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**SELF-LEARNING MATERIAL**

# HUMAN RESOURCE DEVELOPMENT
# CR 4

# DHR 201

## SELF-LEARNING MATERIAL

Course Code: DHR 201

Course Title: HUMAN RESOURCE DEVELOPMENT CR 4


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# UNIT 1 INTRODUCTION TO HRD

**UNIT STRUCTURE**



## 1.0 OBJECTIVE OF THIS UNIT

At the end of this unit a learner must develop the concept of Human Resource Development and the various types of business needs both planned and unplanned that give rise to the HRD needs.

## 1.1 INTRODUCTION

In the last semester you were exposed to the area of knowledge called Human Resource Management. Within this subject you went through the concepts and practices related to Human Resource Development (HRD). In this course you will be provided very specialized knowledge of this subject including details of certain components.

**HRD can be said to be a continuous process to ensure the development of employees dynamism, effectiveness, competencies and motivation in a systematic and planned manner. Developing a congenial organizational climate is also one of the major objectives of HRD.**

HRD is a continuous process in the sense that it is a routine activity and not confined to only certain days of the year. In today's world employees need to be dynamic and full of energy and enthusiasm to excel. For this their work has to be effective and they must possess the right kind of competencies. HRD tries to help them to achieve that. But this whole effort has to be properly planned so as to realize the desired results and wastage of time, money and effort does not happen.

In an organization employees need to have a variety of competencies in order to perform their job well. These include knowledge, skills and attitudes in technical areas, human relation areas and conceptual areas to perform the different tasks and functions. HRD efforts in an organization must try to see what kinds of competencies are demanded by different jobs and what competencies do the persons occupying those positions have.

Motivation is passion for working for the organization. From your knowledge of this subject in Organization Behaviour you know that without having this, competencies are of no use. In order to give good or an effective performance employees have to be motivated enough. Thus HRD

gives much emphasis on motivating employees through training and other means so that they willingly exert effort to excel. You also know that people might be at different levels of hierarchy and at each of these levels they may have different needs, and are motivated by fulfillment of those needs. Also different people might be motivated by different things, some by intrinsic things whereas some by extrinsic things.
A good organizational climate helps in developing appropriate organizational culture that encourages people to enhance their capabilities and efficiency of work.

Thus we can say that the aim of HRD is to

- bridge the competency gap to perform the present role effectively
- develop potential for future needs

From the previous section we know that employees must have the right kind of competencies to perform their present job effectively. In case there is a lack of that, organizations must strive to fill up that gap through training. Further organizations as well as the employees must look for a long term relationship. This means employees have to grow in their career in the organization. As they go up the ladder, their jobs will demand new competencies. Hence organizations must look for employees' development so that they are capable to handle future positions efficiently.

HRD in an organization hence has the following purposes

- To increase productivity of the employees thereby that of the organization by reducing the competency gaps of the individuals and motivating them adequately so that they willingly exert their cent percent effort to perform.
- To improve quality i.e the quality of performance/outputs.
- To help a company fulfill its future manpower needs through training and development so that the employees are adequately equipped to take up higher responsibilities in future.
- To improve the organizational climate by making people aware of managing conflicts, fostering good interpersonal relationship amongst the peers, the subordinates and the superiors, effective communication, need for organizational support, creating congenial work environment etc.
- To improve health and safety by making people aware of these issues
- Obsolescence prevention by updating knowledge and skills
- Personal Growth through planned developmental effort and career growth
- Building a learning culture where people are eager to develop their knowledge and share it with others.

## 1.2 TRAINING, DEVELOPMENT AND EDUCATION

The above three terms though look very similar but have certain aspects that distinguish one from the other. The use of the terms "Training and Development" is quite common. We are used to hearing the term "Education" since our school days. The following sections will discuss the same.

**Training**

Training is a process of learning a sequence of programmed behaviour. It is application of knowledge. It gives people an awareness of the rules and procedures to guide their behaviour.

Thus from the above lines we come know that the expected behaviour is already laid down and employees are given the appropriate knowledge at an adequate level to achieve that behaviour.

It attempts to improve their performance on the current job or prepare them for an intended job. This is the main aspect of training. The focus is thus short term. The main objective is to enhance their present competency or capabilities.

**Development**

It covers activities which not only improve performance of a person in his present job but also bring about growth of his/her personality. Development related activities help individuals progress towards maturity and actualization of their potential capacities so that they become not only good employees but better individuals.

Again one of the major objectives of development is to equip persons to earn promotion and hold greater responsibility in future. This ensures that the organization has a supply of competent people to fill up the vacancies that are created though expansion, retirement, transfer, attrition/employee turnover, firing etc. and that the organization doesn't have to suffer as they have people who are ready to occupy those positions. So the focus of development is long term.

**Education**

Education is the understanding and interpretation of knowledge. Imparting knowledge is prime focus of education. It develops a logical and rational mind that can determine relationships among pertinent variables and thereby understand phenomena. It helps a person to develop intellectually so that he or she can use the knowledge gained to perform better at the workplace.

Organizations today are expected to create a learning culture and hence HRD function has the responsibility of educating their people. Thus sponsoring employees to undergo various educational programmes is quite common.

**Read►**

**The Strategic Roles of Human Resource Development**

Torraco, Richard J., Swanson, Richard A., Human Resource Planning

Human resource development (HRD) has served the needs of organizations to provide employees with up-to-date expertise. Advances in HRD models and processes have kept pace with the increasingly sophisticated information and production technologies that continue to diffuse throughout our nation's most vital industries (Swanson and Torraco, 1994). During this period of rapid technological development, the HRD function could be relied upon to support a broad range of business initiatives that required a competent workforce. Critical business issues, from new marketing strategies to innovations in production technology, were based on, among other factors, the performance capabilities of those expected to use these new work systems. As a factor integral to business success, employee expertise itself has been expanded through effective programs of employee development. Expertise is defined as the optimal level at which a person is able and/or expected to perform within a specialized realm of human activity (Swanson, 1994). In short, the development of workplace expertise through HRD has been vital to optimal business performance.

Yet today's business environment requires that HRD not only support the business strategies of organizations, but that it assumes a pivotal role in the shaping of business strategy. Business success increasingly hinges on an organization's ability to use employee expertise as a factor in the shaping of business strategy. This article examines the strategic roles of HRD. As a primary means of sustaining an organization's competitive edge, HRD serves a strategic role by assuring the competence of employees to meet the organization's present performance demands. Along with meeting present organizational needs, HRD also serves a vital role in shaping strategy and enabling organizations to take full advantage of emergent business strategies. Both the strategy supporting and strategy shaping roles of HRD have distinctive features that are evident in the business practices of successful companies. This article examines the origins and distinctive features of the strategic roles of HRD, and illustrates these roles with examples from today's most innovative organizations.

## HRD to Support Business Objectives

The HRD function has long been relied upon to support a broad range of business objectives that require competent employees. Business objectives themselves are almost as diverse in nature as the wide range of organizations that articulate them. Business objectives can span long- and short-term time frames, and can focus on broad business issues (e.g., diversification in the defense industry in the post-cold war era) and more specific issues (e.g., reduction of employee turnover in company field offices). The rationale for using HRD interventions to support business objectives is quite straightforward: Enhancing employee expertise through HRD increases the likelihood that business objectives will be achieved (Jacobs and Jones, 1995; Swanson, 1994).

There are numerous examples of how HRD is used to support business objectives. Indeed, most HRD programs referred to as somehow having "strategic" value assume roles that are supportive of a given business strategy. The education and training used to support business objectives at Motorola is typical of the challenges and opportunities faced by many organizations in today's business environment. What Motorola discovered earlier than most organizations that began introducing new sophisticated technologies into the workplace was that their employees did not have the skills to make full use of the technologies (Agrawal, 1994). Companies that compete in the fast-paced communications market where customers are particularly innovation-conscious must deliver high-quality, reliable products despite short product development cycles. Motorola sought production advantages through both the integration of new technology and the development of employee expertise. Motorola offers on- and off-site classroom education and training, laboratory training, and structured training in the workplace for employees at all levels of the organization. In addition to supporting Motorola's successful pursuit of its business objectives, many of its education and training initiatives serve as examples of best practices against which other organizations' HRD functions benchmark their performance. Thus, Motorola provides an early and influential example of HRD used to support business objectives.

Many additional cases in which HRD supports the implementation of business strategy can be cited. Training and other initiatives associated with total quality management have been critical in transforming marginal manufacturing plants into successful facilities (Sullivan, 1994). HRD continues to be a primary vehicle for assuring mandated levels of employee competence and public safety in highly regulated sectors like the nuclear power industry (Paquin, 1994). Several leading corporations consider the value added through state-of-the-art employee expertise so important to their operations that they have created extensive internal systems for providing education and training. Examples of these systems include the Texas Instruments Learning Institute, the Xerox Palo Alto Research Center, and Disney University (Brown, 1991; Mancuso, 1994).

## HRD, Expertise, and Strategy

HRD is moving beyond a role that is exclusively supportive of business strategy. Increasingly, HRD is assuming a more influential role at the point of strategy formulation and is becoming one of the key determinants of business strategy. Successful business strategies increasingly turn on the organization's ability to apply state-of-the-art expertise to new and emerging business opportunities. In today's marketplace, organizations that possess or can quickly achieve the levels of employee expertise required to meet emerging business needs will win; those that don't will be left behind. This rapidly changing business environment requires a dynamic strategic planning process and flexible use of resources. As will be demonstrated in this article, HRD has assumed a formative role in both the strategic planning process and in developing innovative, competent human resources.

However, present conceptions of the strategic role of HRD, if HRD is even thought of in a strategic context at all, view it in a role that is simply supportive of a given strategy. Strategies for product innovation or cost leadership, for example, are usually conceived and adopted by the organization, and when implementation constraints surface, only then is formal consideration given to employee expertise and the training implications of the strategy. Although the role HRD serves in support of strategy is necessary and important to operational success, HRD can offer an organization even greater strategic value.

This section lays the groundwork for demonstrating a more influential role for HRD in becoming an important determinant in the formulation of strategy. First, two factors that have had a major influence on expanding HRD's strategic role are examined. These two forces are: (a) the centrality of information technology to business success; and (b) the sustainable competitive advantage offered by workforce expertise. Although not always obvious, there is a natural fit between initiatives for developing employee expertise and the organization's strategic direction. This "HRD - business strategy linkage" is the basis for HRD's influential role as shaper of strategy.

*Source:* *http://www.questia.com/read/1G1-18397000/the-strategic-roles-of-human-resource-development*

## 1.3 BUSINESS NEEDS

We often see that training activity start from a wrong end. It happens when the "Brochure of training courses is prepared by the Human Resource Department and sent around to managers of different departments for recommending their staff to undergo various training courses as mentioned in the brochure.

When the HRD personnel are asked on what basis the brochure was prepared, they would reply that
*"This catalogue was compiled after an analysis of what was required".* In this context few important questions that need to be put forward are as follows,

- How long ago this analysis was carried out?
  If the analysis was carried out quite some time back, it does not serve today's purpose.
- Are the training needs still the same?
  The training needs that were relevant a year back may not be so today.
- Who requires what training?
  It would give the answer as to whether an appropriate analysis was carried out to find out the training needs of different individuals.
- To what extent are these courses related to the business needs?
  Usually training programmes should be selected and delivered to suit the business needs of the organization and not based on somebody's whims.

Many a times it is observed that training is conducted as a "*Shotgun Approach"* believing that a few of the several bullets fired would hit the actual target that is the real training need. But it is heartening to see that in most cases these are misfired thus leading to great waste of money, time and effort.

It is very well seen that when things get tough, the training budget is one of the first to face the axe. Normally that should not happen. During difficult times organizations are supposed to thrive on with lesser manpower and lesser resources, and HRD has a major role in making this possible. Logically the HRD budget should not be the first one to be cut down. However, if that has happened, it implies that the HRD department in that particular organization has not been able to create an impact in terms of showing positive gains. Hence the expenditures associated with this department are believed to be not so useful. Thus if the HRD department likes to be respected it must enhance its credibility by showing positive end results.
Thus as said previously, Business Needs should be the starting point for any training initiative in an organization rather, training must be driven by the business needs of the organization. It must be aligned to the strategic function of the organization.

