| UNIT I | **Training in organizations:** Trends in training, Career opportunities in training, Important concepts and meanings, Integrating OD, Strategy and training, Understand motivation and performance, Aligning training design with learning process. |
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## 1.1 Training in Organisations

### 1.1.1 Introduction to Training

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training differs from exercise in that people may dabble in exercise as an occasional activity for fun. Training has specific goals of improving one's capability, capacity, and performance.

**Definitions of Training**

"Training is an organized procedure by which people learn knowledge and skill for a definite purpose".

**– Dale S Beach**

"Training is any attempt to improve employee performance on a currently held job or one related to it".

**– John Bernardin**

"Training is a process which enables the trainees to achieve the goals and objectives of their organization".

**– Chowdhry D.P**

'Training is a set of activities that provides the opportunity to acquire and improve job-related skills".

**– Schermerhorn, Hunt and Obsorn**

"Training is the process of acquiring the skills necessary to do the job".

**– Robert N. Lussier**

"Training is the continuous, systematic development among all levels of employees of that knowledge and their skills and attitude which contribute to their welfare and that of the company".

**– Planting, Cord and Efferson**

### 1.1.2 Features of training

- Increase knowledge and skill for doing a job.
- Bridge the gap between job needs and employee skills.
- Job oriented process, vocational in nature
  (relating to an occupation)
- Short-term activity designed especially for operatives

### 1.1.3 Purpose of Training

1. **To improve Productivity :** Training leads to increased operational productivity and increased company profit.
2. **To improve Quality :** Better trained workers are less likely to make operational mistakes.
3. **To improve Organizational Climate :** Training leads to improved production and product quality which enhances financial incentives. This in turn increases the overall morale of the organization.
4. **To increase Health and Safety :** Proper training prevents industrial accidents.
5. **Personal Growth :** Training gives employees a wider awareness, an enlarged skill base and that leads to enhanced personal growth.

### 1.1.4 Importance of Training Objectives

Training objectives are one of the most important parts of training program. While some people think of training objective as a waste of valuable time. The counter argument here is that resources are always limited and the training objectives actually lead the design of training. It provides the clear guidelines and develops the training program in less time because objectives focus specifically on needs. It helps in adhering to a plan. Training objective tell the trainee that what is expected out of him at the end of the training program.

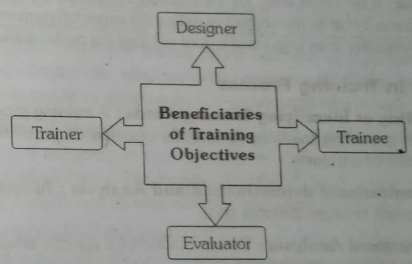




Training objectives are of great significance from a number of stakeholder perspectives :

1. Trainer
2. Trainee
3. Designer
4. Evaluator

1. **Trainer:** The training objective is also beneficial to trainer because it helps the trainer to measure the progress of trainees and make the required adjustments. Also, trainer comes in a position to establish a relationship between objectives and particular segments of training.




2. **Trainee:** The training objective is beneficial to the trainee because it helps in reducing the anxiety of the trainee up to some extent. Not knowing anything or going to a place which is unknown creates anxiety that can negatively affect learning. Therefore, it is important to keep the participants aware of the happenings, rather than keeping it surprise.

   Secondly, it helps in increase in concentration, which is the crucial factor to make the training successful. The objectives create an image of the training program in trainee's mind that actually helps in gaining attention.

   Thirdly, if the goal is set to be challenging and motivating, then the likelihood of achieving those goals is much higher than the situation in which no goal is set. Therefore, training objectives helps in increasing the probability that the participants will be successful in training.

3. **Designer:** The training objective is beneficial to the training designer because if the designer is aware what is to be achieved in the end then he'll buy the training package according to that only. The training designer would then look for the training methods, training equipments, and training content accordingly to achieve those objectives. Furthermore, planning always helps in dealing effectively in an unexpected situation. Consider an example; the objective of one training program is to deal effectively with customers to increase the sales.

   Since the objective is known, the designer will design a training program that will include ways to improve the interpersonal skills, such as verbal and non verbal language, dealing in unexpected situation i.e. when there is a defect in a product or when a customer is angry. Therefore, without any guidance, the training may not be designed appropriately.

4. **Evaluator:** It becomes easy for the training evaluator to measure the progress of the trainees because the objectives define the expected performance of trainees. Training objective is an important to tool to judge the performance of participants.

### 1.1.5 Steps in Training Process

1. **Discovering or Identifying Training needs :** A training program is designed to assist in providing solutions for specific operational problems or to improve performance of a trainee.

   - **Organizational determination and Analysis :** Allocation of resources that relate to organizational goal.
   - **Operational Analysis :** Determination of a specific employee behaviour required for a particular task.
   - **Man Analysis:** Knowledge, attitude and skill one must possess for attainment of organizational objectives

2. **Getting ready for the job :** The trainer has to be prepared for the job. And also who needs to be trained - the newcomer or the existing employee or the supervisory staff.

3. **Preparation of the learner**

   - Putting the learner at ease
   - Stating the importance and ingredients of the job
   - Creating interest
   - Placing the learner as close to his normal working position
   - Familiarizing him with the equipment, materials and trade terms





4. **Presentation of Operation and Knowledge :** The trainer should clearly tell, show, illustrate and question in order to convey the new knowledge and operations. The trainee should be encouraged to ask questions in order to indicate that he really knows and understands the job.

5. **Performance Try out :** The trainee is asked to go through the job several times. This gradually builds up his skill, speed and confidence.

6. **Follow-up :** This evaluates the effectiveness of the entire training effort

### 1.1.6 Role of Training

Training plays an important role in the organization, which can be understood from the following points given below :

1. **Increase in Efficiency / Productivity :** Training brings about increase in quantity and quality of goods produced resulting in high productivity. A well-trained employee makes better and economical use of available resources (materials, machines, and equipment). Optimum utilization of resources results in reduced cost on production and higher profits.

2. **Heightened Morale:** Training results in increased morale of employees because of reduction in dissatisfaction at work, , reduced complaints, and reduced absenteeism, and increased interest in work during the post-training period. Heightened morale results in increased loyalty to the organization.

3. **Better Industrial Relations :** Training provides a platform for maintaining smooth industrial relations. Employees develop a feeling that organization is taking care and interest in them through training programs.

4. **Reduced Supervision and Direction :** A trained employee knows what job he has to do and how to do that job and requires no guidance and supervision. Supervisors can devote their time to solve more important problems rather than concentrating on constant and regular supervision.

5. **Increasing Organizational Stability and Flexibility :** Training provides opportunities for the employees to learn and acquire skills to work in several departments in an organization. Training also results in low rate of labor turnover which means high consistency in organizations in retaining people for long period of time. Low labor turnover means high organizational stability. Flexibility is ensured because employees may be placed in several departments over a period of time as they acquire multiplicity of skills through adequate training.

6. **Technical Advances :** The pace of the technological advancement is another reason why training is necessary. The technology is changing so fast that, if a company wants to stay in the competition it must develop the technical knowledge of its employees through continuous training.

7. **Organizational Complexity :** With the emergence of automation and mechanization, manufacturing of multiple products and by-products, etc., most of the companies have become complex. This calls for training in the skills of co-ordination, integration and adoptabilities to the requirements of growth and expansions.

8. **Standardization :** The methods of production are standardized through training. All trained employees follow same methods and techniques of production and hence there can be little variation in output and standards produced by different employees. By using standardized methods, the quality of output would be increased.

9. **Future Manpower Needs :** Through proper training employees become eligible for promotion handling more responsibility. An expanding and growing organization wishes to train the existing employees so as to place them in higher positions in future.

10. **Reduced Accidents at Workplace :** Untrained people are bound to commit errors while handling machinery and equipment resulting in incidents at workplace. Training eliminates (reduces) the possibility of incident due to mishandling of equipment, machinery, and other resources of the organization. Proper training and development programs ensure safety in handling the organization's resources which results in reduction in the accident rates.

11. **Reduced Learning Time :** An untrained worker consumes a lot of time to learn the methods, technique of doing the work. Skilled and trained employees reach the acceptable level of performance within no time. Therefore, training results in reduced learning time.

12. **Confidence :** Training creates a feeling of confidence in the minds of workers. It gives safety and security to them at the workplace.





13. **New Skills :** Training develops skills which serve as a valuable personal asset of a worker. It remains permanently with the worker himself.

14. **Promotion :** Training provides opportunity for quick promotion and self development.

15. **Better Management :** A manager can make use of training to manage in a better way. To him, training the employees, can assist improve his planning, organizing, directing, and controlling.

### 1.1.7 Training System and Process

Training provides employees with the knowledge and skills to perform more effectively. This allows them to meet current job requirements or prepares them to meet the inevitable changes that occur in their jobs. However, training is only an opportunity for learning. What is learned depends on many factors, such as the design and implementation of training, the motivation and learning style of the trainees, and the organization's learning climate.

Training is also part of an integrated system in which performance is measured against criteria (best practices benchmarks) that are tied to strategic objectives. Training is used extensively to help employees understand how they can assist in meeting corporate objectives. Clearly, Domtar knows that. Recall, when Domtar purchased the Ashdown Mill, training was an immediate focus.

**A) Training as an Open System**

Figure shows a general **open systems model.** Open systems have a dynamic re-lationship with their environment; closed systems do not. Obviously, a business must interact with its environment, making it an open system.

As Figure indicates, an open system depends on the environment for the input that supports the system. A business, for example, needs raw materials, capital, and employees in order to operate. The environmental inputs are transformed into outputs by the system's processes. For a business, these would include its products and services. The system's outputs flow into the environment and might or might not influence future inputs into the system. In effective systems, the system output influences the environment to supply new supportive input to the system.

A system, such as a business, must be responsive to the needs and demands of its environment because the environment provides the input needed for the system to replenish itself. For example, if a business is responsive to the needs of society by providing valued goods and services (output), it receives financial and goodwill credits (input). The business uses these inputs to continue operating. If the business does not provide sufficient value to its environment, it will fail because the environ-ment will not provide the necessary input for the system to replenish itself.

Many open systems exist as part of another open system and, therefore, are called subsystems of that larger system. For example, a product assembly system is a subsystem of a manufacturing system, which itself is a subsystem of the company, which is a subsystem of the industry, and so on. Training can be seen as a subsystem within the larger human resources (HR) unit, which itself is a subsystem of the company. Figure illustrates some of the exchanges that take place between the training system and the larger organizational system. The organization's mission, strategies, resources, and the like, all represent sources of input into the training sub-system. Of course, if the training department is part of a larger HR function, then these inputs would be filtered through that system. Organizational and employee needs, training budgets, staff, equipment, and so forth, are all inputs from the organization to the training subsystem. Training processes transform these inputs into usable output for the organization (improved knowledge, skills, and attitudes; job performance; and so on). Looking at the training unit from an open system perspec-tive shows how interconnected training activities are with what is happening else-where in the organization. The point here is that the organization invests money in the training function, for which it expects a favorable return. Periodically, the organization will examine the returns from training and determine whether the training system is working properly and what further investment is appropriate. Training in Action 1-1 discusses how ABC Technologies engaged consultants to develop a training program for its employees based on client feedback.

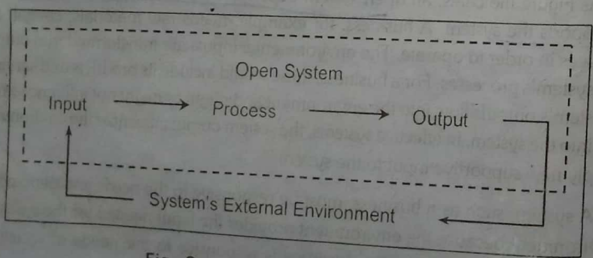



Fig.: General Open Systems Model





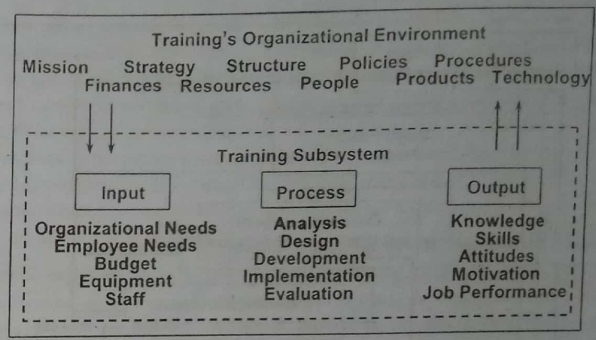



Fig.: Training as a Subsystem Within the Organizational System

**B) The Training Process Model**

This book will take you through the complete training process as it would be con-ducted under ideal conditions. Unfortunately, most organizations do not operate in ideal conditions. Insufficient financial resources, time, and training professionals represent just a few of the challenges faced by most companies. Recognizing these limitations, we also provide variations to training practices and systems that, although not ideal, do a reasonable job of accomplishing training objectives. Of course, these shortcuts exact a price, and we identify the major consequences associated with these shortcuts. Thus, we try to provide both "ideal" and more practical approaches to implementing the training processes. Nonetheless, even in less-than-ideal conditions, all of the training processes are critical to the success of training. Although less-than-ideal methods may be used to carry out the training processes, elimination of one or more of the processes places the entire effort at grave risk.

An effective training system is a set of processes designed to transform organizational inputs into output that meets organizational needs. Training is not just running training programs or putting a large percentage of employees through some training. Viewing training as simply a program or set of programs is too shortsighted. Training should be viewed as a set of integrated processes in which organizational and employee needs are analyzed and responded to in a rational, logical, and strategic manner. When training is conducted in this manner, the organization will improve, the value of the training unit will increase, and further investment in training is likely to occur. Our model of training processes, depicted in Figure, reflects this approach.

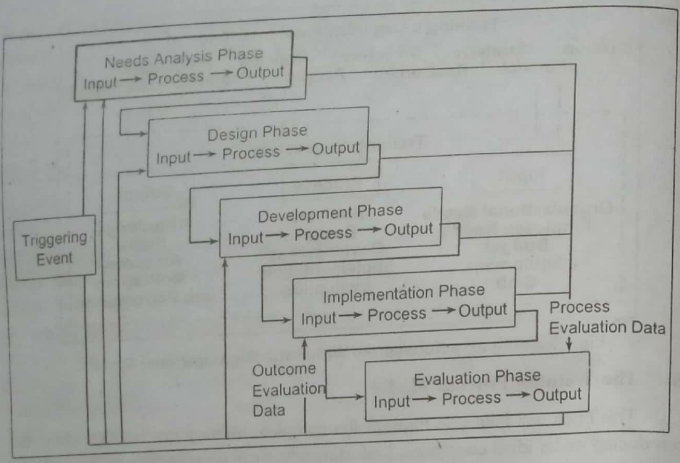



**Fig.: Training Processes Model**

Figure is merely an overview of the process. A more detailed figure for each phase is provided at the beginning of each relevant chapter, with the input and out-put of each process described in considerably more detail. For now, we will briefly describe the purpose of each of the phases and their relevant inputs and outputs.

### 1. Analysis Phase

The analysis phase begins with the identification of the organi-zational performance gap (AOP is less than EOP). Things such as profitability short-falls, low levels of customer satisfaction, or excessive scrap are all examples of a current performance gap. Another type of performance gap is future oriented. Here, the company is seen as likely to perform poorly in the future unless changes are made. For example, if an organization wanted to install robotic equipment in six months but employees were not able to program the robots, then there is an expected performance gap in the future. Once a performance gap exists, the cause must then be determined. Once the cause(s) is determined, and its elimination is believed to be important, the elimination of the cause becomes a "need" of the organization.

The analysis phase is often referred to as a training needs analysis (TNA). However, both training and nontraining needs are identified with this process. The





cause of the performance gap might be inadequate knowledge, skills, or attitudes (KSAs) of employees. If so, then training is a possible solution. However, KSA deficiencies are only one of many reasons for performance gaps. Other reasons for performance gaps, such as motivation issues or faulty equipment, must be separated from KSA deficiencies, as these are nontraining needs and require a different solution. In the analysis phase, the cause of the performance gap is identified, separating KSA from non-KSA causes. Those performance gaps caused by KSA deficiencies are identified as "training needs" because training is a solution. All other causes are defined as nontraining needs.

The analysis phase also attaches priorities to the training needs that are identified. Not all needs will have the same level of importance for the company. This process of data gathering and causal analysis to determine which performance problems should be addressed by training is the analysis phase of the training process. It will be discussed in great detail.

### 2. Design Phase

The training needs identified in the analysis phase, in addition to areas of constraint and support, are the inputs to the design phase. An important process in the design phase is the creation of training objectives. These provide specific direction for what will be trained and how. These objectives specify the employee and organizational outcomes that should be achieved as a result of training and become inputs to the remaining phases of the model.

Another part of the design process is identifying the factors needed in the train-ing program to facilitate learning and its transfer back to the job. These include identifying alternative methods of instruction, amount of practice required, the orga-nization of the training content, and much more.

### 3. Development Phase

Development is the process of formulating an instructional strategy to meet a set of training objectives as well as obtaining or creating all the things that are needed to implement the training program. The instructional strategy consists of the order, timing, and combination of methods and elements used in the training program. Inputs into this phase are provided by the design phase and include alternative instructional methods and the information relating to learning facilitation and transfer. Even though the training objectives are not direct inputs to this phase, they influence program development through their influence on the direct inputs. Outputs from this phase are all of the things needed to implement the training program. These include the specific content for of the training, instructional methods used to deliver the content, materials to be used, equipment and media, manuals, and so forth. These are integrated into a coherent, well-organized training plan focused on achieving the training objectives. These outputs of the development phase serve as inputs to the implementation phase. The development phase is the focus.

### 4. Implementation Phase

All the aspects of the training program come together during the implementation phase; however, it is a mistake to assume that everything will happen as planned. Therefore, it is useful to conduct a dry run and even a pilot of the program.

### 5. Evaluation Phase

Although we discuss this phase of the model last, it actually be-gins during the development phase. Recall that evaluation objectives are an output of the design phase. These outputs become inputs to the evaluation phase. Another input is the organizational constraints. Time, money, and staff all affect how training is evaluated. Two types of evaluation are useful. First, process evaluation determines how well a particular process achieved its objectives (i.e., outputs). In other words, did the trainer follow the exact training process suggested? For example, if role-plays were in the design, were they used properly? Collecting and analyzing process data can provide early warning of potential problems in the training program.

Outcome evaluation is the evaluation conducted at the end of training to determine the effects of training on the trainee, the job, and the organization. This type of evaluation uses the training objectives as the standard. Outcome evaluation can also be used to improve training processes. Outcome evaluation data by themselves do not provide enough information for program improvement, but in combination with process evaluation data, they serve as a powerful tool for improving programs. For example, if one or more objectives are not achieved, the training process evaluation data can then be used to identify problems in the process and corrective action can be taken.

## 1.2 Trends in Training

The business environment in North America will continue to change rapidly. These changes bring both challenges and opportunities. Successful companies in most industries must constantly realign their activities to meet new conditions while remaining true to their mission and strategic direction. As companies adapt, their training function





also needs to adapt. Multiple surveys over the last several years have asked HR executives and human resource development (HRD) managers to identify their organization's needs for the next several years. What are the trends in training for the near future?

- Aligning training with business strategy
- Managing talent due to changing demographics
- Quality
- Legal issues

### 1. Aligning Training with Business Strategy

For the past five years, virtually all the surveys show that aligning training with business strategy is a top priority not only of training managers, but also of HR managers and other business executives. Why is it such a high priority? First, it is only in the last decade that reliable evidence of training's impact on the bottom line has surfaced. Second, and just as important, the business environment over the last decade has been changing rapidly, and all signs indicate that this will continue. Most companies will need to continuously realign their activities to meet new conditions. This requires people at all levels in the organization to be able to make day-to-day decisions that support the business strategy. Training initiatives will need to support the strategic direction of the company and the people who carry it out. Organizations now realize that effective training is a tool for getting better job performance, better bottom-line results, and creating organization-wide adaptability.

### 2. Managing Talent Due to Changing Demographics

Major demographic shifts have occurred across countries that affect businesses now and will be affecting it for the next 15 years. The average age of the population in North America and Europe is increasing and nearly 20 percent of the working popu-lation is 55 years or older. In contrast, India is and will remain one of the youngest countries in the world for some time. A third of India's population was below 15 years in 2000 and close to 20 percent were young people in the age group of 15 to 24. The population in the age group 15 to 24 grew from around 1175 million in 1995 to 190 million in 2000 and 210 million in 2005. This indicates an average increase of 3.1 million a year between 1995 and 2000 and by 5 million between 2000 and 2005. In 2020, the average Indian will be only 29 years old, as compared with 37 in China and the U.S., 45 in West Europe, and 48 in Japan. India is indeed in the midst of a process where it faces the window of opportunity created by the demographic dividend.

A recent study by Goldman Sachs titled "Dreaming with BRICs: The Path of 2050" places Brazil, Russia, India, and China among the fastest growing economies over the next 50 years. The report also says that India has the potential to grow the fastest among BRIC countries over the next 30 to 50 years. The reason for this is the fact that the fall in the working age population will happen later in India and Brazil than in Russia and China. It is expected that in 2010, India will have a high 53.9 percent of its population in the age group of 15 to 59 years.

According to a study conducted by the Boston Consulting Group and the All India Management Association, developed countries will face a net workforce short-fall of 32 to 39 million by 2020. India, however, will have a surplus of people in the working-age group by 2020.

**3. Quality and Continuous Improvement**

Training must be seen as an integral part of the organization's performance improvement system. If not, it will continue to be seen as a cost center, providing less valued contributions to the organization. Training was a critical part of Domtar's change process. It helped educate employees regarding the mission, strategy, and objectives of the organization and how these objectives translated to each employee's job behaviors. Experienced trainers know that effective training is structured as a continuous performance improvement process that is integrated with other systems and business strategies, just as at Domtar. While several models exist for continuous improvement, common to them all are the following:

- Identification of performance improvement opportunities and analysis of what caused the opportunity to exist (gap analysis)
- Identification of alternative solutions to the opportunity and selection of the most beneficial solution. A training program is one of many possible performance improvement solutions.
- Design and implementation of the solution (training if it is one of the selected solutions)
- Evaluation of results to determine what, if any, further action should be taken

Each of the above steps matches well when placed against the Training Process Model. That is because effective training is a continuous performance improvement process. Training does not stop and start with each program. The training function in organizations continuously searches for performance improvement opportunities, develops and implements solutions, and evaluates the effectiveness of the solutions.





