LOVELY PROFESSIONAL UNIVERSITY

TRAINING AND DEVELOPMENT SYSTEM

Edited By

Amit Kumar Sharma

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SYLLABUS

Training and Development System

Objectives: To develop an understanding of the core issues in employee training from a strategic organisational perspective; To develop competencies for imparting and managing corporate trainings as per business needs.

Sr. No.	Description
1.	***Training & Development:*** Scope, objectives, beneficiaries, forces influencing working and learning, snapshot of training practices, problems & future trends in training.
2.	***Strategic Training:*** Evolution of training role, strategic training and development process, organisational factors influencing training, training needs in different strategies, models of organising training department, outsourcing training.
3.	***Needs Assessment:*** Importance, scope, methods and techniques of training need assessment, training need assessment process organizational and operational analysis.
4.	***Training Design:*** Factors affecting training design, budgeting for training, types of cost involved in training programs, design theory, outcomes of design, identification of alternative methods of instructions, considerations in designing effective training programs, training implementation (Logistical arrangements, physical arrangements, tips for effective implementation)
5.	***Learning:*** learning theories, learning process, instructional emphasis for learning outcomes, designing effective training programs, feedback, making feedback effective.
6.	***Training Methods & Trainer's Style:*** types of training, training methods (presentation methods, hands on methods, group building methods), choosing a training method, competence of trainer, trainer's skills, trainer's styles, trainer grid, trainer's roles, do's and don'ts for trainers.
7.	***Training Evaluation:*** Factors influencing transfer of learning, reasons for evaluating training, evaluation process, determining outcomes, evaluation techniques, models of training evaluation, training audit.
8.	***E-Learning and use of Technology in Training:*** Technology and multimedia, computer based training, developing effective online learning, blended learning, simulations, mobile technology and training methods, intelligent tutoring systems, technologies for training administration, learning management systems
9.	***Management Development:*** Need, importance, Training for executive level management, approaches, development planning process, company strategies for providing development,
10.	***Contemporary Issues Training and Development:*** Training issues resulting from external environment & internal need of the company, dual career paths, career plateau, coping with career breaks, balancing work and life, increased use of new technology for training.

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Unit 1: Introduction to Training and Development

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Introduction

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Objectives

After studying this unit, you will be able to:

- Recognize the meaning and scope of training
- Describe the forces influencing working and learning
- Explain aspects about training practices
- Discuss the problems and future trends in training

Introduction

India is passing through convulsive changes due to advancement in science and technology but, at the same time, over 1,100 million people of this country are caught in the twilight zone of development and under-development. Despite the fact of viewing human resource as an asset, there is a gloomy side to this issue. An element which has surfaced in the warning signal of the World Bank as related to India is that by the turn of this century, India has nearly three-fourths of the world's illiterate population. On one side we have an abundance of human resource, the brain trust of a nation, and on the other side, we are in a state of emergency to convert the human recycling of human resource through formal, informal and non-formal education involving training and retraining.

1.1 Training – Meaning and Scope

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 (sometimes called social skills) but always with a definite purpose in mind. It differs from

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education in many ways, for all practical purposes training is aimed at specific, job-based objectives rather than the broader society-based aims of education. Historically, trainees were expected to learn their jobs by 'exposure', i.e. by picking up what they could from experienced fellow employees. They were not termed trainees since they were not systematically trained, but, they enjoyed such titles as helpers, apprentices, in industrial circles. But this method of learning was haphazard, learning time was lengthy, motivational needs often neglected with the possibility of many incorrect procedures being passed on. There was also a certain fear from experienced members of the workforce that passing on their skills would ultimately lead to their own exit. Planned economy and economic growth in the country has given emphasis to the need for a more systematic means of training for jobs skills. Thus, was born a more analytical approach of training.

Caution It is important that due attention is paid to training right from the time when one first starts doing a job.

If not, as is the unfortunate experience of many, it attempts at learning games and sports, it will be extremely difficult, if not almost impossible to unlearn what has once been learnt wrongly on one's own during the initial stages.

A job is not learnt merely by instructions. By telling and showing step by step the way it ought to be done, the job is perhaps presently learnt but not done well when left on one's own. By showing and making the trainee do the job step by step along with instruction, the chances are, that the job will be learnt and yet there is no guarantee that the job will be done well for long. The job will be really learnt satisfactorily by making an individual repeat and demonstrated step by step during instruction. By keeping a watchful eye at close intervals in the initial stages and by checking progress periodically later on, one can ensure that the job will be well done for all time to come

Scope

The essential elements in any commercial enterprise are materials, equipment and human resource. Training, allied to the other human resource specialisations within management, ensures a pool of manpower of the required levels of expertise at the right time. But, firstly, consider the attention given by an average organisation to the provision of materials, machinery and equipment. Then compare the commitment to the third essential factor in the production cycle, viz human resources. One of the most important factors in this regard is the traditional view of training and trainers. They are seen as an expense, a service, as second rate to production or as a necessary evil. Training has tended to fall behind other management activities, especially in the planning phase. It is often carried out as a reaction to immediate needs, a patch up operation in many cases, instead of an ordered activity.

If we accept the fact that people are a company's greatest asset, one remedy for these traditional attitudes is to convince the top management that training is a principal management function. Another remedy is for the trainers to display an increasing professionalism and so demand a chance for their voice to be heard at top level, along with other managers. The image of training in the concern is often based on concepts of cost-effectiveness. The alternate view of training as *welfare* activity is that it withers away in the face of depression in the trade cycles. So training must be an activity open to the analytical eye of the accountant. Yet, in some respects, it is an act of faith to pass on one's knowledge, skills and attitudes to those who follow. And a climate in which learning is seen to be an important part of work and is not easily generated by those who merely see training as a budget-balancing exercise.

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Did u know? Mangers use training as an instrument to favour the five-eyed employees to sponsor for training programmes.

Self Assessment

Fill in the blanks:

1. Training is an organised procedure which brings about a …… change in behaviour, for a definite purpose.
2. The three main areas involved in training are skills, knowledge and …….
3. For all practical purposes training is aimed at specific, job-based objectives rather than the …… aims of education.

1.2 Objectives and Beneficiaries of Training

It is useful at this point to look at the significant objectives of a training scheme;

(i) ***Meeting manpower needs:*** When skills of a specific order are required, it is often impracticable for a concern to recruit skilled personnel from the open market. So *do-it-yourself* is the only way.

(ii) ***Reduced learning time:*** When skills and knowledge are systematically taught, the trainees are brought to efficient performance more quickly than if they had to proceed by trial and error.

(iii) ***Improved performance:*** The elimination of incorrect working procedures and poor work habits by skilled trainees ensure that only the best methods are taught.

(iv) ***Reduced wastage:*** Material and equipment costs can be often cut by the implementation of an efficient training scheme.

(v) ***Less absenteeism:*** A major cause of staying at home from work, particularly with new staff, comes from not a clear knowledge of one's duties and how to perform them.

(vi) ***Fewer accidents:*** Accidents among untrained persons are three times more than those among the trained staff.

(vii) ***Benefits to employees:*** Any increase in job skills adds to the market value of the trainee, and can lead advancement both within and outside the company. There is also the opportunity for the employee of increased earnings in some instances, and a job satisfaction that results from being performed correctly for the first time.

Wise employers see training as a long-term investment.

Did u know? The relationship between investment in people in terms of training and increased profit margins is clearly demonstrable, but it means both, waiting and faith.

1.2.1 Beneficiaries of Training

The beneficiaries of training are:

1. ***Organization:***
   - Gets more effective in decision-making and problem-solving.

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- Improve the morale of the workforce.
- Helps people identify the organizational goal.
- Aids in developing leadership skills, motivation, loyalty and better attitude.
- Aids in improving productivity and quality of work.
- Aids in understanding and carrying out organizational policies.
- Aids in organizational development.
- Creates an appropriate climate for growth and communication.
- Helps employees adjust to change.

2. ***Employees:***
   - Increases job satisfaction and recognition.
   - Moves a person towards personal goals while improving interactive skills.
   - Helps in eliminating fear of attempting new tasks.
   - Provides the trainee an avenue for growth.
   - Through training and development, motivational variables of recognition, achievement, growth, responsibility and advancement are internalised and operationalised.
   - Provides information for improving leadership, communication skills and attitudes.
   - Helps to handle stress, tension, frustration and conflict.
3. ***Personnel and Human Relations:***
   - Improve inter-personnel skills.
   - Improves morale.
   - Builds cohesiveness in groups.
   - Makes the organization a better place to work and live.
   - Provides information on other governmental laws and administrative policies.

Self Assessment

Fill in the blanks:

4. The elimination of incorrect working procedures and poor work habits by skilled trainees ensure that only the ……. methods are taught.
5. Wise employers see training as a …….. investment.
6. Through training and development, motivational variables of recognition, achievement, growth, responsibility and …… are internalised and operationalised.
7. The beneficiaries of screening are ……., employees and personnel relations.

1.3 Snapshot of Training Practices

Traditional Approach: Most of the organizations before never used to believe in training. They held the traditional view that managers are born and not made. There were also some views that training is a very costly affair and not worth the effort. Organizations used to believe more in executive pinching. But now the scenario has changed.

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The ***modern approach*** of training and development is that Indian organizations have realized the importance of corporate training. Training is now considered as more of retention tool than a cost. The training system in Indian industry has been changed to create a smarter workforce and yield the best results.

In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development.

Training and development encompasses three main activities: training, education, and development. Garavan, Costine and Heraty, of the Irish Institute of Training and Development, note that these ideas are often considered to be synonymous. However, to practitioners, they encompass three separate, although interrelated, activities:

Training

This activity is both focussed upon, and evaluated against, the job that an individual currently holds.

Education

Education is the process of increasing the general knowledge and understanding of employees. It is a person-oriented, theory-based knowledge whose main purpose is to improve the understanding of a particular subject or theme.

Development

This activity 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.

Notes **Training and Development in Retail-FMCG Sector**

The Retail/FMCG Sector is the most booming sector in the Indian economy and is expected to reach US$ 175-200 billion by 2016. With this rapid expansion and coming up of major players in the sector, the need of human resource development has increased. Lack of skilled workers is the major factor that is holding back the retail sector for high growth. The sector is facing a severe shortage of trainers. Also, the current education system is not sufficiently prepared to address the new processes, according the industry majors.

Training Programmes in Retail/FMCG Sector

Some of the training programs that are given in the retail sector are:

- Sales Training
- On-the-Job Training
- Seminars/Workshops
- Customer Relationship Management
- Online Course
- Group Study
- Computer-based Training
- Self-directed Training

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1.3.1 Stakeholders in Training and Development

The stakeholders' in training and development are categorized into several classes.

(a) The *sponsors* of training and development are senior managers.

(b) The *clients* of training and development are business planners. Line managers are responsible for coaching, resources, and performance.

(c) The *participants* or the trainees are those who actually undergo the processes.

(d) The *facilitators* are Human Resource Management staff.

(e) And the *providers or the Trainers* are specialists in the field. Each of these groups has its own agenda and motivations, which sometimes conflict with the agendas and motivations of the others.

1.3.2 Role of Trainee in Transfer of Training

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. The whole training programme is developed for the trainees only. Each candidate plays an important role in the transfer of training because one participant's attitude regarding the training influence the other participants and also each participant can assist by advancing the learning process to realize the training objectives.

Caution It is to be remembered that participant's willingness to invest in the program is directly proportional to the benefits of the learning that the trainee could expect.

Each participant forms their own perception towards training. Some perceptions remain the same during the program, while some faded depending upon the assessment of a program by the participant.

Self Assessment

Fill in the blanks:

8. Under the …….. view, it is being considered that managers are born and not made.
9. Training and development encompasses three main activities which are training, …….. and development.
10. In modern approach Training is considered as more of retention tool than a ……..
11. The sponsors of training and development are ……..
12. The role of trainer and ..... is most important for success of any training programme.

1.4 Problems and Future Trends in Training

Training is influenced by trends in other disciplines, demographics, politics, technology and a number of other domains. In this connection, the critical uncertainties confronting training are as under:

1. ***Competition for the expertise elite:*** what is training role in developing increasingly competent and expert workers?

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2. ***Globalization:*** How will training and development balance the boundaries of time, space, geography and culture while maintaining its focus on developing work place expertise?
3. ***Locus of Control:*** How will training strike a balance between ever demanding organizations and individuals?
4. ***Marketability of Knowledge:*** What is the role and responsibility of training in developing, sharing, transferring and protecting organizational knowledge?
5. ***Next Age:*** How can training assure that it is flexible enough as a discipline to respond effectively to the demands of a variety of ages and the priorities they will bring?
6. ***Technological Explosion:*** How will the roles of training and development shift in the context of a highly automated technologically demanding work place?

There are significant changes taking place in the field of training and development. Technology is now becoming a core driver of learning systems and development of employees. Businesses become both global and virtual in many of their operation. Classroom-based training is declining as technology and other approaches to delivery of learning are become more prevalent (i.e. mentoring, on the job training, action learning, problem-based learning and job rotation). Globalization and technological revolutions have changed the landscape of business and to address these turbulences require developing employee skills, effective utilization of technology, developing new organizational structure, and building cultures that foster learning and innovation (Michael Hitt, 1998). The important challenges to training are, changing workforce demographics, competing in a global economy, eliminating the skills gap, meeting the need for lifelong individual learning and facilitating organizational learning.

Notes The following challenges have been identified to the field of training. They are:

1. ***Responding to multiple stakeholders:*** employees, shareholders, customers, and society;
2. ***Measuring HRD's impact and Utility:*** Evolve ways to measure the impact of utility of HRD;
3. ***Orienting towards the future:*** Instead of being obsessed with past and the present, visualize the future too. The capacity of training and development profession to be consistently ahead of the game will elevate the status of training as a key investment in the knowledge economy;
4. ***Focusing on problems and outcomes:*** Training should be capable of understanding real problems and delivering solutions; and
5. ***Status as a Profession:*** Training is yet to attain this status by evolving ethical guidelines.

In the year 2001, under the joint sponsorship of American Society for Training and Development and Academy of Human Resource Development, U.S.A., a future search conference was held in Orlando, Florida with 64 invitees from America, Europe, Africa, Australia and Asia. They included academicians, scholars, and line managers to HR managers. The conference of three days of deliberation culminated in a consensus around twelve statements of common ground, which were selected as guidelines for the immediate future of training and development profession they are (Jennifer & Teresa, 2003):

1. Creating synergy between research and practice.
2. Leveraging available technology without losing the human touch and social component of learning.

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3. Striking a healthy balance between work life and personal life.
4. Striving to create humane work places.
5. Acknowledging intellectual capital as the lifeblood of organization.
6. Developing a sense of social responsibility
7. Embracing globalization.
8. Embracing multi-culturalism.
9. Partnering in the fundamentally changing role of education.
10. Managing knowledge and learning effectively.
11. Developing partnership and collaboration internal and external to the organization.
12. Fostering life long learning.

The forces of liberalization, privatization and globalization have intensified the pressure to narrow down the scope of training and development. In this regard seven areas have been identified in which training and development can positively affect the forces of globalization. They are:

1. Involvement of training and development professionals in the development of political systems, democracies, transparent administration and non-discriminatory legal systems.
2. Economic growth and poverty reduction by development of workforce skills and intellectual capital. Poverty is a critical HRD issue because it deprives people of choices and significantly reduces their level of well being, limits participation in political and developmental processes and is associated with unemployment, lowered productivity, poor health, nutrition, housing and security.
3. ***Training and Organization/Work Place Learning:*** Training should play a much stronger role in workplace learning by working as a strategic partner with other functions such as OD IT and HRM. In the global context, the challenge for training and development is to find and maintain that global – local balance, constantly assisting the organization in adapting to changing business social economic and political conditions.
4. ***Education and Vocational Training:*** HRD professionals focus more attention on the training of teachers, administrators, and policy-makers at local, state and national levels. Much of the world's potential workforce lacks basic skills necessary for the modern work place. Training in both developed and developing nations could better assist vocational education programmes to develop competencies that fill these emerging gaps.
5. ***Developing Global Leadership:*** Training should steer the entire organization towards developing a global mindset. This concept has been defined as openness to other cultures that facilitate international dealings and decisions. A global mindset is often characterized by tolerance, flexibility, curiosity and ability to deal with ambiguity.
6. ***Technology and Knowledge:*** HRD professionals in future through training could strengthen the role in helping individuals, organizations and nations to acquire, knowledge, absorb, communicate knowledge through technology.
7. ***Training and Environment:*** Training and development professionals could enhance their value by encouraging all institutions of the society to work for protection of the environment.

Globalization demands a more holistic and systematic approach that recognizes individuals as part of an interconnected human development chain. Training and development professionals

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need to consider their beliefs about HRD's role in a global context, particularly if their individual focus has been more local or national. This could lead to a belief in enabling people everywhere to have access to educational opportunities and life long learning, be treated by all with respect in a socially equitable and dignified manner, have the ability to participate in governance decisions that affect their lives and the community in which they live and have the potential to earn sufficient income to supply themselves with ample nutrition, shelter and other material and aesthetic needs. Training and development is a relatively young field and there are significant challenges to its future. Failing to acknowledge these challenges will increasingly marginalize HRD within organizations. The tasks seen as central to profession will be taken on by others who work in professions more focused on delivery and measuring outcomes. Thinking and working systematically within a sounder theoretical base, with clear standards, ethical codes, with stronger professionals bodies and with competent practitioners is necessary, failing which the training and development profession will be sidelined.

Task How do external changes in the environment of business affect the training and development function in human resource departments? Justify your answer with practical illustrations.

Self Assessment

Fill in the blanks:

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.

Case Study

"Directory Assistance-May I Help You?"

Mr. Borkar is the Manager of Directory Services at BSNL, Pune. He is responsible for a staff of eight supervisors and nearly 100 directory assistance operators. If you lived in Mumbai and called "197" for directory assistance, you would find yourself talking with one of BSNL employees.

The position of Telephone Assistance Operator (TAO) requires a pleasant speaking voice, familiarity with the telephone company's computer-operated directory, and knowing the answers to several dozen frequently asked questions. In an average year, BSNL, Pune experiences about a 30 per cent turnover among TAOs.

Mr. Borkar recently completed a course in Human Resource Management at a local college and, as a result, began to wonder why BSNL, Pune did not provide a short, formal training programme for the TAO. At present, new hires are given a ten minute tour of the offices and a two-page printed sheet with directions on how to operate a computer terminal and answer the frequently asked questions. New employees are then shown their work area,

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introduced to their supervisor, and told to start. It concerns Borkar that many new TAOs complain for several months about being uncomfortable in their jobs, complaints from supervisors that it usually takes ninety days for a new TAOs to be fully competent, and that part of the 30 percent turnover may be due to inadequate TAO Training.

Question:

1. Do you think training is needed here? If you were Borkar, would you want to do anything that would be better answer to this question?
2. If Borkar did request the implementation of a training programme, what do you think the programme should include?

1.5 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 objectives 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.

1.6 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 organised procedure which brings about a semi-permanent change in behaviour, for a definite purpose and focus upon the job that an individual currently holds.

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1.7 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.

Answers: Self Assessment

1.	semi-permanent	2.	attitudes
3.	broader society-based	4.	best
5.	long-term	6.	advancement
7.	organization	8.	traditional
9.	education	10.	cost
11.	senior managers	12.	trainee
13.	Technology	14.	global
15.	liberalization		

1.8 Further Readings

Books

Lee Knan Yew, Prime Minister of Singapore (1959 to 1990).

Naisbitt John, "Megatrends", New York, Warner Books, (1982).

Toffler Alvin, *Future shock*, McGraw Hill, New York, (1985).

Online links

managementhelp.org/**training**/

www.businessballs.com › human resources

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Unit 2: Strategic Training

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2.3 Organisational Factors Influencing Training

2.3.1 Training Needs in Different Strategies

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2.4 Organisation of Training

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2.4.2 Strategies for Managing Competitive Environment

2.5 Outsourcing Training

2.6 Summary

2.7 Keywords

2.8 Review Questions

2.9 Further Readings

Objectives

After studying this unit, you will be able to:

- Explain the strategic training and development process
- Recognize the organizational factors influencing training
- Describe the models of organizing training department
- Discuss the aspects of outsourcing training

Introduction

Arthur Anderson's book "Delivering on the Promise" also points out the dire necessity of determining the best fit between HR strategy and Business Strategy. Whether it is HR planning or training and development plan, they have to be integrated with strategic plans of the company. The HR professional will have to go deeper and understand the business in a much more comprehensive manner by participating actively in corporate task forces like BPR, ISO, EVA, Human Capital Programmes, etc.

Critical HR services shall include compensation/wage revisions, talent scouting, benefits, employee welfare programmes and training. The way in which compensation is linked to individual/team performance, company performance, market value of the skill special competencies, etc., would perhaps become more important than quantity of compensation. This is a critical HR delivery.

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2.1 Evolution of Training Role

Until recently India treated its human capital as inert stock on the same line as accountants treat the fixed capital. But influenced by the Japanese, the US, more recently the Chinese and the ASEAN miracle in the early 1990s, the political view of the human capital underwent a paradigm shift. The Government reconstituted its Cabinet and the administrative set up in November 1985 and carved out a new ministry of HRD with a full fledged senior minister of the Cabinet heading it and the administrative support extended by a permanent secretary. The central idea behind the creation of the ministry was to provide to the government an integrated view of the human resources available in the country and plan and implement suitable training schemes and systems to upgrade and increase the supply of human resources commensurate to their requirements for the development of the country to meet the present and the future challenges.

The global competition, initiation of economic reforms and the country's ambition to join ranks with the developed countries require that, its existing approach to management development and training undergo fundamental change. India is opening up. The challenges of opening up provide a wide range of opportunities subject to the acquisition of relevant skills, competencies and concepts. The present day of concept of management, development and training envelopes an all round development covering needs of the individual, team, organisation and society.

The training and management development budget is minuscule and the areas covered are negligible. The training needs are not taken into consideration. The behavioural training is the most important requirement receiving scant attention. The training in technology is another important need of the time. Some States of the Indian Union have caught up with the idea and have taken up programmes in e-governance. The salaries and wages as a percentage of the gross domestic product for the country as a whole is about 12 per cent. The money spent on training and management development is a meagre 0.1 per cent. The number of hours devoted to training and management development is less that 1 per year.

More than ever before, the 21st century is going to be an era of explosive change manifested by uncertainty, global competition, high technological obsolescence and fight for survival and success. In the midst of persisting economic turbulence, global institutional changes call for new rules of the corporate game. It is no longer enough to comply with governmental directives, meet production targets or distribute the products at administered prices. There is a growing demand for value for money for products and services. Competitive advantage, customer orientation, professionalism and entrepreneurial spirit need to be built up.

Competition has to be addressed by quantum growth strategy of business, *creation of value for shareholders, quality of goods and services, prompt response time, customer focus* and last but not least, *achieving sustained organisational capabilities to face the evolving challenges in the market place*. Organisations need to be built to last like institutions of excellence. This calls for a paradigm shift in the style of management and leadership from reactive response to proactive approach and from a managerial mindset under protected environment to a mindset under competitive environment. Profit making companies need corporate renewal as badly as loss making companies need corporate turnaround.

In view of cataclysmic changes taking place in the environment, the human factor has become all the more important. Organisations are becoming increasingly dependent upon people as business tend to be more complex and diverse. In "Master of Change" William Boast writes "If the corporation fails the human element, the very ground upon which it depends for its stability will collapse. Organisations exist for the people they serve, whether it is the Japanese miracle, American revival, German work ethics or Israeli resilience - sustainable economic success has been possible world over only by people and through people. As corporations trim their fat, innovate their products and services, reorient strategies to add value to the delight of their

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customers, HR as a management function will have, as never before, a challenging task to lead this transformation through creative initiatives in the management and development of people.

Self Assessment

Fill in the blanks:

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.
2. In view of cataclysmic changes taking place in the environment, the …… factor has become all the more important.
3. The challenges of opening up of economy provide a wide range of opportunities subject to the acquisition of relevant skills, competencies and …….

2.2 Strategic Training and Development Process

Strategic training is a part of an ongoing process of professional development or simply about learning specific skill. It can improve people's skills and knowledge and also help them carry out their job effectively.

It is the process, directed towards agreed sometimes called learning outcomes – from training and the person being trained participates with the activity, rather than simply receiving. It usually involves participation.

The following are the steps necessary in the strategic training and development process:

- Organizational Objectives
- Needs Assessment
- Is There a Gap?
- Training Objectives
- Select the Trainees
- Select the Training Methods and Mode
- Choose a Means of Evaluating
- Administer Training
- Evaluate the Training.

The business should have a clearly defined strategy and set of objectives that direct and drive all the decisions made especially for training decisions. Firms that plan their training process are more successful than those that do not. Most business owners want to succeed, but do not engage in training designs that promise to improve their chances of success. Why? The five reasons most often identified are:

Time: Small businesses managers find that time demands do not allow them to train employees.

Getting started: Most small business managers have not practiced training employees. The training process is unfamiliar.

Broad expertise: Managers tend to have broad expertise rather than the specialised skills needed for training and development activities.

Notes

Lack of trust and openness: Many managers prefer to keep information to themselves. By doing so, they keep information from subordinates and others who could be useful in the training and development process.

Skepticism as to the value of the training: Some small business owners believe the future cannot be predicted or controlled and their efforts, therefore, are best centered on current activities i.e., making money today.

A well-conceived training programme can help your firm succeed. A programme structured with the company's strategy and objectives in mind has a high probability of improving productivity and other goals that are set in the training mission.

Notes For any business, formulating a training strategy requires addressing a series of questions which are:

- Who are your customers? Why do they buy from you?
- Who are your competitors? How do they serve the market? What competitive advantages do they enjoy? What parts of the market have they ignored?
- What strengths does the company have? What are its weaknesses?
- What social trends are emerging that will affect the firm?

The purpose of formulating a training strategy is to answer two relatively simple but vitally important questions: (1) What is our business? and (2) What should our business be? Armed with the answers to these questions and a clear vision of its mission, strategy and objectives, a company can identify its training needs.

Identifying Training Needs

Training needs can be assessed by analysing three major human resource areas: the organization as a whole, the job characteristics and the needs of the individuals. This analysis will provide answers to the following questions:

- Where is training needed?
- What specifically must an employee learn in order to be more productive?
- Who needs to be trained?

Begin by assessing the current status of the company how it does what it does best and the abilities of your employees to do these tasks. This analysis will provide some benchmarks against which the effectiveness of a training programme can be evaluated. Your firm should know where it wants to be in five years from its long-range strategic plan. What you need is a training programme to take your firm from here to there.

Second, consider whether the organization is financially committed to supporting the training efforts. If not, any attempt to develop a solid training programme will fail.

Next, determine exactly where training is needed. It is foolish to implement a companywide training effort without concentrating resources where they are needed most. An internal audit will help point out areas that may benefit from training. Also, a skills inventory can help determine the skills possessed by the employees in general. This inventory will help the organization determine what skills are available now and what skills are needed for future development.

Notes

Also, in today's market-driven economy, you would be remiss not to ask your customers what they like about your business and what areas they think should be improved. In summary, the analysis should focus on the total organization and should tell you (1) where training is needed and (2) where it will work within the organization.

Once you have determined where training is needed, concentrate on the content of the programme. Analyse the characteristics of the job based on its description, the written narrative of what the employee actually does. Training based on job descriptions should go into detail about how the job is performed on a task-by-task basis. Actually doing the job will enable you to get a better feel for what is done.

Individual employees can be evaluated by comparing their current skill levels or performance to the organization's performance standards or anticipated needs. Any discrepancies between actual and anticipated skill levels identifies a training need.

Selection of Trainees

Once you have decided what training is necessary and where it is needed, the next decision is who should be trained? For a small business, this question is crucial.

Caution Training an employee is expensive, especially when he or she leaves your firm for a better job. Therefore, it is important to carefully select who will be trained.

Training programmes should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the programme is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the programme.

Training Goals

The goals of the training programme should relate directly to the needs determined by the assessment process outlined above. Course objectives should clearly state what behaviour or skill will be changed as a result of the training and should relate to the mission and strategic plan of the company. Goals should include milestones to help take the employee from where he or she is today to where the firm wants him or her in the future. Setting goals helps to evaluate the training programme and also to motivate employees. Allowing employees to participate in setting goals increases the probability of success.

Training Methods

There are two broad types of training available to small businesses: on-the-job and off-the-job techniques. Individual circumstances and the 'who,' 'what' and 'why' of your training programme determine which method to use.

On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is developed for what should be taught, employees should be informed of the details. A timetable should be established with periodic evaluations to inform employees about their progress. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching.

Notes

Off-the-job techniques include lectures, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Most of these techniques can be used by small businesses although, some may be too costly.

Orientations are for new employees. The first several days on the job are crucial in the success of new employees. This point is illustrated by the fact that 60 percent of all employees who quit do so in the first ten days. Orientation training should emphasize the following topics:

- The company's history and mission.
- The key members in the organization.
- The key members in the department, and how the department helps fulfill the mission of the company.
- Personnel rules and regulations.

Some companies use verbal presentations while others have written presentations. Many small businesses convey these topics in one-on-one orientations. No matter what method is used, it is important that the newcomer understands his or her new place of employment.

Lectures present training material verbally and are used when the goal is to present a great deal of material to many people. It is more cost effective to lecture to a group than to train people individually. Lecturing is one-way communication and as such may not be the most effective way to train. Also, it is hard to ensure that the entire audience understands a topic on the same level; by targeting the average attendee you may under-train some and lose others. Despite these drawbacks, lecturing is the most cost-effective way of reaching large audiences.

Role playing and simulation are training techniques that attempt to bring realistic decision- making situations to the trainee. Likely problems and alternative solutions are presented for discussion. The adage there is no better trainer than experience is exemplified with this type of training. Experienced employees can describe real world experiences, and can help in and learn from developing the solutions to these simulations. This method is cost effective and is used in marketing and management training.

Audiovisual methods such as television, videotapes and films are the most effective means of providing real world conditions and situations in a short time. One advantage is that the presentation is the same no matter how many times it's played. This is not true with lectures, which can change as the speaker is changed or can be influenced by outside constraints. The major flaw with the audiovisual method is that it does not allow for questions and interactions with the speaker, nor does it allow for changes in the presentation for different audiences.

Job rotation 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. It is usually used in training for supervisory positions. The employee learns a little about everything. This is a good strategy for small businesses because of the many jobs an employee may be asked to do.

Apprenticeships develop employees who can do many different tasks. They usually involve several related groups of skills that allow the apprentice to practice a particular trade, and they take place over a long period of time in which the apprentice works for, and with, the senior skilled worker. Apprenticeships are especially appropriate for jobs requiring production skills.

Internships and assistantships are usually a combination of classroom and on-the-job training. They are often used to train prospective managers or marketing personnel.

Programmed learning, computer-aided instruction and interactive video all have one thing in common: they allow the trainee to learn at his or her own pace. Also, they allow material already learnt to be bypassed in favour of material with which a trainee is having difficulty.

Notes

After the introductory period, the instructor need not be present, and the trainee can learn as his or her time allows. These methods sound good, but may be beyond the resources of some small businesses.

Laboratory training is conducted for groups by skilled trainers. It usually is conducted at a neutral site and is used by upper- and middle-management trainees to develop a spirit of teamwork and an increased ability to deal with management and peers. It can be costly and usually is offered by larger small businesses.

Trainers

Who actually conducts the training depends on the type of training needed and who will be receiving it. On-the-job training is conducted mostly by supervisors; off-the-job training, by either in-house personnel or outside instructors.

In-house training is the daily responsibility of supervisors and employees. Supervisors are ultimately responsible for the productivity and, therefore, the training of their subordinates. These supervisors should be taught the techniques of good training. They must be aware of the knowledge and skills necessary to make a productive employee. Trainers should be taught to establish goals and objectives for their training and to determine how these objectives can be used to influence the productivity of their departments.

Caution Trainers must be aware of how adults learn and how best to communicate with adults. Small businesses need to develop their supervisors' training capabilities by sending them to courses on training methods. The investment will pay off in increased productivity.

There are several ways to select training personnel for off-the-job training programmes. Many small businesses use in-house personnel to develop formal training programmes to be delivered to employees off line from their normal work activities, during company meetings or individually at prearranged training sessions.

There are many outside training sources, including consultants, technical and vocational schools, continuing education programmes, chambers of commerce and economic development groups. Selecting an outside source for training has advantages and disadvantages. The biggest advantage is that these organizations are well versed in training techniques, which is often not the case with in-house personnel.

The disadvantage of using outside training specialists is their limited knowledge of the company's product or service and customer needs. These trainers have a more general knowledge of customer satisfaction and needs. In many cases, the outside trainer can develop this knowledge quickly by immersing himself or herself in the company prior to training the employees. Another disadvantage of using outside trainers is the relatively high cost compared to in-house training, although the higher cost may be offset by the increased effectiveness of the training.

Whoever is selected to conduct the training, either outside or in-house trainers. Having planned the training programme properly, you must now administer the training to the selected employees. It is important to follow through to make sure the goals are being met. Questions to consider before training begins include:

- Location
- Facilities
- Accessibility

Notes

- Comfort
- Equipment
- Timing.

Careful attention to these operational details will contribute to the success of the training programme.

An effective training programme administrator should follow these steps:

- Define the organizational objective.
- Determine the needs of the training programme
- Define training goals
- Develop training methods
- Decide whom to train
- Decide who should do the training
- Administer the training
- Evaluate the training programme.

Following these steps will help an administrator develop an effective training programme to ensure that the firm keeps qualified employees who are productive, happy workers. This will contribute positively to the bottom line.

Evaluation of Training

Training should be evaluated several times during the process. Determine these milestones when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training programme. Any discrepancies should be noted and adjustments made to the training programme to enable it to meet specified goals. Many training programmes fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals

Self Assessment

Fill in the blanks:

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

2.3 Organisational Factors Influencing Training

Training programmes fail not always because of lack of KSAs (Knowledge, Skills and Attitudes) but sometimes it is because of the organizational forces also. These forces also hold back the transfer of training, and learning. Therefore, it is important to keep in check those forces. The key organizational forces that drive the successful transfer of training are:

Notes

(a) ***Peer support:*** Peer support can also help in transfer of training.

Example: If the trainee is the only one who is receiving training in the department then probably the experienced peers might put pressure on trainee to forget the training and work. This situation also hampers in transfer of training. However, this situation can be avoided by involving the entire department in training, also by encouraging the learning culture in the organization.

(b) ***Supervisor support:*** can affect their employees' learning in number of ways.

Example: If the trainee is motivated to learn and receives full support from their supervisor, then this support in turn encourages the employee to learn as much as possible.

Also, supervisor can also reduce the negative factors of training, such as, the work that piles up during training that makes the employee uncomfortable and employees' negative perception about the training programme.

(c) ***Trainer support:*** can also have a positive impact on the transfer of training. Gone are the days, when the trainers' role used to get over once the training programme is done. Trainers' role is now extended to the work place too. Besides training, the trainer's role is to keep a check on how trainees are performing and help them and discuss with them if they encounter any problem in the workplace.

(d) ***Climate:*** Apart from supervisor support, peers support, trainer support, Climate factor also comprises of company polices, the attitude of upper management towards employee, towards training. If these factors are positive then the climate will also support the transfer of training. It is the organization's foremost duty to make the employees realize through these factors that adequate amount of time and resources are spent on them for their professional and personal development.

(e) ***Culture:*** also has its impact over the transfer of training. If the culture of the organization provides enough opportunities to its employees to implement what they have learnt in the workplace and provide them a variety of others factors such as, social support, challenging jobs, etc., then the likelihood of the transfer of training increases.

(f) ***Rewards systems:*** If the learning outcome that helps in achieving the objectives is linked to reward system then the probability of the success of training would increase.

2.3.1 Training Needs in Different Strategies

Many needs assessments are available for use in different strategic employment contexts. Sources that can help in determining which needs analysis is appropriate for different strategies in the given situation are described below:

- ***Strategic Context Analysis:*** An analysis of the business needs or other reasons the training is desired in respect with whole of organisational strategy. The important questions being answered by this analysis are who decided that training should be conducted, why a training programme is seen as the recommended solution to a business problem, what the history of the organisation has been with regard to employee training and other management interventions.
- ***Strategic User Analysis:*** Analysis dealing with strategy of potential participants and instructors involved in the process. The important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject, what is their learning style, and who will conduct the training.

Notes

- ***Strategic Work Analysis:*** Analysis of the strategic tasks being performed. This is a strategic analysis of the job and the requirements for performing the work. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required. This helps ensure that the training which is developed will include relevant links to the content of the job.
- ***Strategic Content Analysis:*** Strategic analysis of documents, laws, procedures used on the job is to be done. This analysis answers questions about what knowledge or information as well as training requirement is used on this job. This information comes from manuals, documents, or regulations. It is important that the content of the training does not conflict or contradict job requirements. An experienced worker can assist (as a subject matter expert) in determining the appropriate content.
- ***Training suitability Analysis:*** Analysis of whether training is the desired solution. Training is one of several solutions to employment problems. However, it may not always be the best solution. It is important to determine if training will be effective in its usage.
- ***Cost-benefit Analysis:*** Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organisation that is greater than the initial investment to produce or administer the training.

Notes

Urgency Motivation

Urgency motivation is fast picking up. Dumaine (1993) refers to this strategy as doomsday management. Business leaders can use this strategy to radically transform a successful and profitable company before over confidence, complacency and bloat catches up with it. Dynamic companies do not wait for crisis to happen; they anticipate it and gear themselves to meet any eventuality. Pepsi-Cola, for instance, has used this strategy much to its advantage. Urgency motivation is not only a device for crisis management but as a people-oriented HRM strategy, it is concerned with motivating and preparing them to deal with impending crisis on account of environmental changes. It calls for an egalitarian environment in which social status barriers are broken by restructuring organisational relationships. Urgency motivation, therefore, may be asked as a viable option to optimise HR utilisation.

2.3.2 Redefining HR Role

Deliberate attempts have been made to market HRD to the top management, line managers and employees who are the real customers. According to Marshal Goldsmith, the task of retraining essential high performance in the turbulent times becomes more complicated by five additional trends:

(i) Reduced status of working for a major corporation

(ii) Frequency lack of connection between pay and contribution

(iii) Decline in opportunities for promotion

(iv) Increase in work load and decline in support staff

(v) Rise in the influence of the knowledge worker.

In view of the above, HR has to evolve a long-term retention strategy. There will be a need to clearly identify, develop, involve and recognise key people. Articles published by International Management Consultants indicate variation in approaches but a shared mindset or paradigm.

Notes

The main elements of this paradigm are as under:

- Develop an ambitious vision for the company.
- Identify and focus on core competencies in skills, technology and management system.
- Retain business with high strategic importance and high profitability, divest business low on both counts.
- Set up Joint Ventures, especially with MNCs to obtain access to global markets, capital and technologies.
- Develop a lean, flat managerial structure.
- Set up strategic business units.
- Decentralise decision-making (empowerment).
- Exercise control through a sophisticated MIS.
- Have a clear, strong leadership style.
- Cut costs by downsizing.
- Identify key value driving processes and focus on improving them.

Without a strong, integrated HR function, the talent and mindset necessary to manage these new complex forms will not be developed and organisations will fail.

Effective Utilisation of HR

A very significant change in the context of people and work in organisations is that knowledge employees are going to be on the increase. More and more employment in an organisation would be determined by the knowledge and skills which a person brings to the table, rather than the capability to do physical activity for a price.

Developing Learning Organisations

The existing training culture needs to be replaced by the learning culture-where people are interested in acquiring information, knowledge, skills, insight and foresight. According to Saru Ranganekar, there are three areas in which people may develop (a) Contribution Value; (b) Transfer Value; and (c) Leisure Value.

Did u know? **What is Learning Organisation?**

Learning Organisation as an organisation that is continually expanding its capacity to create its future. It systematically captures and communicates knowledge, skills and processes that support for the achievement of strategic goals.

Our managers have to change from 'learning managers' to 'learn managers'. Learning is by participation, learn is by doing and learning is internalised by experiencing.

The focus is on finding and implementing. Practically every area of HR can be benchmarked – Training, Career Planning and Development, Performance Appraisal, Organisation Design, and Restructuring. It is a good strategy as the pressure builds on HR professionals to demonstrate the value they add and gain acceptability within the organisation.

Notes

The new agenda for HR is a radical departure from the status quo. HR will have to move towards centre stage in the accomplishment of business results. Managing change through people has to be the motto of HRM.

2.3.3 Economic Rationale for Investing in Training

Because HR investments frequently involve training, it is instructive to consider the difference between specific and general training. The decision whether to invest in training and development depends upon whether the education imparts the skills that are specific to the employing organisation or are general and transferable to other employers. Employers generally invest in or pay part of the cost of specific training because employees cannot readily transfer such skills to other employers. Human capital theory predicts that employers will pay for none of the cost of general training because employees can transfer skills developed at employers' expense to other employers. Accordingly, employers would hire rather an employee who has the requisite general skills.

Like general training, specific training can be obtained through formal programmes. It also can be obtained through on-the-job experience as much of what employees learn on-the-job tends to be specific nature. Employees who receive specific training from an employer, receive a lower wage after training than their productivity would warrant because no other employers have use for these specific skills. Thus, it is likely that the employer will have invested more heavily in these employees and would not want to lose the investment.

There are probably few skills that have no transferability to other employers. Nonetheless, the concepts of general and specific training can provide insights on the conditions in which investments in human resources are more favourable.

(a) ***Utility Theory:*** In considering investment in human resources in terms of hiring or development of current employees in order to pursue given strategies, there must be a method for evaluating the financial attractiveness of such investments. Utility theory attempts to determine the economic value of human resources programmes, activities and procedures.

(b) ***Outsources as Alternative to Investment in HR:*** Investment in HR should support organisation's strategies. Unless there is the potential to build capabilities that provide an advantage over competition, cost considerations often lead to the rational decision to outsource through specialised service providers rather than invest in HR. In general, strategic outsourcing is advocated where (1) world-class capabilities and a strategic advantage cannot be developed, (2) the resources devoted to services performed internally will be greater than those need to outsource the service, and (3) excessive dependency on suppliers can be avoided.

(c) ***Investment in Employability :*** While there have been dramatic declines in the prevalence of employment security policies, some companies are now investing in their HR by providing developmental experiences that made employees much more employable, should the employment relationship end. These developmental investments might include the provision for growth opportunities, a learning environmental training, and retraining. Having a workforce that is characterised by its employability is probably a necessary prerequisite for corporate survival.

Notes

Self Assessment

Fill in the blanks:

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

2.4 Organisation of Training

Responsibility and corresponding authority for the training function need to be clearly defined throughout the organisation. In small companies, training is generally of the on-job type conducted by line managements often under the general direction of the personnel department. Line management has a vested interest in training, since output, money, prestige and a stable labour force are much affected by the amount of effort put into the training function departmentally. The line manager has therefore, to ensure that his labour force is adequately trained, even though he may not carry out much of the actual instruction himself. He must however be able to identify his subordinates' training needs, recognise where their 'gaps' will fill organisational requirements, set performance standards and instructional objectives necessary to attain them, decide the method of training that will reach such targets and be able to evaluate the success of the training effort of his department.

In slightly larger companies, the burden of being a trainer manager may mean that a degree of delegation has to be introduced. For instance, a manager can delegate training to a subordinate who is a specialist in some other field. The only aspects of training that can be delegated are determining the methods of instruction and actually carrying out the instruction. Perhaps a better solution is the appointment of a training officer, subordinate to the line manager. Such a position is likely to include the following duties in his job description:

(i) Assisting the manager to formulate training plans. Analysis of knowledge, skills and attitudes required in particular posts.

(ii) Assisting in formulating training objectives and programmes. Setting targets and performance standards.

(iii) Carrying out instruction, or training instructional personnel.

(iv) Arranging suitable monitoring devices for the assessment of training performance.

(v) Providing an up-to-date information service on the training available outside the company.

(vi) Administering detail arrangements for off job courses. Keeping records of all kinds of training carried out for the training review.

It can be seen from the above that the training officer provides a service to the line manager of an advisory and consultancy nature, and does not remove from that manager, the overall responsibility for training. What power the training officer has, is delegated to him and carried out under the authority of the line manager, a fact often misconstrued in the small to medium sized company, where role conflict can occur between the manager and his training officer due to differences in perception of status by production staff.

Notes

The vast majority of large organisations have a separate training function, with a specialist manager, though it may be linked to other human resources such as personnel or employee relations. The department has a staff function, i.e. it provides specialist input to line management in the main area of programme formulation, advice, service and control. It has a similar list of duties for the training officer, but more broadly based throughout the organisation including:

(i) Identification of training needs at all levels.

(ii) Formulation of plans and objectives in line with training policy.

(iii) Assignment of instructional responsibilities.

(iv) Training programme design in consultation with line management.

(v) Collection and preparation of training media and learning resources (materials, curricula, visual aids, outlines, forms, trainee notes etc.).

(vi) Administration of course in-plant, and instruction where necessary.

(vii) Oversee apprentice and registered trainee programmes (Coordination of on-job, off-job aspects).

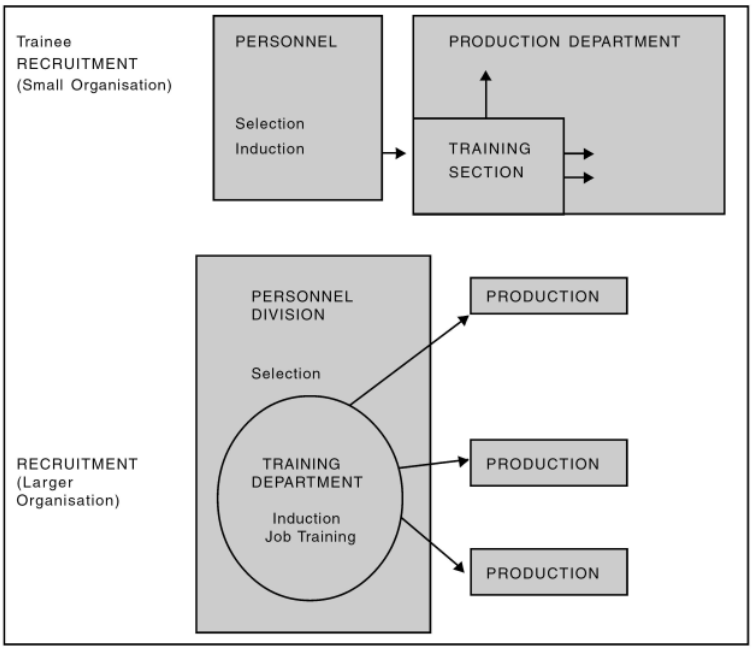
(viii) Management development as per training policy.

(ix) Training of trainers (Line personnel and instructors).

(x) Monitoring and control mechanisms sufficient for effective evaluation or training.

The difference between the two set-ups can be seen diagrammatically as a model in Figure 2.1 below which clearly shows the autonomy of such a department with its attendant advantages of overview, but inescapable divorce from the workforce.

Figure 2.1: Model Depicting Change of Location of Training



Notes

Did u know? The training of sales staff tends generally to be delegated to the marketing and sales division, since the job specifications for such people require different emphases training.

There is a sound argument, however, for allowing training specialists to examine the social skills needed from an analytical point of view as the expertise in teaching such skills may not exist within the marketing function.

Development with Growth

In order to provide a fair idea of the organisation of training, a detailed report on the training facilities in a private sector and in a public sector is required to be made. For instance, Voltas and Siemens are covered under the private sector, one a national and the other a multinational. Rashtriya Chemicals & Fertilizers is covered under the public sector.

2.4.1 Models of Organising Training Department

Training is a sub-system of the organization because the departments such as, marketing and sales, HR, production, finance, etc., depends on training for its survival. Training is a transforming process that requires some input and in turn it produces output in the form of knowledge, skills, and attitudes (KSAs).

The three model of organizing training are:

1. System Model
2. Instructional System Development Model
3. Transitional Model

System Model of Training

A system is a combination of things or parts that must work together to perform a particular function. An organization is a system and training is a sub-system of the organization. The System Approach views training as a sub-system of an organization. System Approach can be used to examine broad issues like objectives, functions, and aim. It establishes a logical relationship between the sequential stages in the process of training need analysis (TNA), formulating, delivering, and evaluating. There are four necessary inputs i.e. technology, man, material, time required in every system to produce products or services. And every system must have some output from these inputs in order to survive. The output can be tangible or intangible depending upon the organization's requirement. A system approach to training is the planned creation of a training programme. This approach uses step-by-step procedures to solve the problems. Under systematic approach, training is undertaken on planned basis. Out of this planned effort, one such basic model of five steps is system model that is explained below. Organizations are working in open environment i.e. there are some internal and external forces, that poses threats and opportunities, therefore, trainers need to be aware of these forces which may impact on the content, form, and conduct of the training efforts. The internal forces are the various demands of the organization for a better learning environment; need to be up to date with the latest technologies.

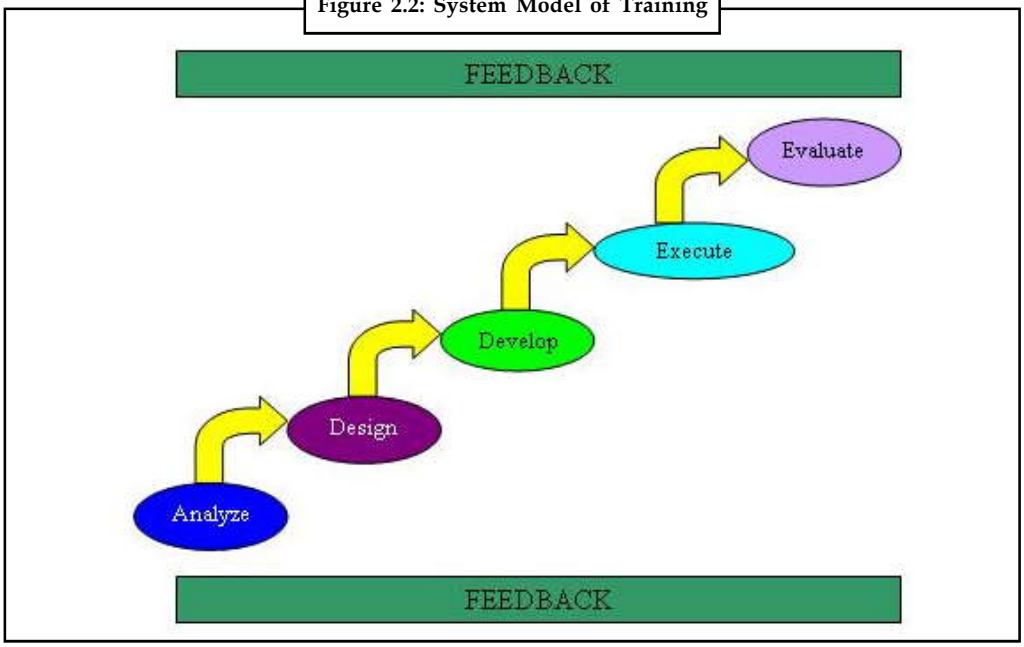
Notes

The system model consists of five phases and should be repeated on a regular basis to make further improvements. The training should achieve the purpose of helping employees to perform their work to required standards. The steps involved in System Model of training are as follows:

1. Analyse and identify the training needs i.e. to analyse the department, job, employees requirement, who needs training, what do they need to learn, estimating training cost, etc. The next step is to develop a performance measure on the basis of which actual performance would be evaluated.

2. Design and provide training to meet identified needs. This step requires developing objectives of training, identifying the learning steps, sequencing and structuring the contents.

Figure 2.2: System Model of Training



3. ***Develop:*** This phase requires listing the activities in the training programme that will assist the participants to learn, selecting delivery method, examining the training material, validating information to be imparted to make sure it accomplishes all the goals and objectives.

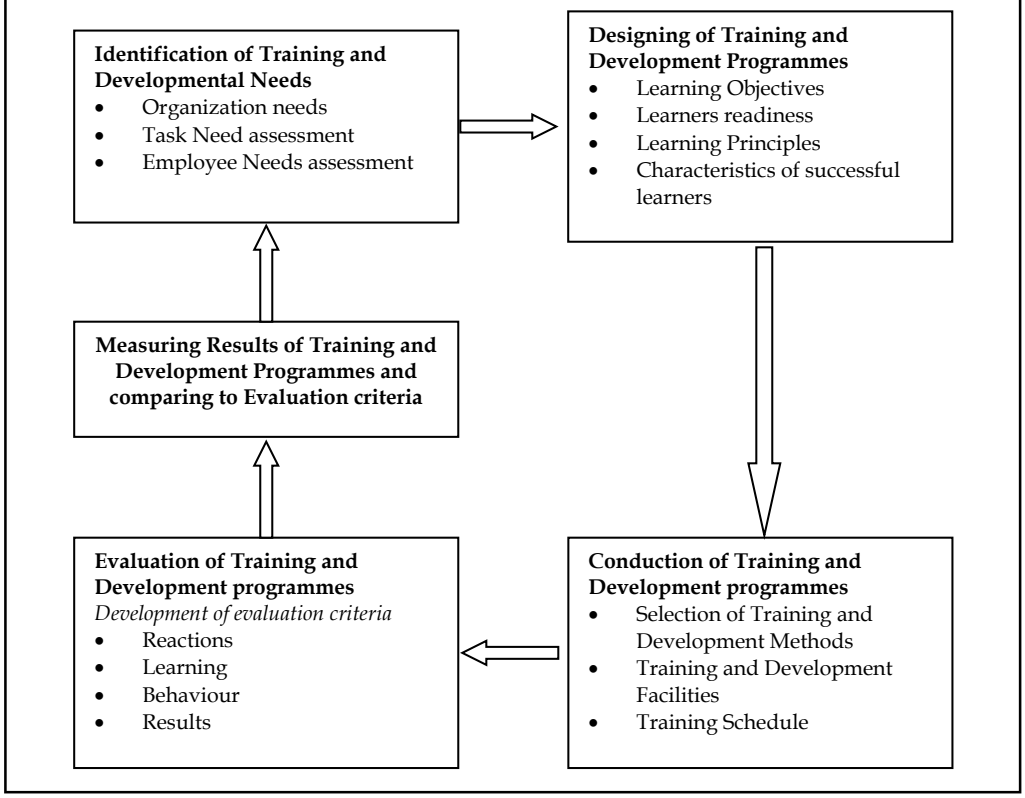
4. Implementing is the hardest part of the system because one wrong step can lead to the failure of whole training programme.

5. Evaluating each phase so as to make sure it has achieved its aim in terms of subsequent work performance. Making necessary amendments to any of the previous stage in order to remedy or improve failure practices.

Notes

It is depicted in the given model below:

Figure 2.3: System Model of Training and Development



Instructional System Development (ISD) Model

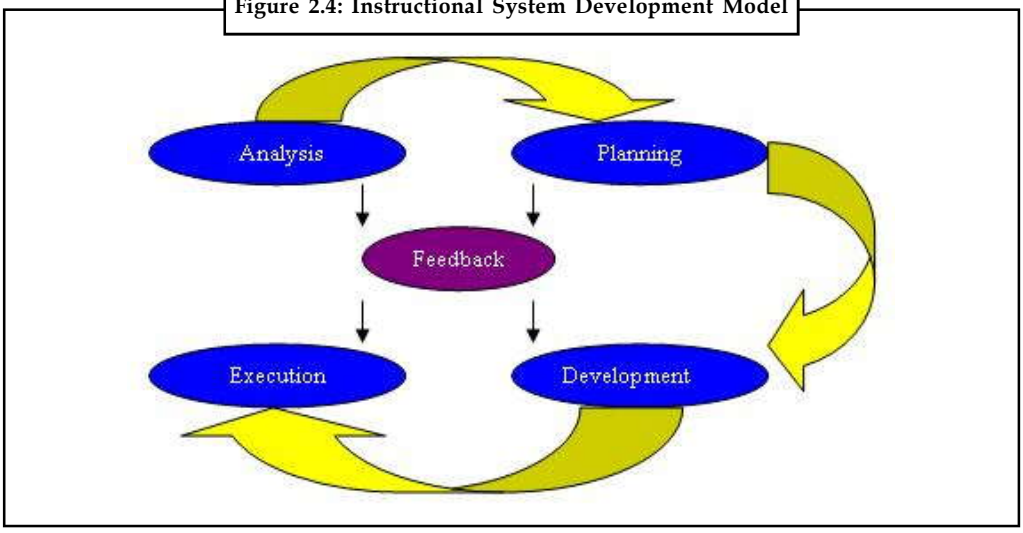
This model is widely used nowadays in the organization because it is concerned with the training need on the job performance. Training objectives are defined on the basis of job responsibilities and job description and on the basis of the defined objectives individual progress is measured. This model also helps in determining and developing the favourable strategies, sequencing the content, and delivering media for the types of training objectives to be achieved.

