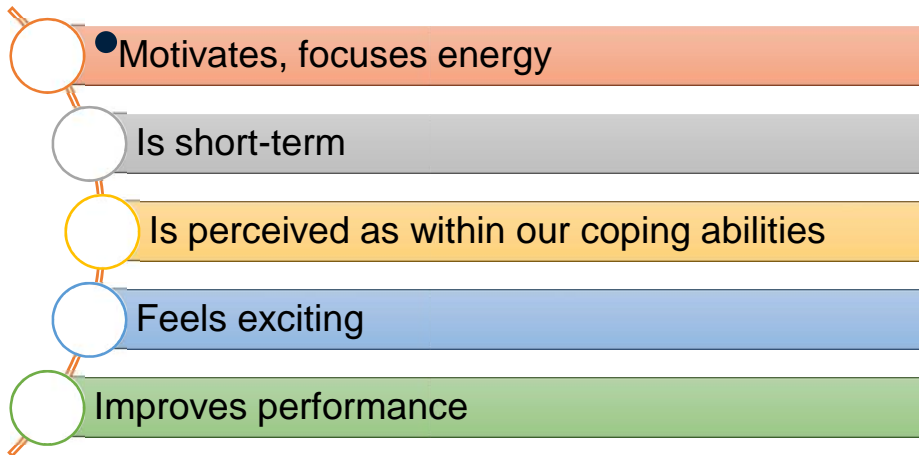|		
•Physical signs	Mental signs	Behavioural signs

Job Stress Signs

Probable Symptoms

•Insomnia

Loss of mental concentration

Absenteeism

Depression

Extreme anger and frustration

Family conflict

Migraine, Headaches and back problems

Causes of Stress

- Job Insecurity

High Performance Demand

Bad Boss

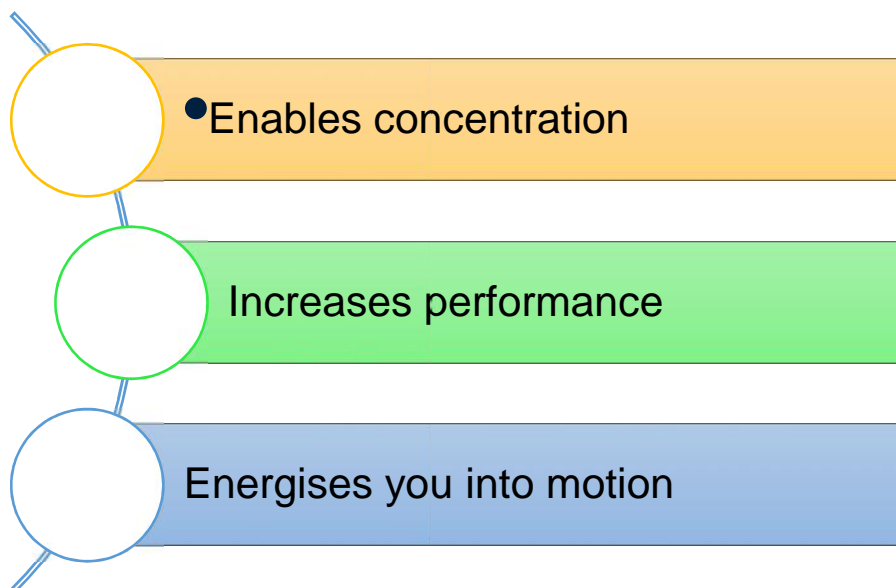Workplace Culture

Personal or Family Problems

Technology

Eustress

Eustress, or positive stress, has the following characteristics:

- Motivates, focuses energy
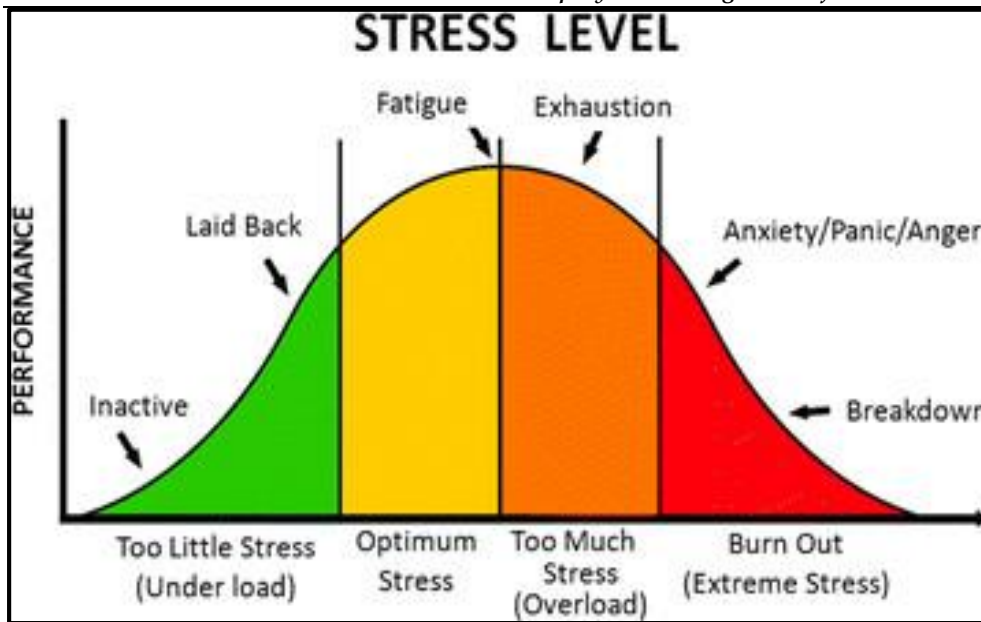
Is short-term

Is perceived as within our coping abilities

Feels exciting

Improves performance

Positive Stress Results

- Enables concentration

Increases performance

Energises you into motion

Distress

In contrast, Distress, or negative stress, has the following characteristics:

• Causes anxiety or concern	Can be short- or long-term	Is perceived as outside of our coping abilities
Feels unpleasant	Decreases performance	Can lead to mental and physical problems

Negative Stress Results

• Loss of motivation

Reduces effectiveness
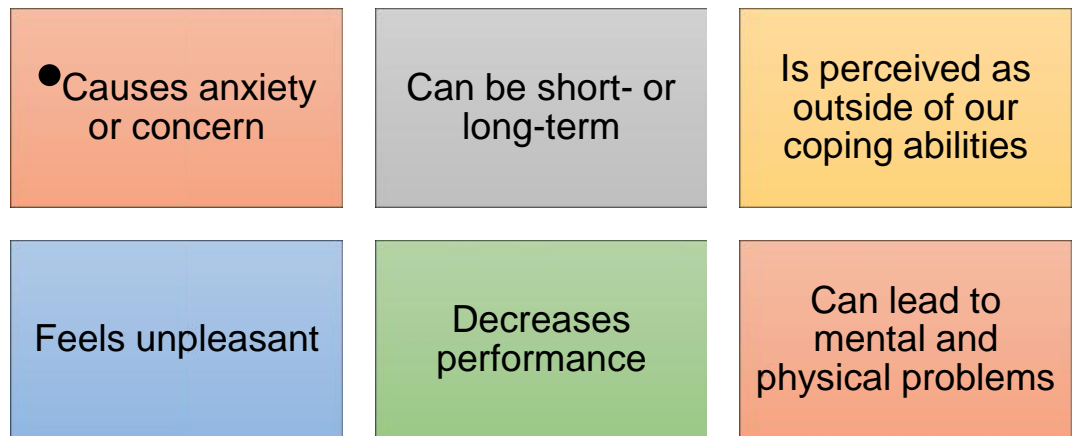
Physical, mental, and behavioral problems
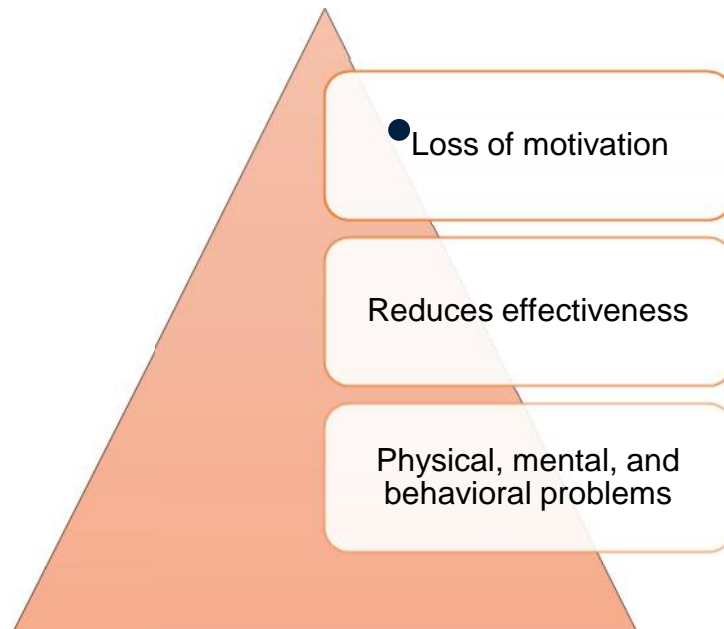
Stress Performance Curve

Effects of Stress

- Work-related stress can result in high levels of employee turnover.
- Employees experiencing stress are more likely to make poor decisions and casual errors.
- Workplace relations and customer service may deteriorate.

Stress Busters

- Be Prepared for Changes
- Find and protect time to refresh, re-energize and re-motivate
- Avoid giving in to alcohol, smoking and other substance abuses
- Positive attitudes towards stressful situations in life
- Don't be complacent
- Sit straight and comfortably on your seat, and try breathing exercises
- Try creative visualization

Stress Management

- It is the amelioration of stress and especially chronic stress often for the purpose of improving everyday functioning.
- Stress produces numerous symptoms which vary according to persons, situations, and severity.
- These can include physical health decline as well as depression.

Types of Stress Management

(A) Acute Stress

- Acute stress is usually for short time and may be due to work pressure, meeting deadlines pressure or minor accident, over exertion, increased physical activity, searching for something but you misplaced it, or similar things.
- Symptoms of this type of tension are headaches, back pain, stomach problems, rapid heartbeat, muscle aches or body pain.

(B) Chronic Stress

- This type of stress is the most serious of all the 3 stress types.
- Chronic stress is prolonged stress that exists for weeks, months, or even years.

- This stress is due to poverty, broken or stressed families and marriages, chronic illness and successive failures in life.
- People suffering from this type of stress get used to it and may even not realize that they are under chronic stress.
- It is very harmful to their health.

Advantages of Stress Management

- Less absenteeism due to stress related disorders
- Less worker's compensation loss due to stress-related illness or accidents
- Improved job performance
- Less stressful, more efficient workplace
- Improved employee attitude
- Improved employee overall health

Disadvantages of Stress Management

- Stress is a disadvantage because it can potentially raise your heart rate and weaken your immune system.
- Also, it can be a factor in poor decision making because under stress we may not think logically or consider the consequences of the choices we make.

Relief from Stress

- Stop shallow breathing
- Create the habit of deep breaths
- Visualize and communicate your vision
- Laugh: Crack some jokes, Do your goofiest impression, Tickle a child that you love
- Be aware of your choices; you always have a choice
- Learn to say no; you cannot do everything you are asked
- Be thankful
- Do nothing. That's right, folks, do nothing at all. Close the door, open the window, have a seat, and take a little break from life. If your mind is racing, learn to meditate and just let that stress go
- Listen to music
- ABC Strategy A = Awareness B = Balance C = Control

16.7 Employee Wellness and Health Promotion
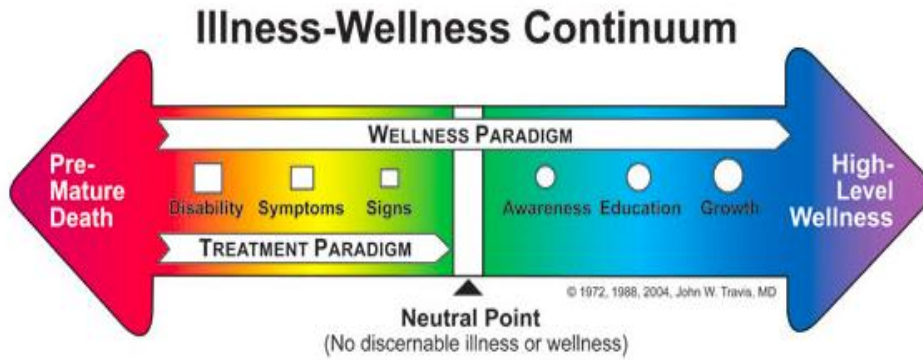
Health Vs Wellness

Health:

Condition of being of the sound body with emphasis on freedom from pain and disease.

Wellness:

A multi-dimensional state of well-being, a holistic approach to life that encompasses bodily, mental, emotional, environmental, spiritual and community health.

The Wellness Continuum

Illness-Wellness Continuum

7 Dimensions of Wellness

Emotional	Environmental	Intellectual
Occupational	Physical	Spiritual
	Social	
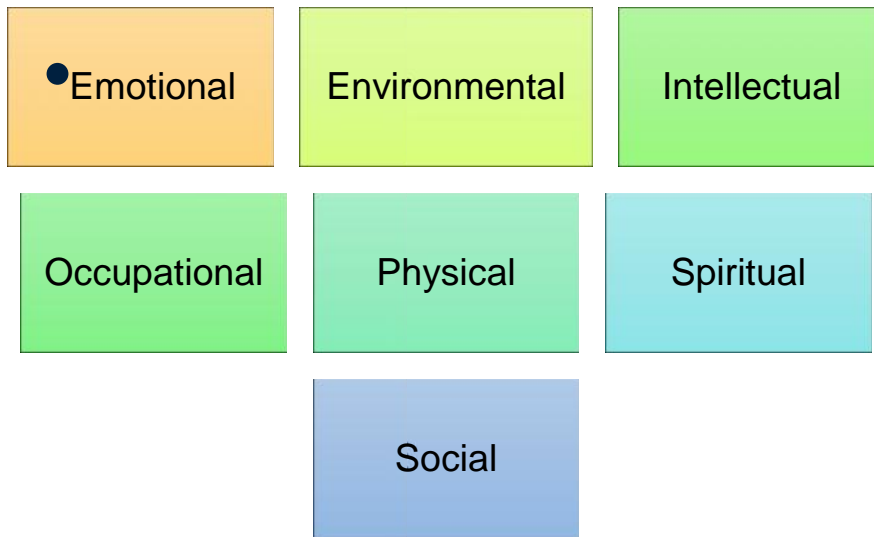
Emotional Wellness

- Having the ability to feel and express emotions, like happiness, sadness, and anger.
- Manage stress, possess self-esteem and self-acceptance, and appropriately sharing your feelings with others.
- Skills include seeking and providing support, learning time management skills, practicing stress management skills, and accepting and forgiving yourself.