Quality improvement is a key component of most continuous improvement processes. High-quality products and services are necessary to stay in business in today's competitive markets and thus have high priority for most businesses. This is especially true for businesses that provide products or services directly to other busi-nesses. Typically, these companies must demonstrate the quality of their products through quality systems developed by the purchasing company or by some globally accepted agency.

**4. Legal Issues**

Equal employment opportunity, affirmative action, sexual harassment, and related legislation have placed legal requirements on businesses regarding specific types of training. You will learn in detail the training issues related to sexual harassment and equity (specifically related to females in nontraditional jobs, the glass ceiling, and the disabled). In addition, trainers need to be aware of liability issues, copyright infringe-ment, and other legal concerns. The discussion of these issues is not intended to provide technical legal information, but rather to provide a general (and understandable) description of the important legal issues related to training activities.

**a) Equity**

In North America, federal, state, or provincial law and associated court rulings provide the complex legal framework within which businesses must develop their HR policies and practices. Even though legislation initially focused on the selection of people into the organization, there are many areas related to training that also require attention. This is especially true as the legal battlegrounds have shifted from employment to career opportunities over the last decade. Since this is not a text on training liability issues, we will address the topic only in a general way. Those wishing a more indepth coverage might want to read "Avoiding Legal Liability: For Adult Educators, Human Resource Developers, and Instructional Designers."

**b) Required Training**

Some training is required by law. Failure to provide this training will subject the company to sanctions from the courts or federal and state regulators. For example, the Occupational Safety and Health Act requires employers to provide periodic training on the handling of hazardous materials and the use of safety equipment. Flight crews on passenger airlines must complete a set of mandated training courses. In other cases, courts have ordered companies to provide specific types of training to redress prob-lems identified in court proceedings. Companies that have lost employment discrimi-nation cases have been ordered to provide diversity training, and those losing sexual harassment cases have been ordered to provide sexual harassment training.

**c) Liability for Injury or Illness**

Some types of training programs have the potential to cause physical or psychologi-cal injury or illness to participants. For example, some simulations that require trainees to use tools or equipment might cause injury if they are used incorrectly. Training in other instances might involve the use of chemicals that can cause illness if inhaled. In many states, the employer is responsible for financial damages resulting from injuries or illness caused by participation in training. This is true even if the training is provided by an outside vendor. Trainees need to be warned of any dangers associated with training, be trained in methods of preventing the dangers from occurring, and be provided with safety equipment. Employers are also liable for injuries to nonemployees resulting from a poorly or incorrectly trained employee.

**d) Confidentiality**

An employee's performance during and at the conclusion of training is confidential in the same manner as other employee information. Thus, if performance in training is to be used in promotion or salary decisions, the employee must be informed that it will be used in that way. Unless permission has been granted, or the trainee is in-formed prior to training that such discussions would occur, trainers must also avoid discussion of the trainee's performance with other employees.

**e) Copyrighted Materials**

The use of any copyrighted material without the permission of the owner is illegal. If your training vendors infringe on the copyrighted material of others while providing your company with services, your company could be liable for damages. Thus, as the training manager, you would want to make sure that your contract with the vendor required the legal use of any copyrighted materials.





## 1.3 Career Opportunities in Training

To understand the types of career paths training offers, it is necessary to understand how the training unit fits in the organization. This can vary considerably across organizations. For example, large companies typically separate management training and development from the training of the nonmanagement employees. Each of these areas might be further divided into more specialized activities. For example, the employee development area might contain separate units focused on training in cus-tomer service, employee orientation, health and safety, and each of the organization's major operation areas (sales, manufacturing, etc.). If the company is very large, it might also have specialists working in evaluation and research, program design, materials development, and needs analysis. The person in charge of customer service training, for example, would work with specialists in these areas to do the following:

- Determine the customer service training needs in the organization.
- Develop training programs to meet those needs.
- Develop materials to support the instructional methods to be used in the programs.
- Evaluate the effectiveness of the programs.

Entry-level positions in a large company's HRD department are usually at the specialist level. Thus, a new hire with little experience but a good education in the training area could start out as a materials designer or a stand-up trainer, depending on her KSAs. In a large organization, a career path might look like the one shown in Figure. The early rotation through the various specialist positions provides the novice trainer with firsthand experience in all aspects of the training system. When a person has a solid grasp of the system (i.e., how it is "supposed" to work and how it "actually" works), she is able to supervise or coordinate one of the specialist areas. Some large companies also require their HRD personnel to spend time in a line position, to better understand the needs of line personnel. Thus, at some point in the career ladder pictured in Figure, the training practitioner could find himself supervising or working in a line operation for a period of 6 to 12 months, although this requirement is still fairly unusual. Supervisors will often also rotate across specialist areas before moving into a manager's role, such as manager of employee development. After sufficient experience and success as a manager, the trainer may be asked to assume responsibility for all training and development activity in the organization the training executive position.

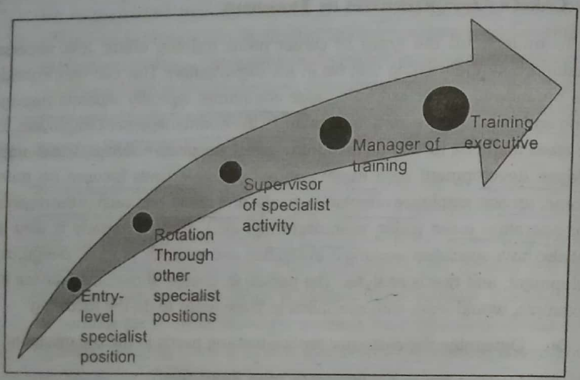



Fig.: Possible Career Path in Training

The smaller the organization, the greater the breadth of responsibility each person in the training unit will have. In a medium sized company, with around 1,000 employees, the HRD activities of employee and management training may not be separated into separate units, but carried out by the same small group of people under the guidance of an HRD manager. Each individual is expected to perform all (or most) aspects of each of the activities. Smaller companies (100-300 employees) may not have an HRD or training department at all. Instead, a single individual may be responsible for all training activities. In even smaller businesses, many of the HR responsibilities, including training, are decentralized out to the line managers. HR departments may consist of only one or two people who handle the core HR activities and act as consultants and facilitators for the line managers in carrying out their HR responsibilities, such as training.

Another career path for a training and development professional is as a member of a training or consulting firm. Requirements here vary greatly. There are a large number of one or two-person consulting businesses that do training. These people market some core set of knowledge they have acquired through their work experience, education, or both. There are also some very large training or consulting firms that operate on a national or global basis. These firms hire specialists in certain areas such as instructional design, materials development, and evaluation. However, these firms also prefer





employees to have several years of experience as well as advanced degrees. Generally, they are able to recruit a sufficient number of applicants who meet the experience and education requirements, because their compensation package is typically much better than that of the smaller firms, although compensation levels vary considerably from firm to firm.

## 1.4 Important Concepts and Meaning

The literature in training and development, as in other professional disciplines, is continually evolving. As such, you will often find different meanings attached to the same terms. Thus, it is important for us to be clear about the terms and concepts we are using. It is also useful for you, the reader, to have a good understanding of how terms are commonly used in the field and how they will be used throughout the text.

The basic terms and concepts used throughout the book are defined in the glossary at the end of the book. However, the following terms are the foundation for all that follows, and we need to be clear about meanings at the outset.

**A) Learning**

Definitions for learning found in the literature vary according to the theoretical back-ground of the authors. Unless otherwise indicated, the term **learning** in this text means a relatively permanent change in cognition (i.e., understanding and thinking) that results from experience and that directly influences behavior. This definition, of course, reflects our own theoretical assumptions.

**B) Knowledge, Skills, and Attitudes**

**1. Knowledge**

Knowledge is an organized body of facts, principles, procedures, and information acquired over time. Thus, learning refers to:

- The information we acquire and place into memory (declarative);
- How information is organized for use, into what we already know (procedural); and
- Our understanding of how, when, and why information is used and is useful (strategic).

Declarative knowledge is a person's store of factual information about a subject. Facts are verifiable blocks of information such as the legal requirements for hiring, safety rules, and the like. Evidence of factual learning exists when the learner can re-call or recognize specific blocks of information.

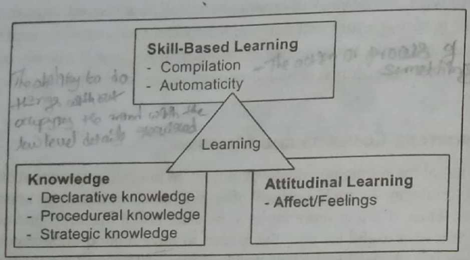



Fig.: Classification of Learning Outcomes

At a higher level is the person's understanding about how and when to apply the facts that have been learned. This is referred to as procedural knowledge. It assumes some degree of factual knowledge, because some information must be known about an object or activity before rules for its use can be developed. For example, one could not know when to apply the steps in an employment interviewing process (procedural knowledge) if one does not know the steps (declarative knowledge). Procedural knowledge allows trainees to understand the underlying rationale and relationships surrounding potential courses of action so they can apply their factual knowledge appropriately.

The highest level of knowledge is strategic knowledge. This is used for planning, monitoring, and revising goal-directed activity. It requires acquisition of the two lower levels of knowledge (facts and procedures). Strategic knowledge consists of a person's awareness of what he knows and the internal rules he has learned for accessing the rel-evant facts and procedures to be applied toward achieving some goal. When this type of knowledge is the focus of training or education, it is often called a "learning how to learn" program. For example, Bill has the task of ensuring that the hiring process for his company is both legal and effective at identifying the best candidate for the job. He would have to review and evaluate the various employment procedures to determine which, if applied correctly, would result in the selection of the best candidate *and* would fit within the law. He would have to have previously acquired procedural and declarative knowledge related to employment law and to effective hiring procedures. He would be using his strategic knowledge to access and evaluate the procedural and declarative knowledge to achieve his goal of a legal and effective hiring process.





**2. Skills**

Knowledge is a prerequisite for learning skills. A person must know "what" to do and "when" to do it. However, a gap separates knowing those things from actually being able to "do" them. A skill is a proficiency at being able to do something rather than just knowing how to do it. By skills, we mean the capacities needed to perform a set of tasks. These capacities are developed as a result of training and experience. A person's skill level is demonstrated by how well she is able to carry out specific actions, such as operating a piece of equipment, communicating effectively, or imple-menting a business strategy.

**3. Attitudes**

Attitudes are employee beliefs and opinions that support or inhibit behavior. In a training context, you are concerned about employees' attitudes in relation to their learning the training material and their job performance. The beliefs and opinions the person holds about objects or events (such as management, union, empowerment, and training) create positive or negative feelings about those objects and events. Thus, changing a person's beliefs or opinions can change the desirability of the object or event. For example, if an employee has positive feelings about a supervisor, those positive feelings are likely to become associated with the employee's job. If the employee learns from a coworker that the supervisor said negative things about her, job satisfaction is likely to be reduced, even though nothing about the job itself actually changed. What changed is the employee's belief about the supervisor's opinion of her.

Attitudes are important to training because they affect motivation. Motivation is reflected in the goals people choose to pursue and the effort they use in achieving those goals. Goals and effort are influenced by how a person feels about things related to the goal (i.e., attitudes). Because a person's attitude influences behavior, attitudes that motivate employees to perform or learn more effectively need to be addressed through training. Do you think Domtar employees immediately embraced the new way of doing business? Were they eager to get involved in making the company more profitable before the training and other changes were implemented? It's highly unlikely. That is why it is important to address attitudes as well as skills in a training program. Training in Action 1-4 describes the training modules offered at Convergys. These modules are focused on developing cultural intelligence and a positive attitude.

**C) Competencies**

A competency is a set of KSAs that enables a person to be successful at a number of similar tasks. In the broadest sense, a job is broken down into a set of tasks, and the competencies required to perform the job are determined through an analysis of the tasks. A competency is more than just KSAs it is the ability to integrate and use the KSAs to perform a task successfully. A carpenter, for example, has knowledge about different types of wood, tools and their uses, and types of finishes that can be applied to wood. This knowledge alone will not make that person a good carpenter.

The carpenter also might possess a set of skills such as cutting, shaping, joining, and finishing. These skills alone will not make a good carpenter. The carpenter might love working with wood, place a high value on quality, and find great satisfaction working on the details of planning a project. These factors alone will not make a good carpenter. It is the combination of these KSAs and others such as hand-eye coordination, visual acuity, patience, and judgment that allow the carpenter to become proficient. To be successful at carpentry, or at any other occupation, a person must acquire multiple competencies. A trainer can identify the key KSAs that make a master performer successful at a given job and then group these KSAs into appropriate clusters.

This provides a broad set of competencies required for the job. Linking these competencies to a set of behaviors that allow trainers to "know it when they see it" provides a valuable tool for hiring, training, and determining pay rates for the job. We spend a great deal of time discussing KSAs because they are the foundation of competencies. Competencies are useful for understanding how the KSAs combine to influence job performance. The KSAs determine what types of training will improve competencies and, thus, lead to improved job performance.

**D) Training, Development, and Education**

The terms training, development, and education are used in different ways by various authors. Here, the terms training and development refer to distinct, but related, aspects of learning. Training is a set of activities, whereas development is the desired out-come of those activities. Training is the systematic process of providing an opportu-nity to learn KSAs for current or future jobs; development refers to the learning of KSAs. In other words, training provides the opportunity for learning, and development is the result of learning. "Training departments" are now called Human Resource Development departments, and "management training" is called management devel-opment. These changes in terminology reflect the change from a focus on the process (training) to a focus on the outcome (development).

Education is typically differentiated from training and development by the types of KSAs developed, which are more general in nature. While training is typically focused on job-specific KSAs, education focuses on more general KSAs related, but not specifically tailored, to a person's career or job.



OD is the study of successful org'l change and performance.

## 1.5 Integrating OD

### Training and OD

OD is a practice involves an ongoing, systematic process ~~involves~~ of implementing effective org'l change.

Using OD's principles-of-change management will increase the probability that your organization's strategic plans will be effectively implemented. But training also focuses on change, so change principles also apply to training efforts. By including an analysis of organizational issues as an integral part of the training needs analysis, the organi-zation ends up not only with programs that address the KSA needs of employees, but also with an increased awareness of what other problems (these are the nontraining needs) have to be solved by other means. Trainers also use organizational informa-tion to better design programs so that problems related to applying the training are addressed in the training rather than becoming surprises after training ends.

Despite the seemingly obvious advantages of collaboration between OD and training professionals, a gulf sometimes seems to separate the two. Consider the following examples:

- An executive complains that his training and OD people cannot seem to work together.
- Training staff complain at length about a manager they consider unreasonable and attribute her faults to her background in OD.
- A training staff member objects strongly when told that training needs analysis data could be used to identify performance problem solutions other than training.

Table provides some insight as to why conflict such as in the preceding examples exists. OD practitioners are typically strategic, and executives are usually their clients. Trainers are typically tactical, and their clients are lower in the hierarchy (see Figure 2-1 for differences between strategy and tactics). It is the nature of the OD practice to challenge assumptions underlying organizational practices. Trainers typically take organizational procedures and practices as givens, trying to make people more effective

| Issue | OD Practitioner | Trainer |
|---|---|---|
| Role | Strategic | Tactical |
| Client | Top management | Middle-to-lower-level management |
| Response to problems with organizational politics, structure, etc. | Challenge and confront | Work around or within the system |
| Organizational | Overly analytical | Gets things done perception |

within those practices. For example, suppose that the needs analysis data show that the problems in a work unit are a result of its manager acting inconsistently and arbitrarily. OD professionals more than training professionals would be willing to be guided by the data and confront the manager. Training professionals might be willing to say that no employee training needs were identified, but they are less likely to tell the manager that his or her behavior needs to change. OD professionals, however, are much more likely to get tagged with the "analysis paralysis" label than are trainers, who are seen as "doers." Yet as Table 2-2 suggests, each would benefit by working closely with the other because one's apparent weakness is the other's strength.

**Why Trainers Need OD Competencies**

Trainers can benefit from using OD, if only because its planning procedures help clar-ify what is needed in a given organizational situation. We believe that training programs will also benefit from the application of many other OD concepts and principles. The emphasis OD places on participative approaches to problem solving suggests that training is better when trainees take an active role in selecting their train-ing opportunities and in the training itself. When trainees are involved in the planning stages, they are less likely to demonstrate resistance. This learner-focused orientation opens communication channels and results in higher levels of motivation during the training program. A participative orientation also ties line managers directly to the training process by involving them in assessing their employees' needs, developing the training, and developing support systems for applying the training back on the job.

**Why OD Professionals Need Training Competencies**

Although generally successful, OD has experienced some glaring failures, many of which could have been avoided with more attention to training principles. Earlier, we identified the types of training required as a prerequisite or supplement to various OD techniques. OD interventions nearly always involve groups of employees in structured activities such as planning, problem solving, and intergroup conflict management. It is naive to assume that one can bring people together to solve new problems, in new relationships, in new situations, with new processes, and without prior training. These employees need to

- Have a common KSA base in these areas,
- Understand group dynamics and be skilled at working in groups, and
- Understand and be skilled at using a common problem-solving model.





If OD practitioners are not skilled in designing and implementing training programs, they must develop collaborative relationships with trainers who are. Such collabora-tion provides an excellent opportunity for involving internal training resources in change efforts. It is especially helpful when an OD consultant, familiar with good training practices, is retained from outside the organization. When HRD and OD work together in a collaborative fashion, they will go a long way toward defusing any conflict between external consultants and the HR function.

If OD is to be a long-term effort, the change must be institutionalized into the way the company does business. In one study, only about one-third of the OD efforts ex-amined lasted more than five years. This finding indicates that training is a critical component to institutionalizing the change. Three situations are identified as key times for training:

1. When the OD process is started, training is needed to provide education about the change process and to provide the necessary KSAs.
2. After the process has been in place for a while, some retraining or upgrading of KSAs is required to sustain the process.
3. As new employees enter the organization, they need an understanding of the process and the KSAs.

Although most organizations provide the initial training, few conduct follow-up training or modify their new-employee training to include the new process and the related KSAs.

## 1.6 Strategy and Training

Training and development in an organization requires implementation to achieve success. Therefore, the strategy will require vision, focus, direction and an action planning document. A training strategy is a mechanism that establishes what competencies an organization requires in the future and a means to achieve it.

### 1.6.1 Components of Training Strategy

There are many important aspects to consider here. To create the Strategic Training and Development Plan, you will need a detailed profile of your;

- Employee Training and Train-the-Trainer needs,
- Team Building and Team Development,

- Leadership Development,
- Executive Coaching,
- Competency Requirements and Skills Profiling,
- Objectives and Action Plans,
- Vision.

All of these profiles will further have to be considered within the realms of Equity and Diversity, Organization Values, Business Process Improvement, Change Management and Organization Design and Structure.

### 1.6.2 How to Created Training Strategies

The most successful and profitable approach has been to;

Identify the customer's training needs in terms of their organizational strategic plan, HR strategic plan, personal development plans and focus on comprehensive interviews or focus groups,

- Establish development gaps, present and future,
- Set organizational training objectives,
- Create a training action plan, which must ensure that the necessary systems are in place, access resources, source or design training and position the training. The training must then be delivered and co-ordinated,
- Monitor the training,
- Evaluate the training by assessment and verification, and
- Revise training and/or training plan.

### 1.6.3 How are Training Strategies Implemented

A strategy designed but not implemented is worthless

In order to bring about the best results for the training strategy, the training products or services need to be marketed and promoted by manipulating the following;

- **Product/Service:** Keep the training cutting edge and future focused. Make sure there is a practical transfer of learning, put a development support network in place, and ensure alignment to quality standards.





- **Promotion:** Commit to a core training value system. Create a slogan or tagline to brand your training. Bridge the gap between perception and reality. Give your training a personality and a brand, and remember your customers (your employees are customers) want to know, "What's in it for me".
- **Price:** Cost the training accurately and calculate the value received.
- **Place:** Decide between on-the-job, classroom, distance learning, web-based and virtual learning. Access, location, and distribution are key to consider.
- **People's needs:** Establish what your customers want and need. Ensure your customers know the training is meeting their needs and that these needs provide a base for decisions in all other areas.
- **Project Management:** Establish roles and responsibilities. Action the Training and Development Strategic Plan. Monitor and evaluate progress and make adjustments where necessary.

### 1.6.4 Effective Training Strategies

Training is a vital part of effective working conditions. A company needs valid training strategies so that its workers are prepared to handle their job after a training course. Information technology, or IT, jobs require specific training strategies because information technology is a field that is constantly changing and growing. An productive training strategy keeps workers up to date and able to handle any situation.

1. **One-on-One Strategy :** A one-on-one strategy provides training for the new employee under the guidance of one experienced employee. An older IT employee would show the company computer system and teach the new employee how to use the system. This training strategy allows the new employee to ask questions, become familiar with the specific system that a company uses and avoid mistakes by constant supervision for a specific period. The training time will differ based on the specific system and the estimated time the average IT professional requires to learn the basics.

2. **Lecture Strategy :** A lecture strategy is a training strategy where the basics are provided in a series of lectures. The new employees are taken to a room and one IT professional explains the basic knowledge in a manner similar to school classes. In some companies, a lecture strategy is combined with a one-on-one strategy, with the lecture giving the basic knowledge and the one-on-one strategy giving supervised hands-on experience.

3. **Group Strategy :** Companies that hire several IT employees at the same time might employ a group training strategy. In this strategy, the new IT employees are broken into small groups and taught the company systems in the group. The group is able to ask questions and learns to work as a team in this strategy, which is ideal for companies that need strong team work.

4. **Computer-Based Strategy :** A computer-based training strategy uses a computer program or a computer system to train the new employees. Although IT professionals have specific computer skills, they do not necessarily have all of the skills necessary for the job. The computer-based strategy sets the new employee at the computer, where he.

### 1.6.5 Corporate Training Strategies and Practices

A corporate training strategy is both an objective-based training policy and an integrated practical operational policy. This approach to planning is synthesized from a strategically planned assessment of productivity and corporate needs. This is a critically important process for medium to large corporations. Each phase of corporate training is integrated into the strategic blueprint.

1. **The strategic decision process :** Strategic planning for corporate training practices is based on a range of measurable parameters. It may include quantified future requirements for productivity in terms of business goals. The decision process is systematic and creative, identifying areas and training needs, and creating an integrated picture of the organization's needs.