The Instructional System Development model comprises of five stages:

1. ***Analysis:*** This phase consists of training need assessment, job analysis, and target audience analysis.
2. ***Planning:*** This phase consists of setting goal of the learning outcome, instructional objectives that measures behaviour of a participant after the training, types of training material, media selection, methods of evaluating the trainee, trainer and the training programme, strategies to impart knowledge i.e. selection of content, sequencing of content, etc.
3. ***Development:*** This phase translates design decisions into training material. It consists of developing course material for the trainer including handouts, workbooks, visual aids, demonstration props, etc., course material for the trainee including handouts of summary.
4. ***Execution:*** This phase focuses on logistical arrangements, such as arranging speakers, equipments, benches, podium, food facilities, cooling, lighting, parking, and other training accessories.

Notes

Figure 2.4: Instructional System Development Model



5. ***Evaluation:*** The purpose of this phase is to make sure that the training programme has achieved its aim in terms of subsequent work performance. This phase consists of identifying strengths and weaknesses and making necessary amendments to any of the previous stage in order to remedy or improve failure practices.

The ISD model is a continuous process that lasts throughout the training programme. It also highlights that feedback is an important phase throughout the entire training program. In this model, the output of one phase is an input to the next phase.

Transitional Model

The transitional model focuses on the organization as a whole. The outer loop describes the vision, mission and values of the organization on the basis of which training model i.e. inner loop is executed.

Vision focuses on the milestones that the organization would like to achieve after the defined point of time. A vision statement tells that where the organization sees itself few years down the line. A vision may include setting a role mode, or bringing some internal transformation, or may be promising to meet some other deadlines.

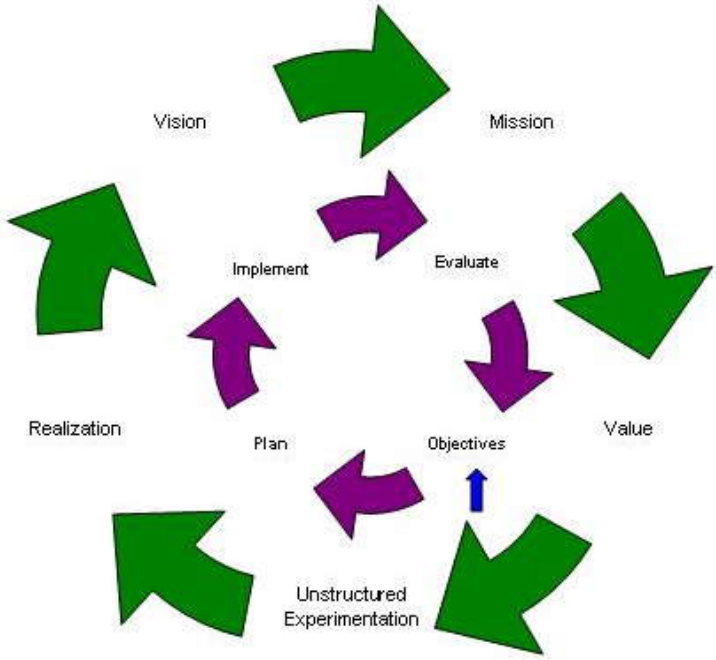
Mission explains the reason of organizational existence. It identifies the position in the community. The reason of developing a mission statement is to motivate, inspire, and inform the employees regarding the organization. The mission statement tells about the identity that how the organization would like to be viewed by the customers, employees, and all other stakeholders.

Values is the translation of vision and mission into communicable ideals. It reflects the deeply held values of the organization and is independent of current industry environment.

Example: Values may include social responsibility, excellent customer service, etc.

Notes

Figure 2.5: Transitional Model



The mission, vision, and values precede the objective in the inner loop. This model considers the organization as a whole. The objective is formulated keeping these three things in mind and then the training model is further implemented.

The quality of employees and their development through training and education are major factors in determining long-term profitability of a small business. If you hire and keep good employees, it is good policy to invest in the development of their skills, so they can increase their productivity.

2.4.2 Strategies for Managing Competitive Environment

The current business environment is responsive to the market and customers and focuses on outsourcing, partnerships and alliances, and do more with less mentality. Customers emphasize on quality product or service on time for less money. Business emphasis is on need to market quality product or service on time for less money. With these changes, the shift is now from management to leadership focus.

The shifts of globalisation, economic reforms, IT revolution, competition, privatisation and technical advancement demands paradigm shift in HRM. Hence, the future HR roles include knowledge management, relationship management, teamwork, legal compliance, change management, all leading to a no-distinct HR profession but a new hybrid roles to emerge.

The top HR challenges for future would be : attracting and re-training talented people, improving organisational capabilities, developing leadership skills, managing at the rate of change, improved communications and developing HR competencies. Therefore, the paradigm shift in HR roles include: reward and recognition, transformational leadership, continuous change, collaborator in resolving of strategic problems, partnership with community groups, business partnerships, employee involvement, building high performance teams, group involvement, learning design, development and organisation process and performance systems design and have a global perspective.

Notes

Figure 2.6: Dave Ulrich Model

1. ***As Change Agent (Change Management):*** The HR role includes empowerment, building capacity for change, new HR procedures, new work norms and cultural change. Therefore, the HR responses should be towards vision/mission exercises through involvement of employees by soliciting their opinions, aspiration driven approach to change, and training focussed on introducing change issues in right perspective.

2. ***Strategic Partner (Organisational Diagnoses)***: The HR role emphasizing on training includes business alignment, capability focus, organisational diagnosis and measuring HR deliverables. Hence, the HR response should be towards balanced scorecard, online surveys, HR procedures, alignment with business needs that leads to strategic support to business and Six Sigma.

3. ***Employee Champion (Personnel Care):*** The HR role includes making the work challenging, performance management, promote teamwork, grievance/conflict resolution, work culture and international/external communication. Therefore, the HR response should be towards competency mapping, knowledge management, career/succession planning and HR as a key channel of communication.

4. ***Administrative Expert (Personnel Administration):*** The HR roles include improving current processes and rethinking new processes, quality of execution and improvement in response time to ensure customer satisfaction and cost optimisation. Hence, the HR responses should be towards timely support to the Line function on HR matters, network of HR functionaries embedded in core business structure, focussed HR processes and online access to HR information through internet.

Task Find out the Analysis of TATA motors to Align Training with Business Strategy and compare it with Maruti.

Self Assessment

Fill in the blanks:

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

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.

Notes

2.5 Outsourcing Training

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. If it is decided to outsource the training programme, then finalizing the outsourcing organization would be an important decision. Following are the major factors to be taken into account for choosing an outsourcing organization for training:

- Who are their present clients?
- What is the core competency of this training organization?
- What are the advantages in cost savings, meeting time deadlines, and suitability to our business needs?
- Post-training support available if any
- Any other reasons to be recorded in writing.

Negotiating and finalizing an outsourcing deal requires answering several issues. Find out the qualification and professional accreditation of the organization and its promoters. Ensure that they have obtained all the statutory clearances like service tax etc. Enter into a lawful agreement for outsourcing. Terms of payment should be in installment, based on the work done, or payable at the end by obtaining satisfactory work done statement. The agreement should specify the work to be done both in qualitative and quantitative terms. In other words, the agreement should speak of the work to be done, the place and time of performance, the standards of performance, the persons who should perform the work and the conditions under which the agreed task has to be done.

Self Assessment

Fill in the blanks:

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

Caselet

Bharat Heavy Engineering Company

Bharat Heavy Engineering Company is a public sector enterprise established in 1969. BHEC manufactures boilers, cryogenic engines, etc., for process industry. The first three decades went off well with sizable profits. However, with the change of Chairman and some directors on the board, BHEC started losing business and its downward trend set in. In spite of reducing its original manpower of 4,500 to 2,700 by VRS, the financial position did not improve. The government disinvested its equity due to which a private management took over BHEC. Now BHEC as privately owned enterprise decided to expand its activity by technology upgradation. For this BHEC has re-train the existing manpower to meet the new requirements.

Notes

2.6 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.

2.7 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.

2.8 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?

Notes

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?

Answers: Self Assessment

1.	HRD	2.	human
3.	concepts	4.	learning
5.	off-the-job	6.	mission
7.	company polices	8.	instructors
9.	foresight	10.	line
11.	Evaluation	12.	values
13.	paying the training fees	14.	Partial
15.	qualitative, quantitative		

2.9 Further Readings

Books

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

Online links

bc.inter.edu/facultad/ialvarado/.../chap002.ppt - Puerto Rico

www.stconline.info/

Notes

Unit 3: Needs Assessment

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3.1 Training Needs – Concept, Scope and Importance

3.2 Methods and Techniques of Training Need Assessment

3.3 Training Need Assessment Process

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3.4 Classification of Needs

3.5 Training Need Assessment-Organizational and Operational Analysis

3.5.1 Training Forecast

3.5.2 Training Needs Analysis

3.6 Summary

3.7 Keywords

3.8 Review Questions

3.9 Further Readings

Objectives

After studying this unit, you will be able to:

- Recognize the importance and scope of training needs
- Discuss the methods and techniques of training need assessment
- Explain the training need assessment process
- Describe the organizational and operational analysis

Introduction

If training is to be relevant and cost-effective, it must meet the needs of the organisation in terms of its target population. Training for the sake of training is pointless and the planning of who is going to receive training is essential. It is also important to plan how much they will receive and when. Considerations of who will carry out the training and the facilities that the company has at its disposal, are important factors in the planning phase. However, the obvious first step must be to formulate a training policy, and to be successful, this should come from the highest level of decision-making in the organisation. The company's approach to training, its commitment in terms of staff and facilities and the allocation of duties to line and staff appointments, in terms of their training role, are important.

Notes

3.1 Training Needs – Concept, Scope and Importance

A training need is the gap between the knowledge, skills and attitudes required and the knowledge, skills and attitudes already possessed by the trainee. It exists at all levels of the organisation, it is only the emphasis of one or the other aspect which changes, whether one is grooming a new chairman or instructing an operator, since knowledge, skills and attitudes are the three criteria around which all jobs are based.

The company must set the 'climate' for training in their organization by publicizing their decisions and their intentions for staff training. The next step, after this statement of intent needs really exist within the concern. This assessment of training needs is essential if the firm wishes to build an accurate picture of the gaps in the knowledge and skills of the workforce, and should be carried out with care, with professional help if need be from specialist trainers. Since this is not a 'one-off' exercise, the knowledge of how to go about identifying training needs will have to be vested in several key people in the training system, so a concerted approach at this stage often bears the best results.

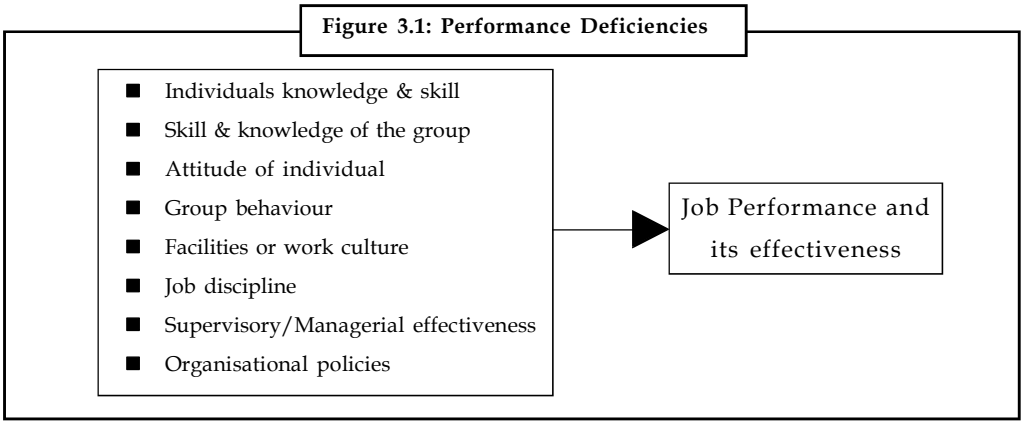
There are three major areas in which the staff displays such gaps i.e. they don't meet the job requirements. These are : (a) when their performance in their present position do not match the required standards, (b) when the requirement of the job changes due to the changed circumstances, and (c) when the present job ceases to exist or the job holder changes jobs, thereby creating new 'gaps' in the new job.

Existence of Need

The organisational effectiveness depends on the performance and excellence of their employees. The employees may be inexperienced or lacking in some of the skill/knowledge required to perform the given task. Or even organisational culture demands on the flexibility of attitude and awareness of legacy or discipline to enable to recognize red, green and gray lines before taking any decisions.

These deficiencies need to be rectified and the employee's morale to be boosted as to perform his task effectively. The model below (Figure) illustrates the performance deficiencies as a result of deficiencies in an individual and or a group.

Figure 3.1: Performance Deficiencies



Assessment of Training Needs

There is little disagreement among training researchers that a thorough assessment of the organisation's needs is of utmost importance and should be conducted before the development of a training programme.

Notes

Training Needs Assessment provides information on where training is needed, what content of the training is needed, what the content of the training should be, and who within the organisation needs training in certain kinds of skills and knowledge.

Self Assessment

Fill in the blanks:

1. A ……. is the gap between the knowledge, skills and attitudes required and the knowledge, skills and attitudes already possessed by the trainee and exists at all levels of the organisation.
2. The company must set the 'climate' for training in their organization by …… their decisions and their intentions for staff training.
3. The organisational effectiveness depends on the performance and ……. of their employees.

3.2 Methods and Techniques of Training Need Assessment

There can be many approaches/methods or techniques to justify the Training Need assessment. The following six approaches/techniques are most common:

(a) ***Training Need Survey:*** This is the most commonly technique used for training need assessment. However, since this approach is based on opinions/views, its effectiveness will largely depend on the quality of survey.

The survey is designed and conducted to collect the opinions or organisational culture affecting performance, educational skill and attitudes of the personnel, organisation impact on resources, the willingness of the bottom and intention of the top, etc.

A proper recorded and analysed survey will not only help in working out T & D strategies and objectives but it will also provide useful input to decide the budget or justify the T & D activities.

The suitability of this approach will however depend on the:

- Openness in the organisational culture
- Size of the organisation and its population
- Complexity of job in question
- Opportunity to make a difference between population and area of excellence
- The correctness of the resources.

Caution Survey of training need must define the following:

- Present Needs
- Future Needs
- Individual Needs
- Organisational Needs
- Job requirement & Job performance level

Notes

- In-house Training
- Managerial Plan

(b) ***Competence Analysis:*** It is a relatively quicker method to identify the training needs. This combines both the survey and study of specifications. The views of self, supervisor or subordinates about skill, knowledge and attitudes are collected for a particular post or position and to remedy the deficiency, suitable training need is identified. This approach thus gives a broad and relatively inexpensive analysis. This helps in prioritising the skill and knowledge the training needs. It can however be little controversial in some of the organisations as it may leave some areas of doubts and prejudices which may affect the correctness and its assessment.

(c) ***Performance Appraisal Approach:*** This is the relatively accurate approach for individual training and development needs. This goes with analysing knowledge, skill and the job requirement. This approach, however, starts after defining the criteria and the standards to measure or compare the performance. The main aim of this approach is to find out whether employees on the given work or positions have the required knowledge and skill to do it properly or not. Even newcomers, though they have inventory of knowledge/ skill, are required to improve performance and they need training. Job description vs. job performance analysis provides sufficient data to identify the T & D.

Notes

Format for TNI Survey for Supervisory Development Programme

Name of Appraiser ..... Dept .....
of ....

	Subject Knowledge	Must know	Nice to know	Not required
1.	Role of a Supervisor			
2.	Role of a Technician			
3.	Role of an Inspector			
4.	Role of an Instructor			
5.	Role of a Worker or Subordinate			
6.	Knowledge of Budgeting and Planning			
7.	Knowledge of Monitoring and Controlling			
8.	Knowledge of Discipline			
9.	Knowledge of Conducting Meeting			
10.	Knowledge of Delivering a Talk			
11.	Knowledge of Appraising the Work			
12.	Knowledge of Trade Union Working			
13.	Knowledge of Labour Laws			
14.	Knowledge of Quality Concepts			
15.	Knowledge of Safety Measures			
16.	Knowledge of Methods of improvement			
17.	Knowledge of Routine Working			
18.	Knowledge of Value Analysis			
19.	Knowledge of Cost Effectiveness			
20.	Skill of leadership			
21.	Skill of Effective Communication			
22.	Skill of Decision-Making			

Contd...

Notes

23.	Skill of Interpersonal Relationship			
24.	Skill of Grievance Handling			
25.	Skill of Domestic Enquiry Handling			
26.	Skill of Producing the Product within Required Profit Margin			
27.	Skill of Optimising Machines and Manpower			
28.	Skill of Minimising Paper Work			
29.	Skill of increasing Productivity			
30.	Skill of Maintaining industrial Harmony			
31.	Skill of Appraising for Career Planning			

(d) ***Task Analysis Approach:*** Sometimes an individual works effectively so long as he is performing on his own but when on a task to accomplish which involves contributions of others his efficiency is reduced. Task analysis therefore, exposes his weakness in dealing with others and his attributes to make him capable of running a group or performing a task effectively. This is the most comprehensive yet useful approach to identify HRD needs. Tasks specifications and the competence desired to perform the task precisely identify the training needs. While this is more objective and output oriented, it takes time and skill both.

(e) ***Feedback Approach:*** This approach is generally used in most of the organisations. The feedback or information regarding the necessity of training and development in a department for a group or individual can be from:

- Annual reports
- Production report
- Performance report
- Comments of supervisors/managers
- Comments of the colleagues, etc.

Since the above sources of information are otherwise obligatory in an organisation, this approach is inexpensive and fastest to identify the training needs. However, this can be ineffective also as it does reflect on the factors affecting low performance of individual or the group.

(f) ***Management Decision Approach:*** In most of the small organisations, the management decides who is to be trained and what is to be taught. Of course these decisions are based on the future planning/career growth plan or the deficiencies in their employees directly noted by the top management. The sources of information may be various; management reports or the direct interaction. This approach is also inexpensive but may not have the support of justification documents or a recorded present performance and achieved performance level for measuring the change.

Caution The format of appraisal, interview to be designed according to the objectives of the company, objective of the training, trainees, interviews, relationship with interviewer and the sensitivity of the programme.

Notes

Self Assessment

Fill in the blanks:

4. In most of the Small organisation the ..... decide who is to be trained.
5. In Task Analysis Approach …….. and the competence desired to perform the task precisely identify the training needs.
6. Competence Analysis combines both the …….. and study of specifications.

3.3 Training Need Assessment Process

3.3.1 Designing the Training Needs Analysis Process

When the purpose and objectives of the training analysis have been determined, the next phase of the training analysis process is to identify the kinds of data required to meet those objectives. The data needed falls into the following major categories:

(a) Data to define the need.

(b) Data to identify the solution.

(c) Data to specify those needing training.

(d) Data to provide the planning details for delivery of training.

To develop any kind of useful training plan, all these kinds of data must be obtained at some point in the training needs analysis process, either formally or informally. It is extremely important that organisations be aware of the kinds of data with which the training needs analysis process is concerned, so that they may select or develop the most appropriate data-gathering instruments for their needs.

(a) ***Data to define the need:*** In training needs assessment, defining training needs is appropriately approached from a performance analysis perspective. That is, there are two important pieces of information which must be gathered viz the desired level of performance and the actual level of performance. By obtaining these two pieces of data, a discrepancy is set up which defines the problem. This discrepancy, then, defines the training need, assuming that the cause of the discrepancy is due to some knowledge/skill deficiency.

To define training needs thoroughly, it is also necessary to consider the dimension of time; the concept of immediate needs versus long-range needs must be dealt with. It is the responsibility of "management" within the organisation to identify and prioritise the immediate needs and the long-term needs. Those needs classified as immediate can, through proper design, be accomplished through training programmes. The long-term needs will indicate, to the management a concern for direction and planning the development processes of personnel to meet the future changes and requirement in the organisation.

(b) ***Data to identify the solution:*** The second major area is data identifying the solution to a training need. Data-gathering cannot stop at defining the need; data on alternative methods for meeting the need must also be provided. This requires a variety of kinds of information about potential training and development experiences. This kind of information can be clearly defined through answers to two questions viz (a) What kind of training or development experience is appropriate for meeting the identified need? (b) what are sources available for meeting the need?

Notes

(c) ***Data about those needing training:*** The third major category is the data needed to specify and define training populations. In order to make effective decisions about training, certain data about the person with the need is necessary. It is helpful to look at this data at two levels, the "individual level" and the "organisational level".

Did u know? **Individual Need**

The "individual level" refers to the kind of data which is important to gather about each person being considered for a training or developmental experience. For this purpose data on the individual's career background, the previous training received and the individual's career aspirations are necessary.

Data at the "organisational level" concerns information about the common characteristics of potential training populations. When a training need is surfaced which goes beyond the deficiencies or developmental needs of the individual cases, it becomes an important part of the training needs analysis to provide data about common characteristics of the potential group of trainees.

By defining potential training populations according to their common characteristics, additional data for identifying the true source of a problem may be obtained.

Example: If a group of employees with a common training need have the same supervisor, it implies a different kind of problem than if their only common characteristics is the amount of time on the job.

(d) ***Data of planning and delivery of training:*** The fourth major type of data is utilised for planning and delivery of training. Normally, this data is obtained in the process of gathering data in the other three areas of defining the need, identifying the solution, and specifying those, needing training. It is helpful to define and categorize the data required for planning in order to ensure a thorough training needs analysis.

3.3.2 Conducting the Needs Assessment

The process for gathering data vary depending on the goal, resources available, time requirements given by management, the design, and population you want to analyse. While there is no particular methodology or technique for assessing the training needs of an organisation, professionals in the field of training and development generally have nine basic methods from which to utilize. These method are listed in *Appendix - A*. However, when used as a formal instrument, it is helpful to review some basic principles:

1. Get the explicit support and backing of top management.
2. Explain how to use the instrument to suit everyone who is involved with it. Make sure they understand what is being asked.
3. Explain the purpose for which the data is being gathered and why it is important.
4. Emphasize the need for frankness and thoroughness. When appropriate, assure anonymity.
5. Set definite time frames for return of the data.

Using these common sense guidelines should help to make the data-gathering process go smoothly and efficiently.

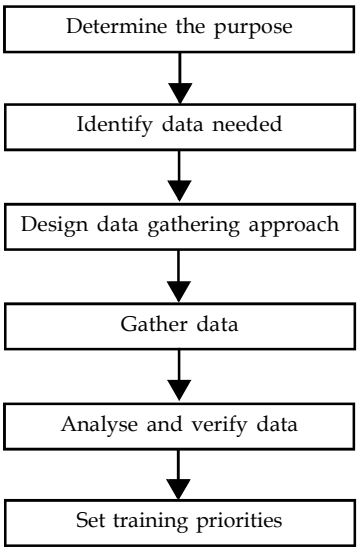
Notes

Processing the Data

Once needs have been surfaced, decisions must be made as to how they will be met; these decisions for allocating training resources should logically be based on a determination of the relative importance of different training needs. Establishment of training priorities is crucial in ensuring that the training and employee development programme is oriented to and effectively supports achievement of the organisation's mission and goals. There are six basic factors that should be considered in setting priorities for meeting training needs: (a) Impact (b) Scope (c) Organisation Policy (d) Time (e) Need Type, and (f) Feasibility.

Identification of the importance of a sound training needs assessment process is described in Figure below. The model gives individual organisations new ways of looking at what they do in assessing training and at how they might improve their process to make more efficient use of the training budget.

Figure 3.2: A Model for Needs Assessment



By reviewing each of the stages of the model, organisations may re-examine the assumption behind their own procedures. To help in this process, a summary of the major points of the needs assessment model is outlined below.

Step 1: Determine the Purpose and Objectives of the Needs Assessment.

Step 2: Identify the Kinds of Information Needed.

Step 3: Design the Data-Gathering Approach.

Step 4: Gather Data.

Step 5: Analyse and Verify Data.

Step 6: Set Training Priorities.

Self Assessment

Notes

Fill in the blanks:

7. In training needs assessment, defining training needs is appropriately approached from a …….. perspective.

8. The six basic factors that should be considered in setting priorities for meeting training needs are Impact, Scope, Organisation Policy, Time, Need Type and ……..

9. It is the responsibility of "management" within the organisation to identify and prioritise the immediate needs and the …… needs.

3.4 Classification of Needs

Figure 3.3: Classification of Training Needs

Present Needs	(a)	Role clarity
	(b)	Leadership Quality Development
	(c)	Decision-Making Skill Development
	(d)	Quality Consciousness Development
	(e)	Improvement in Productivity
	(f)	Behaviour Reforms
Future Needs	(a)	Technological change & skill development
	(b)	Knowledge of future diversification and change in Roles
	(c)	Updating the Trade Skill knowledge of competitive market
	(d)	Career Planning and Management Development plans

The above model (Figure) also gives a gentle hint that in an organisation, not only the individual but the group or even the organizational culture needs to be developed to set in organisational effectiveness. Thus, the training needs can be said to exist at the following three levels:

(a) Individual needs.

(b) Occupational needs.

(c) Organisational needs.

(a) ***Individual Needs:*** Skills, knowledge and attitude are the three dimensions of a performer which contribute towards his/her total effectiveness or the competence. One can have basic knowledge and skill to justify for the job description but the improvement in these dimensions with reference to the occupational and organisational can bring out better results. Amongst the individual needs, supervisory skill development, Managerial/ Executive Development, Decision-making needs, etc. are important needs. See Figure below.

Figure 3.4: What Training You & Your People Need

Type of Training	For yourself	For your Subordinates	For your Boss
Decision-Making			
Effective Communication			
Time Management			
Interpersonal Relationship			
Financial Management			
Total	100%	100%	100%

Notes

(b) ***Occupational Needs:*** The need for fulfilling the competence gap to perform quality output, breaking the barriers of interpersonal group effectiveness, developing confidence to take up challenges and initiatives; generally clarifies the occupational need. Among these, Team Development, Group dynamism OJT, JIT, etc. can be considered.

(c) ***Organisational Needs:*** Every organisation strives for excellence in job performance to achieve total dynamism in respect of fulfilling its objectives. Therefore, there must be an approach to develop individuals by way of correcting their attitude, appraising and counselling him/her which can promote harmonious work culture. The management development programmes OD, MBO, etc. are the common organisational needs.

Self Assessment

Fill in the blanks:

10. The training needs exist at the three levels which includes ……., Occupational needs and Organisational needs.
11. The management development programmes OD and MBO are the common …… needs.
12. Skills, knowledge and …….. are the three dimensions of a performer which contribute towards his/her total effectiveness or the competence.

3.5 Training Need Assessment-Organizational and Operational Analysis

McGhee and Thayer introduced a framework for understanding the needs-assessment process. It identifies three critical and interrelated components; Organisational analysis, Operations (or task) analysis, and Person analysis.

Training efforts aim at meeting the requirements of the organisation (long-term) and the individual employees (short-term). This involves finding answers to questions such as: Whether training is needed? If yes, where it is needed? Which training is needed? etc. Once we identify training gaps within the organisation, it becomes easy to design an approach to training programme. Training needs can be identified through the following types of analysis (Thayer & McGhee Model):

(a) ***Organisational Analysis:*** It involves a study of the entire organisation in terms of its objectives, its resources, the utilisation of these resources, in order to achieve stated objectives and its pattern of interaction with the environment. The important elements that are closely examined in this connection are:

- *Analysis of Objectives:* This is a study of short-term and long-term objectives and the strategies followed at various levels to meet these objectives.
- *Resource Utilisation Analysis:* How the various organisational resources (human, physical and financial) are put to use is the main focus of this study. The contributions of various departments are also examined by establishing efficiency indices for each unit. This is done to find out comparative labour costs, whether a unit is undermanned or over-manned.
- *Environmental Scanning:* Here the economic, political, socio-cultural and technological environment of the organisation is examined.

Notes

- *Organisational Climate Analysis:* The climate of an organisation speaks about the attitudes of members towards work, company policies, supervisors, etc. Absenteeism, turnover ratios generally reflect the prevailing employee attitudes. These can be used to find out whether training efforts have improved the overall climate within the company or not.

(b) ***Task or Operational Analysis:*** This is a detailed examination of a job, its components, its various operations and conditions under which it has to be performed. The focus here is on the roles played by an individual and the training needed to perform such roles.

The whole exercise is meant to find out how the various tasks have to be performed and what kind of skills, knowledge, attitudes are needed to meet the job needs. Questionnaires, interviews, reports, tests, observation and other methods are generally used to collect job related information from time-to-time. After collecting the information, an appropriate training programme may be designed, paying attention to (i) performance standards required of employees, (ii) the tasks they have to discharge, (iii) the methods they will employ on the job and (iv) how they have learned such methods, etc.

(c) ***Manpower Analysis:*** Here the focus is on the individual in a given job. There are three issues to be resolved through manpower analysis. First, we try to find whether performance is satisfactory and training is required. Second, whether the employee is capable of being trained and the specific areas in which training is needed. Finally, we need to state whether poor performances (who can improve with requisite training inputs) on the job need to be replaced by those who can do the job. Other options to training such as modifications in the job or processes should also be looked into. Personal observation, performance reviews, supervisory reports, diagnostic tests help in collecting the required information and select particular training options that try to improve the performance of individual workers. To be effective, training efforts must continuously monitor and coordinate the three kinds of analyses described above. An appropriate programme that meets the company's objectives, task and employees needs may then be introduced. Further, the training needs have to be prioritised so that the limited resources that are allocated to fill training gaps are put to use in a proper way.

It is obvious from the foregoing, that no assessment of training need is going to be successful without a thorough knowledge of the job itself in all its aspects and a thorough knowledge of the personal achievements of the job holder. It is this second factor where the identification of training needs is often unsuccessful, since the investigator doesn't have the required facts in his possession.

However, the collation of the information about how many of the necessary qualities the jobholder (or candidate) already possesses is often more difficult to ascertain. Face-to-face interview techniques by the assessor are most profitable, although not always practicable. Where questionnaires, forms and other non-personal techniques are used, there always seems to be a lack of important feedback on attitudes and performance standards, often psychological in nature, which cannot be determined in writing.

3.5.1 Training Forecast

Any changes in the future will usually bring about training needs, so research will have to be carried out to forecast the developments that are to occur. This function is always least tackled in the training needs analysis, especially in companies employing no training specialist, where line managers, responsible for their own internal training, often fail to set aside some time to review their future needs. The following future needs will force the company to train or retrain its employees:

Notes

Expansion	Promotion
Reorganisation	Seasonal Variations
New Methods	Change in Layout
New Equipment	Special Jobs
New Products	Changes in Manning Levels
Retirements	Attritions

These are some examples of the sort of information a trainer must have at his fingertips to be able to assess accurately the 'gaps' in people's skills, knowledge and attitudes in the future. It is quite often helpful to place them in order of priority as to whether they are (a) potential needs, (b) pending needs or (c) current needs which have been overlooked.

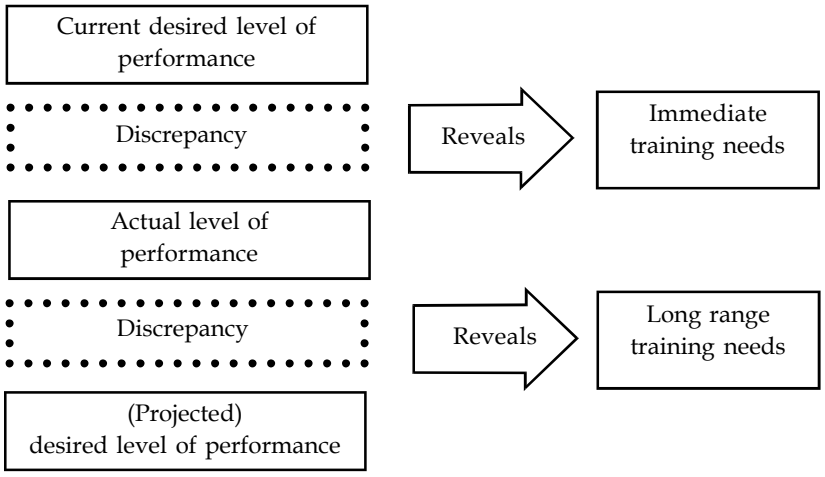
Did u know? Training forecast is a function of Management Planning.

3.5.2 Training Needs Analysis

A training needs analysis is basically a data-gathering process used to identify and compare an organisation's actual level of performance to the projected (desired) level of performance.

The difference (discrepancy) will identify the immediate and/or long-range training need. The "performance" can be interpreted to new managerial (behaviour) skills or technical (production) skills required to do a job. Figure 3.5 below illustrates the interrelationship of these two dimensions.

Figure 3.5: Defining Immediate/Long-Range Training Needs



Notes A training need analysis varies in size and scope according to how many different purposes it serves. Too often, the training needs analyses are limited in scope. With emphasis laid on objectives for the analysis, additional training data could be captured. The effective management of training require a training needs analysis with a combination of size and scope.

Notes

Task How would you identify the training needs of a group of sales employee of a large private sector insurance company during the existing times of recession?

Self Assessment

Fill in the blanks:

13. ……. analysis is a detailed examination of a job, its components, its various operations and conditions under which it has to be performed.
14. In Environmental scanning the economic, political, socio-cultural and …….. environment of the organisation is examined.
15. A training needs analysis is basically a …… process used to identify and compare an organisation's actual level of performance to the projected level of performance.

Case Study

Training Needs Analysis at Bank of Baroda

It has been a long and eventful journey of almost a century across 21 countries. Starting in 1908 from a small building in Baroda to its new hi-rise and hi-tech Baroda Corporate Centre in Mumbai is a saga of vision, enterprise, financial prudence and corporate governance. It is a story scripted in corporate wisdom and social pride. It is a story crafted in private capital, princely patronage and state ownership. It is a story of ordinary bankers and their extraordinary contribution in the ascent of Bank of Baroda to the formidable heights of corporate glory. It is a story that needs to be shared with all those millions of people — customers, stakeholders, employees and the public at large — who in ample measure, have contributed to the making of an institution.

Training interventions have a strong history since 1948 when a batch of young officers was sent to United Kingdom for training. The Joint Staff Training College with Bank of India at Mumbai was set up in 1962 for imparting training to officers in banking skills. The Bank of Baroda Staff College at Ahmedabad was started in 1964 for training officers in banking and upgraded to conduct management development programme with residential facilities in 1978. The N.M. Chokshi College for International Banking and New Financial Services was started in Mumbai in 1989 for training officers in foreign exchange, international dealing and new financial services. The Bank of Baroda College for Information Technology was started in 1999 at Baroda to impart advanced skills in the area of information technology. The first regional training centre was established at Baroda in 1970 to conduct job-oriented training programmes for clerical and subordinate staff members and the bank now has twelve regional training centres spread across the country to handle the basic training courses.

With over 46,000 employees in three cadres and ten pay scales spread across 3,000 and odd branches in 21 countries, analysing the training needs is really a challenge to HR professionals. The training needs are identified by analysing the strategic (which challenges of the business have to be met through training), procedural (which training programmes are required for efficient performance of given job roles), and employee perspectives (which training programme should be given to whom).

Contd...

Notes

Level One: Every year around April-May, a corporate level meeting is conveyed by the Chairman and Managing Director of the bank with the Zonal heads to discuss the training needs. Zonal heads for their part collect the information from their offices and branches about training needs and make a presentation. The Branch Managers identify the needs by discussing with employees, by referring to the employee performance appraisals, by considering the audit and inspection reports, by referring to the customer complaints, and by analysing the business plans. The regional office compiles the said information and sends it to the zonal office. Regulatory agencies like the Reserve Bank of India and the Ministry of Finance may have issued guidelines for conducting mandatory training programmes like 'reservation roster policy' 'harassment-free policy', etc. The corporate strategic decisions are also shared with the zonal managers to understand the overall training needs of the Bank. All these exercises result in preparing a training calendar along with the types of programmes to be conducted.

Level Two: The training calendar is sent to all the regional offices and very large branches apart from other administrative offices. The HR managers in regional offices go through the data available with them; about training requests made by branches, performance appraisal reports of employees, newly appointed employees needing training, existing employees posted to new job roles, employees promoted to new positions, the automation work to be initiated, the new kind of work to be performed and the statutory compliance to be met.

There may be employees who for personal reasons like family commitments may not want to attend training programmes in far-off places. For such employees the HR department of the region identifies the need to conduct locational programmes at places which are nearest to them.

The trade unions may have requested for conducting particular type of training programmes for employees like 'relational skills for HR officers'. The Association for scheduled castes, scheduled tribes and other backward class employees may have requested for conducting additional training programmes for their members to enhance their skills.

Then there are special needs peculiar to certain branches. For example, 10 out 50 branches in a region are moving towards core banking solutions. For such branches a programme on core banking solution may have to be organized.

Considering all the facts and circumstances discussed above, the HR Managers at the regional office identify the employees to be sent for training by making sure from the official records that the concerned employees have not undergone the said programmes earlier.

Questions

1. What, according to you, are the finer aspects of needs analysis in Bank of Baroda?
2. If you were to work as an HR manager in Bank of Baroda, how would you go about identifying the training needs?
3. HR managers sitting in regional office cannot understand the needs of the branches. Therefore, branch managers should be empowered to identify and nominate employees for training. Discuss.

3.6 Summary

- A training need is the gap between the knowledge, skills and attitudes required and the knowledge, skills and attitudes already possessed by the trainee.

Notes

- Training Needs Assessment provides information on where training is needed, what content of the training is needed, what the content of the training should be, and who within the organisation needs training in certain kinds of skills and knowledge.
- The methods or techniques of Training Need assessment are Training Need Survey, Competence Analysis, Performance Analysis, Group Dynamism Analysis, Feed back and Management Decisions
- In micro training need assessment, the individual and group training needs are generally viewed
- Macro Training need assessment approach exists in a large group of employees or when new entrants performance is to be analysed in a large group.
- The data needed falls into the following major categories which are: (a) Data to define the need, (b) Data to identify the solution, (c) Data to specify those needing training and (d) Data to provide the planning details for delivery of training.
- The major steps of the needs assessment model are Determine the Purpose and Objectives, Identify the Kinds of Information Needed, Design the Data-Gathering Approach, Gather Data, Analyse and Verify Data and Set Training Priorities.
- The training needs exist at the three levels which includes Individual needs, Occupational needs and Organisational needs.
- Organisational analysis is study of entire organisation in terms of objectives, resources, utilisation of resources, in order to achieve stated objectives and pattern of interaction with environment.
- Operational analysis is a detailed examination of a job, its components, its various operations and conditions under which it has to be performed.

3.7 Keywords

Environmental Scanning: The examination of economic, political, socio-cultural and technological environment of the organisation.

Manpower Analysis: The study in which the focus is on the individual in a given job.

Organisational Analysis: It involves a study of the entire organisation in terms of its objectives, its resources, the utilisation of these resources, in order to achieve stated objectives.

Task Analysis: This is a detailed examination of a job, its components, its various operations and conditions under which it has to be performed.

Training Need: It is the gap between the knowledge, skills and attitudes required and the knowledge, skills and attitudes already possessed by the trainee.

3.8 Review Questions

1. How do you determine the Training Needs of an industrial organisation?
2. How do you conduct the Training Need Assessment of a company in the service sector?
3. How do you analyse Management Training Needs in an enterprise?
4. How do you classify Training Needs? Explain with examples.
5. What is the role of Need Analysis in training? Do you think that all training programmes are based on such analysis?

Notes

6. How do you design the Training Needs Analysis process?
7. There are various basic need assessment methods. Describe at least three methods, pointing out its advantages and disadvantages.
8. Discuss in the light of examples how employee training need assessment is affected by the environmental factors.
9. Training needs analysis involves time, effort and money? Justify the cost benefit perspective of it.
10. Name the various sources of data which can be used for training needs analysis.

Answers: Self Assessment

1.	training need	2.	publicizing
3.	excellence	4.	management
5.	tasks specifications	6.	survey
7.	performance analysis	8.	Feasibility
9.	long-term	10.	Individual needs
11.	organisational	12.	attitude
13.	Operational	14.	technological
15.	data-gathering		

3.9 Further Readings

Books

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

Online links

www.ispi.org/pdf/suggestedReading/Miller_Osinski.pdf

www.unodc.org/pdf/youthnet/tools_message_escap_**needs**.pdf

Unit 4: Training Design

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Objectives

After studying this unit, you will be able to:

- Explain the factors affecting training design
- Discuss the budgeting for training
- Recognize the design theory
- Describe the Outcomes of training design.

Notes

Introduction

Designing successful training programmes requires not only a thorough understanding of the training problem, but also a well-stated definition of the results to be achieved and a thought out plan for achieving those results. *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.

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. At the design stage the training manager has to define purpose of the training, and the target audience, determine participants' learning needs, define training goals and objectives, outline training content, develop instructional activities, schedule the programme, determine training evaluation criteria, develop follow-up activities for the training event and prepare the written training design.

The design of a training intervention is a complex activity with many variables and prerequisites. Often, a designer can lose sight of all those variables and the underlying assumptions about what is fixed and what can be changed (Roscoe, 1995).

4.1 Factors affecting Training Design

Designing and Management of training programmes, Singh (1989), defined as the "Process of developing efficient and skilled manpower of an organisation, by effectively co-ordination all the essential components of training programs, in a very congenial organizing an effective training programmes, as mentioned earlier, are: Training and preparation, course content, course design, teaching aids/audio-visual aids, training methods, team building, organisational climate, monitoring and evaluation and follow up of the training programmes.

Management is the process of getting maximum production, income & profits by utilizing/co-ordination available resources/components. There are so many components which are essential for organizing and designing an effective training programme. The most important and essential components for organizing and designing effective training programs are:

1. Training need assessment
2. Training objectives
3. Course planning and preparation
4. Course content
5. Course design
6. Teaching aids/audio visual aids
7. Training methods
8. Team building
9. Organisational climate
10. Monitoring and evaluation
11. Follow-up of training programmes.

All the above components have greater contribution in designing a training programme successfully and effectively. Lack of any one of the above components may affect it adversely.

Notes

For managing training programs successfully, a course Director/Trainer has to co-ordinate all of them in a good manner.

4.1.1 Considerations in Designing Effective Training Programs

The vital considerations for designing of the effective training programme is suitable Organisational climate for training.

The success or failure of any training programs depends on the type of organisational climate prevailing in a training institution. If expertise and extension types of climate are there in the training institute, the quality of training programs will be good.

Caution If control and dependency types of climates are prevailing in the training institute, the quality of the training programs conducted will be poor.

Sharma (1960) defined organisational climate "as the pattern of pattern of social interaction that characterizes an organisation". The main units of interaction in their concept of climate are individual, the group and the leader.

McGregor (1960) "the day-to-day behaviour of the immediate superior and of other significant people in the managerial organisation communicate something about their assumption concerning management which is of fundamental significance".

Pareek defined "organisational climate, which is also called as motivational climate of an organisation, is the climate as perceived by the people working there in".

The following are the dimensions of the organisational climate that are to be considered for designing effective training programme:

1. Decision-making
2. Loyalty
3. Job security
4. Work atmosphere
5. Permissiveness
6. Handling of complaints
7. Job charity
8. Favouritism
9. Feed back
10. Open-mindedness
11. Emotional control
12. Future orientation
13. Scientific and technical orientation
14. Intellectual orientation
15. Job challenge
16. Task orientations
17. Industriousness

Notes

18. Altruism
19. Sociability
20. Interpersonal aggressions
21. Rules orientation
22. Administrative efficiency
23. Conventionality
24. Readiness to innovate.

The climate is perceived in the context of the organisation. Hence the studies conducted in the past for conceiving the prevailing climates in the organisations are presented below:

Table 4.1: Organizational Climate

Investigator	Year	Organisational Climate Dimensions
Halpin and Croft	1963	Disagreement, Hindrance, Esprit, Intimacy, aloofness Production emphasis
Forehand and Cilmer	1964	Size, structure, system-complexity, Leader-ship style, Goal direction.
Litwin and stringer	1968	Risk-tasking vs., complacent compromising vs. unilateral, unstructured vs, structured, warmth support vs. Centralization, Expert persuasion vs. Coercion, problem solving approach vs., status approach to authority, cooperation's. Competitive approach, Employee task fit vs. Lack of employee task fit, performance base reward vs. Expediency reward, High performance vs. Low performance.

4.1.2 Advantages of Designing Training and Development Programme

The major advantages are:

1. To effectively achieve the goals and objectives of the training and development programme.
2. To pave the way for systematic learning experiences to the trainees to improve their job performance.
3. To imbibe a culture of continuous learning and development amongst the trainees.
4. To deliver value for money to the trainees as well as organisations.
5. To enable employees to attain abilities in order to perform adequately.
6. To develop a platform for knowledge, skills and attitudes in an activity.
7. To prepare existing employees for higher level jobs. Existing employees require refresher training so as to keep abreast of the latest developments in job operations. In the face of rapid technological changes, this is an absolute necessity.
8. To make employees mobile and versatile. As a result, the employees can change jobs quickly, perk up their functioning levels and achieve career goals comfortably. They can be placed on various jobs depending on organizational needs.
9. To bridge the gap between what the employee has and what the job demands as well as to make employees more useful in the long run.
10. To eliminate incorrect working procedures and poor work habits and ensuring that only the best methods are taught.

Notes

Self Assessment

Fill in the blanks:

1. The vital considerations for designing of the effective training programme is suitable …… for training.
2. Expertise and ……. types of climate in the training institute are vital requisite for the good quality of training programs.
3. The success or failure of any training programs depends on the type of ……... prevailing in a training institution.

4.2 Budgeting

The top management always looks at the loss and profit of any activity. The objectives of the strategies are only divided on the basis of cost justifications or viability aspect of the activities in terms of resources. Though the return on investment of Human Resources Development is still controversial in view of time variable in achieving desired change and effectiveness in the employees, management does want some portion of the cost format and its return pattern to decide how much to be invested and what will be the benefits to the organisation in terms of rupees or increase in profitability or reduction in wastage, etc. Otherwise it may jeopardize the entire organisation.

No doubt, HRD is the key area in bringing out excellence in organisation and in fact this has been observed in Five Year Plan. Also as this costs to the organisation, it should be viewed carefully in relation to the organisation's size, turnover, total budget and the percentage or part of budget used for HRD.

General Considerations on Budget

Generally 1.5 to 2.5% of the total employees salary (with few exceptions) could be allotted for HRD activities as per the various studies and researches done in this context. However, the new establishment do need much higher allocation for few months and for which the justification or viability report can be put up to the management with expected benefits (in terms of rupees) in coming years like ROI (Return On Investment) plan for new establishment.Unusual circumstances, when office or entire plants may be shut down for T & D to implement, new technology, etc. cannot be overruled. In such cases the costs may vary as high as 100% during this period.

4.2.1 Budget Allocation

Basically there are two methods of allocating the budget on HRD/T & D activities:

(i) All cost on HRD/T & D activities observed by HRD department are recorded at one place in the corporate office.

(ii) All the costs are assigned to HRD department who has to record and control it.

Though both the methods may have the same results; the method used may greatly influence the decision-making process. There may be pros and cons of both the methods but within the framework of the organisational policies and philosophy, the methods are decided for acceptable input-output ratio. Depending upon the organisational objectives, future plans and the priorities of the programmes; the budget are allocated for HRD activities.

Notes

The HRD budget normally covers the following:

(a) Cost of staffing

(b) Cost of planning

(c) Cost of TNI & TNA

(d) Cost of appraisal

(e) Cost of recruitment or selection

(f) Cost of testing progress

(g) Cost of trails

(h) Cost of running programme

(i) Cost of valediction

(j) Cost of training materials & training aids.

(k) Cost of revising and re-testing

(l) Cost of publishing or awarding

(m) Cost of updating competence

(n) Cost of feed back system.

4.2.2 Budgeting Process

Business is and always, has been the number game, the game of data statements etc. with the advancement of the technology and management information system, the executive/manager has an easy access to these data on sales, productions, material and facilities planning, cost control, loss and profit etc. Further the computer has made it more easy to coordinate one function to another and easily compute the performance or the comparison, etc.

1. The cost of running HRD organisation
2. The cost of T & D activities
3. The cost of change achieved
4. The cost of conflicts avoided
5. The cost of material, man-hour & machine-hour saved.

Measuring Techniques

The measuring techniques of HRD activities are then designed on the following:

(a) Cost of HRD activities (expenses per unit T & D imparted)

(b) Change achieved (gain in skill, knowledge or attitude)

(c) Impact to the organisation (Result or outcome of T & D in terms of performance, profitability, quality improvement, conflict management wastage reduction, etc.).

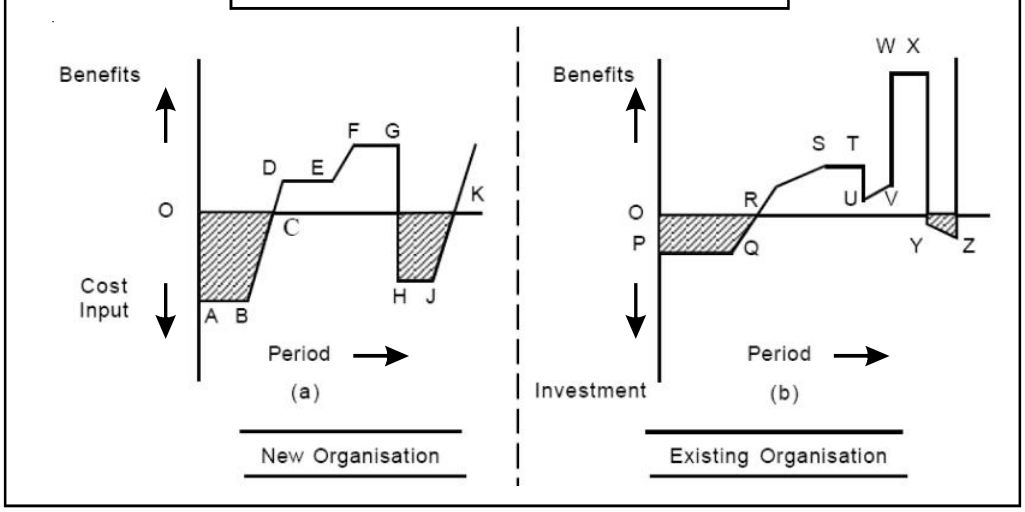
4.2.3 Justification on Investment

The investment on T & D activities is a long term investment which cannot be easily justified. However the contribution of the activities in terms of change achieved and impact on the organisation can be projected in the following graph. (Figure 4.1).

Notes

In graph (a) OA represents cost on T & D for new employees for a period of AB, BCD shows the gains to organisation in terms of the job performance. By gaining this experience now, the employees learn work and therefore the gain and the investment equalises up to DE and so the straight line EF represents the benefits of the learning by doing and experiencing and FH again learning by doing. After learning has achieved the saturation at G the retraining may perhaps be required which may call for taking away the employees from work place and have only lost and no gain, the GH will show again visible investment & so the gain likewise the cycle goes on repeating. The positive difference between benefits and investment is the only healthy sign for the organisation.

Figure 4.1: Investment on Training & Development



In the case of existing/running unit the HRD activities may cost a little as compared to the new establishments i.e. every year budget may be less than the first investment at the start of activities. If we look at the graph (b) we find that OP is the investment which could be for improving skills, knowledge and attitude of managers, supervisors or every other employees; QRS shows continuous improvement due to HRD activities and organisational culture improvement and ST shows improvement in experience through learning by doing for a short period of initiated challenges. TU represents the investments on further improving the performance but this may not necessitate the trainee to be away from this routine duties for longer period and hence the curve is above the datum line. At point X again there may be necessity for retraining or change of job which may cost more to the organisation.

Caution **Controlling the Cost**

The cost control system effectiveness lies on the feedback and monitoring the cost incurred as well as the budget allotted. There are basically three activities involved in the control process.

- Investments of the estimated cost and actual cost of performance.
- Comparison of actual performance with planned performance and the establishment of any variance.
- Initiating actions to cope with the observed deviations.

Notes

4.2.4 Types of Cost Involved

The cost can be direct cost or/and indirect cost incurring in training of HRD activities.

Direct Costs	Indirect Costs
• Consultant's fee	• Cost of Running HRD Organisations
• Honorarium to training faculty	• Paper Production Cost
• Refreshments/Lunch/Dinner	• TA/DA to Trainees and Trainers
• Hire Charges of Instruments	• Leave or Compensation Allowances
• Hire charges of Training Aids	• Work suffered due to Employee being away for Training
• Cost of Writing Materials & Stationery	• Cost of running Library
• Managerial/Supervision Cost	

Cost Components

"An ounce of analysis is worth a pound of objective" said a performance technologist of UK, Mr. Joe Harless. The analysis on the cost structure of HRD activities can project a clear picture of cost components. In a broad sense the following can be considered the cost components (however some can be added/subtracted according to the need of the programme or the principles of the organisation):

- Cost of Planning the Programme
- Cost of Training need Identification & Assessment
- Cost of Designing the programme & Deciding Alternative
- Cost of Testing the Programme
- Cost of Trials
- Cost of Retesting and Redesigning the Programme
- Cost of Conducting & Evaluations of Programme
- Cost of Publishing or Rewarding the Programme.

4.2.5 Deriving the Formula

Based on the input to the cost of the activity and the elements of HRD, the formula can be derived to its nearest accuracy. The formula for the costing of performance deficiency is to first determine the unit or the element and then work out the cost of that unit or the element. The benefit to the organisation is profit. Hence the details of cost become most vital for the viability comparison. The formula to compute the cost of the element/units discussed above can be derived as given below:

Did u know? **Cost of Deficiency**

The cost of deficiency is the total loss on the investment.

Cost of planning the programme

$$CP = CC + CTI + CS + CSO \quad ...(1)$$

Where CP = cost of planning, CC = cost of consultant

Notes

CTI = cost of TNI,

CS = cost of programme scheduling

CSO = share overhead of the department

Similarly, the formulae can be derived for:

Cost of TNI/TNA = Cost of diagnosis + Cost of appraisal (Initial) + Share of overhead + Cost of interview survey.

Cost of programme = Cost of design + Cost of testing + Cost of retesting + Cost of conducting + Cost of facilities + Cost of evaluation/ feedback.

Cost of conducting = Cost of course material + Hire charges of place + Cost of the programme facilities + Cost of TA/DA + Cost of refreshment/lunch etc. + Cost of stationery.

In all the above formulae factor for efficiency and to cover indirect cost like cost of motivation, cost to develop climate or working conditions, etc. must also be incorporated. This factor may vary from organisation to organisation and its accuracy depends on expertise of the T & D specialists.

Cost Effectiveness

As pointed out above, the cost effectiveness will depend on invisible factors like:

(a) ***Cost of not learning:*** When trainee has no interest and does not perform to the desired level of efficiency.

(b) ***Cost of motivation to:*** When the above exist and measures are inspired learning taken to break the inspire learning barriers.

(c) ***Cost of organisational climate development:*** As above (b).

(d) ***Cost of learning:*** When employee is learning by trial & error method.

Evaluating the cost effectiveness process is one of the critical jobs of a HRD manager as amongst the variables, the invisible costs as referred above has variables which are influenced by structure of HRD organisation, behaviour of employees, organisational environment and various unforeseen situations. Hence for cost effectiveness, a careful study of variable must be done and suitable constants for above factors influencing the cost effectiveness must be suitably derived.

Cost Evaluation

Cost per trainee can be thus worked out by the following formula:

$$CT = \frac{\text{All the cost as discussed above*}}{\text{Personnel to be trained}} \quad ...(2)$$

$$\text{Knowledge change (KC)} = \frac{\text{KP (Knowledge after T\&D)}}{\text{KB Knowledge before Training}} \quad ...(3)$$

This will require pre-evaluation and post evaluations of the employees:

$$\text{Skill Change (SC)} = \frac{\text{SP Skill after T\&D (SP)}}{\text{SB Skill before T\&D}} = \frac{\text{Post Evaluations}}{\text{Pre Evaluation}} \quad ...(4)$$

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Similarly, the attitudinal change and performance change can also be computed as:

$$\text{Attitude Change} = \frac{\text{AP (Attitude after T\&D)}}{\text{AB (Attitude before Training)}} \quad ...(5)$$

$$\text{Performance Change (PC)} = \frac{\text{PA (Performance after T\&D)}}{\text{PB (Performance before Training)}} \quad ...(6)$$

For cost justification or viability, these costs can be compared on short term or long term basis as per the design of the programme and expected rates of change of performance. For viable investment cost of change should be equal or more than the cost of T & D i.e.:

$$KC + SC + PC > C/T \quad ...(7)$$

$$(3) + (4) + (6) > (2)$$

For success of an HRD process, apart from T & D specialist, adequate planning of the programme, accurate design and implementation of the programme helps in budgeting the activities to match with the performance achieved.