Environmental Wellness

- Includes protecting the earth and its resources and modifying your surroundings to help you achieve a healthy lifestyle.
- Ideas:
- conserve water and other natural resources
- reduce, reuse, recycle
- minimize your exposure to chemicals
- renew your relationship with the earth
- Modifying your environment to remove or minimize barriers. Example: rearranging your work area to allow you to be more productive.

Intellectual Wellness

- Striving to improve your intellect and your creative spark.
- Examples include:
- taking a course or workshop

- learning a foreign language
- reading for personal enjoyment
- seeking out persons who challenge you intellectually
- taking up a hobby.

Occupational Wellness

- Preparing and making use of your skills and talents.
- Finding a career that is meaningful, enjoyable and rewarding is vital to job satisfaction.
- Ideas include:
- exploring career options
- creating a vision of your future
- being open to learning new skills

Physical Wellness

Encompasses a variety of healthy behaviors including:

- adequate exercise
- proper nutrition
- abstaining from harmful behaviors like drug use and alcohol abuse

Spiritual Wellness

- Set of beliefs, principles, or values that guide your life. (Not strictly religion)
- Increase your spiritual well-being by:
- exploring your spiritual core
- being inquisitive and curious
- listen to your heart and follow your principles
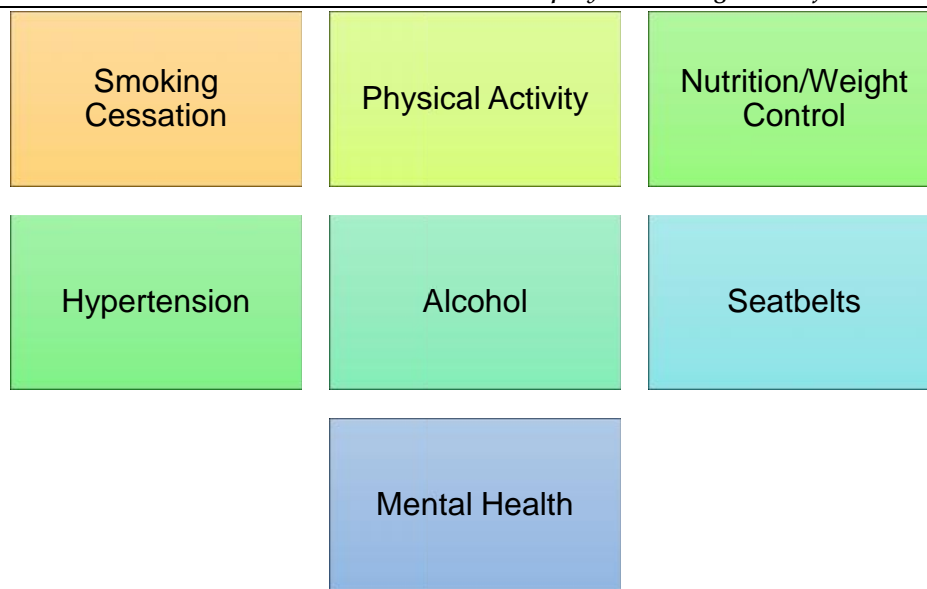- allow yourself and others around you the freedom to be who they are

Social Wellness

- Receiving and giving support to family and friends, enhancing diversity and becoming active in issues that you care about.
- Ideas include:
- interacting with people of other cultures, backgrounds & beliefs.
- cultivating healthy relationships
- sharing your talents and skills
- contributing to your community
- communicating your thoughts, ideas and feelings.

Welcoa's Seven C's: The Seven Benchmarks of America's Healthiest Companies

- Capturing Senior Level Support
- Creating Cohesive Teams
- Collecting Data
- Crafting an Operating Plan
- Choosing Appropriate Interventions
- Creating Supportive Environments
- Carefully Evaluating Outcomes

Most Frequently Addressed Programming Areas

Smoking Cessation	Physical Activity	Nutrition/Weight Control
Hypertension	Alcohol	Seatbelts
	Mental Health	

Summary

- In the business world, employee coaching is considered one of the first steps to improve performance within an organization. These programs are implemented to give employees the opportunity to develop specific skills to become more proficient when performing required tasks.

- Performance management is an important aspect in HRM. It is used to create a work environment where people are motivated to provide their best performance and do quality work.

- The role of analysis (and analysis technology) in aiding development and in gaining those small margins and advantages that often separate winning from losing has long been widely recognized, and athlete and team analysis is now utilized across organizations at all levels.

- Employee Counselling is the most important tool of a supervisor who wants to improve the performance and behavior of employee.

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- Counselling focuses on the problem, not the employee, and is positive and constructive.

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- Health is a condition of being of the sound body with emphasis on freedom from pain and disease.

- Wellness is a multi-dimensional state of well-being, a holistic approach to life that encompasses bodily, mental, emotional, environmental, spiritual and community health.

Keywords

- Coaching: Coaching refers to a method of training, counselling or instructing an individual or a group how to develop skills to enhance their productivity or overcome a performance problem. The supervisor is called a coach while the learner is called the coachee.

- Employee counselling: a method of understanding and helping individuals who have technical, personal and emotional adjustment problems interfering with their work performance.
- EAP: An employee assistance program is an employee benefit program that assists employees with personal problems and/or work-related problems that may impact their job performance, health, mental and emotional well-being.
- Stress: Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry, or nervous. Stress is your body's reaction to a challenge or demand. In short bursts, stress can be positive, such as when it helps you avoid danger or meet a deadline.
- Stress management: Stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of and for the motive of improving everyday functioning.
- Health: Condition of being of the sound body with emphasis on freedom from pain and disease.
- Wellness: A multi-dimensional state of well-being, a holistic approach to life that encompasses bodily, mental, emotional, environmental, spiritual and community health.

Self Assessment

1. Which is the correct statement about COACHING?
A. Focus on creating an informal approach
B. Short period of time with more structured and formal approach
C. Open-ended communication
D. All the above

2. To be an effective mentor, you need to have
A. Open mind
B. Open heart
C. Open hands
D. All the above

3. What is negative stress?
A. Stress that prevents you from doing what you need to do
B. Stress that is good
C. stress is amazing
D. Stress that allows you to be who you are

4. Positive Stress is
A. Bad Stress
B. Stress that allows you to not do anything
C. Stress that is awesome
D. Stress that can help you reach your goals

5. What is a Stressor?
A. Good things
B. Bad things

C. Things that cause stress

D. Fun

6. How does your body respond to stress?

A. Fight or flight

B. Adrenaline

C. Fatigue

D. All of the above

7. Avoiding Stress is possible?

A. Stress is unavoidable

B. Time management

C. All the above

8. If stress in unavoidable what is one thing you can do to help?

A. Time Management

B. Cry

C. Sing

D. Sleep

9. Which actions below that can you useto reduce your stress?

A. Sharing the problem with your boss for long time

B. Reducing the negative emotional with emotional focused coping

C. Seeking to master for adding kind of stress or conflict

D. Expending conscious effort to look for another stress

10. What causes work stress?

A. Work that is challenging and engaging

B. having enough control over job-related decisions

C. Conflicting demands or unclear performance expectations

D. have social support and good social environment

11. The process by which the body prepares to deal with a stressor

A. Fight-or-flight response

B. Stress management

C. Adrenaline

D. Eustress

12. If stress is managed properly, it can help....

A. taking a test.

B. performing in athletic event.

C. your relationship with parents.

D. all of the above

13. Losing your keys is an example of what type of stress?

A. Major life change

B. Catastrophe

C. Everyday problems

D. Environmental problems

14. Which of the following is a physical sign of stress?

A. rapid heartbeat

B. sweaty palms

C. nausea

D. all of the answers are signs of stress

15. The stress response is also called the punch or run response

A. True

B. False

Answers for Self Assessment

1.	B	2.	D	3.	A	4.	D	5.	C
6.	D	7.	C	8.	A	9.	B	10.	C
11.	A	12.	D	13.	C	14.	D	15.	B

Review Questions

1. What do you understand by employee coaching?
2. What are the different methods deployed by organizations to implement employee coaching to overcome poor performance?
3. Describe employee counselling for development?
4. Elaborate the positive and negative aspects of stress.
5. Draw and describe stress performance curve?
6. Explain employee assistance programs?
7. Define the key difference between employee health and wellness.

Further Readings

- Lee Knan Yew, Prime Minister of Singapore (1959 to 1990).
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Unit 17: Training and Intellectual Capital

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17.2   Training Trends Worldwide

17.3   Role of Environment Influence in Training Cross Cultural Workforce

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Objectives

After this chapter, you will be able to:

- Gain an insight into the concept of intellectual capital.
- Analyze the components of intellectual capital.
- Understand the measurement models of intellectual capital.
- Gain an insight into the different training trends prevailing at global level.
- Analyzethe 4 strategies for training global workforce.
- Understand the Work Styles at TELUS - A Case Study.
- Gain an insight into the role of environment influence in training cross cultural workforce.
- Analyzehow to move from training to performance.
- Understand the transition phase involved in training and challenges associated.

Introduction

- Most leaders these days are aware of the importance of human capital.
- It's the intangible value their employees contribute to their organization.
- But the most successful businesses are those that know how to leverage their intellectual capital.
- Intellectual capital is the total value of all of an organization's intangible assets.
- It includes human capital but goes beyond it.
- It takes a holistic view of all the aspects of a business that give it a competitive advantage.
- This includes original data, customer satisfaction, employee experience, and internal processes and structures.

17.1 <u>Intellectual Capital</u>

Intellectual capital is the result of mental processes that form a set of intangible objects that can be used in economic activity and bring income to its owner (organization), covering the competencies of its people (human capital), the value relating to its relationships (relational capital), and everything that is left when the employees go home (structural capital), of which intellectual property (IP) is but one component. It is the sum of everything everybody in a company knows that gives it a competitive edge. The term is used in academia in an attempt to account for the value of intangible assets not listed explicitly on a company's balance sheets. On a national level, intellectual capital refers to national intangible capital (NIC).

A second meaning that is used in academia and was adopted in large corporations is focused on the recycling of knowledge via knowledge management and intellectual capital management (ICM). Creating, shaping and updating the stock of intellectual capital requires the formulation of a strategic vision, which blends together all three dimensions of intellectual capital within the organizational context through exploration, exploitation, measurement, and disclosure. Intellectual capital is used in assessing the wealth of organizations. A metric for the value of intellectual capital is the amount by which the enterprise value of a firm exceeds the value of its tangible (physical and financial) assets. Directly visible on corporate books is capital embodied in its physical assets and financial capital; however, all three make up the value of an enterprise. Measuring the real value and the total performance of intellectual capital's components is a critical part of running a company in the knowledge economy and Information Age. Understanding the intellectual capital in an enterprise allows leveraging of its intellectual assets. For a corporation, the result will optimize its stock price.

The IFRS (International Financial Reporting Standards) committee developed the International Accounting System 38 with the purpose of prescribing the accounting treatment for intangible assets. IAS 38.8 defines an intangible asset as an identifiable non-monetary asset without physical substance. An asset is a resource that is controlled by the entity as the result of past events (for example purchase or self-creation) and from which future economic benefits (inflows of cash or other benefits) are expected.

Companies that Measure their Intellectual Capital Can Use it to:

- Create more value
- Improve products and services
- Drive sales and growth
- Increase efficiency
- Deepen customer and partner relationships
- That last point is key. Managing intellectual capital well can create more intellectual capital. That makes you tough to compete against.
- So, let's take a deep dive into what intellectual capital is, examples of intellectual capital, and how to increase your intellectual capital.

What is Intellectual Capital, and Why is it Important?

- The intellectual capital definition is a unique set of intangible assets.
- These assets give an organization a competitive advantage in each market.
- It's different from financial capital, which is tangible and measurable.

Intellectual Assets Include:

- Knowledge and skills of individual team members
- Research and innovation capabilities
- Organizational structure
- Information systems
- Training
- Any other intellectual property created by the company

- Intellectual capital also includes strong relationships with customers and strategic partnerships with other businesses.
- It can also cover product development, any innovation or discovery made by the company, and any patents or copyrights that it owns.
- Original research and investigations also contribute to a company's intellectual capital. So do any data generate by the research.
- The impact of intellectual capital should not be underestimated. Understanding it can help you improve your human resources management.
- It can inform your decision-making processes and help you create strategies that improve your business.
- Building intellectual capital can improve business performance by contributing to the knowledge economy.

Organizations can Improve their Intellectual Capital by:

- Creating new products
- Carrying out research
- Acquiring patents
- Hiring better employees
- Encouraging intellectual curiosity
- Improving training programs

3 Major Components of Intellectual Capital

Intellectual capital is broadly divided into three main categories:

- Human capital
- Relational capital
- Structural capital

Let's take a closer look at each one.

HUMAN CAPITAL

- Human capital refers to the value of the human resources within an organization.
- It includes all the skills, know-how, core competencies, and experience of each employee.
- This value isn't reflected in the company's balance sheet.

RELATIONAL CAPITAL

- Relational capital refers to the value of the relationships the organization has with:
  - Customers
  - Suppliers
  - Employees
  - Investors
  - Other actors in the sector, including its competitors
- Customer capital falls under relational capital. It refers to the customer relationships and levels of satisfaction among existing customers.
- Relational capital also refers to the company's reputation among potential customers. It includes branding, brand awareness, and brand perception.
- But relational capital doesn't only refer to customers. It also includes the company's reputation among investors, stakeholders, suppliers, and competitors.

STRUCTURAL CAPITAL

Structural capital refers to the organizational structures and systems for the management of:

- Employees
- Assets
- Finances
- Products and services
- Customers
- Suppliers
- Structural capital is the behind-the-scenes stuff that is the secret of a truly successful business.
- This includes its:
  - Policies and processes
  - Vision
  - Mission
  - Value statement
  - Company culture
  - Financial management
  - Tools
  - Ways of working
  - Best practices
  - HR management

Examples:

- Human - Technical skills, soft skills, and personal attributes etc.
- Relational - Network of Attorneys, Clients, Employees, Leadership team, Board members etc.
- Structural - Employee code of conduct, Pay structure, Employee training and manuals, Database of customers, Database of suppliers etc.

How to Measure Intellectual Capital?