   Typical planning may need to include a gamut of types of training. Leadership training, team building, management training, customer service training and performance training are common strategic staff development areas.

   Training requirements need to achieve measurable results. Many organizations prefer professional external training methods, because these can be measured at recognized industry standard levels. These types of training initiative are also very beneficial for staff, and act as positive reinforcement in terms of employment values. (Staff invariably respond very well to this type of training, which is valuable in its own right and acts as a true motivation and incentive.)

2. **Creating the strategic training policy**

   A strategic training policy must have:

   - **Clearly defined goals:** Productivity, skills upgrades, process efficiencies, time management, net costs relative to profit, etc. Goals must be defined as working concepts in relation to the corporation's operations. Goals will set targets for improvements in operations, which is the basis of defining training needs.





   - **Clear structures:** These are organizational contexts of training programs in terms of corporate goals. A business will typically run structured training programs in core operations as a basic strategic approach, and develop its strategies on this basis. Linked to this structure clear expectations also have to be formalised, so that trainees not only understand the goal but also the guidlines for achieving the goal.
   - **Clear methodologies:** This is the phase of planning in which the required form(s) of training and use of budget and resources are decided. A strategic training policy like "All our sales people should receive formal sales training" naturally requires thorough costing, a clear set of priorities for types of training, and time frames for completion.

3. **Implementing strategic corporate training**

   Implementation of corporate training policies involves:

   - The selected training organization provides consultation regarding the actual training processes to ensure proper implementation of the training strategy and provision of facilities, scheduling, time frames and other basic requirements.
   - A training plan is formulated in accordance with the organization's goals.
   - As part of the training implementation the client organisation's senior management should be supportive of the entire training process to encourage the buy-in from the participants
   - The training program's progress is periodically reviewed by senior management, to monitor progress and to ensure they are providing the appropriate support.
   - The training organization provides feedback to the client in terms of successful completion of goals.
   - Final review and evaluation of measurable performance of the training initiative.

The strategic training process is now the preferred training methodology for the world's major corporations. It ensures training quality, defines corporate goals accurately, and provides cost effective benefits to employers and employees alike. This is the major league standard of training, and it shows.

### 1.6.6 Four Strategic Issue in Training Strategy

To avert futile training programs it is necessary to consider four strate-gic issues separately: the need for a broad action perspective in establish-ing a, training strategy; setting goals; planning the specifications; and programming the resources and their sequences for these requirements. In the prevailing urgency to "get going," these issues rarely receive the atten-tion their basic importance warrants.

1. **Action Perspective in Training Strategy :** From an action perspective, training is a systematic attempt to develop the human resources—individual, group and organizational competencies required to manage some present tasks and situations as well as those in the future. An effective training strategy therefore focuses on making train-ing an effective instrument of action in the field. In the course of doing this, training may well spin off action projects; as these projects develop they then, in turn, highlight new gaps in competencies to be filled through training. Training and action are therefore closely linked.

   a by product

   When training is closely linked to action, the trainer's role expands from the traditional instructor/organizer of training programs and sessions to include change agent and system consultant to the work organization. The trainer participates in organizational diagnoses, planning change interven-tions, actually intervening in collaboration with colleagues operating the technologies and services of the organization, and evaluating and replan-nig the organisation's development strategy.

2. **Goal-Setting with the Work Organization Taking the Lead :** The next step after the overall action strategy is clear is setting appro-priate goals for training. What are the changes to be effected? Once this question is answered, these follow: What number and types of people require training, and what resources of time, skill, and facilities will be needed for this particular training? In other words, what are the training specifications?

   Much training bogs down in failure right here. It is failure from which there is no hope of recovery, despite any subsequent effort mounted to compensate for it.

3. **Planning Training Specifications with Trainers in the Lead :** Responsibility is reversed when the time comes for defining training specifications. The organization has specified the new knowledge, under-standing, and skills required for the change it desires. The training system, in turn, has helped to





pinpoint those which can be developed through systematic training. How this is to be done, that is, what training designs and methods to use, are strictly the business of the training system. This is the very core of its job.

There are enough analogies to help us understand this division of func-tions. For instance, nobody would dream of drilling a one-sixteenth-inch hole with a one-half-inch tool, or of expecting delivery in two weeks of a finished product that takes two months to season. In the same way, train-ing has its specifications. They may state, for instance, that half a day does not suffice to develop new attitudes or leadership skills, or that training one person does not suffice to initiate a change for which a company of like-minded people is required. For a work organization to tamper wide. such specifications (if they have been carefully tested) is not thrift but waste, and throws doubt on its commitment to getting the development accomplished.

Training specifications have to cover two further aspects. First, they need to state precisely the contributions to training that agencies other than the training system itself may have to make. The provision of oppor-tunities for fieldwork placement is an example during the course, while adequate support after participants return from training and start the new work is an example for later. The participants' organization will certainly be involved in such planning, but also agencies of various other kinds, e.g., hospitals and communities near training institutions.

4. **Programming Strategy by the Training System :** The overall strategy has been mapped out satisfacto-rily, the training goals make sense, and the training specifications are met. The fourth specific step then addresses two further considerations. How to organize the various training inputs for maximum effectiveness and econ-omy constitutes programming strategy and is the chief concern of the rest of this chapter. The other consideration, the choice of strategy, can also contribute to the improvement of the training system, but will only be outlined here to complete the picture; part III of the book is devoted to its further study.

The training system's first task is to use advantageously its current train-ing resources, the skills of its trainers, available time and facilities, as well as the training resources and opportunities in the locality. The range of choice is wide, even for the humblest system, and choosing is possible at any stage of the training process. The system can make use of a wide van % ety of training settings:

participants' work organizations, special small group settings, fieldwork, individual learning, and follow-up services, to mention just a few. A wide and expanding variety of methods and materials are also available to the training system

Programming strategy combines various discrete resources into purpose-ful inputs. It then relates these inputs in proper quantities and sequences so that they constitute training that achieves real impact. For individual participants the program as a whole then provides an integrated learning experience. For work organizations it provides a comprehensive and con-sistent source of the new skills required for development. In such a compre-hensive set the impact of the training process will be highest and also most economical. Careful evaluation at critical stages can ensure continued im-pact and economy. All this can follow if training starts with a clear and sound strategy.

### 1.6.7 Three Basic Phases in Training Strategy

The unfreeze/refreeze model is one of the simplest models for understanding organizational or social change. It was developed by Kurt Lewin, a physicist turned social scientist. Because of his professional background, he used physical science analogies to help explain social phenomenon.

The three stages he went through are unfreezing, change and refreezing. You can use the same three stages to describe any change in an organization, especially social changes. The problem is, in an organization, we often forget one of the three steps. Typically, we forget step one, or step three. We do step two -- we make the change -- but we're never really successful because there are three stages to consider, not one.

1. **Step One: Unfreezing :** How do you unfreeze an organization so that it will accept change? In other words, how do you make the system receptive to change? How can the system be made to want to change if you are trying to install change in your organization -- for example a non-smoking policy or an affirmative action program. The first thing you have to do is get the organization receptive to change, therwise your organization will be like that block of ice. It will naturally resist change.

**The Unfreezing Process**

Feeding back people's opinions is one good way to begin the unfreezing process. The survey feedback technique makes the organization aware that there are problems, that people are upset, that morale is low, or that work attitudes and performance are not what they ought to be. That's a form of unfreezing. For an individual, a doctor's report could be an unfreezing motivator. You refuse to accept the fact that there is any pressing need to diet until you get feedback from a doctor who tells you that if you don't diet you'll be dead in six months. That may unfreeze your feelings towards making a change in eating habits.

2. **Step Two: Making the Change :** In step two you actually make the change. You propose the solution to the problem that you may have identified or highlighted in step one. Then you get people doing it. You start your diet. You learn new skills, etc. You make the change. Installing this change will be discussed in detail in the next section of this book.

3. **Step Three: Refreezing :** This step is often missed. We to get an employee to change his/her work habits but then don't refreeze that change. We put in a new system in an organization and we don't refreeze the change.

   This step is usually missed in management training programs. We teach people skills; we hope they will use them back on the job but we don't build the use of these skills into the standard operating procedures of the organization. Suppose your organization wanted to implement Affirmative Action. How do you make the basic concepts and practices of Affirmative Action a permanent part of the organization's work patterns? If you have a zero defects manufacturing program that you want to implement in your manufacturing plant, how do you make that change of focus in production, a permanent part of the way things are done? By refreezing.

## 1.7 Understanding Motivation and Performance

**Motivation of Employees**

The motivation of employees is a key success factor for the innovative and challenging organization. The employees without motivation can easily pretend heir motivation, but the organization realizes no additional benefits. The efficient performance management system supports motivation through the crystal clear goal setting process, fair feedback provided by managers and by a strong consequence management. Many organizations act on top performers and high potentials. Most organizations fail on acting with the "employees in the middle" and low performers. The proper consequence management is an crucial part of the performance management. Motivation is affected if employees see no action on low performers in the team.

**The efficient and trustful performance management system** cannot exist without performance standards. The company has to define the basic requirements for each job position in the organization. HR and managers have to prepare balanced and fair system of requirements. Employees are not expected to meet just the volume criteria, but they have to meet the qualitative criteria, as well. The standards set clear expectations of managers from employees. The employee not meeting the performance standards cannot expect any recognition in the organization. HR can act on employees not meeting required minimum.

**Employees expect managers to act on low performers.** The performance standards are public, and everyone can see the expected minimum from the job position. Employees see the real results of employees in the team. Each employee wants to be a part of the successful and the winning team: the low performers are the greatest risk for the team.

**Motivation can be increased in the team, if employees see a proper action on low performers in the team.** The dismissal is not needed. Manager should constantly work with the high performers. Manager should continuously work with low performers. They need help and their performance can improve significantly in a short period of time. Manager has to distinguish between short-time low performers and permanent low performers. Everyone has difficult times. Everyone cannot keep the high performance all the time. Manager has to find out reasons and has to react properly.

**The performance management helps to identify the permanent low performers in the team.** Manager should understand the basic rules of the performance management in the organization. The rules should include the processes for permanent low performers. They should be given one or two chances to improve their performance. They should be expected to meet the performance standards. The performance standards are not defined for the top performers. They are defined for all employees as a basicly required minimum. The top performers are just far better than the standard requires.

**Managers have to be educated and supported by Human Resources.** HR has to prepare specific training courses about the consequences resulting from the performance management system. HR has to be ready to prepare managers for tough discussions. The low performers usually know all internal policies. They are not worried to argue. HR should support managers in discussions.





**Motivation can be strongly supported by the performance management system.** However, it depends strongly on managers. They have to be trained to work with high performers and low performers. They have to identify the real causes for the low performance. The permanent low performers should disappear from teams.

### 1.7.1 Motivation Theories to Employee Performance

#### A) Needs Theory

Our needs are the basis of our motivation and the reason for almost all of our activity. Understanding a person's needs helps you understand his behavior. From Maslow's early work, Clayton Alderfrer developed a needs theory of motivation called ERG theory. The initials ERG represent the three basic needs of the theory: existence, relatedness, and growth. Existence needs correspond to Maslow's lower-order physiological and security needs. They are the immediate needs required to sustain life - needs for food, shelter, and the like - and the need for some security in the future for a safe and healthy life. Relatedness needs reflect people's need to be valued and accepted by oth-ers. Interpersonal relationships and group membership (work, family, friends, etc.) act to satisfy these needs. Growth needs include feelings of self-worth and competency and achieving our potential. Recognition, accomplishment, challenging opportunities, and a feeling of fulfillment are outcomes that can satisfy these needs. Even though some disagreement exists in the scientific community about the relationships among these needs and their relative importance at any given point in life, few dispute the idea that these needs exist for everyone.

People work to satisfy their needs. Understanding the types and strengths of em-ployee needs is important to the training process. It can help identify some of the causes of poor performance and therefore determine training needs. Consider the employee who has strong relatedness needs but whose job is structured so that he must work alone most of the time. He might be unable to complete the required quality and quan-tity of work because he spends too much time socializing with others in the workplace. Additional technical KSAs will do little to improve his job performance. Performance improvement would more likely result from some other type of training (perhaps time management) or some nontraining intervention (such as job redesign or counseling).

Understanding needs is also important in designing training programs and facili-ties. Trainers need to make sure that the environment and training methods - that is, how the training is conducted and where it takes place - meet the trainee's physical, relationship, and growth needs. We discuss these issues in depth in the chapters cov-ering training design, development, and implementation. Think back to the wilder-ness training case to get a sense of how training methods, materials, and environment influence trainee motivation.

**B) Process Theories**

Process theories explain how workers select behavioral actions to meet their needs and determine their choices. The following theories each offer advice and insight on how people actually make choices to work hard or not work hard based on their individual preferences, the available rewards, and the possible work outcomes.

**a) Equity theory**

According to the equity theory, based on the work of J. Stacy Adams, workers compare the reward potential to the effort they must expend. Equity exists when workers perceive that rewards equal efforts.

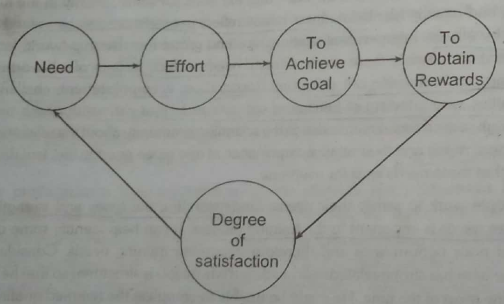



**Fig.: The equity theory**

But employees just don't look at their potential rewards, they look at the rewards of others as well. Inequities occur when people feel that their rewards are inferior to the rewards offered to other persons sharing the same workloads.

Employees who feel they are being treated inequitably may exhibit the following behaviors:





- Put less effort into their jobs
- Ask for better treatment and/or rewards
- Find ways to make their work seem better by comparison
- Transfer or quit their jobs

The equity theory makes a good point: People behave according to their perceptions. What a manager thinks is irrelevant to an employee because the real issue is the way an employee perceives his or her situation. Rewards perceived as equitable should have positive results on job satisfaction and performance; those rewards perceived as inequitable may create job dissatisfaction and cause performance problems.

Every manager needs to ensure that any negative consequences from equity comparisons are avoided, or at least minimized, when rewards are allocated. Informed managers anticipate perceived negative inequities when especially visible rewards, such as pay increases or promotions, are allocated. Instead of letting equity concerns get out of hand, these managers carefully communicate the intended values of rewards being given, clarify the performance appraisals upon which these rewards are based, and suggest appropriate comparison points.

**b) Expectancy theory**

Victor Vroom introduced one of the most widely accepted explanations of motivation. Very simply, the expectancy theory says that an employee will be motivated to exert a high level of effort when he or she believes that:

1. Effort will lead to a good performance appraisal.
2. A good appraisal will lead to organizational rewards.
3. The organizational rewards will satisfy his or her personal goals.

The key to the expectancy theory is an understanding of an individual's goals and the relationships between effort and performance, between performance and rewards, and finally, between the rewards and individual goal satisfaction. When an employee has a high level of expectancy and the reward is attractive, motivation is usually high.

Therefore, to motivate workers, managers must strengthen workers perceptions of their efforts as both possible and worthwhile, clarify expectations of performances, tie rewards to performances, and make sure that rewards are desirable.

c) **Reinforcement theory**

The reinforcement theory, based on E. L. Thorndike's law of effect, simply looks at the relationship between behavior and its consequences. This theory focuses on modifying an employee's on the job behavior through the appropriate use of one of the following four techniques:

- Positive reinforcement rewards desirable behavior. Positive reinforcement, such as a pay raise or promotion, is provided as a reward for positive behavior with the intention of increasing the probability that the desired behavior will be repeated.
- Avoidance is an attempt to show an employee what the consequences of improper behavior will be. If an employee does not engage in improper behavior, he or she will not experience the consequence.
- Extinction is basically ignoring the behavior of a subordinate and not providing either positive or negative reinforcement. Classroom teachers often use this technique when they ignore students who are "acting out" to get attention. This technique should only be used when the supervisor perceives the behavior as temporary, not typical, and not serious.
- Punishment (threats, docking pay, suspension) is an attempt to decrease the likelihood of a behavior recurring by applying negative consequences.

The reinforcement theory has the following implications for management:

- Learning what is acceptable to the organization influences motivated behavior.
- Managers who are trying to motivate their employees should be sure to tell individuals what they are doing wrong and be careful not to reward all individuals at the same time.





- Managers must tell individuals what they can do to receive positive reinforcement.
- Managers must be sure to administer the reinforcement as closely as possible to the occurrence of the behavior.
- Managers must recognize that failure to reward can also modify behavior. Employees who believe that they deserve a reward and do not receive it will often become disenchanted with both their manager and company.

d) **Goal-setting theory**

The goal setting theory, introduced in the late 1960s by Edwin Locke, proposed that intentions to work toward a goal are a major source of work motivation. Goals, in essence, tell employees what needs to be done and how much effort should be expanded. In general, the more difficult the goal, the higher the level of performance expected.

Managers can set the goals for their employees, or employees and managers can develop goals together. One advantage of employees participating in goal setting is that they may be more likely to work toward a goal they helped develop.

No matter who sets the goal, however, employees do better when they get feedback on their progress. In addition to feedback, four other factors influence the goals performance relationship:

- The employee must be committed to the goal.
- The employee must believe that he is capable of performing the task.
- Tasks involved in achieving the goal should be simple, familiar, and independent.
- The goal setting theory is culture bound and is popular in North American cultures.

If the goal setting theory is followed, managers need to work with their employees in determining goal objectives in order to provide targets for motivation. In addition, the goals that are established should be specific rather than general in nature, and managers must provide feedback on performance.

### 1.7.2 Self-Efficacy and Motivation

Feelings about our own competency are reflected in the concept of **self-efficacy,** which is one of the better-researched constructs related to motivation. High self-efficacy is associated with a belief that we can and will perform successfully. Individuals with low self-efficacy are preoccupied with concerns about failure. Research supports the belief that the higher the self-efficacy, the better the performance. Not only is performance better, but in difficult situations, those with high self-efficacy also try harder, while those with low self-efficacy tend to reduce effort or give up. In a training context, research shows that those with high self-efficacy beliefs are more motivated to learn and are more likely to transfer that learning.

Several factors combine to provide employees with an estimate of their ability to be successful:

- Prior experience. The person's past successes and failures and their consequences
- Behavioral models. Successes and failures of others observed attempting the behavior
- Others' feedback. The encouragement or discouragement provided by others
- Physical and emotional state. The physical or emotional conditions the person believes will affect their ability to perform.

Self-efficacy, therefore, is the primary factor in the person's Expectancy 1 evaluation. The employee's feelings of self-efficacy are translated into behavior. If success is ex-pected, the employee works harder, longer, and more creatively, anticipating the pos-itive consequences of a successful effort. If failure is expected, the employee acts to minimize the negative consequences of failure. For example, withdrawing from the activity (refusing to try) moves the person away from proven failure to simply "I did not try." It also allows the person to say, "At least I did not put a lot of energy into it," or make some other rationalization. The point is that the employee's self-efficacy sets up the person's behavior to fulfill the self-efficacy beliefs. In expectancy theory terms, if I do not believe that I can successfully do something, I won't exert the effort to do it; instead, I'll do something else.

What can be done specifically to improve an individual's self-efficacy? The super-visor can provide the employee with confidence through persuasion. Convincing her that she is quite capable of succeeding in the training will help. Also, seeing others who are similar to the employee succeed will improve the employee's self-efficacy.





Training can improve self-efficacy either directly or indirectly, as a by-product.[18] If the employee experiences low self-efficacy regarding her abilities to perform the job, but evidence indicates that she possesses the requisite KSAs, a program of improving self-concept and confidence is needed. When low self-efficacy results from a true lack of required KSAs, attaining competency in these KSAs should increase the employee's self-efficacy if the training allows the trainee to demonstrate mastery on a continuous basis.

Self-efficacy is very powerful in terms of facilitating trainee success. It seems to be a good predictor of both learning in the training environment and transfer of the behavior to the job. So determining a trainee's self-efficacy before training and, if low, providing, means to improve the trainee's self-efficacy would seem to be a worthwhile endeavor.

### 1.7.3 Social Learning Theory

Albert Bandura and his assodates"developed a model of learning known variously as observational learning, vicarious learning, and, most often, social learning theory. One of the theory's most important contributions to the science of learning was demonstrating that learning could occur without any overt behavior by the learner. That is, the learner did not have to do anything except observe what was going on around her. No behavior pattern was produced, and no reinforcement was given.

The basic premise of Social Learning Theory is that events and consequences in the learning situation are cognitively processed before they are learned or influence behavior. The processing of information leads to learning and changes in behavior. Certainly, the consequences of behavior (reinforcement or punishment) influence the likelihood of that behavior in the future, but they do so as a result of how they are perceived, interpreted, and stored in memory. Thus, a person can learn by observing the behavior of others and the consequences that result. This theory contradicts the strict behaviorists, who claim that learning can occur only as a result of a person's own be-havior and its consequences. The cognitive processes that are a part of social learning theory are motivation, attention, retention, and to some extent behavioral reproduc-tion. Figure illustrates the relationships among these cognitive processes. Let us examine this model in more detail.

### 1.7.4 Aligning Training Design with Learning Process

According to learning theories of how individuals learn. Gagne and his associates suggest that for instruction to be effective, a "set of events" external to the learner must be designed to facilitate the internal learning process. So how can the sequencing of events in a training process increase the likelihood that learning objec-tives will be achieved?

Gagne and his associates provide a Micro Theory of Instructional Design, which is a guide for designing training events to achieve the learning outcomes (KSAs) that you want to create. The theory provides nine steps (sets of events) to fol-low in developing training for a learning objective. To be most effective, this "set of events" should be arranged in a specific order, as depicted. Gagne and his associates do not indicate that the nine steps are necessary for every learning ob-jective, or that the sequencing must be exactly as indicated. They say,

These events of instruction do not invariably occur in this exact order, though this is the most probable order... by no means are all of these events provided for every lesson.... Their role is to stimulate internal information processes ... sometimes an event will be obvious to the learner and not needed ... or pro-vided by the learner themselves.... In using the checklist the designer asks, "Do these learners need support at this stage for learning this task?"