Peter Drucker, one of the expert on modern management functions, has also emphasised an analytical approach to planning and organising the programme and the need of measuring the HRD functions.

In today's management style of mixed professionalism, the measurement is the weakest area and there are different schools of thought on the measuring procedures and the accuracy of the measurement. However, the cost effectiveness and viability considerations cannot be overruled and some formulation must be derived to measure the ROI on Human Resource Development.

Self Assessment

Fill in the blanks:

4. The cost control system effectiveness lies on the feedback and monitoring the cost incurred as well as the ……. allotted.
5. The investment on T & D activities is a …….. investment which cannot be easily justified.
6. The cost can be …….. cost or/and ……. cost incurring in training of HRD activities.
7. Honorarium to training faculty is a type of …… cost.
8. Cost of running library is a …….. cost incurring in training of HRD activities.
9. For viable investment, cost of …….. should be equal or more than the cost of training and development.

Notes

Constraints

The various constraints that lay in the trainers mind are:

- Time
- Accommodation, facilities and their availability
- Furnishings and equipments
- Budget
- Design of the training, etc.

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4.3 Identification of Alternative Methods of Instructions

After identifying who needs to be trained in what areas, it is essential to determine what training methodology to use. Today, there are many options managers and business owners can exercise to train their employees.

Seminars are a popular choice for large-scale training issues like professional standards updates and customer service issues. The benefits of this type of training methodology are that they are usually given by an expert or an organisation that has extended knowledge of the area, they cover all the issues related to the issue in a short period of time, training materials are provided, and employees enjoy the fact that they get out of work to attend the seminar. The drawbacks of seminars are based on the time and money that they require. Employees are away from their jobs for one or more days to attend the seminar so the company must either do without their services during this time or pay for a temporary replacement. In addition to losing money for missed work, the company also has to pay for the seminar, travel, lodging, and meals while the employee is at the seminar. Another drawback to this type of training is that the material is presented to all employees at the same pace and in the same manner. This methodology does not take into consideration different learning styles or paces of individual employees, and therefore some employees may be bored while others may feel overwhelmed by the amount of material being presented to them in a short period of time.

In order to overcome pacing issues of training materials, programmed instruction can be used to deliver training materials.

Programmed instruction is basically a hard copy format of training that is delivered either through: step-by-step booklets, latent ink booklets, or through computer-assisted instruction or computer-based training. All of these formats allow employees to progress at their own pace, and to go back over material as many times as needed. The drawback of this type of training methodology is the costs associated with purchasing training materials for every employee, especially if the company has a high turnover rate.

Examining case studies is another training methodology that can be used. Employee meetings can be held in which critical incidents are reviewed and alternative solutions or actions can be discussed. The advantages of this type of training methodology are that the issues addressed are specific to the company, and that employees can see the connection between a skill and its result easier in this situation than they can in a made up example printed in a training booklet. The main drawback to this methodology is that employees may feel singled out if the case study is about them. To overcome this, you may need to word the case study in a manner that gives the employee anonymity and that changes the situation enough so it cannot be attributed to a specific employee.

Simulation is yet another training methodology that can be utilized. Simulation is basically just walking an employee through the motions of a skill in a controlled environment until they master the skill. The benefits of this training methodology are that they train employees to perform specific skills needed for their job, and simulations help train employees to respond appropriately to unexpected events in a controlled environment. The drawbacks to simulation are again based on money. In certain cases where simulating machines are needed, the cost can be extraordinarily high. Therefore, simulation exercises that utilize these kinds of devises are often times limited to larger businesses or to companies that are located close to companies that lend out simulators.

Role-playing is an inexpensive training methodology that most companies can use. In this case employees act out scenes from their job in which they face challenges and situations that they normally will come across during the average day.

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Example: A person training to be a personnel assistant may be placed in a role playing training model where they sit at a desk in personnel and take mock-phone calls and walk-in inquiries.

As they walk through these situations they respond in a way that they think is appropriate following written procedure models. They may answer questions, hand out personnel forms, etc. The benefits of this type of training are: (1) it is relatively inexpensive, and (2) it covers skills that are specific to the job in question. The drawbacks are that some employees may not feel comfortable in this situation, and they may not learn well under the pressure.

Apprentice training is another category of training methodologies that can be used to train employees. In these types of training programmes, 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 in question. This type of training is most commonly used in trade and craft industries; however, it can be used successfully in office situations as well. The benefits of this type of training programme are that it gives the new employee a role model for proper work behaviour and functioning, and it provides new employees with personal support during their training. The drawbacks to this type of training programme are: it hinders the ability of the experienced employee to do their work, personality conflicts impact the quality of the training and results of the programme, and the overall productivity of the company is hindered during the training process.

Task Which of the following is not a follow-up strategy for ensuring the effective designing of training programme and why?

(a) Newsletters and web posting

(b) Peer observations and coaching

(c) Mentoring

(d) Role-playing.

Self Assessment

Fill in the blanks:

10. Programmed Instruction is a ..... format of training.
11. ..... training is a training programmes 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.
12. …… is an inexpensive training methodology.

4.4 Outcomes of Design

The outcomes of design include:

4.4.1 Operational Design of On-the-Job Training

The initial aspects in the design of the programme for on-the-job training are:

1. ***List the agreed objectives for the training programme:*** At the first stage I, the design process the objectives are listed as the start of a blueprint

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2. ***Consider the learning population and how they will affect the programme design:*** The learning population is an important consideration in the design of the programme. (Number of people to be worked in training programme.)
3. ***How many people the programme will cover?*** This will obviously have an effect on how many events must be arranged.
4. ***Age range of the learners:*** New entrants, young, inexperienced will require a deferent approach from existing, older, experiences people and advice must be given to the planners accordingly
5. To know learning preferences
6. To know the level of knowledge of learners
7. The location of the potential learners
8. List the ways in which each objective might best be met
9. Decide whether the learning will be best achieved by an on-the-job or off-the-job programme form.

4.4.2 Material Design

1. It decides on the nature of the training approaches – one-to-one, coaching, project management, and mentoring, open decrying.
2. Plan the order of events to meet the programmer and individuals' objectives.
3. Prepare an outline plan for the programme detailed from the precious items.
4. Discus the proposed plan with the people who will be involved and, if possible, the learning population and their line managers.
5. Complete a final, agreed programme plan.

4.4.3 Types of Training Approach

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

Type of Training can be → ON THE JOB TAINING
→ OFF THE JOB TAINING

4.4.4 Operational Design of Off-the-job Training

Objectives and the Learning Population

Objectives and the learning population were considered fully in On the Job Training. Additional comments related to off-the-job training are:

- Number of people needed to be covered by the programme
- Age range of the learning groups
- List the agreed objectives for the training programme
- Consider the learning population and how they will affect the programme design

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- Decide whether the learning will be best achieved by an on-the-job or off-the-job programme form
- Consider the possible accommodation and how it will affect the course design and practice
- Confirm whether you are restricted to a certain period of time or whether the programme will be allowed the full time required for effective completion
- Confirm from previous information when the programme is required to start and finish
- Consider material design
- Learning styles should be taken into account as far as possible
- Location of the learning groups will affect.

Notes

Training Accommodation

If the organisation has a training centre or college and it is easy to bring learners to this centre, then it should be assumed that the centre possesses all the necessary types of accommodation to avoid problems of design that might arise. But if training accommodation has to be found elsewhere, there should not be any difficulties in this.

Time constraints

The effect of time constraints on the design of training programme is one of the main factors in the design process.

Starting and finishing dates

The designer should give consideration to the starting and finishing dates of the programme.

Self Assessment

Fill in the blanks:

13. 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.
14. Material design prepares an outline plan for the programme detailed from the …….. items.
15. Type of Training can be …… training and …… training.

Caselet

Orientation Training at Ritz-Carlton Hotel Company

During orientation the company-Ritz Carlton Hotel company---infuses new employees with the company's "soul"-according to Horst Schultz, the former COO, President and vice-chairman. During Orientation, Scultz would explain that every employee was essential to the company's success. If they didn't make checking in a pleasure, keep the rooms clean, and respond to the guests' every need, the company would suffer. In comparison, if Schultz didn't show up one day for work, it made very little difference. After a general orientation programme, the company offers specific

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training to new hires through five best, experienced employees in each job category. Those who are best doing each job would develop a set of principles that everyone needs to understand and apply. For the first 10 minutes of each day, all employees line up to memorize the company's values and principles. By constantly reminding employees what the company strives to achieve, it teaches them habits that will serve the guests and the company well!

Source: C.Lachnit, "Hire right: Do it the Ritz Way" Workforce, April 2002

4.5 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.

4.6 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.

Notes

4.7 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?

Answers: Self Assessment

1.	Organisational climate	2.	extension
3.	organisational climate	4.	budget
5.	long term	6.	direct, indirect
7.	direct	8.	indirect
9.	change	10.	hardcopy
11.	Apprentice	12.	Role playing
13.	training approach	14.	precious
15.	on the job, off the job		

4.8 Further Readings

Books

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

Online links

www.businessballs.com › human resources

www.easy**training**.com/**training**.htm

Unit 5: Training Implementation

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Objectives

After studying this unit, you will be able to:

- Recognize the approach and steps of training implementation
- Explain the logistical arrangements for implementation
- Describe the physical arrangements for training implementation
- Discuss the tips for effective implementation

Introduction

Implementation involves a series of activities, through which training managers bring the course to learners in accordance with approved design. It requires scheduling of courses, faculties, equipments and service providers apart from arranging for ongoing classroom support, and ensuring the smooth flow of activities as per the plan. In some organizations, implementation may also involve marketing of the programme and ensuring that adequate number of people is nominated. Marketing means promoting the course on an ongoing basis to the intended learners. Usually, marketing is handled by publishing a course catalogue and regularly sending out targeted mail messages and flyers by surface mail to keep awareness high.

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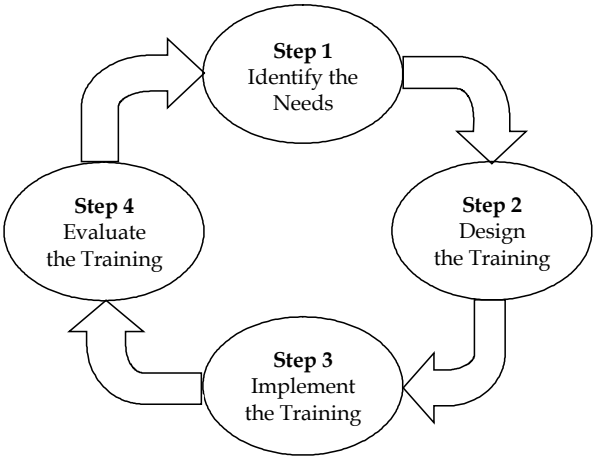
5.1 Implementation Approach

A programme can be implemented in three major ways namely by buying (i.e. outsourcing) the programme or making it (i.e. conducting in-house) or by a mixture of outsourcing and making yourself activities which can be called as blended or hybrid approach.

Each option has got its own inherent advantages and disadvantages. But to chose one of them requires analyzing a set of factors which are as under.

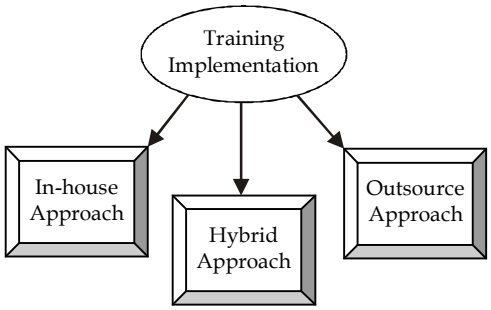
Figure 5.1: Training Process



Making or Buying Decision

1. ***Number of people to be trained:*** If the number of people to be trained is more; then develop in-house yourself, if they are few then have it outsourced. If it has to be conducted only once, outsource the same. If it has to be repeated several times then make it yourself.
2. ***Expertise available and required:*** If in-house expertise is available, consider not to buy from external agency. Expertise that is not available internally can be outsourced.
3. ***Cost benefit analysis:*** If developing in-house is cheaper, then don't outsource it. If a programme is to be administered to several employees, then the cost per head may come down.
4. ***Nature of learning:*** If the intended learning is specific and/or confidential to your organizational advantage, then don't outsource it.

Figure 5.2: Training Implementation Approaches



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5. ***Infrastructure available and required:*** If the required infrastructure is already available in the company, then consider developing in-house.

6. ***Time deadlines:*** What is the time available and required? If the learning is time sensitive and sufficient time is not available for training, the entire group of identified people within in the available time, then consider outsourcing.

Caution Any additional reasons which demand the choice of making versus buying decision should be recorded in writing.

Self Assessment

Fill in the blanks:

1. A mixture of outsourcing and making yourself activities is called as …….....…… approach of implementation.

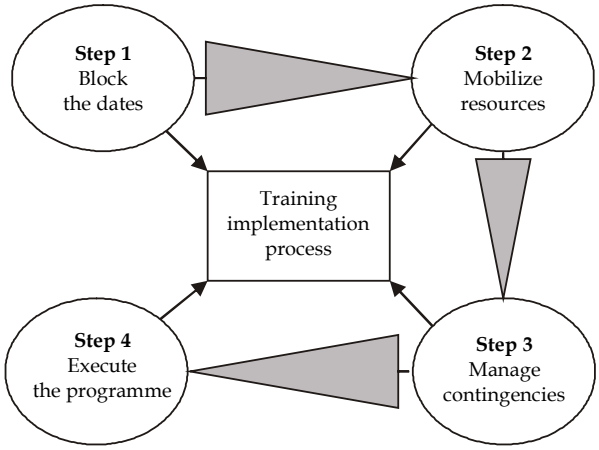
2. If the learning is time sensitive and sufficient time is not available for training, the entire group of identified people within in the available time, then organization may consider …….....…….. approach.

3. A programme can be implemented in three major ways namely by buying, making and .....……. approach.

5.2 Implementation of In-house Programme

In the event of deciding to conduct the training programme in-house, the challenge of full implementation emerges. The entire gamut of implementation activities can be classified into blocking the dates, mobilizing the resources, managing the contingencies and executing the programme. Figure below shows the activities involved in training implementation.

Figure 5.3: Training implementation process



5.2.1 Blocking the Dates

Training implementation function begins with blocking appropriate dates once the design is ready. There are so many stakeholders involved in a training activity like the trainees, the

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trainers, the organization or sponsor, the service providers and even the customers who depend upon the services of the trainees. The other factors that influence the training dates are climatic conditions and seasonal character of industry for on the job training.

When to block dates: Dates have to be blocked for any training programme at least 90-120 days in advance, particularly if the programme is heavily dependent upon outside resources, right from venue to the resource persons. Training managers should consult the major stakeholders like the organization, the trainers, the trainees (or their supervisors), the service providers like audio visual equipments and hotel managers to ascertain the convenient dates. The biggest challenge here is to fix a date for conducting the training programme on a date which is most suitable for all stakeholders particularly the trainees and the organizations.

From the trainee perspective, the training should not be held during periods wherein lot of intervening holidays are going to come. This may happen if training programmes are arranged during the Diwali festival in India or Christmas in America. Discourage the practice of keeping training programmes during April-June months since many of the employees would like to go on vacation, as this period has school holidays for employees' children. Organizing off the job programmes after the working hours or before the working hours on the days of working causes inconvenience to the employees since they have to make too many adjustments in their daily schedule of life. While these are the basic constraints of Indian workforce, companies having employees from different nationalities will have more challenging problems.

The employer would say that normally training should not be held during the busy business season of January –March quarter; it should be arranged when necessitated most from the business perspective, ideal if loss of mandays due to training is minimized, say by organizing the programme on weekends like Friday-Saturday or Saturday-Sunday. His ultimate concern is to see how to conduct effective training programmes with minimum disruption of business activities.

Trainers/resource persons would be happy to participate if the programme is conducted on the days they are not engaged elsewhere. If trainer's date and your date don't match with each other no doubt the trainer will loose an assignment, but you as an organizer will also face serious problems if the said trainer happens to be person of exceptional skills/expertise, which cannot be found easily in many other trainers.

Blocking the dates in advance is equally important from the service providers' angle especially when the training organizers are heavily dependent upon them right from the venue and catering services to audiovisuals and transportation.

Example: Training cannot be conducted if a suitable venue is not available on the predetermined date.

Service providers may be rendering their services to their other clients elsewhere but training organizers would be seriously handicapped to go ahead with the programme or may end up compromising on the training standards. Therefore, training organizers should keep in mind all these factors while implementing the programmes.

5.2.2 Mobilizing the Resources

Financial resources: Training resources of course, does involve financial resources but goes beyond by touching the human resources, material resources and infrastructure resources. The reason why a training manager has to focus seriously on resource mobilization is because money alone cannot obtain all the other training resources.

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Example: You may be willing to pay any amount for the right trainer but still not be able to locate him.

Therefore, searching and bringing the needed resources for your programme is very important for its overall success.

As regards financial resources, the training manager has to analyze the amount earmarked by the company and the cost estimate. In case of paid programmes, examine the amount realized from participants' fees and other sources like sponsorships against the actual cost to be incurred for implementation. If the revenue is less than the likely expenditure then either reduce the quality (like low cost venue and trainers) or quantity (like the number of days of the programme). But the best option is to mobilize additional resources from all possible resources rather than reducing the programme to a mockery. Always keep around 10% of the estimate as miscellaneous/unforeseen expenditure. Inform the concerned department sufficiently in advance and have the money ready for payments.

Caution Maintain the bills properly and submit the account immediately after the programme.

5.2.3 Managing Contingencies

After the programme is started many other problems may crop up.

Example: The audio visuals may not; seating arrangements may not be good and the food and snacks may be disliked by trainees.

What will you do if the chartered vehicle fails to arrive, if the confirmed trainer don't turn up, if the blocked premises was wrongly allotted to some body else. Keep ready a set of standby vendors who can be summoned at short notice in such emergencies. You may have got the confirmation of service providers about 90 days before the training. It is quite natural for some of them to forget commitments made to you. Therefore, remind them once again at least 15 days in advance, requesting them to keep ready the confirmed equipments, services on the agreed date. For each service/equipment required, prepare a list of at least five vendors with up to date contact details. Training managers can prepare a contingency plan for each session to meet the contingent hurdles. Table below shows a model of contingency planning chart.

Table 5.1: Training Contingency Plan

Name of the programme	Duration	Venue
Session Date	Session time	Name of the trainer
Equipment/aids required	Possible hurdles	Precautions to be taken

Know in advance the emergency exits and the trainees about these. Identify the places for immediate medical assistance and keep an updated list of people to be contacted in case of need. Organize the equipments and supplies appropriately by using the scientific management principle: "There should be a place for everything and everything should be in its place".

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Inform trainees of key issues like where to look for laundry, travel and other services, and where the toilets, libraries, and canteens are? Where is the medical facility available? What are the security and safety issues and the conditions outside the college?

5.2.4 Executing the Programme

The excellence in execution occurs if all the above planned activities come live in action on all the training days. In other words, the confirmed trainees and trainers should turn up for the programme, the training hall and laboratory facilities should be available, the service providers should render the services on time without diluting the quality and the desired learning should occur as per the plan.

The training manager should once again remind all the concerned participants just a day prior to the commencement of training. He should reach the venue at least one hour in advance to the venue on the first day morning to ensure that everything is happening as planned. Defaulters can be reminded again on the first day morning to join the programme. In spite of the plans and precautions it is common for a couple of lapses to occur, which should be taken care of by the contingency plan. At the end of each day the manager should take stock of the situation and remind the concerned parties for the next day events.

Purchases and Photocopies

There may be involved small purchases and photocopying activities during the programme. The purchases could be stationery items and folders for the trainees as also for the trainers; bouquets and mementos for the trainers and any other necessary items that may be needed for the training. The printing or photocopying activities are needed for reference material to trainees, activity sheets during the session, evaluation sheets at the end and so on. If photocopying is not available at the centre, then a nearby centre should be identified in advance for the purpose.

***Catering Arrangements*:** Make sure that proper catering arrangements are made. Proper arrangements means that lunch and tea are served as per the appointed time, they are delicious, fresh and hygienic, accommodations are made for the special needs of disadvantaged trainees, like those who want sugarless tea, dry bread or vegetarian dishes. Catering arrangements are very important and any negligence in this regard would upset the whole programme. Understand the sensitivities of vegetarians and non-vegetarians.

Example: In India, non-vegetarians would not mind taking vegetarian food but vegetarians will not take non-vegetarian food.

***Concluding the Programme*:** Conclude the programme on a happy note. Obtain the feedback from the trainees about the programme and answer if the trainees need any clarifications.

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Post-programme Activities

If any learning needs have not been met during the programme, make sure the information/ material is sent immediately after the programme, through email or courier. Settle the bills of service providers on the last day of the programme or on the next day. If any post-training activities have to be performed by the trainees, like submitting an assignment or completing a reading assignment, remind them of the same. Sometimes, instructions may have to be sent to the trainee's supervisor at workplace to provide any assistance needed

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or cooperate in the enhancement of trainee's learning, or to observe the post-training performance and submit a report on the improvements. In case of paid programmes, a couple of trainees may not have paid the course fees yet. Follow-up with such trainees or with their employers to pay the outstanding amount. If you have drawn advance amount from your finance department, please arrange to submit the bills and square off the entries in the books of accounts.

Self Assessment

Fill in the blanks:

4. Training implementation function begins with blocking appropriate dates once the …..….. is ready.
5. Training resources involve financial resources and goes beyond by touching the human resources, material resources and …….. resources.
6. After the programme is started many other problems may crop up and to handle this, training manager is required to have a ……. plan.

5.3 Logistical Arrangements

Training Site: The training site is the physical location where it is delivered. It may be owned or rented premises. If it is owned then the issues to be considered are: is it an exclusive facility built for training purpose, or a multipurpose auditorium requiring additional arrangements, is it available on the identified date, how to book the venue, what is the space requirement and space availability, like classrooms and lodging rooms both in size and number. Whether the venue has basic facilities like catering, lodging, toilets, rest rooms, audio visual aids, photocopying, library etc. Where is its location and from where are the major part of trainees coming. If 45 out of total 50 trainees are from North India and training centre is located in Bangalore; are we not saving the travel and lodging cost by hiring a rented premises in New Delhi? What are the limitations of having the programme in rented premises at New Delhi? How good are the transportation facilities? What further arrangements are to be made?

If it is a rented premises then it may be a hotel, auditorium or a college. There are additional arrangements needed in rented premises like seating, audio-visual equipments like LCD, OHP, Sound Systems, White Board, Flip chart, etc. Have them fixed and checked in advance. You also have to negotiate the rates for food and snacks and block the venue by paying advance amount. Always obtain a written confirmation of the booking from the hotel.

Did u know? Choosing a right venue for training programme is very critical especially in off-the-job training.

Locationally, the place should be a likable destination [like Bangalore (Karnataka), Pune and Lonavala (Maharashtra) or Mussoorie and Nainital (Uttarakhand)] having pleasant climate. Block the training hall at least 90 days in advance and intimate the trainees for booking travel tickets. If the centre does not have lodging facility, then prepare a panel of hotels and inform the trainees along with tariff rates, locations and contact details.

The training hall should be spacious enough to accommodate all participants and should be friendly enough to the disabled people. It should be well connected for transport and communication.

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Example: A training centre in the third floor without an elevator facility would make the physically handicapped participant's life miserable.

Example: If training programme is held in a religious centre the entry of which is prohibited to participants from scheduled castes, the organizers would be accused of creating a man made barrier, which is illegal under Protection of Civil Rights Act.

The training hall should be controlled for noise, smell, dust temperature and light. Have it in an air conditioned facility to ensure comfortable climate. There has to be a generator and a UPS backup for power failures.

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Transportation

Make sufficient arrangements for the transportation of trainees and the trainers. The problem of transportation should not be allowed to disrupt the training schedule. Consider hiring one or two taxis for the use of trainers. In order to avoid transportation problems of the trainees, it is appropriate to arrange the training hall and lodging rooms in the same building or locality.

Self Assessment

Fill in the blanks:

7. The training site is the ……... where the training is delivered.
8. The training hall should be spacious enough to accommodate all participants and should be friendly enough to the …….
9. The …….. must have basic facilities like catering, lodging, toilets, rest rooms, audio visual aids, photocopying and library.

5.4 Physical Arrangements

Seating Arrangement

The seating should be flexible enough to rearrange them easily for different activities like individual assignment, group discussion, etc. Some of the ideal seating models are suggested below. The U-shaped and oval-shaped seating arrangements are good for training up to 25-30 people. The basic advantage of these two seating approaches is that trainees can see each other while interacting and at the same time look at the trainer. But larger number of trainees like 50 to 70 cannot be accommodated. The round table seating method is suitable when the training method involves a lot of group activities. But if this method is used while assessing trainees for individual competencies, then there are possibilities of trainees helping each other or copying from each other.

The traditional classroom seating is good for accommodating more number of trainees. It is also good where training involves lot of individual assignment/activities. But the basic disadvantage is that trainees can see only the trainer and others cannot be seen easily for interaction. This is very inconvenient for group activities as well as for learning through interaction. The stadium type of seating can accommodate more number of people. Trainees to some extent can see each

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other while interacting, but such interaction is limited to the row in which they are sitting. Trainees seating in the front row will have to fully turn back when a trainee in the back row responds. When a trainee in the front row responds or initiates a discussion the back row trainees can see only the back of the speaker. The basic issues to be taken into account while designing seating arrangements are number of the trainees, carpet area of the class room and the important methodologies of learning to be used in the classroom.

Figure 5.4: U-shaped Seating

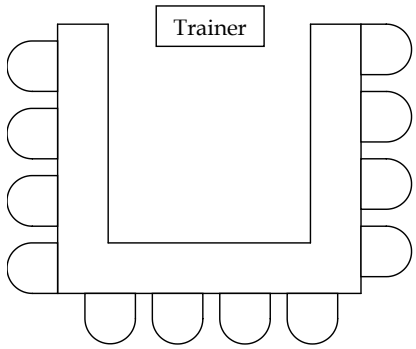

Figure 5.5: Oval Shaped Seating

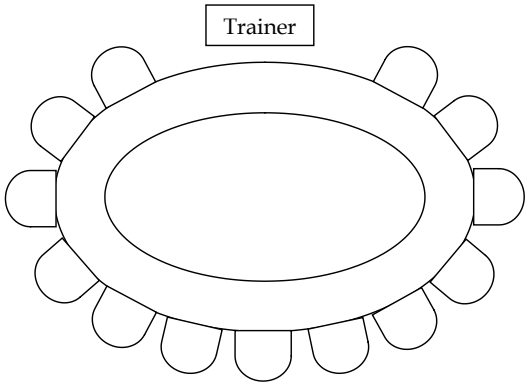

Figure 5.6: Round Table Seating

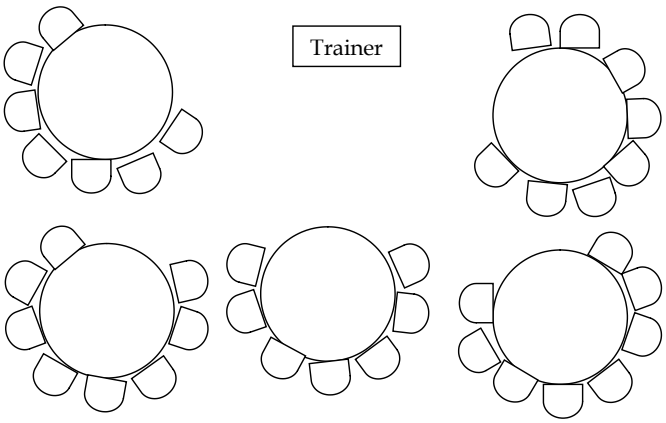

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Figure 5.7: Traditional Class Room Type Seating

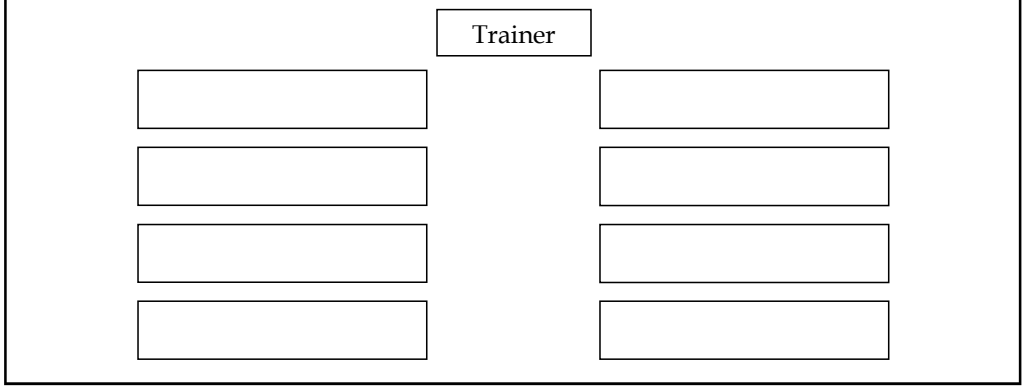
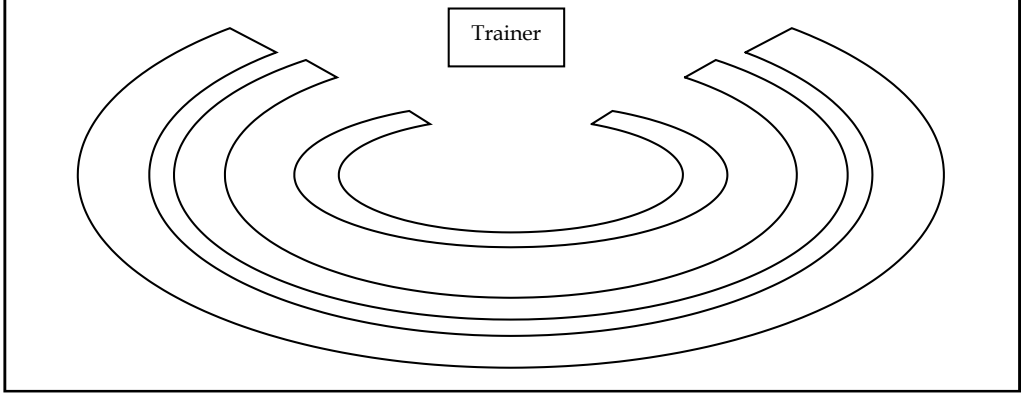


Figure 5.8: Stadium Type Seating



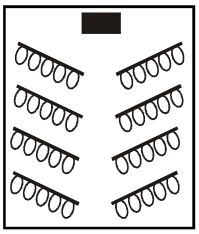
Breakout Rooms

Breakout rooms are small rooms (for up to 10 people) measuring about 200 to 300 square feet located adjacent to training hall.

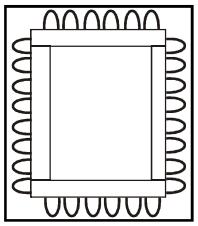
Did u know? Breakout rooms can be used by teams of trainees for confidential assignments.

Find out the number of breakout rooms needed and have them arranged with, chairs, charts, boards, and projectors.

Chevron Style



This style provides place for beverages and elbows. This type of arrangement is Most interactive for large group setups. It promotes a sense of participation. The setup of this arrangement can be with or without tables.



Hollow Square or Rectangle

This type of arrangement is when training is of such type where hierarchy is not an issue. This type of physical arrangement encourages trainees' participation.

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Self Assessment

Fill in the blanks:

10. The seating arrangement in training should be flexible enough to ……., them easily for different activities like individual assignment, group discussion, etc.
11. The round table seating method is suitable when the training method involves a lot of ……..
12. The basic issues to be taken into account while designing seating arrangements are number of trainees, carpet area of class room and ……. of learning to be used in the classroom.

5.5 Tips for Effective Implementation

The following aspects are to be considered significantly for effective implementation:

- Selection of suitable trainers and equip them with proper guidance
- Effective time management
- Making changing and Adjustments in order to endure flexibility for better productiveness

Selection and Training of Trainers

Once it is decided to conduct the programme in-house the training manager has to identify and train the trainers. If the programmes are generic in nature then professional trainers can be hired from the market on daily fees basis or on total programme fees basis. For programmes specific to a particular organization, the trainers have got to be from within the company. Only in exceptional cases, the organization may get readily available trainers who are good in subject expertise as well as in training delivery skills. It is difficult to teach subject expertise within a short period of time to a professional trainer. Moreover, learning subject expertise requires formal qualification in the said subject which many trainers may not have. Therefore, it is appropriate to choose subject experts and then teach them the training and facilitation skills by conducting a one week programme called – 'train the trainers'. The steps involved in hiring and training trainers are as under.

Vacancy Identification: Identify the need for hiring trainers. How many trainers required, for how long they are needed, should they have to work on full time basis or part time (few hours a day), can it not be outsourced, etc. are the issues to be divided.

Job Analysis and Competency Mapping: Job analysis brings out the job description (duties, responsibilities, reporting relations, level in the organizational hierarchy and the conditions under which the task has to be performed) and the job specification (the qualification, experience, personality type and other characteristics required for the candidate to occupy the post). Competency mapping here refers to studying the behaviours of successful and unsuccessful trainers in the similar industry and similar context to determine what to look for in the candidates while selecting them for trainer roles.

Estimate the Cost and Obtain Sanction: Estimate the cost involved for hiring, training and retaining trainers. It includes the cost of recruitment and selection, training and development of trainers, salary and allowances, perquisites and benefits till retirement. The possible benefits should justify the cost. Place the proposal before the sanctioning officer or CEO for approval. After obtaining the approval initiate the recruitment process.

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Recruitment: Recruitment involves communicating and motivating qualified persons to apply for the job. Decide with reasons whether the vacancies are to be filled from internal candidates or open to outside professionals or both. The ideal approach is to keep it open for every one to create a useful pool of qualified applicants. Use as many sources as you can like advertisements in newspapers, magazines, and on the Internet. Approach consultants; seek employee referrals and any other appropriate method. Make sure your recruitment approach meets the statutory requirements, if any.

Example: Public sector organizations in India have a stipulation that vacancies have got to be published in widely circulated newspapers.

Many of the companies lack expertise in conducting train the trainer programmes. They can take the help of professional associations like Indian Society for Training and Development (ISTD) for this purpose. The cost of one week's training for the trainers would range from ₹ 15,000 to ₹ 25,000 per person. It is not an ideal choice if the number of programmes to be conducted, by the trained-trainers are just one or few.

Time Management

There is no dearth of trainers who can prolong the sessions to three hours against the allotted time of one hour. Prolonging one session can adversely affect all other sessions. Therefore, the training manager as a coordinator of the programme should ensure that sessions are not prolonged beyond the allotted time. Never hesitate to inform the trainer in advance about the constraints of time. If any trainer continues the session beyond the allotted time, then it is also necessary to intervene by showing a red flag to him or by sending message on a piece of paper requesting him to stop.

Making Changes and Adjustments

Training programmes should have flexibility to accommodate unavoidable changes. Sometimes, certain changes or adjustments may become inevitable in the middle of the programme. Such adjustments could be: change of a faculty member, change of a methodology, change of venue, inclusion or exclusion of a topic, reduction or increase in the timings, etc. The training design should be flexible enough to accommodate such unavoidable changes without diluting the basic objectives.

Analyze all aspects like cost, benefits, quality, inconvenience and alternatives. Inform the causes or rationale to trainees. If it has caused inconvenience to anyone, please seek pardon and see how their problems, if any, can be addressed. Introduce the change by taking into confidence all the concerned like training head, training sponsors, etc.

Self Assessment

Fill in the blanks:

13. Training programmes should have …….. to accommodate unavoidable changes.
14. The training manager as a coordinator of the programme should ensure that sessions are not prolonged beyond the …… time.
15. If the training programmes are …… in nature then professional trainers can be hired from the market on daily fees basis or on total programme fees basis.

Notes

Task Find out the options available for a small or medium size organization for outsourcing the training programme and compare it with training programme outsourcing options availability for large organizations.

Case Study

CORIL Programme

After the nationalisation of Caltex Oil Refining (India) Limited, (CORIL) the Hindustan Petroleum Corporation decided to recruit operatives for its Refinery, both for its expansion project as well as for its attritional vacancies. Hitherto CORIL used to recruit postmatrics and train them thoroughly before they were inducted. Now, HPCL has decided to take science graduates for operatives keeping in line with the current practice in the petroleum industry in the country. Since oil refining technology is comparatively new to the country, systematic and sustained training has to be provided. Therefore, a one year training schedule was drawn up. The new recruitees called apprentices, were given general orientation about the organisation and explained generally the process equipment in the first couple of weeks. By the end of two months they were exposed to basic training. In the next four months intensive training in units/sections were imparted followed by quarterly performance appraisal. In the next six months the apprentices were sent for on-the-job training followed by quarterly performance appraisal. At the end of one year successful candidates took up regular job as qualified operatives.

5.6 Summary

- Implementation involves a series of activities, through which training managers bring the course to learners in accordance with approved design.
- Implementation requires scheduling of courses, faculties, equipments and service providers apart from arranging for ongoing classroom support, and ensuring the smooth flow of activities as per the plan.
- A programme can be implemented in three major ways, namely, by buying (i.e. outsourcing) the programme or making it (i.e. conducting in-house) or by a mixture of outsourcing and making yourself functions which can be called as blended or hybrid approach.
- The entire gamut of implementation activities can be classified into blocking the dates, mobilizing the resources, managing the contingencies and executing the programme.
- The excellence in execution occurs if all the planned activities come live in action on all the training days, i.e., confirmed trainees and trainers turn up for the programme, the training hall and laboratory facilities are available, the service providers render the services and the desired learning occurs as per the plan.
- The seating arrangement for training should be flexible enough to rearrange them easily for different activities like individual assignment, group discussion, etc.
- Time management is very critical. Never hesitate to inform the trainer in advance the constraints of time.
- If any trainer continues the session beyond allotted time, it is necessary to intervene by showing a red flag to him or by sending message on a piece of paper to stop.

Notes

5.7 Keywords

Breakout Rooms: These are small rooms for up to 10 people measuring about 200 to 300 square feet located adjacent to training hall.

Competency Mapping: It refers to studying the behaviours of successful and unsuccessful trainers in similar industry and context to determine what to look for in the candidates while selecting them for trainer roles.

Job Description: It is the description of duties, responsibilities, reporting relations, level in the organizational hierarchy and the conditions under which the task has to be performed.

Job Specification: It describes the qualification, experience, personality type and other characteristics required for the candidate to occupy the post.

Vacancy Identification: It is concerned with identifying the need for hiring trainers.

5.8 Review Questions

1. What is training implementation? Explain the various approaches to training implementation.
2. Training and development is the heart of any business which cannot be outsourced. Discuss.
3. What are the major activities involved if a programme is to be implemented through outsourcing?
4. Explain the major challenges involved in training implementation.
5. What is a contingency plan? What needs to be done for flawless implementation of training programmes?
6. How can a manager ensure that a training plan is implemented in a successful manner?
7. What will be the impact of logistical arrangement on the accomplishment of a training programme?
8. 'The seating arrangement is a major influencer in training implementation.' Explain.
9. Time management is the key to successful training programme implementation. Justify the statement with suitable examples.
10. What are the considerations that a training manager takes into account while taking decision about make or buy situation in training programme?

Answers: Self Assessment

1.	hybrid	2.	outsourcing
3.	hybrid	4.	design
5.	infrastructure	6.	contingency
7.	physical location	8.	disabled people
9.	Training venue	10.	rearrange
11.	group activities	12.	methodologies
13.	flexibility	14.	allotted
15.	generic		

5.9 Further Readings

Notes

Books

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

Online links

www.sixboxes.com/**Training-Implementation**.html

www.usaid.gov/policy/ads/200/253sad.pdf

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Unit 6: Learning Theories

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Objectives

After studying this unit, you will be able to:

- Explain the theories of learning
- Discuss the theories of forgetting
- Describe the approach of transfer of learning
- Recognize the concept of programmed learning

Introduction

Learning is the basic objective of all the training and development activities. If people have not learnt what they were suppose to learn from a HRD programme, then the programme should be called as a failure. It is therefore very important for HRD professionals to understand the major concepts and research findings related to learning. The word '*learning*' is heard everywhere but defining it is really difficult. According to Pareek (2004), learning may be defined as the process of acquiring, assimilating, and internalizing cognitive, motor or behavioural inputs for their

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effective and varied use when required, leading to an enhanced capability for further self monitored learning. It is any relatively permanent change in behaviour that occurs as a result of experience (Robbins, 2003). The change may be in human disposition or capability that is not ascribable simply to processes of growth. The change often is an increased capability for some type of performance.

6.1 Learning Theory

Learning theory may be described as a body of principles advocated by psychologists and educators to explain how people acquire skills, knowledge, and attitudes. Various branches of learning theory are used in formal training programs to improve and accelerate the learning process. Key concepts such as desired learning outcomes, objectives of the training, and depth of training also apply. When properly integrated, learning principles, derived from theories, can be useful.

Over the years, many theories have attempted to explain how people learn. Even though psychologists and educators are not in complete agreement, most do agree that learning may be explained by a combination of two basic approaches: behaviorism and the cognitive theories. Learning theories and principles can be made use of to solve the learning problems. The various learning theories are:

6.1.1 Behaviourism Theory

Behaviourists believe that animals, including humans, learn in about the same way. **Behaviourism** stresses the importance of having a particular form of behaviour reinforced by someone, other than the trainee, to shape or control what is learnt. Frequent, positive reinforcement and rewards accelerate learning. This theory provides the instructor with ways to manipulate students with stimuli, induce the desired behaviour or response, and reinforce the behaviour with appropriate rewards. In general, the behaviourist theory emphasizes positive reinforcement rather than no reinforcement or punishment. Other features of behaviourism are considerably more complex than this simple explanation. Instructors who need more details should refer to psychology texts for a better understanding of behaviourism.

6.1.2 Cognitive Theory

Much of the recent psychological thinking and experimentation in education includes some facets of the cognitive theory. This is true in basic as well as more advanced training programmes. Unlike behaviourism, the cognitive theory focuses on what is going on inside the student's mind. Learning is not just a change in behaviour; it is a change in the way a student thinks, understands, or feels.

There are several branches of cognitive theory. Two of the major theories may broadly be classified as the information processing model and the social interaction model. The first says that the learner's brain has internal structures that select and process incoming material, store and retrieve it, use it to produce behaviour, and receive and process feedback on the results.

This involves a number of cognitive processes, including executive functions of recognizing expectancies, planning and monitoring performance, encoding and chunking information, and producing internal and external responses.

The social interaction theories gained prominence in the 1980s. They stress that learning and subsequent changes in behaviour take place as a result of interaction between the student and the environment. Behaviour is modeled either by people or symbolically. Cultural influences, peer pressure, group dynamics, and film and television are some of the significant factors. Thus,

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the social environment to which the student is exposed demonstrates or models behaviours, and the learner's cognitively processes the observed behaviors and consequences. The cognitive processes include attention, retention, motor responses, and motivation. Techniques for learning include direct modelling and verbal instruction. Behaviour, personal factors, and environmental events all work together to produce learning.

Both models of the cognitive theory have common principles. For example, they both acknowledge the importance of reinforcing behaviour and measuring changes. Positive reinforcement is important, particularly with cognitive concepts such as knowledge and understanding. The need to evaluate and measure behaviour remains because it is the only way to get a clue about what the student understands. Evaluation is often limited to the kinds of knowledge or behaviour that can be measured by a paper-and-pencil exam or a performance test.

Caution Psychologists agree that there often are errors in evaluation, some means of measuring student knowledge, performance, and behaviour is necessary.

6.1.3 Combined Approach

Both the behaviourist and the cognitive approaches are useful learning theories. A reasonable way to plan, manage, and conduct aviation training is to include the best features of each major theory. This provides a way to measure behavioural outcomes and promote cognitive learning. The combined approach is not simple, but neither is learning.

6.1.4 Facilitation Theory

Facilitation theory or humanistic theory was advocated by Carl Rogers. Carl Rogers (1902-1987) is best known as an American psychologist and the founder of 'client-centered' or 'non-directed' psychotherapy, a widely influential, humanistic approach. Rogers also made significant contributions to the field of adult education, with his experiential theory of learning. Rogers maintained that all human beings have a natural desire to learn. He defined two categories of learning: meaningless, or cognitive learning (e.g., memorizing multiplication tables) and significant, or experiential (applied knowledge which addresses the needs and wants of the learner, (e.g., performing first aid on one's child).

According to Rogers, the role of the teacher is to facilitate experiential learning by: (1) setting a positive climate for learning, (2) clarifying the purposes to the learner, (3) organizing and making available learning resources, (4) balancing intellectual and emotional components of learning and, (5) sharing feelings and thoughts with learners but not dominating. Rogers suggests that; significant learning takes place when the subject matter is relevant to the personal interests of the learner. Learning which is threatening to the self (e.g., new attitudes or perspectives) can be easily assimilated when external threats are at a minimum. Learning proceeds faster when the threat to the self is low. Of all the approaches self-initiated learning is the most lasting and pervasive.

Other characteristic features of this theory include a belief that human beings have a natural eagerness to learn, there is some resistance to, and unpleasant consequences of, giving up what is currently held to be true and the most significant learning involves changing one's concept of oneself.

According to this theory *facilitative teachers are*: less protective of their constructs and beliefs than other teachers, more able to listen to learners, especially to their feelings, inclined to pay as

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much attention to their relationship with learners as to the content of the course, apt to accept feedback, both positive and negative, and to use it as constructive insight into themselves and their behaviour. Learners are encouraged to take responsibility for their own learning, provide much of the input for the learning which occurs through their insights and experiences, are encouraged to consider that the most valuable evaluation is self-evaluation and that learning needs to focus on factors that contribute to solving significant problems or achieving significant results.

Task Is any of the four theories of learning applicable to changing complex behaviours, where the exhibited behaviour is a combination of many undesirable behaviours? Support your answer with justified reasoning and examples.

Self Assessment

Fill in the blanks:

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.
2. Two major branches of cognitive theory are the information processing model and the …….. model.
3. …… approach provides a way to measure behavioural outcomes and promote cognitive learning.
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 ……
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 …….

6.2 Theories of Forgetting

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

Disuse

The theory of **disuse** suggests that a person forgets those things that are not used. The high school or college graduate is saddened by the lack of factual data retained several years after graduation. Since the things that are remembered are those used on the job, a person concludes that forgetting is the result of disuse. But the explanation is not quite so simple, which Experimental studies show.

Example: A hypnotized person can describe specific details of an event which normally is beyond recall.

Apparently the memory is there, locked in the recesses of the mind. The difficulty is summoning it up to consciousness.

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Interference

The basis of the **interference** theory is that people forget something because a certain experience has overshadowed it, or that the learning of similar things has intervened. This theory might explain how the range of experiences after graduation from school causes a person to forget or to lose knowledge. In other words, new events displace many things that had been learned. From experiments, at least two conclusions about interference may be drawn. First, similar material seems to interfere with memory more than dissimilar material; and second, material not well learned suffers most from interference.

Repression

Freudian psychology advances the view that some forgetting is **repression** due to the submersion of ideas into the subconscious mind. Material that is unpleasant or produces anxiety may be treated this way by the individual, but not intentionally. It is subconscious and protective. The repression theory does not appear to account for much forgetfulness of the kind discussed, but it does tend to explain some cases.

6.2.1 Retention of Learning

Each of the theories implies that when a person forgets something, it is not actually lost. Rather, it is simply unavailable for recall. The instructor's problem is how to make certain that the student's learning is readily available for recall. The following suggestions can help.

Teach thoroughly and with meaning. Material thoroughly learned is highly resistant to forgetting. This is suggested by experimental studies and it also was pointed out in the sections on skill learning. Meaningful learning builds patterns of relationship in the student's consciousness. In contrast, rote learning is superficial and is not easily retained.

Did u know? Meaningful learning goes deep because it involves principles and concepts anchored in the student's own experiences.

The following discussion emphasizes five principles which are generally accepted as having a direct application to remembering.

- ***Praise stimulates learning:*** Responses that give a pleasurable return tend to be repeated. Absence of praise or recognition tends to discourage, and any form of negativism in the acceptance of a response tends to make its recall less likely.
- ***Recall is promoted by association:*** As discussed earlier, each bit of information or action that is associated with something to be learnt tends to facilitate its later recall by the student. Unique or disassociated facts tend to be forgotten unless they are of special interest or application.
- ***Favourable attitudes aid retention:*** People learn and remember only what they wish to know. Without motivation there is little chance for recall. The most effective motivation is based on positive or rewarding objectives.
- ***Learning with all our senses is most effective:*** Although we generally receive what we learn through the eyes and ears, other senses also contribute to most perceptions. When several senses respond together, a fuller understanding and greater chance of recall is achieved.

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- ***Meaningful repetition aids recall:*** Each repetition gives the learner an opportunity to gain a clearer and more accurate perception of the subject to be learnt, but mere repetition does not guarantee retention. Practice provides an opportunity for learning, but does not cause it. Further, some research indicates that three or four repetitions provide the maximum effect, after which the rate of learning and probability of retention fall off rapidly.

It is observed that after the first 10-15 minutes, the rate of retention drops significantly until about the last 5-10 minutes when trainee wakes up again. Students passively listening to a lecture have roughly a five percent retention rate over a 24-hour period, but trainee actively engaged in the learning process have a much higher retention. This clearly reiterates the point that active learning is superior to just listening.

6.2.2 Improving Learning

Motivation is necessary for learning. The motivation can be anything. It can be money in the form of increments or status in the form of a promotion or it can be an expectation to be acclaimed in public. Rewarded behaviour is learned. It will be repeated under a similar condition in future.

Feedback: A learner learns effectively if he comes to know of the result of his efforts. This feedback in order to be effective should be given as soon as possible.

Participation: More a learner participates in the learning situation, more he learns. This is specially true of skill learning.

Example: You cannot learn cycling by reading in a book that the cycle has ball-bearings, it has a handle and a brake. The best way to learn cycling is to jump on a cycle usually supported by somebody (trainer) and then have a few falls here and there till you perfect the skill. This active participation and practice will make you a good cyclist.

Similarly, the skill of swimming cannot be learned by learning the Archimedes' Principle that for something to float, the weight of water it displaces must be more than its own weight. What is required is to jump in water, naturally shallow water, and practice. One thing to be remembered is that repetition needs to be carried well beyond the perfect performance.

The importance of participation and practice has been recognised by trainers. They now use more and more of cases, exercises, games, etc. where participants have to necessarily actively participate and practice.

Training by itself does not induce people to learn. The trainee's receptiveness to learning is closely related to the climate of the organisation.

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General Considerations to Build More Learning into Our Lives

Many of us give far more attention to the learning we glean from our classrooms than we do from the rest of our lives. To build more learning some suggestions are given:

1. Write Down Ten Most Important Things You've Learned and how did you learn Them?
2. Once a Week, Write Down a Key Learning Experience — What Did You Learn?
3. Involve Yourself in Community Service — Great "Classroom" in Life!
4. For One Minute, Stare At Yourself in the Mirror: Ask "How Do I Feel About Myself?"

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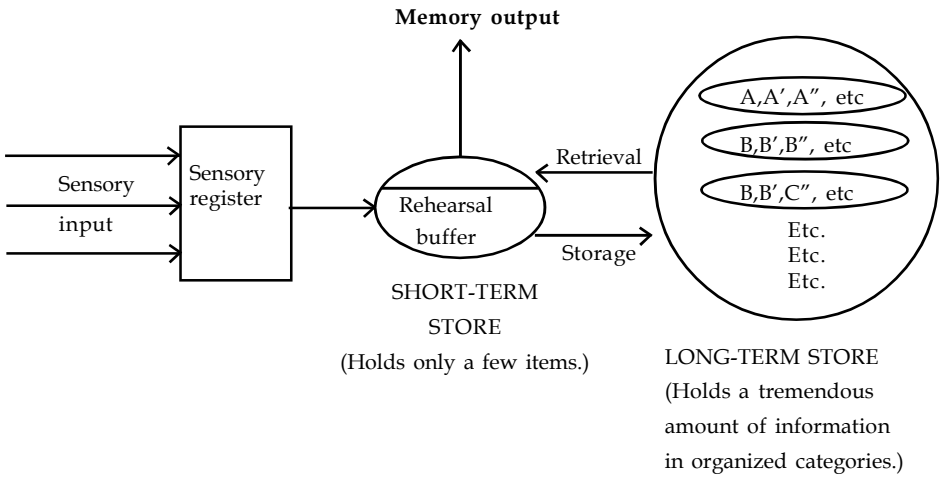
6.2.3 Human Learning and Memory

- Modern work on human learning and memory focuses on the cognitive processes people use in storing and retrieving information.
- One information-processing model considers memory to be divided into several stages: the sensory register, the short-term store with its rehearsal buffer, and the long-term store. (See Figure 6.1)

Figure 6.1: An Information-processing Model of Memory



Source: Introduction to Psychology, Tata McGraw Hill, New Delhi, 1979 (P. 149)

- Information is held for a few seconds in the sensory systems themselves. This storage function of the sensory channels is called the sensory register.
- The short-term store holds information for up to about 30 seconds. It can hold no more than approximately seven items of information. Because the capacity of the short-term store is limited, new information coming into it displaces items already there.
- One kind of rehearsal, in which items in the short-term store are simply repeated over and over, is called maintenance rehearsal. Rehearsal leads to the transfer of information to the long-term store.
- Information in the long-term store is held for days months, years, or a lifetime. The capacity of the long-term store has no known limit.
- Information is processed to varying depths. The first depth is that of perception; at the next deeper level, the structural features of the input are analyzed; at the deepest level, the meaning of the input is analysed.
- Long-term memory is described as involving the following processes: (a) encoding and storage of information, (b) organisation of information, and (c) retrieval of information. These long-term memory process are interrelated.
- One factor involved in the encoding and storage of information is the organisation of the to-be-remembered material. The encoding specificity principle says that retrieval cues are effective only if they are stored along with the to-be-remembered information.
- The tip-of-the-tongue (TOT) phenomenon indicates that information is organised in long-term memory.

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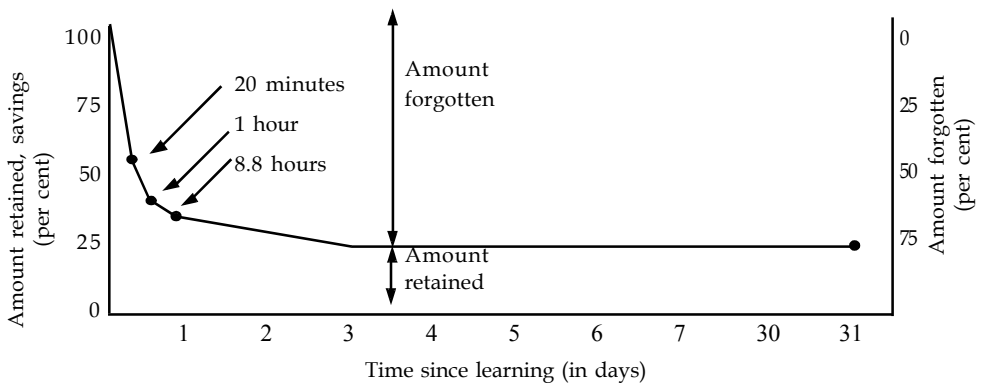
- Retrieval from long-term memory, is a two-stage process. In the first stage, a "reminder" triggers the generation of the search through the categories of long-term memory; the second stage is the recognition of the searched-for item of information when it is contacted.
- Forgetting from long-term memory is the apparent loss of information that has already been stored. Inadequate encoding, poor organisation, and difficulties with retrieval lead to failures to remember. (See Figure 6.2)

Figure 6.2: Forgetting Curve



Source: Introduction to Psychology, Tata McGraw Hill, New Delhi 1981 (p. 161)

- Texts are organised sequences of natural language statements and propositions. Constructive and reconstructive processes are especially important in the memory of texts.
- Factors involved in efficient skill learning are: (a) knowledge of results, or feedback, (b) distribution of practice, and (c) transfer of training. If previous learning helps in the learning of a new skill, transfer is said to be positive.