- Intellectual capital is not easy to determine just by looking at financial statements or a company's balance sheets.
- Since it's intangible, there's no set way to measure it. However, three main methods are generally used.
  1. The balanced scorecard method:
- The balanced scorecard aims to help you see which of four key areas are out of balance in your business.
- They are:
- ✓ Customer perspective: how do your customers see you?
- ✓ Internal perspective: what are your strengths? What do you excel at?
- ✓ Innovation and learning perspective: where can you continue to grow and improve? Where are you falling short?
- ✓ Financial perspective: are you fulfilling your commitments to shareholders?
- This simple methodology can help leaders get a detailed overview without information overload.
  2. The Skandia Navigator:
- The Skandia Navigator method consists of a series of markers. Together, they give a holistic overview of an organization's performance.
- There are five areas of focus that make up the Skandia Navigator.
- Financial focus: this considers the financial health of the organization. If profitability and growth are high, it's a good indicator for intellectual capital.

- Customer focus: this includes customer satisfaction levels and churn rates. For example, if most of your sales are coming from new rather than returning customers, you may need to improve your customer experience.
- Process focus: this looks at the efficiency and effectiveness of internal processes and procedures.
- Renewal and development focus: this area focuses on long-term strategy and sustainability.
- Human focus: this focus is at the center of all the others. It considers employees' knowledge and skills and looks at employee experience and well-being.
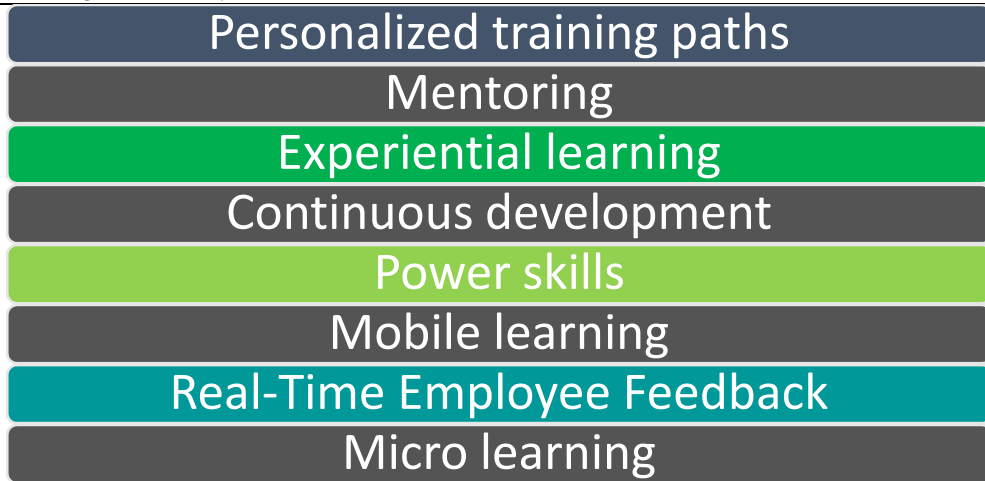
  3. Market value-to-book value ratio:

- The market value-to-book value ratio is a valuation method of intellectual capital. It is calculated by comparing a company's book value with its market value.
- This ratio helps to identify undervalued or overvalued assets. It determines the company's actual value, which may be different from the market value.
- If the ratio is above one, you may have undervalued assets in intellectual capital that you can use to make your business more competitive.
- If it's lower than one, it may mean you're overvaluing your intellectual capital and need to take action to see where you can strengthen it.

Managing Intellectual Capital

- Hire employees with specific skillsets that you're lacking
- Improve your employee experience and decrease turnover. By improving your employer branding, you can attract and keep talent
- Invest in training and development
- Improve your systems and processes. Audit your systems to see what can be improved
- Strengthen your branding
- Gather data. Carry out original research and investigations
- Innovate. Create new products and get patents

17.2 Training Trends Worldwide

- Today's workforce is competitive, goal-oriented and self-motivated. In order to attract and keep top talent, you need to provide them with the resources and support they need to succeed.
- When employees have ample opportunity to learn and advance their careers, they are less likely to want to leave. Leveraging the latest research insights, you can continue to stay on top of the growing needs of your employees and develop a corporate training and development strategy that helps everyone succeed.

| Personalized training paths |
| Mentoring |
| Experiential learning |
| Continuous development |
| Power skills |
| Mobile learning |
| Real-Time Employee Feedback |
| Micro learning |

Different Training Techniques at Global Level

4 Strategies for Training Your Global Workforce

- Strategy 1: Standardized Approach for ALL   Topics
- Strategy 2: Standardized Approach for EACH Topic
- Strategy 3: Standardized Learning Objectives, Bespoke Regional Approach and Content
- Strategy 4: Bespoke Learning Objectives and Content per Region

Case: Work Styles Promotes Flexible Work at TELUS

- TELUS, a telecommunications company, is a Canadian company spread across several time zones.
- TELUS's Work Styles program was started to enhance employee productivity, help employees stay happy by promoting practices that enhance their work-life balance, and support TELUS's commitment to environmental sustainability.
- Work Styles allows employees to choose to work away from the office—at home or on the road.
- Part of the Work Styles program includes providing employees with technology that can help them meet their job responsibilities and allow them to work when and where they can be most effective.

- Because many employees work at home or on the road, TELUS provides mobile devices including smartphones and notebook and tablet computers.
- These devices include teleconferencing and video conferencing capabilities and cloud-based networking applications, which help employees collaborate and interact with their peers.
- TELUS provides training courses that help employees work effectively in such a flexible work environment.
- These courses cover how to lead effective meetings, establish and sustain team norms, and lead and succeed in high performing Work Styles teams.
- Also, employees can participate in weekly one-hour webinars during which the philosophy of the Work Styles program is discussed, and they can ask questions and share success stories.
- TELUS's goal is to have 70 percent of employees working on the road or at home, rather than in office buildings across Canada.
- If you were asked to evaluate the effectiveness of Work Styles, what outcomes or data would you collect?
- How would you collect your data or outcomes?
- What are the challenges of delivering learning to employees who work on the road or at home?
- What should be included in mobile-delivered training courses to ensure that employees learn?

17.3 Role of Environment Influence in Training Cross Cultural Workforce

The surroundings or conditions in which a person, animal, or plant lives or operates.
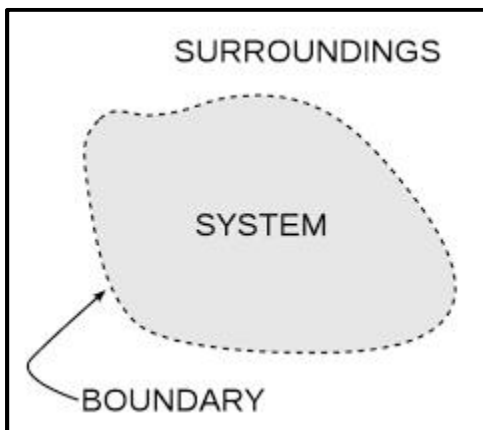
What Does Training Environment Mean?

- A training environment is a workplace or educational setting designed to assist individuals in gaining work-related skills or competencies.
- When a student or employee is placed in a training environment, they are provided with instruction and guidance toward learning how to perform specific tasks.
- In a training environment, instructors have an opportunity to identify gaps in an individual's skill set and adjust.
- A proper training environment will include clearly defined goals, instruction, and appropriate feedback. Unlike learning through general observation, learning in a training environment is guided and intentional.
- Training environments can be helpful for new hires, returning team members, or onboarding and training business partners and stakeholders.
- Participants can access online training sessions from anywhere, on any device.

- This is especially helpful when you need to conduct training for a new feature, technology, or if there's a need for additional experimenting within an environment.

Training Environment Tips

➢ Embrace the distractions
➢ Create a positive atmosphere
➢ Foster open communication
➢ Provide praise frequently
➢ Offer constructive feedback

Cross Culture

- Cross culture in the business world refers to a company's efforts to ensure that its people interact effectively with professionals from other backgrounds.
- Like the adjective cross-cultural, it implies a recognition of national, regional, and ethnic differences in manners and methods and a desire to bridge them.

Cross-Culture Training

- Cross-culture training is another way of managing diversity in an organization. It has been the main method used for facilitating effective cross-cultural communication and interaction.
- Cross-cultural training was defined as a procedure or practice used to increase an individual's ability to cope with cross-cultures and perform well in a new cultural environment.

17.4 Moving from Training to Performance

- Shifting our perspective from training to performance leads us to a more holistic approach.
- By taking a systemic view of all factors that impact performance (and by recognizing the benefits and limitations of training), we can become more efficient and more effective.
- There are an endless number of factors that should make workplace learning and development professionals sit up and re-examine how our training program's function.
- Perhaps the biggest issue is our need to do more with less—while also doing everything faster.
- This means that to stay relevant, we must always seek out the most efficient ways to achieve improved performance.
- Although training is an important piece of the puzzle, by itself, it is insufficient to improve every performance issue in our organizations.
- In fact, training may be one of the least efficient and least effective options for improving performance.
- Bottom line: Training is a means to an end. We must fully consider the system or function within which training may be applied.
- More important, we must also consider other means of addressing performance issues— beyond the traditional packaging and delivery of content.
- Fortunately, there is a way we can become both more efficient and more effective.
- Shifting our perspective from training to performance leads us to a more holistic approach.
- By taking a systemic view of all factors that impact performance (and by recognizing the benefits and limitations of training), we can become more efficient and more effective.

17.5 Transition Phase involved in Training

- The Transition Period serves one primary purpose: to prepare yourself for the training to come.
- For those new to training, it also serves as an introduction to a training program, perhaps with new exercises to learn and new strategies to explore.
- With veteran employees it is a golden opportunity to assess and address any weaknesses that developed while outside of a controlled training environment.

Challenges Associated:

- Dealing With Change
- Developing Leaders
- Engaging Learners
- Delivering Consistent Training
- Tracking Skills Application
- Instilling Conflict Management Skills
- Quantifying Training Effectiveness
- Improving Learning Effectiveness
- Demonstrating Value to Leadership
- Adapting Training to Millennials

Summary

- Intellectual capital is the result of mental processes that form a set of intangible objects that can be used in economic activity and bring income to its owner (organization), covering the competencies of its people (human capital), the value relating to its relationships (relational capital), and everything that is left when the employees go home (structural capital), of which intellectual property (IP) is but one component.
- Human capital refers to the value of the human resources within an organization.
- Relational capital also refers to the company's reputation among potential customers. It includes branding, brand awareness, and brand perception.
- Structural capital is the behind-the-scenes stuff that is the secret of a truly successful business.
- The balanced scorecard aims to help you see which of four key areas are out of balance in your business.
- When employees have ample opportunity to learn and advance their careers, they are less likely to want to leave. Leveraging the latest research insights, you can continue to stay on top of the growing needs of your employees and develop a corporate training and development strategy that helps everyone succeed.

Keywords

Intellectual Capital: Intellectual capital refers to the value of a company's collective knowledge and resources that can provide it with some form of economic benefit.

Cross Culture: Cross culture in the business world refers to a company's efforts to ensure that its people interact effectively with professionals from other backgrounds.

Self Assessment

1. According to the systematic training cycle which of the following is not defined as a stage in it.:
A. Evaluation
B. Assessing training needs
C. Planning the training
D. Job instruction on a one-to-one basis

2. Which of the following is least relevant for Learning in any Training exercise?
A. Costly Equipment
B. Design & Implementation of Training
C. Motivation of trainees
D. Climate of Organization

3. Which of the following is not true about training?
A. Training is independent activity and not related to Organizational Strategy.
B. Training is coherent whole with each program building on the learning from previousprogram
C. Training is developed and implemented in partnership with line managers.
D. Approach Training as a process and not just a program.

4. What is a learning organization?
A. An organization which facilitates the learning of all its members and continuouslytransform itself.
B. An organization in which the managers are encouraged to develop
C. An organization which facilitates the learning of all its members in order to preservethe status quo
D. An organization which does a lot of training on an ad hoc basis

5. Planned and associated with specific outcomes refers to learning that is:
A. That is imposed from above
B. Structured learning
C. Is theoretical in nature
D. Is text book learning

6. What is explicit knowledge?
A. Involves factual knowledge about a task without having learned conditions ofapplicability
B. Learners go from knowing what into knowing how and when to apply knowledge
C. Learn skills irrespective of having knowledge or not
D. Knowing Procedure of assigned work

7. Which of the following is general increasing of knowledge for the purpose of using it infuture life?
A. Training
B. Development
C. Education
D. Mentoring

8. The stage in which the learning curve stops growing and stagnated:
A. Learning stage
B. Discouraging stage
C. Over learning period
D. Learning plateau stage

9. It results when a person gives meaning to its feeling through senses:
A. Effect
B. Readiness
C. Sensitivity
D. Perception

10. This domain is concerned with a learner's emotions
A. Affective domain
B. Cognitive domain
C. Psychomotor domain
D. Conceptualization domain

11. Learning Process consists of:
A. Cognitive process
B. Emotional process
C. Both a and b
D. None of the above

12. Learning directed by identifying one's own learning objectives and motivation refers to:
A. Other directed learning
B. Self-directed learning
C. Structured learning
D. Unstructured learning

13. Which of the following is not external environmental factor that influences the learningprocess?
A. Training strategies, methods and techniques
B. Trainer/training team
C. General learning environment in the program
D. Desire for personal growth and development

14. Learning to prepare the individual related to specific future job is called:
A. Training
B. Counseling
C. Development
D. Education

15. It is the ability to formulate unique approaches to problem solving and decisionmaking:
A. System thinking
B. Creativity

C. Personal mastery

D. Sensitivity

Answers for Self Assessment

1.	D	2.	A	3.	A	4.	A	5.	B
6.	B	7.	C	8.	D	9.	D	10.	A
11.	C	12.	B	13.	C	14.	A	15.	B

Review Questions

1. What do you infer from the term Intellectual Capital?
2. Describe components and measurement models of IC?
3. Elaborate different training techniques at global level?
4. Explain the role of environment influence in training cross cultural workforce.

Further Readings

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- PL Rao, "Enriching Human Capital through Training and Development", Excel Books, New Delhi

Jaskiran Kaur, Lovely Professional University

Unit 18: Emerging Trends in Training and Development

Objectives

After this chapter, you will be able to:

- Gain an insight into the concept of gamification, team training and six sigma training.
- Gain an insight into the concept of EETS.
- Understand the different training and development initiatives of public and private sector companies.
- Gain an insight into the concept of EETS.
- Analyze the benefits and challenges in using EETS.
- Understand the concerns in implementing EETS.
- Gain an insight into the concept of public and private sector companies.
- Analyze the difference between public and private sector companies.
- Understand the different training and development initiatives of public and private sector companies.

Introduction

Today's workforce is competitive, goal-oriented and self-motivated. In order to attract and keep top talent, you need to provide them with the resources and support they need to succeed. When employees have ample opportunity to learn and advance their careers, they are less likely to want to leave. Leveraging the latest research insights, you can continue to stay on top of the growing needs of your employees and develop a corporate training and development strategy that helps everyone succeed.

In a post-COVID world, organizations have adapted to new workplace challenges – many around how to manage a remote workforce. Perhaps no department met tougher challenges than corporate learning and development (L&D) teams.