Every organization is embedded in the external environment. By now you very well know that the forces from the external environment affect the performance of the organization. It also bring forth new opportunities for the organization to explore and gain. Thus **Business Needs are created.** These needs are both planned and unplanned. Planned in the sense that, the organization had elaborately thought of certain business idea, which had led to the creation of these needs. But in many occasions these needs are created abruptly without giving much thought.

As depicted below, the planned business needs are proactive, where as those that are unplanned are reactive.

**Proactive (Planned pressure of the Business Strategy)**

**Reactive (knee jerk reaction to unforeseen and unexpected pressures)**

In order to fulfill the above needs organizations take up the following business strategies.

- **Consolidation:** this implies strengthening the current position of the organization by being good at whatever it is doing presently. Here the organization will try to retain its current market position, sustain the quality in all spheres. Thus we see that HRD has an important role in positive reinforcement of people in the organization to perform well and keeping them updated with the latest knowledge and skills.

- **Growth** via Market penetration, market development, diversification. This would require a lot of HRD effort to equip people about new markets and new products. This strategy would also require intake of new employees to fulfill the growth strategy, which would demand a huge training on company operations and knowledge of the organization's as well as the competitor's markets, products and services, work approaches etc.

- **Contraction (reducing activities) via:** Withdrawing from the market, withdrawing products, selling off/closing down parts of the business. Here too HRD has a role in making limited number of people carry out the business of the organization. In several occasions a company would require to train its people to handle diversification.
- **Closure:** here HRD effort may concentrate on issues related to separation. It may also see that their previous workforce is fit to be absorbed by the new employer. Sometimes organizations also arrange counseling for their employees at this stage.

**Read►**

**Lifelong learning: the role of human resource development within organizations**

**Context of the Research**

Lifelong learning has become, and will remain, an important issue for Europe, as it develops into a "learning society". Work organizations are becoming important partners in this learning society, as they provide ever more opportunities for continuous learning to their employees, in order to optimize organizational learning. Companies that explicitly encourage and support worker learning, from a strategic perspective, are called 'learning organisations'.

The new focus on employee learning changes the role of the Human Resource Development (HRD) function. The role of HRD within 'learning organizations' is becoming clearer, but many uncertainties remain for HRD professionals, especially with regard to the question of how to bring their new roles into practice. There are only a few instruments to help HRD officers in this regard. Yet, many interesting initiatives are being undertaken by HRD practitioners throughout Europe to support strategic learning processes of the organization as a whole.

This project has examined these HRD initiatives with the objective of firstly clarifying the specific European outlook on the role that HRD, (in learning oriented organizations) can fulfill in lifelong learning, thus contributing to the discussion on a 'European model of lifelong learning'. Secondly the project aimed to contribute to the further professionalization of HRD in Europe, by providing both conceptual perspectives and practical examples.

Case study descriptions were made from HRD functions within 30 large "learning oriented" organisations throughout Belgium, Finland, Germany, Italy, The Netherlands and the United Kingdom. Additionally, a survey was held under a larger group of 165 companies. Based on a literature review comparisons were made with Japanese and US organisations.

Key research questions, guiding data collection, were:

1. How do HRD departments in learning oriented organisations envision their own role in stimulating and supporting employee learning?

2. What strategies do they adopt to realize their envisioned role?

3. What factors inhibit the realization of this new role? How do HRD practitioners cope with them?

4. What factors facilitate the realisation of HRD's new role?

**Key Conclusions**

The following key conclusions were reached: -

1. The “learning organization” is an important metaphor for HRD professionals to assist them in:

a) Developing collective intelligence within organizations and organizational forms supporting such a need thus eliminating the holding of knowledge in separate compartments at different levels.

b) Understanding the importance of knowledge and in particular tacit knowledge, which has to be recognized and valorized insofar as it is embedded in human resources.

c) Moving from training-based development policies towards new policies fostering learning in different ways (support for competencies development, learning networks, learning self-assessment in the communities of practice).

2. Learning oriented organizations do employ a rich bouquet of change initiatives, in which, no one type of change is particularly dominant.

3. The main motivator for wanting to become a learning organization is the desire to become more client centered by continuous improvement and innovation. However, more people-oriented reasons such as improving the quality of working life seem to play a role as well.

4. The envisioned role of HRD professionals within learning organizations is to: -

a) Support the business.

b) Support (informal) learning.

c) Support knowledge sharing (as a special form of supporting informal learning).

d) Develop and coordinate training.

e) Change HRD practices.

5. Although HRD professionals, consider that this is still their main responsibility, managers and employees are important active partners in supporting learning, and are expected to become more so in the future. Their role is predominantly one of identifying learning needs, stimulating and supporting informal learning, ensuring the continuous learning of themselves and others. HRD professionals will continue to provide support like organizing training and supporting informal learning efforts.

6. However, it was found that HRD training-related strategies still fulfill a significant role, with instruments and initiatives to increase employee responsibility for learning, being of least importance.

7. Thus HRD practices to some extent appear to fall behind HRD visions and do not paint a picture of very innovative HRD practices, dominated by new methods such as knowledge management networks and a stimulating learning climate in the workplace. This may be partially because HRD objectives are not that wide-ranging.

8. No specific influencing factors were found to stop HRD professionals from changing their practices more significantly. Although some barriers to change were found: -

a) Insufficient time for learning on the part of the employees.

b) Insufficient time for performing HRD tasks on the part of the managers.

c) Lack of clarity on the role of HRD.

9. The type of organization does not influence the way in which the organization envisage the role of HRD; the strategies they employ to implement HRD activities and the factors that facilitate the attainment of the envisioned role of HRD.

10. There is no one single European model for HRD, although there are subtle but meaningful differences as to the philosophies, strategies, and practices on HRD across the countries in the study.

11. Nor, is there any overriding 'Japanese' or 'US' HRD vision as the differences between the companies are huge.

12. Line-managers are increasingly taking up a role in the development of human resources due to: -

a) The convergence of management of organizational competences (aimed at internal effectiveness and competitive advantages on the market), and the management of individual/communities competencies (based on explicit and tacit knowledge)

b) New ways of organizing firms.

**Key Recommendations**

The following recommendations were made: -

1. Managers fulfill a key role in changing HRD practices but it was found that it is sometimes difficult to get them to fulfill this active role, either because of their workload, lack of affinity with HRD tasks or a lack of skills in this field.

2. Therefore in the short term, it is necessary to find strategies to involve managers in HRD, by changing their views on learning and increasing their motivation to support learning. In the long run, consideration should be given to incorporating HRD skills in all management training programmes.

3. HRD functions should be more precisely defined and recognized by top management as a major part of the global development strategy of the company and seen as an investment rather than a cost.

4. Professional associations from different European countries should organize events where HRD professionals can reach a common terminology, exchange ideas and collectively try to solve difficult challenges.

5. There is a need to change the view that learning is just a classroom, teacher-based activity.

6. Companies should seek cooperation with (higher) institutions for vocational education and with universities in order to assist in the creation of an infrastructure for lifelong learning.

7. Administrations and governmental agencies should set the example in adopting a clear learning organization approach and more sophisticated human resources development policies.

8. Since competence development is seen as a key element of implementing the concept of the learning organization, further research is needed to develop valid and useful competence profiles; better understanding of the facilitating and inhibiting factors in competence assessment and development; and in coping strategies of organizations that try to overcome problems in implementing competence systems.

*Adapted from- http://www.pjb.co.uk/npl/bp22.htm*

## 1.4 CONCLUSION

From above discussion and illustrations it can be well understood that HRD has a vital role in maintaining a workforce that is ready to fulfill the objectives of the organization; people who are updated and competent to carry out their current jobs and are also trained to take over higher level jobs that may arise in future. It is important that instead of just designing a training brochure/calendar, the HRD department in organizations should know the actual business needs and the training needs of its people. This way the department will be able to add value to its efforts and enhance its credibility in the organization.

**Tasks assigned►**

Find out how organizations plan their training and development programmes by visiting them and holding discussions with the HRD personnel.

**Questions►**

1. What do you mean by Human Resource Development?
2. What are the key elements of HRD?
3. What are the purposes of HRD?
4. Distinguish between training, development and education.
5. What is the wrong way of initiating HRD?
6. What are planned and unplanned business needs? How can HRD be useful in this context?

# UNIT 2: IDENTIFYING TRAINING NEEDS (FIRST PART)

**UNIT STRUCTURE**



## 2.1: INTRODUCTION

From the previous sections you know that imparting certain kind of training to the employees without really knowing what they actually need can be very unproductive. Infact we had talked about training starting from a wrong end when first a brochure of training is designed and circulated to the different heads of the departments for recommending their subordinates to undergo those trainings. Thus we had seen that these most of the time is not linked to the business needs or the individual need for training. The best combination will be giving a training which serves both the purposes. Hence, an alignment between the two has to be reached. At this juncture finding out the training needs of the organization as well as the individuals becomes important. But to actually achieve the results, the training needs should be identified carefully by using different tools. This is discussed in this unit as well as in unit 3.

## 2.2: OBJECTIVE

To understand training need identification through Human Resource Planning, Succession Planning and critical incidents.

## 2.3 TRAINING NEED ANALYSIS

Training need analysis means analyzing the data related to the training requirements of the individuals by using different tools so as to find out the different kinds of training needs of the individuals working in an organization. Depending on the number of people and also the number of jobs this can be simple or quite elaborate. It can be subjective or objective, but a precise identification of the training need is essential. Use of computers can help in storing, retrieving and analyzing the data. Careful and systematic documentation of the data is an integral part of the process.

### 2.3.1 STAGES IN TRAINING NEED ANALYSIS

Training Need Analysis is carried out in certain stages. This is discussed below.
The three stages are,

i. *Identifying the range and extent of training needs from the business needs*
   Basically as discussed previously the business needs are the foundation of training needs. People have to execute work in order to fulfill the business needs of the organization. Thus people have to be competent enough to do so. Further each individual may also have their individual developmental needs that is focused on their career goals etc.
ii. *Specifying those training needs very precisely*
   Once data on range and extent of training needs is identified it needs to precisely defined. For example a sales executive may require training on effective communication and relationship management.
iii. *Analyzing how best the training needs might be met*

Here an effort is given to analyze how training needs can be addressed. You are already aware that there are several methods of training. Hence there is a necessity to plan as to know by which method the training needs can be effectively fulfilled. Further, it is also essential to think whether the organization has internal expertise to train or in absence of that the same need to be outsourced. Budget for training is also an important component that has to be taken into account.

### 2.3.2: TOOLS FOR TRAINING NEED IDENTIFICATION

There are five main tools to identify training needs they are as follows**,**

i. Human Resource Planning
ii. Succession Planning
iii. Critical Incidents
iv. Management Information System
v. Performance Appraisal systems

***i. Human Resource Planning***

From your knowledge of management and specifically human resource management, by now you are aware that after an organization is formed and the organizational vision, mission and objectives have been laid down, you will need people to carry out the numerous tasks in order to fulfill the work demands or achieve the objectives. But an organization cannot recruit or take people haphazardly. Rather it should be in a planned manner. Thus Human Resource Planning attempts to meet this requirement. **It tries to ensure that adequate numbers of competent personnel in particular occupation, at given times, consistent with, and related to, the overall strategy are available at all times**. This implies that the organizational work does not suffer due to lack of competent people.

**Aim of Human Resource Planning** is to ensure that the organization:

- Obtains and retains the quantity and quality of people it needs
- Can develop a well trained and flexible workforce, thus contributing to the organization's ability to adapt to an uncertain and changing environment

Human Resource Planning (HRP) is futuristic and planned for long term. Thus depending on organizational strategy human resource requirements would vary. In the previous unit we had talked about how different planned business needs emerge from different organizational strategy, like consolidation, growth, contraction and closure. For example the number and kind of human resource required during expansion will be different from a situation of diversification.

But here more than the concept of HRP (that you had learnt in HRM), we will focus on identification of training need from HRP.

**Case: The expanding company**

**Homecomfort Pvt. Ltd.** is planning for a phase wise expansion of its operations. The company would like to create demand and extend its services door to door. For this they have to recruit some new sales executives apart from the existing ones.

The important information that is included in this case are as follows-

- The existing number of sales executives in the company are 200.

- The extra/new sales executives that would be required over next five years due to expansion in new areas are: Year 1:- 0%, Year 2:- 25%, Year 3:-30%, Year 4:- 33.3%, Year 5:- 0% (these figures refer to the end of the year and indicate year on year percentage changes).
- The crude index of employee (in this case the sales executives) is: Year 1:- 10%, Year 2:- 20%, Year 3:-20%, Year 4:-20%, Year 5:- 10%
- A wastage rate of 10% is forecast for new recruits failing training during the year.