Self Assessment

Fill in the blanks:

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 ……. processes people use in storing and retrieving information.

6.3 Transfer of Learning

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. Changes in behaviour and performance equate to learning transfer.

(a) ***Importance:*** Transfer of learning is important for many reasons. First, learning is useless unless it is applied. Unless learners apply what they learned, the organization wastes time, money, and effort on training.

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Example: Workers attend a workshop on creative problem-solving in which they learn and practice a five-step approach to problem-solving. But if they never use this problem-solving model after training, then its value is negligible.

In contrast, effective training is directly and immediately applicable to the job. Training should be designed with job application in mind. During training delivery, encourage transfer of training, reinforce its importance, identify the barriers that learners perceive will hinder their on-the-job application of what they learn, and help learners – and management – knock down those barriers.

(b) ***When to be Measured:*** The type of training dictates the time frame required for determining transfer. Technical training and on-the-job training, on the one hand, should usually be immediately applicable and should therefore, lend itself to immediate measurement of transfer. Interpersonal skills training and cultural awareness training, on the other hand, are usually not immediately applicable, and some time may be required before measurement of transfer is appropriate or possible. For this training, you should generally wait about three to twelve months before measuring on-the-job transfer of learning.

(c) ***Direct Observation Methods:*** One way to measure transfer of learning is by direct observation of learners at some point after training. The observer may be the trainer, the supervisor, or some external evaluator. The observer sets out to determine how much or how well learners have applied on the job what they learnt in training.

Caution Use several strategies to improve the effectiveness of direct observation. First, develop a structured approach to observation.

Example: Create a checklist or worksheet to organize and give structure to the observation.

(d) ***Learning Self-Assessment:*** Learner's self-assessment usually works well because learners are ideally positioned to determine how much and how well they have applied what they have learned to their jobs.

Self-assessments are usually formatted in paper-and-pencil formats, but emerging technology, such as Web-based or computer-based survey programmes, offers exciting new possibilities for gathering questionnaire data. Questionnaires are completed by learners and returned to the evaluator either with or without individuals' names.

(e) ***Interviews and Focus Groups:*** Alternative methods for collecting information include one-on-one interviews and focus group sessions. The format of interviews or focus groups may be highly structured with specific questions, or open-ended and more like discussions or conversations.

(f) ***The Transfer or Training Evaluation Model:*** In 1995 Westinghouse Electric Corporation, published an executive summary describing a model called the Transfer of Training Evaluation Model (TOTEM). This report detailed the analysis, design, development, implementation, and evaluation of the TOTEM. The purpose of the TOTEM was to provide an efficient method for determining the effectiveness of objectives-driven classroom training. Specifically, this is accomplished through anonymous post-training surveys of trainees. You can implement or help your organization incorporate this method of training

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transfer evaluation as a way to determine rates of transfer for courses that are delivered. You can use the results to pinpoint potential problem areas and to make necessary improvements to course design and delivery, thereby improving transfer rates.

(g) ***Barriers to the Transfer of Learning:*** There are many possible barriers to the transfer of learning. Sometimes training is simply poorly designed or delivered. When transfer of learning does not occur, it could be attributable to many impediments that learners face as they complete training and return to the workplace. For this reason, identify potential barriers and work to overcome them whenever possible.

Consider four key potential barriers to transfer of learning:

- The learner's supervisor may not allow use of the new skills or will not provide the tools necessary for using the new skills.
- The learner may not remember how to perform them.
- The corporate culture may not support application.
- It may simply be easier to "do it the old way."

Transfer of learning is likely to remain an important topic in the training field. Many issues influence how much training is transferred from classroom to workplace. Many barriers to transfer can be removed when they are recognized and corrective action is taken to address them.

Did u know? When learning is transferred from the classroom to the workplace, the chances of real performance improvement increase substantially. These positive changes, in turn, enhance your credibility as a trainer, and that of your entire training department.

The Learning Curve?

Although the learning process is widely studied, little is known about it. Part of the problems is that learning cannot be observed: only its results can be measured. From studies of learning, however, researchers have sketched a broad picture of the learning process and have developed some tentative principles of learning. Perhaps the best way to understand learning is through the use of a learning curve, Learning curve: shown in Figure 6.3. As the curve illustrates, learning takes place in bursts (from points A to B) and in plateaus (from points B to C). Trainer have two goals related to the shape of each employee's learning curve. First, trainers want the learning curve to reach a satisfactory level of performance. This level is shown as a dashed line in the figure. Second, they want the learning curve to get to the satisfactory level as quickly as possible. Although the rate at which an individual learns depends upon the person, the use of various learning principles helps speed up the learning process.

Learning Principles: Learning principles are the guidelines to the ways in which people learn must effectively. The more these principles are included in training, the more effective training is likely to be. These principles are participation, repetition, relevance, transference, and feedback.

Participation Learning usually is quicker and more long-lasting when the learner can participate actively. Participation improves motivation and apparently engages more senses that help reinforce the learning process.

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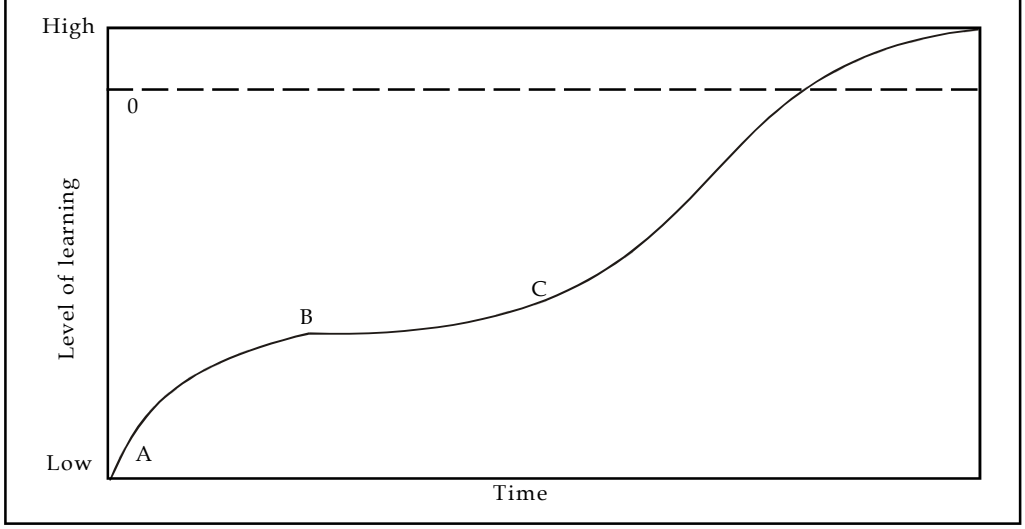
Figure 6.3: A Typical Learning Curve



Repetition: Although seldom fun, repetition apparently etches a pattern into our memory.

Example: Studying for an examination, involves repetition of key ideas so that they can be recalled during the test.

Relevance Learning is helped when the material to be learned is meaningful. For example, trainers usually explain the overall purpose of a job to trainees before explaining specific tasks. This explanation allows the worker to see the relevance of each task and the relevance of following the correct procedures.

Transference: The closer the demands of the training programme match the demands of the job, the faster a person learns to master the job.

Feedback gives learners information on their progress. With feedback, motivated learners can adjust their behaviour to achieve the quickest possible learning curve.

Self Assessment

Fill in the blanks:

10. Changes in behaviour and …….. equate to learning transfer.
11. Learning principles are the …….. to the ways in which people learn must effectively.
12. Participation improves …… and apparently engages more senses that help reinforce the learning process.

6.4 Diverse Aspects in Learning

6.4.1 Adult Learning

The concept and technology of "Andragogy" is at the base of the training system in question.

Unlike pedagogy which means the art and science of teaching children, "andragogy" is the art and science of helping adults to learn.

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Evolution of this concept brought to the forefront a new technology for the education of adults. Andragogy is premised on at least four crucial assumptions about the characteristics of adult learners that are different from the assumptions about child learners on which traditional pedagogy is premised. These assumptions are that, as a person matures:

1. His self concept moves from one of being a dependent personality towards one of being a self directing human being.
2. He accumulates a growing reservoir of experience that becomes an ever increasing resource for learning.
3. His readiness to learn becomes increasingly oriented to the developmental tasks of his social role.
4. His time perspective changes from one of postponed application of knowledge to immediacy of application and accordingly his orientation toward learning shifts from one of subject centreness to one of the problem-centreness.

Techniques of Adult Learning

From each of these assumptions, several *techniques of adult learning* flow which have been taken care of in the training system. They are as follows:

1. ***The learning climate:*** Learning in an adult is facilitated by comfortable physical environment and psychological climate causing the adult to feel accepted, respected and supported, to feel a mutual trust, respect and helpfulness between trainer and trainee and also feel freedom of expression and acceptance of differences.
2. ***Diagnosis of needs:*** Learners are involved in a process of self-diagnosis of needs for learning. The trainer involves the trainee in a mutual process of formulating learning objectives in which the needs of the trainee, of the trainer, of the subject matter and of the organisation and society are taken into account.
3. ***The planning process:*** The trainer and the trainee share the responsibility of planning and conducting a learning experience, and therefore, learners have a feeling of commitment towards it. Trainer here is considered as a facilitator or a resource person who helps the learner to learn as a catalyst agent. As a result, the learner participates actively in the learning process.
4. ***Experiential techniques:*** Learning is related to and makes use of the experience of the learners. Learners are involved in the learning process and new concepts and broad generalisations are illustrated by life experiences drawn from the learners.
5. ***Unfreezing and learning to learn from experience:*** Techniques and efforts are adopted in which the adults are helped to be able to look at themselves more objectively and free their minds from misconceptions enabling them to learn how to take responsibility for their own learning through self directed enquiry, how to learn collaborative with the help of colleagues and specially how to learn by analysing one's own experience.
6. ***The timings of learning:*** There is the teachable moment in adult training. Therefore, the sequence of the curriculum must be timed so as to be in step with his development tasks. This is the appropriate organising principle for an adult-education and training programme.
7. ***The organisation of the curriculum:*** Unlike youth education which follows the subject matter concept of curricular organisation, adult learning is problem-centered. Because adult learners tend to be problem-centered in their orientation to learning, the appropriate organising principle for the sequences of adult learning is, problem areas, not subjects.

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6.4.2 Programmed Learning

The rapid industrial and economic expansion resulting in administrative complexities of commercial, industrial and financial organisation has created the need for a larger number of persons to man different positions in the expanding hierarchy. Further methods of yesterday have become obsolete today because of technological and other advances.

According to the behavioural scientists, effective learning takes place through active participation. The learner has to respond. If the response given is correct, the learner gets a success experience. Because of the success experience, the learner is motivated to learn further by steps. Learning is psychological, and does not depend on the trainer's logic in presentation of information or knowledge. Learning takes place only when the trainee can see for himself that what presented meets his personal needs. If it does not affect him or if its relevance is doubtful, he switches off his mind and learning is thwarted.

Individual training (one teacher, one student) which prevailed in ancient India under the *'guru-shishya'* system of education is the ideal situation because this would promote the orderly, controlled development of an individual's skills. Unfortunately, this type of individual training by tutorial relationship is just not possible today as the number of trainees is far too large. Dr. B.F. Skinner developed a technique called 'Linear' programming. Later on, other learning theories have modified Skinner's technique and perfected the Programmed Learning (PL) method. Programmed instruction means breaking down the subject matter, process or skill into small steps; presenting the information in a carefully arranged sequence; requiring the learner to make some kind of active response before allowing him to go to the next step; providing him with immediate reinforcement (knowledge of results); ensuring that he makes as few errors as possible; and leaving him to work at his own pace.

In quite a few advanced countries of the world like USA, UK, Japan and Soviet Russia, programmed learning is being utilised in the formal educational system starting from the pre-school education to the university.

Example: The designing of various courses in the Indira Gandhi Open University provides excellent illustration of applying such an approach to different kinds of objectives.

Caselet

LIC

Programmed learning method has been used with considerable success in the training of agents by the Life Insurance Corporation of India. LIC has a large number of part-time agents (nearly 1,40,000) who, usually have some other occupation and therefore find it difficult to come to any class room course. Because of the inadequate training, many agents are not aware of the various schemes and plans of Insurance, formulated to cater to the diverse needs of the people. This leads to poor individual business and heavy turnover of agents. When it was found that many agents could not come to the lectures and quite a few of those who came found the reading material to be difficult, LIC decided to prepare programmed learning texts in book format. They were tried out on a large number of agents and revised. It was found from these try-out experiments that agents find it easier to go through these programmed texts and learn about the insurance schemes etc. The programmed texts in the book format could be given to the agents to be read at their own convenient time and place.

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e-Learning for Visually Impaired

Realising the lack of infrastructure and appropriate computer teaching methodology for the visually impaired students, the Department of Education of Groups with Special Needs (DEGSN) of National Council of Education Research and Training (NCERT), in technical collaboration with United Nations Educational, Scientific and Cultural Organisation (UNESCO) organised training workshop on braille computer system technology.

The special feature of the programme was introduction of braille display terminals which will help the visually impaired students to learn, apply and explore all the computer software applications including the Internet and e-mail.

Lack of proper e-learning methodology has been a hindrance in the growth of special children. Due to their disability, many among them are unable to pursue higher studies abroad, avail facilities of the Internet or even work smoothly on the computer for their requirements. One of the greatest success of this programme is that it will make virtual learning easy for them as they can access the Internet and e-mail.

Braille computer system has opened the gateway for virtually impaired students to compete at the international level. This new way of e-learning will also help in improving the pronunciations and spellings of the visually impaired students.

Self Assessment

Fill in the blanks:

13. ……. is the art and science of helping adults to learn.
14. Learning in an adult is facilitated by comfortable physical environment and …… climate.
15. According to behavioural scientists, effective learning takes place through .....

6.5 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.

Notes

- There is the teachable moment in adult training. The sequence of the curriculum must be timed so as to be in step with his development tasks.
- According to the behavioural scientists, effective learning takes place through active participation. The learner has to respond.

6.6 Keywords

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.

6.7 Review Questions

1. What is andragogy? Discuss the contribution of Malcolm Knowles to adult learning theory.
2. Discuss the pattern of learning in individuals and also explain the behaviourist orientation to learning.
3. Several techniques of adult learning flow have been taken care of in the training system. What are those techniques?
4. Explain the key potential barriers to transfer of learning.
5. Improving learning is quite complex process. What are the ways to improve learning?
6. What are the different theories of learning to solve learning problems?
7. A consideration of why people forget may point the way to help them remember. Several theories account for forgetting. Explain those theories.
8. 'Both the behaviourist and the cognitive approaches are useful learning theories.' In light of this statement describe the significance of combined approach of learning.
9. On what main aspects the facilitation theory emphasizes. What is its significance?
10. Describe the five principles which are generally accepted as having a direct application to remembering.

Answers: Self Assessment

1.	Behaviourism	2.	Social interaction
3.	Combined	4.	environment
5.	reinforce	6.	Carl Rogers
7.	repression	8.	overshadowed
9.	cognitive	10.	performance

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11. guidelines
12. motivation
13. Andragogy
14. psychological
15. active participation

6.9 Further Readings

Books

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

Online links

www.learning-theories.com

www.worldecitizens.net/freestate/.../LEARNING%20THEORIES.pdf

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Unit 7: Learning in Training

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Objectives

After studying this unit, you will be able to:

- Recognize the principles and process of learning
- Describe the instructional emphasis for learning outcomes
- Explain the designing of effective training programs
- Discuss the component of effective feedback

Introduction

Learning can be defined as any relatively permanent change in behaviour which occurs as a result of practice or experience. This definition has three important elements: (1) Learning is a change in behaviour, for better or worse. (2) It is a change that takes place through practice or

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experience; change due to growth or maturation is not learning. (3) Before it can be called learning, the change must be relatively permanent; it must last a fairly long time.

7.1 Concept of Learning

Learning is concerned with bringing about relatively permanent changes as a result of experience. This can be done through direct experience, by doing, or indirectly, through observation. Regardless of the means by which learning takes place, learning cannot be measured per se. We can only measure the changes in attitudes and behaviour that occur as a result of learning. Two major theories have dominated learning research over the years. One position is the *cognitive view*. Its proponents argue that an individual's purposes or intentions direct his actions. The other position is the *environmental perspective,* whose proponents believe that the individual is acted upon and that his behaviour is a function of its external consequences.

A more recent approach blends both of these theories. According to it, learning is a continuous interaction between the individual and the particular social environment in which he functions. This is called the *social-learning theory.* This theory acknowledges that we can learn by observing what happens to other people just by being told about something, as well as by direct experiences. Since much of training is observational in nature, this theory would appear to have a considerable application potential.

The influence of *models* is central to the social learning viewpoint. Research indicates that much of what we have learnt comes from watching models such as parents, teachers, peers, motion picture and television performers, bosses, and so forth. Four processes have been found to determine the influence that a model will have on an individual:

1. ***Attentional Processes:*** People learn from a model only when they recognise and pay attention to its critical features. We tend to be most influenced by models that are attractive, repeatedly available, that we think are important, or that we find as similar to us.
2. ***Retention Processes:*** A model's influence will depend on how well the individual remembers the model's action, even after the model is no longer readily available.
3. ***Motor Reproduction Processes:*** After a person has seen a new behaviour by observing the model, the watching must be converted to doing the action. This process then demonstrates that the individual can perform the modelled activities.
4. ***Reinforcement processes:*** Individuals will be motivated to exhibit the modelled behaviour if positive incentives or rewards are provided. Behaviours that are reinforced will be given more attention, learned better, and performed more often.

Social-learning theory offers insights into what a training exercise should include. Specifically, it tells us that training should provide a model; it must grab the trainee's attention; provide motivational properties; help the trainee retain what he has learned for later use; and if the training has taken place off the job, allow him some opportunity to transfer what he learned to his job.

7.1.1 Principles of Learning

There are several *types* of learning situation, each with its own way of producing learning. Psychologists have named these kinds of learning as (i) classical conditioning, (ii) operant conditioning, and (iii) cognitive learning.

The essential operation in *classical conditioning* is a pairing of two stimuli, conditioned stimulus and unconditioned stimulus. The first one elicits only a general alerting, and not a specific response. The second one consistently elicits a specific response. This response from unconditioned

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stimulus is called unconditioned response. As a result of the pairing of the conditioned stimulus with unconditioned stimulus, the previously natural conditioned stimulus comes to elicit the response. Then it is called the conditioned response.

Example: The famous Pavlov experiment.

Reinforcer is something like a reward. This is another learning situation considered distinct from classical conditioning. Reinforcement is the key word for understanding *operant conditioning*. A reinforcer is any stimulus or situation that strengthens the response which precedes it.

Example: Praise for a child's achievement and a well done from the boss for some accomplishment.

7.1.2 Cognitive Learning

Many of the learning situations for human beings will not fall under classical and operant conditioning. People learn something by simply being exposed to it.

Example: You read a book and you are exposed to the information contained in it. Thus, you have learned something in the process.

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

Did u know? The literal meaning of the word 'cognitive' is processing of input from the senses.

Learning is a relatively permanent change in behaviour as a result of experience. Putting these two words together, cognitive learning can be defined as a change in the way information is processed as a result of experience a person has had.

Verbal and skill learning are the most important of human learning. Verbal learning is through cognitive processes. The main stages of verbal learning are the input of information, the storage of information, and information retrieval. Many techniques are available for verbal learning.

Skill learning takes place in stages. The first stage is cognitive stage and involves learning what is required in the task. The second stage is association stage where the skill is perfected. In the third, the stage of automation, the skill becomes automatic. Important factors in the acquisition of skills are feedback, practice and transfer from previous skills that have been learned.

Self Assessment

Fill in the blanks:

1. Learning is concerned with bringing about relatively permanent changes as a result of .....
2. Learning situations where information is stored and processed by mind without explicit manipulation of reinforcers is called .....
3. A ..... is any stimulus or situation that strengthens the response which precedes it.

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7.2 Instructional Emphasis for 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. The understanding that the trainer contributes must enable the manager to motivate his subordinates and improve the overall performance of his entire team.

Caution It is to be considered that training's best uses occur when an equation is satisfactorily established between what is taught in the classroom and what the trainees use at work.

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.

(i) ***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. The following aspects of the individual's behaviour can be seen as generally significant:

(a) 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.

(b) 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.

(c) 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.

(d) 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. Classroom learning will result in a relatively permanent change if the individuals work after training provides reinforcement of the idea used in training.

(ii) ***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,

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(c) Perceived relationships.

(a) ***Instructor's concern for the trainee's learning:*** A factor that needs the instructor's recognition is the trainee's feeling of anxiety about his participation in the classroom. The subject is new, he is expected to learn it and take his learning back to his job. He has to evaluate and observe the relevance, to his own work, of what is being taught. This anxiety often curtails him from understanding the possibilities of new concepts and their exploration.

The trainer has to minimise this anxiety. One way is to allow the participant to explore what is already familiar to him and to encourage him to rearrange his data so as to discover new perspectives. He would be less anxious, and learn more, if the instructor approached the subject from specific to subsequent generalisation.

(b) ***Distortions in communications:*** In training as much in any other activity, distortions in communications occur. *Language*: A mention of controls conjures up images varying from an autocrat who directs every movement of his subordinates, to a "good boss" who exercises general controls through performance results of his subordinates. Language as a means of communication has many shortcomings; the meaning attached to words by people are interpreted by trainees according to their own association with it. The instructor has to be sensitive to differences in meaning and the differences in interpretation of concepts even by trainees coming from different fields of work in the same organisation.

The organisation of teaching material, making it experience based, is a powerful antidote for anxiety. If the trainee feels that he is discovering new concepts and achieving new goals, he feels less anxious about the training situation. A positive relationship between him and the instructor and the other trainees is also a great aid towards establishing confidence.

(c) ***Perceived relationships:*** The direction, amount and content of communication in a group depends upon the perceived power of a professional in a group. If engineers in a company are perceived to have more power than others, people will communicate mostly with engineers and ignore the others. If, in a company, there is hostility between two departments, say, production and sales, trainees would tend to project the hostility in the classroom and distort communication.

Notes Two other significant factors that enhance learning are:

- A feeling that the instructor is sympathetic to the trainee's learning efforts;
- Experimentation with new concepts.

(iii) ***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.

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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 has to create this trust in himself and also a degree of tolerance and understanding of individuals in the group for experimentation and learning. This is the *helping relationship* so frequently talked about as being scarce.

The trainees have to become jointly involved in the process of learning, as a group, in order for these conditions to become possible. It is in the nature of groups to evolve norms and standards of behaviour, of tolerance or intolerance, of helping, of showing indifference, or of obstructing. These norms cannot be imposed upon the group; they emerge as a result of instructions among its members, how they perceive the authority figure who gives, or withholds, his sanctions; how the organisation induces certain patterns of behaviour. The trainees' understanding of the social processes in an organisational or training situation determines the kind of environment that shall prevail in the programme. The environment can become permissive to learning or inhibitive. And this would largely depend on the instructor.

Self Assessment

Fill in the blanks:

4. The trainee's receptiveness to learning is closely related to the …….. of the organisation.
5. The trainee's aspirations are directly related to his history, his concept, his abilities, and his .....
6. Learning takes place not through isolated experience but by the reinforcement of the same experiences of similar ones in a ……..... series.

7.3 Designing Effective Training Programs

The effectiveness of Training 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 following conditions are conducive to such learning:

- Authentic and open system at the training institution
- Non-threatening climate
- Challenging learning tasks
- Collaborative arrangements for mutual support of learning
- Organization of graduated experiences of challenging successes
- Mechanisms for supportive and quick feedback
- Opportunities to practise skills learned
- Opportunities to apply learning
- Opportunities for and encouragement of self-learning
- Opportunities and support for experimentation
- Emphasis on learning through discovery

Notes

- Indirect and liberating influence of the trainer through minimum guidance
- Trainer's human values and faith in humanity
- Trainer's high expectations from learners and an openness to examine his own needs
- Trainer's competence

The better such conditions are, the more effective is the learning.

7.3.1 Major Conditions for Training to be Effective

1. The learner should be motivated to learn.
2. Standards of performance should be set for him.
3. The learner should have guidance (direction + feedback).
4. The learner must get satisfaction from learning.
5. Learning is an active and not a passive process.
6. Appropriate techniques should be used.
7. Learning methods should be varied.
8. Time must be allowed to absorb the learning.
9. The learner must receive reinforcement or correct behaviour.
10. The need to recognize that there are different levels of learning and that these need different methods and take different times.

At the simplest level, learning requires direct physical responses, memorization and basic conditioning. At a higher level, learning involves adapting existing knowledge or skill to a new task or environment. At the next level, learning becomes a complex process when principles are identified in a range of practices or actions, when a series of isolated tasks have to be integrated or when the training deals with interpersonal skills.

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.

7.3.2 Factors Affecting the Learning Process

When the trainee finds it easier to learn the new task because of previous experience we call this a positive transfer. However, previously learned material can sometimes cause inferior performance, where automatic reactions have been set up, and temporary losses of performance occur due to old habits, e.g. when a car driver from the continent arrives in India he tends to drive on the right-hand side of the road for a while. This process is called negative transfer and trainers should be aware that there are occasions in learning process when possession of certain skills can actually constitute a handicap to the learning of a new skill. Transfer problems also occurs when trainees have to move from a training school situation to the real working area.

Self Assessment

Fill in the blanks:

7. At the ..... level, learning requires direct physical responses, memorization and basic conditioning.

Notes

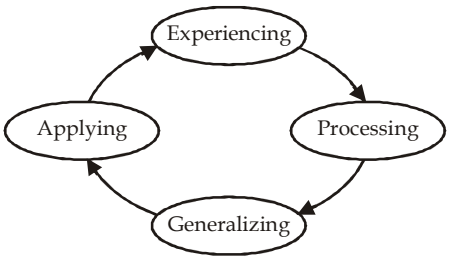
8. The most complex form of learning takes place when training is concerned with the attitudes and ..... of people.

9. At a ..... level, learning involves adapting existing knowledge or skill to a new task or environment.

7.4 The Learning Cycle

Kolb (1976) has proposed the cycle of experiential learning in adults. The cycle has four parts (Figure below) - experiencing (a learner has some concrete experience or is helped to have experience during a training programme), followed by processing (reflecting on and analysing the experience individually or in a group), followed by generalizing (abstract conceptualization based on the experience and formation of a tentative theory, or the way to explain the data), followed by applying (active experimentation, i.e., trying out the new behaviour or using it in day-to-day work). This is followed by a new experience, and the cycle continues.

Figure 7.1: Kolb's Learning Cycle



Based on this cycle of experiential learning, Kolb (1976) also proposed ***four*** learning styles. (i) Concrete experiencers are excited by the new activity or experience and share it with others; they generally combine the experiencing and generalizing parts of the cycle. (ii) Reflective observers learn from objective observation, reflect on it, discuss it, and then generalize; they benefit from the processing and generalizing parts of the cycle. (iii) Abstract conceptualizers rely mainly on logic and rational analysis; they tend to generalize from their exposure to logical material. (iv) Active experimenters are pragmatic and rely on trying things out in familiar situations; the applying part of the learning cycle is more appealing to them.

7.4.1 Principles of Learning Process

Einstein said that "we cannot teach anyone anything, we can only help them to learn". In essence, this is the core of the trainer's work. In order to provide this climate in which learning can take place, the trainer must understand some very basic principles of the learning process. Incoming stimuli are transmitted to the brain by means of the senses. This incoming information is often referred to as the receptor process and the receptive senses can be listed as follows:

Sight

This is the most important sense from a learning point of view. It is estimated that sight provides between 70-85% of the important stimuli used in the learning process.

Notes

Hearing

Hearing is another important factor, concerned with knowledge acquisition through talks, lectures, discussion and the sounds associated with skill stimuli.

Touch

Most important in skill acquisition is the sense of feeling; object, surfaces and textures typical incoming stimuli.

Smell

This sense is often used as a monitoring device, e.g. the recognition of danger signals such as burning, gas leak, and also in the setting of standards (e.g. cooking).

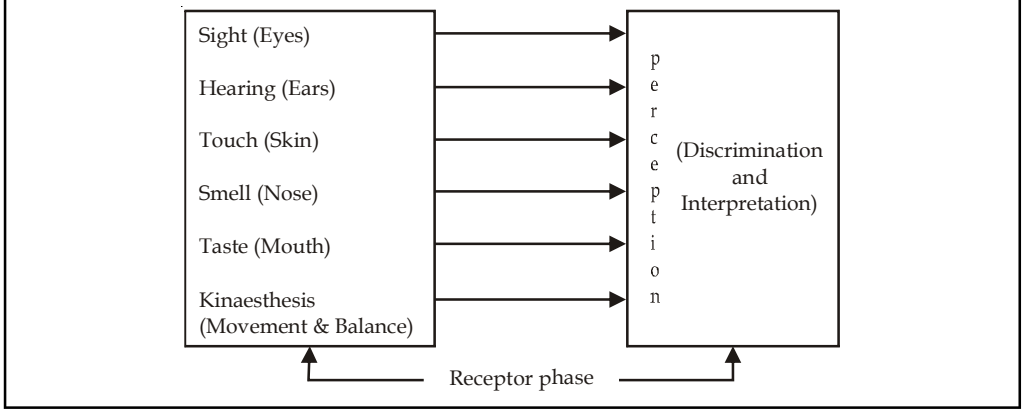
Taste

The sampling of materials can be a powerful sensory stimulant and an important aid to learning, especially in catering and medicine.

Kinaesthesis

This sense often hard to define, is called the 'sense of muscular feel'. It is demonstrated during balancing, pushing, pulling and pressing. By experience, we have an innate knowledge of how much muscular effort we need to exert to perform a certain action. Obviously kinaesthesis is important in the co-ordinating mechanisms of skill acquisition, and has much to do with practice.

Figure 7.2: The Receptor Process



Perception

Perception is not the same as the use of the senses, since perceiving something implies that we attach meaning to the stimulus, and can relate it to the previous incoming information. A skilled cutter in the footwear industry can look at a piece of leather, predict its wear qualities and so place his pattern accordingly. An ornithologist can distinguish certain types of bird from a flock which are apparently identical to the lay viewer. There is a discriminatory factor about perception, and it differs from individual to individual in its power. So obviously perception is important in skill acquisition particularly the ability to perceive what is important to the satisfactory completion of the task, from what are merely background factors. Good trainers help the learners'

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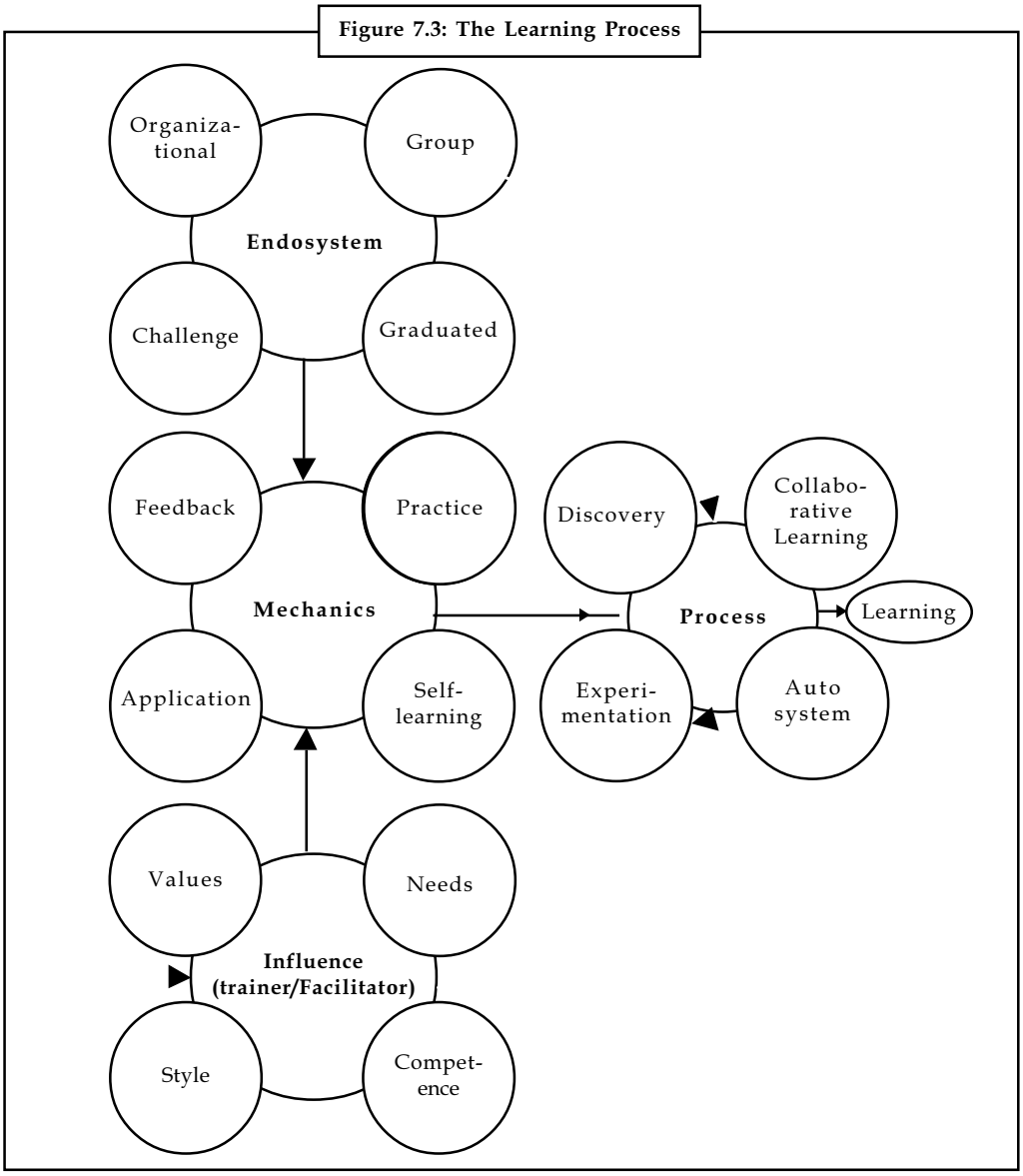
perception by pointing out these key factors, coaching them into perceiving what is essential and what is not. The receptor stage can be summarized diagrammatically as in Figure 7.2.

It is useful to note that many external and internal factors can affect the levels of perception in the same individual such as: (a) Health, (b) Fatigue, (c) Memory, (d) Levels of fighting, (e) Distractions, (f) Motivations, (g) Over familiarity, (h) Prior expectations.

7.4.2 Learning Process

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.

Figure 7.3: The Learning Process



All these four elements are important. Each of these can be treated as a system or a sub-system.

(i) The training/teaching organization, including the training/teaching group, can be called the *endosystem.* This system has its own dynamics. The main function of this system is to

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maximize the motivation for learning by creating the culture and climate conducive to such motivation.

(ii) The system of the teaching/training technology is concerned with the mechanics of teaching/training. Methodology and aids help in various aspects of learning. However, the main function of this system is to help assimilation and stabilization of learning through practices and application.

(iii) The trainer/teacher is certainly an important person in this whole cycle, and is the main representative of the *influence* system. Although other elements also produce influence, the main impact is made by the teacher/trainer through his behaviour, values, and competence. The way the trainer/teacher influences the learner may determine the effectiveness of learning to a great extent.

(iv) The last, but certainly the most important element in the process of learning is the learner. The learner makes use of the other systems. His main function is the development and effective use of processes. Process is the dynamic system of various procedures used in assimilating, internalizing, using, and creating learning. This system may therefore be called the *process* system.

Figure above gives the management process of learning, and the interrelationships among the four elements. As may be seen from the figure, the most important element directly contributing to effective learning is the process system. All the other three systems contribute to learning, through this system. In other words, all other systems may be able to influence learning only by contributing to the development of an effective process and helping the learner to do so. The process system consists of discovery and experimentation by the learner, collaborative learning, and the development of a person's own small learning systems.

Another important feature of the interrelationship among the four elements is that while three elements - the endosystem, the process, and the influence of trainer/teacher - make mutual contributions, the mechanics of learning only receive contributions from the endosystem and the trainer/teacher while being in a mutual relationship with the process system. This means that the technology of training is not crucial in determining the effectiveness of learning. Because of the glamour of technology, it may draw more attention; but it plays a limited, though important role in making learning effective.

The Endosystem

The general atmosphere of the training institute communicates much more and with greater impact than what is taught in the classroom. One of the main advantages of programmed learning is that a learner does not feel threatened in committing mistakes. If learning cannot provide challenge, it ceases to motivate. One way to produce a challenge is to encourage new learning. Failure to achieve a goal, however challenging it may be, does not motivate.

The Mechanics of Learning

If the learner knows what he could not learn, and why, learning will be more effective. It is important that feedback is given as close to the learning event as possible. The application of learning implies the development of insight in the learner and an ability to respond to a situation effectively. The learner should develop both, the motivation as well as the skills and capability for self-learning. Learning can be more effective if the learner *discovers* knowledge rather than *getting* it from the teacher/trainer. The learner should be helped to develop his own system of self-learning. Learners learn not only from the teacher/trainer but also from one another.

Notes

Influence: The Trainer

The teacher/trainer influences the learning situation a great deal. The trainer's values, general style of interaction, competence, and individual needs matter a great deal. His contribution to the learning process is most vital.

The trainer's main contribution is through his values. It may be useful for teachers/trainers to examine what values they are incorporating. Since the main role of the trainer/teacher is to influence the learners and their learning process, the question they should ask themselves is what their model of an ideal human being is. Cognitive learning takes place best through enquiry, through the learner's own motivations.

The trainer's style is very important in the learning process. One dimension of the trainer's style is the type of influence he uses. Teacher/trainers can be classified as having a *direct influence style* or an *indirect influence style*.

The interaction process between the trainer/teacher and the learner is very important. One simple and useful system of classification for the interaction process is that based on the influence of the trainer. The trainer influences learners in various ways. Direct influence restricts the freedom of the learner, is prescriptive, and develops coping behaviour. Indirect influence increases the learner's freedom, is liberating, and develops expressive behaviour.

Direct influence behaviour by the trainer includes negative reinforcement (criticizing, reprimanding, punishing), ordering and giving directions, asking specific testing questions, lecturing, defensive behaviour (justifying), expressing anger, and so on. Indirect influence behaviour includes accepting feelings, expressing feelings, accepting ideas, building on the learner's ideas, positive reinforcement (praising, encouraging), asking exploring questions, sensitivity (encouraging silent members to participate), and so on.

Caution Teachers/trainers must examine how they can use indirect influence behaviour and encourage creativity and development of potential in learners.

It means providing minimal guidance and recognizing the learners as important resources in learning. Learning then becomes a process of mutual influence and the teacher/trainer is as much in the learning roles as the learner. The whole approach to teaching and training then changes. Much emphasis is given to helping learners to discover, innovate, develop their own systems, and develop their capability for self-learning.

7.4.3 How Do Trainees Learn?

In the *first* phase, incoming sensory information is processed by the brain and is organised into coherent action impulses, mainly through muscular movement. In the *middle* phase, the brain operates upon the sensory stimuli, called the cognitor processes. The learner cyclist, for instance, reaching his first bend in the road, may tend to lean too far over an approach. However, the brain corrects the action necessary in successful 'judgement' and the learning process takes place. This shows that not only does the brain exercise judgement, but also has a storage facility we term as 'memory'. The *third* phase of the process can be termed the effector or action phase, where instructions from the brain operate the motor functions of the nervous system and culminate in muscle movement. The effector channels are the limbs and the faculties of the body and consist of speech, head, body, legs, feet, arms, fingers, toes, joints. A diagrammatic representation of the entire system is shown in Figure 7.4.

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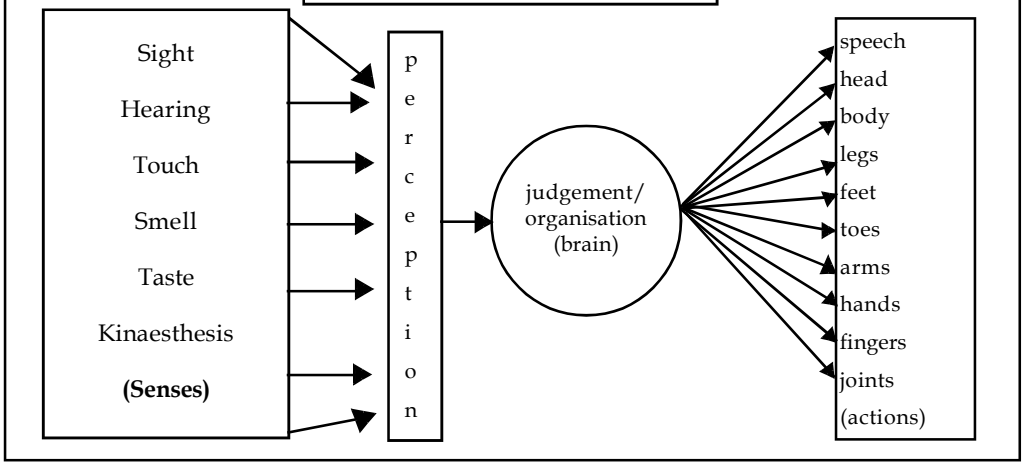
Figure 7.4: The Learning System



7.4.4 Factors Affecting the Learning Process

- ***Knowledge of Results:*** The ability of the brain to correct inaccurate motor functions is an obvious way in which this rate is influenced.
- ***Length of Learning Sessions:*** There is evidence to show that, for the same amount of practice, spaced learning gives better results than mass learning, i.e. reasonably short periods of practice are better than long ones.
- ***Part versus Whole Learning:*** Generally, the smaller the amount of new material presented to the student at one time, the quicker and more effectively will he learn. This is because the sensory system can cope with only a certain amount of incoming stimuli at one time, otherwise the organising mechanisms in the brain become overloaded with too many signals.
- ***Logical Sequence:*** Information which is given in stages which are instructed in a logical sequence are much more easily recalled than random presentation.
- ***Depth of Impression:*** Recall is closely associated with the vividness of impression of past experiences.

Example: Charts, diagrams and statistics can be more easily learned with vivid graphic presentation.

- ***Repetition:*** The opportunity to rehearse and practise a skill, and its effect upon subsequent improved performance has been noted for centuries. 'Practice makes perfect' was the old adage, and it is true that frequent performance of a skill induces automatic responses from the effector mechanisms, which we term habits.
- ***Association of Ideas:*** Learning takes place more effectively if we can associate new knowledge with that already possessed.
- ***Transfer of Learning:*** It would be sensible to suppose that trainees who have mastered one type of job would find it easy to learn a similar series of tasks.

Example: A trained typist would be relatively easy to train on a teleprinter, but a typist learning to play the piano would find it almost as difficult to learn as would a beginner.

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Why do Trainees Learn?

The learning process cannot begin unless the motivational desire, i.e. the will to learn is present. The trainer's task is to take this will to learn, to optimize training opportunities and to help the trainee to meet his own (and corporate) goals.

- ***Goal Setting:*** The trainer must be able to understand the goals at which his trainees are aiming, *Intrinsic* goals are so called because they satisfy some inner desire, giving a sense of accomplishment which derives from doing something one always wanted to do. *Extrinsic* motivation refers to the need for external goals being set as a reward for effort. The trainer's work here is centered on arousing interest in the extrinsic goals, pointing out benefits of their attainment and sustaining effort during training by reminding and giving feedback, encouragement and reward.
- ***Satisfaction Need at Work:***
  - (i) The basic needs of people (food, shelter, clothing) can be termed existence needs and many of these can only be satisfied by work.
  - (ii) The second grouping of needs satisfied by work can be termed social needs; the desire to conform, be part of a team, relate to others and meet group objectives.
  - (iii) Lastly, the needs of many people at work can be seen in the context of personal fulfillment. It is not necessary to see this fulfillment in terms of high skill content since a hospital cleaner may get as great a sense of achievement from a gleaming corridor as a teacher with a brilliant pupil.
- ***Incentives*:**
  - (i) Encouragement and feedback are great incentives, if given promptly. The whole process of learning can be geared to setting challenges, friendly competition and adequate rewards in the right 'climate'. Pride in results, the sense of craftsmanship, is another area where the trainer sets standards of quality and performance.
  - (ii) ***The relationship:*** The trainer acts in many ways as a model, especially to young trainees. They see in him the embodiment of professional attitudes towards their work, and, consciously or unconsciously, shape their behaviour towards his. Objectively, fairness and acceptance of the rules are important factors in the psychological make-up of the successful trainer.
- ***Capacity for Learning:*** Trainers should-
  - (a) Treat all learners as individuals and get to know them.
  - (b) Use a friendly manner, approachable and straightforward, during training.
  - (c) Try to put people at ease.
  - (d) Remember you are a model as well as a teacher.
  - (e) Find out the goals of each learner, use them in the development of the training programme.
  - (f) Give feedback and reward effort quickly.
  - (g) Be aware of trainees with motivational problems.
  - (h) Be yourself; learning should be fun, so it is O.K. to laugh!

Notes

Task 'Learning' extends the idea of personal development (and thereby organisational development) to beliefs, values, wisdom, compassion, emotional maturity, ethics and integrity. Justify the statement with suitable examples.

Self Assessment

Fill in the blanks:

10. The learning cycle has four parts which are experiencing, processing, generalizing and .....
11. The …….. process between the trainer/teacher and the learner is very important.
12. The various elements involved in the process of learning are training, technology of learning, the trainer and the .....

7.5 Feedback

Before you can demonstrate the competency of responding appropriately to learners' needs for clarification or feedback, you must first identify learners who have such needs. Once you recognize a need, you can then develop and deliver an appropriate response.

Did u know? Lack of learner understanding is the root cause of needs for clarification or feedback.

The challenge you face as a trainer is that not all learners willingly admit that they are confused or that they do not understand. You can sometimes pinpoint learners' lack of understanding by posing questions and then assessing how well they answer them. When learners supply incorrect or incomplete responses to your questions, you can safely assume that they are not getting it.

Learners can also signal that they do not understand by the questions they ask, the comments they make, or the subtle or non-verbal cues they display.

Notes

Recognizing Verbal and Non-verbal Indicators

When learners do not understand the training content, they can demonstrate this through verbal cues such as questions or comments. When misdirected, inaccurate, or incomplete questions or comments are made, they may indicate a need for clarification or feedback.

When learners do not understand, they may also exhibit many nonverbal behaviours indicating their need for clarification or feedback. These behaviours include: (1) Avoidance of eye contact, (2) Nervous movements, (3) Strained facial expressions, such as furrowed brows.

7.5.1 Purposes of Feedback

Feedback serves many purposes. One purpose is to support behaviours exhibited by the learner. That is called *positive* or *motivational feedback,* and it is given by a trainer to encourage, support, and reinforce learner behaviours.

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Another purpose of feedback is to correct or improve poor performance exhibited by the learner. This is often called *corrective* or *constructive feedback,* because its purpose is to change learner behaviour that does not contribute to the achievement of intended outcomes.

7.5.2 Making Effective Feedback

Components of effective Feedback:

(a) ***Feedback has the potential to rectify inappropriate*** learner performance or maintain and reinforce good performance. You should strive to provide learners with feedback that is effective. Such feedback has several important components.

(b) ***Person-based Feedback vs. Performance-based Feedback:*** Feedback should not be centered on individuals. You should, instead, direct it to learner behaviour (activities) or performance (results). Person-based feedback is harmful because it does not give the person something concrete to change.

Did u know? **Behaviour-based feedback**

Behaviour-based feedback, which focuses on what people do, is more effective than person-based feedback because it does not provoke defensiveness.

(c) ***Vague vs. Specific Feedback:*** Feedback should always be specific. Vague feedback makes people confused about what they did. It is unlikely that such confusion will make the learner change his or her behaviour in the case of positive feedback, or maintain effective behaviour in the case of positive feedback. On the other hand, when feedback is specific, the learner knows exactly what behavior is appropriate or inappropriate.

(d) ***The timing of Feedback:*** Feedback is diminished when the length of time increases between the behaviour and the feedback provided about it. Feedback delivered at the end of a three-day workshop about a problem that happened on the morning of the first day will probably not be effective. Learners may not even recollect the behaviour upon which the feedback is based. When feedback is delivered soon after the behaviour or performance is demonstrated, it is more effective because immediacy exists between the behaviour and the feedback. This principle holds true for both positive and corrective feedback.

(e) ***Feedback Balance:*** *Feedback balance* refers to the relative amounts of positive and corrective feedback given to the learners. Learners become frustrated and feel inadequate when they are given too much corrective feedback. They may give up as their self-confidence diminishes. On the other hand, learners may not feel challenged if they are given too much positive feedback. Too much positive feedback may produce overconfidence, which may create a sense of reality shock when they return to the workplace.

Feedback Guidelines

(a) Make sure that the feedback you give is always sincere. It is typically easy for learners to recognize insincere feedback. Insincere feedback undermines your credibility because it raises questions about your honesty and sincerity. Another guideline to follow is to ensure that you use effective eye contact and proper voice inflection so that your feedback sounds as sincere as it should really be.

(b) When you provide feedback to a learner, deliver it in a relaxed yet professional manner. If you appear nervous or anxious, the message quality and effectiveness are reduced. When feedback is delivered in a straightforward manner and you appear confident, the

Notes

message is fully received by the learner because distractions arising from your anxiety will be diminished.

(c) Be sure to separate positive feedback from corrective feedback. They should not be delivered at the same time. Be aware that corrective feedback diminishes the impact of the positive feedback.

(d) As a general rule, give positive feedback in public, but give corrective feedback privately and one-on-one. That minimizes the chance of the learner feeling embarrassed.

Self Assessment

Fill in the blanks:

13. ..... feedback undermines trainer credibility because it raises questions about his honesty and sincerity.

14. Feedback is diminished when the length of time increases between the …….....… and the feedback provided about it

15. The feedback that corrects or improve the poor performance is called ..... feedback.

Case Study

HR Accounting at Infosys

Infosys, the sleek software major, owes its spectacular success to the loving nurturing of its human resource. If it has raced ahead in the dizzyingly fast-moving world of information technology, the chip powering the winning run was its Human Capital. The company's annual report has this entry in the balance sheet : Human Resource Accounting. It is a noteworthy issue a major corporate house has set out to evaluate its human resource as Human Capital. The gift-edged is introduced thus : "The dichotomy in accounting between human and non-human capital is fundamental. The latter recognized as an asset and is therefore recorded in the books and reported in the financial statements, whereas the former is totally ignored by the accountants. The definition of wealth as a source of Income Inevitably leads to the recognition of human capital as one of the several forms of wealth such as money, securities and physical capital. "Infosys, using the Lev & A Schwartz model, has computed the value of its human resource. The emphasis, apparently, is on placing high value on Intellectual assets.

7.6 Summary

- 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.

Notes

- 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.

7.7 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.

7.8 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.

Notes

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.

Answers: Self Assessment

1.	experience	2.	cognitive
3.	reinforcer	4.	climate
5.	goals	6.	continuous
7.	simplest	8.	values
9.	higher	10.	applying
11.	interaction	12.	learner
13.	Insincere	14.	behaviour
15.	Constructive or corrective		

7.9 Further Readings

Books

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

Online links

www.infed.org/biblio/b-**learn**.htm

www.nwlink.com/~donclark/hrd.html

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Unit 8: Training Methods

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Objectives

After studying this unit, you will be able to:

- Describe the types of training
- Recognize the various training methods
- Explain the factors and process of choosing a correct training method

Notes

Introduction

Using a variety of training methods stimulates learner interest and arouses curiosity. It also leads to increased understanding and retention. According to Bob Pike of Creative Training Techniques International, "In our programmes we use the 90/20/8 rule. No module that we teach ever runs more than ninety minutes, the pace changes every twenty minutes, and we try to involve people in the content every eight minutes.

8.1 Types of Training

After the employee has been recruited, selected, and inducted, he must next be developed to better fit the job and the organisation. No one is a perfect fit at the time of hiring, and some training and education is essential. No organisation has a choice of whether to develop employees or not, the only choice it has is that of method of development. If no organised programmes exists, then development will largely be self-development, while learning on the job. Development would include both training to increase skill in performing a specific job and education to increase general knowledge and understanding of our total environment. Planned development programmes will return values to the organisation in terms of increased productivity, heightened morale, reduced costs, and greater organisational stability and flexibility to adapt to the changing external requirements. Such programmes will also help to meet the needs of individuals in their search for work assignments that can add up to lifelong careers.

There are four types of training: (1) Training programmes for non-managers to develop skills to perform a job; (2) The training of supervisors; (3) Training and educational programmes for executives to develop the ability to manage; and (4) Programmes designated to develop organisational units as entities. With respect to the last item it has often been found that individual training may be wasted if the organisational unit does not permit such acquired skills to be practiced. As a result, a major training effort has evolved under the title of "organisation development" whose major objective is the enhancement of interpersonal and intergroup collaboration.

Operative Training

Figure 8.1: Training Procedure

Step	Suggestions
Individual preparation	1. Divide task into logical parts to create lesson plan.
	2. Select teaching techniques, e.g. demonstration.
Trainee preparation	1. Place trainee at ease.
	2. Relate training to trainee needs, e.g. promotion.
Present the task	1. Present overview of task.
	2. Proceed from known to unknown, easy to difficult.
	3. Adjust pace to individual differences.
	4. Go through task and explain each step.
	5. Have trainee tell instructor what to do
Try-out performance	1. Have trainee explain each step prior to executions.
	2. Be aware of learning plateaus to sustain motivation.
	3. Provide feedback on progress.
Follow-up	1. Positively reinforce continuously at start.
	2. Move to variable positive reinforcement schedule as trainee matures.

Notes

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.

(a) ***On-the-job Training:*** Since most jobs in an industry can be learned in a relatively short period of time, this method is the most widely used. It has the advantage of strongly motivating the trainee to learn since it is not located in the artificial situation of a classroom. The fact that the success of the system depends almost entirely upon the immediate supervisor, the trainer, means that the personnel unit has a major responsibility for making a good, effective teacher out of every supervisor. As outlined in Figure 8.1 the supervisor typically follows a set procedure in training an employee to perform a particular task. The suggestions accompanying each step are general guides evolved from both experience and research.

(b) ***Vestibule Schools:*** A vestibule school is operated as a special endeavour by the personnel department. It usually trains for the same type of job as on-the-job training. The reason for a vestibule school lies in the law of functional growth. When the amount of training that has to be done exceeds the capacity of the line supervisor of this training it is evolved from the line supervisor assigned to the staff through a vestibule school. It should be noted that this situation sometimes creates typical line-staff difficulties. The Staff School trains the employee and turns him over to the supervisor. If the employee is deficient in performance, the supervisor may "pass the buck" to the school and attribute the poor performance to improper training. The school may return the ball to the supervisor and attribute it to poor induction that led to the confusion of the employee. The advantages of using the vestibule school system are the advantages of specialisation. The instructor, a specialist, may be more skilled at teaching. The student avoids the confusion and pressure of work situation and thus is able to concentrate on learning. More individualised instruction can be given, and training activities do not interfere with the regular processes of production.

(c) ***Apprenticeship Programmes:*** The third system of training, apprenticeship programmes, is designed for a higher level of skill. Apprenticeship programmes tend to be more towards education than on-the-job training or vestibule schools, where knowledge of doing a craft or a series of related jobs is involved.

There are two types of apprentices; one who is engaged voluntarily by an employer is classified as a workman under the Industrial Employment (Standing Orders) Act, 1946. Second is a learner who is paid an allowance under the Apprentice Act and is a trainee and not a work of the employer. The Apprentice Act, 1961 attempts to regulate and control the training of apprentices in trade and to supplement the availability of trained technical personnel for the industry. The Act was amended in 1973 to provide for practical training to the graduate engineers and diploma holders, thereby improving their employment potential. The employer and the apprentice must enter into a contract of apprenticeship which is registered with the Apprenticeship Adviser of the Government. Depending upon the designated trade, the period of apprenticeship varies from one to four years.

The employer should make suitable arrangements in his establishment for imparting practical training to the apprentices engaged under him. He should appoint a qualified person as the learning-in-charge of the apprentices.

(d) ***Special Courses:*** The last system of operative training may be classified by some as education rather than training. Yet special courses, such as shop mathematics or blueprint reading, cannot be labelled as general education and can be directly related to person's particular job.

Notes

The teaching machine, a device made by Sidney L. Pressey of the Ohio State University has become a popular technique in the past two decades. Programmed Learning has been used in a number of ways. The advantages to the trainee are that one can select a personal pace of learning, revert to the material when desired, and use the machine when it is convenient. A slow learner will be forced to go through every portion in the programme, while correct response by fast learners will permit more rapid completion.