L&D teams were tasked with implementing new remote onboarding and training programs, monitoring team member productivity and performance for virtual teams, and identifying cutting-edge, unproven digital processes and software tools to facilitate and support a high-performing, hybrid workplace.

18.1 <u>Gamification</u>

Gamification is adding game mechanics into nongame environments, like a website, online community, learning management system or business' intranet to increase participation.

The goal of gamification is to engage with consumers, employees and partners to inspire collaborate, share and interact.

Gamification works by providing audiences with proactive directives and feedback through game mechanics and game dynamics added to online platforms that lead to the accomplishments of business goals and objectives.

A compelling gamification experience taps into a participant's emotions and demonstrates, easily, the best activities an audience can complete that make an impact on mutually shared goals.

As employees or customers interact with a gamification program, they receive immediate feedback on performance and guided next steps towards new achievements.

What is the business value of gamification?

- Gamification – at its core – is about driving engagement to influence business results.
- When people participate and engage with your gamification initiative, they learn the best way to interact with your business, your products, your services and your brand.
- The business value of gamification doesn't end with the participant.
- Engagement with game mechanics provides insightful data that can help influence marketing campaigns, platform utilization and performance goals.
- Every employee or customer interaction gives a better sense of where a participant is spending their time and what activities drive interest.

What is the value of gamification in the workplace?

- Gamification is the strategy for influencing and motivating the behavior of people, which also includes employees.
- Gamification can be applied across a broad spectrum of situations where individuals need to be motivated to pursue specific actions or activities.
- Gamification in the workplace can increase employee engagement to drive the company's performance.
- Game mechanics make an employee's job more transparent by making goals clear and easy to follow.
- An employee can see progress on performance, receive immediate feedback on accomplishments and connect with co-workers through collaboration and competition.

What are the benefits of workplace gamification?

When done strategically, gamification in the workplace can help improve business results in various ways, which include:

- Increasing adoption and use of learning management tools.
- Promoting retention and results in employees.
- Increasing employee knowledge sharing to improve service levels.
- Boosting call centre employee performance and satisfaction.

What are examples of gamification strategies?

- An example of a gamification strategy for internal employees may focus on the goal to increase engagement and retention.

- Gamification provides a sustainable foundation for employee engagement by appealing to powerful intrinsic motivators that all humans share, including autonomy, mastery, purpose and social interaction.
- Measurable results are a key benefit to gamification in the workplace.
- Gamification provides data and reporting to help you see what's working for your employees and where you need to adjust.

What are some gamification best practices?

Successful gamification doesn't happen overnight. Some top gamification best practices include:

Determine how compelling your content is:

- Take an honest look at your content and platforms to make sure they are ideal for gamification.
- Gamification cannot make an inferior user experience successful, but works best when turning an exciting, attractive experience into a richer, more participatory one.

Establish a timeframe:

- Gamification is a long-term strategy, not a launch and leave it alone one.
- It's critical to plan the ideal timeframe so users can build their experience over time.

Figure out the time to market:

- Gamification must be approached strategically and not rushed.
- Determine how soon you need to gamify your site or application and what level of effort will be required to do so.

Measure results:

- It's important to have a clear sense of what your business goals are and how you go about determining them.
- Is your gamification successful? What are the results? How can you improve?

18.2 Team Training and Six Sigma

Team training can be defined as training in which teams are used to increase individual procedural knowledge and proficiency in doing a job (task work), individual procedural knowledge and proficiency in functioning as part of a team (teamwork), and overall team performance.

- Team training helps build employee relationships.
- Team training increases employee engagement.
- Training a team improves collaboration.
- It benefits productivity.
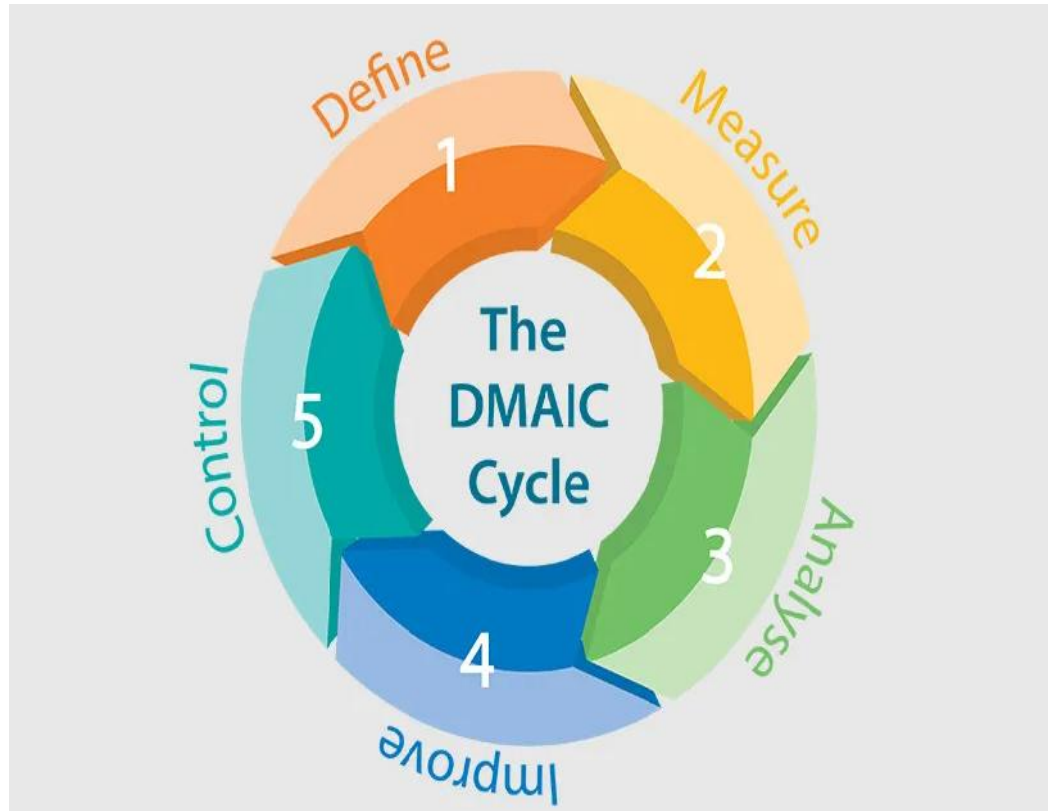- Training a team can improve company culture.

Six Sigma is a methodology used to improve business processes by utilizing statistical analysis rather than guesswork.

Processes are improved by controlling variation and understanding the intricacies within them.

- This results in more predictable and profitable business processes.
- Six Sigma is more than "training"; it is an approach based on data and geared toward projects with quantifiable business outcomes.
- This proven approach has been implemented within a wide range of industries to achieve both hard and soft money savings, while increasing customer satisfaction.
- For instance, in 1999 GE Capital was able to save $2 Billion with Six Sigma.

The Elements of Six Sigma Methodology:

The Six Sigma methodology is defined by five DMAIC steps and a preceding "step zero" known as Six Sigma Leadership.

DMAIC is the acronym for:

Define – What is important?

Measure – How are we doing?

Analyze – What is wrong?

Improve – What needs to be done?

Control – How do we guarantee performance?

Top Reasons to Get Six Sigma

- Help Your Organization Reduce Risk and Eliminate Errors and Defects
- Improve Business Processes and Sustain Quality Improvement
- Increase Your Value Across Industries
- Ensure Compliance
- Rise to Managerial Positions

- Gain Hands-On Experience in Quality Management

18.3 Electronic Enabled Training Systems (EETS)

- Technology continues to advance at a fast pace, including the evolution of eLearning, which is constantly adapting to the market demands.
- Gone are the days of rigid training outlets with tight schedules and unnecessary travel.

Types of Electronic Enabled Training Systems (EETS)

Fixed eLearning

Adaptive eLearning

Asynchronous eLearning

Interactive eLearning

Individual eLearning

Collaborative eLearning

FIXED ELEARNING

- Fixed eLearning is one of the older versions of online learning.
- It refers to a learning process that uses a traditional structure of passing down information to students.

ADAPTIVE ELEARNING

- All learners receive the same type of information as determined by the instructors.
- Unlike the first outlet, adaptive eLearning has the learner's flexibility as its focal point.
- Here, all learning materials are designed to fit your learning preferences.

ASYNCHRONOUS ELEARNING

- In asynchronous eLearning, students study independently from different locations.
- Here, learners can study on their own time, depending on their schedule.

INTERACTIVE ELEARNING

- In interactive eLearning, both teachers and students can communicate freely, allowing both parties to make changes to the learning materials as they see fit.

INDIVIDUAL ELEARNING

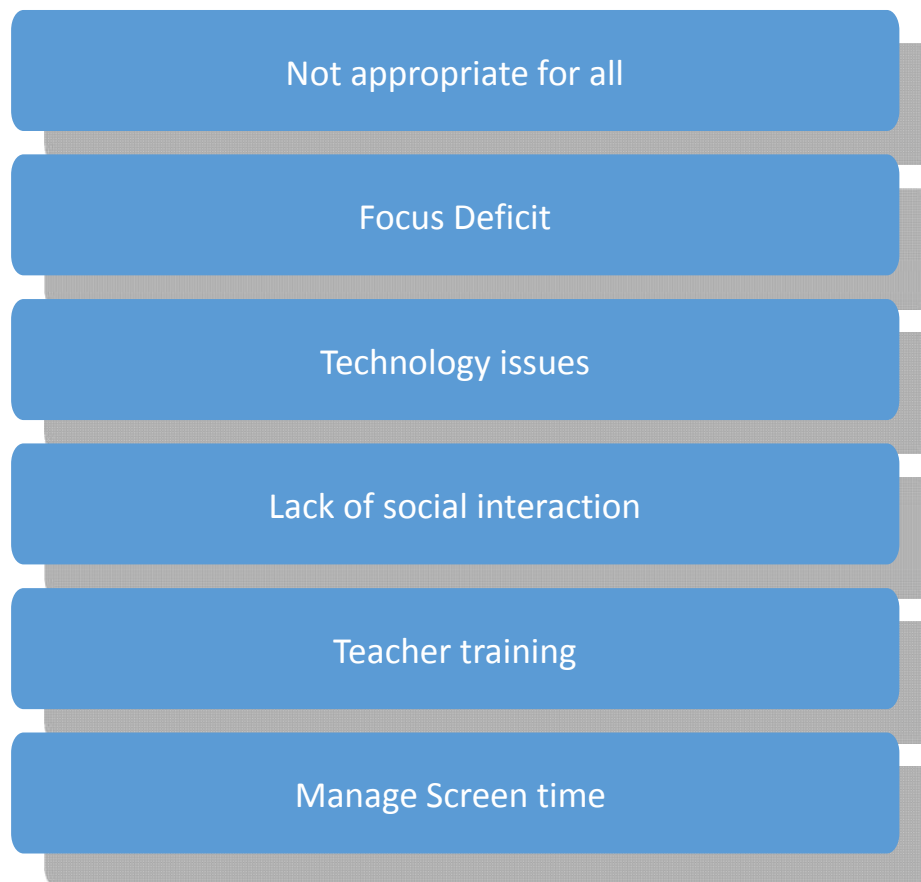- Individual eLearning is all about students learning on their own without any peer communication.

COLLABORATIVE ELEARNING

- Collaborative eLearning focuses on teamwork, allowing students to work together.

Benefits of EETS

- Efficiency
- Affordability
- Less absenteeism
- Increased access and reach
- Encourages shy kids

Challenges of EETS

Not appropriate for all

Focus Deficit

Technology issues

Lack of social interaction

Teacher training

Manage Screen time

Implementation of EETS

- Availability
- Incorporation
- Extension and Learning Renewals for EETS
- Up Scalability
- Follow up activities

18.4 Training and Development Initiatives of some Selected Companies

Public Sector

- The Public Sector consists of businesses that are owned and controlled by the government of a country.
- The ownership and control of the central or state governments in these organizations are either complete or partial.
- But it still holds a majority stake and makes every single decision regarding running the entity.
- These organizations include government agencies, state-owned enterprises, municipalities, local government authorities and other public service institutions.
- Some of them can be non-profit organizations while others participate in commercial activities as well.
- It generally focuses on providing goods and services to the general public at relatively cheaper rates than private companies. Its main aim is to ensure the welfare of the general public within a country.

Private Sector

- The Private Sector enterprises are owned, controlled and managed either by individuals or business entities.
- It can be small-scale, medium-scale or even large-scale organisations.
- These get formed to earn a profit from their business operations, and they can raise funding from individuals, groups, and the general public.
- The different entities within the private sector include sole proprietorship, partnership, cooperative societies, companies and multinational corporations.
- They also focus on taking care of the needs of their customers to survive in the long run.
- Ever since the introduction of the New Economic Policy in 1991 by the Government of India, almost every industry in the country opened to the private sector. It has led to a phenomenal increase in the size of the Indian economy and its growth rates.

Public Sector vs. Private Sector

BASIS FOR COMPARISON	PUBLIC SECTOR	PRIVATE SECTOR
Meaning	The section of a nation's economy, which is under the control of government, whether it is central, state or local, is known as the Public Sector.	The section of a nation's economy, which owned and controlled by private individuals or companies is known as Private Sector.
Basic objective	To serve the citizens of the country.	Earning Profit
Raises money from	Public Revenue like tax, duty, penalty etc.	Issuing shares and debentures or by taking loan
Areas	Police, Army, Mining, Health, Manufacturing, Electricity, Education, Transport, Telecommunication, Agriculture, Banking, Insurance, etc.	Finance, Information Technology, Mining, Transport, Education, Telecommunication, Manufacturing, Banking, Construction, Pharmaceuticals etc.

Benefits of working	Job security, Retirement benefits, Allowances, Perquisites etc.	Good salary package, Competitive environment, Incentives etc.
Basis of Promotion	Seniority	Merit
Job Stability	Yes	No

Benefits for Investing in Talent Include: -

- Increased job satisfaction levels
- Internal promotional/growth opportunities
- Better retention
- Increased employee motivation
- Increased capacity to adopt new technologies
- Enhanced company image

Best Training and Development Practices

Strategic Training Unit (STU) – State Bank of India

- In the volatile, uncertain, complex and ambiguous world of banking today, the STU is continuously grooming the employees by skilling and reskilling.
- Banking is increasingly becoming more and more specialized. In SBI, they have six Apex Training Institutes (ATIs) to provide specialized training in the credit, risk, international banking, marketing, rural banking, IT, leadership and human resources areas.
- Each of the ATIs have been transformed into domain specific specialized outfits thus having the twin advantage of academic excellence as well as practical experience in the learning initiatives.
- The endeavors of ATIs are supplemented by 51 State Bank Institutes of Learning and Developments (SBILDs) spread across the country which usually delivers the basic process-centric programmes.