To clarify the application of the model, we will go through each of the events using a learning objective related to teaching apprentice electricians.[30] You are the trainer, and the learning objective for the training is to determine the amperage of an appli-ance, given the watts and voltage. The first event, "gaining attention," is obtained by showing a short video in which a family is in a kitchen; the lights, radio, and toaster are all on. One of the children plugs in the blender and when she turns it on, the radio, lights, and toaster turn off. This gets everyone's attention (instructional event one). Now you ask, "What happened here?" When the answer is given (a fuse was blown), you discuss why it happened and move to the second event: "Inform the learner of the objective." The objective is to calculate the amperage of appliances so as to wire a room properly with the correct number and type of plugs on the basis of what will be used in that room. The next event is "stimulate recall of prerequisites." Here, you would ask apprentices to recall the typical voltage in a house (it is 120 volts, but for ease of





calculation, here we will round it to 100). You then ask, "Where is the wattage for an appliance found?" The answer is on a label on the back or side of the appliance. Then ask, "What is the purpose of fuses?" The answer is to prevent circuit overload. Finally, ask how their size is measured (amperes).

"Presenting the stimulus" is done by providing the formula for determining amperage (amperes = watts/volts). Given the wattage of the blender (1000 watts), you ask, "What is its amperage?" You may give a few more examples. Next, for the "provide learning guidance" event, you ask the apprentices to go back to the exam-ple at the beginning of the discussion. Tell them that all the kitchen outlets were wired to one typical 15-ampere fuse and ask, "Would the fuse have still blown if the toaster was not plugged in?" They cannot give the correct answer because they need more information, so you discuss the need to have the wattage of everything in the kitchen to determine the total amperes. You then give the wattages to them (100-watt light, 1000-watt toaster, 10-watt radio) and ask for the amperes generated for each.

For the next event, "eliciting performance," you provide the apprentices with the wattage of a number of appliances (refrigerator, 1000 watts; television, 300 watts; space heater, 1400 watts; and so forth) and ask them to determine the amperes each will require. To "provide feedback," you review the answers to the preceding questions and determine how well each apprentice understood the process. "Assessing perfor-mance" is done by providing the apprentices with a number of problems for which they need to calculate the amperes of appliances. For the final event, "enhancing reten-tion and transfer," you provide them with the problem of wiring a workshop. The ap-pliances to be used in the workshop include a table saw, router, planer, drill press, sander, four lights, radio, electric heater, and so forth. You also give the wattage for each of the appliances. Then you ask them to indicate how many 15-ampere circuits they would need to provide to be most efficient and what they would put on the same circuit.

Using the theory helps you design a series of events that are most likely to resul[t] in the learning that you want to occur.

## CASE STUDY - 1

### Taking Charge at Domtar : What it Takes for a Turnaround

**(Source : Nick Blanchard, Page No. 1, Effective Training)**

Domtar is the third largest producer of uncoated freesheet paper in North America. In the decade prior to 1996, Domtar had one of the worst financial records in the pulp and paper industry. At that time it was a bureaucratic and hierarchical organization with no clear goals. Half of its business was in "trouble areas." Moreover, the company did not have the critical mass to compete with the larger names in the field. The balance sheet was in bad shape, and the company did not have investment-grade status on its long-term debt.

In July of 1996, Raymond Royer was named president and chief executive officer (CEO). This was quite a surprise because, although Royer had been successful at Bombardier, he had no knowledge of the pulp and paper industry. Many believed that to be successful at Domtar, you needed to know the industry.

Royer knew that to be effective in any competitive industry, an organization needed to have a strategic direction and specific goals. He decided to focus on two goals: return on investment and customer service. Royer told Domtar executives that to survive, they needed to participate in the consolidation of the industry and increase its critical mass. The goal was to become a preferred supplier. The competitive strategy had to focus on being innovative in product design, high in product quality, and unique in customer service. At the same time, however, it had to do everything to keep costs down.

When Royer took over at Domtar, he explained to the executive team that there were three pillars to the company: customers, shareholders, and ourselves. He noted that it is only "ourselves" who are able to have any impact on changing the company. He backed up his words with action by hiring the Kaizen guru from Bombardier. Kaizen, a process of getting employees involved by using their expertise in the development of new and more effective ways of doing things, had been very effective at Bombardier. Royer saw no reason why it would not be successful at Domtar. Royer also knew that for the new strategic direction and focus to be successful, everyone needed to both understand the changes being proposed and have the skills to achieve them. The success of any change process requires extensive training; therefore, training became a key part of Royer's strategy for Domtar.







This last point reflects the belief that it is the employees' competencies that make the difference. The Domtar Difference, as it is called, is reflected in the statement, "tapping the intelligence of the experts, our employees." Employees must be motivated to become involved in developing new ways of doing things. Thus, Domtar needed to provide employees with incentives for change, new skills, and a different attitude toward work. The introduction of Kaizen was one tactic used to achieve these goals.

Training at Domtar went beyond the traditional job training necessary to do the job effectively and included training in customer service and Kaizen. This is reflected in Domtar's mission, which is to

- meet the ever-changing needs of our customers,
- provide shareholders with attractive returns, and
- create an environment in which shared human values and personal commitment prevail.

In this regard, a performance management system was put in place to provide a mechanism for employees to receive feedback about their effectiveness. This process laid the groundwork for successfully attaining such objectives as improving employee performance, communicating the Domtar values, clarifying individual roles, and fostering better communi-cation between employees and managers. Tied to this were performance incentives that rewarded employees with opportunities to share in the profits of the company.

Has Royer been successful with his approach? First-quarter net earnings in 1 998 were $1 7 million, compared with a net loss of $1 2 million for the same time period in 1997, his first year in office. In 2002, third-quarter earnings were $59 million and totaled $141 million for the year. That is not all. Recall his goal of return on equity for shareholders. Domtar has once again been included on the Dow Jones sustainability index. Domtar has been on this list since its inception in 1999 and is the only pulp and paper company in North America to be part of this index. To be on the list, a company must demonstrate an approach that "aims to create long-term shareholder value by embracing opportunities and managing risks that arise from economic, environmental, and social developments." On the basis of this, it could be said that Royer has been successful. In 2003, Paperloop, the pulp and paper industry's international research and information service, named Royer Global CEO of the year.

It was Royer's sound management policies and shrewd joint ventures and acquisitions that helped Domtar become more competitive and return their long-term debt rating to investment grade. However, joint ventures and acquisitions bring additional challenges of integrating the new companies into the "Domtar way." Again, this requires training.

For example, when Domtar purchased the Ashdown Mill in Arkansas, the management team met with employees to set the climate for change. The plan was that within 14 months, all mill employees would complete a two-day training program designed to help them understand the Domtar culture and how to service customers. A manager always started the *one- day customer focus* training, thus emphasizing the importance of the training. This manager returned again at lunch to answer any questions as the training proceeded. In addition, for supervisor training, each supervisor received skill training on how to effectively address employee issues. How successful has all this training been? Employee Randy Gerber says the training "allows us to realize that to be successful, we must share human values and integrate them into our daily activities." The training shows that "the company is committed to the program." Tammy Waters, a communi-cations coordinator, said that the training impacted the mill in many ways and for Ashdown employees it has become a way of life.

The same process takes place in Domtar's joint ventures. In northern Ontario, Domtar owns a 45 percent interest in a mill, with the Cree of James Bay owning the remaining 55 percent. Although Domtar has minority interest in the joint venture, training is an important part of its involvement. Skills training still takes place on site, but all management and teamwork training is done at Domtar's headquarters in Montreal.

Royer's ability to get employees to buy into this new way of doing business was necessary for the organization to succeed. Paperloop's editorial director for news products. Will Mies, in describing why Royer was chosen for the award, indicated that they polled a large number of respected security analysts, investment officers, and portfolio managers as well as their own staff of editors, analysts, and economists to deter-mine a worthy winner this year. Raymond Royer emerged a clear favorite, with voters citing, in particular, his talent for turnaround, outstanding financial management, and consistently excellent merger, acquisition, and consolidation moves as well as his ability to integrate acquired businesses through a management system that engages employees. Of course, that last part, "a management system that engages employees," could be said to be the key without which most of the rest would not work very well. That requires training.





## CASE STUDY - 2

### LG Electronics

**(Source : Nick Blanchard, Page No. 29, Effective Training)**

LG Electronics (LGE) is a global company based in South Korea. As of 2006, LGE has about 130 subsidiaries and branch offices all around the world and 85 percent of the company's revenues comes from outside Korea. LGE has grown rapidly as a global consumer electronics and telecommunications company where 60 percent of the total workforce is recruited in the local country. LG Electronics India Limited (LGEIL) is one of the fastest growing companies among the 130 subsidiaries and is often credited as a successful localization case by writers on management.

Before 1997, LGE made two attempts at penetrating the Indian market. Both these attempts failed. The first was in the form of a joint venture with Bestavision and the second was a joint venture with a Birla Group company. A dramatic shift in policy by the Government of India that allowed transnational companies to set up shop in India encouraged LGE to set up a 100 percent subsidiary in India and this has been a runaway success. LGEIL holds the top market share in the Indian consumer electronics market. In color televisions, it has a market share of 22.6 percent followed by Samsung and Onida with 13.6 percent and 10.4 percent, respectively. In refrigerators, it has a market share of 23.6 percent and is neck-to-neck with Godrej (19.9 percent) and Whirlpool (21.7 percent). It is the market leader in the washing machines and microwave ovens segment with a market share of 30.5 percent and 40.7 percent.

What has contributed to the success of LGEIL? Y. K. Kim, chief HRO, believes that the company owes it success to tapping local talent and the passion of its employees for innovation. When LGEIL was set up in 1995 the unchallenged trend at most MNCs was that expatriates manned all crucial functions. All the policies were formulated at headquarters and then unquestioningly executed at various branch offices. This left very little elbow room for local managers to manoeuvre things at their end. Consequently, none of these initiatives factored in local considerations leading to huge disconnects between what the local consumers wanted and what the corporate office thought they wanted.

In contrast, the LGEIL story got scripted very differently. The three crucial decisions which established the DNA of LGEIL were as follows:

- Indian employees were appointed as key decision makers at LGEIL. The role of foreign service employees (FSEs) remained limited and they acted as facilitators, which implied that they would coordinate with LG Korea and would provide expertise where needed.
- The head of sales and marketing division and head, HR, would always be Indians.
- The heads of manufacturing and finance and accounting would be FSEs but would be assisted by Indian managers who would provide key support to these functions.

These decisions became the cornerstones of LGE's operational strength in India and enabled it to emerge as a market leader in many product categories.

Retention of employees was a major challenge for LGEIL. The industry attrition rate was 35 percent. Over a period of five years, LGEIL has achieved a dramatic reduction in manpower attrition that stands today at 6 percent. According to Yasho Verma, Director, HR, the three factors that have contributed to this has been career planning, employee engagement, and empowerment of managers. Fresh MBAs in LGEIL can make all decisions unlike other MNCs.

Identifying and rewarding talent was an initiative undertaken at LGEIL to retain its star performers. In 1998-1999, the reward and recognition system was made comprehensive and strong, including in its ambit the broadest spectrum of people working for LGEIL. On the first working day of every month, LGEIL distributes around 250 to 300 rewards and citations among its star performers, a ceremony that concludes with a message from the CEO. Like all LGEIL meetings, this one too, is extremely short, sweet, and crisp.

In a little less than 10 years, LGEIL products have managed to conquer the hearts, minds, and imagination of thousands of ordinary housewives and children through whom it has been able to reach millions of house-holds in India.

Yasho Verma believes that training is the fulcrum of growth for an organization that is scaling up fast. At LGEIL, the entire gamut of knowledge, skill, and attitude training is covered. The best training, however, comes from empowerment, accountability, and job rotation, all of which is practised in varying measures at LGEIL. At LGEIL, the pyramid of learning starts with skill training, next comes conceptual training, and at the top is mindset training, which is the most difficult to impact.





Every employee is mandated to complete at least two e-modules in a month. The modules could relate to product specifications, a functional domain, a specific company policy or any of the Six Sigma programs that have been implemented at LGEIL. Over 95 percent of employees follow this schedule. At the end of each training module is a Q & A section. Every negative reply automatically generates the correct answer. A mistake made twice, generates a sheet, which has the correct answer underlined for reiteration.

Once a quarter, all work at LGEIL comes to an absolute standstill. That's the day when everybody is in the classroom taking a global test that is administered in all parts of the globe, wherever LGE has operations. Everybody from the top to the bottom of the pyramid appears in this test and those who score the highest walk away with attractive prizes. On an average, each LGEIL employee undergoes 10 days of training cycle every year.

## CASE STUDY - 3

### The Wilderness Training

**(Source : Nick Blanchard, Page No. 62, Effective Training)**

Claudia, a successful 33-year-old corporate marketing executive, found herself in the mountains preparing to climb a rope ladder attached to a tree. When she reached the top of the ladder, she would fall off back-ward. It wouldn't be an accident. No, she wasn't suicidal or deranged.

She was participating in an executive development program called Wilderness Training Lab.

Back at the corporate office she was known as an independent, smart, and tenacious businesswoman. She quickly moved up the corporate ladder from product research assistant to brand manager. Claudia had a reputation for micro managing her subordinates and for being a loner. When asked about these issues, Claudia replied, "When I was in college, I had a lot of group projects. At first I went along with group decisions and trusted others to do a good job. Even though I felt anxious about putting my grade in the hands of someone else, it seemed to be a good way to get along in the group. Those projects received mediocre grades, and I'm only satisfied with being the best. Then I started to take over the leadership of every group I was in. I developed the plan, decided who would do what, determined the timelines, and always took on the most difficult and complex parts myself, all the time making sure the others were doing what they were assigned. From then on my group projects always got an 'A.' I carried those lessons with me into the work-place and I've had good success here, too. Maybe it rubs some people the wrong way, but it works for me. The only trouble I'm having is keeping up with all my projects. Some of the other brand managers want to work with me on joint projects, but I do not have time. Besides, they probably just want me to do their work for them or steal my ideas. The VP of marketing will be retiring soon and only one of the seven brand managers will get that job. What's in it for me if I collaborate with them? Let each of us sink or swim on our own merits."

A few months ago, the VP of marketing, Sandy Cines, discussed career plans with Claudia. Sandy had always praised and encouraged Claudia's work, but this time he was a little reserved. He suggested, in rather strong terms, that she attend a wilderness executive development pro-gram. Claudia hesitated because of her workload and upcoming dead-lines. Sandy said, "Well, I'll leave the decision up to you. The





director of training and I have looked at your strengths and what you'll need for the next level as an executive. Technically you're very strong, but more important at the next level is building good interpersonal relationships. The training director recommended this program for you, but, as I said, I'll leave the decision up to you." Claudia wondered what he thought was wrong with her interpersonal relationships. She had great relationships with customers and outside vendors, and in her personal life. Relation-ships with her subordinates and peers needed to be different. She needed to be firmer and less flexible with them, did she not? She did not think she had bad relationships with her subordinates or peers. They never complained to her. However, Claudia decided it was pretty clear that Sandy wanted her to attend the wilderness program.

She found a diverse group of men and women executives from all over North America when she arrived for the training. Many confided that their organizations had sent them to "learn how to be more effective in groups." Most of them indicated they were interested and eager but a little nervous about what was expected of them. They soon found out. They were divided into groups of 1 0 and taken out on the "course."

The first training exercise was climbing the "trust ladder." Doug, the program director, explained that the group members would have to rely on each other quite a bit during the coming week. To demonstrate that the group could be trusted, each person was to climb to the top of the ladder and fall backward into the group, which would catch the person in the proper manner. Doug showed them how. After everyone had completed the exercise, they discussed risk taking, building and trusting one's support systems, being part of a support system, and communicating one's needs. Then came more challenging exercises, such as building and using rope bridges to cross a stream, white-water rafting, and—the most physically challenging of all—scaling a four-meter wall. The front of the wall was sheer and smooth. A platform was on the other side, on which two people could stand at about waist level with the top of the wall and from which extended a ladder to the ground.

Everyone had to scale the wall, and no one could stand on the plat-form until he or she had scaled the wall. It was a timed event, and the groups were in competition with one another. The first thing a group had to do was develop a plan. Strong and tall people were needed to boost the others to a point where they could pull themselves over. Some stood on the platform and helped those who were not strong enough to pull themselves over. It was clear that the first people over also had to be strong. Another problem was the last person over.

Everyone, except the last pair, would have "spotters" in case of a fall. Also, the last person could not be boosted to the top. Someone would have to act as a human rope, hanging down from the top so that the last person could climb up the person and over the wall. Therefore, the last person would have to be strong enough to boost the second-to-last person up, but light enough to climb over the human rope. To determine the order, the group members needed to share with one another their strengths and weaknesses.

Claudia wanted to be the last person so that she could make sure everyone was doing what they were supposed to, and also because, as the last person over the wall, she would represent the group's successful completion of this exercise. Two of the strongest men in the group confessed to having injuries that would hamper their performance. Claudia realized that her tennis elbow would be a great liability. When it came to her turn to discuss her strengths and weaknesses, she was honest about her injury and indicated that she would fit best somewhere in the middle where many people could help her.

When Claudia's turn to climb came, she called out to those on top what to expect—where she couldn't put much strain and how she would indicate that someone was pulling too hard. Then she was being pushed up with spotters all around her, and the next thing she knew she was over the wall.

Later, when the members discussed the event, Claudia asked what impact her limitations had caused in the group. Those who had been pullers replied, "None." They said they knew what to do because she had told them about her problem ahead of time.

While packing to go home, Claudia thought about how much she had learned about herself and her relationship to other people, especially at work. She recognized that she generally failed to trust others to do their part and so she was not as effective as she would like to be. Her success came at a high price because of the extra workload she imposed on her-self. In addition, she wondered, "What is the price my subordinates pay? How have my actions affected their attitudes and performance? Do I need to be so competitive with my peers? Is that really in the company's best interest? Is it in my best interest?" She knew she would have a lot to think about on the trip home.







| UNIT II | **Need Analysis and Training design:** The Training Need Analysis (TNA) Model, TNA and Design, organizational constraints, developing objectives, Facilitation of learning and training transfer to the job, design theory. |
|---|---|

## 2.1 Training Need Analysis

Today's work environment requires employees to be skilled in performing complex tasks in an efficient, cost-effective, and safe manner. Training (a performance improvement tool) is needed when employees are not performing up to a certain standard or at an expected level of performance. The difference between actual the actual level of job performance and the expected level of job performance indicates a need for training. The identification of training needs is the first step in a uniform method of instructional design.

A successful training needs analysis will identify those who need training and what kind of training is needed. It is counter-productive to offer training to individuals who do not need it or to offer the wrong kind of training. A Training Needs Analysis helps to put the training resources to good use.

### Types of Needs Analyses

Many needs assessments are available for use in different employment contexts. Sources that can help you determine which needs analysis is appropriate for your situation are described below.

1. **Organizational Analysis:** An analysis of the business needs or other reasons the training is desired. An analysis of the organization's strategies, goals, and objectives. What is the organization overall trying to accomplish? The important questions being answered by this analysis are who decided that training should be conducted, why a training program is seen as the recommended solution to a business problem, what the history of the organization has been with regard to employee training and other management interventions.

2. **Person Analysis:** Analysis dealing with 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. Do the employees have required skills? Are there changes to policies, procedures, software, or equipment that require or necessitate training?

3. **Work analysis / Task Analysis:** Analysis of the tasks being performed. This is an 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.

4. **Performance Analysis:** Are the employees performing up to the established standard? If performance is below expectations, can training help to improve this performance? Is there a Performance Gap?

5. **Content Analysis. Analysis of documents, laws, procedures used on the job:** This analysis answers questions about what knowledge or information 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.

6. **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.

7. **Cost-Benefit Analysis:** Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training.

### 2.1.1 Why Conduct a Training Needs Analysis ?

Training Needs Analysis (TNA) is a systematic method for determining what caused performance to be below than expected or required. The main aim and focus of training is performance improvement. A TNA is important because it helps in identifying the deficiency that can be corrected by training. There are cases wherein the TNA determines the employees' lack of the necessary KSA's for their jobs so that training can be used to correct it effectively. Training managers in the organisation make sure the right training is provided to the right persons by conducting the needs analysis.





Training needs analysis helps accomplish certain important things :

1. Effective use of time and money spent on training.
2. Determining the benchmark for evaluation of training.
3. Increasing the participants' motivation.
4. Align the training activities to the strategies and plans of the organisation.

The TNA can also provide a pretest facility to evaluate the logical benchmarks set to assess the skills of the trainees. An effective and good TNA ensures that only those who require training are essentially part of it and provides the data to show trainees why the training is needed.

A training needs analysis is a process for determining the degree to which employees possess the necessary KSA's to carry out the strategic plan. For most types of training, a needs analysis does increase the relevance and effectiveness of training, but there are certain teams where effectiveness or cohesiveness are high they would not need to undertake TNA to determine the type of training.

### 2.1.2 When to Conduct a TNA

A needs analysis is generally undertaken when a triggering factor occurs, when two or more decision makers indicate performance discrepancies and they need to be corrected. The TNA may be undertaken formally in a detailed thorough manner or in an informal manner.

There are two approaches to the TNA :

1. **Proactive TNA** that focuses mainly on an anticipated performance discrepancy in the future.
2. **Reactive TNA** that focuses on a perceived performance discrepancy in the present.

The triggering event generally determines which of the above approaches of needs analysis is to be taken. The TNA is conducted because a performance discrepancy may occur for various reasons.

### 2.1.3 TNA Model

Examine the model at the start of the chapter. The first part of the model is the triggering event that initiates the TNA. For example, when a key decision maker suggests that there is a performance problem now or in the future, a TNA is triggered.

The next step in the TNA model is the input, which consists of an organizational analysis, an operational analysis, and a person analysis. The organizational analysis is an examination of an organization's strategy, its goals and objectives, and the systems and practices in place to determine how they affect employee performance. An operational analysis is the examination of specific jobs to deter-mine the requirements, in terms of the tasks required to be carried out and the KSAs required to get the job done. It is analogous to a job analysis, or a task analysis, as it is sometimes called. A person analysis is the examination of the employees in the jobs to determine whether they have the required KSAs to perform at the expected level.

In the process phase, the operational analysis provides information on expected performance (EP). Expected performance is the level of performance expected in a particular job.

The person analysis provides information on actual performance (AP). Actual performance is the current level of performance by an individual on a particular job. When AP is lower than EP, a more specific performance gap (PG) is identified. As noted in the model, this specific performance gap* is the difference between EP and the employee's AP.