This method of instruction utilises the basic learning concepts of (1) establishing explicit goals, (2) breaking the subject into bits of logically sequenced knowledge, (3) requiring an active role on the part of the learner, (4) making learner self-pacing possible, and (5) providing immediate reinforcement of learning through feedback of results. Concerning the relative effectiveness of programmed learning as compared with other more conventional methods, attention can be allocated to these factors: (i) saving in learning time, (ii) amount of immediate learning, (iii) and long-term retention.

Self Assessment

Fill in the blanks:

1. Apprentice who is engaged voluntarily by an employer is classified as a ..... under the Industrial Employment (Standing Orders) Act, 1946.
2. The reason for a vestibule school lies in the law of ..... growth.
3. The apprenticeship programmes system of training is designed for a ..... level of skill.

8.2 Presentation Methods

8.2.1 The Demonstration Method

The usual way of imparting skill is by an experienced trainer performing the working activity, at predetermined speeds, telling the trainee how to do the task, showing the trainee the movements involved and coaching the trainee whilst he practises. This, we tend to call demonstration, though in fact each of these parts could be a complete session in itself. Often the task is broken down into distinct stages, each one being practised separately. The whole skill is thus built from step-by-step instruction. It will be noted that this technique merely teaches psychomotor dexterity and any resultant principles or theory must be taught by one of the training methods.

It is successful because it uses all of the learner's senses, if properly planned and organized. Visual material, discussion, question and answer techniques will all provide important learning stimuli to back up the demonstration. Needless to say, an essential aspect of this technique from the trainer's point of view is the need for prior rehearsal of the skill, often to a predetermined speed and quality standard.

A smooth performance during demonstration increases confidence on both sides of the learning relationship, so it is well worthwhile to get in some practice prior to the event. It is essential that demonstrations as far as possible should use the actual equipment in the real workplace, i.e. on-the-job training, if skills are being taught. Another application of demonstration is to illustrate a principle during a knowledge-type session but this may or may not teach a skill afterwards. Alternately, in off-job training situations, realistic and accurate reconstructions of the working environment are desirable, if the trainee is to practise in something like real conditions.

Notes

Caution Demonstrations need careful, strategic build-up by a competent trainer to be really successful, and considerable coaching skills during the resultant practice by the trainee if they are to reach experienced worker standard within the allotted time span.

A typical skill-type session based upon the demonstration and practice technique might look like this:

Commencement.

Check (positioning of trainees, everything ready).

Demonstrate silently speed for task.

Demonstrate the task again, this time with verbal explanation, one stage at a time.

Discussion, question and answer, clarification.

Demonstration by trainees individually with trainer correcting faults.

Trainees dispersing to practise.

Supervised practice by trainees, trainer acting as coach.

The *demonstration method* begins when you, as trainer, perform an activity or behaviour while learners observe and then later perform. The demonstration can include action performed by someone other than you, such as a videotape or learner. Behaviour modelling and demonstration both allow participants in training to learn through observation before performing on their own.

Notes

Illustration: Demonstration Method

The instructor/trainer should perform the following demonstration. At the end of the demonstration, the trainer could give brain storming exercise to the trainees by asking them to list how many ways a newspaper can be used.

Demo : Folding The Paper

Take a centre spread sheet of a newspaper (double page), show it to the participants and ask them to guess how many times that paper can be folded. The paper should be folded in the centre, again it is folded in the centre, a third time it is folded in the centre and this process continues. Participants will tell wild numbers, some even go up to 20 or 30. Write these numbers on the black (white) board and ask the person who has guessed highest number, to come forward and fold the paper. To the utter surprise of everyone, the paper could not be folded further after 8 rounds.

This is to demonstrate how our estimates go far from realistic targets. It is better to pause and ponder than to talk aimlessly and then regret internally. Do not act in haste and repent in leisure.

How many ways a newspaper can be used. Ask the participants to list the uses. Normally trainees could list up to 20. The following is an example of how many ways a newspaper can be used. Compare your solution with the following proposal from a 10-year-old boy:

You can read it, write on it, lay it down and paint a picture on it. You could put it in your door for decoration, put it in garbage can, put it on a chair if the chair is messy. If you have

Contd...

Notes

a puppy, you put newspaper in its box or put it in your backyard for the dog to play with. When you build something and you don't want anyone to see it, put newspaper around it. Put newspaper on the floor if you have no mattress, use it to pick up something hot, use it to stop bleeding, or to catch the drips from drying clothes. You can use a newspaper for curtains, put it in your shoe to cover what is hurting your foot, make a kite out of it, shade a light that is too bright. You can wrap fish in it, wipe windows, or wrap money in it you put washed shoes in newspaper, wipe eyeglasses with it, put it under a dripping sink, put on it, make a paper bowl out of it, use it for a hat if it is raining, tie it on your feet for slippers. You can put it on the sand if you have no towel, use it for bases in baseball, make paper airplanes with it, use it as dustpan when you sweep, ball it up for the cat to play with, wrap your hands in it if it is cold.

8.2.2 The Lecture

This is traditionally the most formal method of instruction, and usually consists of verbal explanation or description of the subject matter, with or without illustration. It has been in use for centuries, and is the preferred learning style to this day in many higher institutions and state organizations. It is also called chalk-and-talk method. As a strategy, it has many advantages for the trainer and several purposes, including:

- It can be used to give an overall view of the subject matter as an introduction, the detail being filled in later (often by a different method).
- The presentation of new techniques and procedures, of which the trainees can have no previous knowledge.
- The stimulation of interest in a new direction, line of thought or development.
- Teaching complex information, which can be precisely worked out beforehand even to the exact word.
- The most obvious application is where there are large numbers of trainees needing information, where participation is not possible because of the sheer volume of people.
- The timing can be worked out exactly and entered in the lesson plan with sure knowledge that the trainer will in fact cover the ground he intends to do.

Seminars are sometimes arranged after a lecture. In a seminar one member has prepared an opening paper based upon the previous lecture, and a group discussion ensures. This gives an opportunity for clarification, development of concepts and exchange of views and ideas on the subject matter.

The trainer should stay in the background so that the trainees can learn to express themselves, discuss and classify their own ideas on the topic. The maximum number of participants should not exceed twenty in any one group, and a seminar can be followed by tutorials.

Tutorials are usually one-to-one or one-to-two-or-three at the maximum in trainer/trainee ratio. Tutorials are the final link in the lecture, seminar chain when individual problems are ironed out or the students prepare some work for the trainer to criticize constructively. It is an almost essential feature of the lecture system, since it provides the evaluation phase in this rather remote form of tuition, both for lecturer and student.

Although lectures are becoming less popular as a form of learning design, they still have great relevance, particularly in large companies, on topics like new research, product development or new legislation (especially in health, safety and environment areas) and are also much used in the induction process where large numbers or trainees are taken on simultaneously.

Notes

Advantages of the Lecture Method

The primary advantage of the lecture method is that it is an efficient way to transmit a large amount of information to learners in a short time. Since the purpose of some training programmes is to raise awareness or supply information, lecture can be an appropriate way to do that.

Drawbacks

It does not encourage learner's involvement. As a consequence, learners may grow bored and distracted as they listen to it. Nor does the lecture method adequately tap into the vast experience residing in the group.

Strategies for Using the Lecture Method

You can use several strategies to improve the delivery of lecture. One is to combine it with other training methods. When training involves lecture with other methods such as case studies or group discussions, learner involvement improves and retention is higher. When you use questions during lecture, it becomes more interactive and in a way can transform into a large discussion.

Another way to improve traditional lectures is to reduce how much time you spend on them. A fifteen-to twenty-minute mini-lecture may be an ideal target time because it corresponds to the rule of thumb mentioned earlier.

A final way to improve the traditional lecture method is to use lively presentation methods so that it does not become dull. Use humour, stories, and non-verbal behaviours and other presentation skills during lecture delivery to energize the topic, capture attention, and galvanize learner interest. That should improve the overall effectiveness and impact of the lecture.

BUZZ Session

The most common form of presentation, the lecture, can be very effective in presenting factual material in a direct and logical manner, or to present one point of view on a controversial subject. It has the disadvantage, however, of possible one-sidedness, audience passivity, and also the difficulty sometimes of finding a speaker who is both solid expert and effective communicator.

The audience reaction team is a team of five or six members of the audience who react to a lecturer or other resource person. This may be called the Buzz session. It is a technique for involving every member of a large audience directly in the discussion process. The entire audience is divided into small groups (six members) for a limited time (six minutes) for discussion on an assigned question. Usually it is done by having odd number rows turn their chairs to face row behind them. Before the talk they are identified, introduced, and their role explained.

They may interrupt the speaker to seek immediate clarification of points that are not clear, and otherwise assist the speaker in meeting the needs of a specific audience.

Panel

The panel 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.

Notes

Did u know? **Colloquy**

The colloquy is the same as the panel except that while half the discussants are experts, the other half are representatives of the audience.

Uses

1. To avoid the passivity of uninterrupted listening.
2. To keep the speaker informed of how and how much his ideas are being received.

Advantages

1. Offers a variation to the lecture.
2. Promotes a greater informality and participation.
3. Draws the speaker's attention to particular difficulties of the audience.

Limitations

1. Questions that are posed by the speaker must be pointed, provocative and sharply focused. Otherwise, the buzz group spends too much time getting the question in focus.
2. Questions must be handled crisply after each buzz session and the time for them limited. Otherwise the speaker's material may not be fully presented.

Setting

Movable chairs in rows.

Procedure

1. Input by the speaker (15 minutes)
2. Formation of buzz groups and discussion of question posed by speaker (10 minutes)

The same procedure is usually repeated, i.e., three times in a session of an hour and a half.

8.2.3 Training with Magic

Any trainer can master the power of magic to enhance the effectiveness of a training workshop just by following a basic, 10-point guide. They can enable a trainer, in no time to develop the skills of a professional magician, to transform workshops through the mystique of magic. Here are the 10 tricks you should have up your sleeve.

A Basic Guide to Training with Magic: Remember 10 important points for creating magical moments in your training sessions.

- Become acquainted with magic as a training tool.
- Realize that you don't have to be an expert magician to be successful in using magic in your workshop.
- Overcome your fear of failure when using magic in training.

Notes

- Enhance your training humour with magic effects.
- Learn "no fail" magic.
- Experience the enthusiasm and excitement a little magic can generate in a training session.
- Experience the creativity-generating potential of magic.
- Learn how to be sensitive to your training potential audience when using magic effect.
- Learn to invent your own magic effects or customize existing ones to meet your training needs.
- Maintain the information-transfer effectiveness of a training session that incorporates a touch of magic.

Self Assessment

Fill in the blanks:

4. It is essential that demonstrations as far as possible should use the ..... equipment in the real workplace.
5. The ..... 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.
6. ..... is traditionally the most formal method of instruction, and usually consists of verbal explanation or description of the subject matter, with or without illustration.

8.3 On-the-Job Training Methods/Hands on Methods

Hands-on training helps console new employees by showing them what their job will be like. Many employees learn quicker while doing the job than while watching somebody else do it. Hands-on Training is a uncomplicated and effective method for on-the-job trainers who work with 1-3 people at a time.

The Hands-on Training Method:

- Prepare
- Open
- Present
- Practice
- Evaluate
- Review

8.3.1 Job Instruction Training

It was developed during Second World War and is a four-step process involving preparation presentation, performance and follow-up. It is used to teach workers how do they current job. The trainer or supervisor work as a Coach. The four steps are:

1. The trainee receives and overview of the job its purpose and its desired outcome.
2. The trainer demonstrate the job to the employees.

Notes

3. Employee is permitted to copy the trainers' way.
4. Demonstration by the trainer and practice by the trainee are repeated until the trainee masters the right way to handle the job.
5. Finally, the employee does the job independently without supervision.

Procedure of Job Instruction Technique (JIT)

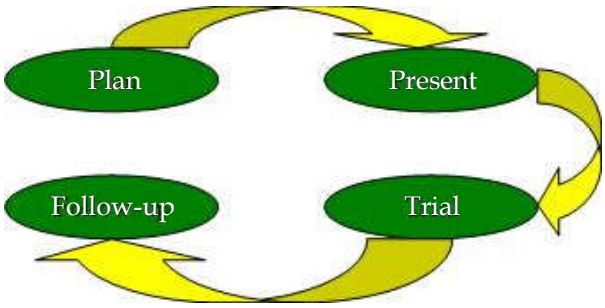
JIT consists of four steps:

- ***Plan:*** This step includes a written breakdown of the work to be done because the trainer and the trainee must understand that documentation is must and important for the familiarity of work. A trainer who is aware of the work well is likely to do many things and in the process might miss few things. Therefore, a structured analysis and proper documentation ensures that all the points are covered in the training program. The second step is to find out what the trainee knows and what training should focus on.

  Then, the next step is to create a comfortable atmosphere for the trainees' i.e. proper orientation programme, availing the resources, familiarizing trainees with the training programme, etc.

- ***Present:*** In this step, trainer provides the synopsis of the job while presenting the participants the different aspects of the work. When the trainer is finished, the trainee demonstrates how to do the job and why is it done in that specific manner. The trainee actually demonstrates the procedure while emphasising the key points and safety instructions.

Figure 8.2: Job Instruction Techniques



- ***Trial:*** This step is actually a kind of rehearsal step, in which trainee tries to perform the work and the trainer is able to provide instant feedback. In this step, the focus is on improving the method of instruction because a trainer considers that any error, if occurring, may be a function of training, not the trainee. This step allows the trainee to see the after-effects of using an incorrect method. The trainer then helps the trainee by questioning and guiding to identify the correct procedure.

- ***Follow-up:*** In this step, the trainer checks the trainee's job frequently after the training programme is over to prevent bad work habits from developing.

Notes

Table 8.1: Merits and Demerits of On the Job Training

Merits	Demerits
1. Trainee learn fast through practice and observation	1. The trainee should be as good as a trainer
2. It is economical	2. The trainee while learning may damage equipment waste material and causes accidents.
3. Trainee gains confidence quickly as he does the work himself in actual setting with help from supervisor.	3. Experienced workers cannot use machinery while it is being used for trainee.
4. It is most suitable for unskilled and semi skilled jobs were the job operation are simple and easy.	

8.3.2 Job Rotation

For the executive, job rotation takes on different perspectives. The executive is usually not simply going to another department.

Example: In some vertically integrated organisations, where the supplier is actually part of same organisation or subsidiary, job rotation might be to the supplier to see how the business operates from the supplier point of view.

Learning how the organisation is perceived from the outside broadens the executive's outlook on the process of the organisation. Or the rotation might be to a foreign office to provide a global perspective.

For managers being developed for executive roles, rotation to different functions in the company is regular carried out.

This approach allows the manger to operate in diverse roles and understand the different issues that crop up. If someone is to be a corporate leader, they must have this type of training. A recent study indicated that the single most significant factor that leads to leader's achievement was the variety of experiences in different departments, business units, cities, and countries.

An organized and helpful way to develop talent for the management or executive level of the organisation is job rotation. It is the process of preparing employees at a lower level to replace someone at the next higher level. It is generally done for the designations that are crucial for the effective and efficient functioning of the organisation.

Benefits of Job Rotation

Some of the major benefits of job rotation are:

- It provides the employees with opportunities to broaden the horizon of knowledge, skills, and abilities by working in different departments, business units, functions, and countries.
- Identification of Knowledge, skills, and attitudes (KSAs) required.
- It determines the areas where improvement is required.
- Assessment of the employees who have the potential and calibre for filling the position.

Notes

8.3.3 Syndicate Groups

In the syndicate group we have people from different backgrounds and with different experience levels. When you combine all of them together, each member of the team benefits because somebody has done some bit of the work who can bring a personal, practical perspective into the work you are doing which means you can learn from other people.

8.3.4 Mentoring

Mentoring is an ongoing relationship that is developed between a senior and junior employee. Mentoring provides guidance and clear understanding of how the organisation goes to achieve its vision and mission to the junior employee.

The meetings are not as structured and regular than in coaching. Executive mentoring is generally done by someone inside the company. The executive can learn a lot from mentoring. By dealing with diverse mentee's, the executive is given the chance to grow professionally by developing management skills and learning how to work with people with diverse background, culture, and language and personality types.

Did u know? **Executives also have mentors.**

In cases where the executive is new to the organisation, a senior executive could be assigned as a mentor to assist the new executive settled into his role.

Mentoring is one of the important methods for preparing them to be future executives. This method allows the mentor to determine what is required to improve mentee's performance. Once the mentor identifies the problem, weakness, and the area that needs to be worked upon, the mentor can advise relevant training. The mentor can also provide opportunities to work on special processes and projects that require use of proficiency.

Some key points on mentoring:

- Mentoring focus on attitude development
- Conducted for management-level employees
- Mentoring is done by someone inside the company
- It is one-to-one interaction
- It helps in identifying weaknesses and focus on the area that needs improvement

8.3.5 Apprenticeship

It is the most oldest and commonly used method especially when proficiency in a job is the result of a relatively long period of 2 years to 3 years for persons of superior ability and from 4 to 5 years for others e.g. draughtsman, a machinist, a painter, a toolmaker, a pattern designed, mechanic, carpenter, weavers, fitters, etc.

The merits of these methods are:

- A skilled workforce is maintained
- Immediate returns can expected from training
- The workmanship is good

Notes

- The hiring cost is lower because of low turnover and reduced production cost
- The loyalty of employees is increased & opportunities for growth are frequent.

Self Assessment

Fill in the blanks:

7. Job instruction training is a four-step process involving preparation presentation, performance and …….....
8. ..... allows the manger to operate in diverse roles and understand the different issues that crop up.
9. ..... is an ongoing relationship that is developed between a senior and junior employee.

8.4 Group Building Methods

8.4.1 Committee Assignments

Trainees are asked to solve an actual organisational problem. The method helps to develop team spirit and work unitedly towards common goals.

8.4.2 Discussion Method

(Also called Syndicate Discussion)

A *discussion* is usually effective in engaging learners and encouraging participation. Peer learning is one of the most direct benefits resulting from the discussion method. Discussions can involve small groups of two to eight people. Typically, discussions centre around problems, questions, ideas, or issues presented to the group for consideration and verbal exploration. During the discussion, you play the role of facilitator and pose questions, encourage involvement, manage the environment, and summarize conclusions reached by the group. Be sensitive to group dynamics during discussions so that they remain focused, and be prepared to intervene when discussions deteriorate into debates or arguments.

One way to stimulate a discussion is to pose questions to the group that build interest or elicit opinions. The discussion method is an excellent way in which new insights can be stimulated because learners can present diverse perspectives, experiences, and opinions. To increase the chances for success in using the discussion method, it is best if you remain as neutral as possible. Discussion works best when chairs are arranged in a circle or with other seating arrangements that encourage learners to look at each other.

In addition to behaviour problems, such as interpersonal conflict, one potential disadvantage of the discussion method is that meaningful results may not be achieved. If learners get off track or if one person dominates the discussion, then learners feel the discussion was a waste of time. This disadvantage can be overcome through effective group facilitation. Another disadvantage of discussions is that they can be quite time-consuming if many people have contributions to make or when learners are verbose. Addressing those problems also requires skilled facilitation.

One way to stimulate a discussion is to pose questions to the group that build interest or elicit opinions. The discussion method is an excellent way in which new insights can be stimulated because learners can present diverse perspectives, experiences, and opinions. To increase the chances for success in using the discussion method, it is best if you remain as natural as possible.

Notes

Caution Discussion works best when chairs are arranged in a circle or with other seating arrangements that encourage learners to look at each other.

8.4.3 The Debate

The *debate* is another method that you can use during training. A debate is essentially a structured but cordial argument about a particular issue or motion. It is an effective means by which to bring out important views on a particular issue, foster teamwork, encourage public speaking skills, and energize the learners.

When using the debate method, first segment the training group into three teams. Ask one team to make a case for a particular position, and ask a second team to make a case against the motion. The numbers of the third group serve as judges to determine which side has presented the most compelling case. This can be a great way to involve learners and to raise and discuss key issues surrounding a topic. Since the debate is a training method that is not used frequently, it also represents a change of pace that will be welcomed by many learners.

Notes

Illustration of the Debate

Subject : Self-Directed Work-Teams

Suppose you are conducting training on work teams in an organization transitioning to a self-directed work-team structure. Divide the class into three groups. Ask one group to make a convincing case that self-directed work teams *will work* and second group to make a convincing case that self-directed work teams will *not work*. And then ask the third group to listen to each side and judge which group provided the most convincing argument. Inform everyone that the goal is to win the debate by putting forward the most convincing case. Also remind them that they have been asked to debate and it may, or may not, reflect their true opinion about the topic under debate.

After the debate teams have been formed and the issues for debate put forward, explain to the group how the debate process will be carried out. The following script suggests how you could introduce and conduct the debate.

Trainer: Everyone should know which team he is on. Keep in mind that a debate is a friendly, structured argument about a topic. The topic in this case is "self-directed work teams." One team will argue why teams will work here at (company name) and the other team will present a case as to why teams will not work.

You will be given some time to prepare with your team. You don't want all to get up and say the same thing, so you may want to make a list of all the points to be covered in your presentation. Then, determine who will make which points.

There are a few rules or guidelines we will follow during the debate. First, everyone must speak and, in the debate tradition, when you speak, you must stand. There is a time limit though. The maximum is three minutes per person and there is no minimum time.

When you have had some time to prepare with your team, we will come back and have a coin toss to determine which side goes first. The team that goes first will present the whole of its argument. Then, the other team will present the whole of its argument.

Contd...

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After both teams have presented their cases you will have some time to meet again with your team to plan a response. Not everyone is required to stand up and present in this second round, although some teams do approach it this way. Other teams appoint one or two spokespersons to present their response. There are different ways to approach the response: some teams will respond to points brought up by the opposite side; others will reinforce the points they made in round one; still others will bring up additional arguments they had not made initially.

Go ahead and take some time to prepare for the first round of the debate with your team. The "for" team can adjourn to syndicate room #1, and the "against" team can use syndicate room number # 3. Before you leave, ask them if they have any queries (Address questions). And further add, If the three judges can join me here in the front, I have some things to review with you.

Your role as a trainer during the debate is a passive one, unless problems arise or clarification of the directions is required. Once the teams determine who will go first, through a coin toss, the process runs itself and you only need to provide limited guidance, such as asking team 2 to start when team 1 has finished.

Learners may find the debate both rewarding and intimidating. For this reason, be firm on the rules, but take a light-hearted, lively approach overall. Further, at the end of the debate, explain the purpose of the debate and facilitate a process in which the learners give their impressions about the process as well as the results. Make an effort to congratulate the teams for being successful, and commend the individuals for doing something that is not always easy, that is, standing up in front of their peers and making a brief presentation. Point out that everyone was successful and made excellent points.

8.4.4 Fish Bowl Exercise

In a training programme, the word 'participant' indicates the persons attending the programme. However, in many cases, these persons are treated as 'trainees' and do not get adequate opportunity to participate in the various sessions. They are bombarded with lectures for most of the time, leaving only a marginal time for 'questions and answers'.

This system becomes particularly dysfunctional when the objective of training is change of attitude. Trainees listen to the sermons with belief, disbelief or apathy. Typical remarks after a session comprising a lecture on participative management are:

"This is all very correct - 'they' (i.e. the superiors of the participant) should practice this".

"This sounds all right - but will not work in our organisation".

"This is all theory".

"This is nothing new; we are already practising this more or less".

This is the situation where Group Decision Exercises can be effective. They ensure participation by most of the participants and bring out the present attitudes as well as the dysfunctional characteristic of the attitudes.

Some people keep goldfish in a glass bowl full of water in their drawing room as a showpiece, and people (Particularly youngsters) stand around the bowl and watch the graceful swimming of the goldfish. The name of Fish Bowl exercise derived its name from the drawing room fish bowl.

In this exercise, half the participants sit in a circle and discuss on the topic while the remaining half stand in circle out side the inner circle and observe the behaviour of participants in inner

Notes

circle of their verbal and non-verbal communication, body language, the group dynamics and the decision-making process. The observer group may take notes of the observations which can be used at the time of debrief discussions after the exercise is over.

Self Assessment

Fill in the blanks:

10. …… is one of the most direct benefits resulting from the discussion method.
11. In Committee assignments, Trainees are asked to solve a …… organisational problem.
12. A debate is essentially a structured but ……..... argument about a particular issue or motion.

8.5 Choosing a Training Method

8.5.1 Selection Criteria for Training Methods

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.

(a) ***The trainer:*** During a training programme, trainer's knowledge, experience in management and training and personality are the main factors that affect the communication process between him/her and the trainees. If that communication is quickly and easily established then a well-chosen training methods would stimulate and facilitate the learning process. However, if there is no communication between the trainer and the trainees, the training process will not match the learning objectives, no matter what the chosen training method is.

Even if the trainer has a lot of information sources regarding the training methods (e.g., training directors, more experienced colleagues, special "train the trainers" programmes, books, manuals, etc.) it is totally his/her responsibility to choose the most appropriate method for each particular case. Therefore, the trainer must be capable to evaluate his/her skills and to adopt those methods that will enhance the impact he/her want to have over the trainees.

Example: The role-play needs psychological knowledge, a great experience in dealing with different human problems that may appear during the management process, and the ability to react quickly during the discussions. If the trainer does not have those qualities and also an analytical mind and experience in solving business problems, it is better to use case studies.

(b) ***The trainees and their environment:*** The training methods must stand on the intellectual and education level, the age and the practical experience of the trainees, and on the social and cultural environment, they come from.

Example: During the training programmes for middle management and small entrepreneurs, the lectures must be substituted by short discussions using visual aids as much as possible, together with practical examples and simplified case studies.

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As regards experience, the trainer must differentiate between young people who have no or very small management experience and learn about management for the first time in school, and the participants who have practical experience as managers or specialists in one of the functional departments.

In the case of academic education, most information is new and is relatively hard to refer to previous experience. Still, young people have open minds and, many times, susceptible to new ideas. On the other hand, during the training programmes for experienced people only the information additional to that experience will be assimilated.

Therefore, it is very important that the trainers will invoke the trainees' experience. In such groups, there always be individuals that "know better" and is relatively hard to change that attitude and to emphasize on what is necessary to learn to better fulfil their tasks. In those cases, the focus must be on practical topics, case studies, discussions and simulations that will help the trainees to identify the missing knowledge and skills to be covered through training.

The complexity of that problem is more emphasized by factors regarding the social and cultural environment the trainees come from. The trainer must take into account that most participative methods were developed in the US. Therefore, they must be adapted to the local conditions.

(c) ***The training objectives:*** Generally, the training needs and the learning objectives of a training programme in management must be formulated in terms of knowledge, attitudes and skills change for improvement of management actions. Consequently, a preliminary analysis of those needs that will allow the identification of specific learning objectives is necessary. Based on that analysis, the trainer can choose the most appropriate methods to satisfy the needs, and, therefore to meet the learning objectives.

Example: If the trainer wants to underline the necessity of using the experts' knowledge and experience to substantiate complex management decisions, the most appropriate approach will be to use activities that imply team working, business games and projects. Participation, involvement in such activities will allow the managers to receive more feedback from the rest of the participants then years spend in a management position.

During the establishment of the objectives of a training programme and the selection of the training methods to used, the trainer must take into account that the skills, aptitudes, knowledge interconnect and, many times, refers to solving multifunctional situations and interdisciplinary problems.

(d) ***The training topic:*** Each management domain (e.g. finance, human resources, general management, etc.) has its own characteristics. Consequently, a trainer has the possibility to choose from a number of methods appropriate for the topic or to use a mix of methods. During the training programmes for management, the trainer must *explain* the relation between organisation's functions, *underline* the complex character of the management process, *help* the trainees to avoid the simplified approach, based on only one point of view of multidimensional situation, and *emphasize* the general skills necessary to a manager. In fact, that represents an interdisciplinary approach of management and a combination of management functions.

In order to do this, the methods with strong participative character are of great help.

Example: A training programme for top management may start with a complex case study that requires solving a business situation from different perspectives.

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This will stimulate the trainees' interest in using certain methods and techniques which, integrated in a proper way, will help them to act correct in a specific situation. Then the trainees will analyse in depth those methods and techniques. Finally, they will integrate specific knowledge into the management process by using business games, case studies or, if possible, through a project that needs an interdisciplinary approach.

(e) ***Time and material factors:*** The decision on the training methods to be used during a training programme is strongly influenced by different factors like time, financial resources, etc.

The time for preparation that influences the expenses with training material, varies based on the chosen training methods. As a rule, complex case studies and business games need a longer and more expensive preparation, which include testing and doing the all the necessary corrections and modifications.

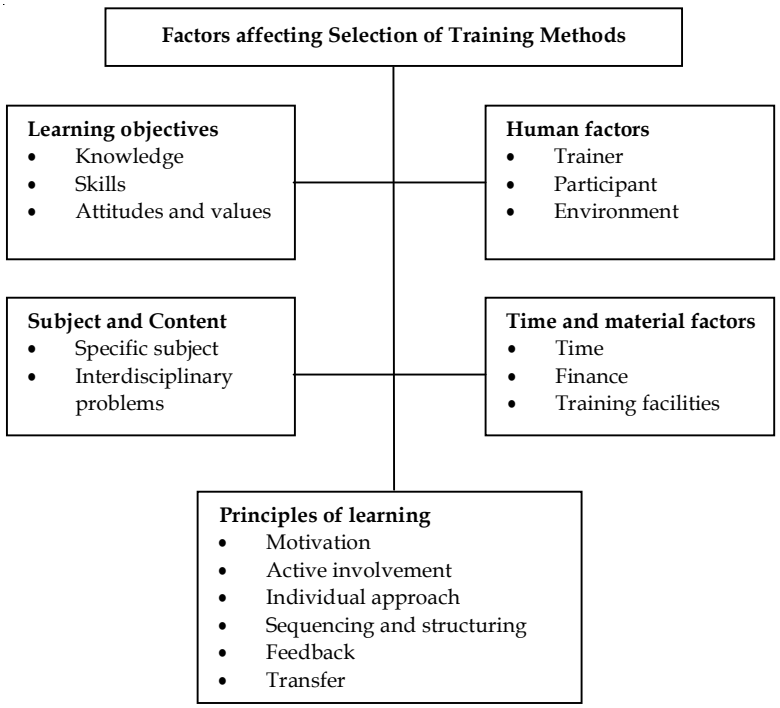
The length of the programme determines the methods to use. As long as the programme will be, long trainer may use business games, complex case studies, and project. That does not mean that participative methods should be drowning out from short training programmes. It simply means that one may use those methods that are not time consumers and transmit the message as quickly as possible.

The training period *during the day* is much more important that one may think.

Example: During afternoons is better to use attractive methods that need active involvement.

The training facilities may be a serious limitation. In order to choose the most appropriate training methods, the trainer must know in advance elements like number of available room for small groups' discussions or accessibility to audio and video aims.

Figure 8.3: Factors affecting the Selection of Training Methods

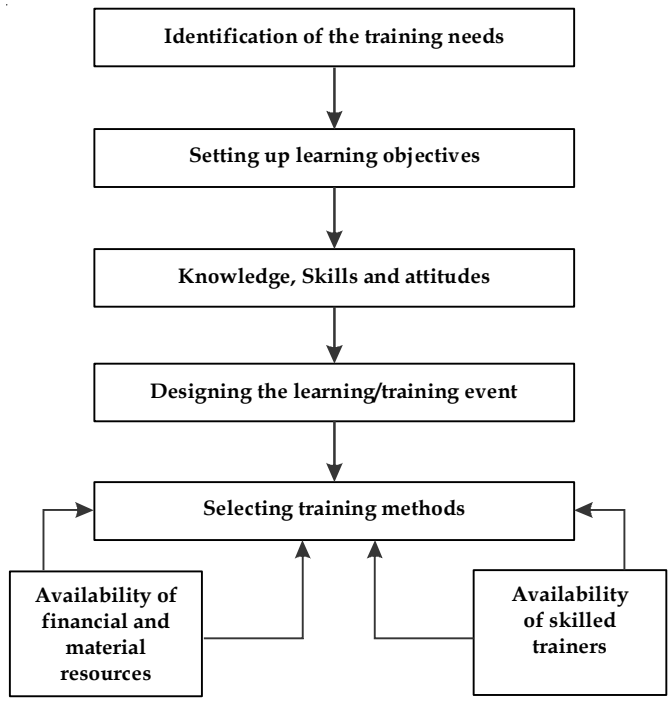


Notes

8.5.2 Process of Selection of Training Methods

Training method selection is used to guide the process of selecting the most appropriate training method(s). For this process, use documentation, such as the training requirements deliverable, and recommendations made during the Human Resource Development Needs Analysis or training design activities. Take all factors into consideration before making a selection. More than one training method may be applicable; however, it will depend on the availability of resources with the organisation. The process of selection of training method is depicted in Figure 8.4.

Figure 8.4: General Process of Selection of Training Methods



Task You are training someone to use a new accounting software package in a medium-sized firm. What training method(s) would you use and why? Give strong reasons to support your answer.

Self Assessment

Fill in the blanks:

13. 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 .....

14. The training needs and learning objectives of a training programme in management must be formulated in terms of ....., attitudes and skills change for improvement.

15. The time for preparation that influences the expenses with training material, varies based on the chosen .....

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Case Study

Primus Company Training Plans

The Primus Company has found that special training of new employees for shop work is both essential and expensive. For that reason, the Human Resource department has undertaken several studies of voluntary separations and has developed a number of programmes to reduce undesirable turnover. Despite these efforts, the company faces heavy demands for pre-shop training each year. In planning for the future, HR estimates that replacement of an anticipated growth will require that about 200 new employees each year must be provided with this type of instruction.

Analysis of job requirements and experience indicates that, on an average, each employee should receive equivalent of 40 hours of practice instruction in special machine operation and 20 hours of background theory. Not all employees require precisely the same training, because educational backgrounds and personal experience are varied. While it is not feasible to tailor each individual's training, to permit some flexibility in that direction the overall training combines theory and practice. New employees take one or more of these units in sequence during their first year employment.

HR's training development division has experimented with a variety of training methods, including lectures, teaching machines, on-the-job instruction, and a special vestibule practice laboratory. Two distinct types of training units have been developed out of this experience. First, Job Instruction Training (J.I.T.) practice is provided on the job in the shop, and thereby is presented in classroom lectures. In the other type of unit - called Vestibule School Training (VST), teaching machines provide the instruction in theory, and practice is supervised in a special vestibule school laboratory.

The two types of units vary in the way they combine instruction in theory and practice. The J.I.T. programme combines four hours of theory and twenty hours of practice in each unit. The V.S.T. programme includes equal numbers of equivalent hours in theory and practice, ten of each is the standard package or unit. Experience with these units indicates that costs per unit are different. The J.I.T. unit costs ₹ 750, the V.S.T. unit costs ₹ 1,000 per trainee.

It is evident that the total demands for training in both theory and practice could be met using only one type of unit, using J.I.T. for this purpose would cost ₹ 75,000 per year. To accomplish the total job using V.S.T. would cost ₹ 80,000. Preliminary discussion with the comptroller indicates that he favours buying the J.I.T. package.

HR's training director argues for a combination of the two. He concludes that such an arrangement will be more efficient and more satisfying to trainees and will increase the flexibility of the training programme. The HR director favours such a combination on the ground that it can meet total requirements in both theory and practice with impressive savings in costs.

Question

As the most recent addition to the HR department, you have the assignment of discovering the best unit mix.

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8.6 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.

8.7 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.

8.8 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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7. What are the skills that a trainer needs in using participants training method? Select a participant training method and illustrate your answer with examples.
8. What training methods are useful in technical training? Select one of the training methods and explain with illustrations.
9. What is meant by Fish Bowl? Explain the learning principles involved in this method.
10. What are the types of training used for the development of employees? Explain one type of training with examples.

Answers: Self Assessment

1.	workman	2.	functional
3.	higher	4.	actual
5.	panel	6.	Lecture
7.	follow-up	8.	Job rotation
9.	Mentoring	10.	Peer learning
11.	actual	12.	cordial
13.	facilities	14.	knowledge
15.	training methods		

8.9 Further Readings

Books

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

Online links

elearningtech.blogspot.com/2008/09/**training-method**-trends.html

www.slideshare.net/.../**methods**-of-**training**-and-develop... - United States

Notes

Unit 9: Trainer's Style

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Objectives

After studying this unit, you will be able to:

- Describe the competencies of a trainer
- Recognize the skills and styles of trainers

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- Explain the roles of trainer
- Discuss the do's and don'ts for trainers

Introduction

The typical trainer's job used to be fairly straightforward in the past. His or her main responsibility was to impart standard work-related material to each new crop of employees. Sessions were held in classes for fixed periods of time and used many of the same teaching methods commonly used in high school or college classrooms. At the end of each session, the new recruits were tested and then sent off to their jobs. Some were called back for follow-up training. The trainer's job, in other words, was fairly routine. But not anymore. Trainers can no longer count on teaching the same subjects or using the same methods year in, year out. Change is now the norm.

9.1 Trainer Competencies

Did u know? **Who is a Trainer?**

A trainer is a craftsperson at work. He is an important pillar and the type of the trainer is an important figure in making a training programme a success.

9.1.1 Characteristics of a Trainer

1. ***Personal needs of trainer:*** The kinds of feeling trainer have, which induce a favourable climate are:

   (a) Interest and excitement in the subject.

   (b) Eagerness to share the task and help the participant to grow.

   (c) Acceptance of participation as people with differing needs and personalities.

   (d) Empathy with others.

   With experience and practice trainers communicate these positive feeling more surely.

2. ***Authority and Control:*** Probably on no other dimensions do training methods differ more and more importantly than in the degree of control trainer feel they need over participants.

   Controlling is necessary for most efficient and effective training. Trainers select exercises and games participants like and for which they (trainers) are liked by participants.

   Choosing such methods of training in which the participants are not interested would lead to the increased dependency of the participants on the trainer but however to make the training successful the trainers must practice and authority in the better attitude i.e. final achievement of the training goals.

3. ***Exercising Power and Influence:*** Power may be the most salient for trainers. The main task actually is to 'move' the individuals and groups in the programmes. However, programmes should at least make participants more competent.

   It can be used to expand influence and make other people powerful too. Alternatively, it can be concentrated by keeping participants important, ignorant and abused.

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Notes Power that the trainer actually exercise have two bases:

(a) One forces coercion i.e. reliance on formal authority and force.

(b) Power may have a persuasive-sharing basis and rely on helping others to think and make choices and there by spread power.

Influence: It is useful to distinguish the behavior that influences participants directly or indirectly.

Table 9.1: Direct Influence and Indirect Influence

Statements of direct influence are those in which trainers:	Statements of indirect influence are those in which trainers:
• Express or lecture about ideas or knowledge	• Accept, clarify and support the ideas and feeling of participants
• Give directions or orders	• Praise and encourage
• Criticize or deprecate participants behavior or deprecate participants behavior with intent to change it	• Ask questions to stimulate participation in decision making
• Justify their own position or authority	• Ask questions to orient participants to the task or to the topic of discussion

4. ***Trainers Behaviour and Participants' Dependence***

   (a) *When goals are ambiguous*, direct influence by the teacher increases dependence by centralizing the authority structure and/or restricting social access.

   (b) *When goals are unambiguous*, indirect influence by the teacher increases independence by decentralizing the authority structure and/or freeing social access.

   (c) *When goals are clear and attractive*, direct influence will tend to increase dependence, and indirect influence will tend to decrease dependence, but only to the extent that the student cannot see the relationships between the teacher's comments and the clear goal.

   (d) *When goals are clear and unattractive*, direct teacher influence is necessary to sustain work by restricting social process and centralizing authority through a system of rewards and punishments, producing high dependency.

5. ***Trainers 'Realness' Under Pressure***

   (a) *1st dilemma-Participants expectation versus trainers intention:* Participants carry a burden in the form of expectations when they just meet the trainer. Participants have some picture of a trainer long before they actually meet the particular trainer here. In case if there is any mismatch between the participant's expectation and trainer, then arises a better or unhealthy training condition.

   (b) *2nd dilemma-Individual versus group needs:* Participants differ in interest, methods of work, the speed of learning and how they interpret the trainer's behaviour. But except for minor modification the trainer actions have to be same for all. Hence the trainer attention must stay with the participants and in their leaning. Thus attention of the trainer must stay with the participant and learning.

   (c) *3rd Dilemma-Consistency versus flexibility:* Participants expect trainers to be consistent preferably faultless without fail- preferably from the day one. Thus trainer needs to be consistent in his behavior. This consistency can be established when trainer takes

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the right decision and is aware about the attitude he hold and work gradually on the continuous basis to achieve the results. However, flexibility refers to being congruent with the situational requirement, catering to the individual of group needs and there by maintaining the flow of the training program and achieve the desired goal.

Trainers are facing more accountability for their performance than ever before. Increased emphasis on quality control is one reason. The need for better and more comprehensive training in more areas than in the past is another. Special issues such as ISO 9000, P-CMM, ERP, six sigma, etc., are so sensitive in their nature they leave no margin for error. Another reason stems from increased expectations. "The customer's level of expectation keeps increasing. Thus we constantly need to stay ahead of the curve." Simply put, the bar has been raised, and every successful organization must either keep up or be left in the dust.

Accountability is meaningless without tools for measuring results. But given these greater expectations for trainers, how can managers measure results? How can measurement improve training programmes? And how might it shape the trainer's role in the future? Above all, make sure each trainer understands the dynamics of the learning process. Most people have a bias in the way they learn. Recognizing that there are different approaches to learning is one thing the non-trainer needs to understand to be effective. That's something to keep in mind regardless of who's conducting the training. The competencies identified in *Models for HRD Practice* (McLagan, 1989) and later adopted as a definitive model of competencies by the American Society for Training and Development (ASTD) is as under.

9.1.2 Technical Competencies

- ***Adult-learning understanding:*** Knowing how adults acquire and use knowledge, skills, and attitudes; understanding individual differences in learning.
- ***Career development theories and techniques understanding:*** Knowing the techniques and methods used in career development; understanding their appropriate uses.
- ***Competency identification skill:*** Identifying the knowledge and skill requirements of jobs, tasks, and roles.
- ***Computer competence:*** Understanding or using computer applications.
- ***Electronic-systems skill:*** Having knowledge of functions, features, and potential applications of electronic systems for the delivery and management of HRD.
- ***Evaluation skill:*** Determining the effectiveness of training and its impact on the organization.
- ***Media selection skill:*** Selecting and utilizing appropriate media methods according to the dictates of the learning situation.
- ***Objectives preparation skill:*** Preparing clear statements that describe desired outputs.
- ***Training and development theories and techniques understanding:*** Knowing the theories and methods used in training; understanding their appropriate uses.
- ***Research skill:*** Selecting, developing, and using methodologies such as statistical and data collection techniques for formal inquiry.

9.1.3 Business Competencies

- ***Budget and resource management skill:*** Utilizing, prioritizing, and managing financial, material, and human resources in an efficient manner.

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- ***Business understanding:*** Knowing how the functions of a business work and relate to each other; knowing the economic impact of business decisions.
- ***Organization behaviour understanding:*** Seeing organizations as dynamic, political, economic, and social systems that have multiple goals; using that larger perspective as a framework for understanding and influencing events.
- ***Organization-development theories and techniques:*** Knowing the techniques and methods used in organization development; understanding their appropriate use.

9.1.4 Interpersonal Competencies

- ***Coaching skill:*** Helping individuals recognize and understand personal needs, values, problems, alternatives, and goals.
- ***Feedback skill:*** Communicating information, opinions, observations, and conclusions so that they are understood and can be acted upon.
- ***Group-process skill:*** Influencing groups so that tasks, relationships, and individual needs are addressed.
- ***Negotiation skill:*** Securing "win-win" agreements while successfully representing a special interest in a decision.
- ***Presentation skill:*** Presenting information orally so that an intended purpose is achieved.
- ***Questioning skill:*** Gathering information from and stimulating insight in individuals and other groups through the use of interviews, questionnaires, and other probing methods.
- ***Relationship-building skill:*** Establishing relationships and networks across a broad range of people and groups.
- ***Writing skill:*** Preparing written material that follows generally accepted rules of style and form, is appropriate for the audience, and is creative, and accomplishes its intended purpose.

9.1.5 Intellectual Competencies

- ***Data-reduction skill:*** Scanning, synthesizing, and drawing conclusions from data.
- ***Information-search skill***: Gathering information from printed and other recorded sources; identifying and using information specialists and reference services and aids.
- ***Visioning skill:*** Projecting trends and visualizing possible and probable futures and their implications.

Notes Marquardt & Engel (1993) have suggested another set of competencies for trainers which also focuses on needs that relate to the more global work place. Marquardt and Engel state that the competencies that make trainers effective in corporate America do not necessarily guarantee effectiveness in other cultural settings. These writers have identified 16 competencies (arranged within the areas of attitudes, skills, and knowledge) they believe will contribute to the success of HRD practitioners in cross-cultural settings:

Contd...

Notes

Attitudes

- Respect for the values and practices of other cultures
- Patience with, and tolerance of, ambiguity
- Commitment to HRD principles and practices
- Initiative and persistence
- A sense of humour

Skills that empower

- Cultural flexibility
- Communication skills
- HRD skills
- Creativity
- Self-management of learning

Important areas of knowledge

- Knowledge of one's own culture
- Knowledge of the target culture
- Knowledge of the theory and practice of HR
- Knowledge of the language of the target culture
- Knowledge of the relevant corporate cultures
- A global perspective

The three major groupings of these competencies (attitudes, skills that empower, and important areas of knowledge) address many of the same areas as the four major groups used by Leach (technical, business, interpersonal, and intellectual) in 1993. However, the individual competencies identified by Marquardt and Engel seem more interpersonal and cultural in nature than those competencies identified in 1989.

While there may be some consensus on areas of study for trainers, no definitive model for the emerging role of trainers (McLagan, 1996), for the competencies of trainers, or for levels of education required for trainers seems to have emerged since the 1989 model. Although Mager (1996) described what trainers of the next century should look like, he did not further define these desired characteristics in terms of specific competencies or skills that would serve as a model for preparing trainers. The characteristics he suggested are: Performance-oriented Technically skilled, Socially skilled, Self-employable, Bilingual and Internationally qualified

Like many other descriptions of trainers, these characteristics, for the most part, closely parallel the four major areas of the 1989 model (technical competency, business competency, interpersonal competency, and intellectual competency), and Manager's descriptions reiterate much of what is already known about desirable competencies for trainers. However, the attention to bilingualism and international experience clearly reflect the more current trend to address more global issues in workforce development.

While the role of trainers may change due to the changing context of the business environment (Argyris, 1994; McLagan, 1996; Rhinesmith, 1994; Sloman, 1994), there is no indication that the previously identified competencies will be less valued. As the literature indicates, although the originally identified competencies may be supplemented with the ability to function in cross

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cultural roles and with other abilities, the four areas of competency and most of the individual competencies still bear a great deal of relevance to competencies described in more recent studies cited above. Thus, researchers determined that the use of the 1989 model was still beneficial for examining the question of what competencies are important and to what extent they should be covered in academic course work related to the preparation of trainers. However, numerous competency models for trainers have been developed across the world but most of them have not been tested for validity. A similar untested model is given at the end of this unit. With the above discussion on competencies for trainers, let us examine now the issues relating to selection and training of trainers.

Self Assessment

Fill in the blanks:

1. …….. influence by the teacher increases dependence by centralizing the authority structure and/or restricting social access.
2. The trainer is require to possess Technical, Business, Interpersonal and ……. competencies.
3. Budget and resource management skill is a part of …… competency.

9.2 Trainer's Skills

The trainer's skills can be studied under the following heads:

1. Communication skills
2. Presentation skills
3. Questioning skills

9.2.1 Communication Skills

Communication skills should be extremely important to you as a trainer because much of your time is spent transmitting, receiving, and processing verbal and nonverbal messages. *Demonstrating effective communication skills* is one of the most important training delivery competencies.

Basics of Communication

- ***Communication*** can be understood to mean a dynamic, two-way process whereby information is transmitted and received. In training delivery dynamic communication is especially important.

Did u know?

Unidirectional Communication

Communication in which the trainer speaks and students only listen – is not only boring but is also ineffective for encouraging learning.

- Communication is not a one-way street but is a shared process involving two or more people who interact dynamically. This highlights our belief that effective training should be led by an instructor, but also *participant-centered.*

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- Communication Involves Verbal and Non-verbal Language: Communication involves both *verbal* (spoken or written) and *non-verbal* (body language). Interpersonal interaction occurs on multiple, simultaneous communication channels.

Example: As you speak to transmit a message, your concurrent facial expressions or gestures represent additional channels.

Caution It should be noted that when multiple channels are used, they should send complementary messages.

Using Appropriate Verbal and Non-verbal Language

- Spoken language is only the tip of the communication iceberg. Non-verbal communication plays a key role in promoting understanding.
- Verbal language includes spoken sentences and words used during training. It also includes printed and other written material.
- *How you speak* conveys as much meaning as *what you say.* That is as true for the learners as for you. How you speak includes your vocal pitch, tone, rhythm, pauses, laughter, groaning, yawning, and other modifiers that are not considered language but that do convey meaning.
- You can use your verbal skills to emphasize important points during training delivery. But silence and pauses can also serve useful purposes. By deliberately pausing after you make an important point, you help learners sense its importance and provide them with time to reflect on it and absorb it.
- Non-verbal communication includes visibly observable behaviours between people that convey meaning without the use of written or spoken words. Messages can be communicated through your body movements and gestures. Gestures support or replace spoken language and may help you emphasize a point and help a learner understand it. Gestures linked to verbal language are called *illustrators*. Touch another form of communication, can have a powerful effect on behaviour. In situations, some people react more favourably, or feel less anxiety and less fear, when touched.

Example: Trainers can alleviate learner anxiety by placing a hand on the shoulder of the learner.

Some trainers make a practice of greeting learners with a handshake during introductions. Plan and deliberately incorporate them into training at appropriate places.

The physical distance between trainer and learners is a non-verbal means by which to communicate. The *intimate zone* is about eighteen inches. If you get that close to another person, you are showing a high degree of intimacy, which can be uncomfortable to some people. The *personal* distance ranges from eighteen inches to about four feet. From four to twelve feet is considered the *social zone,* and from twelve to twenty-five feet or more is regarded as the *public zone.*

In formal presentations, the distance between the trainer and the learners is usually great. But if you want to establish a more socially close learning environment, you should get closer. One way to do that is to eliminate barriers such as podiums ora stage that separates you from the learners. You can also move around the room so that you are closer to where

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the participants are sitting. Moving among the learners is an excellent way to connect with them because you physically as well as psychologically become a part of the group itself.

- *Eye contact* is an important form of nonverbal communication in training delivery. Eye contact is established when one person looks directly into the eyes of another person. It is crucial for you to attempt to make eye contact with all learners on a regular basis throughout delivery. Eye contact is important because it can capture attention, convey meaning, express emotion, provide guidance, and maintain trainer control. Eye contact can also convey information, such as understanding, appreciation, and attentiveness.
- *Facial expressions* convey such emotions as surprise, distress, anger, joy, sadness, and displeasure. Smiles, frowns, raised eyebrows, squinting eyes, wide open eyes, and wrinkled forehead all represent visible facial expressions that are linked to emotions. Armed with the understanding of facial expressions and their associated emotions, you will be better able to assess the feelings of learners and respond accordingly.

9.2.2 Presentation Skills

Presentation skills are the significant delivery competency. Presentation skills add excitement, variety and drama to training delivery. These skills when used appropriately, can motivate learners. They can make training sessions more dynamic and powerful, thereby increasing the chance that learners will remember and apply on the job, what they learned during training.

(a) ***Using voice effectively*** refers to how enthusiastically you speak (emotional range), how loudly you speak (volume), how quickly you speak (rate), and how you pronounce what you say (inflection). Using your voice effectively is critically important to the effectiveness of how well you deliver training in group settings.

Example: Lowering the volume of voice can capture participants' interest and cause them to concentrate on what you are saying. Likewise, you can raise your voice to emphasize important points or seize sudden attention.

(b) ***Prop*** is any physical object used for demonstration during training. Almost any object can serve as a prop. Some learners find it easier to understand when they have physical objects or other examples to see, touch, and examine. Props should be used for demonstration purposes to help support or reinforce learning and achieve the course objectives.

(c) ***Linking Content to Objectives:*** The most obvious evidence of disorganized training is when there is a mismatch between the stated purpose and objectives of the course and its actual content or activities. Be sure to spell out early in the programme why the training is being conducted and how it will meet business needs or workplace issues.

(d) ***Strategies to Guide Learners:*** Adult learners, should be self-directed and willing to exert some efforts to learn when they see reasons to do so. But adult learners often still prefer structure to their learning and want to know what immediate practical value their learning will have.

(e) Anecdotes, stories, analogies, and humour can enliven your training, making it memorable and interesting. When used appropriately, they can reinforce key points and drive home important information. They are especially useful for showing the practical applications of otherwise abstract ideas.

(f) Some people are natural, gifted storytellers. Others find telling stories or anecdotes difficult and therefore use them minimally. How you deliver the story is the key. Practice helps you make the story concise.

Notes

9.2.3 Effective Questioning Skills

Questioning skills is one of the major training delivery competency. Asking questions is key to success in your role as an instructor in training.

The art of questioning has enjoyed a venerable history in western civilisation. Socrates, one of the most famous teachers of all time, never lectured his students at all. Socrates did nothing more than keep asking questions that were directed to his students with skill and panache.

Questions serve various purposes in training, and they are important for each purpose that they serve. One purpose is to encourage active participation and involvement among learners. A quick way to turn a boring lecture into an exciting discussion is to stop telling and start asking. There are numerous types of questions at your disposal as an instructor in a training session which are summarized in Figure below.

Figure 9.1: Types of Questions: Characteristics and Uses

Types	Characteristics	Uses
Open	Open questions require respondents to elaborate with a narrative response.	Open questions enable trainers to gauge the level of understanding among the learners. They also encourage involvement and participation.
Closed	Closed questions are typically answered with a "yes" or "no" response.	Closed questions can be used to drive a point home, gauge opinions among learners, introduce topics, or change topics.
Overhead	Overhead questions are towards an individual learner. group. They are often rhetorical.	Overhead questions can be used by the trainer to a particular topic and encourage participation. They can also be used to avoid embarrassing a learner who gives an incorrect response.
Direct	Direct questions are directed towards an individual learner.	Direct questions can be used by the trainer to gauge the under- standing of an individual learner. They can also be used to gain learner attention or involve a non-participative learner. One danger with direct questions is that they may cause embarrassment by putting a learner on the spot.
Reversed	Reversed questions are statements rather than questions. These statements paraphrase questions asked by learners to ensure that the question is presented very clearly.	Reversed questions clarify learner questions so that they hear and understand the question. Additionally, they help to ensure that the trainer is answering the correct question.
Redirected	A redirected question is a technique used by trainers to redirect a question to the group instead of answering it.	Redirected questions can encourage involvement and reflection as well as create ownership of problems by shifting the responsibility of knowledge transfer from the trainer to the learners. Also useful when the trainer is unsure of the answer.

Self Assessment

Fill in the blanks:

4. Communication is not a one-way street but is a ……..…. process involving two or more people who interact dynamically.
5. Presentation skills add excitement, variety and ……... to training delivery.
6. Prop is any physical object used for …… during training.

Notes

9.3 Trainer's Styles and Grid

9.3.1 Trainer's Style

The following are the significant trainer's styles:

Unique: Trainers have the personal task of performing diverse functions. In carrying out those functions they develop their own style that suits them and they find effective. Effective trainers vary widely when they specify their training goals for participants and also their own training styles. Some aim to develop self-awareness in them, others to bring new knowledge to bear on practical problems, etc.

Appropriate: Appropriateness in turn requires adaptability experience trainers have wide variety of concepts and skills they can draw on any time and choose them to use in any situation.

Flexible: This refers to trainer's specific behaviour, which should suit the situational need tactfully, handled and taken care of.

Caution Change or learning has to be introduced slowly as rapid leaning does not yield positive results.

The trainer's style should be flexible enough to give necessary space to the individual needs, group needs and the training needs.

9.3.2 Trainer Grid

It is also the first that is typically exhibited during training delivery. Establishing and maintaining credibility has to do with the trainer's ability to leverage personal conduct, social practices, professionalism, and content expertise to command attention and respect from learners and other stakeholders (such as the learners' immediate supervisors). When you possess credibility, you build learner's interest. When you lack credibility, learners may experience unmet expectations, disillusionment, and an unwillingness to apply what they learned. (See Figure 9.2)

Your credibility is extremely important because it reinforces the importance of the training to the learners. You can take action to establish, maintain, and build credibility with learners. This is accomplished by what you say and what you do.