This can be represented in table 2.1 below.

**Table 2.1: Sales Executive recruitment**

| | **YEAR** | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Numbers of sales executives needed at the start of the year | 200 | 200 | 250 | 330 | 440 |
| Increase due to business needs | 0 | 50 | 80 | 110 | 0 |
| Number of sales executives needed at the end of the year | 200 | 250 | 330 | 440 | 440 |
| Employee turnover (based on % of average yearly figure) | 20 | 45 | 58 | 77 | 44 |
| Numbers available at the end of the year if no action is taken to recruit | 180 | 155 | 192 | 253 | 396 |
| Deficit | 20 | 95 | 138 | 187 | 44 |
| Trainee failures | 2 | 10 | 14 | 19 | 4 |
| Total trainees to be recruited | 22 | 105 | 152 | 206 | 48 |
| | | | | | |

Something sort of table 2.1 will be received as the HRP information sheet. Now from this information the Training Needs can be identified. The organization must have a supply of sales persons/executives. By analyzing the above information we find that there is a five fold increase in training need in year 2. Then after only a slight increase in year 3, it will be more than double in year 4, before getting substantially decreased in year 5.

Some of the significant issues are,

- More trainers/training programmes will be needed in year 2 and again in year 4. Does the company have its own trainers or training facilities to impart training to them, or should it be outsourced.
- What are the different training needs? In this case a comparison with the Job analysis information (job description and specification) is important so as to train them in competencies they lack. For example Sales Executives might require training on communication, relationship building, personality grooming etc.
- As the company plan to recruit new people giving ‘orientation’ training is a must.
- Additional supporting staff will be required to support the training function.
- Training might also be required for those personnel who will be involved in the recruitment and the selection process, for example on interviewing skills.

***ii.Succession Planning***

It is a type of HR Planning. It is rooted in the business strategy of the organization and provide a powerful link between business needs and the needs for performance changes/training needs.

The aim of succession planning- is to ensure that as far as possible, suitable managers are available to fill vacancies created by promotion, retirement, death, leaving or transfer. It also aims to ensure that a cadre of managers is available to fill the new appointments that may be established in the future.

Succession planning is both at the organization and occupation (for eg. Department) level

Many organizations are in a difficult position because they have sudden vacancies and do not have at the moment a competent individual to fill up that position and thus the organization suffers.

Succession Planning can be a very important tool for Training Need Identification. It can provide a variety of HRD related information like where and when likely vacancies might arise; if so who can fill up those vacancies; whether the manpower are suitably trained to take up higher positions etc.

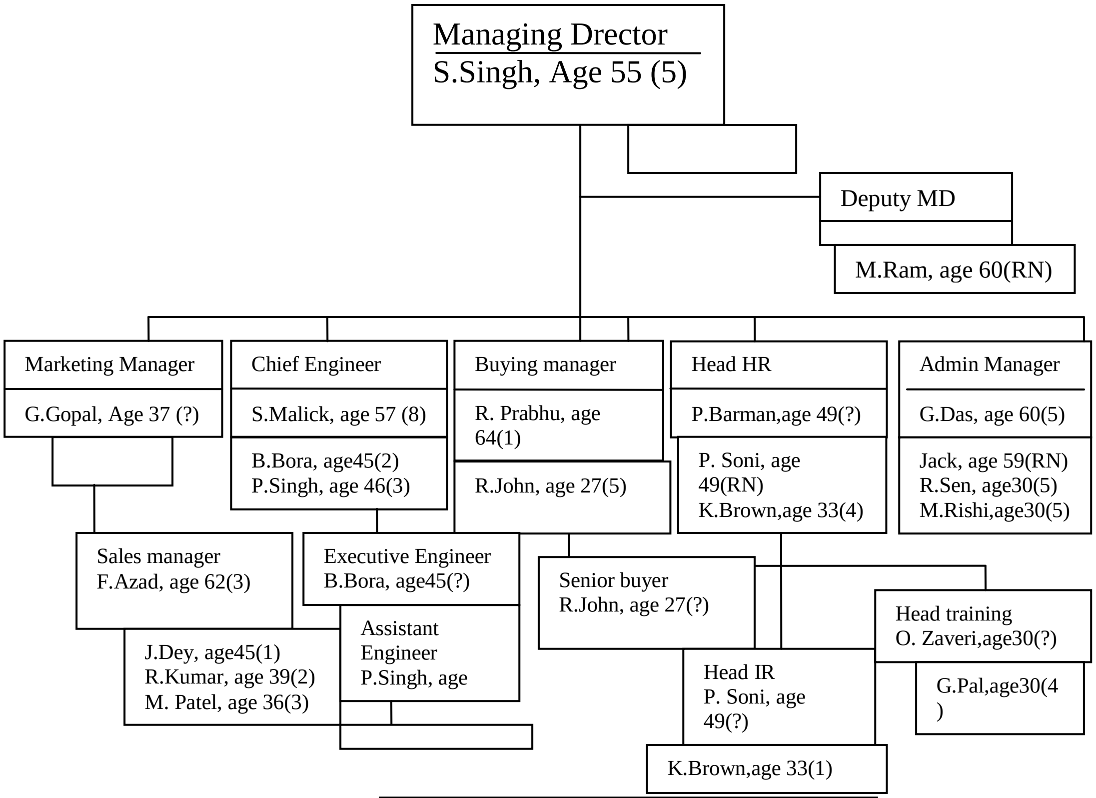
A glimpse of succession planning is presented in fig.2.1 below for a hypothetical organization. In this case the designation of the jobs/posts is followed by the name of the person occupying that position, the age and the time he plans to remain in the organization. Each position is attached with the name of the person who can be his or her probable successor, the age and the time that person will take to get ready to occupy that particular higher position. That means the time the person will require (in this case the figures indicate the years) to get equipped with the necessary competencies like knowledge of the work, the right skills etc. Some people are indicated as 'RN' that implies that they are 'Ready Now' to occupy that particular higher position. Some of the positions do not have successors below that imply that new recruitment has to be done to fill up those positions. In this case, a new position called the Deputy MD has been brought to existence, which is supposed to be the launching post for the post of the Managing Director. The Deputy MD should be highly competent to lead the organization when the post of MD becomes vacant. In this case the MD, Mr. S.Singh is right now 55 years and has made it clear that he is retiring at the age of 60. Now by looking at the figure who seems to be the most suitable one to occupy the post of Deputy MD? The conditions that you should look for are that he or she must be a good performer; should have successors below and must commit for working in the company for a longer term. By analyzing fig.2.1 you will know that though M. Ram is ready now and seems to be the right choice, but if he is promoted to the post of Deputy MD, he will be retiring at the same time as the MD, and then you will have double crisis. Few of them though seem to be very good performers by seeing to their young age and positions they hold in the organization like, the Marketing Manager and the Head HR, but they have not made clear their commitment in terms of years to stay in the organization. Where do you see training needs? These could be as follows:

- Counseling people to choose the organization to stay for those who have not made their plans clear.
- In some positions people are not ready to take up higher positions yet and hence need to be adequately trained to become fit to take up higher responsibility at the right time.
- Training new people in positions that are lying vacant or are adequately covered.
- What about people who are Ready Now to take up higher positions, but due to lack of vacant higher posts they cannot be promoted? It will be good if these people are given some additional responsibility and made to lead some initiatives so that they remain motivated.

Thus succession plans are to be carefully chalked out and need for training has to be determined from it so that the organization does not have to suffer later.

**Fig 2.1: Management Succession Plan 2011-2016 of Metrocon ltd.**

Succession planning framework




**STEP 1:**
Identifying key positions or key groups (current and/or future)
**STEP 2:**
Identifying competencies
**STEP 3:**
Identifying and assessing potential candidates
**STEP 4:**
Learning and development plans
**STEP 5:**
Implementation and evaluation

► ***Read***

**Description**

Succession planning is a process used to prepare for future staffing needs through identification of critical roles and the focused development of employees who can potentially fill those roles. While it is not recommended that you make promises to individuals regarding promotions or future positions, the information from your succession plan should be used as part of talent management so that you provide appropriate development opportunities for targeted individuals.

X = Critical to role

- Basic skill
- Advanced skill
- Needs training

| | Role | Project Management | Leadership | Financial Acumen | Six Sigma | Help Desk Software | PC Hardware | PC Software | Customer Service | Written Communication | Presentation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Joe Smith | Supervisor | | X | X | | | | | X | X | X |
| Sally Johnson | Technician | | | | | X | X | X | X | | |
| Susan Jones | Technician | | | | | X | X | X | X | | |
| Alex Taylor | Technician | | | | | X | X | X | X | | |
| Sandra Day | Technician | | | | | X | X | X | X | | |
| Frank Wright | Analyst | X | | X | X | X | X | X | X | X | X |
| Jane Doe | Quality Engineer | | | | X | | | | X | X | X |
| Barbara Steel | Project Manager | X | X | X | | | | | X | X | X |

## Benefits

- Your organization is better prepared and can move more quickly should a key role become open, either through attrition or internal job moves
- You can begin to develop needed skills in the identified individuals so they are better prepared for future opportunities
- Any gaps are identified early so that you can take action to address them (for example, through more strategic hiring decisions or development programs)

## How to Use

**Step 1.** Determine the key roles that require a succession plan. Start with your organization's goals and objectives. Are there critical roles or skill sets that will be required to achieve your objectives? Don't limit yourself to management positions but also consider individual contributor roles that are key to delivering on your customer service objectives. For example, if the role of patient care coordinator is critical to your operation, but you only have one person with that skill set, then this role requires a succession plan.

**Step 2.** Identify the competencies required for each role and potential succession candidates in your organization. Where possible, try to identify pools of candidates rather than only one or two individuals. However, it is useful to do an analysis of the required competencies for each individual in your organization. A training/competency matrix can be a useful tool for doing this and will help you identify potential candidates as well as where you have gaps.

**Step 3.** Using your analysis from step two, identify: 1) individuals who already have the skills to step into the targeted positions, 2) individuals who need targeted development to take on the roles, and 3) roles where you have no viable potential candidates.

**Step 4.** Use the information from step 3 in performance and development planning. For example, individuals who already have the skills could be given assignments that demonstrate their abilities for the targeted positions. Individuals who need development could be given training and stretch assignments to better prepare them for the possibility of a future role. For roles where you found no viable candidates, start developing them now or consider the needed skills when you make hiring decisions.

**Step 5.** Monitor your progress on an ongoing basis and adjust your plans as needed.

Training/competency matrix is a tool used for determining development needs by listing roles, the required competencies for the roles, and the current skill level of each individual.

**Example**

| Role | Candidate Pool | Timing | Actions |
|---|---|---|---|
| Supervisor | Susan H.<br>Jack K.<br>Sheila J. | Ready now<br>12 months<br>6-12 months | Provide opportunities to show leadership<br>Needs stronger financial skills<br>Provide opportunities to show leadership |
| Care coordinator | Any of the case workers | 12-24 months | None currently has enough knowledge for this role; develop a program to expose all of the case workers to the various processes/skills needed for this role |
| Case worker | Other case workers can fill in | Ready now | Have other case workers fill in until we hire a replacement |

***Source:*** http://asq.org/service/body-of-knowledge/tools-succession-planning

### *iii. Critical incidents*

HR planning and succession planning are concerned with planned business of the organization, whereas Critical Incidents are unplanned. These are unforeseen events that occur in organizations and can be positive or negative in nature. These incidents just happen and are unpredictable, thus these can be valuable in finding out the training needs of the individuals or groups in an organization. Examples of **positive** Critical Incidents can be suddenly gaining a new customer or an existing customer unexpectedly requires new products or services. In the first case, training on providing quality services to satisfy and retain the customer may be required. In the second case an unexpected demand for new products come from an existing customer. This may require getting some new expertise which will call for training. In certain case if an urgent and unexpected large order for products is placed by a customer that may require more working shifts and may be more/new people need to be engaged at work. This again calls for different kinds of training like that of technical skills, interpersonal skills, managerial skills, knowledge, work culture etc. But here time available at hand is an important consideration.