The "output" phase is your conclusion as to whether the PG indicates either training or nontraining needs, and in some cases, both. This will be explained later.

So, as you can see from the model, a TNA is conducted when a key decision maker in the company notes an OPG (AOP is, or will be, less than EOP). A reactive TNA fo-cuses on current performance problems (the OPG currently exists). A proactive TNA focuses on performance problems in the future (the OPG will exist at some point in the future). Let's look at an example of each.

A current OPG triggers a reactive TNA. For example, if the expected number of widgets produced per week is 5,000 and actual production is only 4,300, you need to investigate this gap.

As an example of the proactive approach, consider an organization's decision to implement statistical process control (SPC) to improve the quality of its widgets. Sometime in the near future, the employees producing widgets will begin using SPC methods. Potential for a future OPG exists (the trigger) because if the employees do not have the appropriate KSAs for SPC, they will have a PG that will lead to an OPG. This potential gap triggers a proactive TNA to determine whether employees will be able to perform as needed when the organization implements SPC.

You conduct an assessment of employees' capabilities regarding SPC and find that they are not able to perform the arithmetic needed in the use of SPC. This PG will need to be addressed before SPC can be implemented. As this example illustrates,





when you expect an OPG to occur at some point in the future, you should conduct a proactive TNA to verify that the gap will exist and identify the specific KSAs that need to be developed.

An OPG may occur for many reasons (see Figure ), only one of which is a lack of KSAs. You need to conduct the TNA to discover why the gap exists and what can be done to correct it. Consider the problem at a regional telephone company a few years back. Sales revenue did not meet expected levels (AOP was less than EOP), triggering a TNA. The TNA identified that sales were indeed below expectations. The TNA narrowed the source of the less-than-expected sales to the installation and repair unit. The phone company had hoped to increase revenue by having their installation and repair employees make sales pitches to customers for additional services when on a service call. However, data on sales indicated that few such sales took place, so AP was less than EP. Note in Figure that several possible causes of a PG are listed. If the cause is not a KSA deficiency, then some nontraining solution is required to alleviate the PG.

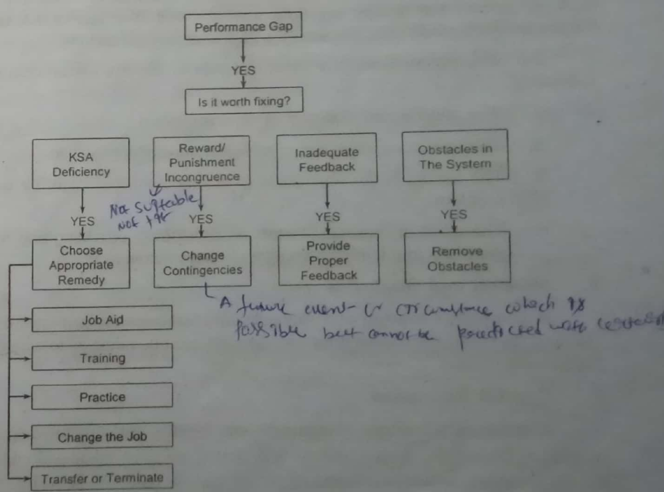



Fig.: Model of Process When Performance Gap is Identified

What caused the PG? It was not a KSA deficiency. Installation and repair employees' performance was based on the time it took them to complete a call. They had a certain amount of time to complete each call. If they took longer than the time allotted for a number of calls, their performance was rated as below average. The time allotment was not changed, even though employees were now expected to stick around and try to sell their products and services. So most employees simply did not spend any time selling. In this example, reward/punishment incongruities were causing the PG. We return to examine. Figure in more detail later, but now let's ex-amine where we look for PGs.

### 2.1.4 The Framework of Conducting TNA

**A) Organizational Analysis**

An organizational analysis focuses on the strategies of the organization, the resources in the organization, the allocation of these resources, and the total internal environment. The internal environment includes an examination of structures, policies and procedures, job design, workflow processes, and other factors that facilitate or inhibit an employee's ability to meet job performance expectations.

An organizational analysis should be able to provide information about the following:

1. The mission and strategies of the organization.
2. The resources, allocation of resources, given the objectives.
3. The factors in the organizational environment that might be causing the problem.
4. The effect of preceding factors on developing, providing and transferring the KSAs to the job if training is chosen solution to PG.

**1. Mission and Strategies**

A company's mission and strategies also indicates the priorities of training. Training resources are always finite. So, decision must be made as to where to spend the training budget.

**2. Capital Resources**

A company's finances, equipments, and facilities are considered to be capital resources. During the strategic planning decisions are to be made as to where many should be spent. So where is money spent for strategic goals will help HRD to training particular employees.







**3. Human Resources**

First, a strategic level, HRD provides top management with assessment of current employee's ability and potential to support various strategies. With this information, top management knows its employees capabilities and can factor those capabilities into strategic decision making.

**4. Organizational Environment**

The organizational environment is made up of various structures (e.g. mechanistic and organic) and designs (e.g. work flow, division of labor, pay systems and reward policies). The environmental analysis determines how congruent those structures are with the performance objectives of the department or unit which discrepancies have been identified

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**B) Operational Analysis**

The operational analysis determines exactly what is required for employees for them to be effective. The typical technique for obtaining the tasks and KSAs data that is required of employees to meet expected job performance standard is the job analysis.

**1. Analyzing the Job**

HR employees need to know how to conduct an effective job analysis. The following steps are useful in doing that:

1. What is the nature of job?
2. Where to collect data?
3. Who to ask?
4. Who should select the incumbent?
5. How many to ask?
6. How to select?
7. What to ask about?

**2. Task Oriented Job Analysis**

Task oriented job analysis identifies the various work activities or tasks required to perform the job. After the tasks are identified, systematically examine these tasks to determine KSAs necessary to perform them.

3. **Worker Oriented Job Analysis**

Worker oriented job analysis focuses on KSAs that are required to perform the job rather than tasks and behavior. Incumbents are asked to rate how important a list of KSAs is to do the job.

4. **Job-duty-task Method**

The job is identified first, and then each of the duties is written out. The writing out of duties first provides with a stimulus to generate tasks and subtasks of each of these duties. From duties, identify the relevant tasks and subtasks each of tasks might have. Once alltasks are identified, identify the relevant KSAs required to perform the each of the seactivities.

What should you get from Job Analysis.? (Expected Performance)

Knowing all the tasks that are necessary to be effective in a particular job provides justification for the KSAs that employees are expected to have. Tasks identification leads to identification of KSAs necessary to do the job. It means that it can be expected that what kind and level of knowledge, skills and attitudes are required to perform a job.

c) **Person Analysis**

A person analysis is conducted to determine, which if any, of the employees do not have these KSAs. Those employees will be sent to training. Recall from training model that formulae for a performance gap is

$$PG = EP - AP$$

### 2.1.5 Where to Collect Data (Actual Performance)

1. Aupervisor performance appraisals
2. Performance data
   a. productivity
   b. absenteeism
   c. accidents
   d. grievance
   e. wastes
   f. product quality
   g. down time
   h. customer complaints





3. observation/work sampling
4. interviews/questionnaires
5. proficiency tests
   a. job knowledge
   b. skills
   c. achievements
6. attitude surveys
7. devised situations
   a. role play
   b. case study
   c. business games
8. assessment centers
9. coaching
10. MBO / work planning

### 2.1.6 Output of TNA

Output of training needs analysis include both training and non-training needs.

A) **Non-training Needs that have no KSA Deficiency**

The performance gaps are not results of KSAs but a result of

1. Reward or punishment incongruence
2. Inadequate or inappropriate feedback and /or
3. Obstacles in the systems

1. **Reward/Punishment Incongruencies**

Can working at the expected level of performance be punishing? The answer is yes, it can. Consider Nancy the employee who always has her work done on time and done well. The other three employees in the department often complete assignments late, and their work tends to be done sloppily Now the supervisor has a very difficult assignment that must be done in record time.

**2. Inadequate Feedback**

Another nontraining need comes from employees not receiving appropriate feedback. Numerous examples tell of employees who believe they are good performers, but their supervisors believe otherwise. Supervisors generally dislike providing negative feedback. In fact, some suggest that it is the most disliked of all managerial activities. So they simply do not say anything to the employees. Once again, the problem is not a training issue for the subordinate, but it could be for the supervisor.

**3. Obstacles in the System**

Conditions in the workplace that obstruct the desired performance level are a third reason for deficiencies in performance. Receiving material too late, using worn-out machinery, and being constantly interrupted are but a few of the possibilities that could hinder performance. Once identified, these road-blocks need to be removed, a complex task that, in some cases, might require high- level support.

Suppose a supervisor has too many reports to file each week and this responsibility takes away from the time needed to help subordinates; however, middle management needs these reports. The only way to reduce the amount of paper-work is to request that middle management reduce the number of reports they receive or find another way to generate them. This problem is not an easy one to solve, but as you can see, providing the supervisor with training related to helping subordinates will not solve the problem.

**B) Non Training Needs that have KSA Deficiency**

Even when it is a KSA deficiency there are solutions other than training.

**1. Job Aids**

A job aid is a set of instructions, diagrams or other form of providing information that is available at the job site. A job aid is useful if worker's task is complex, if it requires number of steps, if it is dangerous to forget a step.

**2. Practice**

Regarding tasks that are important but are performed less frequently, employees caneasily forget or become less proficient at them. For this reason continuous practice is necessary.

**3. Changing the Job Itself**

Changing technology has eliminated the need and role of intermediary job levels, so, changing the basic job and aligning to new era is useful.





### 2.1.7 Approaches to TNA

**A) Proactive TNA**

The proactive TNA focuses on future human requirements. The HR functions need to be involved in the development of strategic planning (SWOT analysis).

The effective, proactive procedure used for planning key promotions and transferring is Succession Planning. Succession Planning is the identification and development of employees, perceived to be high potential, to fill key positions in the company as become vacant.

1. The first step in the process of succession planning is to identify the key positions in the organization. Usually they are at high rank positions but they could be at every level.
2. Once key positions are identified, the employees with key potential are identified to fill these key positions.
3. Then information is provided with the employees who are ready to fill these key positions.
4. Employee's readiness off course is difference between what is expected and what is possessed by the identified employee.

**1. Organizational Analysis**

The proactive approach starts with the expected changes and any new objectives. Try to determine the best fit between organization's current internal environment and future expectations.

**2. Operational Analysis**

Job analyst gather information not only what tasks are done but also what tasks to be performed in future. Strategic Job Analysis is defined as the identification of KS Arequired for effective performance in job as it expected to exist in future.

**3. Person Analysis**

Assessment of the person (for the KSAs) is identical for the proactive or reactive TNA, so information presented earlier is applicable.

**B) Reactive TNA**

This begins with any discrepancy in job performance. Once the discrepancy has been identified, it is to be considered whether it is important enough in the job to interfere to change it. Reactive TNA also follows organisational analysis, operational analysis and person analysis, but the distinction is that here it takes the back seat for various reasons :

1. Focus there is mainly on a single unit or department or team.
2. The individuals demonstrating the discrepancy become the important persons who are interviewed about the three components organisation, operation and person.
3. The discrepancy generally focuses on that part of the job where it exists.

**Organisational Analysis**

Here a complete analysis of the KSA and other components of the job are required in order to identify performance discrepancy if any and/or to avoid any in future.

**Operational Analysis/Person Analysis**

The performance discrepancy is already identified in the reactive approach because of the analysis which determines the focus of TNA.

When a reactive performance discrepancy is identified, it is better to work from the discrepancy and deal with issues that are indicated in relation to the discrepancy.

## 2.2 Design of Training

### 2.2.1 Introduction to Design of Training

Training design is a matter of experience. An experienced training designer will arrange the contents of training in an orderly and interesting manner. The amount of learning and the effectiveness of a training programme are directly related to its design. A training design is "a technique of arranging the course content in a logical manner, so as to enable the trainees to learn maximum from the training course".

A training design is a detailed plan for what an individual will do, why he/she will be doing it and the best ways to reach the training goals or objectives.

The beginning for any design of training should be that the needs for training be identified. When the needs have been identified and uniformly agreed upon, a further analysis is required for providing detailed and specific information, which is required to form the basis of the training design. The training may vary from being for an individual or small group, to a much larger and more general needs. This necessitates job analysis and task analysis that will help to collect appropriate information about the desired job performance.





### 2.2.2 Important Considerations while Designing a Training Programme

The effectiveness of a training programme depends largely on its design. It is the responsibility of the training designer to design an orderly, motivating, purposeful, useful and interesting training programme. There are some important considerations to be kept in mind when designing a training programme :

I. **Cover all contents of the training programme:** A training programme should include all the contents of the training needs. A training programme may not be effective, if some of the important contents of the training programme are left uncovered.

II. **Motivating/Interesting Training Programme:** A training programme should be so designed that it motivates the participants, as they are adults and experienced people. They want to learn purposeful, useful, interesting, new ideas from a training programme.

III. **Combination of training methods:** It is always good if there is a combination of many training methods, instead of using a single training method. This necessarily motivates the trainees to learn more from the training programmes.

IV. **Simple to complex:** A training programme should be designed such that it starts from simple contents. It is useful to design a training programme so as it helps trainees get absorbed into the training activities. If the complex training programme content is taught in the beginning of the programme, the trainees get a psychological fear of its being very difficult and they loose interest in the training activities.

V. **Logical sequence of attitude/knowledge/skills:** The content of the training programme should be such that it changes attitudes of the participants to move on to knowledge improvement and paves the way for development of the required skills among the trainees.

VI. **Divide into modules:** The contents of the training programme should be divided into modules, which will help in comprehensive learning. This will also help the trainees to concentrate well when one module at a time is dealt with intensively.

VII. **Break-up:** This necessitates a certain amount of time to be allocated for each of the activities and modules of the training programme. The Break-up in any training programme is advised as it has been noticed that break-up of the training content helps trainees to enhance their learning capabilities.

VIII. The training programme should not be either on a Monday or Saturday, because the percentage of participants will be low, for the simple reason that it will hamper the only break individuals get from work during the week.

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VIII. The training programme should not be either on a Monday or Saturday, because the percentage of participants will be low, for the simple reason that it will hamper the only break individuals get from work during the week.

### 2.2.3 Factors Affecting Training Design

When preparing a training design, we need to be aware of the factors that have the potential to influence the implementation of a training programme. The objective of a planning exercise in order to set-up a training programme is to ensure optimum results from the efforts gone into generating it as well as maximum satisfaction to the participants who take part in it. Some of the factors affecting the training design:

1. Needs assessment is to be completed as a part of the entire training design content so that the contents and objectives of the programme are clear.
2. Job task analysis is to be completed so as to understand the relationships among tasks and the necessary knowledge and skills required to perform the tasks.
3. Any new, unknown content added to the training programme could pose problems. Therefore, before moving on each content and module of the programme has to be researched and enough data has to be collected on them.
4. The leader's guide should be prepared in detail for those areas, which require an instructor.
5. A reference manual of the training programme should be prepared for the participants which gives them details of the programme and what they get out of it.
6. Use of video as a media could consume more time.
7. The material required for the programme, by the participants as well as the instructor (trainer) should be easily available in order to facilitate the smooth beginning and running of the training programme.
8. In case of multiple instructors being used for training programme, there should be a level of coordination and uniformity among them, which will definitely help in solving a lot of problems of the organisers, as well as the participants to a certain extent.

   research study conducted before the intended study
9. Revision of the content after a pilot review would unnecessarily consume more time and effort of the organisers and the instructors. The content of the training programme can be planned such that all loopholes are identified and covered before the pilot review and if any such faults do come up, only they can be rectified instead of changing the entire content.
10. If the training programme is computer-based, it is advantageous, time saving and effective if it is based on such a platform/software that is simple and easy and if possible, the use of which is known to all the instructors and participants; because using a new platform/software of which nobody is aware would involve a lot of consumption of time, energy and money in teaching the working of the new platform to all.





### 2.2.4 Constraints in the Design

It would have been possible to develop a perfect training programme for every training need if there was a perfect work. In reality however, there are many constraints with which influence the training programme that is designed. The two major categories of constraints in designing a training programme are:

I. Organisational/Environmental Constraints; and

II. Trainee Population

#### 2.2.4.1 Organisational/Environmental Constraints

One of the organisational constraints is budget, which limits the chains that must be made about who get trained, what types of training should they receive. One of the ways to make this decision is using the strategic direction of the organisation which provides a rationale to determine who gets how much of what kind of training.

It is essential for the top managers in the HR to develop their own mission and goals for the HR area, even if the organisation does not have a clear strategic plan. This helps define HR priorities and determines how to put available resources in line with the direction of the organisation. Another major advantage is that it involves the top management in strategic planning.

The technological advances used in the organisation affect the type of training it is able to offer.

There are certain legal aspects to be taken into consideration while making decisions about the priorities involved in training.

#### 2.2.4.2 Trainee Population

What if the TNA identifies two or more subgroups with the same learning objectives but different levels of knowledge, skills, and attitudes (KSAs)? It is difficult to develop a single training program to meet all their needs. Going back to our supervisors who need the communication training, what if the TNA indicated that half of them previously received training in active listening and were reasonably proficient in it? The effective communication model we plan to use in the training of supervisors involves five steps, the first of which is active listening. The training could be designed in a modular manner to provide only the relevant modules to each subgroup. In our supervisor example, the first module would be skill building in the active listening process, and only those not already proficient would need to attend. Then all of the supervisors would receive the effective communication training, with the understanding that all were proficient in the active listening portion of the model.

Sometimes the needs analysis identifies a wide variability in the KSAs of the tar-get population. In this case, the training design could provide individualized instruction, accomplished through computer-based or video instruction, although both take a long time to develop. Another alternative would be to allow for small classes and a high level of interaction between the instructor and each trainee.

### 2.2.5 Budget for Training

The HRD department presents the budgeting process that charges the others for the services it provides. Charging for the services provided has become an essential and integral part of the HR Department as they are also required to justify their existence and efficiency in an organisation. The budgeting process in an organisation is similar to an outside consultant bidding process.

So when providing cost estimates the HR Departments need to understand that they are competing with the limited resources made available to them and need to be as accurate as possible in the budgeting process.

Once the length of the training programme has been estimated, it is also necessary to estimate the time that will be taken to develop the training for delivery. The more accurate the estimate the more accurate will be the costing and the higher will be its credibility among the clients. The amount of time to prepare a budgeting programme can be estimated from the length of the training programme.

**Types of Costs involved in Training Programmes**

i) **Development costs:** All costs related to the development of a programme are included here, along with the cost of front-end training needs analysis, of analysis and tracking results. The cost of all programmes and materials, designs, computer aided programming are all included here. These costs can be reduced if it is planned well for over a year to prevent overly high costs.

ii) **Direct costs:** These are the costs directly attributable to the delivery of the training programme. The facilities like travel, materials to be used in training, food and beverages, equipment, trainer compensation, rentals, etc.

iii) **Indirect cost:** This includes any nondevelopment item that would be incurred even if the training were to be cancelled the day before it was to begin, which includes trainer compensation for preparation, materials to be used in the training programme which have no use otherwise, marketing expenses, administrative and clerical support compensation and materials that night have been sent to the trainees prior to the start of the programme.





iv) **Overhead costs:** These include costs that reflect the programmes share of the general operating cost of the training and development department of the organisation. This is often taken into account as a portion of revenue generated or fixed amount per day charge of training.

v) **Participant Compensation:** While employees are participating in a training programme, their salaries and benefits should also be included as cost of training.

Another approach to this is to include only the cost of replacing those employees who are in the training programme. In a lot of cases there is no participant compensation involved because no organisational cost was incurred when the employees were in the training programme.

vi) **Evaluation cost:** These include the costs that are associated with evaluating the training to find out whether it has been successful or not. These include development of assessment tools, time spent on administrating them, analysing and preparing reports.

In some instances, trainees have negative feelings about a particular method of training. If this is made known during the design stage, a different method can be considered. It is also possible to include attitude change modules in the existing technique of training. That is to say, that if found through the needs analysis that a particular method of training is disliked because of past experience or word of mouth, a technique to change the perception should be included in the training programme or if possible use another method of training.

### 2.2.6 Developing Objectives for Training Programme

Training objectives refer to all the objectives that are developed for the training programme.

**Types of Training Objectives**

i) **Trainee Reaction Objectives:** This describes the desired trainee attitudes and subjective evaluation of training, that is to say how a trainee should feel about the training and learning environment.

ii) **Learning Objectives:** This describes the type of behaviour that will demonstrate the learning, the conditions in which the behaviour should occur and the criteria that signify the level of learning that has occurred.

iii) **Transfer of Training Objective:** This describes the job behaviours that will be affected by training, the conditions under which those behaviours must occur and the criteria that will signify that a sufficient transfer of learning from training to the job occurred. In other words they describe the changes that are expected to occur in job behaviour as a result of the influence of the KSA's in the training programme on the job.

iv) **Organisational Outcome Objectives:** This describes the organisational outcomes that are affected by transfer of learning to the job and the criteria that signify that organisational outcome objectives are achieved. In other words, it describes the results the organisation can expect from changes brought about in the trainee's job behaviour as a result of training.

### A) Identifying Objectives

The training needs analysis plays a major role in determining the objectives of a training programme. The results/consequence of integrating the organisational, job and employee (individual) analysis is that it identified performance anomalies, their effects on organisational output and also the causes of the anomalies. From these performance - anomalies, it helps to set learning objectives, transfer of training objectives and the organisational outcome objectives.

The structure and the process of developing a list of good objectives for the training programme remain the same irrespective of the differences in the content of various types of objectives. Objectives are statements about what is to be expected to be accomplished. A good objective generally has the following components.

a) **Desired outcome:** The desired outcome of a training programme should be clearly worded. Anybody going through the objectives should be able to understand the required behaviour to be demonstrated by the learner. Apart from establishing what is the behaviour to be learnt by the trainees, the objectives must also indicate as to how that behaviour is to be achieve.

b) **Conditions:** Explaining the conditions under which the behaviour to be learnt should occur clarifies exactly what the trainee requires. Providing the conditions also makes the objectives more clear and unambiguous. The description of the conditions under which the behaviour is to be performed is also to be made known during the training.

c) **Standards:** The standards are represented by accuracy, quality and speed. It is the criteria that signify the acceptable outcomes of a training programme.