Figure 9.2: Trainer's Grid

Notes

1. ***Personal Conduct***: Involves your actions and your appearance. It creates the image you project to a group of learners and influences how they perceive you. Your goal should be to project an image of professionalism that will establish and maintain your credibility with the learners. If you do not create an environment where learners feel free to share their opinions and ideas, then learners will probably not share their thoughts and suggestions.

   (a) *Visual Appearance:* The cloths you wear, your grooming, and your posture contribute to your visual appearance.

   (b) *Personality Characteristics:* Example includes your willingness to admit mistakes, accept responsibility, and remain open to feedback.

2. ***Social Practices:*** You foster an environment characterized by trust and mutual respect.

   (a) *Unacceptable Manners and Behaviour:* If you demonstrate such unacceptable manners and behaviours as rudeness or arrogance, it has a very negative impact on learners.

   (b) *Inappropriate Humour:* Humour can be used to gain learner attention, reinforce key concepts or points, and enliven the learning environment. But be careful in using it. Inappropriate humour can be damaging to your credibility as a trainer.

   (c) *Building Trust Through Integrity, Dis**cretion, and Respect:*** *Integrity* is a match between what a person says and does. One way you can demonstrate integrity is by handling sensitive issues discreetly.

Example: If you are providing learners with feedback about test results, do it privately to avoid embarrassing people who did not perform well.

3. ***Content Expertise:*** Content expertise can be demonstrated and communicated to the learners in many ways. Various ways include the ability to respond to content-specific questions and accept different opinions.

Example: Professional and academic credentials, work experience, and subject matter mastery.

Self Assessment

Fill in the blanks:

7. Appropriateness in style requires …… experience trainers having wide variety of concepts and skills that they can draw on any time and choose them to use in any situation.

8. Trainer's credibility is extremely important because it …… the importance of the training to the learners.

9. ……... style refers to trainer's specific behaviour, which should suit the situational need tactfully, handled and taken care of.

Notes

9.4 Trainer's Role

The different roles of trainer are explained below:

9.4.1 The Trainer as Planner

The trainer's role is primarily to help produce practical, promising plans for learning. During early diagnostic work, the trainer may help others in assessing needs for training and in launching formal planning. Then he helps the programme planning group in further diagnosis of needs and in the construction of a set of learning experience that meet these needs for specified participants. The major contribution of the trainer during planning is probably methodological. He can supply technical help to the planner.

9.4.2 The Trainer as Guide: Building Group Norms

During the actual operation of a training activity, the trainer's basic role is to help things keep moving so that people learn as much as possible. Here are some of these training-relevant norms.

People are Important

The trainer has a basic feeling of respect for the worth of persons. The trainer does not interrupt, he listens; he rejects ideas but not people. He shows that he believes that persons are ends and all else is means and the norm of basic respect for persons gradually becomes established in the training group.

It's Safe to Try Things Out Here

The trainers also indicate by his actions that trying something new is not only permissible but desirable. He permits and invites discussion of his/her own behaviour.

Feelings are Important

The trainer takes expressions of feeling seriously. When people say they feel mad, sad, bad, glad, he help the group members tell us how well progress on the which to work. Feeling of group member tells us how well progress on the task is going.

Things are not taken 'Personally'

The trainer responds 'objectively' to expressions of feeling. Feeling are facts, her behaviour says to the group Joe gets mad at me, that tells us something about what has been happening, and so does my impulse to lash back at him. The trainer does not inhibit her own feelings, but reports them for discussion and analysis. The trainer does resist the temptation to actually lash back, to get caught by the ebb and flow of interaction, wound up in the content of group discussion rather than attending to its process.

9.4.3 Trainers Encourage Objectivity and Creativity

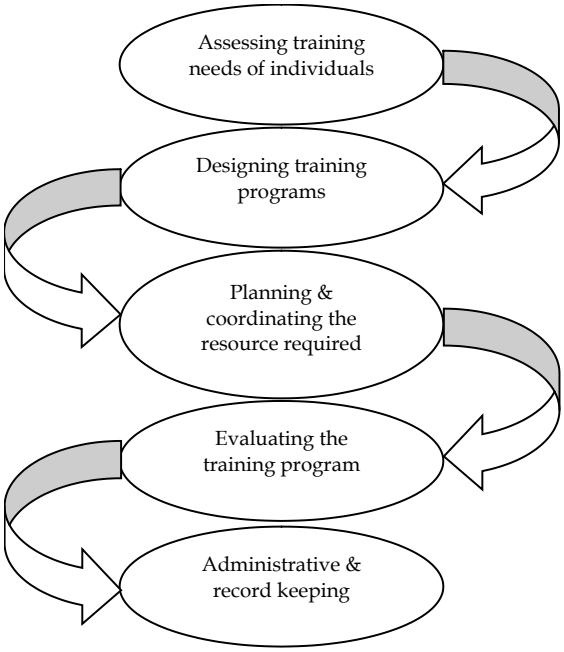
The trainer also encourages objectivity through work procedures, such as tape playback, a process observer, or post-meeting reaction sheets. The appropriate identification of training needs, designing of the training programme, effective and appropriate planning and coordination of the available resources, effective evaluation of the training programme provides objectivity to the training programme.

Notes

Trainer's Skills

1. Presentation Skills
2. Business Skills i.e. budgeting, time management, negotiation, etc.
3. Content Development i.e. material production, graphics, layouts, etc
4. Self development i.e. interpersonal skills, good listening skills, flexible, accepting the share of accountability, etc.

Figure 9.3: Role of Trainer



9.4.4 Coordination of Professional and Administrative Inputs

A key role performed by the trainer is delivering the programme and integrating its professional and administrative procedures for instance, travel reimbursement and return reservations, mechanism for monitoring catering and living arrangements, organization of leisure time activities, role of administrative staff in training activities and the style of functioning of head of agency are all harmonized. The trainer must remember that participants draw their own conclusions, which may influence their learning. The trainer must ensure that all those associated with the implementation of the programme have a common orientation and they speak with one voice.

9.4.5 Ensure Consistency in what is Advocated and Practiced

If efficiency, teamwork, motivation and commitment are among the values to be inculcated in the participants, it is necessary for the trainer to exemplify these through work and administration. This demonstrates consistency in what is being conveyed to the training group and what is practiced and enhances the credibility of the trainer, helping in developing a positive attitude towards the trainer and the programme. For realizing this the trainer and the administrative staff have to share the responsibility.

Notes

Self Assessment

Fill in the blanks:

10. The major contribution of the trainer during planning is probably …….
11. During the …… of a training activity, the trainer's basic role is to help things keep moving so that people learn as much as possible.
12. The appropriate identification of needs, designing of training, appropriate planning and coordination of available resources, effective evaluation provides ...……... to training programme.

9.5 Managing the Learning Environment

Managing the learning environment is an important training delivery competency. It is the competency that is typically exhibited during training delivery. Dale Carnegie states that the key to all persuasive speaking is the ability to grab the attention and interest of the audience from the outset.

(a) ***Attention Getters*:** You can use six techniques to hold audience attention at the opening of your session. (1) Providing examples, (2) Posing questions, (3) Stimulating curiosity, (4) Conveying benefits, (5) Using facts and statistics, (6) Incorporating props.

(b) ***Icebreakers:*** Are activities used to "break the ice" at the opening of a training programme. They are important for the simple reason that participants cannot work with you or with each other effectively in a training session if they remain strangers. Icebreakers are useful in building effective interaction and *esprit de corps* among participants.

Active learner involvement is important for many reasons. When learners participate, they share their experiences with you and other participants alike. In this way, everyone benefits from hearing different viewpoints and experiences. Further, when participants are collaboratively involved in the process, learning is enhanced because learners feel a sense of openness and ownership.

Caution It is to be kept in mind by the trainer that participation plays a useful role in giving you, as trainer, some information about how well learners understand what they have been learning.

9.5.1 Managing Time

The ability to manage time is an important skill for you to possess. Most training programmes have limited time available and must be well-managed so that all learning objectives are met. If designed properly; training should follow a schedule that is usually provided in the instructor or participant guide. This schedule lists activities and provides estimates of how long they should take. A general rule of thumb is to stay within ten minutes of the planned schedule.

9.5.2 Resolving Learning Behaviour Problems

The first step toward solving learner behaviour problems is recognizing them. Some behaviour problems are easy to spot because they involve visible actions or words. Dealing with difficult learners is inevitable. Every trainer, sooner or later, will encounter at least one problematic

Notes

participant who can catch him off guard or damage the learning environment. Such problems include people who talk during class, challenge your expertise or authority, or show up late.

- Prevention is perhaps the best solution to behaviour problems. One approach is to set the expectations with learners and managers before training begins by describing the course content, expectations about the learners' performance, and the rules of conduct appropriate during class.
- Some problems will occur regardless of the preventative measures you take. Select the interventions based on the severity of the behaviour problem. To provide some guidance on this, take measures to eliminate behaviour problems when they become distracting to you or others.

  (a) *Strategies for Handling Talkers:* Talking in class is one of the most frequently cited learner behaviour problems. Here are some tips on how to handle talkers.

  - Remain calm and composed.
  - Start asking questions.
  - Stand close to talkative people.
  - Acknowledge the talkers' presence by referring to an earlier statement or comment made by them.
  - Shift into an activity that requires some other training method.
  - If the behaviour persists, give the class a break, take the chatty participant aside, and ask him to refrain from talking during class because he is becoming a distraction to the others.
  - If all else fails, ask participant to leave the class.

  (b) *Strategies for Handling Challengers:* Challengers are learners who question the value of the material, the trainer, or the learning environment.

  Although these questions are challenging, they may also be valid. Learners should know why they are there, how the training will help them in their job, and how the skills will transfer to the "real" world (their jobs). If you set the right tone at the beginning of the training experience, you should effectively diminish the chance that challenges can be successful in what they are doing. However, if these problems come up during delivery, you should remain calm and patiently answer the questions. Above all, avoid being defensive.

  (c) *Strategies for Handling Derailers:* A *derailer* is similar to a challenger, a derailer wants to change the focus of the training. Derailers go off on tangents to discuss obscure issues or raise questions that are not really pertinent to the topic.

  The "parking lot" method allows you to place issues that are outside the scope of training or that cannot be dealt with during the time allotted on a list for later discussion. Realize that other participants are also watching how you handle these situations. In some cases, they will actually cheer when a derailer with a special axe to grind is treated in this way.

  (d) *Strategies for Handling Latecomers: Latecomers* are people who consistently show up late for training, take long breaks, and depart early. Attendance expectations should be conveyed during the opening remarks; you should make it clear that if participants are unable to meet the expectations, they should not attend the training at all because they risk missing valuable information or distracting other people.

Notes

(e) *Strategies for Handling Beavers:* The *eager beaver, or show-off,* is a participant who thinks he knows all the answers and wants to demonstrate his knowledge to others. If this occurs, acknowledge – and even thank – the eager learner for his willingness to share knowledge. But then state that it would be good to hear from others. Make direct eye contact with those who appear overly enthusiastic about answering questions or making comments.

If a question is asked by an eager beaver that is not relevant or runs the risk of getting the class off track, place it on a flipchart or white board to be discussed at a later time. Participants will usually get the "hint" to stick to the issues at hand.

(f) *Strategies for Handling Uninvolved:* The *uninvolved,* sometimes called *hermits,* are those who do not attempt to participate. They do not answer questions, or make comments, or share experiences. Try to simulate the hermits by using varied training methods such as group work, presentations, individual activities, or role plays. Encouraging them to participate may also make them feel comfortable enough to do so.

(g) *Strategies for Handling Whiners:* The *whiner* complains about anything and everything. These individuals often view training programmes as opportunities to vent out the latest issue or complaint. Be sure that you can tell the difference between valid concerns and irrelevant complaints. If you have neither the time nor ability to respond, defer the issue to another form or to a one-on-one conversation with the disgruntled learner during a break.

9.5.3 Do's and Don'ts for Trainers

The following "do's and don'ts" should always be kept in mind by the trainer during any learning session.

DO'S

- Do maintain good eye contact
- Do prepare in advance
- Do involve participants
- Do use visual aids
- Do speak clearly
- Do speak loud enough
- Do encourage questions
- Do recap at the end of each session
- Do bridge one topic to the next
- Do encourage participation
- Do write clearly and boldly
- Do summarize
- Do use logical sequencing of topics
- Do use good time management

Notes

- Do K.I.S. (Keep It Simple)
- Do give feedback
- Do position visuals so everyone can see them
- Do avoid distracting mannerisms and distractions in the room
- Do be aware of the participants' body language
- Do keep the group on focused on the task
- Do provide clear instructions
- Do check to see if your instructions are understood
- Do evaluate as you go
- Do be patient

DON'TS

- Don't talk to the flip chart
- Don't block the visual aids
- Don't stand in one spot—move around the room
- Don't ignore the participants' comments and feedback (verbal and non-verbal)
- Don't read from curriculum
- Don't shout at participants
- Don't forget the tactical
- Don't respond to questions based on unfamiliar facts.
- Don't be rushed into answering.
- Don't make the session oppressive
- Don't make the Objective Mess up

Task As a Corporate trainer what are the basic essentialities you think required by you in order to meet the constantly changing demand of the industry. Also find out the significance of behavioural competence for trainer in the process of training delivery.

Self Assessment

Fill in the blanks:

13. The first step toward solving learner behaviour problems is …… them.
14. ……. are learners who question the value of the material, the trainer, or the learning environment.
15. The ……. complains about anything and everything.

Notes

Case Study

Supervision in Action

The Case of Mohan's Indoctrination. A case study in human relations involving employee training, with questions for you to answer.

When the Polar Refrigerator Co. switched over from batch spray-painting to a continuous automatic-spray line, the number of painters were reduced from 23 to 5. All the displaced painters were placed in other jobs within the plant. One of the 18 displaced painters, was assigned to the cabinet department to learn the job of a class B spot-welder.

When Jagdish reported to the cabinet department, Mohan, his new supervisor, said to him, "I don't know whether you'll stay here for long. We're a little slow now, and we really don't need an extra welder. But in the meantime, I'll see that you get a bench to sit upon." So for the first few days, all Jagdish did was stand around and watch the other welders. Finally, at the end of the week, Mohan told Jagdish "I've got news for you, work is picking up in our department and we'll be able to put you to work for real on Monday."

On Monday, Mohan assigned Jagdish to a welding machine. It was a very simple rig. All the operator needed to know was how to slide a metal refrigerator panel into a jig, clamp on the holding mechanism, and punch an electric switch. The welding was done automatically. When the weld had been, an air blast automatically ejected the panel onto a moving belt.

"Here," said Mohan to Jagdish, "watch me do this operation. It's as easy as ABC. A moron could do this job if he'd just learn these three steps. In fact, I sometimes think a moron would be better at it than a normal person." Mohan demonstrated the three steps very slowly to Jagdish. As he did each step, he explained what was happening. After he'd repeated the operation a half dozen times, he got up from the machine and said to Jagdish, "Now you try it." Jagdish did it right the first time he tried. With Mohan standing by, he welded 20 panels without mishap. "There," said Mohan, "I told you there was nothing to it. You'll be able to do this job in your sleep." That was the last time he saw and spoke to Jagdish until Friday.

Between Monday morning and Friday, these things happened to Jagdish: The air ejection mechanism jammed twice, and he had to get a co-worker to show him how to free it. Several panel sheets came to him that looked slightly shorter than the others, but he welded them just the same and sent them ahead to the next operation. On Friday, as he was sliding a sheet into the machine, a sharp edge caught the fleshy part of his thumb and ripped a one-inch gash in it. That was when Mohan found time to talk to Jagdish again.

Questions

1. How do you think Jagdish feels about his new job and his new boss?
2. In what way were the incidents that happened to Jagdish between Monday morning and Friday afternoon related to his training?
3. What was wrong with the way Mohan trained Jagdish to operate the welding machine?
4. If you were Mohan, what would you have done that he did not do?

Notes

9.6 Summary

- A trainer is require to possess Technical, Business, Interpersonal and Intellectual competencies.
- The trainer's skills consist of Communication skills, Presentation skills and Questioning skills.
- The significant trainer's styles are Unique style, Appropriate: style and Flexible: style.
- Change or learning has to be introduced slowly as rapid leaning does not yield positive results. Thus, trainer's style should be flexible enough to give necessary space to individual needs, and training needs.
- Trainer Grid is the framework that is typically exhibited during training delivery.
- Trainer credibility is extremely important because it reinforces the importance of the training to the learners.
- Trainer Grid comprises the components of Personal Conduct:, Social Practices and Content Expertise.
- The different roles of trainer are: The Trainer as Planner, The Trainer as Guide The Trainers as a encourager of objectivity and creativity.
- The trainer also encourages objectivity through work procedures, such as tape playback, a process observer, or post-meeting reaction sheets. The appropriate identification of training needs, designing of the training programme, effective and appropriate planning and coordination.
- Managing the learning environment is an important training delivery competency. It is the competency that is typically exhibited during training delivery.

9.7 Keywords

Challengers: These are the learners who question the value of the material, the trainer, or the learning environment

Communication: It can be understood to mean a dynamic, two-way process whereby information is transmitted and received.

Eager beaver: A participant who thinks he knows all the answers and wants to demonstrate his knowledge to others in training program.

Hermits: These are the individuals who do not attempt to participate in the training.

Non-verbal communication: Communication that includes visibly observable behaviours between people that convey meaning without the use of written or spoken words.

9.8 Review Questions

1. What are the delivery competencies a competent Trainer should be able to demonstrate?
2. How can an effective instructor establish and maintain credibility while training the Trainers?
3. What steps a Trainer should take while managing the learner enrichment? How should a Trainer solve the learner behaviour problems?

Notes

4. What are the basics of communication? How can a trainer demonstrate his effective communication skills while conducting a training session?
5. "Presentation skills when used appropriately, can motivate learners" – discuss this statement.
6. Explain the traits of successful trainers.
7. Explain the McLagan model of trainer competencies.
8. Technical competence is more significant for a trainer's performance in executing training programme than intellectual competence. Discuss.
9. Trainers are experts and they don't need training. Discuss.
10. What are the "do's and don'ts" that should always be kept in mind by the trainer during any learning session.

Answers: Self Assessment

1.	Direct	2.	Intellectual
3.	business	4.	shared
5.	drama	6.	demonstration
7.	adaptability	8.	reinforces
9.	Flexible	10.	methodological
11.	actual operation	12.	objectivity
13.	recognizing	14.	Challengers
15.	whiner		

9.9 Further Readings

Books

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

Online links

techbus.safaribooksonline.com/book/hr-organizational.../759608

www.pathfind.org/pf/pubs/module14.pdf

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Unit 10: Training Evaluation

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Objectives

After studying this unit, you will be able to:

- Recognize the reasons for evaluating training
- Describe the evaluation process and techniques
- Explain the models of training evaluation
- Discuss the conception of training audit

Notes

Introduction

Training is one of the most important necessities in any business for which the companies are willing to invest their resources. Naturally the outcomes are to be measured. Organizations can't manage what they don't measure. Thus it is important to establish the right performance measures for all key investments. Organizational expectations for training have shifted dramatically. The most pronounced change is a new and vigorous justification of the cost of training based on Return on Investment (ROI) and organizational impact. This transition has been driven by the competitive nature of the international economy and resulting changes in organizational structure, which produce flat, thinner, and fewer administrative cost centres. In addition, training professionals are being asked to do more and play an important role in the strategy of the organization. The ability to generate and apply knowledge is a competitive advantage and source of new products, services, and revenue.

10.1 Factors Influencing Transfer of Training

While individual's approach to transfer is an essential component of evaluating and follow-up of training knowledge of the factors that help/hinder transfer of training would provide directions for follow-up. Virmani & Premila through their longitudinal research identified four broad categories.

Figure 10.1: Factors affecting Transfer of Training

1. Personal Development & Attitudinal Changes • Self-confidence • Open-mindedness • Level of aspiration to improve ones own	2. Trainees Perception of Training • Managers are born or made? • Training can promote managerial skills?
3. Organisational Climate • Managerial autonomy to try out new skills/techniques • Rules & Regulations • Innovative behaviour is rewarded and not discouraged • Cooperative colleagues, Superiors Subordinates and Unions	4. Imbibing essential Managerial Skills • Leadership Skills • Decision-making skills • Risk-taking behaviour • Interpersonal relations • Analytical Skills

Trainees Measuring their own Transfer of Training

While the trainer cannot delegate the learning decisions to the trainee, the transfer of training decision wholly belong to the learner. The process of measurement can be facilitated by techniques such as personal observation, interview and questionnaire. The JIP (Job Improvement Plan) could be the frame of reference for obtaining data on areas of application. Inability to transfer training could be gathered under the following four categories:

1. Organisational constraints which hindered transfer.
2. Training inputs itself were insufficient or not suited to facilitate transfer : (ineffective training).
3. Individual constraints such as lack of confidence or skills or ability to put into action what had been learnt.

Notes

4. Training inputs not relevant to job-characteristics or job-position (mismatching of training and trainee's job).

Self Assessment

Fill in the blanks:

1. The transfer of training decision wholly belongs to the .....
2. The JIP (Job Improvement Plan) could be the frame of reference for obtaining data on areas of .....

10.2 Reasons for Evaluating Training

Hamblin (1970) defined evaluation of training as: "Any attempt to obtain information (feedback) on the effects of training programme and to assess the value of training in the light of that information for improving further training."

Since evaluation is an integral part of the whole process of training and development, the details have to be conceived much before the actual training activity rather than its ritualistic tagging at the end of training. The trainer should be fairly clear of:

1. Why to evaluate?
2. When to evaluate?
3. What to evaluate?
4. How to evaluate?

(a) ***Cost Benefit Returns from Training Investment:*** Even though training budgets have continued to grow, resources for training are always under scrutiny and the training manager is always under pressure to demonstrate its benefits. Specifically, there are major stakeholders who look forward to tangible returns from training investment.

(i) Training Department/Training Institutions/Training Practitioners

(ii) Senior Manager/Sponsors/Clients

(iii) Trainees

The challenge thus for the effectiveness is to develop acceptable cost-benefit analysis that will satisfy all the stakeholders.

(b) ***Enable Improvements in the Assessment of Training Needs:*** While determining the effectiveness of training in achieving the training objectives, the trainer could *inter alia* check the suitability and feasibility of the objectives set for training.

(c) ***Self-Correcting Feedback:*** Training function operates on the basic premise that there is always room for improvement and evaluation will help decide areas improvement can occur.

(d) ***Feedback on the Performance of the Trainers:*** Actual training activity revolves around two major players—the trainer and the trainees. The training inputs, methods, tools-techniques and aids could prove effective/ineffective depending on the skill and ability of the trainer, his creativity, the strengths-weaknesses of the trainer *vis a vis* the tools and methods of training. Without evaluation, the trainer will not be able to measure his own performance.

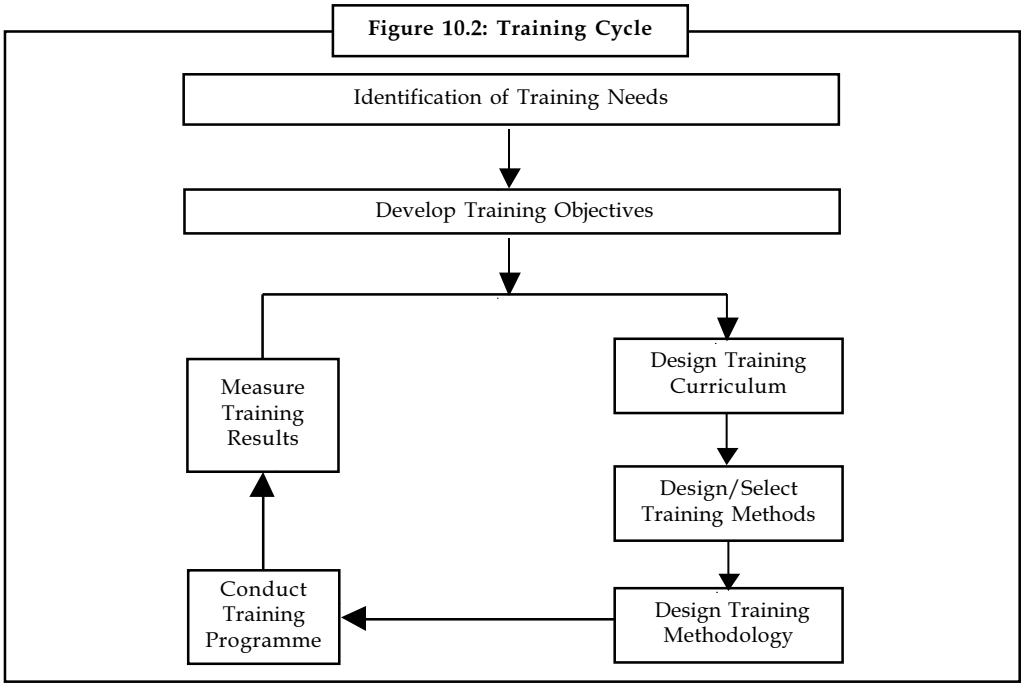
Notes

(e) ***Feedback on the Performance of the Trainees:*** Training aims at improving knowledge, skills and attitude/behaviour of the trainees. A good evaluation design would highlight the impact of training on the knowledge, performance and behaviour of the trainees, evaluation provides the added advantage of adding the learning process of the trainees by providing them knowledge of results.

"All sincere efforts towards training are bound to result in some learning and increase in the potential of the individual to be tapped and used for the benefit of the organisation, in the immediate or distant future".

Those who believe in the above statement may not read the rest of the unit. For those who do not accept the statement at face value and agree with the need for evaluation would have a close look at the training cycle given below in Figure below.

Figure 10.2: Training Cycle



Self Assessment

Fill in the blanks:

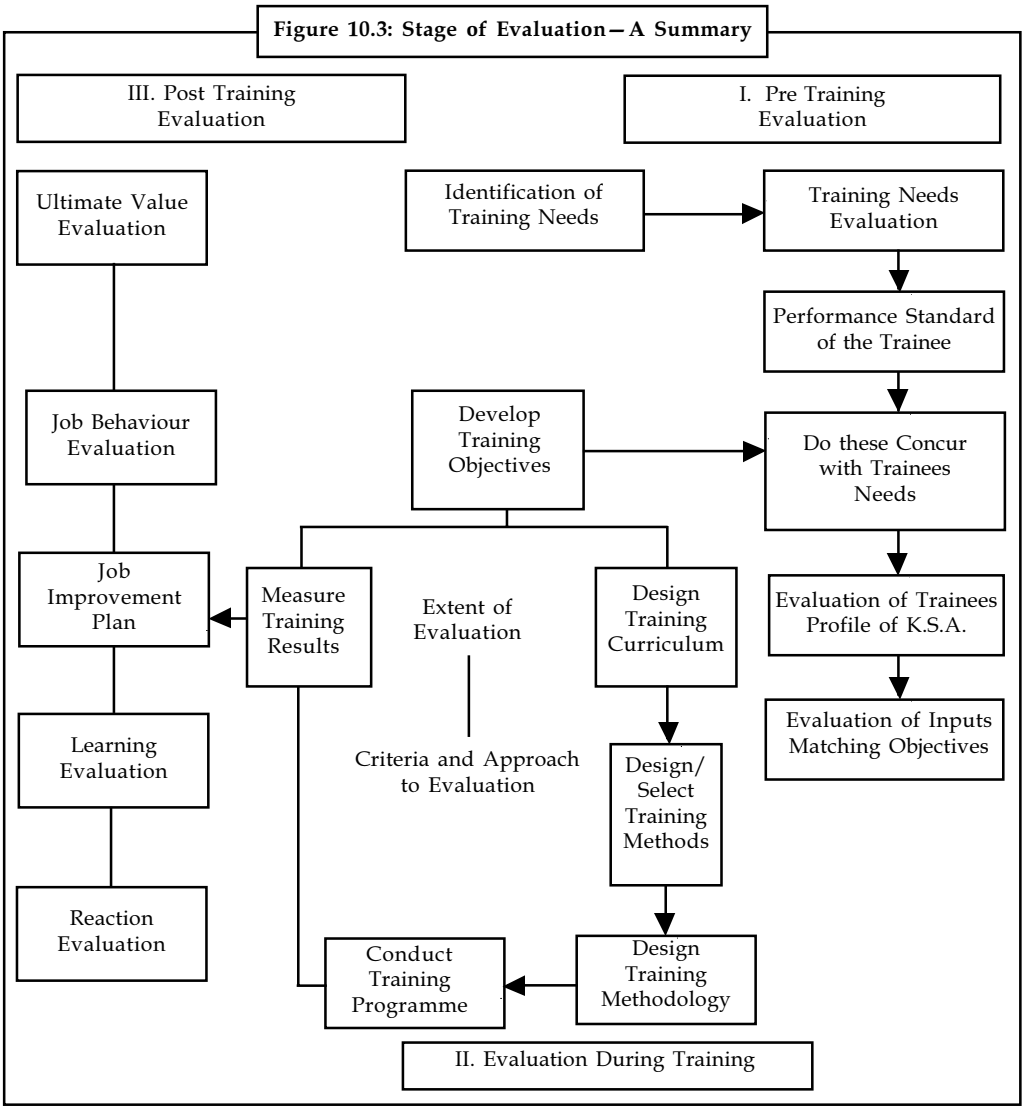
3. While determining the effectiveness of training in achieving the training objectives, the trainer could check the suitability and …… of the objectives set for training.

4. A good evaluation design would highlight the impact of training on the ……., performance and behaviour of the trainees.

Notes

10.3 Evaluation Process

Figure 10.3: Stage of Evaluation—A Summary



10.3.1 Pre-training Evaluation

Evaluate Performance Standards

Directly linked to training needs is the standards of performance. This information helps in setting realistic objectives. While needs of the trainee are person – specific, performance standards are job-specific. It identifies the tasks a job involves, including the behaviourally anchored outcome. Performance standards identified as KRAs (Key Result Areas) finalised between the individual and his boss, depending on the job and the hierarchical level may focus on:

Productivity Profit	Rejections
achieving deadlines	coping with external pressures
amount spent on overtime	work stoppages
machine down time	accident rate

Notes

For behavioural outcome, the method of evaluation would include:

- A detailed description of each behaviour
- Method of measuring quality of behaviour.

Evaluate Training Objectives

This is to assess whether there is goal congruence between the trainee's needs and training objectives.

Evaluate Trainee's Profile

Trainee's level of knowledge, skills and attitude prior to training need and for post training evaluation. Measuring each learner's starting level in absolute and objective terms may not be possible, but some measure of pre-training knowledge, skills and attitude is desirable to compare them with post-training performance.

Input Evaluation

Input evaluation varies depending on the team versus individual approach for designing the curriculum. Committee approach has been found to be fairly successful for input evaluation. Brainstorming session would also help in situations where feedback on the subject is already available.

Input evaluation gives an opportunity to the trainer to put things right before the package becomes fully operational. It helps sift out any weaknesses, incongruities, inconsistencies, or missing links in the total training. It thus helps to establish the validity of the training design.

10.3.2 Evaluation during Training

Both evaluation and subsequent modification need careful handling. Some methods are examined here:

Observation

Trainer's perceptiveness and observation skills cannot be discounted.

Behaviour Analysis

Usually assessment during training through behaviour analysis is relevant for imbibing of certain skills and attitudes.

Example: Leadership skills, team orientation and attitude towards learners. These can be grasped best through behaviour analysis.

Course Audits

Midway training should give feedback for immediate course correction. Audits can be conducted:

(a) at the end of each day (more suited for short duration training)

(b) midway through the course (long duration i.e. more than a week's programme).

The data thus obtained should be analysed and wherever possible corrective action can be taken.

Notes

Session Assessment

Assessing each session at the end or assessing each session at the end of the day is possible. Normally this is done by using semantic differential scale, three point or five point and the trainee is supposed to only tick mark.

10.3.3 Post-Training Evaluation-Determining Outcomes

Reaction Evaluation

Information about trainee's reactions to training may be obtained during training, immediately after training, or sometime later. End of the course reactions are collected by the use of rating scale. Rating scales are forms on which, at the end of each training session/programme, trainees are asked to place on a number of five point scale.

The information on the forms can be quickly analysed in the form of histograms. This approach can be very useful for restructuring training programmes, so long as it is not confused with an evaluation of learning or of job behaviour.

In addition, trainers' dairy, in which trainers record their day-to-day perceptions and experiences should be an inexpensive method of providing information on what pleased, stimulated, or alienated the trainees.

Learning Evaluation

The purpose of evaluation at this stage is to obtain information on the amount of learning acquired during the training programme, irrespective of whether they go on to apply the learning on the job. Learning has been divided into knowledge, skills and attitudes.

(i) ***Knowledge Learning:*** The purest form of evaluation of knowledge learning is that used in Programmed Institution where knowledge is evaluated at every stage of the learning process. However, even if programmed learning is not being used, it is possible to construct objective tests consisting of multiple choice questions. True-False questions or matching items or sentence completion items can be administered at the end of the programme. The test should be validated and the scoring system must be clear.

For openended training, where training objectives are not formulated in measurable terms, the best way to assess knowledge changes is to ask trainees whether their knowledge has improved. Another way to evaluate open-ended knowledge learning is simply to ask trainees to state, what is important or the most relevant point (or 3 most important) that they remember from the exercise.

In order to measure the amount of change caused by the training, the test must also be administered at the start of the training programme. Virmani and Premila's design has suggested a new measure of learning index in which the unlearnt portion of the pre-training score determined how much the trainee could gain from training, and is calculated by using the formula:

$$\text{Learning Index} = \frac{\text{Post training score} - \text{Pre training score} \times 100}{100 - \text{Pre training score}} \times 100$$

Learning of principles, facts, concepts and skills is easier to measure through standardized test but in other areas of training the trainer has to devise other techniques of measurement, their exact nature being dependent upon the programme in question.

Notes

(ii) ***Skill Learning:*** In most forms of industrial training, skill objectives are more important than knowledge objective (knowledge is important mainly as a prerequisite to skill). Therefore, in evaluating the skill, we are also evaluating knowledge, but in evaluating knowledge, we do not discover whether the skill has also been acquired.

Since skills are acquired by actual practice, they can best be evaluated by observing and analysing actual performance of trainees while they are practising.

Skills analysis provides techniques for repetitive manual operations and task analysis for non-repetitive managerial and social jobs. The task must:

- be based on crucial elements of the job;
- use only such skills as can be learnt during a brief learning (training) period;
- be sufficiently complicated to allow a range of observable errors to be made;
- be capable of being carried out within a reasonable time.

Caution Follow-up of skill training will have to be done in coordination with the trainees, boss and/or colleagues.

(iii) ***Attitude Learning:*** In order to change attitude in the required direction, the attitude objectives should be clearly defined. A common way of evaluating attitudes and opinions is to hand out a questionnaire at the start and at the end of the programme.

Did u know? **Semantic Differential Scales**

Semantic Differential Scales are a simple, but accurate method of obtaining open-ended feedback on trainee's attitudes under consideration.

Attitude survey would also help in pre-and-post–training evaluation for areas like managerial behaviour.

Self Assessment

Fill in the blanks:

5. Input evaluation varies depending on the team versus …… approach for designing the curriculum.
6. The purest form of evaluation of knowledge learning is that used in …….. where knowledge is evaluated at every stage of the learning process.

10.4 Evaluation Techniques

Evaluation is the crucial half-way stage between training and its ultimate effects. There are many methods of job behaviour evaluation. Various techniques can be used to evaluate the outcomes of training. Some of these are:

- ***Questionnaires:*** Comprehensive questionnaires could be used to obtain opinions, reactions, views of trainees.
- ***Tests:*** Standard tests could be used to find out whether trainees have learnt anything during and after the training.

Notes

- ***Interviews:*** Interviews could be conducted to find the usefulness of training offered to operatives.
- ***Studies:*** Comprehensive studies could be carried out eliciting the opinions and judgements of trainers, superiors and peer groups about the training.
- ***Human resource factors:*** Training can also be evaluated on the basis of employee satisfaction, which in turn can be examined on the basis of decrease in employee turnover, absenteeism, accidents, grievances, discharges, dismissals, etc.
- ***Cost benefit analysis:*** The costs of training (cost of hiring trainers, tools to learn, training centre, wastage, production stoppage, opportunity cost of trainers and trainees) could be compared with its value (in terms of reduced learning time, improved learning, superior performance) in order to evaluate a training programme.

Did u know? Human resource accounting consists of a capital budget of human resource whereby expenditures undertaken to build long-term skills are charged over the period against expected benefit.

- ***Feedback:*** After the evaluation, the situation should be examined to identify the probable causes for gaps in performance. The training evaluation information (about costs, time spent, outcomes, etc.) should be provided to the instructors, trainees and other parties concerned for control, correction and improvement of trainees' activities. The training evaluator should follow it up sincerely so as to ensure effective implementation of the feedback report at every stage.

Self Assessment

Fill in the blanks:

7. Evaluation is the crucial half-way stage between training and its …….
8. Training evaluation on the basis of employee satisfaction can be examined on the basis of ……. in employee turnover.
9. The training evaluation information should be provided to the instructors, trainees and other parties concerned for control, correction and …….. of trainees' activities.

10.5 Models of Training Evaluation

The most common question asked to a trainer at the end of the training cycle is "How effective was the training programme/course"? How does the trainer conclude whether those trained

- are better informed and equipped for their jobs?
- are able to perform better after training?
- are able to utilize that training for improving their performance?

To enable the trainer to answer these questions, the evaluator should know 'when' and 'what' to evaluate. Based on the criteria and approach to evaluation, many authors have suggested evaluation interventions at different stages of the training cycle. Some of them have been presented in Figure 10.4 (further).

Notes

Figure 10.4: Stages of Evaluation

Stage/ Level	Hamblin I	Kirkpatrick II	Warr III	Virmani & Premila IV	Bramley V	Reay VI
1.			Context	Pre-Training Context	Before the Event	Trial Phase
2.			Input	Training Input	During the Event	Ongoing Phase
3.	Reaction	Reaction	Process	Post Training Research	After the Event	Final Phase
4.	Learning	Learning	Outcome	Learning	Learning	
5.	Job Behaviour	Behaviour	Immediate Outcome	Job Improvement Plan	Behaviour	
6.	Functioning	Results	Intermediate Outcome	On the Job	Effectiveness	
7.			Ultimate Outcome	Follow up and Transfer		

Caution It is complicated for trainer to wrap up the evaluation of training especially when the results of training do not accrue immediately after training and take longer to manifest themselves.

10.5.1 Hamblin Model of Evaluation

According to Hamblin, we can evaluate at any of the four levels namely – Reaction, Learning, Job Behaviour and Functioning but ideally we should do so at every level. If we ignore the level three (job behaviour) and four (functioning), we may discover only superficial changes. If we ignore the first and second, the trainer may find it difficult to explain and justify changes because it has not been followed through every link in the chain.

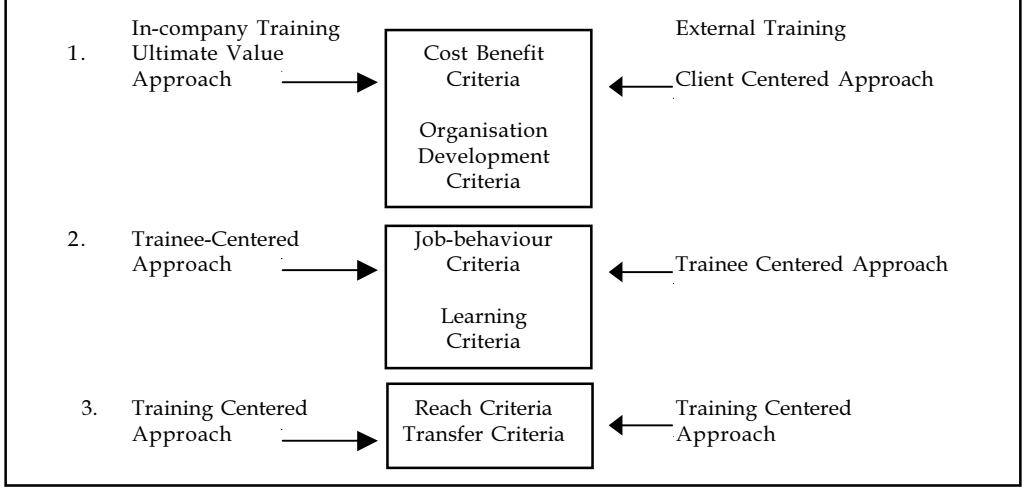
According to Hamblin, objectives of training should be set at each of the four levels. For instance, the objectives of a course for salesman might be to achieve a high level of involvement and interest (Reactions), in order that trainees may effectively learn certain facts, certain skills of salesmanship and certain attitudes towards the salesman's job (Learning), in order that they may use these facts and apply these studies on the job (Job-behavioural), in order that the quantity of sales may increase over a specified period (Functioning).

According to Hamblin, ideally, evaluation objectives may be set at each level of evaluation. To be effective, any scheme of evaluation has to be tailor-made to fit the needs of the users of training.

These approaches are therefore possible for external training as well as in company training as shown in Figure 10.5.

Notes

Figure 10.5: Approaches to Evaluating External and In-company Training



10.5.2 Kirkpatrick's Design of Evaluation

Kirkpatrick's evaluation design suggests four logical steps:

1. Reaction: How well did the trainees like the programme?
2. Learning: What principles, facts, techniques were learnt?
3. Behaviour: What changes in job-behaviour resulted from the programme?
4. Results: What were the tangible results of the programme in terms of reduced cost, improved quality, etc.?

Since there are many factors like the groups, the conference leader, and the approach to the subject, the evaluators should recognize the limited interpretations and conclusions that can be drawn from their findings.

10.5.3 Warr's Framework of Evaluation

Peter Warr had, for evaluating organisation training, recommended the C.I.P.O. framework of evaluation. It is preferable to treat evaluation as a process that is carried on before, during and after training. A training specialist would thus collect information for evaluating training, "right from the start".

(i) ***Context Evaluation (C):*** Obtaining and using information about the current operational context, that is, about individual differences and organisational deficiencies.

(ii) ***Input Evaluation (I):*** Determining and using facts and opinions about the available human and material training resources in order to choose between alternative training methods.

(iii) ***Process Evaluation (P):*** Monitoring the training as it is in progress. This involves continuous examination of administrative arrangements and feedback from trainees.

(iv) ***Outcome Evaluation (O):*** Measuring the consequences of training. Three levels of outcome evaluation have been distinguished:

(a) *Immediate Outcome:* The changes in trainees' knowledge, skills and attitudes which can be identified immediately after the completion of training.

Notes

(b) *Intermediate Outcome:* The changes in trainees' actual work behaviour which result from training assessment, involves monitoring performance on the job.

(c) *Long-term Outcome:* The changes in the functioning of part or all of the organisation which have resulted from changes in the work behaviour initiated through training.

10.5.4 Virmani and Premila's Model of Evaluation

According to the authors, training constitutes three stages. The first stage is the period before training during which the trainees have expectations from the course. The second is the teaching and learning stage and the third is after training when back on the job, the trainees are supposed to integrate training with their job performance.

1. Pre-Training Evaluation
2. Context and Input Evaluation
3. Post-Training Evaluation

The three stage model is derived from extensive research in the field of management training and development.

10.5.5 Peter Bramely's Model of Evaluation

Evaluation Before Designing Learning Event

According to Bramely, if the intention is to improve performance by changing behaviour, some evaluation should be carried out before a learning activity is designed and run.

Evaluation before an event might also focus on the proposed methods and ask whether they are likely to be effective in achieving change. Knowledge and theory may be necessary but, if behavioural change is expected, some practice of the type of behaviour expected will be required.

Evaluation During the Event

Bramely states that evaluation during a learning activity can be a useful source of information with which to improve the quality of the event.

Reviewing the progress of the learning during the event is an extension of the process of establishing shared objectives. A focus on utility of the learning and action planning for its application in the workplace will reinforce the link between objectives of the event and organisational requirements.

Evaluation After the Event

This stage, according to Bramely, is the most difficult in the art of evaluation. After the event, analysis would measure changes in effectiveness at the:

- Organisational Level
- Team Level
- Individual Level

Notes

(i) ***Change in Behaviour:*** In assessing whether changes in behaviour have taken place, the opinions of subordinates are particularly valuable. Measures of frequency or quality, taken before and after the training activities, will be necessary to establish that desired changes have taken place.

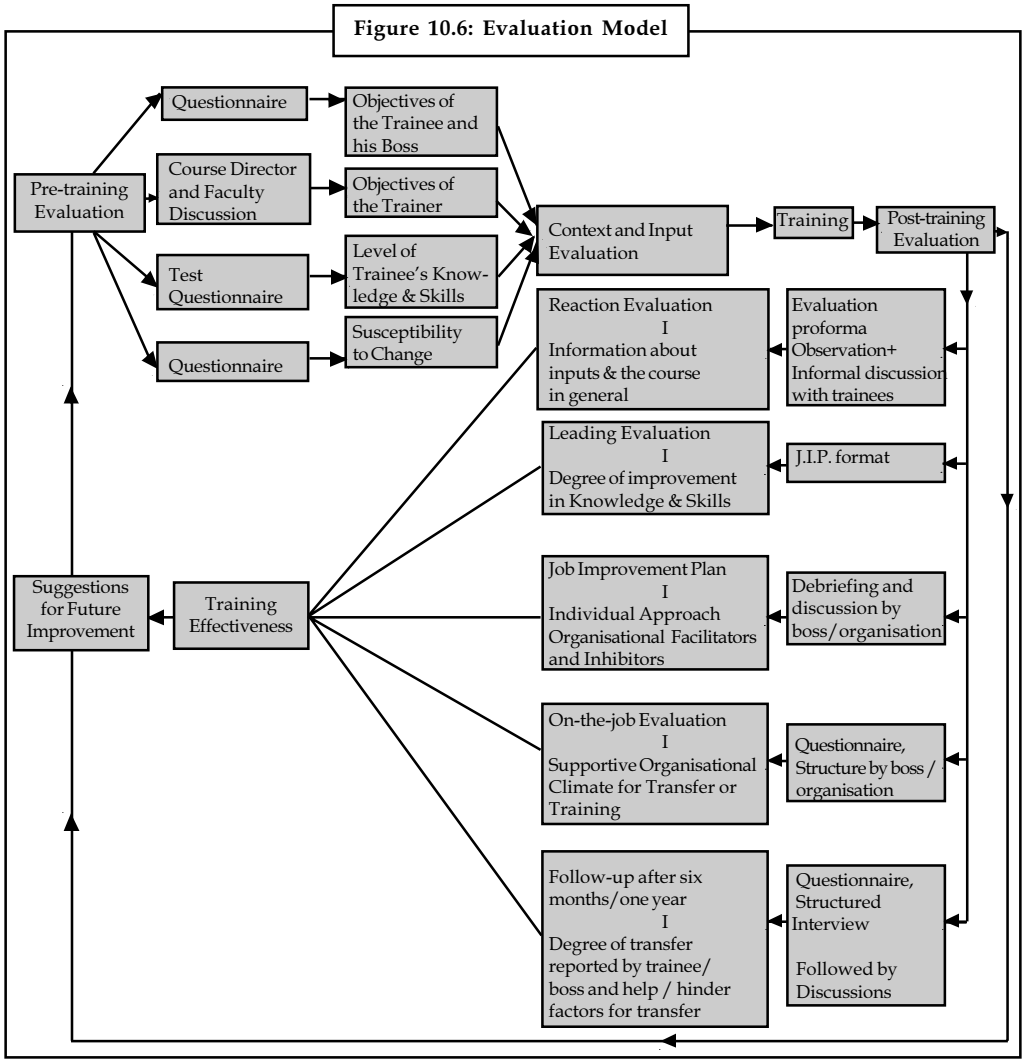
(ii) ***Change in Learning:***

(a) The level of knowledge is easy to assess. Normally changes in knowledge are measured through pre and post test.

(b) An important aspect of the evaluation of skills training is the assessment of whether the skill is actually necessary for successful job performance.

(c) Attitudes are not as easy to measure as knowledge or skill. Attitude surveys can include specific questions that provide evidence on the effectiveness of training and development.

Figure 10.6: Evaluation Model



Notes

Notes A summary of the stages of evaluation seeks answers to the following questions/ criteria:

(i) Were the training needs properly identified?

(ii) Were the learning objectives relevant?

(iii) Were the performance standards identified?

(iv) Were the right priorities established?

(v) Did the training meet the objectives set for it?

(vi) How did the learners feel about the training?

(vii) Were people prepared for training?

(viii) Was the training pitched at the right level?

(ix) Was the trainee able to transfer the training to the job?

(x) Did the training result in some benefit to the organisation/sponsors i.e. those who invest in training?

10.5.6 David Reay's Approach to Evaluation

David Reay has divided evaluation into three stages:

(i) ***The Trail Phases:*** The trail phase is the early tentative phase of development. The evaluation process at this phase comprises of:

   (a) Developmental Stage-this involves an informal trail of a sample set of materials, exercises or activities.

   (b) Pilot Testing is the second stage of the trail phase. It is a more refined operation and tells the evaluation whether the training being evaluated is suitable for the target population.

(ii) ***The Ongoing Phase:*** At this phase, Reay divides evaluation into two sections:

   (a) Validation is used to measure the effectiveness of a whole training design.

   (b) Formative evaluation is the monitoring of the effectiveness of different aspects of training on a continuous basis with a view to modification.

(iii) ***The Final Phase:*** Reay also calls it the summative phase as it takes place at the end of the training events. It looks back on the training process and its outcome, and looks forward to fresh and new training initiatives.

An evaluation design may be applicable from one organisation to another; one situation to another, while the results are not. It is, therefore, necessary that the evaluation design is tailor-made to suit the situation.

Task Suppose you are developing a training programme for sales representatives in an effort to boost sales in a medium-sized organization. Which evaluation model according to you may be appropriate? Explain.

Notes

Self Assessment

Fill in the blanks:

10. According to Hamblin evaluation can be done at any of the four levels namely : Reaction, Learning, Job Behaviour and …….....
11. David Reay has divided evaluation into ….....…… stages.
12. Peter Warr had, for evaluating organisation training, recommended the …….....…. framework of evaluation.

10.6 Training Audit

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. The respondents will be the participants who have attended the program in last two calendar years.

The objectives & scope of the study of training audit are:

1. To determine the effectiveness of the template design of major training programs by considering the following aspects:
   - Match the inputs in light of desired role & competencies.
   - Adequacy or inadequacy of program content.
   - Program efficacy in terms of its duration, pedagogy.
2. To make suggestions/recommendations on the basis of the study for enhancing the effectiveness of these programs in terms of:
   - Design
   - Duration

10.6.1 Process

The following are the steps involved in the process of training audit:

1. Formatting and designing the framework and collecting data for the purpose of training audit.
2. The next step in the process of training audit is questionnaire deployment.
3. The next step is managing interviews and focused group interviews.
4. After interviews management the analysis of data is required to be done.
5. The final step is writing the audit report of training and presenting it.

Report of the training audit consisting of:

- Efficacy of the training programs in terms of design, duration and pedagogy.
- Recommended design of the 3 programs consisting of design, duration and pedagogy.

10.6.2 Cost-Benefit Analysis

Professional managers for whom training and development is an important part of human resource management continuously seek answers to questions like:

1. What should be the optimum size of the training department?

Notes

2. What is the total of training to the organisation?
3. How many trainees/training days can the organisation afford?
4. What is worth of the training manager/trainer, where could he be placed in the organisational hierarchy?
5. What is the cost of training in relation to production/service cost?

The training department cannot get away without having their costs analysed. Some are scrutinized annually or once in two/three years. Even if the training costs are not looked at with rigour, the training manager would like to know the worth of his function.

Calculating Costs

Costs are charges incurred for training and can be divided thus:

- The fees charged to the organization by the trainer
- The cost of travelling and accommodation involved
- Costs incurred, conceptually and actually, by the organisation's staff in connection with arrangements for the trainee's attendance
- The trainee's time
- Loss of production as a result of the trainee's absence.

In cases of in-house training conducted by company trainers, for company trainees, in company time and premises, exact costs are difficult to calculate and only a reasonable estimate can be made.

In order to assess values, one must be able to attribute a cost to everything design, development and delivery stage of training in terms of:

Fixed Cost

These include the costs which are reasonably permanent and regular and fixed over a period of time, say a year. They can comprise:

1. Salaries, insurance and pension, contributions for all the people involved in the training function including any guest speakers (or at least a proportion of their costs related to their input to the training).
2. Cost of the training accommodation, water rates, capital equipment (e.g. furniture, cabinets, etc.) and cleaning and regular maintenance costs. The accommodation would include any office accommodation allocated to training and of course accommodation used for training.

Supportive Cost

They are the expenditure items for which costs are incurred for: (i) The trainers and (ii) The learners.

They are the more occasional items than the fixed costs and can include:

(i) External accommodation costs for the training and the trainer's training room hire, equipment hire, bedroom and meals costs for the trainers in hotels and conference centres;

Travelling and out of pocket subsistence costs for the trainers;

Equipment, books and aids purchase and other provision and maintenance.

Notes

(ii) Accommodation costs for the learners;

Travelling and other subsistence costs for the learners;

The learner's salaries.

Opportunity Cost

Although the salaries of the learners have been included in the costing, while the learners are away on the training course they are not directly contributing to the company output. The value of this is often described as the opportunity cost – the value of that individual's services if they had been contributing directly in their job to the company output.

Cost Analysis

The above methods of costing can be used to produce a monetary statement for:

- Cost of the training function
- Cost of training per learner

Suppose one wants to avoid all the intricacies of calculation and still wants to have a rough estimate of the cost of the training department, then the total of fixed, support and opportunity cost when divided by the number of people who contribute towards training would provide the baseline for comparisons using the same set of factors.

Example:

Total cost of training function with a staff of five in 2001	= ₹ 20,00,000
Unit cost per trainer	= ₹ 4,00,000
Cost of per training with the same staff in 2002	= ₹ 22,00,000
Accordingly the unit cost will go up to	= ₹ 4,40,000

The cost of living index in 2002 has risen by 5% whereas the cost of the training function has gone up by 10%. A cost training manager would like to analyse, explore and be able to explain the 5% increase in his training cost.

	2002	2003
The total training cost	₹ 20,00,000	₹ 22,00,000
The number of people trained	5000 Nos.	6000 Nos.
Cost of training per learner	400.00	367.00
Cost of each course	₹ 10,000	₹ 11,000

Though the cost of each course has risen but the cost of training per learner has decreased. A calculative training manager would try to minimize the cost by optimizing the number of trainees in each course and to that extent reduce the number of course to a point where quality and resources of the training are maintained.

Notes

Measuring Benefits

Assessing increase in work output, efficiency, etc. as an outcome of training is as difficult as calculating costs. Benefits may be:

1. ***Direct Benefits:*** In cases of introducing/teaching new skills it is comparatively easy.

Example: A learner who did not possess computer skills, after training, is able to give output on the computer. This is a safe conclusion that it is the result of training.

By the same token if the trainee required three hours to do a particular job for want of skills, and after training, is able to do the same job in two hours this reduction in time can be attributed to training.

2. ***Indirect Benefits of Training:*** Performance discrepancy before and after training can be with a certain degree of authenticity attributed to training in areas like:

Reduction in the number of grievances, improvement in punctuality and discipline, better appraisal, reporting and feedback; improvements in organisational climate, reduction in customer complaints. To assign some value to these benefits is feasible through identification of critical incidents in support of the thesis before and immediately after training.

3. ***Long-term Benefits from Training:*** There are certain areas of training which require a long time to show results.

- Creative and problem-solving skills.
- Team and leadership relations.
- Improved human relations.
- Better communication ability.

Apart from these, a number of other areas where benefits are not demonstrated but perceived and felt in the organisational and work context.

Notes

Comparing Structured Vs Unstructured Cost Benefits

There is a definite saving on the cost of structured training but its benefits are also proportionately limited.

- The assumption that the more competent (trainer) is teaching the less competent (learner) is too far fetched, neither of them may be committed.
- Training time in unstructured training is unlimited.
- Production loss is significant under structured method but could be more than compensated after training improved performance of the trainee.
- There might be no learning under unstructured method unless it is consciously associated with some external reward.