IRCTC

- Indian Railway Catering and Tourism Corporation Limited(IRCTC) has entered Strategic Alliance with P C Training Institute Limited(PCTI) to provide learning and training to all to prepare the learners for the future, whether in employment or profession or entrepreneurship.
- As is evident from past happenings and events, there is a constant need to develop and upgrade the existing skills to meet the ever-dynamic demands of the future.
- Hence this initiative by IRCTC in alliance with PCTI, an Institution with experience and expertise of over 30 years in education and training.

Indian Oil

- Building human competence and motivated workforce through training has been identified as one of the areas of greatest strength in Indian Oil.
- The vast experience and the reservoir of talented faculty available with Indian Oil are also used to train employees in several areas viz. Refining, Marketing, Transportation, Research & Development and overall Management.
- Indian Oil owns a chain of 19 training centers spread across the country with Indian Oil Institute of Petroleum Management (IIPM) located near New Delhi as the nodal center, which continuously upgrades the knowledge and skill of all its employees.

- The training centers are located at its refineries, Divisional Head Offices & regional offices of Marketing and Pipelines Divisions.

BHEL

- While the organization has been busy working towards achieving many more accolades for itself, it surely does not leave its people behind, as, at the core of all its achievements, are its people.
- It is remarkable that the organization's satisfaction index among its employees has been at 7 on a scale of 10, which is commendable in contemporary circumstances.
- Adhering to its primary objective of keeping the employees always motivated, BHEL has come up with a scheme named 'Executive Coaching Scheme' besides other mentoring schemes.
- The organization reckons the fact that these schemes go a long way in developing new talents and also engaging the workforce.
- These schemes at BHEL focus on enhancing individual effectiveness on the job, developing business related competencies, and sharing best practices.

Amazon — Exploring Both Sides of the 'Pivot' Program

- Amazon has introduced its training program known as Pivot.
- It raised a lot of questions in the business world and the media.
- The goal behind the introduction of this program was to provide guidance and support to underperforming employees.
- By pairing them with subject matter experts, Amazon is offering the employees a chance to improve and contribute towards the success of the organization.

Google: G2G (Googler-to-Googler) Training Method

- G2G – A learning program by the employees for the employees.
- Google is a master in training and development practices.
- Through its employee-to-employee network "G2G", Google is offering first-hand knowledge to its employees in different fields.
- What makes this program so successful is that it promotes a culture that values learning.

Microsoft — Following the Mantra "Growth Mindset Equals Skills Improvement"

- Microsoft promotes the right to learn.
- By focusing on development, the goal of Microsoft is to encourage its employees to embrace change in their mindset while believing that if they are eager to learn, their skills can improve significantly.

Facebook — Promoting a Learning Culture where Innovation can Thrive

- To promote, honor, and foster a culture of continuous learning, Facebook has re-designed the way employees learn and grow.
- Facebook has always taken a different approach to things; training and development is no exception.
- One of their most recognized training and learning program is Managing Unconscious Bias.
- It is based on the belief that understanding and managing unconscious bias can help employees build robust and more diverse organizations.

Summary

- In a post-COVID world, organizations have adapted to new workplace challenges – many around how to manage a remote workforce. Perhaps no department met tougher challenges than corporate learning and development (L&D) teams.
- Gamification works by providing audiences with proactive directives and feedback through game mechanics and game dynamics added to online platforms that lead to the accomplishments of business goals and objectives.
- Team training can be defined as training in which teams are used to increase individual procedural knowledge and proficiency in doing a job (taskwork), individual procedural knowledge and proficiency in functioning as part of a team (teamwork), and overall team performance.
- Six Sigma is a methodology used to improve business processes by utilizing statistical analysis rather than guesswork.
- Technology continues to advance at a fast pace, including the evolution of eLearning, which is constantly adapting to the market demands.

Keywords

Public Sector: The Public Sector consists of businesses that are owned and controlled by the government of a country.

Private Sector: The Private Sector enterprises are owned, controlled and managed either by individuals or business entities.

Self Assessment

1. "The process of adding game design elements in non-game contexts"
A. Gamification
B. Gameration
C. Ingametrination
D. Gamerifics

2. Gamification includes the use of video games to increase student engagement.
A. False
B. True

3. Which of the following is NOT a reason to gamify?
A. Increases engagement
B. Teaches agency/choice
C. Teaches 21st-century skills
D. Teaches digital literacy

4. Which of the following is NOT a reason that gamification increases engagement?
A. Student choice
B. Competition
C. Shows progress
D. Creates a sense of wonder

5.   Which of the following is NOT a 21st-century skill?

A.   Creativity

B.   Collaboration

C.   Communication

D.   Continuity

6.   Which of the following is not external environmental factor that influences the learning process?

A.   Training strategies, methods and techniques

B.   Trainer/training team

C.   General learning environment in the program

D.   Desire for personal growth and development

7.   A number of events and forces in the business environment have shaped the move in careerdevelopment from corporate to individual responsibility, including:

A.   Growing employee ownership of companies.

B.   the empowerment movement

C.   the decreasing competitiveness of Japan in U.S. markets

D.   More and more companies using a Japanese management model.

8.   The purpose of career development is:

A.   focus on both the organization and the individual.

B.   focus on the individual

C.   focus on the organization

D.   focus on management development

9.   Initially, companies viewed career development as a program to meet organizational need.Now, it is also looked upon as a way to meet employees' needs. This shift inperspective is due to:

A.   The pressures of downsizing.

B.   the pressures of technological change

C.   employee demands for more career advancement opportunities

D.   The need for some businesses to meet affirmative action goals.

10.   In recent years, the career development field has changed very rapidly as

A.   job hopping has become less prevalent.

B.   downsizing among companies becomes more popular

C.   technological change requires that employees keep pace with new ways to performtheir jobs.

D.   (c) and (b)

11.   Career development differs from training in that:

A.   Career development has a short-term focus. Training has a long-term focus.

B.   Career development is initiated by employees and training is initiated by theorganization.

C.   Career development has a wider focus and broader scope than training.

D.   career development is more beneficial to the organization and training is morebeneficial to the individual employee.

12. Career development is:
A. usually involves a one-time event or opportunity to enhance long-term skills'
B. is a formal, organized, ongoing effort to develop people's skills
C. Is usually a highly selective process which guarantees success through that'selectivity?
D. Focuses on individual over organizational needs.

13. When it comes to career development, workers:
A. Generally, know precisely what they want to do with their careers.
B. Usually take sufficient action to ensure that they will be considered for new careeropportunities.
C. Seldom experience a mismatch between their goals and career opportunities.
D. Usually don't have sufficient experience to warrant promotion to the positions theyDesire

14. When businesses do not provide career development to employees, it increases thepossibilities that:
A. All employees will begin self-development.
B. Employees will be encouraged by promotion possibilities.
C. Employees will specialize in their specific jobs.
D. the business will not keep pace with the changing business environment

15. In the talent management end to end process, the workforce compensation managementleads to
A. succession planning
B. performance management
C. learning management systems
D. e-recruiting

Answers for Self Assessment

1.	A	2.	A	3.	D	4.	D	5.	D
6.	C	7.	B	8.	A	9.	C	10.	D
11.	C	12.	B	13.	D	14.	B	15.	D

Review Questions

1. What do you infer from team training?
2. What do you infer from gamification?
3. What do you infer from six sigma training?
4. What do you infer from EETS?
5. What are the different training and development initiatives of various companies, both private and public?

Further Readings

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- G Pandu Naik, "Training and Development – Text, Research and Cases", Excel Books, New Delhi
- PL Rao, "Enriching Human Capital through Training and Development", Excel Books, New Delhi

Jaskiran Kaur, Lovely Professional University

Unit 19: Social Responsibility and Future of Training and Development

Objectives

After this chapter, you will be able to

- analyse the legal issues and managing a diverse workforce at home and abroad.
- gain an insight into the concept of career paths.
- analyse meeting the needs of older workers.
- understand the concept of training for sustainability.
- know the implications of future trends for trainer's skills and competencies.
- gain an insight into the concept of cross-cultural preparation.
- analyse the career challenges faced by multigenerational workforce.
- gain an insight into the concept of career paths.
- analyse the dual career paths.
- understand the idea of career recycling.
- analyse meeting the needs of older workers.
- understand the concept of training for sustainability.
- know the implications of future trends for trainer's skills and competencies.

Introduction

Social responsibility is a set of ethical ground rules that an organization or individual has an obligation to the community or society at large. It stipulates a duty for every individual to perform so it maintains a balance between the ecosystems and economy. It focuses on the idea that companies should not be focused only on profit, but developing a positive relationship to the society which they operate out of. Generally, green companies have made social responsibility an integral part of their operations.

Some investors use a company's social capital a veritable asset for fulfilling some investment criterion. For instance, if an investor does not believe in smoking tobacco, they may not invest in a company that produces tobacco. Not all investors follow the same framework of social conscience. Milton Friedman believes that the higher that a company is socially responsible, the higher the chance that they are analytical loose and lack rigor. He stands behind the notion that people are only able to develop and cultivate social responsibility, not the business itself.

19.1 LegalIssuesandManaging a DiverseWorkforce at Home And Abroad

Legal issues encompass all the potential training activities and situations that can make an employer vulnerable to legal actions and harm the company's reputation.

Situations That May Result in Legal Action

- Failing to provide required training or providing inadequate training.
- Incurring employee injury during a training activity.
- Incurring injuries to employees or others outside the training session.
- Breach of confidentiality or defamation.
- Reproducing and using copyrighted material in training classes without permission.
- Excluding women, minorities, and older Americans from training programs.
- Failing to ensure equal treatment while in training.
- Requiring employees to attend training programs that they may find offensive.
- Revealing discriminatory information during a training session.
- Not accommodating trainees with disabilities.
- Incorrectly reporting training as an expense or failing to report training reimbursement as income.

Managing Workforce Diversity and Inclusion

- Diversity can be considered any dimension that differentiates a person from another.
- For example, at Verizon, diversity means embracing differences and variety, including age, ethnicity, education, sexual orientation, work style, race, gender, and more.
- Inclusion refers to creating an environment in which employees share a sense of belonging, mutual respect, and commitment from others so they can perform their best work.
- Inclusion allows companies to capitalizing not only on the diversity of employees but also customers, suppliers, and community partners.
- Diversity training refers to learning efforts that are designed to change employee attitudes about diversity and/or develop skills needed to work with a diverse workforce.
- The goals of diversity training are:
- (1) to eliminate values, stereotypes, and managerial practices that inhibit employees' personal development; and therefore
- (2) to allow employees to contribute to organizational goals regardless of their race, sexual orientation, gender, family status, religious orientation, or cultural background.

Characteristics Associated with Diversity Programs' Long-Term Success

- Top management provides resources, personally intervenes, and publicly advocates diversity.
- The program is structured.

- Capitalizing on a diverse workforce is defined as a business objective.

- Capitalizing on a diverse workforce is seen as necessary to generate revenue and profits.

- The program is evaluated using metrics such as sales, retention, and promotion rates.

- Manager involvement is mandatory.

- The program is seen as a culture change, not a one-shot program.

- Managers and demographic groups are not blamed for problems.

- Behaviors and skills needed to successfully interact with others are taught.

- Managers are rewarded on progress toward meeting diversity goals.

- Management collects employee feedback and responds to it.

- Create a safe and open culture that all employees want to belong to, in which employees can discover and appreciate differences and where the benefits of diversity are recognized by all employees.

Melting the Glass Ceiling

- A major development issue facing companies today is how to get women and minorities into upper-level management positions—how to break the glass ceiling.

- The glass ceiling refers to a barrier to advancement to higher-level jobs in the company that adversely affects women and minorities.

- Surveys show that in Fortune 500 companies, women represent less than 4 percent of CEOs and approximately 18 percent of executive officers.

Recommendations for Melting the Glass Ceiling

- Make sure senior management supports and is involved in the program.

- Make a business case for change.

- Make the change public.

- Gather data on problems that cause the glass ceiling using task forces, focus groups, and questionnaires.

- Create awareness of how gender attitudes affect the work environment.

- Force accountability through reviews of promotion rates and assignment decisions through stretch assignments, mentoring, and networking.

- Promote development for all employees.

- Support work-life balance and continue to offer employees development opportunities after they return from sabbaticals and parental leave.

19.2 Cross-Cultural Preparation

- Companies today are challenged to expand globally.

- Because of the increase in global operations, employees often work outside their country of origin or work with employees from other countries.

- An expatriate works in a country other than his or her country of origin.

- The most frequently selected locations for expatriate assignments include the United States, China, Africa, and India.

Steps in Cross-Cultural Preparation

- To prepare employees for cross-cultural assignments, companies need to provide cross-cultural preparation.

- Most companies send employees overseas without any preparation.

- This has resulted in failed overseas assignments, which means companies don't fully capitalize on business opportunities and incur costs for replacing employees who leave the company after returning to the United States.

To succeed overseas, expatriates (employees on foreign assignments) need to be

1. Competent in their areas of expertise

2. Able to communicate verbally and nonverbally in the host country

3. Flexible, tolerant of ambiguity, and sensitive to cultural differences

4. Motivated to succeed, able to enjoy the challenge of working in other countries, and willing to learn about the host country's culture, language, and customs

5. Supported by their families

Phases in Cross-Cultural preparation

- The key to a successful foreign assignment is a combination of training and career management for the employee and family.

- Cross-cultural preparation involves three phases:

✓ predeparture,

✓ on-site, and

✓ repatriation (preparing to return home).

Career Challenges Facing A MultigenerationalWorkforce

Employees' Careers Involve Four Stages:

- Exploration

- Establishment

- Maintenance

- Decline

Exploration Phase

- In the exploration stage, employees attempt to identify the type of work that interests them.

- They consider their interests, values, and work preferences and begin pursuing the type of education and training they need.

Establishment Phase

- Establishment involves finding employment, making an independent contribution, achieving more responsibility and financial success, and establishing a suitable lifestyle.

Maintenance Stage

- In the maintenance stage, individuals are concerned with keeping their skills up to date and being perceived as someone who are still contributing to the company.

- They have many years of experience, much job knowledge, and an in-depth understanding of how business is conducted.

Decline

- The last stage, disengagement, involves individuals preparing to phase out of work and retire.

- Although individuals can go through these stages in a linear fashion and at certain ages (e.g., exploration typically occurs before age 30), most individuals do not because today's careers are boundaryless and often change.

- This means that careers may involve identifying more with the profession than the present employer, resulting in job changes. Also, at different times in their lives, individuals reconsider their interests, values, and how to best use their skills, resulting in one or more career changes.