### B) Writing Objectives

The outcomes specify the type of behaviour, the conditions state where, how, what and when it should be used, and standards describe the criteria used to judge the accuracy and effectiveness of the behaviour. The following are the steps in writing objectives:

- Write the "desired behaviour". The "desired behaviour" needs to be clearly defined as to the specific actions desired to be performed.
- Add the conditions under which the behaviour must occur i.e. where, how and what tools should be used in order to achieve the desired behaviour.
- It needs to be made clear the standards that are set for success that will be used to determine the effectiveness of the desired behaviour.

Then, the training objective written needs to be tested. Anyone can be asked to read it and explain exactly what they understand that a trainee needs to accomplish, under what conditions and the indicators that are given for successful accomplishment. If that person is able to articulate all the above factors, the training objectives that have been written are good.

**Use of Training Objectives**

A lot of time, effect and thought goes into developing good training objectives. Some HR specialists question the value of specific training objectives in training programme. Some arguments in its favour include:

- **Waste valuable time:** The argument in its favour is that the resources available are often scarce and the time taken in developing training objectives takes away time that may be required for other important endeavour. From one angle, this argument may be true; but the objectives guide the development of training and also impact result in reduction in time taken to develop the training programme because the objectives and other specifies required are clearly outlined.

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Have self-confidency and unable to act in relaxed and Natural way

- **Inhibit flexibility:** It is often said that defining training objectives inhibit the flexibility of the trainer to react to the needs of the trainee. The other view presented there is that a comprehensive training needs analysis is designed to determine the trainee needs and the objectives specifically focus on those needs. It inhibits the flexibility of a trainer in terms of the fact that the trainer cannot have the tract of the objectives and set off as he/she likes. It guides the trainer's ideas and progress of the training programme in the right direction.

- **Unrealistic for management and other soft skills training:** Some specialists are of the opinion that management or soft skills training cannot have concrete objectives. But the argument put forth against this is that whatever the training that needs to be achieved, the output has to be put forth in the form of training objectives. For example, stress management that needs the knowledge of the various factors that can cause stress, various effects of stress in work as well as personal life, various methods that can be used to manage stress in daily life, etc. The training should be planned in such a way that the skills learnt during training in coping with stress should be used in the workplace. And for this to be effective, the trainees must know the skills thoroughly before they transfer the skills to the workplace. So, it makes more sense to have objectives for any training programme.

- **Not practical in today's workplace -** Some specialists argue that the objectives have outlive practical use in today's workplace. The jobs being more complex today, the objectives are very specific and more effective methods are necessary in determining the requirements of effective performance. Others argue that even though this may be true at the organizational level, the aim of having objectives to guide the training programme remains valid at individual and team/group level which will in the long run help in achieving organisational goals.

**Trainee Benefits from Training Objectives**

Many HRD specialists do agree that training objectives are important from a number of perspectives:

**Trainee**

The trainee benefits from the training objectives in many ways:

- They reduce the fear of unknown
- They have a focus
- They increase the likelihood of the trainee being successful in the training programme

High levels of anxiety can affect the trainee's learning ability. And not knowing what situation to expect further increase the anxiety. Training objectives provide a clear picture of the activities being undertaken during the training programme, which





reduces the anxiety of not knowing what to expect at each level of the programme. The objectives also help focus attention on the relevant aspects of the training programme, attention being the first important aspect in a learning process. From the learning perspective, it becomes important for the trainee to be aware of his/her expected performance and to be able to refer to them throughout the programme. This information will help the trainee focus better and organise and learn the new information.

**C) Learning Objectives**

Learning objectives increase the possibility of learning relevant information, which will help the trainee to be successful in his endeavour of attending the training programme to attain the behaviour desired by the organisation.

- **The Training Designer :** The learning objectives guide the designer of the training. They directly translate the training needs into training outputs. With clear objectives in place, the contents and methods being used in the training programme can be tested for their consistency and effectiveness. It also helps in development of better training plans for the programme. The learning objectives provide a clear goal to be achieved using which the designer of the programme can design the course the training programme will take, without which the training programme may not be designed effectively.

- **The Trainer :** The learning process can be effective if the objectives are clearly defined. The objectives allow the trainer to determine the performance of the trainees and make appropriate recommendations for improvement. The objectives also help the trainers who want freedom to train the way they want, to keep on the right track.

- **Training Evaluator :** Evaluation of training is very easy when objectives are present because these objectives define the guidelines for behaviour that is expected or the outcome of training. When objectives are not present, there is no way an evaluator can assess the effectiveness of the training. The other factor which comes into play here is the quality of the objectives that have been targeted. Good objectives when developed, simply necessitate the evaluator to assess whether the outcome/standards have been reached.

## 2.3 Facilitation of Learning and Training Transfer to the Job

The formula for influencing performance ($P = M \times KSA \times E$). Many issues exist within each of these factors that will make it easier or more difficult for the trainee to achieve the learning objectives.

### 2.3.1 Focus on the Trainee

**1. Individual Differences (KSA's)**

The training needs analysis not only gives information on the needs for training, but also on the trainees' readiness to undergo training. For example, perfect selection techniques used ensure that those hired for a job have to undergo training in order to have the required KSA's to be successful in it, but selection techniques are not perfect. If the training need analysis can help in predicting those who will be successful, the training design might be able to address the problem.

The selection process requires minimum criteria to be set based on job analysis which individuals must meet in order to be selected. Even if some individuals satisfy the criteria decided upon, differences in abilities become prominent. Some may have high levels of the KSA's required and some extremely low levels. In order to address this problem, needs assessment data that brings out the differences among potential trainees in the training design must be changed so as to adjust to the variation in ability. If this variance is large, the design should be modified such that it allows those with lower levels of KSA's to catch-up; otherwise the process of training becomes demotivating, boring and complex for these individuals.

Companies can be losers by not acknowledging and solving the problems faced by individual differences in training.

There is an increasing diversity in the workforce in the country, which increases individual differences in other areas of training apart from the KSA's. Differences in culture, ethnicity, etc. lead to different perceptions of the workplace and its norms and values. Attention must be given to these differences and they should be considered special requirements in the needs assessment when designing a training programme which trainers aspire to be successful.

Individual differences in background and traits definitely result in differences in the way people learn.

The issue of individual differences is complex and interactions are not easily generalizable to all situations. It is advantageous if it is thought of for additional rather than different training for individuals who differ in KSA's.

When learning styles are different, the programme should be so designed as to accommodate the learning style of all trainees. In this regard, different methods of instruction can be incorporated for each topic. This method offers the advantage of





covering the same learning issues in different ways, which facilitates learning for everyone in the training programme. The disadvantage could be increase in consumption of time to complete the programme and high costs to design it. But it is very essential that organisations weigh this against the cost of putting people through training who are unable to learn and possess the required KSA's.

If this is not possible, an alternative is to create separate training programmes for individuals with different learning style. The disadvantage here is since each learning style necessiates preparation of a training programme, the cost for development is high. Though the only consolation can be that the time utilised in training is reduced.

**2. Motivation of Trainee**

In a training programme, if motivation is lacking, learning is unlikely to occur. One of the main objectives of the trainers should be to motivate trainees to learn the KSA's and apply them on the job.

i) **Expectations towards Training**

Anyone who comes to a training programme with positive expectations is more successful and is more likely to meet/achieve the training objectives than those who do not. The reason is that those with positive expectations are more motivated.

ii) **Expectancy Theory Implications**

A training programme will definitely have certain individuals who will have negative expectations regarding training. By intervening before training and providing the necessary information that shows that they succeed in the training will influence the belief that effort will lead to desired outcome/performance. By clarifying the positive outcomes of training, the trainer is assured that the trainee is aware of the positive outcomes of being successful in training. By demonstrating that training increases positive outcomes, it reinforces the belief that desired performance will lead to desired outcomes. Increasing the expectations and number of positive outcomes, will result in increased motivation to succeed in training.

**Implication from Conditioning and Reinforcement (The environment)**

i) **Classical conditioning:** Having an individual in a negative emotional state does not facilitate effective training. Hence, it can be a good idea to conduct the training off-site to facilitate employees who have aversion of the training room/locations/building. The issue here is that some situations are associated with unpleasant emotionally conditioned responses by some and pleasant emotionally conditioned responses by others. When designing a training programme, it has to be taken into account that the trainees are to be physically and emotionally comfortable for them to be better able to focus their attention on training. And for this purpose, gathering as much information about the trainee as possible is advantageous.

ii) **Operant conditioning** - If a particular behaviour is immediately followed by a reward, that behaviour is likely to be repeated. Similarly, punishment that immediately follows a particular behaviour will decrease the likelihood of that behaviour continuing. Trainees should be rewarded for their efforts of learning, irrespective of a success they achieve. Another aspect is that rewards should be closer in approximations to the desired outcome as the training progresses.

### 3. Goal Setting

Goal setting research shows that specific, challenging, goals result in higher motivation levels than no goals or the 'do your best' goals. Specific goals direct an individual's energy and attention towards meeting/achieving it. A number of conditions have to be looked into when relating the effects of goals setting on performance:

a) Individuals with specific, strong and challenging goals perform better than those with abstract and easy goals.

b) Goals, when specific in terms appear to result in more predictable behavioural effects rather than vague ones.

c) Achieving goals that have been set is important for an individual's self-efficacy, because it helps him/her judge his/her own ability to perform tasks well. And for this purpose, the superior who usually sets the goals for his/her subordinates needs to design intermediate goals that reflect progress.

d) It is necessary for feedback to be given concerning the degree of progress in achieving the goal for the goal setting to have desired effects.

e) Acceptance of the goal that is set for an individual by him/her is important for it to be effective.

In relation to training, we can say that learning objectives are a form of goal setting behaviour and can provide challenging, specific goals which can be used as an evaluating/assessing anchor against trainees helping evaluate their progress; the knowledge of progress can be self-satisfying for trainees.





## 2.3.2 Focus on Training Design

It is important to understand the learning theory and how individuals learn in order to develop effective training programmes.

### A) Social Learning Theory

i) **Attention/Expectancy:** The theory indicates that trainee's motivation influences areas where attention is directed. Trainees attend to things in the environment that are very important to them. Hence the environment and process should be structured such that these important things are included into the events and materials of the training. Distracters must be removed and basic comforts required must be attended to.

a) **Eliminating distractions:** The room temperature should be made comfortable. The walls should be pleasantly covered, and free from distracting objects. There should be no distraction in terms of noise and no outside view that is distracting. Ideally, the training facility should be away from the workplace so that the trainees can concentrate on learning. But if the training must be conducted at the work place, it should be clearly stated that there should not be any interruptions. Another factor is that communicating with the work place is important and hence a facility of a system for incoming message to be delivered to the trainees during breaks and in between sessions must be established.

The seating should be comfortable, flexible, and cloth-covered with armrests. Trainees should also be given a surface area to place their materials which will also serve to facilitate writing.

The training schedule should be such that breaks should be allowed so that trainees do not have to sit for a long time in one go. Refreshments should be accordingly provided to the trainees.

b) **Attracting Attention:** The first step in motivating the employees and building expectancy in the prospective trainees is to notify them about their participation in the programme, inform them about the training programme and its job-related benefits. This communication should involve notifying the trainees about the agenda of the training programme and the training objectives. Reiterating the objectives helps the trainees. Keep focus on the directing of the training programme, the desired behavioural outcomes and focusing on the important activities of the programme.

The trainees should however accept the objectives; it is not enough if the trainer just reiterates them from time to time. For this to happen, the trainees can be asked to explain the process they would adopt to go about accomplishing the objectives, which will also be used to resolve job-related problems. Apart from retaining the trainee's focus on the training objectives, exercises of such quality will help build a strong commitment that will facilitate transfer of training KSA's to the job.

The trainees should also feel that the training objectives are achievable. At the start of a training programme, the final objectives may seem difficult to achieve, but it should be made clear to the trainees that it is a final step in a series of sub-objectives which are achievable.

The trainee's attention should be focused on the critical aspects of each of the steps in the learning process. Techniques for highlighting the important aspects of training programme should be built into the training programme such that the appropriate material is processed and stored permanently. This method of highlighting the important aspects varies along with instructional technique used.

ii) **Retention:** There are four stages in any retention process.

a) **Activation of memory:** Information that is processed is transformed into symbolic codes in long-term memory. When appropriate answers are provided, it is retrieved from long-term memory. But before the symbolic coding process begins, relevant prior learning must take place in order for a connection to be established between the new information collected and the already existing old information. In a training programme, the trainer can facilitate this process by stimulating the trainees to recall prior related learning faculties.

b) **Symbolic coding:** Once the relevant prior learning is appropriately recalled, the trainee is ready to encode the new information. The trainer can use the 'guided discovery' process to facilitate the encoding process. Here the trainer makes statements and then questions the trainee. The statements used here are intended to stimulate relevant prior learning and the questions are designed such that they allow the trainees to discover the appropriate underlying cues in them. There must be a strategy used to discover the answers and they should not be given away in the question itself. Guided discovery helps trainees develop a coding scheme that relates the new learning to the old prior learning that has already taken place.





c) **Cognitive organisation:** This is very closely related to symbolic coding. The manner in which information is organised during the training programme and prior learning which helps in learning new information, shape the manner the new information is organised into cognitive structure. Likewise visual answers provided in the programme provide suggestions of how information fits together. When developing the training materials and the programme itself, it should be noted and made sure that new learning builds on the already undergone relevant old learning. This flow would in turn help the trainee organise the new information by using various organising strategies.

d) **Symbolic rehearsal and answers for retrieval:** Symbolic rehearsal and behavioural reproduction are types of practices. Symbolic rehearsal is symbolically practised i.e. when the trainee is asked to imagine a hypothetical situation and discuss how they would behave in that situation.

### B) Strategic Knowledge

In the past, training programmes were designed to provide only KSA's to the trainees for their particular jobs. Many organisations have found that broadly based training led to increased organisational effectiveness. And physical work is being replaced by knowledge work now-a-days.

Employees now-a-days in most organisations, work in teams. To be effective in this, employees need to have a wider, broader understanding of how their jobs interact with each other.

In these organisations, job-specific training can be used which in addition to training also provides information about a particular job's relationship to other departments and jobs within the organisation. This type of training helps incorporate various aspects of strategic knowledge development which allows trainees to understand the importance of KSA's and when and why to use them.

Strategic knowledge development increases the breadth of what an individual learns by increasing or expanding the training content to include when and why KSA's are appropriate to be used and developing various strategies to use them. The strategies developed here would revolve around planning, monitoring and modifying behaviour. Apart from learning to perform the tasks, the trainees will also be familiarised to behave strategically and adoptively. In strategic knowledge development, trainees are also provided with practice in determining when to use the KSA's.

### 2.3.3 Focus on Training

Transfer of training is how much of what is learnt in a training programme is transferred to the actual job situation. Training can result in the following transfer outcomes :

1. **Positive transfer:** Wherein the training has been effectively applied on the job and thereupon it is revealed in higher levels of job performance.
2. **Zero transfer:** Wherein the transfer of training does not in any manner affect job situation and thereupon there is no change in the level of job performance.
3. **Negative transfer:** Wherein the transfer of training to the actual job situation decreases or reduces the level of job performance.

The main objective/goal of any training programme is for it to have a positive transfer to the job.

**Factors Influencing Transfer of Training**

**I) Conditions of Practice**

A number of opportunities can be designed for trainees to practice. Each practice will facilitate training more or less effectively depending on the KSA's to be learnt.

**a) Massed vs. Spaced Practice**

Research has shown that material learnt via the spaced practice is generally retained longer than material learnt under the method of massed practice. However, it has been seen that spaced practice, requires longer training cycles and the management of organisations generally avoid it. Training departments of organisations need to become more creative in developing training programmes that essentially allow for spaced practice. This approach gives trainees time to think about their KSA's and even practice their own KSA's for further improvement.





However, complex and difficult tasks have been seen to be effective and performed better when massed practice is provided first, followed by small and brief sessions with regular break intervals.

**b) Whole vs. Part Learning**

It is difficult to design part task training in many cases. Whole training programmes are much easier because the design can be a model of a real device. Even when the task in the training programme can be divided into different parts, the whole learning method is preferred when the intelligence levels are high in the trainees, when the training material is high in task organisation but low in complexity and when practise is spaced rather than massed.

Task organisation refers to the degree to which different tasks in a training programme are interrelated. Task complexity refers to the level of difficulty in performing each task.

In designing any training programme, it is not practical to attempt to subdivide the task into different parts. Even if it is possible to subdivide them into different parts, the whole learning method still needs to be used if the task organisations were high. But if the task organisations were low, the part learning method could be used.

Another option here could be progressive part training which can be used when tasks are not as clear in organisation, wherein both whole and part learning methods are used. This way the trainee learns each step but at the same time learns the integration of all steps.

**c) Over-learning**

This is the process of providing trainees with continued practice far beyond the point at which they perform the task effectively. This is very similar to automaticity. The more the task is over learnt, the better is its retention.

Over-learning is valuable for tasks that are not performed frequently or if the chance to practice them is very limited. Even when the material is over-learnt, it is essential to put mechanisms in place to reinforce the use and practice of the learnt behaviours on a continuous basis, especially when it is a recently developed KSA.

When trainees practice a skill beyond the ability to perform a task, the responses become more automatic and eventually do not require thinking. And for this, over-learning is extremely important for tasks in high-intensity emergency situations.

Over-learning also occurs after a great amount of on-the-job practice, which is automaticity. Automaticity is a level where performance is fluid and requires very little conscious effort and is automatic. Automaticity through the process of over-learning should be designed in training programmes where the tasks to be performed are in highly stressful situations or those tasks are not encountered frequently in one's job and hence should be performed effectively whenever it occurs.

**d) Maximize Similarity**

This is also known as identical elements. The more the elements in the training programme are similar to the actual work settings, the more likely is that a positive transfer of training will occur. The two areas of similarity are the tasks to be performed and the environment in which they are to be performed. After a basic skill is learnt, it is necessary for trainees to practice the skill in a similar environment to their actual workplace environment to ensure transfer of training.

**e) Vary the Situation**

When conceptual or administrative skills training is required, a good deal of variability often characterises typical situations and the use of identical elements is not effective. The general principle approach is more useful here.

**Other Factors to Facilitate Transfer of Training**

**a) Knowledge of Results**

Providing feedback to trainees is important to learning and transfer of training to the job. Feedback performs these functions:

- It allows them to correct their responses and make necessary adjustments in their behaviour.
- It makes learning more interesting and encouraging for trainees to continue their good performance.
- It leads to specific goals to maintain or increase performance.





When feedback is provided, it is better to indicate that the level of performance is to be controlled by the trainee. Inexperienced trainee may try to be supportive by suggesting that the task at hand is difficult and so any problem faced in mastering it is understandable. This approach would reinforce a low self-efficacy. Research indicates that a trainee can master the task when feedback indicates it and it also improves his/her self-efficacy and individuals with self-efficacy tend to be highly motivated and also tend to achieve more.

Frequent opportunities should be provided in the training design to provide feedback. If the training group is very large, a lot of time is consumed providing feedback. To help overcome this, other trainees can be used to provide feedback.

**b) Combination of Relapse Prevention and Goal Setting**

A major reason for the transfer of training not occurring is that the trainees face the same pressures when they are back on the job which had earlier reduced their performance effectiveness. One of the strategies used called relapse prevention sensitises the trainees to the fact that their pressures that reduced effectiveness could relapse and helps them prepare to identify the situations which will result in preventing the relapse and help them develop strategies to cope to prevent the relapses.

Goal setting also increases the likelihood of transfer of learning. In the process of goal setting, trainees are required to meet and discuss the goals they have set for themselves and how are they going to go about achieving them. In the training programme, when this method is used, the trainees are required to maintain records of their goals, accomplishments and also discuss these accomplishments publicly in front of the entire training group. This public commitment through discussion with fellow trainees, recording of behaviours and monitoring by trainers, helps in increasing the likelihood of transfer of training.

Research has also shown that relapse prevention is not always successful without goal setting. The contribution of both relapse prevention and goal setting is a powerful technique to initiate transfer of training. Relapse prevention uses both cognitive and behavioural components to facilitate permanent, long-term maintenance of the recently learnt behaviour. Trainees have the strategies to cope with the relapse when they face one once they complete the training programme. The addition of goal setting and public commitment to these strategies only further strengthens the process of transfer.

## Facilitation of Transfer - Focus on Organisational Intervention

It is useful to harness as much as possible on the job to facilitate and increase the likelihood of transfer of training. The following, if present in the job environment, facilitate the smooth and effective transfer of training

- **Supervisor Support:** One of the important factors influencing transfer of training is supervisory support. Supervisors need to be aware of and understand the behaviour that the trainees have acquired and should support them when they use these recently acquired behaviours on the job. Research indicates that transfer is likely to increase when supervisors provide trainees with desired outcomes on the successful completion of training and it also has a very powerful positive effect in facilitating transfer of training.

- **Supervisors can also affect training and its transfer** in a lot of other ways. If employees, who are motivated to improve their performance, receive such support from the supervisors or superiors, their motivation to perform better is increased. This motivation level can be further enhanced when employees understand the benefits they would receive from their development.

Other facts that influence a trainee's motivation to learn are their perception of the relevance of training they undertake and reducing the negative side effects of attending the training programme both of which when controlled by the supervisor can help increase the transfer of training.

- **Peer Support:** Research indicates that peer support can also have a very good impact on transfer of training. Learning should be included as one of the on-going process of any organisation and become the responsibility of the employees' and managers' to facilitate it. It should be understood that training is important and necessary to achieve the overall organisational goals and objectives. By involving the entire workgroup of particular departments, it can be ensured of resulting peer pressure which will support goals and objectives of the organisation. Here peer support can be used in a formal manner. Experienced peers can be given the roles of potential coaches. They can also serve as mentors, give advice, guidance and support to sort out difficulties faced by the trainees, by applying the recently acquired skills on the job.

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- **Trainer Support:** Research has emphasised the role of the trainer even in helping the transfer of training. It has been seen that trainees who are due to a meeting with the trainer and the other trainees of the group to discuss the transfer process, use training effectively in the work conditions. Thus the trainer's continuous involvement through the transfer process would help ease out any problems faced by the trainees in that period. It also helps in assessing the performance of the trainees and provides appropriate feedback.

- **Reward Systems:** Chances of successful transfer of training are enhanced when they are contingent upon valued outcomes. Employees are aware of the fact that certain behaviour brings them rewards; others can get them into trouble. If the behaviours that are trained are not reinforced, the likelihood of their being exhibited are minute, it is the responsibility of the trainer to work along with the supervisors and the superiors in the organisation to see that the behaviours that have been learnt in the training programme are aligned with appropriate rewards for it to be exhibited in the desired manner.