**Negative** Critical Incidents are the unforeseen events like major breakdown of a machinery, loss of customer, poor audit results, customer complains, loss of life and property or may be an external reason like a piece of legislation. It is very important to unearth the reasons behind presenting a poor situation or showing poor outcomes. Next it is important to analyze as to which all reasons can be taken care of by training.

By using the word critical means that these incidents are of significant importance to the business and therefore relate to the organizational or occupational/group levels for identification of training needs. They come along with the label '*Super Urgent'*. Hence there is a risk of training being developed in a hurry without a clear understanding of the causes of the problem. Thus the expected results are not achieved and the money and time goes waste. There are greater chances that the resulting training will have unclear objectives, will be wasteful, and at worst totally ineffective. Is training the solution to the problem? At times it might happen that non-training solutions were actually required.

***Case:* The unwanted accidents**

A new Depot Manager has just taken charge of a newly built depot. This new structure had to be constructed in order to stock some heavy products. Some new picking up equipments have been

used. But within the first fortnight there came to fore several accidents and two of them with severe staff injury. All these involved the picking up vehicles. The Depot Manager seriously feels that the problem lies with the people handling picking up equipments/vehicles, and requests the HRD managers to immediately train them. The HRD manager is worried as arranging such training at a short notice is costly and further they have limited money left. The HRD manger wonders as to whether all the staff handling these picking up equipments/vehicles require training?
How to proceed?

The starting point should be to think of all the questions as given below and find out the answers.

- Who were involved in the accidents?
  This will give you a better understanding of training needs of specific people who need to be trained.
- What actually happened?
  Detailed report in this context will be useful.
- When did they occur?
  For example if the accidents had occurred in the evening when the visibility is less that calls for non-training solutions. If they occur in the afternoon a probable reason might be that the operators were feeling drowsy after taking lunch.
- Where did they occur?
  If they have occurred in the same place, maybe there is a problem with the design of the depot.
- Could it be operator performance error? or
- A problem with the design of the depot? or
- A weakness with the supervision of the operators? Or
- A problem with the way the products are stacked? Or
- A conspiracy?

If it is operator performance error, answer to the following questions need to be found

- Instead of training, could a rewrite of the job manual or operating procedures be the answer?
- Are the staff suitable for this type of work?

If training is the answer,

- Do all operators need retraining? Or do they need complete retraining or in certain skills only?
- What was the problem with the previous training? Was it poorly designed or poorly delivered?

Thus, as a person responsible for training you have:

- *Tried to identify the exact nature of the problem*
- *Tried to ensure that the non-training solutions are also considered and*
- *If training is the solution, tried to focus on the right people and on the right skills.*

A careful examination of reasons of critical incidents will provide information regarding specific training needs of the individuals.

►***Reading***

**The Performance Technologist's Toolbox: Critical Incidents**

by Anne F. Marrelli, CPT, PhD

This sixth article in the Performance Technologist's Toolbox series focuses on the critical incident method of data collection. Critical incidents are narrative descriptions of important events that occur on the job and how employees behave in those situations. Critical incidents document the work context, the specific situation that arose, the persons involved, each person's actions, and the results. The incidents may be confined to a particular topic or may cover the breadth of work experience. John Flanagan pioneered the critical incident technique during World War II as a means of collecting information about the training needs of pilots. Interviewees were asked to describe key successful and unsuccessful events that had occurred on the job (Hoge, Tondora, & Marrelli, 2005; Rothwell & Kazanas, 1992). For example, below is an actual critical incident that was captured for an employee relations case in a medium-sized organization.

Jack leads a team of 40 consultants in a private sector firm that provides management consulting services. Linda, one of the consultants, had been performing poorly for about a year, but both Jack and her direct manager, Larry, were reluctant to address the issue because on the few occasions they had tried to do so in the past, Linda had become very upset. Linda, in fact, had asked Jack if she could be assigned to a new manager. He assigned her to Amy, a senior consultant who was respected for her managerial abilities. Amy initiated biweekly meetings with Linda to monitor her progress and provide coaching and feedback. She also worked with Linda to create and implement a performance improvement plan. When the time came for Linda's annual performance evaluation, Amy prepared a thorough and candid evaluation, including both Linda's successes and performance improvement needs. She reviewed the evaluation with Jack, who approved it. As was the practice in the firm, Amy then orally presented the evaluation to a review team of 10 senior managers. As she was making the presentation, Jack interrupted her and stated that the evaluation was not accurate. Amy began to explain that he had approved the evaluation and that she had secured agreement from Linda's primary project manager for the rating she was proposing. Jack continued to interrupt. The vice president instructed Jack to address the disagreement outside the meeting. After the meeting, Jack stormed into Amy's office, slammed the door, and started shouting that Amy had "trashed" Linda. Amy replied that the evaluation was accurate and that Jack had approved it. Jack claimed that Amy had used the wrong tone of voice in presenting the evaluation and had done Linda a grave disservice. He also shouted that he would never recommend Amy for a promotion to the senior leadership position to which she had applied. Two days later, Amy filed a complaint with the human resources department and later left the firm.

Information about critical incidents in an organization, such as this example, can be collected through several different vehicles. These include focus groups, individual interviews, surveys, performance records, and work diaries.

*Focus Groups*

In focus groups, a facilitator leads a small group of people in a structured discussion to identify and describe specific examples of past performance. The discussion may be focused on one or more targeted areas of performance or on the job as a whole. For example, in a study my colleagues and I conducted at an aerospace firm to identify management development needs, we conducted focus groups with employees to ask them to provide examples of how their supervisors helped employees do their best work and examples of situations in which their supervisors made the employees' jobs more difficult.

*Interviews*

A common method of collecting critical incidents is through individual interviews. The interviewer will ask the interviewee to orally recount an example of a time the interviewee faced a particular situation. For example, the interviewer may ask, "Could you give me an example of how you coped with a very heavy workload?" As the interviewee responds, the interviewer will probe to ensure all the needed information is obtained. An example of the use of interviews to collect critical incidents is the Behavioral Event Interview (BEI), first developed by David

McClelland and his colleague C. Dailey and based on John Flanagan's critical incident technique. The BEI is commonly used in competency modeling studies. Top performers are individually interviewed to identify the behaviors that are critical to their success in challenging situations. The interviewer will ask questions such as "Tell me about a time when you were given an extremely challenging assignment" or "Give me an example of a situation at work in which you had to make a difficult ethical decision." The interviewer asks the performers what they did, thought, said, and felt, and the results. The competencies critical to their success are inferred from the information supplied. Average and below average performers may also be interviewed to provide comparison points (Marrelli, Tondora, & Hoge, 2005).

*Surveys*

Surveys are another common approach to collecting critical incidents. The surveys can be administered in print or online; the employees completing the surveys may be assembled together in a room, or they may complete the survey on their own. The critical incidents are obtained by providing a series of structured questions. By answering the questions, the employee is providing a critical incident. For example, employees may be asked to describe a situation in which they managed multiple, competing priorities. They might then be asked the following questions:

- Please briefly describe the situation.
- Who was involved?
- What did you do?
- What did you say and to whom?
- What was the result?
- Would you do anything differently now?
- What did you learn?

*Performance Records*

Another source of critical incidents is existing performance records. For example, critical incidents focused on leadership and employee satisfaction issues are often available in large organizations from the employee relations department or the office of the ombudsperson. Exit interviews and performance appraisals are other potential sources of critical incidents. All personal data, of course, must be expunged from these incidents before they can be used, but they can offer valuable insights into problems the organization faces.

*Work Diaries*

Employees or their supervisors are asked to record incidents of successes or failures as they occur during the work day. The incidents are recorded in a diary-type log that is kept daily or weekly and classified under pre-specified dimensions such as following up on sales calls or communicating customer information (Schermerhorn, Hunt, & Osborn, 2000).

Critical incidents are used to identify the learning needs of employees. One approach is to ask experienced performers or their immediate supervisors to share anecdotes from their own experience about situations in which performers must make crucially important decisions. These become the key topics for training (Rothwell & Kazanas, 1992).

Critical incidents are also a valuable approach for employee development and feedback (Schermerhorn et al., 2000) because they provide specific examples of the employee's actual behavior. Employees are much more likely to accept and apply the feedback if it is based on concrete examples than if the feedback is general and abstract.

*Guidelines for Collecting and Using Critical Incidents*

• The key to collecting useful critical incidents is to ask the right questions. Be sure to provide a structured set of questions to guide your respondents through the process of telling their stories. Keep the questions simple and direct.
• People are often much more willing to provide candid accounts of their experiences if they are assured of anonymity, or at least confidentiality. In a survey, do not ask them to attach their names to their incidents unless you think you will need to follow up with them.
• As with any other data collection method, it is essential to pilot test and then refine your approach.

*Conclusion*

Critical incidents provide a rich, personal perspective of life in an organization that facilitates understanding of the issues and obstacles people face and illuminates potential avenues for improvement. Critical incidents offer a versatile Performance Improvement method of data collection that can be effectively applied in a wide range of situations. They provide a fun and fascinating addition to the performance technologist's toolkit.

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*Source:* Volume 44 • Number 10 4344 www.ispi.org • NOV/DEC 2005

## 2.4 CONCLUSION

Training need analysis is an important part of HRD effort of any organization and should precede any kind of training. Without this there is a greater chance that the training might go waste. HR Planning, succession planning and critical incidents are the three important tools used for this purpose. While analyzing the information collected from these tools scope of the non-training tools also need to be considered.

**Questions**

1. What is training need analysis? What is its significance?
2. Name three tools for collecting information related to training need.
3. What is HRP? How is it used for training need analysis? Discuss.
4. What is succession planning? How is it used for training need analysis? Discuss.
5. What are critical incidents? How are they used for training need analysis? Discuss.

# UNIT 3: IDENTIFYING TRAINING NEEDS (SECOND PART)

**UNIT STRUCTURE**



## 3.1: INTRODUCTION

As discussed previously Training Need Analysis is an important part of HRD efforts in an organization. This has been dealt with elaborately in the previous unit that is unit 2. Now you also know that there are various tools available to assist you in gathering relevant as well as reliable data related to training needs of the employees in an organization. We had earlier mentioned about five kinds of training need identification tools. Three of them, namely Human Resource Planning, Succession Planning and Critical Incidents are discussed in unit 2. In this unit the other two, namely, management information system and Performance Appraisals as training need identification tools will be discussed.

## 3.2: OBJECTIVES OF THIS UNIT

To understand how management information system and Performance Appraisals can be used as training need identification tools.

## 3.3 MANAGEMENT INFORMATION SYSTEM (MIS)

### 3.3.1: CONCEPT OF MIS

The following are some of the definitions related to the concept of MIS

- ☆ It is a system to convert data from internal and external sources into information and to communicate that information, in an appropriate form, to managers at all levels in all functions to enable them to make timely and effective decisions for planning, directing and controlling the activities for which they are responsible.

- ☆ MIS is about the right information in the right form at the right time, so enabling the manager effectively and efficiently to do his/her job.

- ☆ MIS is a formalized computer information system that can integrate data from various sources to provide the information necessary for management decision making.

- ☆ *MIS can be used as an important tool for identification of Training Need/ Training Need Analysis but how?*
  Most managers might suffer from an over-abundance of irrelevant information that could create difficulty in analysis of the data and consume more time. Today with the availability of updated technology information can be precisely segregated for the required use.

*MIS can help in Identifying training at the individual level, occupational level and organizational level* MIS reports on aggregate performance in an organization by department, factory, region, individual etc. Thus deficiencies in performance of individuals and groups can well be found out, and the extent of these deficiencies. Various performance related data (mentioned in the subsequent section) can be obtained for any required period day wise, week wise, month wise, quarterly, half yearly, yearly etc.

**<u>Examples of Performance measures that might be monitored</u>**:

- Levels of production output
- Levels of sales
- Quality indicators, eg wastage rates, defect rates, customer complaints
- Productivity indices, eg. Output/employee, man-hours/production unit, utilization of machines and equipments
- Accident rates
- Labour turnover
- Absence rates

*What sorts of things should the training professional be looking for?*

- Trends over time
- Variances from targets
- Comparisons with norms, eg. Organization norm, industry norm or national norms.

The deficiencies in the above components call for finding out the reasons behind them. Many of these may require training as the solution. In order to develop a better understanding, let us take some hypothetical examples.