Work-Life Balance

- Maintaining a healthy work-life balance is a concern for all employees, regardless of whether they have families, significant others, or dependents.

- It is difficult for employees to maintain work-life balance due to long work hours, night shift work, travel, and tethered to smartphones, notebook computers, and i-watches that bombard employees on a 24/7 basis with work demands and family member requests.

- One study found that 67 percent of employers think their employees have work-life balance, but 45 percent of employees feel they don't have enough time each week for personal, social, and recreational activities.

Examples of Work-Life Balance Practices

- Flexible work schedules

- Job sharing

- Childcare

- Eldercare

- Personal leave

- Telecommuting

- Reduced meeting times

- Reduced work hours

- Adoption support

- Paid vacation time

- Personal services (supply meals, purchase gifts, arrange home and auto services)

19.3 Career Paths

- A career path is a sequence of job positions involving similar types of work and skills that employees move through in the company.

- Career paths help companies offer career options to their employees that help them make job choices that best fit their life situations.

- Providing career paths and making sure employees understand them is especially important because lack of career opportunities ranks after pay as the major reason employees leave companies.

Career Paths And Dual Career Paths

- One survey showed that less than 50 percent of employees believe their organization provides useful career planning tools and opportunities to advance their careers.

- Also, career paths help companies build employees' skills through a series of jobs or roles.

- This maximizes their value to the company and shows employees that they don't have to leave the company to move to new positions with different responsibilities and skill requirements.

Vertical Career Path

Vertical Career Path

Category Marketing Director
(Directs, plans, and evaluates the marketing activities of several products or product lines)

↑

Category Senior Manager
(Manages the planning and direction of all marketing programs for a specific product and product line)

↑

Category Manager
(Assists in the development, execution, and tracking of marketing programs for a specific product or program line by collecting, analyzing, and reporting marketing data)
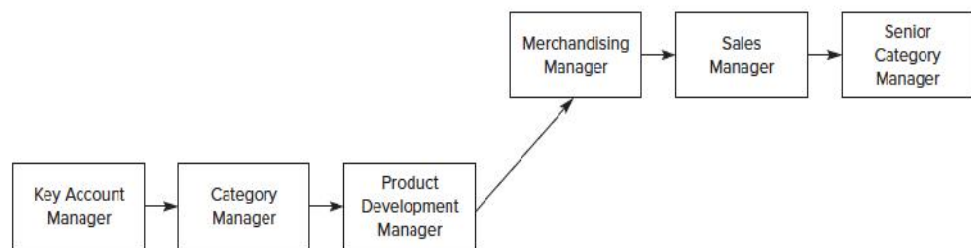
↑

Category Marketing Analyst
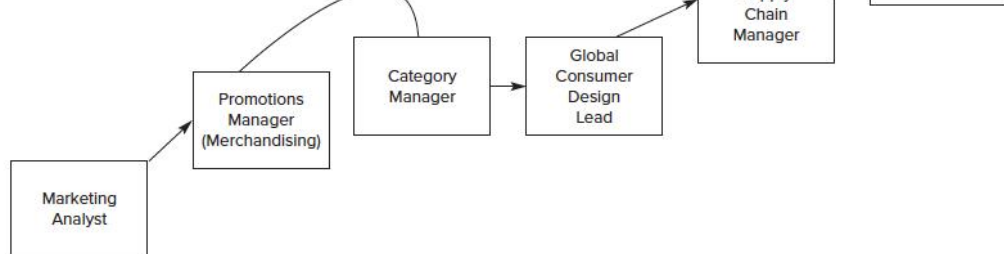(Conducts marketing under supervision. Audits data, performs gap analysis, and proofs creative products)

Horizontal Career Path

**Horizontal Career Path**

**Cross-Functional Career Path**

Dual Career Path

- For companies with professional employees such as engineers and scientists, an important issue is how to ensure that they feel valued.

- Many companies' career paths are structured so that the only way engineers and scientists (individual contributors) can advance and receive certain financial rewards (such as stock options) is by moving into managerial positions.

Traditional Career Paths for Scientists and Managers
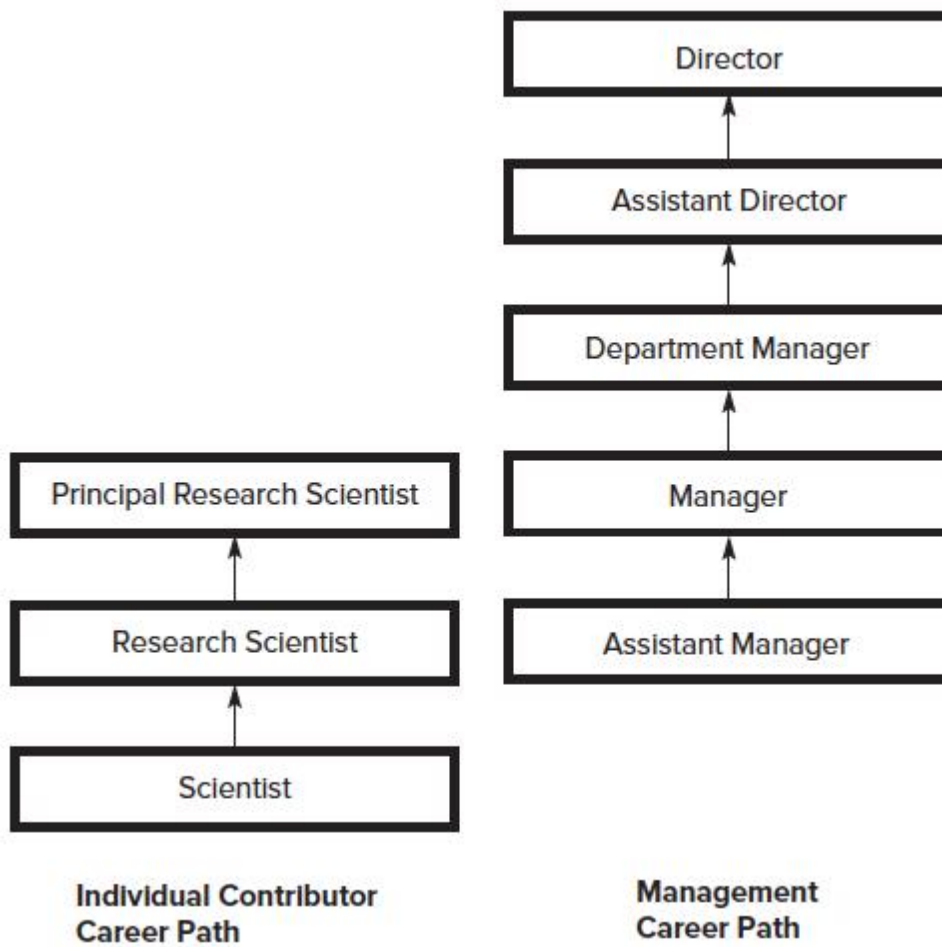
Example of a Dual-career Path System
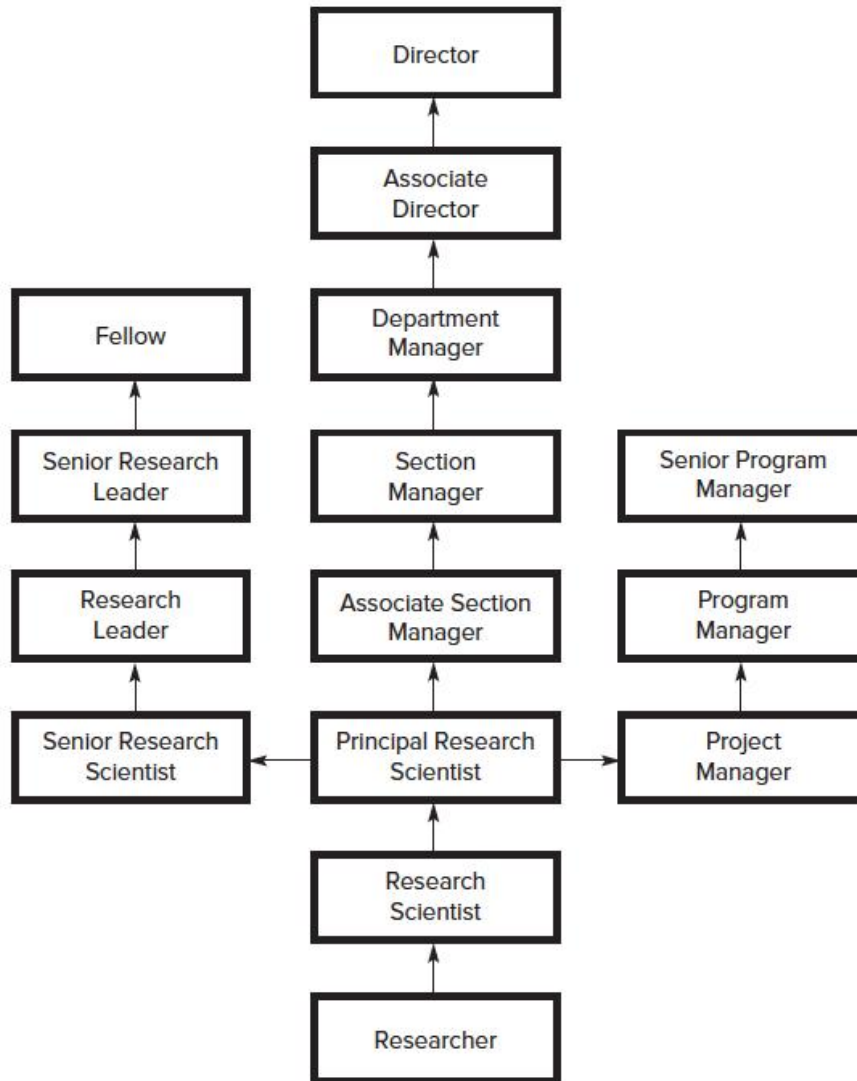
Career Recycling

- Recycling involves changing one's major work activity after having been established in a specific field. Recycling is accompanied by a re-exploration of values, skills, interests, and potential employment opportunities.

- Kirk Rademaker has an art degree and worked as a carpenter and a project manager for a cabinet company.

- He liked his work but was emotionally drained from it as well from a divorce.

- To relieve his stress, he would often drive to a beach to spend time making sandcastles. He kept sculpting sand, entered competitions, and began winning awards for his sculptures.

- He decided to do work he enjoyed, not just for the money. He quit his job and decided to start a professional sand sculpting business.

- His first clients were companies that hired him to lead team-building events on local beaches. He also worked creating sand sculptures for corporate events such as a motorcycle rising from the sand for Harley-Davidson Motor Company. He was making just enough money to pay his bills.

- Then he was asked if he would take a part in the show Sand Masters, which ran on the Travel Channel for two years. Being on the show gave him international exposure to clients, which helped grow his business, Sand Guys International.

19.4 Meeting The Needs of Older Workers

- There is a shortage of talented employees in many industries.

- As a result, companies are trying to keep talented older employees working.

- Many potential retirees plan to cut back on work but not completely quit working.

- For example, one study found that 80 percent of baby boomers plan to work at least part time during their retirement.

- As in U.S, because of the stock market plunge and the decrease in home values during the last economic recession, many recent retirees found themselves low on money and looking to re-enter the workforce.

- To meet the needs of older workers and to avoid skill shortages, companies are offer alternative work schedules and arrangements, including part-time work, rehiring of retirees, and phased retirement programs in which employees gradually reduce their work hours.

Preretirement Socialization

- Preretirement socialization is the process of helping employees prepare to exit from work.

- It encourages employees to learn about retirement life; plan for adequate financial, housing, and health care resources; and form accurate expectations about retirement.

- Employees' satisfaction with life after retirement is influenced by their health, their feelings about their jobs, and their level of optimism.

Retirement

- Retirement involves leaving a job and a work role and making a transition into life without work.

- For some employees, retirement involves making a transition out of their current job and company, seeking full- or part-time employment elsewhere, or recycling into another career.

Early Retirement Programs

- Early retirement programs offer employees financial benefits to leave the company.

- These programs are usually offered when companies are trying to reduce labour costs without having to lay off employees.

- Financial benefits usually include a lump sum of money and a percentage of salary based on years of service.

- These benefits can be quite attractive to employees, particularly those with long tenure with the company.

- Eligibility for early retirement is usually based on age and years of service.

19.5 Training for Sustainability

- Sustainability refers to a company's ability to make a profit without sacrificing the resources of its employees, the community, or the environment.

- A growing number of companies have made sustainability an important part of their business strategy.

- Training and development can contribute to companies' sustainability initiatives by providing learning opportunities for employees in organizations in developing countries that lack the resources, providing development experiences for employees in poor and emerging countries that benefit the local community, and teaching employers to protect the environment.

New Technological Advances That Will Influence Training

- Wearables (smartwatches, bands, smart eyewear)

- Gamification

- Wireless Tablet-Based Technology
- Mobile Learning
- Augmented Reality
- Virtual Communications
- Tin Can API (or Experience API)
- Learning Records Store (LRS)
- Artificial Intelligence

Skills for Future Trainers

- Matching training content and methods to the local culture of the workforce
- Designing learning space, as well as content in technology-driven learning environments
- Use of multimedia tools, including audio, video, webcasts, and live action
- Delivering and packaging training in different formats for beginners and experts
- Use of assessments to determine trainees' learning styles
- Developing search-and-identify techniques so employees can find information and training when they need it
- Be a change agent: Facilitating learning and staying in touch with employees, managers, and business units to identify what they need and making suggestions regarding tools, processes, or procedures that could help them work more effectively.
- Developing and delivering learning that is integrated with the job
- Understand how social media can be used for learning, the limitations of social media, and ability to make a business case for it
- Identify the root cause of job and business problems

Summary

- Legal issues encompasses all the potential training activities and situations that can make an employer vulnerable to legal actions and harm the company's reputation.
- Diversity can be considered any dimension that differentiates a person from another.
- The most frequently selected locations for expatriate assignments include the United States, China, Africa, and India.
- The key to a successful foreign assignment is a combination of training and career management for the employee and family.
- A career path is a sequence of job positions involving similar types of work and skills that employees move through in the company.
- Recycling involves changing one's major work activity after having been established in a specific field. Recycling is accompanied by a re-exploration of values, skills, interests, and potential employment opportunities.
- To meet the needs of older workers and to avoid skill shortages, companies are offer alternative work schedules and arrangements, including part-time work, rehiring of retirees, and phased retirement programs in which employees gradually reduce their work hours.
- Sustainability refers to a company's ability to make a profit without sacrificing the resources of its employees, the community, or the environment.