- **Climate and Culture:** In a systems approach to training where the organisation as a whole is involved, as many forces from within the organisation need to be focused on reinforcing the recently learnt behaviour in order to ensure successful transfer. Although the involvement of the supervisors, peers, reward systems influence the organisation's climate and culture, it is very essential in the wake of the learnt behaviour to be transferred to the actual job situation.

  **Climate:** It is generally understood to be the perception of salient features of the organisation. Features like company policies, reward systems and reactions by the management are all important in determining the climate of that organisation. Along with the above factors others such as supervisor support, peer support and so on also help in transfer of training.

  **Culture:** It is defined as a pattern of basic assumptions invented, discovered or developed by a group within any organisation. It can also be a set of shared understandings about the organisation. A continuous learning culture is reflected by the fact that learning is a key aspect of one's job and it shows a positive effect on transfer of training. Continuous learning culture is influenced by various factors such as the level of challenge offered by the job, peer and super\ is or support and other systems of the organisation that allow the employees to learn continues. a- receive training proportionate to the requirement of learning new KSA's.

**Influencing Climate and Culture**

It is a difficult and long process to change culture and climate and this necessitates the change from the top hierarchy of the organisation. Any mismatch of the training goals and organisational climate should be emphasised in needs analysis and the information should be made available to the HR Manager. Thus the HR professionals are now responsible to see that the company's management understands and resolves any differences between the existing climate and culture and the organisation's objectives.

## 2.4 Training Design Theory

Theories of training design are not traditional, because they do not predict cause effect relationship. They actually prescribe methods of presenting material to enhance the likelihood of the material being learnt. These offer guidelines as to the methods to be used in different situations in order to design training programmes effectively.

**A) Elaboration Theory**

This is a macro theory of design. It is based on a holistic alternative to the part/whole sequencing which is usually followed by training. This approach is much more meaningful and motivating for learners because the trainees get to see and practice the entire task. But this is useful and relevant only to complex tasks. In this theory, it is necessary to understand the importance of sequencing, which is the process of coming together as a group and order the content of training. Sequencing is directed at facilitating cognitive organisation. Sequencing is important when there is a strong relationship between the topics of the training programme.

To train individuals in different topics, two sequencing strategies can be used "topical sequencing" which requires complete training of one task or topic, before moving to the next one and "Spiral sequencing" which requires learning the basics of the first task, then the basics of the second task and so on. After the trainees have thoroughly understood the basics of all tasks, the trainees move to the next level of the first task and do the same thing i.e. understand the basics.

A training programme is always a combination of the two sequencing strategies, which are dependent on the relationships among the task being trained. Holistic understanding of the tasks result in formation of a better and stable cognitive scheme and organisation to which more complex tasks can be assimilated.

The Simplifying Conditions Method (SCM) given by Charles Reigeluth is based on the view that for all complex tasks, simple and more complex versions are available.







The SCM is based on two parts: "Epitomising", which is the process of identifying the simplest version of the task that still is representative of the task as a whole. And "Elaborating", which is the process of identifying more complex version of the task progressively.

In any design of a training programme, epitomising is taught first, followed by increasing complexity (elaborating) of the task until the desired level is reached. Here, first the simplest version of the task possible is determined. Once this is mastered, various elaborations of the task are to be mastered, each of which increases in complexity, until the required complexity of the job is reached. The final elaboration is to match the complexity of the job in the field on the job.

The advantage of this approach for training is that the more complex tasks are presented to the trainees earlier, which helps in fostering better understanding and motivates trainees as they are able to view and understand the relationship between what they are being trained on and job-related tasks. Evidence from research suggests that this approach apart from being effective, also appeals to the trainees undergoing the training programme.

**B) Change-Briggs Theory**

This is a micro theory of design. This is applicable to cognitive, behavioural and attitudinal learning. As a micro theory, it provides a set of procedures for each instructional event to facilitate increase in the level of learning. The theory identifies nine events of instructions:

a) **Gaining Attention:** Seeking/gaining attention of the trainees can be done in many ways. The method of asking questions and requesting trainees to answer them can be a method used to draw attention of trainees towards the training programme. Another method of gaining attention is to have the CEO/chairman of the organisation welcome the delegation of trainees to the programme who could indicate the importance of this training for the future growth of the company. Support from the higher levels of management is always important in training and when someone who is heading the organisation is present on the occasion to stress the importance of training, the trainees listen will rapt attention.

b) **Informing the Learner of the Goal:** It is important to get the trainees to focus on what is to be learnt and also to be aware of the requirements of each individual when they have completed the training. If a training needs analysis is conducted, it becomes easy to tie up the training back to the job and to help trainees become better performers.

c) **Stimulating Recall of Prior Relevant-Learning:** This step is important to make sure the trainee has accessed the information that is necessary for learning to take place. Here all previous relevant capabilities come in handy as a part of the learning event.

d) **Present Material to be Learnt:** Materials to be learnt should be presented in a logical and understandable format. To ensure that understanding is taking place, the method used for instruction should contain questions designed to elicit responses from the trainees which will indicate their level of understanding. Highlighting the important aspects to be learnt, giving examples, etc. can serve to ensure that trainees understand the material. This reflects the way in which the organisation and presentation of learning/ training materials assist training in symbolic coding and cognitive organisation.

e) **Provide Guidance for Learning:** The important aspect here is to guide trainees to appropriate answers when in difficulty, but not to indicate the answers. This way the trainees get to examine all possibilities related to the topic. A discussion at the end of the session, when the answer is derived, will help the trainees gain in-depth knowledge and understanding of the topic. The trainers can give them problems and ask them to come up with possible alternative solutions. This kind of task ignites the thinking and creative powers and gives way to analyzing the problem from different perspectives. When these are shared in a discussion, it can help in assessing and increasing one's level of understanding.

draw out A reaction

f) **Elicit the Performance:** The trainees are actually allowed to perform the tasks so that their practice allows them to master the task and they are able to transfer the training to the job successfully.

g) **Provide Feedback:** Once a task is completed by the team, a feedback session should follow, so that trainees get to know their performance. The feedback can be given in various ways. The type of feedback used in that particular training programme will depend on the time available and the number of trainees. The important thing here is that trainees should be given feedback and be aware of their performance and are able to make necessary changes before the end of the training programme.







h) **Assess Performance:** The Gagne-Briggs Theory propagates that assessment of learning should take place after each session/each topic, so that after the training on feedback skills it is essential to assess the level of learning that took place regarding feedback skills, before moving onto performance appraisal training. This approach has two purposes according to the theory: to confirm that the learning has taken place and provide additional practice to perform the skill/task.

i) **Enhancing Retention and Transfer:** A very important aspect of training would be its transfer to the job. It is important to see that a programme is designed such that it facilitates retention and effective transfer.

## 2.5 TNA and Design

We return now to the opening case, Westcan. Remember that Chris was all set to begin developing an "effective meeting" training program. As you read the rest of the case, think about the things you learned about conducting a TNA. Note that the TNA Westcan uses is much simpler and less formal than some we discussed. How-ever, the value of doing the TNA is quite obvious.

The needs assessment at Westcan shows that training was required but not the training that Chris first imagined. Her problem was that she did not have enough information to understand the types of needs the managers had. Without this information,

she began to design what she thought would be a good "effective meeting" training session. What would have happened if she had gone ahead with her original plan? After conducting the TNA, she is now in a much better position to design an appropriate training program. The next step is to develop a clear set of training objectives that will drive both the design and evaluation of training. The importance of sound training objectives cannot be overstressed.

## CASE STUDY - 1

### Developing a Training Package at Westcan

**(Source : Nick Blanchard, Page No. 145, Effective Training)**

Chris told Karen about the conversation with Irven and what she had put to-gether. Chris said, "What remains is to develop the simulation. Can you help?"

"Sure," said Karen, "but it's too bad you are so far along. I might have been able to help you design the training."

Chris indicated that she had not put a great deal of time into designing the training and was open to any suggestions.

Karen suggested that Chris consider doing a needs analysis. "In a way, you completed a partial operational analysis by determining what is required in running an effective meeting. What we do not know is where the managers are deficient; we call that a person analysis. One way to obtain that information is to ask the managers to describe how their meetings currently run and the areas they see as ineffective. Their answers should reflect the areas in which they are deficient. Also, by asking the managers what training they want, we could ensure that the training is relevant. Another method would be to sit in and observe how they run their meetings. It would allow us to identify deficiencies they might be unaware of," said Karen. Karen noted that in her brief time at Westcan, it seemed that premeeting information was well distributed and understood, agendas were given, and notice of meetings always contained the relevant information.

"You might be right," said Chris. "I simply never thought of asking them." Together they developed a questionnaire asking questions related to effective meetings, such as, "What would you like to see contained in a one-day effective meeting workshop?" and "How well do the meetings with your staff stay on track?" They also got permission to sit in on a number of meetings.

The returned surveys and meeting observations indicated that most managers understood the rules of effective meetings. All had, at one time or another, attended a lecture or read material on running an effective meeting. The problem was that they had never been able to turn the knowledge into action. They knew what to do, just not how to do it. They wanted practice, with feedback from a professional. They also wanted the training to be for the exact teams they continually operated in, which





required that management and nonmanagement from a team attend the same training and learn the behaviors required for effective meetings to-gether. After going through the TNA with Karen and documenting all the information, Chris said to Karen, "Well, it looks like the training I was going to provide was way off the mark compared with what we now know they need. I owe you a dinner."

## CASE STUDY - 2

### The Training Program

**(Source : Nick Blanchard, Page No. 147, Effective Training)**

This section is the beginning of a step-by-step process for developing a training program for a small fabrications company. Here, we examine the TNA for the program, and in subsequent chapters, we will continue the process through to the evaluation.

Fabrics, Inc., once a small organization, recently experienced an incredible growth. Only two years ago, the owner was also the supervisor of 40 employees. Now it is a firm that employs more than 200. The fast growth proved good for some, with the opportunity for advancement. The owner called a consultant to help him with a few problems that emerged with the fast growth. "I seem to have trouble keeping my mold- makers and some other key employees," he said. "They are in demand, and although I am competitive regarding money, I think the new super-visors are not treating them well. Also, I received some complaints from customers about the way supervisors talk to them.

The supervisors were all promoted from within, without any formal training in supervising employees. They know their stuff regarding the work the employees are doing, so they are able to help employees who are having problems. However, they seem to get into arguments easily, and I hear a lot of yelling going on in the plant. When we were smaller, I looked after the supervisory responsibilities my-self and never found a reason to yell at the employees, so I think the supervisors need some training in effective ways to deal with employees. I only have nine supervisors—could you give them some sort of training to be better?"

The consultant responded, "If you want to be sure that we deal with the problem, it would be useful to determine what issues are creating the problems and, from that, recommend a course of action."

"Actually, I talked to a few other vendors and they indicate they have some traditional basic supervisor training packages that would fit our needs and, therefore, they could start right away. I really want this fixed fast," the owner said.

"Well, I can understand that, but you do want to be sure that the training you get is relevant to the problems you experienced; otherwise, it is a waste of money How about I simply

contract to do a training needs analysis and give you a report of the findings? Then, based on this information, you can decide whether any of the other vendors or the training I can provide best fits your needs in terms of relevancy and cost. That way, you are assured that any training you purchase will be relevant," said the consultant.

"How long would that take?" the owner asked.

"It requires that I talk to you in a bit more detail, as well as to those involved; some of the supervisors and subordinates. If they are readily available I would be done this week, with a re-port going to you early next week," the consultant replied. The owner asked how much it would cost, and after negotiating for 15 minutes, agreed to the project. They returned to the office to write up the contract for a needs analysis.

The interview with the owner (who was also the manager of all the first-line supervisors) was scheduled first and included an organizational and operational analysis. What follows is an edited version of the questions related to the organizational analysis.

**The Interview**

***Direction of the Organization***

Q: What is the mission of the company? What are the goals employees should be working for?

A: I do not really have time for that kind of stuff. I have to keep the organization running.

Q: If there is no mission, how do employees understand what the focus of their job should be?

A: They understand that they need to do their jobs.

Q: What about goals or objectives?

A: Again, I do not have the time for that, and I have never needed such stuff in the past.





Q: That may be true, but you are much larger now and do need to communicate these things in some fashion. How do employees know what to focus on quality, quantity, customer servicé, keeping costs down?

A: All of those things are important, but I get your point. I never actually indicated anything about this to them. I simply took it for granted that they understood it.

Q: What type of management style do you want supervisors to have, and how do you pro-mote that?

A: I assumed that they would supervise like me. I always listened to them when they were workers. I believe in treating everyone with dignity and respect and expect others to do the same. I do not have any method to transmit that except to follow my style.

***HR Systems***

Q: What criteria are used to select, transfer, and promote individuals?

A: I hired a firm to do all the hiring for me when I was expanding. I told them I wanted qualified workers. As for the promotion to super-visor, I picked the best workers.

Q: Best how? What criteria were you using?

A: Well, I picked those who were the hardest workers, the ones who always turned out the best work the fastest, and were always willing to work late to get the job done.

Q: Are there formal appraisal systems? If yes, what is the information used for promotion, bonuses, and so forth?

A: I do not have time for that. I believe that people generally know when they are doing a good job. If they are not, I will not keep them.

***Job Design***

Q: How are supervisors' jobs organized? Where do they get their information and where does it go?

A: Supervisors receive the orders for each day at the beginning of the day and then give it out to the relevant workers. They then keep track of it to see that it is done on time and out to the customer.

***Reward Systems***

Q: What incentives are in place to encourage employees to work toward the success of the organization?

A: Well, I think I pay them well.

Q: Does everyone receive the same amount of pay?

A: At the present time, yes, because they are all relatively new supervisors. I do plan to give them raises based on how well they are performing.

Q: But you indicated that you do not really have a method of informing them what you are measuring them on. How are they to know what is important?

A: Well, I will tell them. I guess I need to be considering that issue down the road.

***Performance***

Q: How do the supervisors know what their role is in the company?

A: I told them that they needed to supervise the employees and what that entailed.

Q: How do they find out how well they are doing in their job? Is there a formal feedback process?

A: I talk to them about how they are doing from time to time, but I get your point and will think about that.

Q: Are there opportunities for help if they are having problems?

A: Take this problem with the yelling and getting employees angry at them. I have talked to them about it and have offered to get them training.

Q: How do they feel about that ?

A: Actually, they thought it was great. As I said, none of these supervisors have had anything in the way of supervisory training.

***Methods and Practices***

Q: What are the policies, procedures, and rules in the organization? In your view, how do they facilitate or inhibit performance?

A: I really do not think there is anything hindering their performance. I am always willing to help, but I also have work to do. That is why I promoted employees to supervisors, so I would not have to deal with that part of the business.





After gathering information on the organization, the consultant gathered operational analysis data from the manager (owner). What follows is a portion of the completed form.

Next, the consultant met with the supervisors, first as a single group of nine to do an operational analysis and then individually to discuss individual performance. He chose to use a slightly different approach to the operational analysis because he expected that they might have some problems working from the form used with the owner. The following excerpt comes from that interview.

**JOB TITLE: SUPERVISOR**

**SPECIFIC DUTY: BE SURE WORK IS COMPLETED AND SENT TO THE CUSTOMER ON TIME**

| TASKS | SUBTASKS | KSAs |
|---|---|---|
| Organize jobs in manner that ensures completion on time | Examine jobs and assess time required | Knowledge of types of jobs we get<br>Knowledge of times required for jobs to be completed |
| | Sort and give jobs to appropriate employees | Organization and prioritizing skills<br>Knowledge of employees' capabilities |
| Monitor progress of work | Talk to employees about their progress on jobs | Knowledge of proper feedback<br>Effective feedback skills<br>Helping attitude |
| | Examine specific job products during production to ensure quality | Knowledge of quality standards<br>Quality assessment skills |
| Listen effectively | Provide feedback to employees about performance | Knowledge of effective listening skills<br>Knowledge of conflict styles<br>Conflict resolution skills<br>Knowledge of proper feedback<br>Effective feedback skills<br>Positive attitude for treating employees with respect |

And so forth . . .

To begin the meeting, the consultant said:

I am here to find out just what your job as supervisor entails. This step is the first in determining what training we can provide to make you more effective in your job. First, we need to know what it is you do on the job. So I am going to let you provide me with a list of the things you do on the job—the tasks. Let me give you an example of what I mean. For the job of a salesperson, I might be told a required task was to "sell printers." This description is too general to be useful, or you might say you must "introduce yourself to a new client," which is too specific. What we need is somewhere in between these two extremes, such as "make oral presentation to a small group of people." Are there any questions? OK, let's begin.

Q: Think of a typical Monday. What's the first thing you do when you arrive at work?

A: Check the answering machine.

Q: That is a little too specific. Why do you check the answering machine?

A: I need to return any important calls from suppliers or customers.

Q: What do these calls deal with?

A: Complaints usually, although some are checking on the status of their job.

Q: Anybody else do anything different from that?

A: No.

Q: What do you do next?

A: Examine the jobs that have come in and prioritize them based on their complexity and due date.

Q: The task, then, is organizing and prioritizing the new jobs you received. What next?

A: Meet with each subordinate, see how they are doing, and distribute the new work.

Q: Tell me what,"see how they are doing" means.

A: I make sure that they are on schedule with their work. I check their progress on the jobs they are working on.

Q: OK, so check on progress of subordinates is the task. What next?

A: After all the work is distributed, I check to see what orders are due to be completed and sent out today

Q: OK, but I guess that assumes everyone is on schedule. What do you do if someone is behind in their job?

A: Depends how far behind the job is. If it is serious, I may simply take the job away and give it to someone I think can do the job faster.

A: I do not do that. I find out what the problem is and help the person get back on track.

Q: So you spend some time training that person?

A: Well, sort of. It is not formal training, but I will see why the person is having problems and give some of my "tricks of the trade" to speed things up.





Q: Anybody deal with this issue differently?

A: I do not usually have the time to do any training. I will give it to someone who can do it, or in some cases, just do the job myself. Sometimes that is faster. After all, we have all this useless paperwork that we have to do.

Q: I want to come back to the paperwork, but first, are you saying that no standard exists for dealing with employees who are having problems with particular jobs?

A: Sure there is. The boss expects us to train them, but with the pressure for production, we often do not have time to do that.

A: Well, I agree with that. Even though I do stop and spend time helping, I often feel the pressure to rush and probably do not do a good job of it. I do try and tell them what they need to do to improve in the particular area.

*Although the format used in the session starts first thing in the morning and continues through a typical day, clues often emerge as to other tasks that are done. The mentioning of "tell them what they need to do to improve" causes the consultant to focus on that task and what other tasks are related to it, because the owner did indicate that providing feedback was an important task.*

Q: OK, let's look at the issue of telling them how to improve. We could think of that as giving feedback to employees. What other tasks re-quire you to discuss things with subordinates?

A: We are supposed to deal with their concerns.

A: Yeah, that's right, and also we are supposed to meet one-on-one with them and discuss their performance. Trouble is, these new employees are know-it-alls and not willing to listen.

A: You're right about that. On more than one occasion, many of us resort to yelling at these guys to get them to respond. A: Boy, is that ever true.

Q: What about the paperwork?

A: Well, it is stupid. A clerk could do it, but we are expected to do it. If we do not, then billing and other problems come up, so we have to do it or else. . . . A: Yeah, it takes away from us being out here where we are needed.

And so forth. . . .

Other questions that might be asked: What is the next thing you would do in the afternoon? The next ?

What is the last thing you do in the day? That pretty much describes a typical day (Monday in this case). Is there any-thing you would do at the beginning of the week (Monday) that is not done at other times? How about at the end of the week? Is there anything you do then that is not done during the rest of the week? Is there anything that you do only once or twice a week that we missed? Now think about the beginning of the month. What do you do at the beginning of the month that is not done at other times?

How about the end of the month?

**Is there anything** that is done only a few times

**a month that we** might have missed? The beginning of the year? The end of the year?

**Are there any tasks** that we may have missed because they occur only once in a while?

*You will note that often it is necessary to redefine the task statements for the incumbent. This art comes with practice. The following list contains some of the tasks and relevant KSAs obtained from the TNA.*

| TASKS | KSAs |
|---|---|
| Deal with customer complaints | Knowledge of effective listening processes<br>Knowledge of conflict resolution strategies<br>Listening skills<br>Conflict resolution skills |
| Organize and prioritize jobs | Knowledge of types of jobs received<br>Knowledge of time required for various jobs<br>Organization and planning skills |
| Check on progress of subordinates' work and provide feedback on performance | Knowledge of proper feedback processes<br>Communication skills |
| Deal with concerns of employees | Positive attitude toward treating employees with respect<br>Knowledge of effective listening processes<br>Knowledge of communication strategies<br>Positive attitude toward helping employees |

Next, for the person analysis, individual meetings with supervisors and one with the owner (supervisor of the supervisors) were con-ducted. The questions came right from the job analysis and asked about the supervisors' knowledge of the areas identified, the skills needed, and their attitudes toward issues identified as important in their job. The introduction to the interview was as follows:

From the interviews, I have listed a number of knowledge, skills, and attitudes that are necessary to be an effective supervisor here at Fabrics, Inc. I would like to ask you how proficient you believe you are in each of them. By the way, do not feel bad if you have no understanding of many of these concepts; many do not. Remember, the information gathered will be used to determine how to help you be a better supervisor, so candid responses are encouraged. In terms of having knowledge of the following, indicate to me if you have no understanding, a very low level of understanding, some under-standing, a fair amount of understanding, or complete understanding.





The results of the TNA identified a number of KSAs (training needs) that were deficient, as well as some non-training needs.

### Addressing Non-training Needs

The following Non-training issues need to be ad-dressed to help ensure that supervisory training will be transferred to the job:

- Have owner (either with others or on his own) determine the goals and objectives of the company and which aspects of performance should be focused on.
- Set up a formal appraisal system where, in one session, the owner sits down with each supervisor to discuss performance and set objectives. In another session, performance development is discussed.
- Use objectives set for the year and clarify how rewards (bonus, pay raises, and so forth) will be tied to the objectives.
- Set up similar sessions for supervisors and subordinates in terms of developmental performance review (at a minimum). Also, consider incentives based on performance appraisals.
- Hire someone to relieve the supervisors of some of their paperwork so they can spend more time on the floor.

And so forth. . . .