Notes

Feasibility of Cost-Benefit Analysis

Analysing the worth of training investment in terms of its ultimate value is no doubt desirable if not essential. Its feasibility decreases with:

(i) ***Increasing organisational hierarchy:*** It is easier to carry out such R.O.I. analysis for worker than for managerial training.

(ii) Increasing generally of the training programme e.g. skill training, computer training, vis-a-vis general management training.

(iii) ***Increasing level of evaluation:*** It is easy to carry out cost-benefit analysis at the department level than at the organisational and the corporate level, i.e. the assessment becomes more and more difficult with the complexity of the functions.

Systematically quantifying the worth of training and contribution to stakeholders is gaining significance. Some approaches like the Balanced Scorecard system designed by Robert Kaplan and David Norton* has steadily gained support. This approach strives to balance financial indicators with learning and process efficiency.

Some users of scorecard have replaced the latter with more general 'People' element. David Norton himself says in his foreword to Becker, Huselid and Ulrich's Human Resources Scorecard* "...the asset that is most important is the least understood, and least prone to measurement and hence least susceptible to management." Ulrich designed Human Resources Scorecard to balance the twin H.R imperatives of cost control and value creation. The four components of the Scorecard lists many possible measures of trainee outcome.

The expense of cost-benefit evaluation must be justified by its results. 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.

Task Develop a plan to convert the HRD department of an organization from expense based to a profit center concept using the concept of Training Evaluation.

Caselet

Achieving Work-life Balance: The TCS Way

At TCS, HR managers strive to make work a joyful experience and encourage work-life balance through "Maitree", a unique platform for all employee engagement activities. Different clubs like Theatre Club, Bibliophile Club, Adventure and Trekking Club, Fitness Club, Sanctuary Club, Music Club and Community Services Club, among others facilitate fun at work. These clubs organise various activities like yoga, dance lessons, music competitions, trekking expeditions, sports activities, regular visits to NGOs, among other activities for TCS employees." We also extend employee engagement to families of our employees. For example, on Family Day, employees can bring their families to TCS and take them around the workplace. Similarly, we organise fun activities like painting lessons, games, movies, etc for children of TCS employees. This creates a bond not just between the employee and the organisation but also with the family and drives retention. "TCS offers a flexible work environment where employees are given the option to work part-time or work from home under special circumstances. We offer adoption leave to the parent irrespective of the gender. If some of our female associates choose to discontinue work for

Contd...

Notes

a temporary period of time due to family commitments and rejoin the organisation at a later stage, continuity of service is considered. Employees also have the option to go for sabbaticals,"

Source: Vishal Arora, "Work Life Balance in Indian Industry," 11 September, 2008, www.midcareers.com

Self Assessment

Fill in the blanks:

13. The Methodology of training audit includes the combination of Focused group, Questionnaire & …….. method.
14. The assessment becomes more and more difficult with the ……. of the functions.
15. …….. includes the costs which are reasonably permanent and regular and fixed over a period of time, say a year.

10.7 Summary

- 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 trainer should be fairly clear of: Why to evaluate, When to evaluate, what to evaluate and How to evaluate?
- 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.

10.8 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.

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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.

10.9 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?

Answers: Self Assessment

1.	learner	2.	application
3.	feasibility	4.	knowledge
5.	individual	6.	Programmed Institution
7.	ultimate effects	8.	decrease
9.	improvement	10.	Functioning
11.	three	12.	C.I.P.O.
13.	interview	14.	complexity
15.	Fixed Cost		

10.10 Further Readings

Books

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

Notes

Online links

http://www.innovativetraining4u.com/trainingaudit.pdf

traininganddevelopment.naukrihub.com/training-evaluation.html

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Unit 11: E-Learning

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Objectives

After studying this unit, you will be able to:

- Recognize the meaning and types of e-learning
- Explain the steps of developing effective online learning
- Discuss the requisites of online trainer
- Describe the concept of blended learning

Introduction

The vast movement towards e-learning is clearly motivated by the many benefits it offers. However much e-learning is praised and innovated, computers will never completely eliminate human instructors and other forms of educational delivery. It is however important to know what e-learning advantages are and when these outweigh the limitations of the traditional training approaches. E-learning is good for organizations as it promises better use of time, accelerates learning, reaches across the geographies, and fixes accountability for learning outcome. It reduces paperwork and administrative costs. It is learner-centric and requires full involvement of trainees for the learning to occur.

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11.1 Concept of E-learning

E-learning means the delivery of a learning programme by electronic means. E-learning involves the use of a computer or any other electronic device to provide training or educational material. E-learning is any virtual act or process used to acquire data, information, skills or knowledge. E-learning is an enabled learning, the learning in a virtual world where technology merges with human creativity to accelerate and leverage the rapid development and application of knowledge. It covers a wide set of applications and processes such as web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet (LAN/WAN), audio and videotape, satellite broadcast, interactive TV and CD-ROM. Communication technology enables the use of conference calls, video conferencing, Internet chats, content loaded websites, e-mails, discussion forums, and collaborative software.

E-learning is the unifying term to describe the fields of online learning, web-based training, and technology-delivered instruction. It is the convergence of the Internet and learning, or Internet-enabled learning. It is the use of network technologies to create, foster, deliver, and facilitate learning, anytime and anywhere. It is the delivery of individualized, comprehensive, dynamic learning content in real time, aiding the development of communities of knowledge, linking learners and practitioners with experts. It is a phenomenon delivering accountability, accessibility, and opportunity to allow people and organizations to keep up with the rapid changes that define the Internet world. It is a force that gives people and organizations the competitive edge to enable them to keep ahead of the rapidly changing global economy.

Relan and Gillani (1997) define Web-based learning as the application of a repertoire of cognitively oriented instructional strategies within a constructivist and collaborative learning environment, utilizing the attributes and resources of the World Wide Web". The role of the educationalist in the on-line setting is effectively changed from a deliverer to an enabler. The view that the role of the lecturer is to enable students to learn becomes enhanced by the role that technology can play. One of the skills for the educationalist to develop is the initial creation of a learning environment where peer learning and the management of the resultant individual and group interactions are undertaken in an effective way.

Added to this is the skills development related to the use of the technologies that support highly interactive learning groups. But the key factor is that of time management. The technology uses individual student time with no regard for institutional timetabling. Students can spend far longer engaging with subject content in an on-line environment than they do in the classroom and the relevant information requests and exchanges can use up considerably more time than envisaged.

Horton (2001) is very critical of the way e-learning courses are designed using pedagogical principles, which fail to address the underlying design philosophy. According to Islam (2002), fortunately for e-learning professionals, there is a principle that has proven to be effective in holding the interest and satisfying the requirements of the adult learner population. This principle is andragogy, which is a learner-centered approach more applicable to adult learning. Brookfield (1986) has identified that adult learners already bring to the learning situation their own set patterns of learning, values, attitudes and varied experiences. As a result, adults approach the learning situation with many and varied expectations of the learning process.

Did u know? Thus adult learning is most productive when lecturers act as facilitators rather than didactic instructors.

Adult learners like to be engaged in the design of the learning and to be able to perceive the learning as relevant to their situations. They like to feel that their past experiences are being

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used in the learning process. In other words, this is andragogy and using this philosophy of learning, e-learners are asked what they want to learn, how they want to learn and when they want to learn? The beauty of the web is that it provides an entirely new context for teaching and learning. It removes the constraints of time and location for instructors as well as learners. Moving a course to the web presents the perfect opportunity to return to the core principles of teaching and learning to create a new model for best practices (Boettcher, 1999).

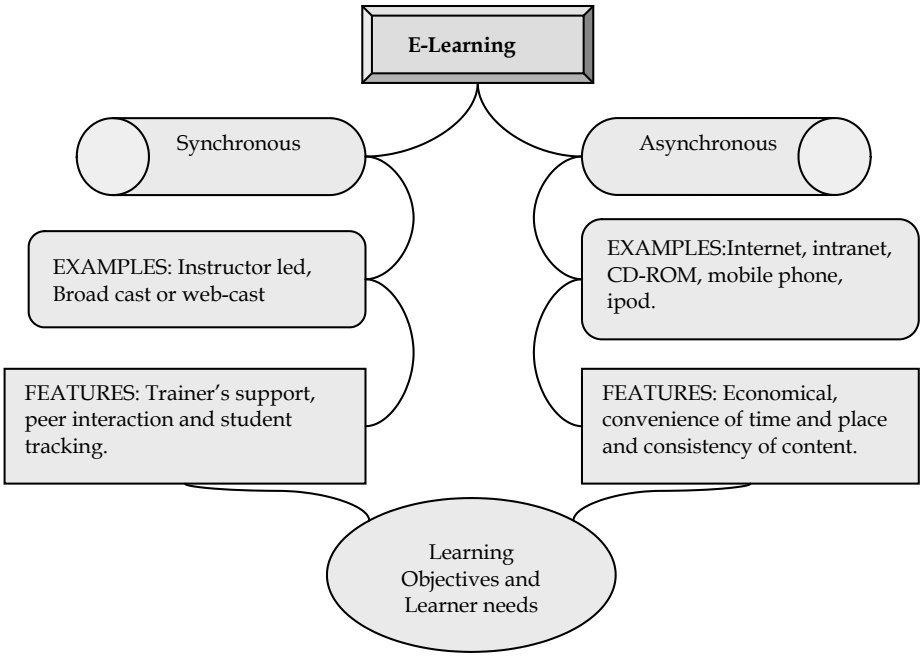
11.1.1 Types of E-learning

E-learning can be classified as synchronous and asynchronous learning the terminology to describe *how* and *when* learning and teaching takes place. In the *synchronous approach,* learning and teaching takes place in real time (*same time)* even though the trainer and learners are physically separated from each other (*place shift*).

Example: Synchronous learning include; listening to a live radio broadcast, watching live a television broadcast, audio/video conferencing, internet telephony, online lectures and two-way live satellite broadcast.

Here the trainer will be delivering a live (but not pre-recorded) lecture or demonstration and the learners spread across different geographies will be listening and/or watching the same, asking/answering questions, or interacting with the trainer and other learners instantly with the help of communication technologies like conference calls, world wide web, video conferencing, etc., Figure 11.1 shows the major types of e-learning.

Figure 11.1: the Major Types of E-learning



The *advantages of synchronous approach* include learning from anywhere without having to travel to a farther distance to reach a training centre and the convenience of interacting with the trainer and other learners instantly. The *disadvantages of synchronous learning* are that learner has to find time to attend the classes in keeping the appointed time and without having the option to learn whenever he wants or finds time.

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In the *asynchronous* approach, the learning takes place with time delay *(time shift*) as well as the trainer and learner are physically separated from each other (*place shift*).

Example: Asynchronous learning include; self-paced courses taken via Internet or CD-ROM, videotaped classes, stored audio/video, web presentations, recorded audio tapes, and reading e-mail messages.

In this approach, the trainer prepares the courseware material before the course takes place. The learner is free to decide when and where he wants to study the courseware.

The *advantages of asynchronous approach* are many. For example, the learner not only can learn from any place of his choice but also at a time of his own convenience. The cost of asynchronous learning is quite lower than synchronous learning. The learning material is prepared, corrected and validated in advance for quality and consistency. However, there are *disadvantages in asynchronous learning*.

Example: There is no scope for an instant question-answer session and listening to the perspectives of other learners. The learner is cut-off from other learners and the trainer, at the time of learning. This brings a big challenge of understanding the content of learning mainly by self-perception without having an instant opportunity to question, challenge or listen to others. In the absence of human interaction it is likely to cause boredom to the learners.

11.1.2 Significance of e-learning

There are several reasons why e-learning is gaining significance. Important among them are, learner-friendly technology, networked environment, geographically distributed workforce, compressed business lifecycles, instant learning solutions, high cost of traditional training methods and the challenges of work-life balance.

The continuous efforts of technology giants the world over have brought in user-friendly learning technologies at affordable prices which were unheard in the past. The workplaces and living homes are being networked with sophisticated communication devices, thereby paving the way for information from anywhere in the world, anywhere and at any time.

The workforce in the 21st century is no more confined to a particular geographical location. The necessities of business have forced even members of work teams to get themselves distributed across the seven continents and still work together for accomplishing the team goals. Thus, when employees of any organization are dispersed across multiple geographies; it will be quite difficult, uneconomical and impractical to call them to a common place for classroom training. This problem can be solved easily by delivering the learning content to the workplaces of the respective employees with the help of e-learning solutions.

The business and product lifecycles have compressed substantially in the ever changing world of business.

Example: Intel, the world's largest computer chip maker releases new processors at every six months' interval.

Thus, when business cycles are shortened, organizations cannot afford to send their employees away from work for several weeks or months to undergo classroom training. Under these conditions, organizations want employees to learn and perform simultaneously right from day one, by deploying the e-learning solutions.

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The new forms of work organizations have created lonely workplaces wherein there are not enough experts to guide the junior employees for the development of their knowledge and skills. E-learning solutions can bridge this gap by providing ready information to such distributed workforce anywhere and anytime, thereby creating an instant expertise.

Traditional classroom training is quite expensive. Business processes and products are constantly changing, which creates the need for retraining people very often. Thus, if the employees working across the world are required to be brought together by struggling to obtain visas and spending millions of rupees for travelling and lodging, then there would be neither time nor resources to run the business. E-learning solutions can help here by carrying and delivering the training programme right to the place of learner, rather than forcing him to travel to a distant training centre.

Employees are already working up to as much as 10 to 16 hours a day. In other words, there is constant work pressure, stress and burnout, imbalance in personal lives and discord in many families. Under these circumstances, it is practically impossible to expect the employees stay longer at work for learning. E-learning solutions can help employees by delivering learning content at home so that employees can balance their personal lives and learn whenever/wherever they are comfortable.

Like no other training form, e-learning promises to provide a single experience that accommodates the three distinct learning styles of auditory learners, visual learners, and kinesthetic learners. E-learning also offers individualized instruction, which the print media cannot provide. And instructor-led courses many a times turn awkward at great cost. Thus e-learning can target specific needs. And by using learning style tests, e-learning can locate and target individual learning preferences.

Additionally, synchronous e-learning is self-paced. Advanced learners are allowed to speed through or bypass instruction that is redundant while novices slow their own progress through content, eliminating frustration with themselves, their fellow learners, and the course. In these ways, e-learning is inclusive of a maximum number of participants with a maximum range of learning styles, preferences, and needs.

The potential value of e-learning falls into many areas. The cost of training in terms of travel and accommodation is reduced with a virtual environment. This type of delivery offers considerable flexibility.

Example: Large firms with distributed populations could improve internal communication without incurring high costs by using on-line delivery.

Employee development is a particular issue for large companies with geographically dispersed workforces as it is for professions seeking to maintain their currency in a global environment: e-learning provides a potential solution — employees are able to access learning, as and when required.

In addition, it provides a means of linking rural areas and overcoming the reluctance of the rural population, be it based upon poor communications or lifestyle or working requirements that are at odds with conventional campus delivery. The e-learning makes the learning accessible for many learners who would not have had the opportunity otherwise. Equally important, the medium could offer the opportunity for learners to take control of their own learning, i.e. the pace and the sequence of their study.

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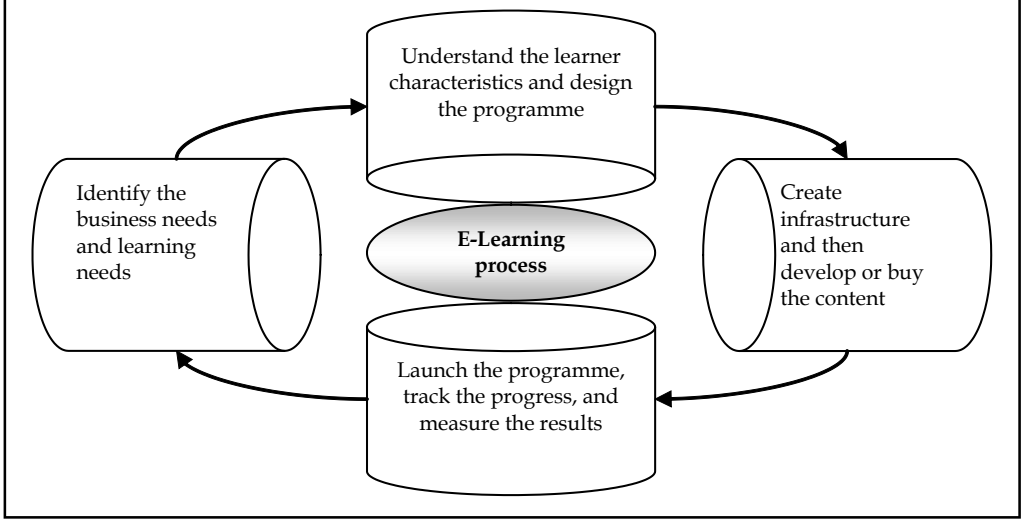
11.1.3 E-learning Programme Process

There are a series of activities involved in the successful implementation of e-learning programmes which can together be termed as e-learning programme process. E-learning programme process is by and large similar to traditional training process with minor changes. It is shown in Figure below.

Figure 11.2: E-learning Programme Process



***Needs identification*:** The idea of introducing e-learning should start with needs identification. Needs identification will have to look at the business case for investment in e-learning as well as the need and comfort level of employees with specific reference to e-learning.

Example: When the business is in serious recession and the board of directors have proposed cost reduction at all levels it would be very difficult to justify the proposal for investing huge sums of money to develop e-learning infrastructure.

Similarly, if most of the employees are illiterate or manual labourers there would be little logic to initiate a proposal for asynchronous learning.

Design the programme: Once a clear need is identified and the management accepts the proposal for investment to develop e-learning programmes, then the training managers have to look for designing appropriate programmes based on the nature of learning as well as the characteristics of the learners.

Example: Most of those who can attend classroom training can be comfortable with synchronous learning programmes but those who have to learn on their own through asynchronous approaches require motivation, initiative and knowledge of handling the communication gadgets.

Caution While designing the e-learning programme, designers must examine whether it should be a totally e-learning approach or should it be blended with other traditional methods of training.

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Infrastructure: After designing the programme structure, the training managers have to create the E-learning infrastructure like computers, broad band connectivity, video conferencing and other devices. The other functionaries like finance managers, facilities managers and technology managers have to be involved at this stage because of the costs to be incurred, facilities to be developed and specifications to be determined. Simultaneously, decisions have to be made about the programmes to be developed in-house and those which are required to be purchased. The general rule at this stage is 'buy the generic programmes like training on MS Office and develop specific programmes like product features of the company'. But in-house development of programmes also depends upon availability of expertise within the organization.

Launching**:** Once all the development work is completed it is now time for launching the programme. Always start with pilot programmes to test the suitability and understand the bottlenecks, if any. Once the programmes pass through successfully at the pilot stage the full scale programmes can be launched. Remember to include employees from the top first if the programmes have got to be made popular among lower rung employees. There would be initial resistance by many of the employees to learn by interacting with machines. After some time the employees start liking it. But for continuity, e-learning outcomes should be appropriately recognised and be linked to career progression. Keep measuring the periodical progress of learners and finally evaluate the programme outcomes against the programme goals.

Advantages

- ***Reduced cost and saved revenues:*** This is the single most influential factor in adopting e-learning. The elimination of costs associated with instructor's salaries, meeting room rentals, and student travel, lodging, and meals are directly quantifiable. The reduction of time spent away from the job by employees may be the most positive offshoot.
- ***Learning times can be reduced,*** an average of 40 to 60%, as found by Hall (1997).
- ***Increased retention*** and application to the job averages an increase of 25% over traditional methods, according to an independent study by Fletcher (1991).
- ***Consistent delivery*** of content is possible with the asynchronous, self-paced e-learning.
- ***Expert knowledge*** is communicated, but more importantly captured, with good e-learning and knowledge management systems.
- ***On-demand availability*** enables students to complete training conveniently at off-hours or from home.
- ***Self-pacing*** for slow or quick learners reduces stress and increases satisfaction.
- ***Interactivity*** engages users, pushing them rather than pulling them through training.
- ***Confidence*** that refresher or quick reference materials are available reduces burden of responsibility of mastery.

11.1.4 Developing Effective Online Learning

1. Have a clear objective.
2. Carefully plan and prepare the audiovisuals to achieve the learning objective.
3. Build in interactivity to keep the participants interested and periodically test their comprehension level.
4. ***Encourage hands-on practice:*** Wherever possible, incorporate a lab exercise to consolidate learning.

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5. ***Keep students focused:*** Use graphics and colours to highlight key phrases.
6. ***Create a non-threatening environment:*** Create an atmosphere in which questions and participation are welcome. At the same time, establish your expertise and authority to lead the learning session.
7. ***Practice***, practice, practice to build your confidence in teaching online sessions.
8. ***Be upbeat:*** Develop a conversational tone and be enthusiastic.
9. ***Be organized:*** You can't show up and wing it. You must have materials and a game plan ready to ensure the flow. Put pencil marks on the hard copy for how you will present the slides. Practice moving the mouse around on the instructor interface.
10. ***Check in with learners:*** Are they following the material or have they fallen behind?
11. ***Be receptive to criticism:*** Don't let your ego get in the way.

Notes

Criteria to Choose the best Technology Package

Conducting e-learning programmes requires proper technology infrastructure, like the hardware and software of computer and other communication devices. Technology is very important in e-learning without which there would no interface between the trainer and the trainees. Therefore, selection, installation and maintenance of technology infrastructure should be at the top of the agenda. Following are some of the guidelines for choosing appropriate technologies:

- ***Scalability:*** Look for solutions that evolve with your business, scaling as needed, without service interruptions.
- ***Reliability:*** Look for a robust system built on proven technologies from companies with proven track records and superior customer service.
- ***Security:*** Look for a platform that supports security at a foundational level. Be sure that the system's security provides the flexibility necessary to enable your business processes.
- ***Adaptability:*** Look for a system that supports current business processes and provides the configurability necessary to enable future processes.
- ***Low Total Cost of Ownership:*** The cost of deploying a new system often exceeds budgets, especially when the system is highly customized or difficult to maintain. Look at hidden customization and maintenance costs as you assess a solution's long-term value.

Self Assessment

Fill in the blanks:

1. E-learning is the …… term to describe the fields of online learning, web-based training, and technology-delivered instruction.
2. The four steps in e-learning programme process are Needs identification, Design the programme, Infrastructure and …….
3. In the ……. approach, the learning takes place with time delay as well as the trainer and learner are physically separated from each other.

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4. The idea of introducing e-learning starts with ……

5. In …….. approach learning and teaching takes place in real time.

6. After designing the programme structure, the training managers have to create the e-learning ……..

11.2 Various Aspects of E-Learning

Diversity of Learners

The learner composition in e-learning is highly diverse. E-learning is a cost effective way and taking advantage of this fact, people who could not make it to a university course may also join. People from different cultures and language orientation may enroll for the same course since it can be accessed by people from any part of the world. As a result, one can see a lot of inexperienced trainees because these courses are an easy and cost-effective way for them to break into the field. Instructors may have students asking all levels of questions because they're at different experience levels. That can make it tough for the instructor because he/she sometimes assume a level of knowledge from the trainees that may not be there all the time. In synchronous learning, the classroom population may have students from different countries. These people become very close; they begin to help one another and call one another by their first names. Cultural sensitivity in such situations is important.

Example: People from the English-speaking countries use the word 'please' even to give an order to some one, which may not be understood by some of the South Asians who are not familiar with English culture. Similarly, calling seniors by their first name is considered as derogatory among some of the north Indian communities.

Teacher-student Interaction

We all know e-learning is hot, that it will have a major impact on how people learn and how companies train their employees. According to conservative estimates, e-learning represented nearly 3% of corporate training delivery methods in India in 2005, which is expected to grow at 20% annually in the next five years. The corporate trainers who spent years honing their skills in the classroom, now have to quickly figure out how to develop and deliver online learning.

But, we haven't heard much about the effect online training is having on trainers themselves. Many times, students send introductory emails back. E-trainers may receive as many as 50 messages per day during the opening weeks of a class. At the end of the course, student postings usually come down to 10 to 20 questions per day. Students review their assigned course materials each week, then post questions and comments to the training-site message board.

Did u know? Interactions in online courses can sometimes be more in-depth than the face-to-face variety.

For one thing, the trainer has more time to reflect on the question and respond. Trainers can give a detailed answer which can benefit the whole class. E-trainers can also conduct live chats in hosted-site chat rooms, usually twice per course with the students. It's the next best thing to having an instructor actually work on your network. The best part of online teaching is when you solve a special problem for a student, when you generate a discussion that helps students understand and not fear technology that leads them to professional growth-the sweet spot.

Notes

Online courses provide the flexibility to connect while traveling and still teach. It's the same for students; they can take a class any time and place they want to.

It's quite a juggling act to maintain a smooth and energetic delivery while advancing slides, checking for virtual raised hands, and answering notes. Also, there's the lack of eye contact and body language, making it much more difficult to connect with participants. Even the most engaging speakers lose learners if they fail to deliver a highly focused class that promotes interaction.

Class Dynamics

An online instructor cannot limit his/her thinking to controlling a class of 60 learners. He/she may have as many as 500 in a single session from across the world. Only 50 to 60 students of that larger number participate actively with comments and questions. Making the online classroom 'real' is a conscious process. Feedback and interactivity are the keys. In most online classes, communication peaks during the first week and decreases as the weeks progress. To counter this phenomenon increase activity-based learning as the classes progress. Give feedback to the students. Encourage students to visit each other's pages and comment on them. As the students get involved, they build a classroom community. Strive for a personal touch and sense of humour to increase the comfort level.

Make a point to remembering active students, and talk to them when they come back for another course. Try to lighten things up if they get frustrated. Even a dry subject can be made interesting by constant interaction. In the online sessions, there would be more sharing of information among students because there is less competition. Instead of taking notes and keeping it to themselves, some students post them online.

Understanding expectations and personal styles of trainees through their e-mails becomes a form of art for online instructors. You get a sense of students' personalities. You encounter attitudes ranging from, "I've been in this business for three years and designed more networks than God," to "This is my first class and first network—please help me." This is typical of people from mixed backgrounds who have used simple networks. A person who is accustomed to one type of network is naturally biased against anything new, but other students often chime in with their unique network experience that helps broaden everyone's knowledge.

Self Assessment

Fill in the blanks:

7. The learner composition in e-learning is highly …….
8. Online courses provide the …….. to connect while traveling and still teach.
9. In the online sessions, there would be more sharing of information among students because there is less …….....

11.3 Baptizing into Online Trainer

E-learning has already made substantial inroads into the markets of traditional training methods. Trainers should therefore change themselves by embracing this technology-driven revolution of learning. But unfortunately, there are not many trainers willing to relocate themselves from traditional training to e-learning business. Many organizations and consultants offer train-the-trainer programs in delivery methods ranging from web to satellite to video conferencing, and others. Supporting instructors as they make the switch from classroom trainers to facilitators of

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learning is a fast-growing service field, and instructors who are considering the change will find help readily available.

Under these circumstances, recruitment and selection of online instructors are further more difficult. Addressing the real or perceived problems that instructors deal with, distance learning is the first step in the selection process. It's important to check the mindset of instructors who are to be considered for these positions. If you provide a forum—such as a workshop—where negative perceptions can be addressed and dealt with effectively, you can enlarge your pool of candidates. Normally, the traditional instructors are reluctant to take up online jobs for the following reasons:

1. Scepticism that training via distance learning isn't as good as the tried-and-true classroom experience.

   Suggestion: Offer researched documentation and a list of successful distance learning organizations for benchmarking best practices and successful outcomes.

2. Fear of using the technology and appearing less than proficient.

   Suggestion: Identify the learning technologies being used and allow ample time for trainers' questions and time to practice, practice, and practice.

3. Training where peers can see them.

   Suggestion: Have instructors do team teaching with a distance learning instructor or shadow one to get comfortable with these classrooms without walls. Having a mentor is also helpful when making this transition.

4. Lack of control.

   Suggestion: It's important to convey to instructors that distance learning is a team effort, with all members pitching in to support learners' success. The instructor, instructional designer, site facilitator, technology and administrative contacts form a strong nucleus for supporting the success of distance learning initiatives. When people learn, the team—including the instructor—is given credit for that success.

5. Fear of losing their jobs.

   Suggestion: Provide instructors with resources detailing the new types of jobs that have been created by this new learner-centered environment. Roles, in addition to training, include facilitating, moderating, site coordinating, and learner support. Trainers' perceptions should be addressed openly. The goal is to ensure that their decisions are based on facts, not perceptions. In your e-learning strategic plan, you should build in ways to identify and address people's concerns and resistance to e-learning.

Caution To effectively operate on e-learning program it is significant to check the mindset of instructor.

11.3.1 Train the e-trainers

After the e-trainers are selected, they need to be put through a well organized and well designed training programme. Having a step-by-step process for selecting and training instructors will help ensure that learning is the focus and the technology is seamless. There will be differences in training, depending on which technologies they are going to be used and which population is going to be taught. Such differences include course conversion, including learner support

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materials and training delivery methods. Make sure that trainers experience the technology before using it for instruction. Ask them to take an online course or two and attend a satellite or video conference event to see what it's like being a learner. E-trainers need practice and a good overview of the job, including how to:

- Understand different learning technologies and the advantages and disadvantages of each of them.
- Select courses for conversion.
- Convert courses or learning content with a media selection guide (this helps instructors to choose the best technologies for Web-based, CD-ROM, satellite, video conferencing, and other training).
- Design for short segments of 10 to 15 minutes.
- Build in interactivity for 30 to 50% of the programme and vary the activities to ensure an active learning event rather than a passive learning experience.
- Create effective visual aids.
- Dress properly when using the video.
- Create effective remote site materials.
- Prepare evaluation tools.
- Train remote site facilitators.
- Ensure easy registration and identify pre-course administration requirements.
- Deliver the learning experience based on the selected technologies.
- Set up contingency plans for situations when the technology doesn't work.
- Establish learner support systems before, during, and after learning delivery like help line and email access.
- Use all equipment and applications depending upon the suitability.

11.3.2 Guidelines for Online Instructors

Assess the time requirement for offline work: Online instructors need to prepare for the class, and may require to create extra materials personalized for learners. In addition, they must take time to respond to students by writing mails for their queries.

Encourage interactivity: There are several ways to encourage interaction. For example, ask open-ended questions, just as you would in a live classroom setting. Send e-mails to students who aren't posting questions but who are visiting the message boards. Encourage participants to answer one another's questions and respond to comments. This creates an environment where it's okay to make mistakes.

Act with attention: The instructor's answers are posted permanently, for all to see. Unlike a one-time live classroom workshop, if the instructor feels that his answer was lacking, he can go back and add a more informed response to the message thread.

Hone teaching skills: Remember, even though online training takes place in a high-tech setting with world class communication gadgets, all of them can be effective only if the instructor is good at teaching and facilitating the learner activities.

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Classroom skills: Several issues in online teaching are similar to those prevalent in a real classroom like personality clashes.

Example: Someone on the class message board will say that one kind of network server is better, and someone disagrees. Suddenly people start going ballistic.

Fortunately, such interactions are the exception, not the rule. Don't allow any *hot-dogging* by people who take a class just to show off what they know. Instructors should use any conflicts as catalyst both for interaction and learning, while at the same time managing them carefully and coaching students on how to disagree online without hurting others.

Notes

Classroom learning and e-learning differences

The traditional classroom offers plenty of opportunity for spontaneous interaction, while the online instructor has to plan interactivity with techniques such as using a virtual whiteboard, taking polls, and asking participants to speak. A traditional classroom is fairly forgiving if you're not having a good day. Live online isn't that way. You have to be well scripted. You can't just pop up a new slide the way you can go to a new flip chart in the classroom.

It's important for trainers to be continuous learners and open-minded to new techniques. Online trainers should be experts both in their subjects of expertise as well as the working of technology. Online learning is a fantastic medium that offers tremendous opportunity to serve you well years into the future. Preparation is the key to successful online teaching. The easiest way to get better is to get tired of practicing. You want to be in a situation where you don't have to concentrate on technical issues. If you're worrying about graphics and how you're moving the mouse, you'll miss what's really going on.

A classroom of professional trainer normally makes for a tough crowd, but e-learners have proven to be empathetic because they face the same kind of rapid transition. A major challenge will be getting people to contribute in a virtual classroom. Learners might feel nervous because the sessions are recorded for playback, unlike a regular classroom. Time management and navigating the technology are two big hurdles for online instructors. A finer point of teaching in the virtual classroom could be drawing the student's eye to the screen through the use of graphics.

Effective e-trainers would develop more of a bond with learners as solid a bond in the online environment as the live classroom. Part of that comes from seeing the learner. You may interact before and after the class, and have a chance to make small talk. Sometimes, making a personal connection is difficult. As a trainer you may want to make jokes and have fun. But in an online environment, you don't know if they're laughing or just rolling their eyes. As an e-trainer, you have got to be a great listener because you have little else to rely on in a virtual classroom.

Self Assessment

Fill in the blanks:

10. The differences in training for E-trainers include course conversion, learner support materials and …… methods.

11. After the e-trainers are selected, they need to be put through a well organized and well designed …….. programme.

Notes

12. E-trainers need practice and a good overview of the job by understanding different ……. and the advantages and disadvantages of each of them.

11.4 Blended Learning

After reading volumes of literature on various training approaches and attending tens of training seminars, the training managers often wonder which the best approach for effective training is. But there are no ready and easy answers to this question. In fact, there are several instances wherein a mixture of traditional programme with e-learning meets the purpose of learning. Here comes the concept of blended learning. *Blended learning* is an approach which combines e-learning with other traditional methods of training for delivering a learning solution.

Over the past few years, training professionals have become more pragmatic in their approach to technology-based learning by using it to augment traditional forms of training delivery, such as classroom instruction and text-based materials. This trend has led to the rise of the term "blended learning." The term has come to mean different things to different people. Blended learning programmes in the corporate training world is defined as any possible combination of a wide range of learning delivery approaches designed to solve specific business problems (Brennan, 2004).

Different learning problems require different solutions (different mixes of media and delivery) and the key is to apply the RIGHT MIX to a given business problem. Hence blended learning is effectively replacing e-learning. Unlike traditional education, corporate training exists primarily to improve business performance. Training is not just to make the employees smarter by training. Rather, the ultimate objective is to increase revenue or reduce costs. The science of "how to teach adults through the Internet" is still being researched. We know that people learn in different ways, and different media applies to different people. "Blended Learning" is really the natural evolution of e-learning into an integrated programme of multiple media types, applied toward a business problem in an optimum way.

One of the simplest approaches is to create electronic content and 'surround' it with human, interactive content. This approach of 'surrounding' e-learning with humans enables you to create high interest, accountability, and real assessment of the results of the e-learning programme. This approach was used by many companies when rolling out ERP application training. An initial conference call and series of meetings was used to explain the project and why is the new system so important – then the users took an online course – then there was a follow-up meeting and evaluation by the manager before the system was actually rolled out.

In order to make blended learning more powerful, trainers can start looking at all the media as options: classroom training, web-based training, webinars, CD-ROM courses, video, and simulations. Other options which are less exciting but just as important include books, job aids, conference calls, documents, and PowerPoint slides.

Task Find out the recent technology issues that are affecting the individualizing concept of E-learning and pushing organizations to turn towards the adoption of blended learning.

Self Assessment

Fill in the blanks:

13. Blended learning is an approach which combines …… with other traditional methods of training for delivering a learning solution.

Notes

14. Blended learning is effectively replacing e-learning because different learning problems require different solutions and the key is to apply the …….. to a given business problem.

15. Blended Learning is the natural evolution of e-learning into an integrated programme of multiple media types, applied toward a business problem in …… way.

Caselet

How HR Managers can use Technology to Produce Outstanding Results

"HR managers face several choices regarding how to apply a new technology. Technology can be used to limit the tasks and responsibilities of workers and 'de-skill' the workforce, thus turning workers into servants of the technology. Alternatively, HR managers can select and train workers to master the technology, using it to achieve great accomplishments and improve the quality of their lives. Technology, when managed effectively, can empower workers as it improves the competitiveness of organisations" To elicit cooperation from employees, before introducing new technologies, HR managers can use group incentives, salary and skill based pay systems to encourage teamwork, cooperation and joint problem solving.

Source: Scott A Snell and J.W. Dean, "Strategic Compensation for Integrated Manufacturing" *Academy of Management Journal* 5, 1994

11.5 Summary

- E-learning means the delivery of a learning programme by electronic means.
- E-learning can be classified as synchronous and asynchronous learning—the terminology to describe *how* and *when* learning and teaching takes place.
- In the *synchronous approach,* learning and teaching takes place in real time (*same time)* even though the trainer and learners are physically separated from each other (*place shift*).
- In the *asynchronous* approach, the learning takes place with time delay *(time shift*) as well as the trainer and learner being physically separated from each other (*place shift*).
- Several reasons why e-learning is gaining significance. are, learner friendly technology, networked environment, geographically distributed workforce and the challenges of work-life balance.
- The e-learning programme process involves needs identification, programme design, infrastructure and programme development, launching and evaluation.
- The major advantages of e-learning are that it takes learning to the learners rather than calling them to the training centre, it can occur at any time at any place depending upon the convenience of the learner.
- E-learning will not render the traditional trainers jobless by its revolutionary growth. Rather, it provides new avenues for the trainers to explore newer possibilities in the profession
- *Blended learning* is an approach that combines e-learning with other traditional methods of training for delivering a learning solution.

Notes

11.6 Keywords

Asynchronous Approach: The type of e-learning in which the learning takes place with time delay as well as the trainer and learner being physically separated from each other.

Blended Learning: It is an approach that combines e-learning with other traditional methods of training for delivering a learning solution.

E-learning: It means the delivery of a learning programme by electronic means.

E- Trainer: A guide will provide all you need to make your first steps with e-learning as an e-teacher,

Synchronous Approach: The type of e-learning in which learning and teaching takes place in real time even though the trainer and learners are physically separated from each other.

11.7 Review Questions

1. Explain the meaning and significance of e-learning.
2. What is blended learning? E-learning will not fully substitute traditional training programmes. Discuss.
3. What is asynchronous learning? Explain the classification of e-learning programmes with examples.
4. What is the business case for e-learning? Describe the advantages and disadvantages of e-learning.
5. Explain the procedure you will follow if you have to implement e-learning programme for the first time.
6. What are the essentialities require by an online instructor to become an effective trainer?
7. Why the traditional instructors are reluctant to take up online jobs?
8. What are the identical aspects of e-learning?
9. The new forms of work organizations have created lonely workplaces wherein there are not enough experts to guide the junior employees for the development of their knowledge and skills. How E-learning solution can solve this problem?
10. State the requirements of E-trainers practice in order to attain a good overview of the job.

Answers: Self Assessment

1. unifying
2. Launching
3. asynchronous
4. needs identification
5. synchronous
6. infrastructure
7. diverse
8. flexibility
9. competition
10. training delivery
11. training
12. learning technologies
13. e-learning
14. Right Mix
15. optimum

Notes

11.8 Further Readings

Books

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

Online links

www.cemca.org/e-learning_guidebook.pdf

www.emantras.com

Unit 12: Technology in Training

Notes

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Objectives

After studying this unit, you will be able to:

- Explain the Concept of technology and multimedia
- Describe computer based training
- Discuss the technology influence on training and learning
- Recognize the need and importance of learning management systems

Notes

Introduction

The use of technology in corporate education and training deserves interest because it may eliminate lost production time due to training during working hours. In foreign countries this technology currently operates through telephone modem, and several software marketing firms are making their training libraries available for home telephone hook-up. The day is not far off for such a facility in India.

12.1 Technology and Multimedia

Multimedia materials and learning environments can modestly be considered the combination of print and images, but generally involve streaming video, music, instant messaging, or interactive online features. These applications are becoming further mainstream as computers and Internet connections are upgraded in schools, libraries and organizations.

12.1.1 Videos

The videos tape cassettes and movie rolls of the past are being replaced by advanced solutions like Compact Discs (CDs) and Digital Video Discs (DVDs) in these days of technological advancement. Figure below shows picture from a video clip. It is a visual media to be used indoors. A video has dynamic or moving content which has the advantage of incorporating motion picture as well as sound. Videos are lively and interesting to watch. They can be used for teaching knowledge, developing skills or changing attitudes. Disabled trainees who cannot hear can benefit partially from watching video and those who cannot see can benefit from listening. The video has certain special advantages.

Figure 12.1: Picture from a Video

Example: Demonstration of any skill-building activity, like assembling a wrist watch or performing a break dance is possible.

To learn Michael Jackson's dance item you don't have to call Jackson from the US. A video of his dance show will amply do. Given below are the basic guidelines for effective use of videos in training. The hardware required are, a screen and projector for movie roles, video cassette

Notes

player and a television for showing cassettes and computer with suitable software, LCD projector and screen for CD/DVD show.

1. Use videos for teaching a skill or conveying a message related to the topic of training and not for entertainment to waste trainees' time.
2. Introduce the purpose and content at the beginning and debrief at the end of the show on what was said or done in the video and the resultant learning.
3. Seek trainee views after the presentation.
4. No more than 20 minutes at a stretch. Give an activity or have a discussion thereafter.
5. Have them prepared by professionals who are trained to do the job.

12.1.2 Audios

Audios involving sound, speech, song, dialogue or an emotional content can be used in training. Figure 12.2 shows some audio equipment. Audio cassettes are quite cheap to buy and record. An empty cassette lasting for 60 minutes can be purchased for ₹ 50/- and tape recorders are available almost in all households. Recording an audio cassette does not require professional expertise and any one who has seen an audio cassette knows how to record it. But now advanced technology provides more options in using audio media.

Did u know? A Compact Disc (CD) can store audios lasting up to two hours and MP3 technology, the same CD can store audios lasting up to five hours.

Figure 12.2: Audio Equipments

Audio has certain special advantages over other media.

Example: It is easy and cheaper to teach Hindustani music using audio cassettes than through other modes or it is useful to train students for North American spoken English for TOEFL examination. Similarly, blind trainees who cannot learn from visual media can benefit enormously through audio methods.

Audios can be used for understanding tests and experiments on sounds and listening abilities. But they cannot be as lively as videos. Audios should be used with the help of a facilitator and there should be briefing at the beginning and debriefing at the end to benefit from audios.

Notes

Notes Audios can be used to capture the talk or discussion of a session for future use and reference. The golden rules for using audio media are as under:

1. Consider whether an audio can enhances learning in a given situation.
2. Test the source with a group of experts for validity and quality.
3. Don't have more than 20 minutes of audio at a stretch without a break for discussion.
4. Clarify the doubts/questions of the audience after the presentation.
5. Debrief the audience before closing, to help them understand what the substance of the cassette was and how it has benefited in learning.

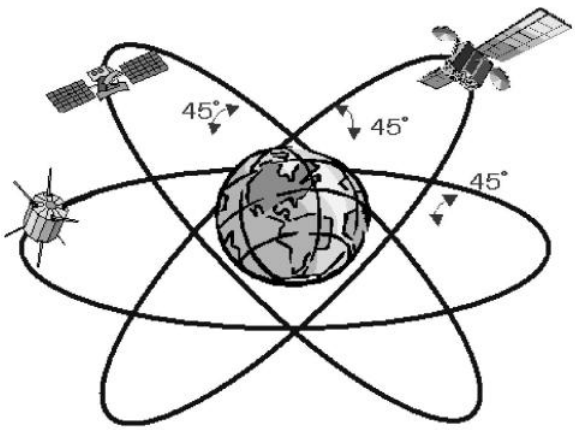
12.1.3 Telecommunications

The advancement of communication technology has brought in lot of advantages. Figure 12.3 shows communication through satellite connectivity.

Example: Trainees placed in different geographical locations across the world can be connected to interact simultaneously by conference call of the telephone.

We can go a little further; an Indian company that desires its HR managers to be taught by world class professors on important topics like strategic HRM need not take the trouble of inviting busy resource persons like Dr. Dave Ulrich from USA. He can teach the Bangalore-based trainees form his Michigan office through video conferencing facility.

Figure 12.3: Communication Network



Look at the contemporary work-styles. Members of a team are distributed across seven continents, managers of a department are posted in several countries and directors of the company are living in different parts of the world. Most often, it is practically not viable to call them physically for a meeting or workshop for various reasons like constraints of time, money and business. Communication technology helps delivering the same programme across the world instantly.

But in spite of the advantages, telecommunication media cannot replace the face to face interaction of trainer and the trainees which occurs at a single location. The cost of video conferencing is really prohibitive at the moment. It is a delicate technology and a small hiccup can cause serious trouble for the programme.

Notes

Self Assessment

Fill in the blanks:

1. A video has dynamic or moving content which has the advantage of incorporating motion picture as well as .....
2. ……. technology helps delivering the same programme across the world instantly.
3. Audios involve sound, speech, ..., dialogue or an emotional content that can be used in training.

12.2 Computer based Training

Great care must be taken when deciding how to use the computer for industrial training. The computer is not a panacea; it is an educational tool. But with the current proliferation of small computers, and advances in computerised instruction systems, industries must consider computers as at least a partial solution to their training needs.

12.2.1 What is CBT

Computer based Training traditionally is divided into Computer Assisted Instruction (CAI) and Computer Managed Instruction (CMI). This may appear to be an arbitrary division, but the distinction is actually quite clear.

CAI is simply individualised training delivered by some sort of computer terminal. The training delivered can be anything from highly complex situations to simple text. One drawback is that the instructor's course-management functions of record keeping and prescription of learning activities are more difficult because the learners are at different points in the training.

CMI was developed to overcome the problem. CMI supplies the system to administer the testing, record keeping and prescription generation. The computer gives the tests, grades them, records the results and prescribes learning activities for learners who do not perform to he required standard. The computer can also store learners perform and to the required standard. The computer can also store learners responses for the programme development team to use for test-item evaluation and other data analyses.

Most computer based training applications involve some overlap and combination of both CAI and CMI concepts. Therefore, the general term "Computer Based Training" (CBT) is used.

The Advantages of CBT

1. ***It is self-paced:*** Learners progress through the material at their own learning speed. There is no need to gear the training to the slowest learner, as is often the case with classroom instruction. Self-pacing provides an additional benefit in the industrial environment because it is adapted more easily to work schedules, thus permitting training to be conducted at times that are most cost-effective for the company.
2. ***It allows for variable entry levels***: With proper pretesting, the learners start at the point in the training programme that matches their particular level of skill or knowledge. Pretesting also ensures that no learner enters the programme without prerequisite skills and knowledge and allows advanced learners to skip past material in which they are already competent.

Notes

3. ***It provides for variable training goals:*** Learners with different training needs can be directed to the specific materials meeting those needs. Different jobs within the same department often require different levels of skills or knowledge. CBT can be tailored to meet these varying needs.

4. ***It is interactive:*** The learner is an active participant in the training, rather than a passive spectator. Well designed CBT demands that the learners continuously interacts with the computer.

5. ***Proficiency is ensured***: Learners are allowed to continue the training until the objectives are mastered. This helps to ensure that the desired proficiency level will be reached when the training is complete.

6. ***Simulations are possible***: The graphics and animation capabilities of the computer make it possible to simulate a wide range of industrial situations. Equipment control panels can be displayed and manipulated on the screen. Complex processes can be simulated and operations performed in specified sequence. The limitations of this application are set only by the imagination of the programme development team. To duplicate the simulation capabilities of the computer with mock-ups require an extensive investment and inventory of mock-up equipment. To accomplish the same amount of training with on-job (OJT) would tie up production of CBT for industrial training.

7. ***Drill and practice are possible***: The computer has infinite patience and is the ideal medium for presenting drill and practice such as committing procedures to memory.

8. ***Higher levels of learning can be addressed***: Complex problems that require the learner to function on the evaluation and synthesis levels can be presented. The computer can provide immediate feedback for incorrect solutions, and the learner can keep trying until the correct solution is attained. This practice on the computer can save valuable machine and production time that would be spent if the skills were learned at the work site.

Geographically, scattered learner populations can be trained without gathering them at one point or sending an instructor on a "run" to conduct training at each site.

Disadvantages of CBT

CBT is not without disadvantages:

1. Because of its individuals nature, CBT is not combined easily with group activities. This can be a severe limitation when trying to integrate CBT with classroom or OJT sessions.

2. To train large numbers of learners in a limited time presents logistics problems. Many terminals would be needed, and adequate training sites located. If the particular CBT system uses remote terminals connected to a central mainframe via telephone, then the phones must be installed.

3. Because of large initial investments in equipment or on going learning charges, CBT can be an expensive training method.

4. Students who lack motivation do not do well in self-paced programmes. Some will take considerably more time than necessary. When training is conducted on-shift, this can be costly.

5. Some learners simply are not able to adapt to the use of computers.

Notes

Caution CBT normally takes more time to develop than other training methods. This is because the programming and debugging process is time consuming. More care is frequently taken in the design of CBT because learners easily can become lost and frustrated if the instructions on the screen are unclear.

12.2.2 Mainframe vs. Disc Drive

An important distinction to make when evaluating CBT systems is whether the system is "stand alone" or "centralised." In centralised system, each training terminal ties into a central mainframe computer via telephone, accessing the mainframe on a time-share basis. This type of system offers the following advantages:

1. Records for all learners are kept centrally and are easily accessible.
2. Revisions are immediate as soon as the revised version of a lesson is ready, it is available to all learners.
3. Many systems offer inter-terminal communication feature, allowing users at remote sites to send notes or "talk" directly to one another.

The disadvantages are:

1. Response time can be slow since information must travel via phone lines between the training site and a central computer that may be miles away.
2. Transmission errors caused by extraneous signals on the phone lines can cause information to be garbled.
3. Twenty four hour service is not normally available since such systems must be taken down periodically for file dumps and maintenance.
4. In the event that the mainframe goes down, all training sites also go down.

Stand-alone systems are usually microcomputers with floppy disc drivers. They offer the following advantages:

1. Since there is no communications link to a central system, response time is much faster.
2. Training is available on a 2-hour basis.
3. If one training station goes down, the others are unaffected.
4. Phones are not required, and their attendant costs and transmission errors are avoided.

Disadvantages of the stand above system are:

1. There is no central location for gathering of learner records.
2. The inter-terminal communications feature is lost.
3. Revisions require new disc to be made and distributed. Old discs must be retrieved.

Self Assessment

Fill in the blanks:

4. Computer Managed Instruction (CMI) supplies the system to administer the testing, record keeping and ……

Notes

5. An important distinction to make when evaluating Computer Based Training systems is whether the system is stand alone or …….....

6. Computer Based Training traditionally is divided into Computer Assisted Instruction (CAI) and ……..

12.3 Simulation

12.3.1 Behaviour Simulation

Formal learning activity, whether for children or for adults, removes the learners from the real situation. There has, therefore, been a continuous search for the ways of bridging the gap between the formal learning attempts and the reality. Simulation is one such way, and has been found to be exciting and useful in the fields of defence research and the training of managers. Simulation as a methodology is not quite new. About 1500 years ago, in India, the game of chess was invented and played to simulate the strategic skills employed in the planning of battles and wars. Since then games have been seen as one way of simulating some parts of the reality which cannot otherwise be available to people who want to learn a strategy.

Simulation has been characterised by an attempt to imitate and create plausible dimensions of reality based on an understanding of the interrelationships governing it. Elgood (1976) distinguishes three kinds of simulations: (a) *conventional model-based simulation* in which is included the simulation involving decision variables, puzzles, in-basket exercise, measures, enquiry studies including cases, and encounter games in which the future is simulated and a predictive model is used; (b) *computer-controlled games,* role playing, exercises and behavioural games, and (c) *practical simulations.*

Lovelock distinguishes amongst three types of simulations, based on the scope of simulation in business and industry: *functional simulation* (simulating only one function or two or three functions), *company simulation* (simulating most functions, but simulation being confined only to internal operations), and *business or management simulation* (simulation or competing and interacting companies). He also distinguishes between interactive and non-interactive simulations.

Twelker (1971) makes a distinction between media-ascendant and interpersonal-ascendant simulations for learning. The former is characterised by the use of mechanical devices and media, while the latter primarily simulates human interaction. Interpersonal-ascendant simulate the processes of human behaviour, and interpersonal interaction is an important part of such simulations. Behaviour simulations are primarily focussed on the process, and learning of and about the process. A process is concerned with the *why* and *how* of behaviour.

Amongst behaviour simulations, a distinction can be made between exercises and games. Games have set rules, a predictable result, a hidden design to highlight or demonstrate a behavioural process, and they produce dramatic effects. The games are quite effective in their purpose, but they cannot be played again and again. On the other hand, exercises simulate a process, with enough scope for improvisation, adaptation, and redesigning according to the situational needs.

12.3.2 Simulator Training

The Indian Railways have launched specialised training on electric loco simulator for train drivers to bridge the gap between theoretical and practical knowledge.

Notes

Did u know? The Electric Traction Training Centre (ETTC) will impart training to assistant driver recruits on the state-of-the-art simulator.

Fitted with computer-generated motion images, a man-machine interface, a host of computers and a video camera to capture the movements of the driver, the simulator looks like a sophisticated electric locomotive and makes a driver feel that he is actually driving a train on a specified route.

It is simulated 75 Km journey between Annavaram and Thadi in Vijayawada-Visakhapatnam route. Motion pictures in the monitor in front of the driving wheel change every second and the driver experiences a flurry of activity such as the passing of trains on the adjacent track and people and cattle crossing the track.

Nine actuators fitted beneath the simulator provide the much-needed special effects such as jerks to the loco when it is crossing a bridge. In a room next to the simulator, trainers monitor the performance of the driver through man-machine interface and test his abilities. At the end of each session, the driver gets a report on his performance. He can also see the recorded version of his driving.

The simulator is the best thing to have happened to loco drivers, for not all drivers are equipped with the skills of driving a train under inhospitable climatic conditions. The new entrants will be trained for six days on the simulator and seniors are asked to attend a two-day refresher course once in every three years.

12.3.3 Simulators

Simulators are devices that can replicate the conditions and experience of an actual job. Simulators are quite advantageous for learning when it is practically not possible to train on the job with real equipments for reasons of safety, quality or customer service. A flight simulator used for airline pilot training and a simulator used for training on control of a nuclear power plant are ideal examples of simulators. Figure 12.4 shows a flight simulator.

Figure 12.4: Flight Simulator

They are expensive to buy and install for training purpose. But in some cases they are indispensable for training on account of eliminating safety risks in the real workplace. Simulators are not the actual equipments used in the real workplace, but a replication of them for using in the training.

Notes

Self Assessment

Fill in the blanks:

7. …….. has been characterised by an attempt to imitate and create plausible dimensions of reality based on an understanding of the interrelationships governing it.
8. Simulators are devices that can ……..... the conditions and experience of an actual job.
9. Simulators are not the actual equipments used in the real workplace, but a replication of them for using in the .....…….

12.4 Technology's Influence on Training and Learning

New training delivery and instructional methods include:

1. Mobile technology and training methods
2. Intelligent Tutoring System
3. Technologies for training support
4. Technologies for training administration

12.4.1 Mobile Technology and Training Methods

Mobile technology consists of:

1. Wireless transmission systems (Wi-Fi and Bluetooth)
2. Mobile devices (PDAs, GPS, RFID, etc.)
3. Software applications

Challenges

The Challenges associated with mobile technology training methods are:

1. Ensuring employees know when and how to take advantage of the technology.
2. Ensuring employees can connect to a variety of networks irrespective of their location or mobile device.

12.4.2 Intelligent Tutoring Systems (ITS)

Intelligent tutoring systems are instructional systems that use artificial intelligence. There are three types of ITS environments which are:

1. Tutoring
2. Coaching
3. Empowering

Intelligent tutoring systems are different from other new training technologies in several ways. Some of the significant features which make intelligent tutoring system differ from others are:

- Intelligent tutoring systems have the ability to match instruction to individual student needs.

Notes

- Intelligent tutoring systems can communicate and respond to the student.
- Intelligent tutoring systems can model the trainee's learning process.
- Intelligent tutoring systems can decide, on the basis of a trainee's previous performance, what information to provide.
- Intelligent tutoring systems can make decisions about the trainee's level of understanding.
- Intelligent tutoring systems can complete a self-assessment resulting in a modification of its teaching process.

12.4.3 Technologies for Training Support

The various technologies for Training Support are:

- ***Expert systems:*** Technology that organizes as well as applies the knowledge of human experts to specific problems. It has three elements:
  - A knowledge base.
  - A decision-making capability.
  - A user interface.
- ***Groupware:*** It enables multiple users to track, share, and organize information and to work on the same document simultaneously.

Companies use groupware to improve business processes, to improve meeting effectiveness, as well as to identify and share knowledge in the organization.