Keywords

- Trainer - a person who trains someone or something
- Diverse workforce – Workforce diversity is the collective mixture of employees' differences and similarities (including individual characteristics, values, beliefs, experiences, backgrounds, preferences and behaviors).
- Cross-culture – dealing with or offering comparison between two or more different cultures or cultural areas.
- Multigenerational workforce – A multigenerational workforce is a personnel comprised of people from several generations. The average lifespan for humans has been increasing, so more individuals are choosing to work well past the typical retirement age. The age diversity in the current workforce is the widest ever.
- Career path – A career path is a list of steps to take in your professional life for progressing into different or more advanced roles at work. It's a series of jobs and experiences that help employees reach their ultimate career objectives and future goals.
- Sustainability –   Sustainability consists of fulfilling the needs of current generations without compromising the needs of future generations

Self Assessment

1. _____ is a total number of people in a country or region who are physically able to do a job and are available to work.
A. Population
B. Literacy
C. Employability
D. Workforce

2. An organization must develop_____ training programmes creating conditions for development of a common organizational culture and climate.
A. Diverse
B. Cross cultural
C. Leadership
D. Technical

3. _____ is multidimensional.
A. Diversity
B. Training
C. Population
D. Recruitment

4. Employers who hire a _____ talent pool retain employees who feel valued and heard.
A. Skilled
B. Gender based
C. Diverse
D. Ethical

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5. _____ is a way in which one thinks or behaves.
A. Attitude
B. Perception
C. Psychology
D. Trait

6. _____are known as preferences
A. Ethics
B. Values
C. Principles
D. Morals

7. _____ in workplace is important for encouraging workers from all backgrounds.
A. Silence
B. Equality
C. Ventilation
D. Cleanliness

8. _____ is a driving force for success.
A. Training
B. Effective Communication
C. Education
D. Morals

9. _____ in workforce can be due to different age groups.
A. Diversity
B. Hierarchy
C. Structure
D. Teams

10. What is it that aims at developing and nurturing a common organizational culture and climate?
A. HRM
B. Workforce Diversity Management
C. Training
D. Placement

11. What is a mixture of people comprising of different caste creed educational background?
A. Population
B. Cross Culture
C. Diversity
D. Network

12. Which groups of people are more creative and innovative?
A. Homogeneous

B. multi cultural

C. teams

D. Heterogeneous

13. What drives success and higher productivity at workplace?

A. Training

B. Yoga

C. Meditation

D. Competition

14. Workforce diversity is _____.

A. Static

B. Dynamic

C. Multidimensional

D. Unidimensional

15. Which teams are more creative and open to new ideas?

A. Static

B. Dynamic

C. Multidimensional

D. Diverse

Answers for Self Assessment

l. D	2. B	3. A	4. C	5. C
6. B	7. B	8. B	9. A	10. B
11. C	12. D	13. D	14. C	15. D

Review Questions

1. Can you share with us what diversity and inclusion mean to you? Why do you think they are essential?

2. Can you cite examples of how you can help promote diversity and inclusion within a company?

3. What is the hardest part of working in a diverse environment?

4. How do you approach understanding the perspective of a coworker whose background differs from yours?

5. Can you share a time when you worked with a colleague with a different background/culture than yours and how you made sure to be inclusive of their identity?

6. As a manager, can you cite specific examples of making your direct reports feel inclusive and welcome within the team?

7. How would you manage an incident where a coworker said sexist, racist, or prejudiced statements?

8. How would you handle seeing or hearing discrimination in your organization?

📖 Further Readings

G Pandu Naik, "Training and Development – Text, Research and Cases", Excel Books, New Delhi

PL Rao, "Enriching Human Capital through Training and Development", Excel Books, New Delhi

Unit 20: Future Trends

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Objectives

After this chapter, you will be able to:

- gain an insight into the different trends that have come up in the training and development initiatives.
- gain an insight into the concept of training evaluation.
- understand the importance of measuring training outcomes.
- analyse the steps involved in evaluating a training program.
- Know the best time to evaluating training outcomes.

Introduction

- As you know, unprecedented changes encouraged global organizations to use more technology and analytics and promote efficient collaboration and better communication at work.
- Great thing about this is that digital learning is now taking the corporate training world by storm, gradually occupying what used to be the place of traditional F2F training.
- And this is the right way to go!
- Today's workforce is competitive, goal-oriented and self-motivated.
- In order to attract and keep top talent, you need to provide them with the resources and support they need to succeed.
- When employees have ample opportunity to learn and advance their careers, they are less likely to want to leave.
- Leveraging the latest research insights, you can continue to stay on top of the growing needs of your employees and develop a corporate training and development strategy that helps everyone succeed.
- According to a 2017 Mckinsey report, 87% of executives interviewed said they were experiencing skill gaps in their workforce due to automation and artificial intelligence.
- The pandemic precipitated a global pivot to remote work, becoming the single greatest accelerant towards digitization of the decade.

- One action that companies have had to take to brace themselves for a new, remote world is to evolve their Learning and Development (T&D) strategies in order to equip their employees with the skills they need to remain competitive and weather the fourth industrial revolution (4IR).
- In light of all these ongoing changes to the workplace, employee training teams and HR Departments in various companies may be finding themselves overwhelmed when it comes to staying ahead of the curve and preparing employees for the years ahead.

20.1 Current Trends in Training and Development Initiatives

More Learning Analytics and Bigger Data

- As more organizations start to harness the power of data, reports, and analytics to design and execute effective training and development programs, it's a sure thing that learning analytics will be a bigger thing in times to come.
- Actually, some organizations are now trying to create data stories.
- Simply put, data storytelling involves creating a narrative around a set of data or analytics with accompanying visuals to help convey the meaning of that data in an engaging manner.

Data Literacy

- With learning analytics and big data being some of the biggest things in the corporate training world, it's only necessary for your employees to know how to handle and interpret them.
- In fact, according to Udemy for Business, data literacy is the new computer literacy.
- This means that now that we're way beyond the early stage of the digital era, data scientists aren't the only ones expected to know data analysis, manipulation, and visualization to unlock the full potential of big data in your organization. Your regular employees must be able to do it too.

AI-powered Intuitive Learning System

There are three levels of individualized learning:

- Differentiated learning

Here, the learner chooses the most suitable path for them from several predefined categories (without automatic guidance).

- Personalized learning

For instance, a learner can do a pre-assessment then based on their answers, the system will suggest a specific course or content. After this, the technology will match each learner's profile to learning resources that are appropriate to them. But contrary to some beliefs, this is not based on AI.

- Adaptive learning

AI uses data and analytics to continuously adapt the learning path to the learner which will also constantly change and improve over time for every learner. This level gives them the similar unique experience they encounter when using Netflix.

Social Media for Learning

- In the past, workplace learning thought leaders have advocated for social learning at work.
- But now that most teams are telecommuting, dispersed in different areas of the world, you might be thinking that it's now impossible for them to do this.
- You're not entirely wrong.
- But this doesn't necessarily mean that social learning can no longer take place in a mostly virtual workplace.

- The answer is social media!
- With more Millennials and Gen Z-ers in the workplace today, it's no surprise that social media has been gaining traction when it comes to workplace culture and employee training.
- Here are examples of some of the most popular social media platforms you can use for your learning initiatives:
- **Learning blogs** where your learners can post entries and comment on their peers' learning insights and queries
- **Twitter** and hashtags to encourage your learners to discuss and debate through tweets and threaded discussions
- **Pinterest** for sharing brilliant ideas through images and graphics
- **Linkedin** to connect with other professionals within and outside their fields of expertise and learn beyond their own industry
- **Youtube** for supplementary microlearning videos on different topics

Project-based Learning

- Project-based learning (PBL) is a student-centered training wherein instead of having a trainer lecture on a specific topic, learning leaders and/or managers serve as coaches while learners direct their own learning through hands-on experience.
- For example, for your sales team project, you could pose a problem or challenge that every member of your team is facing. For instance, the question may be — how can we leverage the power of digital spaces and collaboration platforms to connect more with our prospective customers and clients? Then this can be a new project for the team.

Emphasis on Communication and Collaboration Skills

- Today, more and more teams are now meeting in virtual and digital spaces, so it's more important to cultivate your employees' communication skills.
- In fact, communication and collaboration are the top employee skills for 2021, according to a survey by TalentLMS. And what's more, it will still be in the coming years because of the changes in how companies do things at work.
- You see, for organizations to thrive and continue thriving in the new workplace, everyone should have great communication skills to be able to collaborate more effectively and conduct business on an international scale.
- So in training, it's best if you have a language training in place, especially now with the hottest digital language training innovations in the T&D market.
- And besides, one great advantage of having language training is that it helps employees boost their confidence in the workplace, among many other benefits.

Mentoring

- Going hand-in-hand with personalized learning, mentoring can also be useful in the workplace.
- By pairing experienced employees with newer team members through formal or informal programs, you can help reduce turnover, enhance recruitment, and resolve opportunity gaps, particularly for women and people of color.

Experiential learning

- This approach to training is simply learning by doing.
- Employees are presented with real-world situations that actually apply to their job – and do their best to solve those hypothetical yet real-world scenarios.

- This type of training allows for critical analysis as well as quick thinking. It also may be a better option for employees who struggle with traditional book-and-exam style teaching.

Continuous development

- Instead of one-off training sessions that take place once a year (or even fewer), there has also been a push for the idea of continuous development, in which employees are continuously investing in their education in order to become more well-rounded at their job.
- With technology and other advancements happening so rapidly, the need to keep up with their skills is also essential.

Power skills

- Behavioral skills – otherwise known as power skills or soft skills – will also be a priority for companies to address in 2020 and beyond.
- According to a recent IBM report, behavioral skills dominated the list of core competencies that global executives are looking for from their employees – bypassing technical skills for the first time.

Mobile learning

- As smartphone usage continues to overtake desktop users, it may be wise to consider how to move employee training and development to this mobile-first space.
- Using or creating a mobile app for training will allow employees to access the material whenever they want on their phone.
- It can also lend itself to more engaging and interactive learning experiences.

Aggressive employee upskilling and reskilling

- By 2030, 375 million workers - approximately 14% of the global workforce - are expected to switch occupational categories due to the emergence of robotics, automation and AI.
- This is a threat for employees across all organizational strata - from interns to senior managers.
- According to 2020 study, 'The Robot Revolution: Managerial and Employment Consequences for Firms', AI are able to substantially remove errors from the production processes which eliminates the need for supervision of any kind.
- This study also shows that the deployment of AI and robotics changes the composition of workers within the organization rendering mid-level managers obsolete.
- This shift in organizational composition means that many companies will invest heavily in reskilling their workforces to prepare them for the disruption caused by automation and AI.
- 66% of executives perceive retraining and upskilling existing employees as a "top-ten priority".

51% of L&D pros plan to launch upskilling programs

43% of L&D pros plan to launch reskilling programs

Upskilling: learning new skills within the *same job function*

Reskilling: learning new skills for a *different job function*

Microlearning takes the limelight

- Microlearning is a learning framework where material is delivered small, digestible, 2-5 minute chunks.

- Microlearning is well suited to the modern learner for two reasons - firstly, they tend to have little time in a day to carve out for hours of learning, and secondly, with the advent of the smartphone, attention is increasingly difficult to command for extended periods.

Diversity, Equity and Inclusion training

- Thanks to movements like #MeToo and #BlackLivesMatter the world has been awakened to the necessity for structural change in the workplace to promote inclusivity, equity, and ultimately, be more representative of wider society.

- 2020 saw Diversity, Equity and Inclusion (DEI) catapulted to the forefront as an area for improvement.

- Many were spurred into action, changing their corporate culture to one that better works in the interests of all, and to improve working conditions, especially for minority employees.

- A sincere focus on DEI is a characteristic that will make employers more attractive in a competitive job market - 67% of job seekers consider workplace diversity an essential factor when considering employment opportunities.

- But at the moment reality falls short of expectation - more than 50% of current employees want their workplace to increase diversity.

- In the next decade, companies will work to be bastions of diversity and inclusion, all in a bid to attract the best talent, and create a comfortable environment for anyone to work, regardless of their identity.

Data-driven training

- The events of 2021 wiped away a lot of the margin that many businesses had to operate with.

- In 2022, every dollar counts and every dollar must be accounted for.

- We should expect more data-driven training programs so managers and team leaders can better track the impact and, therefore, justify the cost and assess the feasibility of the training they are offering.

- Big data is going to make it to the T&D world as employers are going to be chasing any gains possible, however marginal they may be.

- The cost of running a learning program has to be able to justify itself with the impact it promises and a measurable ROI.

- According to the 2018 Training Industry Report, training expenditures went down 6.4% from 2017 and a further 5.3% in 2019.

- This decline can be attributed to integrating data analytics into employee training programs, especially among small businesses.

More on-demand training

- On-demand training has been growing over the past few years, and we predict that it will go mainstream in 2022.

- With the millennials taking over the workplace and remote work becoming a staple of work life in 2021, we expect that there is going to be a higher demand for on-demand training in the workplace in 2022.

- This is because on-demand training delivers employees the information they need, when they need it, saving employees' time and employers' resources.

Focus on productivity/making the most of resources

- The Bersin Academy's HR Tech Workshop report outlined how the focus on HRM technology has shifted rapidly in recent years, from efforts to automate right up to leveraging technology for increased employee engagement.
- Now that learning and development have the tools and technology to engage learners with ever more sophisticated digital experiences, the focus in 2022 will move towards systems of productivity.
- It's a trend that will become increasingly central as teams across the organization, including T&D, deal with budget freezes, cuts, and redundancies.
- How can T&D do more with less in circumstances such as these?
- Learning technology will increasingly focus on providing solutions to make training teams more digital, agile, and efficient.

Design and deliver training for a hybrid workforce

- Long before the pandemic led to a remote workforce, organizations had increasingly offered remote or hybrid workplaces.
- However, conditions have accelerated, and the percentage of remote and hybrid employees is much larger than it was pre-pandemic.
- As of June 2021, according to Quantum Workplace, 30% of employees considered themselves hybrid employees and 35% of employees reported working remotely.
- These numbers will most likely continue or even increase as uncertainty of a full return from remote work to the office lingers.
- This trend presents itself as a challenge in delivering training due to a range of issues, including platform/device compatibility, Internet connectivity, and employee distraction/focus.

The continuation of classroom-based training

- According to Training magazine's 2020 Training Industry Report—published in November 2020, while the pandemic was still underway—the majority (54%) of respondents indicated that they plan to return to some classroom training post-pandemic while maintaining some of the remote learning instituted during the crisis.
- Another 12% said they plan to return to classroom training as usual once the pandemic is over.

Train the entire talent pool, regardless of location or employment status

- The make-up of the workforce is changing drastically.
- Further accelerated by a labor market in which the power lies with the employee, many people are choosing to work as freelancers, consultants, or contractors instead.
- Many organizations also have a talent pool that includes a high proportion of part-time employees.
- As the ongoing labor and skills shortages continue into 2022, it's even more likely that businesses will need to lean on contractors to fill the gaps.