***Case 1:***

***Over a period of time there has been a regular shortfall against production targets in department x.***

From the above statement we come know that one of the departments in an organization is underperforming as it has a regular shortfall against production targets.
How should we proceed? The Production manager asks the HRD manager to arrange training for the department urgently as she fears that if that poor show continues they will not be achieving the annual performance targets. By now you know that before you jump to conduct training, you must try to find out the reasons behind this and actually try to determine if training is the solution, and if yes, what are the specific training needs of the individuals as well as the group in general?

***What might be reasons?***

The reasons for the underperformance can be several which may require training or non- training solutions. Records of earlier training including the content covered, the quality of the trainers, the duration of training, the training methods used etc. can be useful so as to precisely delineate the reasons.

***Training needs?***

Once the reasons are found out it becomes easier to determine the training needs. For example when the employee records were matched with the Job Specification, it was seen that they have lot of deficiencies. And also if the reasons are performance related then training on the right skills and knowledge is required. If absenteeism, conflict, lack of team work etc. are the reasons, then training on work culture, motivation, team building, attitude etc. may be required.

***Case 2:***
***Region 'x' had above average labour turnover rates for the last three months compared with the organization as a whole.***

From the above statements we know that one of the regions (x) in the organization has higher turnover rates for the last three months in comparison to other regions in the organization. Thus this is an unusual scenario and your MIS report has given this information which needs to be acted upon immediately otherwise not only the performance of this region is affected but also the same may spread out to other regions. Now you must try to find out the reasons so as to determine whether the situation can probably be changed through training or non- training solutions.

**Reasons?**
Well the reasons can vary. It might be that a new competitor has come up in the region and has committed to paying high to their employees. It might also be that the work environment has become non-conducive from the last few months. It might be that a new supervisor has joined the region few months back and the employees are not happy with him. The workers might also be affected by certain diseases which hamper them from coming to the organization. All these reasons require only non-training solution, except in case the reason is the supervisor, where he may require training on interpersonal relationship.

But if the workers are leaving due to introduction of a new technology or process or system which they are finding difficult to handle, this demands training.

Exit interviews might also help to find out the reasons.

**Training needs?**
In this case as stated above the training needs will depend on the reasons. Specially it needs to be explored what happened in the last three months that forced people to leave the organization. Vacancies in the region 'X' must be immediately filled up. This would require training on recruitment/selection/interviewing, and also orientation for the new recruits.

**MANAGEMENT INFORMATION SYSTEMS IN THE HOSPITAL (from the paper-ADOPTION OF MANAGEMENT INFORMATION SYSTEMS (MIS) IN LAUTECH TEACHING HOSPITAL LIBRARY: THE EFFECTS AND PROSPECTS ON LIBRARY SERVICE DELIVERY)** by-AKEWUKEREKE MODUPE, ADEOYE MOSES OLADELE, ABOYADE WAHAB AKANMU
and OLADAPO YEMISI OLUREMI, Ozean Journal of Social Sciences 3(1), 2010

Adoption of MIS in the Health sector, especially at the LAUTECH Teaching Hospital, will not only pose an unexpected challenge that will turn around the institution roles, it will – give practical solutions to problems confronting the general services of the health practitioners, support staff and people within and outside the hospital community. Besides, MIS in the Teaching Hospital if adopted will provide and enhance research through internet or network of services which aims at solving management problems and help to get task achieved in a much easier, quicker and faster way. Furthermore, MIS in medical field will maintain lots of prospects in the hospital if adopted. To mention a few these are some of the ways through which MIS is useful in the teaching hospital.

i. Management Information Systems (MIS) provides information which assists in the control and evaluation of the organization's performance. Take for instance at the end of each calendar year, Annual Reports of events are recorded. This is necessary to determine organization's performance. Through the use of MIS, statistical figures will show the degree of improvement on the performance recorded over the years. Graphically, number of deliveries, death cases, successful operations etc are easily presented and used for decision making.

ii. Application of MIS promotes decision making. In the Teaching hospital, at the Human Resources Management Unit, for example, the application of MIS in very important in recording staff biodata, number of consultants, physiotherapists, senior staff, scientists etc. At the click of buttons sought information is retrieved. Faults in staff data are easily and quickly detected using MIS. Also at the pharmacy unit, data on different types of drugs in acquisition can be seen at a glance; this helps pharmacists to decide what drugs are in or out of stock. This is similar to what is obtainable at the medical store where services can be effectively discharged using MIS. Records of goods supplied and issued out to different departments and units are efficiently recorded for audit purposes.

iii. **MIS is also useful in collecting, organizing and storing up data. For instance, through staff profiles, data stored using MIS can be used to identify training needs of health care providers in the hospital. Topmost in the objective of any teaching hospital are service provision and medical training. The training can be acquired through formal or informal education. Through workshops, seminars and conferences clinicians can be refreshed. This is an essential ingredient of capacity building for health workers to develop personally and perform effectively on their jobs.**

iv. MIS also provide means to manipulate information for decision making. Through the use of information from Internet, Intranet, and access to local and international journals and textbooks new scientific discoveries are communicated world wide. This revolutionalized information handling standard in medical practices. Application of these new methods ensure qualitative and quantitative patient care.
v. Likewise, MIS permit use and re-use of stored information. To all health establishments, information is an essential ingredient, absence of which might result in unpleasant consequences. Information that concerns staff welfare, finances, infrastructures, facilities, equipment are relevant to all levels of management be it at the lower, intermediate or top levels.

## 3.4 PERFORMANCE APPRAISAL SYSTEMS

It generally refer to the regular meetings between an employee or his/her manager to review and assess the employee’s performance in the job, identify any action that is needed to improve performance in the job and in some cases as a mechanism to identify potential and future developmental needs.

*It includes-*

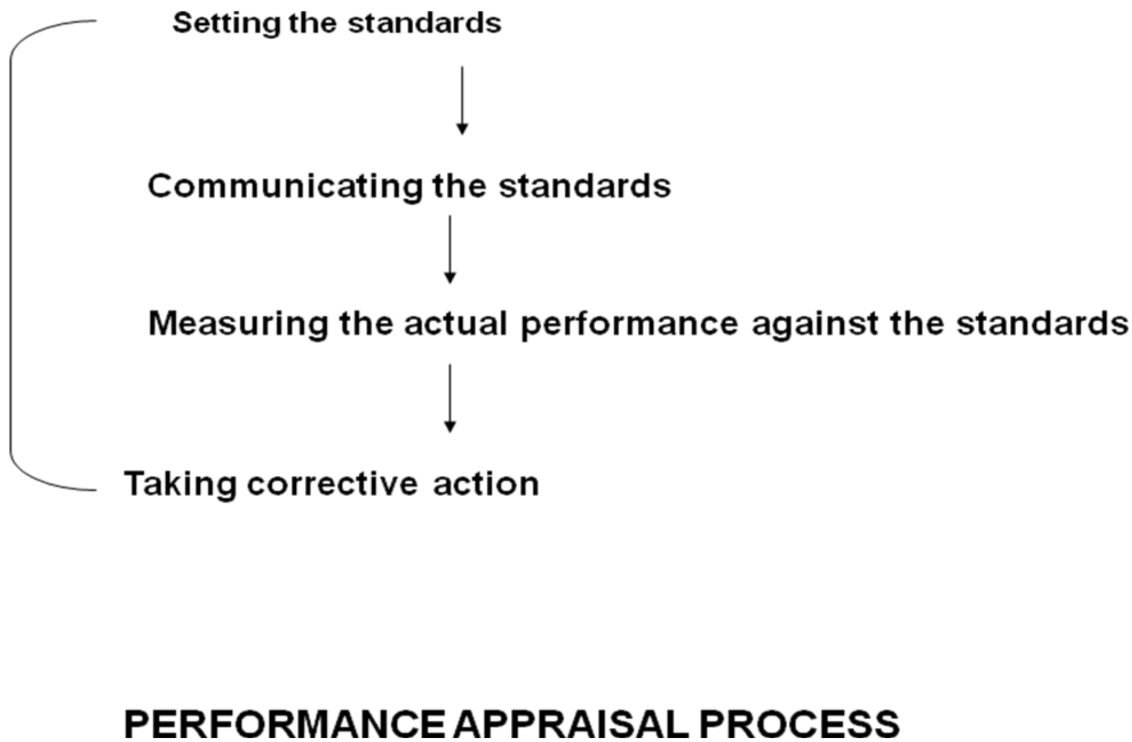
- A review of performance against specific objectives that had been set earlier
- A review of performance against general competencies- job management skills, people management skills, personal skills that is demanded by the job, and the employee is aware of it.
- A discussion on any action required to improve performance because the reasons for lack of performance may differ. Some of them like lack of organizational support of resources may infact be sorted out through non-training solution.

- Setting objectives for the next review period, which becomes the new performance measure standard. The objectives should be Smart Measurable Achievable realistic and Time bound (SMART).

- A discussion of potential and future development
  Performance Appraisals are not complete without this. Here an effort is given towards linking the individual development goals and the HRD goals of the organization. Data is gathered from the individuals to determine his views and developmental needs.

The Performance Appraisals process I shown in figure 3.1 below.

Fig 3.1: Performance Appraisals Process




Thus we see that setting the performance standards is the first step in the process, foolowed by communicating the same. It can be directive i.e ‘Top-Down approach/strategy’ where the performance goals are set at a higher level and communicated down the line for achieving them. Here the stakeholder or the performer is not involved in setting these standards/goals. The reverse case is the ‘Bottom-up approach/strategy’, where the job holder/performer/stakeholder is involved in goal setting and planning process. The goals for a particular review period are communicated up the line for reference and approval. However today the most preferred is where both the subordinate and the superior together set the goals or reach a consensus on the goals. Increasingly organizations now prefer to link the performance goals to a ‘Performance Management system’, where first for each job the Key Result Areas are set and then the Key Performance Indicators (KPI) are demarcated which are SMART (discussed above). Performance is measured against these standards/SMART goals. Performance Review discussions are held periodically.Mid reviews should normally be held to look for changes and need for training, for example when the job holder is unable to cope up to the demands of the skills that are required. Corrective action would include efforts towards eliminating the reasons responsible for underperformance.

There might be problems with goal setting itself which would then require some training on that. In certain cases the standards that had been set were perhaps not communicated properly, thus leading to a lack of clarity. Training on performance assessment and reviews might also be essential.

### 3.4.1 RELATIONSHIP BETWEEN PA AND TNA

The extent to which Performance Appraisals can lead to an effective training need analysis depends on the following:

- *Quality of the system*: ability to generate accurate, relevant and useful information on the assessment of performance. Here use of MIS will be significant.
- *Main focus would be on current performance or also on future development*?
  If it is on current performance the performance gaps at present should be looked into and the reasons behind this should be determined. If it is also linked future development, HRD efforts should take into account succession planning and career development plans for the individuals.
- *Design of forms, procedures for effective TN identification*: the Performance Appraisal formats must have the suitable space to mention the lack of specific performance of the employees and a need for action or a training need than a course, priority and urgency of the training needs etc. This needs to be taken care for all the appraisal formats whether those are self-assessment forms or those where a superior assess the subordinates.

### 3.4.2 WHAT IS THE MOST EFFECTIVE INTERVENTION OF TRAINING PROFESSIONAL IN THE PROCESS?

*Is it to -*

- Record and act on line manager’s request?
- Discuss the requirements only when problems come?
- Discuss the results of PA with the line manager?

The answer to the above questions will depend on the perceived role of the line managers, the training professional’s workload and the relationship between training professional and line manager’s ability to take up TNA. In several occasions the HRD managers thinks that it is the job of the line manager to take note of deficiencies of the subordinate and recommend some kind of training for them. At times the line managers wait until work related problems arise and request the HRD people to immediately solve the problem. This you have seen in the cases presented earlier. The line manager also sometimes feels that it is the job of the HRD person to assess the training needs from time to time and accordingly arrange training and development to take care of the same. Honestly most line managers as well as HRD people wake up only when problems come up and are directed by the top management to change the situation. We had in the previous section talked about designing a suitable Performance Appraisal format that can record comments of the line manager regarding specific need for training of the subordinates. Thus HRD should be a concerted effort of both the line managers and the HRD department. They must together try to identify the training needs and determine the best method to train the employees. The line manager must realize that he has an equal responsibility to see that the training needs of his subordinates are adequately met and their performance do not suffer due to lack of their competencies. Both the line manager and the HRD person should have discussion towards this end. Though the HRD person will play the expert role but it is also the duty of the line manager to monitor the system continuously so as to look for gaps and also effectiveness of the HRD efforts exerted. If required some changes can be carried out.