12.4.4 Technologies for Training Administration

The technologies for Training Administration are:

1. ***Interactive voice technology:*** It makes use of a conventional personal computer to create an automated phone response system.
2. ***Imaging:*** Imaging is for scanning documents, storing them electronically, and retrieving them.
3. ***Training software applications:*** It is used to track information related to training administration, employee skills, employees' training activities, online learning, and transfer of training.

Task Find out the recent development in training methods for industrial training in automobile training and compare the past and present performance of automobile sector production in respect to implementation of innovative training techniques.

Self Assessment

Fill in the blanks:

10. Mobile technology consists of: Wireless transmission systems, Mobile devices and …….

Notes

11. …… enables multiple users to track, share, and organize information and to work on the same document simultaneously.

12. Intelligent tutoring systems are instructional systems that use ……..

12.5 Learning Management Systems (LMS)

Learning management system are the Systems for Training Delivery, Support, and Administration. Learning Management System (LMS) **is** a technology platform that can be applied to automate the administration, development, and delivery of all of a company's training programs.

Notes

Features of Learning Management Systems (LMSs)

Trainee Management and Reporting	Track and report on trainee progress and activity.
Training Event and Resource Management	Organize courses and learning events in catalogs; manage and track course resources such as classrooms and instructors; support communications among administrators and students.
Online Course Delivery Infrastructure	Deliver online courses; register and track trainees.
Authoring Tools	Create new courses; promote consistency in courses.
Skill Assessment	Create, edit, distribute, and deliver assessment tests; review trainee achievements.
Professional Development Management	Track and compare trainee learning against goals, based on the trainee's job or function.
Knowledge Bases	Integrate links to learning references that supplement online learning.
Personalization	Engage employees in learning through the use of target courses, references, e-mails.

Source: drluisortiz.com/PPT/T&DChap008.ppt

The Advantages of LMSs:

- Learning management system lessens travel and training related costs.
- Learning management system lessens time for program completion.
- Learning management system raises employees' accessibility to training across the business.
- Learning management system offers administrative capabilities to track program completion and course enrollments.
- Learning management system allows companies to track the entire learning activity in the business.

The major reasons that companies adopt an LMS are:

- To centralize management of learning activities.
- Track regulatory compliance.
- Measure training usage and employee performance.

Notes

Developing on LMS

The following are the aspects to be consider regarding development on Learning Management System:

- Senior management needs to be convinced that a Learning Management System will advantage employees, improve business functions, and contribute to overall business strategies and goals.
- The company must have an e-learning culture.

Caution It is to be remembered that the online learning environment needs to be underneath the control of the learner for budding an effective learning management system.

Self Assessment

Fill in the blanks:

13. …….. is a technology platform that is applied to automate the administration, development, and delivery of all of a company's training programs.
14. ……. integrate links to learning references that supplement online learning.
15. ……. create new course and promote consistency in courses.

Case Study

Aircraft Maintenance

Maintenance Training via Computer

A major problem in aircraft maintenance personnel training is that, in order to minimize the impact on productivity, most classes must be held before or after the normal work shift and the trainees must be paid for this extra time. In 1983 for example over 77,000 man-hours were budgeted for off-shift training in American Airlines.

This problem arises because, to be efficient, classes must involve 10 or 20 trainees for three to four hours. The release of several people for this length of time obviously has a severe impact on productivity. Computer-based training offered a solution to this problem by allowing a portion of training to be conducted on-shift, one person at a time, resulting in a direct savings in salary.

American Airlines began exploring CBT use for aircraft maintenance personnel. The feasibility study and development of the project were undertaken by a two-men team with full responsibility for planning, designing, developing and implementing a prototype training programme. A maintenance instructor specialising in avionics and a systems analyst with a computer background were chosen for the task.

The initial training subject matter was based on the need to train a group of avionics mechanics required to take annual recurrent training on radar maintenance. The development and implementation of this prototype programme took one year, including time for the team to learn the techniques of computer-based training.

Contd...

Notes

Computer hardware that simulated aircraft control panels and indicators was selected. The Control Data Corporation PLATO system provided a touch sensitive screen feature that allows the student to operate the simulated control panels by touching the switch or knob depicted by a computer-generated graphics on the CRT screen. The PLATO system was unique because of the following special features:

1. The display screen is a high-resolution (512-dot by 512-dot) CRT that produces excellent graphics presentations.
2. Over the display screen is a touch sensitive transparent panel containing a 16 by 16 grid of electrodes defining 256 touch-sensitive areas. A student can respond to a question or command simply by touching the appropriate area of the screen.
3. The write/erase functions are fast enough to provide reasonably good animated displays.

Six computer terminals tied to a central mainframe were originally purchased to provide maximum exposure for 13 maintenance stations in the system. One terminal was used entirely for courseware development. Each terminal was shared by two or more stations by shipping between stations via air freight.

Course material were developed and programmed entirely by in-house training personnel. Today, a two-men team is still used because of the advantages of being able to consult with each other for ideas and problem-solving throughout the course development. This saves production man-hours in the long run and produces a better product.

During the project's first three years the team developed six courses involving radar and autopilot-maintenance recruitment training. Several hundred avionics mechanics and high-tech personnel completed training using the five original computer terminals.

Questions

1. What are the basic problems in aircraft maintenance training? What are the causes for these problems?
2. How do you consider the PLATO system for the CBT programme?
3. Why a two-men team was selected for implementing this programme? What are its advantages?

12.6 Summary

- Multimedia materials and learning environments can modestly be considered the combination of print and images, but generally involve streaming video, music, instant messaging, or interactive online features.
- Computer Based Training traditionally is divided into Computer Assisted Instruction (CAI) and Computer Managed Instruction (CMI).
- Simulation has been characterised by an attempt to imitate and create plausible dimensions of reality based on an understanding of the interrelationships governing it.
- Simulators are devices that can replicate the conditions and experience of an actual job.
- Mobile technology consists of Wireless transmission systems, Mobile devices and Software applications
- Intelligent tutoring systems are instructional systems that use artificial intelligence.

Notes

- The technologies for Training Administration includes Interactive voice technology, Imaging and Training software applications.
- Learning management system are the Systems for Training Delivery, Support, and Administration.

12.7 Keywords

Expert Systems: A technology that organizes as well as applies the knowledge of human experts to specific problems.

Intelligent Tutoring Systems: These are instructional systems that use artificial intelligence.

Learning Management System (LMS): It is a technology platform that can be applied to automate the administration, development, and delivery of all of a company's training programs.

Simulators: They are devices that can replicate the conditions and experience of an actual job.

Video: It is a dynamic or moving content which has the advantage of incorporating motion picture as well as sound.

12.8 Review Questions

1. What is CBT? How is it useful in a learning process? What are its disadvantages, if any?
2. How Computer based training makes the training activity more interesting?
3. What is a simulator? Name the situations in which you recommend use of simulators.
4. The use of multimedia has enhanced the aspect of flexibility in training. Explain.
5. What are the aspects to be consider regarding development on Learning Management System?
6. "Learning management system results in delivering a positive environment in organization but also have some constraints". Describe.
7. What are the instruments of mobile technology that make the training activity more effective?
8. Intelligent tutoring systems differ from other new training technologies in several ways. What are the significant features which make intelligent tutoring system differ from others?
9. What are the technologies that support and administer the training function?
10. "The current proliferation of small computers, and advances in computerised instruction systems, allow industries to consider computers a partial solution to their training needs". Justify.

Answers: Self Assessment

1.	sound	2.	Communication
3.	song	4.	prescription generation
5.	centralised	6.	Computer Managed Instruction (CMI)
7.	Simulation	8.	replicate

Notes

9. training
10. Software applications
11. Groupware
12. artificial intelligence
13. Learning management system
14. Knowledge bases
15. Authoring tools

12.9 Further Readings

Books

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

Online links

www.studies-online.org/MGT413/.../Technology_and_training.ppt

www.crito.uci.edu/papers/2005/DanzigerDunkle.pdf

Unit 13: Management Development

Notes

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Objectives

After studying this unit, you will be able to:

- Recognize the need and importance of management development
- Discuss the approaches for training executive level management
- Explain the development planning process
- Describe the company strategies for providing development

Introduction

The long development of human resources – as distinct from training for a specific job – is of growing concern to personnel departments. Through the development of present employees, the personnel department reduces the company's dependence on hiring new workers. If employees are developed properly, the job opening found through human resource planning is more likely to be filled internally. Promotions and transfers also show employees that they have a career, not just a job. The employer benefits from increased continuity in operations and from employees who feel a greater commitment to the firm.

Human resource development is also an effective way to meet several challenges faced by most large organizations. These challenges include employee obsolescence, socio-technical changes, affirmative action, and employee turnover. By meeting these challenges, the personnel department can help maintain an effective work force.

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13.1 Management Development Concepts

Management development is a planned, systematic and continuous process of learning and growth by which managers develop their conceptual and analytical abilities to manage. It is the result of not only participation in formal courses of instruction but also of actual job experience. It is primarily concerned with improving the performance of managers by giving them stimulating opportunities for growth and development. (Pareek; Gupta; Rajamani; Group; Goldstein)

A number of development concepts have evolved over the past quarter of a century. These concepts were nurtured by modest experimentation and a vast amount of empirical findings. They now form the basis of sound programmes of management development. Some of these important concepts are:

(i) ***There is no time limit for learning.*** Management training is not a "one-shot" affair but continues throughout an executive's whole professional career.

(ii) ***There always exists some gap between actual performance and capacity***, which provides considerable opportunity for improvement. A large number of employees do operate below a predetermined standard which their training aptitude desires of them. If they get further training and acquire additional technical knowledge in management, in communication and in organisational affairs, they are bound to work faster and more efficiently, activity, and productively.

(iii) ***Increased understanding of others, their behavioural attitude and of oneself*** definitely aid in managing and contributing to personal development, which is needed to increase and expand managerial effectiveness.

(iv) ***There are certain forces which may retard further growth but these may be offset or the direction of their movement changed.***

Example: Interests tend to become restricted with age; habits fixed; motivation is reduced; and one may not like to move on to another job or place because of the effort and cost involved in this move, which one may not be willing to provide for.

(v) ***Development seldom takes place in a completely peaceful and relaxed atmosphere. Growth involves stresses and strains.*** "Adversity is the mother of invention." Growth is possible when one is willing to meet new, more difficult and more challenging situations. Growth, moreover, is almost always accompanied by errors and some failures. It is because of the errors and failures that one is impelled to try and succeed in one's mission.

(vi) ***Development requires a clear-cut setting of the objectives and goals***which are to be achieved or attained, and the ways and methods of achieving these.

(vii) ***Participation is essential for growth*** active learning and effort are needed. Spoon-feeding seldom brings significant or long-lasting improvement.

(viii) ***Feedback*** from a superior to a subordinate, and from a group to an individual is necessary for the recognition of shortcomings and for keeping oneself in touch with the progress that has been achieved.

(ix) An important responsibility in the management of personnel is that of development. Management is a major factor in organisational efficiency.

It is on the basis of these concepts that programmes of development must be constructed, for it is through these concepts that an organisation itself grows.

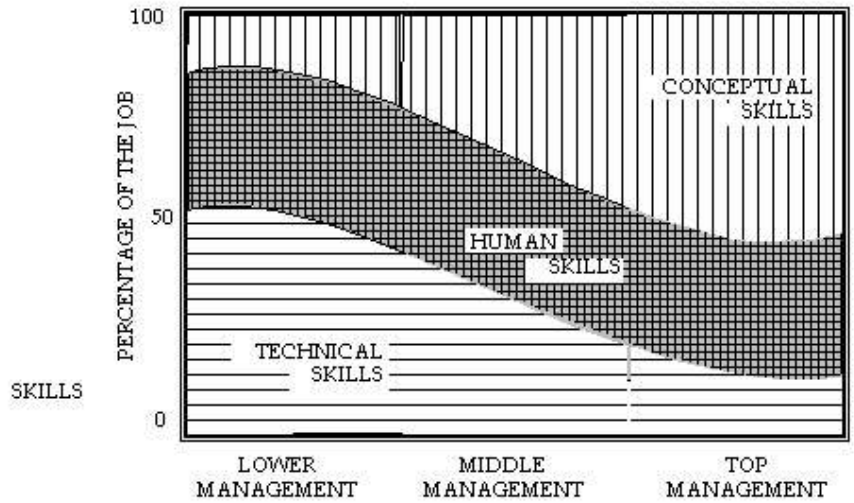
Notes

13.1.1 Knowledge and Skill of the Manager

In analysing the skills of a manager, Katz speaks of three types: technical, human and conceptual.

(a) ***Technical Skills*** are those which enable a manager to use effectively techniques, methods, processes and equipment in performing specific jobs. To a large extent, these skills are developed through experience and education. Technical skills are most important for operating managers because many of the jobs they are called upon to perform, require them to have some knowledge of "how things work."

Figure 13.1: Skills of a Manager



(b) ***Human Skills*** 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. Such skills include the ability to communicate, motivate and lead. These skills are also referred to as human relations abilities, which enable a manager to handle human resources in such a way that not only personal satisfaction is achieved but organisational goals are also easily attained.

(c) ***Conceptual Skills*** are those 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. Top managers, in particular, need these skills because they are of the maximum importance in long-range planning. Such skills are concerned with the realm of ideas and creativity. The higher one rises in the management hierarchy, the greater the need of conceptual skills.

In sum, it may be said that technical skills are an essential ingredient in low-level management; human skills are important at all levels of the management; and conceptual skills are essentially in top executive position.

Executive or management development activities are used interchangeably. They are that part of the enterprise function which aim at full development of managers at whatever level they are. Executive development is a systematic process of training and management development is a systematic process of training and growth by which managerial personnel gain and apply skill, knowledge, attitudes and insights to manage the work in their organisations effectively

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Notes Management development is an educational process utilising a systematic and organised procedure by which managerial personnel learn conceptual and theoretical knowledge for general purposes. These purposes concern: (i) Productivity, (ii) Quality, (iii) Human resource planning, (iv) Morale, (v) Indirect compensation, (vi) Health and safety, (vii) Obsolescence prevention, and (viii) Personnel growth.

Self Assessment

Fill in the blanks:

1. Management training is not a ……. affair but continues throughout an executive's whole professional career.
2. In analysing the skills of a manager, Katz speaks of three types which are technical, human and ……..
3. …….. Skills are those which enable a manager to use effectively techniques, methods, processes and equipment in performing specific jobs.

13.2 Need and Importance of Management Development

Efficient and loyal workers were promoted to the supervisory or management positions and it was soon realised that superior workers do not necessarily make superior managers. This realisation necessitated the need for planned programmes for the selection, training and development of managerial personnel.

Objectives of Management Development

Prof. A. Das Gupta has given the level-wise objectives of the management development thus:

He concludes : "For the top management, the objectives are mostly general and aim at developing the ability to understand and to decide, although a few functional areas like personnel, marketing and finance are also included. For middle line executives, the objectives may be of two types: one to develop intellectually, and the other to broaden the outlook and improve the ability to make decisions along with some knowledge of specialised fields." In other words, the personnel development of an executive is a very important aim of management education; so is the need for preparing future executives in business.

It may be summed up that the primary objectives of executive development are : (i) to provide adequate leaders; (ii) to increase the efficiency of performance of existing executives; (iii) to serve as a means of control in operations; (iv) to train managers for higher assignment who show potential for grow greater than those of their colleagues; (v) to prepare them for adaptation to changes, environmental, ideological and technological; and (vi) to development a unity of purpose and improve morale.

The causes of, rate of factors which bring about, management development programmes may be stated thus:

(i) The rapid rate of technological and social change in society has necessitated the training of managers so that they may cope with these developments.

(ii) The introduction of automation, intense market competition from foreign countries, the growth of new markets in the underdeveloped countries, enlarged participation of labour in management, and greater interest by the public and the government in the actions of businessmen have all led to the need for the development of managerial personnel.

Notes

(iii) The recognition by business and industrial leaders of the social and public responsibilities of management has necessitated the development of managerial personnel.

(iv) The increased size and complexity of most organisations – governmental, industrial, commercial, non-profit public services – require trained managers.

(v) The frequent labour-management strives have necessitated the services of trained personnel.

(vi) The change in socio-economic forces, including changes in public policy and the concepts of social justice, industrial democracy, problems of ecology (smog or pollution), ekistics (the problems of human settlements), ergonomics (the problem of working environment), and cultural anthropology (the problem of fitting machines to men) – all these demand increasing attention of the management for decisions in these diverse fields.

If management development programmes are not evolved, the managerial personnel would become "obsolete". Managerial obsolescence may be due to redundancy, mergers and takeovers, reorganisations, change in technology, products and trade and individual causes. Such obsolescence may lead to layoff, which may cause a great emotional trauma and disturbance.

Caution The managerial personnel must realise that they will not survive unless they keep pace with modern management education, research theory, principles and practices.

Self Assessment

Fill in the blanks:

4. For the top management, the objectives of management development are mostly ..... and aim at developing the ability to understand and to decide.

5. Managerial obsolescence is due to redundancy, mergers and takeovers, reorganisations, change in technology, products and trade and .....……causes.

6. For middle line executives, objectives of management development are of two types, one to develop……., and the other to broaden the outlook and improve ability to make decisions.

13.3 Training for Executive Level Management

13.3.1 Components of Training for Management Development Programme

The essential components or steps of a comprehensive management development training programme are as follows:

(i) Looking at organisation's objectives;

(ii) Ascertaining development needs;

(iii) Appraisal of present management talents;

(iv) Preparation of Manpower Inventory;

(v) Planning of individual development programmes;

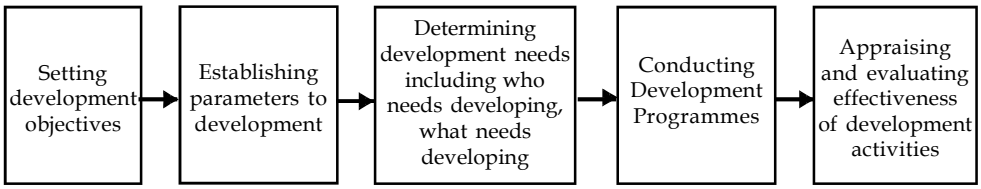
(vi) Establishment of training and development programmes;

(vii) Programme evaluation.

Notes

Diagrammatically the model for developing executives is shown in the following Figure.

Figure 13.2: Model for Developing Executives



13.3.2 Approaches of Management Development

There are mainly two types of approaches by which managers can acquire the knowledge, skills and attitudes and make themselves competent managers. One is through formal training and the other is through on-the-job experiences.

On-the-job Techniques

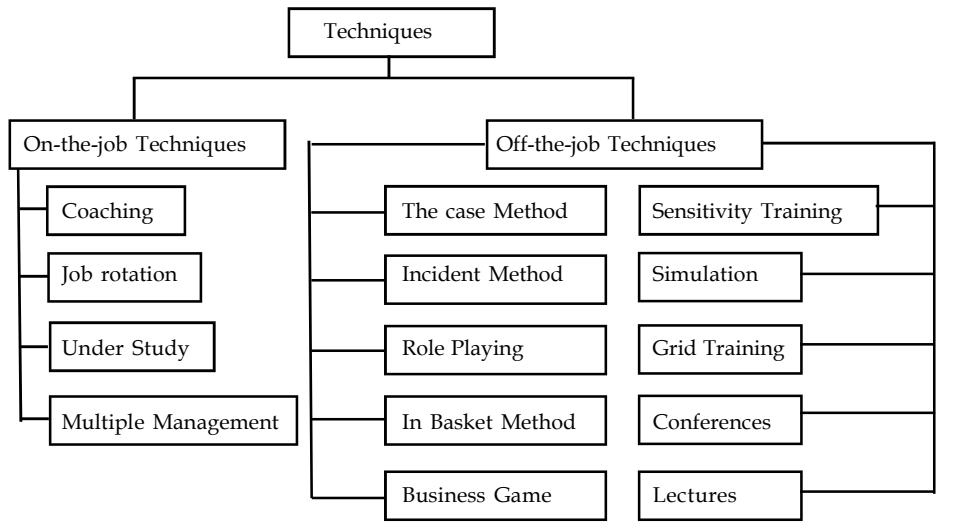
On-the-job training is of utmost importance as the real learning takes place only when the learner uses what he has learned. The saying "An ounce of practice is more worthy than tons of theory" is true whoever said it. But it should also be remembered that classroom training or pedagogical techniques have also got their own importance in gaining new knowledge, and learning new techniques, and broader concepts.

Did u know? Learning is haphazard without theoretical background and learning can never be called true learning if it is just theory without practice.

When on the job training is properly balanced with the classroom training, the real learning takes place.

The following are some of the important on-the-job and off-the-job techniques of management development (See Figure 13.3).

Figure 13.3: Important Techniques of Management Development



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These are the most widely used techniques. 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. The important on-the-job training techniques are: coaching, job rotation, under study, multiple management.

1. ***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.

   Coaching should be distinguished from counselling. Counselling involves a discussion between the boss and his subordinates of areas concerned with the man's hopes, fears, emotions, and aspirations. It reaches into very personal and delicate matters. To be done correctly, counselling demands considerable background and ability on the part of the counsellor. If carried out poorly, it may do considerable damage.

   The act of coaching can be done in several ways. 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.

   Caution One of the important negative considerations of coaching is that the individual cannot develop much beyond the limits of his own boss's abilities.

2. ***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. He has to assume the full responsibility and perform all kinds of duties.

   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 is up to the management to provide a variety of job experiences for those judged to have the potential for higher ranks before they are promoted.

   Job rotation increases the interdepartmental cooperation and reduces the monotony of work. It makes the executives in general management and does not allow them to confine themselves to their specialised field only.

3. ***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 organisation 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 all his job involves and gives him a feel of what his job is. This understudy also learns the decision-making as his superior involves him in the discussion of daily operating problems as well as long-term problems. The leadership skills can also be taught by assigning him the task of supervising two or three people of the department.

4. ***Multiple management:*** Multiple management is a system in which permanent advisory committees of managers study problems of the company and make recommendations to

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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.

The technique of multiple management has certain advantages over the other techniques. They are:

(i) members have the opportunity to acquire the knowledge of various aspects of business,

(ii) it helps to identify the members who have the skills and capabilities of an effective manager,

(iii) members have the opportunity to participate in the group interaction and thereby gain the practical experience in the group decision-making,

(iv) it is relatively inexpensive method, and

(v) considerable number of executives can be developed in a short span of time.

Off-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 following are some of the important off-the-job techniques.

1. The case study
2. Incident method
3. Role playing
4. In-basket method
5. Business game
6. Sensitivity training
7. Simulation
8. Grid training
9. Conferences
10. Lectures

1. ***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. This whole exercise improves the participant's decision-making skills by sharpening their analytical and judging abilities.

2. ***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 organisations. Each employee in the training group is asked to study the incident and to

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make short-term decision in the role of a person who has to make short-term decisions in the role of a person who has cope with the incident in the actual situation. Later, the group studies and discusses the incident and takes decisions relating to incident, based on the group interaction and decisions taken by each method and in-basket method.

3. ***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. This method teaches human relations skills through actual practice. The exemplary role playing situations are: a grievance discussion, employment interview, a sales presentation, etc.

4. ***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.

5. ***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. The team's cooperative decision promotes greater interaction among participants and gives them the experience in cooperative group processes.

   All this develops organisational ability, quickness of thinking, leadership and the ability to adopt under stress.

6. ***Sensitivity Training:*** The main objective of sensitivity training is the development of awareness of and sensitivity to behavioural patterns of one self and others. This development results in the (i) increased openness with others, (ii) greater concern for others, (iii) increased tolerance for individual differences, (iv) less ethnic prejudice, (v) understanding of group processes, (vi) Enhanced listening skills, (vii) increased trust and support.

   The role played by the trainee here is not a structured one as in role play. 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. One of the limitations of sensitivity training is that it exacts a huge emotional cost from the manager.

7. ***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.

Notes

One of the limitations of this method is that it is very difficult to duplicate the situation to the extent of making the trainee feel the pressures and realities of actual decision-making on the job. The very fact that the trainee knows that it is artificial situation prevents him from experiencing all that he experiences in real job situation.

8. ***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.

9. ***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 view points.

   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.

   The success of the conference depends on the conference leader. In order to make the conference a success, the conference leader must be able to see that the discussion is thorough and concentrate on the central problem by encouraging all the participants to develop alternatives and present their view points and by preventing domination by a few participants.

10. ***Lectures:*** It is the simplest of all techniques. This is the best technique to present and explain series of facts, concepts and principles. The lecturer organises the material and gives it to a group of trainees in the form of talk. The main uses of lectures in executive development are:

    (i) it is direct and can be used for a larger group of trainees

    (ii) it presents the overview and scope of the subject clearly

    (iii) it presents the principals, concepts, policies and experiences in the shortest time. Thus, it is a time saving technique.

Notes The lectures do not give scope for student participation and may sometimes be boring which in turn hinders learning. Skills can be learned only by doing and therefore lectures are of no use for technical skills.

13.3.3 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. The following Table 13.1 may be used in the determination of these techniques based on the needed proportions.

Notes

Table 13.1: Selection of Techniques

Technique	Suitability
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 a forethought of making available to the organisation 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 help them 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 Method	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 Training	This helps one to know more about himself 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.

Task If you were directed to design a management development programme that make use of all learning principles, which two training techniques would you combine? Why?

Self Assessment

Fill in the blanks

7. The two types of approaches by which managers can acquire the knowledge, skills and attitudes and make themselves competent managers are formal training and ..... experiences.

8. The …….. of the management development programme should always form the basis in the selection of techniques.

9. Under …… technique the situation is duplicated in such a way that it carries a closer resemblance to the actual job situation.

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13.4 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.

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, 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 behaviour changes.

13.4.1 Management Development 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.

The word has been used to mean people at different levels of hierarchy. To some, the term means only top man at the top rung of the ladder. To others a manager is any person who supervises others. But in fact to be called a manager one need not have to be at the top of the organisation, nor should one necessarily supervise others.

Did u know? **Who is a manager?**

All those who perform all or some of the basic functions of management to some degree regularly or occasionally can be called managers.

Excellent executives look of the future and prepare for it. One important way to do this is to develop and train managers so that they are able to cope with new demands, new problems, and

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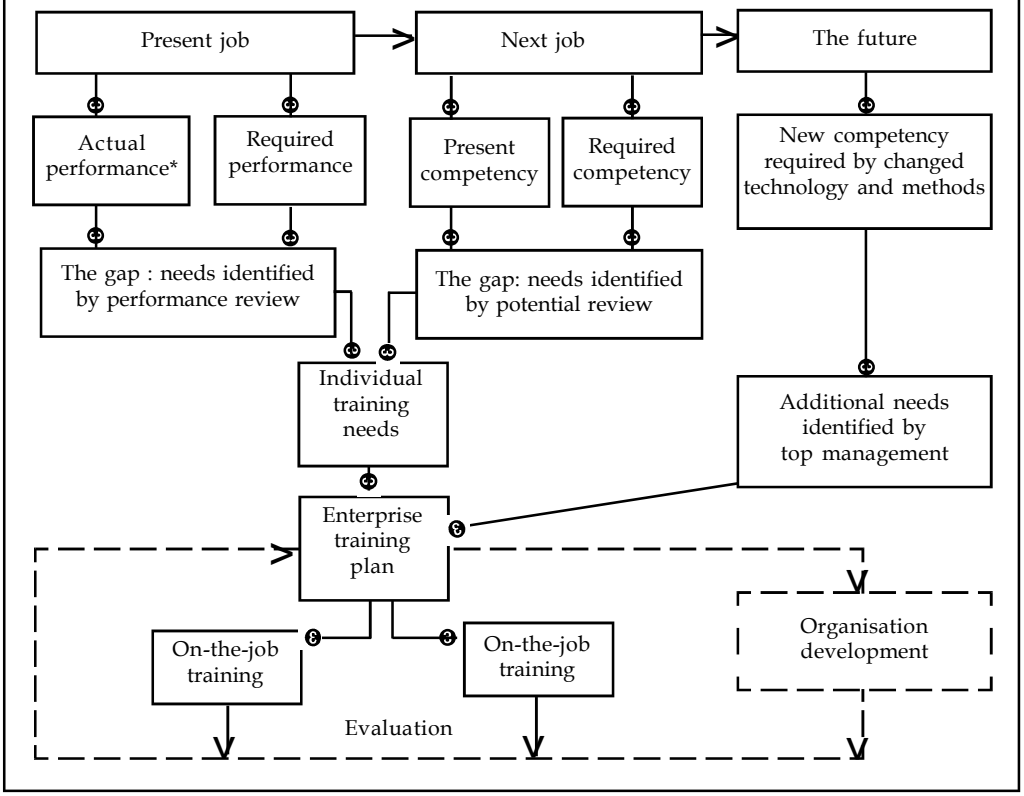
new challenges. Indeed, executives have a responsibility to provide training and development opportunities for their employees so that the employees can reach their full potential.

The team manager development refers to long-term, future-oriented programmes and the progress a person makes in learning how to manage. Managerial training, on the other hand, pertains to the programmes that facilitate the learning process and is mostly a short-term activity to help people to do their jobs better. Organization Development (OD) is a systematic, integrated, and planned approach to improving the effectiveness of groups of people and of the whole organization or a major organizational unit. Organization development uses various techniques for identifying and solving problems.

Essentially, then, OD focuses on the total organization (or a major segment of it), while manager development concentrates on individuals. These approaches support each other and should be integrated to improve the effectiveness of both the managers and the enterprise.

Before specific training and development programmes are chosen, three kinds of needs must be considered. The needs of the organization include such items as the objectives of the enterprise, the availability of managers, and turnover rates. Needs related to the operations and the job itself can be determined from job descriptions and performance standards. Data about individual training needs can be gathered from appraisals, and career plans for individuals. The steps in manager development are depicted in Figure 13.4.

Figure 13.4: Management Development Process and Training



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Self Assessment

Fill in the blanks:

10. …….. evaluates periodically the abilities and performance of individuals with a view to identifying managers for further development and meeting their training need.
11. Organization development is a systematic, integrated, and ……..... approach to improving the effectiveness of groups of people and of the whole organization or a major organizational unit.
12. For choosing specific training and development programmes, three kinds of needs must be considered which are objectives of the enterprise, availability of managers and .....……..

13.5 Company Strategies for Providing Development

Organisational 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" we meant 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 are used. The selection of techniques must rest on one's philosophy of development. In Figure 13.5, there is a portrayal of the various types of

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development needs typically required by an executive position. 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. 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 organisational environment, and such required organisational knowledge can be obtained through position orientation and multiple management.

Figure 13.5: Executive Development Needs

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 is 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 utilised 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 be lesson 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 (expressed diagrammatically in Figure 13.6). This is difficult to achieve, but is the key to successful knowledge-type instruction.

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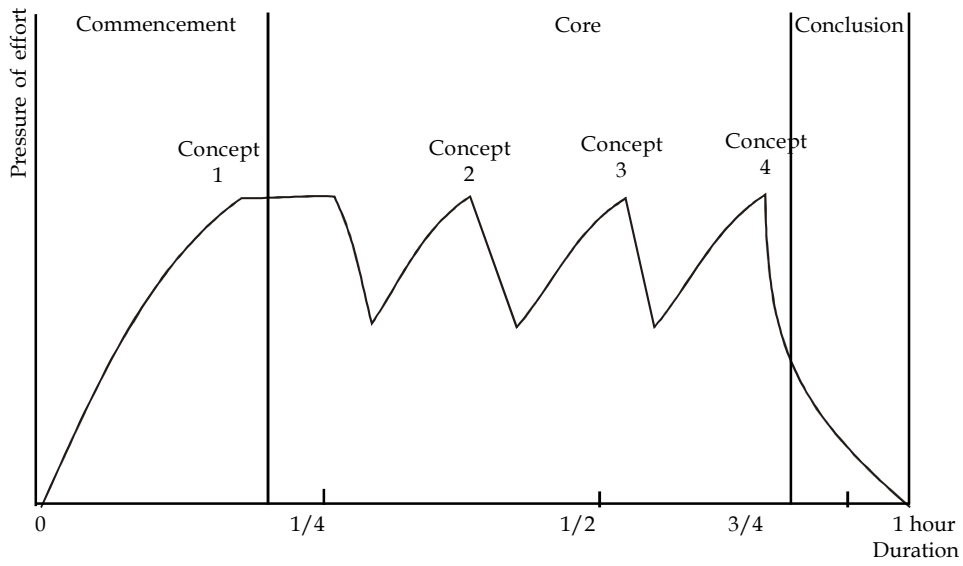
Choosing the Right Method – Knowledge and Attitudes

Figure 13.6: Lesson Structure



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 amoun of remedical teaching that may be necessary in the future.

Self Assessment

Fill in the blanks:

13. Organisational climate means the circumstances in which management guides the development and growth of the people at all levels by training, counselling, delegation and ……..
14. In order that a proper development climate is created, it must be borne in mind that development is …….. rather than a teaching process.
15. For management development a ……. climate is created at the top which extends through each level of the organisation.

Case Study

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 organisational

Contd...

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work. Not surprisingly, the likes 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.

13.6 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, reorganisations, 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 Organisational 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.
- Organisational climate comprises the conditions in which the management guides the development and growth of the people at all levels by training, counselling, delegation and communication.
- The job is performed within an organisational environment, and such required organisational knowledge can be obtained through position orientation and multiple management.

13.7 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.

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13.8 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?

Answers: Self Assessment

1.	one-shot	2.	Conceptual
3.	Technical	4.	general
5.	individual	6.	intellectually
7.	on-the-job	8.	objectives
9.	Simulation	10.	Managerial appraisal
11.	planned	12.	turnover rates
13.	communication	14.	learning
15.	favourable		

13.9 Further Readings

Books

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

Online links

managementhelp.org/management/development/index.htm

managementdevelopment.com/

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Unit 14: Contemporary Issues in Training and Development

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Objectives

After studying this unit, you will be able to:

- Describe the training issues with respect to internal and external environment
- Discuss the consideration of career issues with training
- Recognize the ways of balancing work and life.
- Explain about the increased use of new technology for training

Introduction

Yesterday's proven track record and today's seemingly perfect solution is often tomorrow's anchor. In a technology-driven environment, making the whole organization aware of the need to invest in human development perhaps may be the basic step in building up a resourceful and efficient group of individuals (Varghese, 2001). The mindset of people should change in order to assimilate the changes taking place in and around their organization. This is essential even to carry on the existing line of activities and to earn the income they are presently earning. All should realize that only the unusual and resourceful HRM factor can lead the organization amidst rapidly changing business realities.

Training is an instructor-led activity aimed at helping the trainee to learn in a stated way; development is the summation experiences people gain by working independently on the job or the awareness occurred by interacting with the environment.

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14.1 Training Issues Resulting from External Environment

The various environmental forces introduce changes and thus the training needs of the individuals, change according to the changes in the job and the organisation as a whole. It is commonly accepted that the areas of change, which have major impact on organisations, fall into four main categories: economic, political, social and technological.

Caution It is to be remembered that without the proper understanding of the business environment, the assessment of the training need is not useful.

1. ***Economic Changes:*** There are two types of economic changes:

   (a) *Short-term:* These operational changes may only affect a department or an individual by changing a small part of process.

   (b) *Long-term:* Long-term drivers will have a strategic effect on business needs and fall into four main categories:

   - Growth rates: Drastic changes in the underlying rate will exert a pull on training needs: more money to spend; more goods and services being bought; more need for a trained workforce.
   - Local and world marketplaces: It makes sense that the larger the marketplace, the bigger the opportunity to sell and the grater the need for a trained workforce to meet its demands.
   - Communities and neighbouring countries: Being part of community may increase demand through protectionism, but it also creates a need to overcome multiple languages and cultural differences.
   - Competition: An industry fails in one part of the world and it is possible to expand existing business to plug the gap, by means of a buyout, or and M&A strategy.

2. ***Political Changes:*** This includes:

   - *Legislation:* Changes in health and safety.
   - *Trade relations:* Improved union laws lead to better working practices.
   - *Public spending:* More or less on defence spending, social security or health.
   - The ability to live peacefully internally and with neighbouring countries.

3. ***Social Changes:*** It includes:

   - Personal Security
   - Women's Right
   - Religion
   - The Environment
   - Health and Safety
   - Population and Demographics

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4. ***Technological Changes:*** There are three main types of technological changes:
   - Changing what we make
   - Changing the way we make and the way we distribute what we make
   - Changing the way we communicate and store information.

Self Assessment

Fill in the blanks:

1. The proper understanding of the ……. environment is necessary for the assessment of the training.
2. The areas of change, which have major impact on organisations, fall into four main categories which are economic, political, social and …….
3. Short-term economic changes are …… changes that may only affect a department or an individual by changing a small part of process.

14.2 Training Issues Resulting from Internal Need of the Company

The various aspects of training issues consequential from internal need of the company are:

1. ***Interpersonal relationship:*** It is the relationship between employees of the organisation on an interpersonal basis. It may by full of warmth, trust or apprehensive and impersonal, etc.
2. ***Supervision:*** It is perceived as the general nature of the supervisions. It may be corrective, growth-oriented and prospective in nature.
3. ***Communication:*** It indicates the nature and purpose of communication in the organisation. It reflects whether communication is free and frank, selective and creative, whether the purpose of supervision is to help or control and to condemn or to reform, etc.
4. ***Managing problems:*** It includes the way in which organisational problems are viewed and solved in the system.
5. ***Decision-making:*** It involves the various considerations and ways by which decisions are made in the organization, particularly whether involvement of the employees in decision making is restrictive or pervasive and the entire organisation in influenced by the decision.
6. ***Trust:*** It involves the way by which management's trust on the employees and extent of mutual trust of employees for maintenance of interpersonal relationship in the organisation.
7. ***Managing mistakes:*** It is an approach undertaken by the organisation in managing the mistakes, whether these mistakes are created in right perspective or learning experience or as an offence to punish subordinates.
8. ***Managing conflicts:*** It includes the way conflicts are resolved in the organisation – whether they are avoided, whether one party's view is forced on the other, whether arbitration is made or whether it is resolved by analysing the situation keeping the organisational objectives in view.
9. ***Managing rewards:*** It involves consideration of rewarding awards to employees for their performance that may be for Expertise, Loyalty, Ability, Control, etc.
10. ***Risk-tasking:*** It involves the relationship pattern between managers and subordinates in risky situations.

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Caution The considerations for change towards new technology or new ideas to get more benefit and better expertise are to be analyzed with utmost care.

Organisational climate has been conceptualised on the basis of review of literature. The prevalent conditions or attributes of an organisation that foster motivation are its employees. Hence, the trainer's perception about their organisation creates the climate of their respective organisations and foster motivation in them viz.; achievement, affiliation, dependency, extension, control and expertise. Precisely, it may be called motivational climate.

The six motives for organisational climate are considered important for effective functioning of the employees of an organisation and in determination of training needs. Pareek (1981) has made it very clear as to what each of these motives/climate mean.

1. ***Affiliation:*** Affiliation is a climate in which people strive for friendly, warm and affectionate and personal relationship. In such a climate, maintaining good relations has priority over the things.
2. ***Achievement:*** It is concerned with excellence with emphasis on achieving goals. An achievement-oriented climate reflects concern for work excellence, and competitiveness. Achievement of targets is rewarded and appreciated. People solve problems themselves and take moderate risk.
3. ***Dependency:*** People do not work on their own their in this climate. They look for orders, suggestions, support and help from their seniors. They are strictly followers of orders. Observing regulations and excessive leaning on the authority are the characteristics of this climate. People refer matters to their seniors rather attempting on its own.
4. ***Extension:*** Extension is concern for other persons, groups and society and helping people when such help is needed. An extension climate people help each other, senior help joiners. They all solve problems jointly.
5. ***Control:*** Or a need for personal consolidations of one's own power. The control- oriented climate indicates that people enjoy status, power and authority. A senior likes to control his subordinates. Communication is selective and used as power leverage. Decisions are made by few and those who are powerful dominate others.
6. ***Expertise:*** Expertise is concern for achieving goal or organisational good through expertise and its influence in the system. An expertise climate indicates that the experts in skill and knowledge are encouraged here. They are influential in decision-making, resolving conflict and solving problems. In such a climate people are highly regarded.

Self Assessment

Fill in the blanks:

4. …… is a climate in which people strive for friendly, warm and affectionate and personal relationship.
5. The aspect of Supervision in training may be corrective, growth-oriented and …… in nature.
6. An achievement-oriented climate reflects concern for work excellence, and ……..

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14.3 Career Development and Training Career Development

Career development is essential to implement career plan. Career development consists of personal improvements undertaken by the individual employee, training, developmental and educational programmes provided by the organisation and various institutes. The most important aspect of career development is that every employee must accept his responsibility for development. Various career development actions prove useful if an employee is committed to career development. The career development actions are:

- ***Job performance:*** Employee must prove that his performance on the job is to the level of standards established, if he wants career progress.
- ***Exposure:*** Employees' desire for career progress should expose their skills, knowledge, qualifications, achievements, performance etc., to those who take the decisions about career progress.
- ***Resignations:*** Employees may resign the present job in the organisation, if they find that career opportunities elsewhere are better than those of the present progress.
- ***Change of job:*** Employees who put organisational loyalty above career loyalty may change the job in the same organisation if they find that career opportunities in other jobs in the same organisation are better than those in the present job.
- ***Career guidance:*** Counselling provides information, advice and encouragement to switch over to other career or organisation, where career opportunities are better.

Thus, there are two types of employee mobility in career development actions. They are internal and external mobility.

(a) ***Internal Mobility vs External Mobility:*** External mobility refers to movement of an employee from one organisation to another seeking better placement based on his skills and the requirements and needs of various organisations. Employees resort to external mobility techniques and the organisation resort to external candidates when the chances of suitable placement on either side or both the sides are non-existent within an organisation. An employee prefers internal mobility as long as he is sure of getting suitable placement/employment within the organisation. Similarly, organisations may resort to internal mobility until they find suitable candidate for different jobs.

(b) ***Need for Internal Mobility:*** Basically internal mobility is necessary to match the employee' skill and requirements within the requirements of the job and those of the organisation continuously. Internal mobility is needed because of the following reasons:

1. Changes in job structure, job design, job grouping, etc.
2. Changes in technology, mechanisation, etc., resulting in enhancement of job demands.
3. Expansion and diversification of production/operations.
4. Adding different lines of auxiliary and supportive activities.
5. Taking up of geographical expansion and diversification.
6. Introduction of creative and innovative ideas in all the areas of management resulting in increased job demands.
7. Chances in employee skill, knowledge, ability aptitude, values, etc.
8. Changing demands of trade unions regarding protecting the interests of their members.

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9. Changing government role in human resources management.
10. National economic and business trends and their impact on job design and demands.
11. Problem of maintenance of interpersonal relations and sound human relations.
12. Social and religious conditions of the employees of the region.

(c) ***Purposes of Internal Mobility:*** The purpose of internal mobility are:

(i) *To improve the effectiveness of the organisation:* The organisational effectiveness depends largely on how well the policies, programmes and procedures are implemented in actual practice, which in turn depends on suitability of employee's skill, knowledge, commitment, etc., to the job requirements. Employees suitability to the job requirements can be mostly secured through proper placement and job reassignment to internal employees as and when vacancies occur. Employees contribution and commitment would be maximum to the organisation when they are placed in the right job. This right placement, in addition to other factors contributes much to improve the organisational effectiveness.

(ii) *To maximise employee efficiency:* The employees existing skill, knowledge, etc., can be aptly utilised when a proper job is assigned to him besides other factors. Upward job assignment to an employee certainly helps in motivating the employee, boosting his morale and improving his commitment to the job and organisation in addition to utilising the skills of higher order which were highly to unutilised. Even horizontal mobility of employee helps in reassigning the job were employees skill can be better utilised. Thus the internal mobility helps for optimum utilisation of employee skills and in turn maximise employee efficiency through motivation.

(iii) *To ensure discipline:* Discipline is highly essential to implement the programmes in right time and in correct manner. Demotions can be used to ensure discipline and to correct the wrong placements and job assignments.

(iv) *To adopt to organisational changes:* Organisational changes include operational changes like changes in production levels and schedules, market levels, share, schedule and direction, economic changes like inflation and deflation, changes in technology, expansion, diversification, geographical spread etc. All these organisational changes should be met by proper job reassignment to the existing employees. Promotions meet the demand for higher order skills, transfers meet the demand for any adjustment in the same or similar level of skills, knowledge, etc., whilst demotions meet the demand of the depression.

14.3.1 Career Stages

A career includes many stages and transitions just as a person's life does. It can be easily understood if we think of a career consisting of several stages.

Exploration

This is the career stage that usually ends in one's mid-twenties as one makes the transition from college to work. From an organisational standpoint, this stage has least relevance as it takes place prior to employment. However, the organisation can still track the minds of young people by offering internships to them or offering on-the-job training to bright students. For the individual, this is the stage of self exploration seeking answers to various puzzling questions about careers.

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Establishment

This is the career stage where one begins the search for work and picks up the first job. It includes the first experiences on the job, peer group evaluations, personal tensions and anxieties that confront a person trying to make his mark. This period is characterized by committing mistakes, learning from those mistakes and assuming increased responsibilities.

Mid Career

Mid career is a stage that is typically reached between the age of 35 and 50. At this point, one may continue to show improved performance, level off or begin to decline; you are no longer viewed as a 'learner'. Mistakes committed by you would be viewed seriously and may invite penalties as well.

Late Career

This is the stage where one relaxes a bit and plays the part of an elder statesperson. For those who continue to grow through the mid-career stage, this is the time to command respect from younger employees. Your varied experiences and judgement are greatly valued and your word will carry weight; undoubtedly, you can teach others and share your experiences with others.

For those who have stagnated or deteriorated during the previous stage, the late career brings the reality that they are no longer required to run the race and its better to redirect the energies to family, friends and hobbies.

Decline

During this period a person's attention may turn to retirement. The achievements of a long career and the frustrations and anxieties that go along with that phase are left behind. Regardless of whether one is leaving a glorified career or a dismal job, one has to make adjustments and get along with people and things. To ensure smooth transition many organisations, nowadays, conduct training programmes for their retiring employees. (About managing finances, coping with stress, how to use time productively, etc.)

14.3.2 Dual Career Paths

Dual career tracks should not be puzzled with alternative career paths. Creating dual career paths involves preparing employees to do well and be rewarded without necessarily being on a management or vertical organization career path. In additional words, "up" is not considered the single way employees can grow and advance within the company. The establishment of dual or multiple career tracks has confirmed to be an effective way to retain and motivate valued employees.

Management can be a striking career alternative for many employees, but it is not for everyone. This may be principally true for many technical or creative workers. The number of people managed over and over again distinguishes managerial levels, but under the dual career track plan, individuals apply their proficiency (like managers) to tasks of greater complexity and impact within their specialty field.

Example: They may make recommendations in an extensive range of business areas, participate in high level decisions, and act as mentors to other employees. The attention in dual or multiple career tracks is likely to grow as more organizations do away with reserved management titles and establish team structures.

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14.3.3 Career Plateau

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. When the employee realizes that he is at this plateau, the motivation to stay current as a manager, professional, or technician may be reduced. Many companies use continuing education for middle – and upper – level management to combat obsolescence.

When an employee reaches a career plateau, obsolescence may even be more likely.

Did u know? **What is employee Obsolescence?**

Obsolescence results when an employee no longer possesses the knowledge or abilities to perform successfully.

14.3.4 Coping with Career Breaks

Career breaks, at times called employment breaks, are extended periods of leave - usually unpaid - of up to 5 years, or more. Some employers set up schemes which are open to each and every one employees, whereas others stipulate that career breaks must be for particular purposes. Child care is the mainly common reason for taking a career break. Most schemes necessitate employees to resign with employers giving a commitment to reemploy participants at the equivalent grades or levels when they return to work.

Employees are in general allowed to use sabbaticals for any reason they choose, which may include travel, deliberate work or the pursuit of a hobby or interest.

Did u know? **What are Sabbaticals?**

Sabbaticals are a type of career break or extended leave which some companies use to reward employees for long service.

Sabbaticals are habitually seen as a way for employees to 'recharge their batteries' with the aim that they will return refreshed and remotivated. Employers may also build up employees by getting them to take on the duties of their seniors away on sabbatical.

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. Possible drawbacks may be the time and cost of setting up a scheme, the complexity of keeping skills up-to-date and of re-employing returners during a time of recession. In a number of industries and professions there may be a danger of losing accredited status through taking a career break. Many employees are powerless to contemplate career breaks as of the loss of income.

Managing Career breaks Options Successful

- Consult with mangers, employees and their representatives while developing the scheme.
- Determine eligibility requirements such as length of service, the number of breaks permissible and whether to limit the reasons for a break. For instance are breaks allowed for:
  - care of children or sick or elderly relatives

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- education or training
- working or travelling abroad
- setting up a business?

Maintain contact with those on a career break by:

- Agreeing some paid work every year
- Encouraging attendance on training courses, at meetings furthermore social functions
- Encouraging continuance of education and training all the way through distance learning
- keeping employees on circulation lists for newsletters and circulars and encouraging the employ of company information facilities
- Making clear the terms under which returners will be reemployed following their career break
- Providing induction/refresher courses to returners.
- letters and phone calls.

Self Assessment

Fill in the blanks:

7. A …….. 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.
8. Creating dual career paths involves preparing employees to do well and be rewarded without necessarily being on a management or ……. organization career path.
9. ……..... mobility refers to movement of an employee from one organisation to another seeking better placement based on his skills and requirements and needs of various organisations.

14.4 Balancing Work and Life

A lot of people are having a more hard time finding balance in their lives because there have been cutbacks or layoffs where they work. They're scared it may happen to them, so they're putting in more hours.

But even if you don't have to a great extent control over the hours you have to work, you can ask yourself: In what further ways you can bring greater enjoyment into life. In this context the solution can be achieved by focus your time and attention on things you can control.

The balance in work and life can be developed through following practices:

1. ***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.
2. ***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.
3. ***Motivation:*** Motivation helps in satisfying human needs through complementary team actions and positive approach. Positive approach can be given by job cherishment.

Notes

Notes Five ways to bring a little more balance to your daily routine:

1. ***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.
2. ***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.
3. ***Rethink your errands.*** Consider whether you can outsource any of your time-consuming household chores or errands.
4. ***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.
5. ***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.

Self Assessment

Fill in the blanks:

10. Specific areas for developing positive thinking through training are stroking, positive reinforcement, active listening and …….
11. Interpersonal effectiveness emphasizes ……. transaction, which ensures complete communication and problem solving approach.
12. Motivation helps in satisfying human needs through complementary team actions and .....……. approach.

14.5 Increased use of Technology for Training

While innovation in technology is often talked about, can there be innovation in the methods of training? Is there an Indian ethos in training? Are there useful Indian experiments in training techniques worth emulating? These issues figured prominently in the ISTD Convention in 1988. The discussion centered a round four main themes: (a) Worker training and development for meeting the challenge of new technologies; (b) Making management training practice more acceptable; (c) Need for training those in public administration and the growing services sector, where the need is pronounced, particularly in customer dealing, and (d) Methods of training trainers themselves. The gap between management and workers, akin to that of five-star and slum culture, was lamented and the need for sufficient opportunity through training for workers to build up their latent skills and knowledge was emphasised.

The advantage of bringing workers and managers together in vertical integrated training programmes was stressed. Multi-hierarchical training was advocated by Pekka-Kansi of Finland, who was invited to share his experiences.

Companies have realised that fostering a sense of belonging among the employees, right from the time of induction, pays in the long run. Those like National Fertilizers Ltd., have training programmes, even for workers' wives on holidays where the company policy, practices and culture are discussed. It was found that absenteeism was considerably reduced as the wives made sure that their spouses did not stay at home when expected to go to work!

Notes

Another innovative and effective medium of training, based on our cultural heritage, is music. There are trainers who primarily use *bhajans* and *kirtans* in manner of slogans to convey productivity concepts in a simple manner, in a folk song style. This method is especially successful with workers, as it is a novel, yet enjoyable method of learning.

Notes The massive World Bank loans of over ₹ 400 crore for modernising the thousand-odd industrial training institutes in the country did not figure in the Convention discussions. A gathering of the national body of trainers could have well used this forum in helping governmental authorities identify new areas of training to meet technological challenges.

Example: Electronics forming the core of the control systems for many machines, what should the new type of training be? The emerging trade of Mecatronics, a combination of mechanical and Electronic systems, now involved in computer controlled machines, also needs suitable training methods.

Computer Aided Design (CAD) training is the order of the day and training in these new areas must be adequately developed. Coordination between the professional bodies, on one hand, and Government agencies on the others is called for when congregate for professional discussions.

For a training culture to be fostered in the administrative services, decentralised training with a three-pronged approach at the district, department and distance learning levels, has been thought of. The service sector, not be outdone, has also attempted to innovate. In hospitals, the recent emphasis is on patient-oriented training for the staff.

Example: Apollo Hospital has apparently benefited from this approach.

In this hi-tech world, one can learn even through an interactive TV. Computer assisted learning is gaining popularity and for busy executives, all information they need is available almost in the form of a "training sandwich". There is also the concept of 'dial a lesson' where the trainee can just dial a number and listen to a lesson!

The general myth is that creativity can never be cultivated as it is an inborn gift. Another belief is that creativity and innovation centre around in big discoveries. Today, however, there is a gradual realisation that both concepts can be developed and practised.

Task How can *technology training* are made more cost-efficient as well as productive for organizations in manufacturing sector?

Self Assessment

Fill in the blanks:

13. ……. training was advocated by Pekka-Kansi of Finland.
14. An innovative and effective medium of training, based on our cultural heritage, is .....…….
15. Under the concept of ……, the trainee can just dial a number and listen to a lesson.

Notes

Case Study

Importance of Training

This case is about a mid-sized direct selling organization. Rakesh Sharma, the training manager at the company realized the need for a training intervention for line managers as he felt that despite a contemporary training program, the sales force was unable to internalize the training due to lack of support from the line managers in the field. But the CEO of Direc2U was not supportive of the initiative, as he saw no value in this programme. Moreover, as the company was going through a tough phase he also wanted to cut the training budget further. Sharma had to find ways to involve the line managers in sales training and also find ways to link training to the bottom-line results. Rakesh, let me make it clear to you that I can't allocate any more money for training. I can understand why you want to conduct a training programme on coaching skills for the line managers, but I can't help you in this regard. Not for another year at the very least. In fact, I may have to curtail your training budget for next year as we are going through a lean phase," said Sanjay Shah, the CEO of Direc2U, a direct sales company that dealt in a range of consumer appliances. From his tone, it was clear that he would not entertain any further discussion on this topic.

Rakesh Sharma had been working as the training manager (TM) in Direc2U for the past three years. During this period he had single-handedly taken care of all the training and development (T&D) activities of the company. Of late, he felt that despite a contemporary training programme, the sales force was unable to internalise the training due to lack of support from the line managers in the field. Sharma, who had ample experience in sales and sales force management before getting into the training function, understood the significance of the role of line managers in reinforcing the classroom training. His repeated proposals to conduct a training programme on coaching for the line managers had fallen on deaf ears. But Sharma knew that he could not let the situation drift any longer. The company had failed to achieve its revenue targets in the previous year. This year too, it was struggling to reach 75 per cent of the projections. Since it was difficult to measure the return on investment (ROI) of training, the training budget tended to get the chop during tough times. In such as situation, Sharma could expect some cuts in his budget for the next year. Yet he knew that in tough times there was a greater need for T&D interventions.

Questions

1. Discuss the issues and challenges in ensuring transfer of learning and also ensure that the trainees internalize the classroom training.
2. Discuss the importance of involving line managers in reinforcing classroom training and the issues and challenges involved in involving them in sales training.
3. Explore the direct and indirect costs associated with training.

14.6 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.

Notes

- The six motives for organisational climate are considered important for effective functioning of employees of an organisation 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.

14.7 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 organisation to another seeking better placement based on his skills and the requirements and needs of various organisations.

Sabbaticals: A type of career break or extended leave which some companies use to reward employees for long service.

14.8 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

Notes

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?

Answers: Self Assessment

1.	business	2.	technological
3.	operational	4.	Affiliation
5.	prospective	6.	competitiveness
7.	career plateau	8.	vertical
9.	External	10.	time structuring
11.	complementary	12.	positive
13.	Multi-hierarchical	14.	music
15.	'dial a lesson'		

14.9 Further Readings

Books

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Report of National Commission on Labour, Vol - I, Part - II, Government of India (2002).

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Online links

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www.thecareerbreaksite.com/instructor-training