Credentialing and accreditation for corporate learning

- Companies have worked hard for years honing their "employer brand": advertising, marketing, and social media promoting the organization as an employer of choice.
- As a sought-after employer, hiring managers attract stronger candidates and the organization enjoys higher productivity and morale.

- As an emerging trend and a growing component of employer branding, some training and development teams are strengthening their courses by partnering with industry associations or institutions of higher education for accreditation or credentialing.
- Such partnerships can advise on course content or assessments, or provide endorsement.

Operations before experiences

- T&D leaders have many stakeholders and priorities to juggle. For a long time, the balance has been tipped towards learning experiences and learning design practices.
- But as the focus has shifted towards learning measurement and T&D have cemented their seat at the strategic table, they are starting to turn the lens inwards.
- The demands being placed on learning and development teams, from strategic alignment with the organization to measuring learning outcomes against business performance, require a robust and mature learning ecosystem.
- Many T&D teams are now finding that, from an operational perspective, there are holes and gaps through which precious resources are leaking.

Stimulating Social Learning

- Humans are social animals. Perhaps unsurprisingly, they prefer studying in social environments.
- If you believe the 70:20:10 model, then only 10% of our learning happens in a formal learning environment.
- Now that this has become common knowledge, organizations are finding new ways to support informal training.
- Social learning has strong links with increases in learner engagement. This is handy, as organizations have become increasingly cognizant of dwindling engagement levels in recent years.
- As such, social learning has gained popularity as both a training approach and a means to engage your workforce.
- Social learning is one of the T&D trends that has accelerated as a result of the COVID-19 pandemic.

Gamification Glory

- Gamification has been making waves in the T&D space for a while.
- COVID-19 sped up the growth, as more organizations sought ways to keep their employees engaged while working remotely. But global pandemic or not, we predict that this trend is here to stay!
- In 2020, the change to virtual working happened rapidly.
- T&D teams were rushing to get learning material online.
- So, in 2021 learning leaders ensured the newly converted learning content is compelling and engaging for learners.
- One way to do this, is to gamify your content, or the learning environment itself.

Mastering Mobile Learning

- The nature of learning has changed now that mobile phones have become an essential part of our lives.
- Traditionally long and unengaging seminars and training days are a thing of the past. Instead, learning happens at the point of accessibility.
- As a result, there has been a significant rise in prominence for mobile learning.

- The prevailing pandemic has emphasized the need for mobile learning, as in-person training is no longer feasible.

Robust Real-Time Feedback

- Current remote working environments have also changed employee and manager relationships.
- Managers used to traditional office settings must now manage their team at a distance.
- This, in turn, requires new skills, new tools and new approaches to leadership.
- The continuously evolving work environment we currently live in requires more frequent, robust performance data.
- Employees are no longer satisfied with annual reviews. A survey demonstrated how 83% of employees would prefer timely recognition to financial rewards or gifts.
- Real-time feedback helps organizational productivity as employees adapt to new circumstances better, feel connected and stay more engaged. And like we all know, engaged workers get better results for the organization!

Workplace Wellbeing

- The Coronavirus pandemic has highlighted globally deteriorating mental health and wellbeing. In fact, 64% of AXA's survey respondents expressed that their stress levels had increased after the pandemic started.
- The average person spends 90,000 hours of their life working.
- As such, it's critical to ensure that workplaces are not a reason for wellbeing issues.
- However, the problems can be more difficult to identify now that most employees are working remotely. As such, it is increasingly essential to provide needed support, instead of adapting 'out of sight, out of mind' approach.

Cherishing Change Management

- As we have gathered, 2020 and 2021 were the years of change.
- And to keep up with the changes, organizations have had to shift business operations on the go.
- Business success relies on the successful navigation of disruptions.
- Learning and change go hand in hand. We cannot change without knowing how to do so.
- As such, T&D professionals' role is to effectively prepare the workforce for upcoming changes and challenges by offering change management.
- Effective change management helps businesses overcome setbacks and keep the organization moving forward.
- People don't like change. It is often uncomfortable and messy. But businesses often focus on the business changes, forgetting how they will affect their employees.
- When your employees are prepared and skilled for a change, they are more likely to be dedicated and perform better.

Cybersecurity Urgency

- Since the pandemic began, organizations have endured concerns about the health of their teams and financial wellbeing of their company.
- But that's not all they have to worry about.
- Hackers have used this new environment to their advantage, generating an increase in cybercrime. After shifting to remote work, cybersecurity has taken a new urgency.
- Compliance training needs to reflect these changes in our working environments.
- Employees need to be trained on how to protect their data at home.

- As such, T&D teams will have an increasingly important role in creating a resilient and cyber aware workforce.

20.2 Evaluating Training Outcomes

- When you plan training and development for your organization, you expect to gain improved skills and productivity, greater retention rates, and an improved brand. After you deliver any type of corporate training, you must ask these questions:
  - How effective was the training in helping learners gain relevant knowledge and skills?
  - Were the learners able to apply what they learned to improve their performance at work?
  - What other benefits did the training program achieve?

Measuring the outcomes

- The answers to these questions help you determine whether the training was worth your organization's investment and answering these questions requires measuring the outcomes.

What are training outcomes?

- Training outcomes are the measurable goals learners are expected to achieve at the end of a training program.
- Outcomes determine the success (or failure) of your training strategy since you'll evaluate training based on whether or not your teams have reached these outcomes.

Important consideration while writing training outcomes

- When writing down the desired training outcomes, make sure you're specific and leave nothing to interpretation.
- Avoid using vague words like "understand", "realize", and "learn". Use verbs that show tangible and observable action instead, like "create", "demonstrate", and "calculate".

What is Training Evaluation?

- Training evaluation is the systematic process of analyzing training programs to ensure that it is delivered effectively and efficiently.
- Training evaluation identifies training gaps and even discovers opportunities for improving training programs.
- By collecting feedback, trainers and human resource professionals are able to assess whether training programs are able to achieve its intended outcome, and if the training materials and resources used are aligned with or meet company and industry standards.

Training evaluation usually covers examining questions like

- ✓ "Was the topic discussed at the right level of complexity for your background?" and
- ✓ "Did the facilitator demonstrate a good understanding of and effectively delivered the program material?", among others.

This allows trainers to gain insight on what's working and what's not. Helping them to make better decisions on future training.

Benefits of Training Evaluation

- Evaluation of training gives comprehensive feedback on the value and outcomes of the training programs and their effectiveness in achieving business goals.
- It helps the management to better understand and identify skill gaps to analyse the desired outcomes of training programs.

It also helps the organization to:

✓ identify issues and improve the overall processes of training programs;

✓ analyse the effectiveness of training materials and other tools;

✓ determine the needed leadership competencies to solve critical problems;

✓ support continuous change in career development; and

✓ assess the overall training experience of the participants.

Why Measure Training Effectiveness/ Outcomes?

- Statistics prove that companies across the globe invest heavily in employee training and development.

- According to Training Industry magazine, employee training and education spends in the United States alone are growing incrementally by 14% every year.

- In addition to enhancing knowledge and skills, measuring training effectiveness has proven to be an important tool to boost employee engagement and retention.

- Results and measurements of past training also act as critical indicators while planning future workshops.

- Organizations should ensure that employees can demonstrate a positive impact of training through improved productivity and overall skill development.

- With the growing focus on continual learning and development, businesses are keen on identifying reliable metrics and methods to measure the training effectiveness and the ROI of such employee training initiatives.

- After all, you would not want to deliver training that does not provide expected results.

Evaluating Training Effectiveness

- Post-training quizzes, one-to-one discussions, employee surveys, participant case studies, and official certification exams are some ways to measure training effectiveness.

- The more data you collect on measurable outcomes, the easier it will be to quantify your company's return on investment.

- Before training begins, it is helpful to plan what factors you will be measuring and how you will collect these data.

- Fortunately, some proven methodologies for measuring training effectiveness already exist.

Determine what you'll measure when evaluating your employee training program

- Before you evaluate the effectiveness of your employee training program, you need to decide what the indicators of "effectiveness" are.

- Is training a success when employees become better at their jobs? Or is a happier, healthier company culture a sign that training is working? Is it, maybe, both?

- The point is, you'll probably want to include more than one measure of training effectiveness.

- The more measures you include, the more information you'll have to help you improve your program.

How to Evaluate a Training Program in 4 Steps?

- Training evaluation is an important process in determining training effectiveness and in checking if training programs are indeed helping employees become good at what they do.

- Training evaluation can also be integrated as a feature of your learning management system.

- Through strategic evaluation, businesses can find ways to improve the quality of training and achieve the learning goals set for employee success.

- To help you get started, we have listed down the training evaluation process in 4 steps:
  1. Choosing the appropriate model
  2. Determine indicators of training effectiveness

3. Choosing the right method and collecting data
4. Analyze Data

When is the Best Time to Evaluate Training?

- Training evaluation should be tied to the purpose of assessment.
- It is measured against a range of expectations on when to notice the effectiveness of training for employees and the business.
- Consider time periods such as appraisal, adaptation, application, and achievement to map a process of what outcomes are to be expected at those levels.
- Evaluation of training can be performed early, mid, or end of the year depending on the purpose of evaluation.
- Usually, early and mid-year evaluations are performed to shape the training program and the teaching approach.
- It helps address any issues and make improvements within the current program.
- While the annual evaluations measure the success of the training programs and the performance of the instructor. It is usually used for annual reviews, hiring, or promotion.

Summary

- As the effects of the pandemic linger on and a due date for the complete return to the office is anyone's guess, T&D teams continue to figure out how to enable their organizations to thrive in times of uncertainty.
- Indeed, it's the T&D team who has largely been responsible for helping usher in the rapid, wide-scale digitization and mobilization of processes — upskilling and training staff to get their jobs done, regardless of how the current "workplace" is defined.
- In 2021, T&D has become more data-driven, operations-focused, and strategic-minded, and will continue to do so in 2022 and beyond.
- Some of these T&D trends have been making their way into discussions for years, while some are a result of the current pandemic. Nevertheless, it's clear that the learning and development landscape is changing. We predict that the future is more fun, engaging, techy and gamified than ever before.
- Aspects like social learning, Big Data, real-time feedback and diversity and inclusion, will take learning experiences to a whole new level.
- Keep in mind that even if the workplace landscape has changed, priorities and some trends are still here to stay. Interestingly, employee training is now more important than ever before! Everyone needs to adapt to the telecommuting set-up and talent management is a crucial factor that can make or break an organization.
- Training is all about improving individual and group performances and in turn influencing the overall performance of your business.
- It is important to evaluate the effectiveness of the training and ensure that the original learning goals were achieved.
- Also, many benefits of training are not measurable.
- Factors like job satisfaction, the enjoyment of learning, and helping employees understand that they are valued assets worthy of development may seem intangible—and can be very powerful.
- Finally, measuring training isn't helpful unless you utilize what you have learned to improve the training, find a better provider, or even decide to discontinue the program.

- However, remember that training cannot be a one-time event; it's important to define and support continuous learning paths—this enables your employees to stay relevant in a transforming digital landscape.

Keywords

- Affiliation: Affiliation is a climate in which people strive for friendly, warm and affectionate and personal relationship.
- Career breaks: These are employment breaks or extended periods of leave which are usually unpaid and for particular purposes.
- Career plateau: A situation that occurs when an employee is in a position that he does well enough not to be demoted or fired, but not so well that the person is likely to be promoted.
- External mobility: It refers to movement of an employee from one organization to another seeking better placement based on his skills and the requirements and needs of various organizations.
- Sabbaticals: A type of career break or extended leave which some companies use to reward employees for long service.

Self Assessment

1. When employees have ample opportunity to learn and advance their careers, they are less likely to want to leave.
A. True
B. False

2. The pandemic precipitated a global pivot to remote work, becoming the single greatest accelerant towards digitization of the decade.
A. True
B. False

3. How toLeverage Big Data and Analytics for Training and Development?
A. Gather data and create reports.
B. Look out for trends.
C. Predict and analyse based on trends, then intervene.
D. All of the above

4. Default skill set required of any employee includes _____.
A. Learn to speak data
B. Assess existing technology
C. Tell a better data story
D. All of the above

5. Youtube for supplementary microlearning _____ on different topics.
A. Audios
B. Videos
C. Slides
D. None of the above

6. Which type of T&D activity involves employees being presented with real-world situations that actually apply to their job – and do their best to solve those hypothetical yet real-world scenarios.
A. Mentoring
B. Coaching
C. Experiential Learning
D. None of the above

7. DEI in training and development stands for
A. Diversity, Equity and Inclusion
B. Diversity, Equality and Inclusion
C. Diversity, Equity and Inclusive
D. None of the above

8. Learning technology will increasingly focus on providing solutions to make training teams more digital, agile, and efficient.
A. True
B. False

9. Training outcomes are the measurable goals learners are expected to achieve at the end of a training program.
A. True
B. False

10. Outcomes determine the success (or failure) of your training strategy since you'll evaluate training based on whether or not your teams have reached these outcomes.
A. True
B. False

11. We must use words like "understand", "realize", and "learn" while writing training objectives.
A. True
B. False

12. By collecting feedback, trainers and human resource professionals are able to assess whether training programs are able to achieve its intended outcome, and if the training materials and resources used are aligned with or meet company and industry standards.
A. True
B. False

13. Evaluation of training gives comprehensive feedback on the value and outcomes of the training programs and their effectiveness in achieving business goals.
A. True
B. False

14. Post-training quizzes, one-to-one discussions, employee surveys, participant case studies, and official certification exams are some ways to measure training effectiveness.
A. True
B. False

15. Which objective of CIRO model aims to eliminate organizational deficiencies.
A. Intermediate objective
B. Immediate objective
C. Ultimate objective
D. None of the above

Answers for Self Assessment

1.	A	2.	A	3.	D	4.	D	5.	B
6.	C	7.	A	8.	A	9.	A	10.	A
11.	B	12.	A	13.	B	14.	A	15.	C

Review Questions

1. Training is affected by the dynamic changing environmental conditions. What are those constituents that contribute these changing environmental conditions?
2. What are the various aspects of training issues consequential from internal need of the company?
3. For effectivefunctioning of the employees of an organization and in determination of training needs the six motives for organizational climate are considered important. Explain those six.
4. The increasing use of technology in training is filling the gap of shortened time. Elucidate
5. Coordination between the professional bodies and Government agencies is necessary for technological advancement in the field of training and HRD. Describe.

Further Readings

- G Pandu Naik, "Training and Development – Text, Research and Cases", Excel Books, New Delhi
- PL Rao, "Enriching Human Capital through Training and Development", Excel Books, New Delhi

Web Links

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