Ultimately it can be said that the training professional must design a suitable system that could be used to record, analyze, act and monitor the training related information.

### 3.4.3 CONCLUSION

In this unit we have seen how training needs can be identified with the help of Management Information system and Performance appraisal system. These tools have the capability to specify training needs precisely. A combined effort of the HRD department and the line manager is required to achieve the desired results.

***Read►***

**Training Needs Analysis Method**

Below are three scenarios in which you may find yourself wanting to conduct a *Training Needs Analysis*. This is not an exhaustive treatment, however, it will give you some tips on what to do.

## Employee Performance Appraisal

In many organizations, each employee's manager discusses training and development needs during the final part of the performance appraisal discussion. This method suits where training needs are highly varied amongst individual employees. Typically, the manager constructs an employee *Performance Development Plan* in collaboration with the employee being appraised. The Plan takes into consideration:

- the organization's strategies and plans
- agreed employee goals and targets
- the employee's performance results
- the employee's role description
- feedback from internal/external customers and stakeholders, and
- the employee's stated career aspirations

The employee's completed *Performance Development Plan* should document the area that requires improvement, the actual development activity, resource requirements, expected outcomes and an agreed time frame in which the development outcome will be achieved.

You may find some commonality amongst individual training and development needs identified in the various performance appraisals. In this case, it may pay the organization to review and classify each of the needs and convert them into appropriate training courses (or other interventions). The next step is to prioritize their importance and aggregate the results so that you end up with a list of courses and participant numbers against each. Then negotiate a delivery schedule that fits in with managers/supervisors and employees whilst keeping an eye on your budget.

**Improvement Project**

Most, if not all, improvement projects have some employee training associated with them. Examples of improvement projects include planned and structured attempts to reduce the incidence of product defects, increase sales volume and decrease the number of customer complaints. Here, the *Training Needs Analysis* begins by clarifying the measurable organizational improvement targets and the employee behaviors required to meet these targets. For example, the organization might set a target of a 50 percent reduction in customer complaints by the end of the year. Employee behaviors required to achieve this target might be:

- empathetic listening to customer complaints
- regular follow up of complaint resolution

and so on.

To get to this point, though, the cause of the underperformance needs to be determined through a series of structured questions. If there is no one else to perform this initial diagnosis, you as the training professional may be called upon to do this job. A performance consulting approach can help you here. With this approach, the person doing the diagnosis first asks managers to identify their problems in concrete terms. Next, possible causes and solutions are discussed and training solutions identified, where appropriate.

To do this successfully, the performance consultant needs to be well-versed in process improvement methods and employee motivation theory and practice. For small projects, you can use a simple employee performance flow chart in working with managers to help identify the cause of performance deficiencies.

Where training is identified as an appropriate solution or as part of the solution, we then recommend that you work through a *Training Needs Analysis* questionnaire with the appropriate stakeholders. This will give you the information you need to move to the training program design phase.

*Source:http://www.businessperform.com/workplace-training/training_needs_analysis.html*

**Questions**

1. What is MIS? How can it help in identifying the training needs?
2. What are the different kinds of information that can be available through MIS?
3. What is Performance appraisal system? How can it help in identifying the training needs?
4. What are the things that should be considered while designing a Performance appraisal system that can take care of the training needs?
5. What is the role of the line manager in the whole process of identifying the training needs?

# UNIT 4: SPECIFYING TRAINING NEEDS

**UNIT STRUCTURE**



## 4.1 INTRODUCTION

Once it is agreed that training intervention is actually needed, it is desired that the training needs are specified very precisely. This will ensure that the training needs are met in the most cost effective way. The first aim of all training programmes is to meet the business needs of the organization and that the employees should be able to carry out their present tasks effectively. They must possess the necessary competencies for doing so. These are expressed in terms of knowledge, skills or attitudes. Job specification helps to specify these requirements against the key tasks. Further a clear and detailed assessment of the performance gap will provide the sound foundation for specifying the training both accurately and precisely.

## 4.2 OBJECTIVE

At the end of this unit the learner must be able to understand the concept of Job Specification and the process of writing down the same. Further he or she should develop the knowledge of collecting the information for writing down the Job Specification of a certain job. The learner must also know how to collect information related to performance gaps.

## 4.3 JOB SPECIFICATION

Before we talk about Job Specification, we have to take up Job Analysis. Job Analysis is the precursor to recruitment, selection, placement, training and many organizational efforts. Usually Job analysis is understood to be constituted of two parts viz. Job Description and Job specification.

Any systematic procedure for obtaining detailed information about a job, task or role that will be performed or is currently performed including the basic information about a job,
reporting relationships, overall purpose, principal accountabilities and tasks/duties etc. is referred to as Job Description.

Job specification normally refers to the education, qualifications, training experience, abilities and personal qualities job holders require to perform the job satisfactorily. It is specifically concerned to set out what a job holder has to be able to do or the competencies required for carrying out the job to a prescribed standard.

A competency is a set of behaviour patterns that an incumbent needs to bring to a position in order to perform its tasks and functions with competence. It includes both the behavioural dimensions and the specific knowledge, skill and attitude dimensions.

**4.3.1PURPOSE OF JOB SPECIFICATION**

It helps to understand as to what kind of person in terms of abilities /competencies is required for a particular job. Thus this information helps to recruit and select the most suitable person for that job. Further this is most significant in Training Need Analysis and ultimately precisely defining the training need.

**4.3.2 PREPARING A JOB SPECIFICATION**

For preparing or writing down a job specification one would require information related to the job like role definition, key tasks, key competencies for each task, and performance standards and measures for each key competency. Much of this information may come from the Job description, but some amount of generation of primary data will also be required. It can be carried out by-

i. Interviewing the current job holders and managers regarding their tasks, responsibilities, performance, competencies that they possess etc. Only while collecting information care should be taken to interview a good performer. Sometimes interviewee has the tendency to exaggerate the information.

ii. Observing qualified and experienced job operators carrying out work: specially useful in observing the behavioural dimensions. It also helps to understand the process of doing a work. Sometimes the person who is observed has a tendency to reflect a behaviour that is not original when he or she has the knowledge of being observed.

iii. Actually doing the job can help in gathering the first hand knowledge of the requirements of a job, but most of the jobs need expertise knowledge/skills to perform. Hence may not be feasible.

### 4.3.3 STAGES AND STRUCTURE IN WRITING A JOB SPECIFICATION

This consists of the following steps-

- Writing a role definition
- specifying key tasks
- specifying key competencies for each task
- specifying performance standards and measures for each key competency

***Writing a role definition***

This information can be obtained by asking the question-Why does this job exist? That is the basic reason for existence of the job. For example, to provide a high standard of secretarial and administrative support to the directorate (purpose) by planning and organizing diaries, preparing agendas and minutes for meetings, filing and retrieving documents.

The above is in context to the job of ‘Secretary’.

***Specifying key tasks***

This information can be obtained by asking the question-What are the important parts of the job?

***Specifying key competencies for each task***

This information can be obtained by asking the question-What does the job holder need to know or be able to do to perform each of the tasks?

Once the above information is obtained, one can proceed with *specifying performance standards and measures for each key competency.*

But you may be wondering as to what are the Performance Standards?

Well these indicate the-

- level of performance at the end of training
- level of performance when a person is fully competent on the job

The aim of each job incumbent that is a person occupying a particular job should be to achieve the Performance standards specified before.

Measures should be something tangible that can be observed on the job and be capable of measurement. The performance of a person on a job is assessed against these measures.

Let us look at a few key tasks, key competencies, Standards and measures.

**Position: Health and safety auditor**

| key tasks | key competencies | Standards and measures |
|---|---|---|
| Carry out regular health and safety audits. | • Demonstrate knowledge of relevant health and safety issues, including legislations.<br>• Complete H&S reports on a quarterly basis. | • Achieve a score of at least 80% on H&S test conducted at regular intervals without warning.<br>• Documentation completed accurately within one week of the date to which it refers. |

Some examples related to Job specification for different jobs are included in the subsequent section which will help you in further grasping the subject. Further an illustration of template for collecting Job specification information has been added which will be useful to you.

***Read►***

## JOB SPECIFICATION FOR MARKETING MANAGER

***Source:*** http://humanresources.about.com/od/jobdescriptions/qt/specification_marketing.htm

**Experience - Marketing Manager:**

- 10 years of progressively more responsible positions in marketing, preferably in a similar industry in two different firms.
- Experience supervising and managing a professional staff of seven.

**Education - Marketing Manager:**

- Bachelors Degree in Marketing or a related field required.
- Masters in Business or Marketing preferred.

**Required Skills, Knowledge and Characteristics - Marketing Manager:**

These are the most important qualifications of the individual selected as the marketing manager.

- Strong effective communicator.
- Highly developed, demonstrated teamwork skills.
- Ability to coordinate the efforts of a large team of diverse creative employees.

- Demonstrated ability to increase productivity and continuously improve methods, approaches, and departmental contribution. Commitment to continuous learning.
- Expert in Internet and social media strategy with a demonstrated track record.
- Demonstrated effectiveness in holding conversations with customers, customer evangelism, and customer-focused product development and outreach.
- Demonstrated ability to see the big picture and provide useful advice and input across the company.
- Ability to lead in an environment of constant change.
- Experience working in a flexible, employee empowering work environment. Structured or large company experience will not work here.
- Familiarity and skill with the tools of the trade in marketing including PR, written communication, website development, market research, product packaging, Microsoft software suite of products, visal communication software products, and creative services.
- Experience managing external PR and communication consulting firms and contractors.
- Experience in the global marketplace is a plus.

**High Level Overview of Job Requirements - Marketing Manager:**

The selected marketing manager must be able to perform effectively in each of these areas:

- Researching and evaluating new product opportunities, demand for potential products, and customer needs and insights.
- Overall marketing strategy and execution of plans for the existing products.
- Working with product development teams to manage new product development.
- Managing launch campaigns for new products.
- Managing distribution channels for products.
- Ensuring effective, branded marketing communications including the company website, print communication, and advertising.
- Managing media and marketing staff and external PR agencies.
- Analysis of the effectiveness of all marketing efforts.

**JOB SPECIFICATION FOR MARKETING DIRECTOR**

***Source:*** *http://www.acdp.pt/privado/docs/SAMPLE_JOB_SPECS.pdf*

**JOB SPECIFICATION**

**POSITION: Sales & Marketing Director-EMEA (THE COMPANY)**

LOCATION**: Anywhere, Europe** GRADE**: V**

BUSINESS DIMENSION

| **BUSINESS DIMENSION** | **REPORTS TO** |
|---|---|
| Expenses: c. $5.0MM Marketing Budget (EMEA total)<br>AUM goal: $907MM<br>FTE: 15 | Global Marketing Director (London) |

**KEY CHALLENGES/EXPECTED CONTRIBUTIONS**

**Marketing Role:** Help wholesale activities and investment advisors effectively sell/retain sale of company products

- create distinctive, relevant product launch and on-going support materials
- help define new products and existing product improvements that profitably meet client needs
- provide motivating sales ideas (e.g. local promotion programs)
- manage third party needs
- manage the production of marketing materials in various languages for the support of IPB & PBG businesses in EMEA
- assess GCB & third party needs and suggest specific course of action and necessary adaptations to the core EMEA Marketing materials and activities

**Sales Role:** Achieve expansion of distribution channels to include third party distributors

- manage sales activities so as to achieve and maintain AUM targets
- provide training and sales process support to investment advisors
- Assist Business Manager in identifying and tapping on institutional opportunities in EMEA and lead the marketing / Sales efforts.

TASKS NEEDED TO ENSURE CONTRIBUTIONS ARE ACHIEVED / GENERAL RESPONSIBILITIES

**Marketing & Sales:**

• Manage origination of marketing and sales materials for local product range (e.g.

fact sheets, brochures, mailers, letters, advertising, selling cards, sales arguments, sales/customer seminars) - Program development

- Project management plan and execution

- Agency briefings

- Writing of sales/customer seminars

• Manage production activities, including suppliers of creative, production and translation services – Ensure highest quality, timely: editing, proof reading and translating of materials

• Develop the necessary processes to ensure quality, cost-efficient and timely delivery of materials

• Control Sales & Marketing budget

• Provide creative ideas for Sales activities, events & gifts to help increase sales volumes and provide incentive to GCB & third party investment advisors to sell company products.