### Training Needs

Several training needs were evident from the needs analysis beyond what was indicated by the owner. Specific to those issues, however, supervisors were particularly candid in indicating that they had never been exposed to any type of feedback or communication skills. They had no knowledge or skills in these areas. Attitudes in this area were mixed. Some believed that the best way to provide feedback is to "call it like it is." "Some of these guys are simply not willing to listen, and you need to be tough" was a typical comment from these supervisors. Others believed that treating subordinates the way you would like to be treated goes a long way in gaining their support and willingness to listen.

A partial list of training needs includes lack of knowledge and skill in:

Effective listening

Communication

Conflict resolution

Effective feedback

Employee performance measurement

Employee motivation . . . and so forth

At this point, we will leave "the training pro-gram" with the needs identified. The next step is the design phase.





| UNIT III | **Training methods:** Matching methods with outcomes, Lectures and demonstrations, Games and simulations, OJT, computer based training.(CBT). |
|---|---|

## 3.1 Training Methods

Training method is defined as "a systematic procedure or techniques by which a skill is developed in a person, employee of an organisation". Combination of different methods of training contributes to the effectiveness of the training programme.

Trainers use a variety of training methods during delivery to facilitate learning. By altering the training method the trainer uses delivery; he can keep learners interested, activate different learning style and enhance comprehension and retention. There are many training methods available and the trainer should be proficient in using them to help meet learners' needs.

## 3.2 Matching Methods with Outcomes

Broadly the methods can be classified into two types - participative and non-participative methods. This classification is based on level of involvement of trainee. The learning and transfer of learning to on-the-job setting is effective if the training method is participative.

The choice of the method can be divided into three broad categories.

a) trainer centered training

b) trainee centered training

c) coaching

### a) Trainer Centered Training

Pace and control of learning is controlled by the trainer in this method. Lecture, presentation and demonstration methods are the most significant methods in this category. The trainer decides the content and delivers it at the pace the trainer thinks it is appropriate. The trainees can only retard the pace of training by asking questions. But they cannot speed things up. In trainer centered training, he sets the timetable, structure, the de-briefing and draws out the key learning points.

b) **Trainee Centered Training**

The other extreme method gives the trainee more or less, complete control over the pace and content of learning. Printed books, journals, self-study text, self-development questionnaires, personal learning logs are certain examples of active trainee centered learning methods. Participative methods like role-plays, e-learning, etc. are partly trainee centered.

c) **Coaching**

In coaching a learning partnership develops between the trainer and the trainees and they share control of pace and content. It comprises of five phases.

i) Identification of clear, challenging yet realistic learning objective.

This is what trainee wants to achieve rather than being dictated by the trainer. However, it must be set in the context of overall objective of the training programme.

ii) Raising awareness about the current level of the knowledge of the trainee.

The coach, by asking questions and searching for answers makes the learner aware of how he/she is currently approaching the learning objective and identifies possible directions for change.

iii) Identification of options. This involves identification of the things the learner could do to get nearer to the objective. To begin with all the ideas should come from the trainee only when the trainee asks for suggestions the trainer helps. The trainees' suggestions are weighed to prioritise the possibilities.

iv) Listing various options and selection of the beneficial options. Working through each option to see how it might help the trainee in achieving the learning objectives and deciding which action the trainee will take. This is the narrowing down of options phase.

v) Deciding the course of action. Zeroing on what the trainee has to do, by when, what help is needed, what obstacles are to be overcome and how to do it all these things are decided in this phase.

## 3.3 Lecturers and Demonstrations

### 3.3.1 Lecturers / Presentation Method

This is a traditional training method. Lectures are unidirectional because the trainer is the primary communicator who conveys the information to the group, while the group's role is to listen. When the purpose is informational, lecture method is preferred. This method is suitable for large audiences where participation is not wanted. Content and timing of the lecture can be planned in detail well in advance.





This is the most commonly used, simple, cost effective and conventional method. It is timesaving because it covers maximum number of people in a short period of time. It involves a speech by the instructor with very limited discussions. Clear and direct methods of presentation. Weaknesses of the method are that, lecture time is more than the normal human attention span of fifteen minutes and the contents of the lecture could be easily forgotten. Since the method does not provide for active participation on the part of the trainees, the extent of take-home learning is not to be known clearly. Moreover, lecture might be useful only if the presentation is made skillfully. While lecture is a useful method in so far as information dissemination is the objective, it has not been highly successful in modifying human behavior or in building commitments in the audience's minds. An improvisation of this method is the lecture-cum-demonstration method in which the lecturer reemphasizes a skill or information by displaying the same in action.

**Making Lecture Method Effective**

a) Lecture method can be improved by encouraging the audience to take notes.

b) Use of visual aids largely improves the effectiveness of lecture.

c) Prints can be illustrated by making good use of stories and anecdotes.

**Advantages of Lecture Method**

1. The primary advantage of lecture method is that it is an efficient way to transmit a large amount of information to learner in short time.
2. This method is very cost effective.
3. If the purpose of training programme is to raise awareness or supply information, lecture can be an appropriate method.
4. The lecture method is also useful when training involves many learners.
5. This method is useful for conveying information in a time effective manner from trainer as expert to the trainees as learners.
6. Lecture is a method in which information can be communicated instantly.
7. It is very easy to organise.

**Limitations/Disadvantages of Lecture Method**

a) This is the most criticised method in a research conducted among directors of training, showing that the lecture was perceived to be among the least effective training methods.

b) The audience's role is passive and audience feedback is limited.

c) Efficient learning demands concentration on the part of the learner.

### 3.3.2 Demonstration Method

A demonstration is a visual display of how to do something or how something works. To be most effective, a demonstration should be integrated with the lecture/discussion method. Whether demonstrating how to do something or demon-strating how something works, the principles of an effective demonstration are the same. The demonstration is most useful when your training objectives are to increase knowledge and skills (technical or interpersonal).

The most effective demonstrations provide each trainee with the resources (equipment, materials, etc.) needed to actually do what is being demonstrated. Each trainee is then able to copy the demonstration process immediately after watching. As trainees are performing the demonstration, the trainer can move around the room giving feedback. Even having teams of four to five trainees sharing the demonstration resources provides opportunities for them to watch others and to do it at least once themselves. While one trainee is performing the demonstration, fel-low trainees can recall the steps in the sequence and provide feedback. This ap-proach also presents opportunities for questions, instructor clarification, and group discussion, all of which contribute to a common understanding of what should be done, the order in which it is done, and why it is done that way.

**How to Use the Demonstration Effectively**

To conduct an effective demonstration, first prepare the lesson plan by breaking down the task to be performed into smaller, easily learned parts. Then sequentially organize the parts of the task and prepare an explanation for why each action is re-quired. There are two main components to the demonstration - present and try out. The following steps are part of the "present" component. Complete each of the following steps for each part of the task:

- Tell the trainees what you will be doing so they understand what you will be showing them. This focuses their attention on the critical aspects of the task.
- Demonstrate the task, describing what you are doing while you are doing it.
- Explain why each part of the task should be performed in that way immediately after you demonstrate a part of the task.

Just as in the lecture, the level of involvement of the trainee can vary in a demonstration. As with the lecture, more trainee involvement leads to more learning. The following steps increase the value of the demonstration.





After the trainer completes the demonstration, it is time for the trainee to "try out" the demonstration by doing the following:

- Ask the trainee to "talk through" the task before actually doing it.
- Give the trainee an opportunity to do the task and to describe what he or she is doing and why.
- Provide feedback, both positive and negative.
- Let the learner practice.

The temptation is not to spend much time on this process, as it seems so easy and ob-vious. But remember that what is being demonstrated might be easy for someone who is familiar with it, but not so for a novice. The demonstration process is used in the job instruction technique (JIT) discussed later as part of on-the-job training.

### 3.4 Games and Simulations Method

Games and Simulations are structured and sometimes unstructured, that are usually played for enjoyment sometimes are used for training purposes as an educational tool. Training games and simulations are different from work as they are designed to reproduce or simulate events, circumstances, processes that take place in trainees' job.

A Training Game is defined as spirited activity or exercise in which trainees compete with each other according to the defined set of rules.

Simulation is creating computer versions of real-life games. Simulation is about imitating or making judgment or opining how events might occur in a real situation.

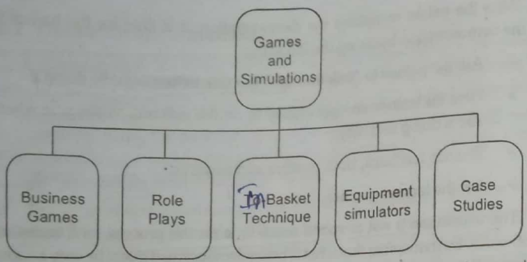
It can entail intricate numerical modeling, role playing without the support of technology, or combinations.

Training games and simulations are now seen as an effective tool for training because its key components are:

- Challenge
- Rules
- Interactivity

These three components are quite essential when it comes to learning.

Some of the examples of this technique are:




Trainees can therefore experience these events, processes, games in a controlled setting where they can develop knowledge, skills, and attitudes or can find out concepts that will improve their performance.

The various methods that come under Games and Simulations are:

1. Behavior-modeling
2. Business games
3. Case studies
4. Equipment stimulators
5. In-basket technique
6. Role plays

### 3.4.1 Behavior Modeling

Behavior Modeling uses the innate inclination for people to observe others to discover how to do something new. It is more often used in combination with some other techniques.

**Procedure of Behavior Modeling Technique**

In this method, some kind of process or behavior is videotaped and then is watched by the trainees. Games and simulation section is also included because once the trainees see the videotape, they practice the behavior through role plays or other kind of simulation techniques. The trainee first observes the behavior modeled in the video and then reproduces the behavior on the job.







- The skills that are required to build up are defined
- A brief overview of the theory is then provided to the trainers
- Then, trainees are given instructions that what specific learning points or critical behavior they have to watch
- Then the expert is used to model the suitable behaviors
- Then, the trainees are encouraged to practice the suitable behavior in a role play or through any other method of simulation
- Trainees are then provided with some opportunities to give reinforcement for appropriate imitation of the model's behavior
- In the end, trainer ensures that trainees appropriately reinforces the behavior on the work place

Behavior modeling focuses on developing behavioral and interpersonal skills. This type of method can be used for training in

- Sales training
- Interviewee training
- Interviewer training
- Safety training
- Interpersonal skills training

### 3.4.2 Business Games Training

With the increase in globalization and changing technologies, many organizations are now moving from board games to computer based simulations, using interactive multimedia (IM) and virtual reality (VR).

Business games are the type of simulators that try to present the way an industry, company, organization, consultancy, or subunit of a company functions. Basically, they are based on the set of rules, procedures, plans, relationships, principles derived from the research. In the business games, trainees are given some information that describes a particular situation and are then asked to make decisions that will best suit in the favor of the company. And then the system provides the feedback about the impact of their decisions.

Again, on the basis of the feedback they are asked to make the decisions again. This process continues until some meaningful results do not came out or some predefined state of the organization exists or a specified number of trails are completed.

As an example, if the focus is on organization's financial state, the game may end when the organization reach at desirable or defined profitability level.

Some of the benefits of the business _ames are:

- It develops leadership skills
- It improves application of total quality principles
- It develops skills in using quality tools
- It strengthen management skills
- It demonstrates principles and concepts
- It explores and solves complex problem

Many games and simulations examine the total organization but only some focus on the functional responsibilities of specific positions in an organization.

Business games simulate whole organization and provide much better perspective than any other training methods. They allow trainees to see how their decisions and actions impact on the related areas.

### 3.4.3 Case Study Training Method

Case Studies try to simulate decision making situation that trainees may find at their work place. It reflects the situations and complex problems faced by managers, staff, HR, CEO, etc. The objective of the case study method is to get trainees to apply known concepts and ideologies and ascertain new ones. The case study method emphasize on approach to see a particular problem rather than a solution. Their solutions are not as important as the understanding of advantages and disadvantages..

**Procedure of the Case Study Method**

- The trainee is given with some written material, and the some complex situations of a real or imaginary organization. A case study may range from 50 to 200 pages depending upon the problem of the organization.
- A series of questions usually appears at the end of the case study.





- The longer case studies provide enough of the information to be examined while the shorter ones require the trainee to explore and conduct research to gather appropriate amount of information.
- The trainee then makes certain judgment and opines about the case by identifying and giving possible solutions to the problem.
- In between trainees are given time to digest the information. If there is enough time left, they are also allowed to collect relevant information that supports their solution.
- Once the individuals reach the solution of a problem, they meet in small groups to discuss the options, solutions generated.
- Then, the trainee meets with the trainer, who further discusses the case.

**Case Study method focuses on**

- Building decision making skills
- Assessing and developing Knowledge, Skills and Attitudes (KSAs)
- Developing communication and interpersonal skills
- Developing management skills
- Developing procedural and strategic knowledge

### 3.4.4 Equipment Simulators

Equipment simulators are the mechanical devices that necessitate trainees to use some actions, plans, measures, trials, movements, or decision processes they would use with equipment back on the their respective work place.

It is imperative that the simulators be designed to repeat, as closely as possible, the physical aspects of equipment and operational surroundings trainees will find at their work place. This is also called as physical fidelity of the simulation.

Besides that, the mental conditions under which the equipment is operated such as, increasing demands, pressure of time, and relationship with colleagues, subordinates, etc must also be closely matched to what the trainees experience on the work place.

The literature on socio-technical approaches to organizational development provides guidelines for the design or redesign of tools. Human Resource professionals involved in propose of simulators and their pre-testing should engage those who will be using the equipment and their supervisors. Their input can help in reducing the potential resistance, errors in the equipment and more importantly, it also increases the degree of reliability between the simulation and the work setting.

Equipment simulators can be used in giving training to:

- Air Traffic Controllers
- Taxi Drivers
- Telephone Operators
- Ship Navigators
- Maintenance Workers
- Product Development Engineers
- Airline Pilots
- Military Officers

### 3.4.5 In Basket Technique

It provides trainees with a log of written text or information and requests, such as memos, messages, and reports, which would be handled by manger, engineer, reporting officer, or administrator.

**Procedure of the In basket Technique**

In this technique, trainee is given some information about the role to be played such as, description, responsibilities, general context about the role.

- The trainee is then given the log of materials that make up the in-basket and asked to respond to materials within a particular time period.
- After all the trainees complete in-basket, a discussion with the trainer takes place.
- In this discussion the trainee describes the justification for the decisions.
- The trainer then provides feedback, reinforcing decisions made suitably or encouraging the trainee to increase alternatives for those made unsuitably.

A variation on the technique is to run multiple, simultaneous in baskets in which each trainee receives a different but organized set of information. It is important that trainees must communicate with each other to accumulate the entire information required to make a suitable decision.





This technique focuses on:

- Building decision making skills
- Assess and develops Knowledge, Skills and Attitudes (KSAs)
- Develops of communication and interpersonal skills
- Develops procedural knowledge
- Develops strategic knowledge

These skills are mainly cognitive to a certain extent than behavioral.

### 3.4.6 Role Play Training Method

Role play is a simulation in which each participant is given a role to play. Trainees are given with some information related to description of the role, concerns, objectives, responsibilities, emotions, etc. Then, a general description of the situation, and the problem that each one of them faces, is given. For instance, situation could be strike in factory, managing conflict, two parties in conflict, scheduling vacation days, etc. Once the participants read their role descriptions, they act out their roles by interacting with one another.

**Role Plays helps in**

- Developing interpersonal skills and communication skills
- Conflict resolution
- Group decision making
- Developing insight into one's own behavior and its impact on others

There are various types of role plays, such as:

**Multiple Role Play**

In this type of role play, all trainees are in groups, with each group acting out the role play simultaneously. After the role play, each group analyzes the interactions and identifies the learning points.

**Single Role Play**

One group of participants plays the role for the rest, providing demonstrations of situation. Other participants observe the role play, analyze their interactions with one another and learn from the play.

**Role Rotation**

It starts as a single role play. After the interaction of participants, the trainer will stop the role play and discuss what happened so far. Then the participants are asked to exchange characters. This method allows a variety of ways to approach the roles.

**Spontaneous Role Play**

In this kind of role play, one of the trainees plays herself while the other trainees play people with whom the first participant interacted before.

## 3.5 On the Job Training

**On the Job Training (OJT)**

The most common type of training at all levels in an organization is on-the job training. OJT is a planned training the supervisor or manager who conducts training must be able to teach and show the employees what to do.

**Stages for on – the Job (OJT)**

- JT though most commonly used there are certain disadvantages
- Training may not have experience are leave the trainees on their one
- Trainers may not devote time and participate
- Hence training becomes less effective
- OJT disrupts regular work
- Incorrect information from trainers can be transferred to trainees.

**Advantages of no-job-Trainee (OJT)**

a) Trainees learn in the red environment
b) OJT can be tailored to suit specific needs.
c) Methods is very economical
d) Trainees learn rules, regulators and procedures
e) OJT is specific, practical
f) Very suitable for unskilled and semi skiller wether.





**Disadvantages**

a) tendency to neglect essential principles
b) Likely damage to equipment
c) Expertise workers cover use machinery when it is used for – trainers

### 3.5.1 On the Job Training Methods

**A) Coaching**

Coaching is one of the training methods, which is considered as a corrective method for inadequate performance. According to a survey conducted by International Coach Federation (ICF), more than 4,000 companies are using coach for their executives. These coaches are experts most of the time outside consultants.

A coach is the best training plan for the CEO's because

- It is one to one interaction
- It can be done at the convenience of CEO
- It can be done on phone, meetings, through e-mails, chat
- It provides an opportunity to receive feedback from an expert
- It helps in identifying weaknesses and focus on the area that needs improvement

This method best suits for the people at the top because if we see on emotional front, when a person reaches the top, he gets lonely and it becomes difficult to find someone to talk to. It helps in finding out the executive's specific developmental needs. The needs can be identified through 60 degree performance reviews.

**Procedure of the Coaching**

The procedure of the coaching is mutually determined by the executive and coach The procedure is followed by successive counseling and meetings at the executive's convenience by the coach.

1. Understand the participant's job, the knowledge, skills, and attitudes, and resources required to meet the desired expectation
2. Meet the participant and mutually agree on the objective that has to be achieved
3. Mutually arrive at a plan and schedule



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4. At the job, show the participant how to achieve the objectives, observe the performance and then provide feedback

5. Repeat step 4 until performance improves

For the people at middle level management, coaching is more likely done by the supervisor; however experts from outside the organization are at times used for up and coming managers. Again, the personalized approach assists the manger focus on definite needs and improvement.

### B) Mentoring

**Mentoring** is an ongoing relationship that is developed between a senior and **junior employee.** Mentoring provides guidance and clear understanding of how the **organization** 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.

Executives also have mentors. In cases where the executive is new to the organization, 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





### C) Job Instruction Technique (JIT)

Job Instruction Technique (JIT) uses a strategy with focus on knowledge (factual and procedural), skills and attitudes development.

**Procedure of Job Instruction Technique (JIT)**

JIT consists of four steps:

**(i) 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 program, availing the resources, familiarizing trainee with the training program, etc.

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

**(iii) Trial:** This step 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.

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

## 3.6 Computer-based Training Method

Recent evidence suggests there has been a dramatic shift away from instructor-led, classroom training toward learner-centred, technology-mediated training. Based on benchmark data from the American Society of Training and Development, Bassi and Van Buren (1999) predict that companies will have reduced classroom training nearly 20 per cent with much of that time converted to training delivered via CD-ROMs, intranets, or the Internet. Although each learning technology has some unique features, they all use computers to deliver training. Thus, computer-based training, in its many forms, is the future of training - and the future has arrived.

The computer based training method is an effective and flexible method of training and all levels of staff can use the same. In this method the training material is prepared by the trainer after involving the managers. The material is then loaded on the computer and the trainee should undergo the training programme by using the computer with the training material in the disk and associated workbook.

### Working of Computer-based Training

The training and developmental needs are identified jointly by the manager and individual learner. This ensures measurable outcomes, added value and enhanced achievement. The individual completes the training programme using the computer, the disk containing training material and the associated workbook to achieve the knowledge and understanding of specific area or skill. An action plan is jointly prepared, so as to facilitate transition from learning situation to enhance job performance. A follow-up discussion at a suitable time after the training may facilitate review of the situation and decide further course of action.

### Advantages of Computer-based Training

1. It is readily available at many company locations and can be fitted in with their work commitments.
2. Resources and time is effectively used.
3. It can be a cost effective way of meeting the needs of the business.
4. It can be used either on stand-alone basis or can be used along with other methods of training.





5. People can work through the material at their pace.
6. The programmes are designed to enable the understanding of the subject matter.
7. Menu facility allows for studying only those sections, which are relevant to the training needs as all the items are listed in the menu and a selection is made.
8. The time devoted to the training is highly flexible.
9. Though the training is designed for an individual people with similar requirements can pair-up and exchange views and ideas.
10. It promotes consistency in training throughout the organisation.

### Limitations

1. Computer based training demands a greater commitment from the manager and the trainee.
2. The trainees may feel isolated as they work on their own.
3. All the trainees may not be computer savvy and may have some anxiety, apprehension and reservation in using computer for training.

# CASE STUDY - 1

## Training and Development at Godrej

**(Source : Nick Blanchard, Page No. 212, Effective Training)**

Godrej Industries Ltd. (GIL), headquartered in Mumbai, is one of India's leading manufacturers of oleochemicals. It has interests in diverse sectors and a global presence in over 40 countries. Several new activities have been initiated as part of GIL's training and development activities over the past decade.

*Parivartan*, a training program for people in the sales function, was initiated in 2000. The training was provided by a team of 1 8 senior executives from all divisions spanning sales, logistics, and HR. Secondary employees employed by the distributors were also part of the program.

GIL also introduced the concept of Economic Value Added (EVA) in all its group companies in 2001. A training program was conducted for various managerial and officer levels by Stern Stewart, a New York-based management consultancy that had pioneered the concept of EVA. Work-shops were used to introduce the concept of EVA and employee control over key measures affecting EVA.

In 2002, Godrej Industries Ltd. (GIL) bought a 26-percent stake in Personalitree Academy Ltd., a company that provided online soft skills training to corporations. Personalitree's training modules have since spearheaded Godrej's training and development initiatives.

The Godrej Accelerated Learning Leadership and Orientation Program (GALLOP) for management trainees was launched in 2002. The objective of the program was to expose fresh recruits to all the departments and instill a sense of belonging.