• Act as a catalyst in closing third party deals and manage the entire pre-RPC and post RPC process up to the deal closure

• Manage the third party relationship in terms of Sales & Marketing needs (Training, Materials, Events etc.)

• Manage new product development/improvement process in partnership with product development group

• Engage in continuous dialogue with sales management to assure proactive development of programs

• Develop sales & marketing plan for the local business

• Adapt global & EMEA strategy, policy and goals to the local market

• Assist Business Manager in identifying and tapping on institutional opportunities in Greece and lead the marketing / Sales efforts.

**Risk & Control:**

• Ensure compliance with company policies and local laws and regulations

• Assist Business Manager in his Legal / Regulatory responsibilities & act as his deputy (when necessary)

People Management:

• Communicate business goals to subordinate(s) to ensure commitment and alignment with strategy

• Establish and communicate measurable performance standards and goals for each team member

• Provide on going coaching and feedback to team member(s)

• Conduct formal performance evaluations and link performance and rewards

• Assist Business Manager in his people management responsibilities

**JOB SPECIFICATION**

**Candidate Specs**

**POSITION: Sales & Marketing Director- EMEA**

| EXPERIENCE | PERSONAL |
|---|---|
| Financial services marketing (investments products experience desirable)<br>• European markets (Pan European desirable)<br>• Strong Communication & Interpersonal Skills<br>• Strong results orientation<br>• Strong project management skills<br>• Strong analytical and writing skills<br>• Management of staff, processes & outside suppliers<br>• Strong familiarity with print production processes<br>• 9 - 15 years work experience | European national preferred<br>• English, French fluency<br>• Advanced University degree preferred<br>• **Team** player |

***Source:*** ***http://img.docstoccdn.com/thumb/orig/46610871.png***

ashtconsulting

**Person Specification**

**Job title:** **Recruitment Consultant**

**Reporting to:** **Managing Consultant**

**No of (and job titles of direct) reports: None**

| | **Essential** | **Desirable** |
|---|---|---|
| **Qualifications** (academic, technical and professional) | GCSE at grade C and above in English and Maths | Degree |
| **Experience** (work and tasks) | Proven experience of:<br>Understanding of the recruitment market<br>Understanding the recruitment sales cycle<br>Ability to generate 'own business'<br>Ability to manage own 'desk' | Full recruitment life-cycle experience<br><br>Consistent achievement of sales targets |
| **Skills** (e.g. PC, driving) | IT literate including databases<br>Good spoken and written English<br>Ability & desire to learn<br>Numerate | 'Recruitment software' experience |
| **Competencies/behaviours** | Customer focus<br>Innovative and creative – thinking "outside the box"<br>Planning and organising skills<br>Team membership<br>Commercial awareness<br>Communication<br>Influencing and negotiation<br>Self motivation including determination and tenacity<br>Driven & results focused | Strong presentation skills<br><br>Ability to contribute to best practice within team |
| **Other** | | Driving Licence |

## Job Specification Template

*Source: http://www.whatjobsite.com/Job%20Specification%20Template.htm*

One of the key things that will ensure you recruit successfully is to create a job specification for the role you are trying to fill in your organization. Only by really understanding what the role you are trying to fill is will you fill find the right person to fill it.

Working through the form below will help you identify exactly the person you are hiring for.

**JOB TITLE:**

**PURPOSE OF THE JOB:** Provide an overview of the job, its context in the company, and the contribution that it makes.

| | |
|---|---|
| **DUTIES & RESPONSIBILITIES:** | Outline the main daily duties, tasks and responsibilities of the position. |

- 
- 

| | |
|---|---|
| **CANDIDATE:** | Think about the type of person suitable for the role. E.g will the person be working independently or in a team environment? |

| | |
|---|---|
| **REPORTING TO:** | To whom will the person report. |

| | |
|---|---|
| **WORKING HOURS:** | Full/Part Time; Contract/Permanent |

| | |
|---|---|
| **SALARY:** | Indicate what salary you want or are prepared to pay. |

| | |
|---|---|
| **BENEFITS & PERKS:** | E.g health insurance, subsidised canteen, car, gym membership etc. |

| | |
|---|---|
| **PROBATION:** | You may want to establish a probationary period (typically 3 or 6 months.) |

**START DATE:**

**CLOSING DATE:**

**Person Specification**

| | |
|---|---|
| **KNOWLEDGE** | Indicate what knowledge is required to do the job, e.g. do you require an understanding of a defined system, practice, method or procedure? |

**Essential**

**Desirable**

| | |
|---|---|
| **WORK SKILLS** | Indicate what skills specific to the job are required, e.g. language fluency, typing skills, etc. |

**Essential**

**Desirable**

| | |
|---|---|
| **GENERAL SKILLS/ ATTRIBUTES** | What more general characteristics are required to do the job effectively, e.g., communication skills, writing skills, ability to delegate, motivation etc. |

**Essential**

**Desirable**

| | |
|---|---|
| **EXPERIENCE** | What experience and/or achievement in a field, profession or specialism is required. E.g. a minimum period of experience in a defined area of work etc. |

**Essential**

**Desirable**

**EDUCATION:** Indicate the level of education required.

**Essential**

**Desirable**

**QUALIFICATIONS** Indicate the professional qualifications and/or specific occupational training needed.

**Essential**

**Desirable**

## 4.4 INVESTIGATING THE PERFORMANCE GAP

The importance of gathering data related to performance gap has already been highlighted previously. The major approaches towards this are-

- Observation
- Interview
- Self- complete questionnaires/reports
- desk research
- Combination

### 4.4.1OBSERVATION

This includes direct observation of people at work, observation of the work samples and assessment in simulated conditions.

*Direct observation*: Observation of people at workplace is perhaps the most common approach to data gathering on job performance. It ranges from the use of detailed techniques such as work measurement, time and motion study, work study etc. to relatively simply observing a colleague at the workplace. In the work study precise recordings are made of all activities, including the times of these activities, and the tasks are rated, that is the performance of the worker is assessed against a qualified/standard worker. This approach also observes the behaviour of the person being assessed by using checklists of key behaviours.

This method helps in getting the first hand knowledge on the job and how it is performed. It can deliver highly relevant information on training needs but it can be very time consuming and costly.

*Work samples:* It implies observing the finished product or the final output rather than the way it is produced for examples an analysis report, a budget, an estimate or any other tangible product produced. These samples are compared against the ideal in order to identify specific errors or areas of weakness.

Though the method is very authentic but it may require a specialized knowledge for content analysis.

*Simulations:* Here the observation is not carried out at the actual workplace but rather in a simulated environment. For example the production is carried out in a simulated shopfloor and not the original one. The skills of pilots are tested in mock situations like mock emergencies. Role plays may be used to assess appraisal interview techniques. Though this method can be highly useful to observe employees' performance in work situations that do not occur often by creating simulated situation, but the major disadvantage is the cost.

### 4.4.2 INTERVIEW

It is perhaps the most frequently used technique for obtaining data. Interview is a very flexible technique in that it can be formal or informal, from being unstructured to highly structured, can be one to one interface or involve groups. It can be conducted in the workplace, in private, on or off the job, face to face or by telephone.

In the hands of a skilled interviewer, it can reveal large amount of data about the deficiencies in knowledge, skills, attitudes, feelings, behaviour, causes of problems and their solutions. However grouping the data, summarizing etc. can be quite cumbersome. Overabundance of irrelevant information can also create problems specially for analysis and summarization. This aspect can be taken care of if structured questions and close ended questions are used. Interviews to gather data on job performance requires considerable skill. Bias can also creep in while recording the answers because this might get influenced by the mindset of the person collecting the data.

Some of the important types of interview are discussed below.

***Performance appraisal Interview***

It is one of the most widely used methods to generate data on the performance gap. The main intention is to assess the current performance i.e performance in a particular period whether quarterly or half yearly or yearly against the standards fixed earlier, and identify the reasons for lack in performance and the action that would be needed to improve the performance. Nowadays Performance Interview discussions are very common in organizations, and can be a significant tool to express and identify specific training needs with the involvement of both the subordinate and the superior. Only care should be taken to see that the climate of discussion is proper and open. No attempt should be made by the assessor to dominate the discussion. One good thing is that in most cases Performance appraisal Interview is complemented by a Performance appraisal report that had been separately filled up by the superior, the subordinates and may be by his peers and stakeholders. But this will vary with the kind of appraisal in practice. A lot will also depend on the design of the Performance Appraisal format. The successful assessment and specification of the performance gap will depend on the quality of the appraisal documentation and critically on the skills of the assessor, i.e the manager.

***Non-directed counseling interviews***

Though this interview technique is similar to the Performance appraisal Interview for example, it is carried out in private on a one to one basis and requires similar preparation from both the parties but the difference is that it does not include any guidance from the counselor in terms of what training should be prescribed. It is useful in generating deep personal data that could be examined to specify training needs and also to deal with problems related to interpersonal relations.

***Critical Incident Interview***

In the previous unit critical incidents as a training need identification tool had been discussed elaborately. Critical Incident Interview is focused on the critical incidents. Once such an incident(s) is identified, the interviewee is asked to describe it like, the background to the incident, where and when it occurred, who else was there, the surroundings, the time, his/her response etc. Though this method is easy to administer but the disadvantage is that it relies on an individual's memory of events. Further the interviewer has to believe in whatever has been told by the interviewee.

***Structured Interview***

This can be conducted with the help of questionnaires that are available for specific purpose for example Work Profiling System, Position Analysis questionnaire etc. Organizations can also develop their own questionnaires for the said purpose.

***Group discussions***

They resemble one to one interviews but instead of two persons there are more participants. It can be structured to unstructured, formal to informal. The discussion can focus on the job or role analysis for the individuals or on group issues or the tasks. It can be a focused group discussion or a brainstorming session or force-field analysis etc. It permits on-the-spot synthesis of different viewpoints. In this technique through the evolving dynamics of the group the participants are able to identify their own training needs. This technique though very useful face the difficulties associated with quantifying and synthesizing the data specially when it is not structured.

**Self- complete questionnaires**

It involves only the target group and there is no external intervention in the form of an interviewer or observer. The questionnaires are filed up by the respondents. It is an inexpensive method and relatively quick to carry out but designing the questionnaire require expertise and substantial time. Pilot testing on a representative sample is highly recommended.

**Diaries/logs**

Usually they are used to record a typical day by listing at regular intervals all the activities undertaken during that period. They are also used to generate information on critical incidents that are recorded by the individuals including the probable reasons behind them. This approach is particularly useful for jobs where the activities are not easily observable, such as cognitive activities or where the cycle of activities are quite long and not feasible for observation.

**Tests**

These can be very useful in generating data on facts, attitudes, knowledge etc. They can help in determining whether the business need is caused by a specific missing knowledge or skill competency. Tests can be administered on individuals or groups. Nowadays tests can also be administered online. Tests which include objective type and close ended questions can be easily quantified, summarized and compared with other results. On the other hand open ended and descriptive type questions can make the data analysis time consuming. Today organizations widely use psychometric tests to identify training needs and during selection because of the good results that are obtained by using these standardized tests. But these need to be administered by trained, skilled and qualified trainers only. The cost of purchasing of the test materials and the training, and licensing of test materials are the aspects that need to be kept in mind.

**Self-reports/assessments**

Here the individuals assess their training needs against a checklist provided to them/key competencies required in a job or by using some form of self-appraisal questionnaire. This method can often lead to more precise outcomes required from the training and can be relatively simple to organize. Though it is easy to generate data quite quickly and is inexpensive but the main weakness is that the respondent's training priorities may differ and may not be related to his job in the organization or performance deficiencies. Further this method relies upon the individuals who are thought to have sufficient knowledge about their present and future jobs to give intelligent suggestions for training.

**Documents/record analysis**

This method is often referred to as secondary research. Here data is gathered using information that already exists and has been collected for other purposes. For example organizational climate survey data or competency mapping data can very well can be used to find out the training needs of employees. The advantage in this approach is that it is an inexpensive method and data is readily available. But the disadvantage is that the same is not available in a standard form that can be used in specifying training needs. Hence a careful examination and analysis of the data is essential.

**Key Person consultation**

It is a process of collecting data from persons who by way of their position are responsible for supervising the work of members and to whom these members report. The former is commonly referred to as the superior and the latter subordinate. Thus the superiors are in a position to specify the training needs of the subordinates. Key persons can also be some other persons who meet the concern person often during day to day business. They can be senior managers, internal/external customers and/or suppliers, other service providers and individuals within the target population. Once the key persons are identified the data can be gathered by use of interview, group discussions, questionnaires, etc.

**Assessment/development centres**

This approach like key person consultation utilizes combination of several data gathering methods like tests, interview, observation, simulated tasks for example role playing, individual and group exercises to collect data. Here the observed performance is assessed against the standard performance and the gap therein is identified thus helping in determining the training need. However a careful design of the instruments/tools should be done so that they accurately reflect the requirements of the job. Further it requires skilled observers who are also aware of the job requirements for the current as well as future positions. It is an expensive method and requires elaborate analysis.

## 4.5 CONCLUSION

Thus in this unit we have discussed the concept of Job Specification and how it can help in specifying training needs. The steps in writing down a Job Specification are also discussed in detail and by way of giving examples. Further an effort is given to discuss means and ways of investigating performance gap through different techniques so that these help in specifying training needs of the employees. If the same are carried out carefully greater chances are there that training needs can be very specifically identified and addressed.

**Questions**

1. Discuss the concept of Job Specification and its significance in an organization.
2. What are the different steps involved in writing down a Job Specification? Give examples.
3. Examine the importance of investigating performance gaps.
4. What are the different methods used to investigating performance gaps?

# UNIT-5: TRANSLATING TRAINING NEEDS INTO ACTION

**UNIT STRUCTURE**



## 5.1: OBJECTIVES

On completion of this module you should able to:

- Understand formal and informal training and their applied areas.
- Learn the situations where different training programmes may be arranged for the employees in an organization in order to enhance the knowledge, skills and abilities to perform a specific job.
- Evaluate the merits and demerits of different types of training in an organization.

## 5.2: INTRODUCTION

Training is an organized process of acquiring specific skills to perform a job in an efficient and effective way. It helps people to become qualified and proficient in doing some jobs. Usually an organization facilitates the employees' learning through training so that their modified behaviour contributes to the attainment of the organization's goals and objectives. Van Dersal (1962) defined training as the process of teaching, informing, or educating people so that (1) they may become as well qualified as possible to do their job, and (2) they become qualified to perform in positions of greater difficulty and responsibility.

## 5.3: FORMAL AND INFORMAL TRAINING

We are all learning machines. We learn continuously and in several ways. We learn by doing, by observing, by listening, by reading, and by teaching others. We also learn through formal and informal means. First, what is ‘formal training’ versus ‘informal training’? These two terms refer to the dissemination or acquisition of knowledge, skills and abilities (KSA) in an organization. Formal training occurs through a controlled and structured approach on a broad-based institutional level. Examples include formal training programs and/or formal written procedures. Informal training happens more spontaneously among groups of people. An example includes learning by sharing experiences with others at a company picnic party.

In our training departments, we spend a great deal of our time for designing and delivering formal training programs for our employees. However, we can also create a conducive environment where informal training among employees takes place. Therefore, you can think of the best times to include both in your company in order to get our desired results for the betterment of the organization.

### 5.3.1: CONCEPT OF FORMAL TRAINING

Formal training essentially refers to a line of teaching that has particular objective of learning and is conducted outside the place of work. Formal training is based on predetermined standard form and it might include certain learning objectives, using a variety of training methods and applying evaluation activities. Formal training includes careful assessment and attention to determining training goals, designing and building methods and materials that are directly aligned to achieve the goals, implementing training and careful evaluation to ensure that training is carried out effectively and that training goals were reached.

Formal training improves the nine essential skills and has many tacit benefits, such as an increase in self-awareness and self-confidence, assertiveness and problem solving skills. Other benefits contribute to a less stressful environment, more harmonious relationships and improved communication by invested workers. These are skills that are transferable to one’s personal life.

### 5.3.2: TYPES OF FORMAL TRAINING

We have identified three levels of formal training available to employees. The type of training selected should be based on the need of the individual, which can be determined through the performance management review, individual request and supervisor’s observation. The types of formal training available to employees are:

**1. Orientation Training**

This training is conducted for the newly hired or reassigned personnel. These programs are designed to give new employees the basic knowledge, understanding, and skill needed for successful job performance. It includes various job skills training such as computer usage, communication skills, phone usage, etc.

Orientation training also provides general orientation that is designed to give employees a general knowledge of the policies, procedures and practices relating to the employment relationship.

**2. Remedial Training**

This training is designed to correct observed deficiencies in employee knowledge, skills and attitudes. Programs include stress reduction, time management, presentation skill building, assertiveness building, business writing, hands-on experiences in word processing, computer software, etc.

**3. Upgrading or Advanced Training**

This training is designed to improve or upgrade individual job skills and knowledge. Programs include advanced computer training, decision making, employment laws, managing conflict, conducting performance evaluations, sensitivity training, supervisory responsibilities, resolving grievances, etc.

**4. Instructional Systems Design (ISD)**

Under this formal training, the goals of the training are carefully determined often from various types of assessments of the learners. Goals are established to address the results of the assessments. Various methods of training are developed and designed to achieve those goals, and evaluation plans are established in order to measure the quality of the training to achieve of those goals.

ADDIE is one of the most popular ISD models. The steps are as follows:

**(a) Analyze** the organization’s and individual’s needs and then identify training goals to meet the organization’s and individual’s needs. This phase also identifies the timings when training should occur and who should attend as learners or trainees.

**(b) Design** a training system that trainers can implement to meet the learning goals. This phase typically includes identifying learning objectives, what strategies and activities are required to achieve the objectives, what resources might be needed, any lessons and the sequence of lessons, etc.

**(c) Develop** a training 'package' of resources and materials, including, e.g., developing audio-visuals, graphics, manuals, etc.

**(d) Implement** the training package, including to deliver the training by implementing the strategies and conducting the activities, sharing feedback about the program and training methods, administering tests, modifying the design of the trainings and its materials based on feedback from participants, etc. This phase can include administrative activities, such as copying, scheduling facilities, taking attendance data, etc.

**(e) Evaluate** the training, including during and after implementation of training. Evaluation is of the design of the training program, usage of the resources and the results gained by participants in the program.

### 5.3.3: ADVANTAGES OF FORMAL TRAINING

The main advantages of formal training are as follows:

**1.** Large numbers of employees can get the same information at the same time.
**2.** Large numbers of employees can learn the same method or process at the same time.
**3.** Employees learning through formal training enhance the speed and accuracy of their jobs.
**4.** Properly designed formal training programs can include a variety of methods for the trainees.

### 5.3.4: CONCEPT OF INFORMAL TRAINING

Informal training is rather casual and incidental. Typically, there are no specified training goals and evaluation to determine the efficacy of training. This type of training occurs so naturally that many people probably are not aware that they are in a training experience at all. The most prominent form of informal training is learning from experience on the job. Examples are informal discussions among employees about a certain topic, discussion groups, reading newspapers, journals and articles about a particular topic. A more recent approach is sending employees to hear prominent speakers, sometimes affectionately called "the parade of stars". However, this form of training often provides the deepest and richest learning because this form is what occurs naturally in life.

### 5.3.5: ADVANTAGES OF INFORMAL TRAINING

The main advantages of informal training are as follows:

**1.** Creating informal training situations can be less costly and less time consuming process.

**2.** Informal training is more personal in nature.

**3.** Experts may be more willing to share their knowledge with others through informal training.

**4.** Employees may be less likely to resist learning new things.

### 5.3.6: DIFFERENCE BETWEEN FORMAL TRAINING AND INFORMAL TRAINING

**1.** Formal training is training that follows some designed form. On the other hand, informal training does not have an intended and consistent form.

**2.** Formal training has a specific time period. On the other hand, informal training occurs spontaneously and/or casually.

**3.** Formal training is conducted to achieve the predetermined results. On the other hand, informal training does not have any predetermined results.

## 5.4: VARIOUS TYPES OF TRAINING

Training in an organization can be divided to two broad types. These are on-the-job training and off-the-job training. On-the-job training is provided to the employees when the workers are taught relevant knowledge, skills and abilities at the actual workplace. In this way, they do not lose time while they are provided training or learning. After a training plan is developed for what should be taught, employees should be informed about the details. A time table should be established with periodic evaluations to inform employees about their progress. On-the-job training technique includes job instruction training, apprenticeships, internships, job rotation, committee assignments, coaching and mentoring.

Off-the-job training, on the other hand, requires that trainees learn at a location other than the real work spot. Off-the-job technique includes lectures, audio visual conferences or discussions, case studies, programmed instructions, vestibule and laboratory training. Most of these techniques are very costly.

### 5.4.1: ON THE JOB TRAINING

In this method a trainee is placed on the job and then taught the necessary skills to perform his job. Thus in this method the trainee learns by observing and handling the job under the guidance and supervision of instructor or a supervisor. Thus it is also called the learning by doing method. On –the –job training method includes the following:

**1. Job Instruction Training**

JIT is a popular form of the job training. JIT is used for imparting or improving motor skills with routine and repetitive operations. The JIT method is a four-step instructional process involving preparation, presentation, performance try out and follow up. A trainer, supervisor or co-worker acts as the coach. The four steps followed in the JIT method are:

**a)** The trainee receives an overview of the job, its purpose and desired outcomes, with a transparent focus on the significance of training.

**b)** The trainer demonstrates the entire job in order to give the employee a model to copy. The trainer shows a right way to perform the job.

**c)** The employee is permitted to copy the trainer's way. Demonstrations by the trainer and practice by the trainee are repeated until the trainee can accomplish the work in an efficient and effective way.

**d)** Finally, the employee performs the job independently without any supervision or demonstration.

**Merits**

• It is very cost effective as no extra space, equipment, personnel or other training facilities are required for imparting this training.

• Trainee learns fast through practice and observation.

• The trainee gains confidence when he does the work himself in actual setting with the help from supervisor.

• It is most suitable for unskilled and semi-skilled jobs where the job operations are simple in nature and easy to demonstrate within a short span of time.

**Demerits**

• At the time of learning, trainee may damage equipment, waste materials, cause accident.

• The noise at the real work places makes it difficult for the new employee to concentrate on work.

• The trainee should be as good as the trainer; if the trainer is not good, transference of knowledge and skills will be poor.

**2. Apprenticeship**

It is the oldest and most commonly used method of training in technical areas, crafts and trades where the skills of the job are learnt over a long period of time. The industrial training institutes (ITI) provide this kind of training in India. The Apprenticeship Act, 1961 requires the employers in certain industries to train a particular number of persons in specific trades. For trades, like mechanist, tool makers, carpenters weaver, Jeweler, this type of training is very helpful. Apprenticeship helps in maintaining a skilled work force and is a combination of both theory and practical. It also results in high level of loyalty by the employees and increases their chances for growth but it is time consuming and extensive method. Many persons leave this training in between because of the long training duration.

One important disadvantage of the apprenticeship method is the uniform period of training offered to trainees. People have different abilities and learn at varied rates. Those who learn fast may quit the programme in frustration. Slow learners may need additional training time. It is also likely that in these days of rapid changes in technology, old skills may get outdated at a rapid pace. Trainees who spend long time to learn specific skills may find that the job skills they acquired are no longer appropriate after successful completion of the training.

**3. Internship**

It involves training the colleges or universities pass outs about the practical aspects of their study. This method of training provides a chance to the students to implement the theoretical concepts that they have learnt during their study. Thus, it balances the theoretical and practical aspects of the study. Professional likes chartered accountants, MBA’s, company secretaries and doctors are given training through this method.

**4. Job Rotation**

This kind of training involves the movement of trainee from one job to another. This helps him to have a general understanding of how the organisation functions. The purpose of job rotation is to provide trainees with a larger organizational perspective and a greater understanding of different functional areas as well as a better sense of their own career objectives and interests. Apart from relieving boredom, job rotation allows trainees to build rapport with a wide range of individuals within the organisation, facilitating future cooperation among departments. The cross-trained personnel offer a great amount of flexibility for organizations when transfers, promotions or replacements become inevitable.

The main advantage of job rotation is to provide the employees with opportunities to broaden the horizon of knowledge, skills, and abilities by working in different departments, business units and countries. It also determines the areas where improvement is required.

Job rotation may pose several problems, especially when the trainees are rolled on various jobs at frequent intervals. In such a case, trainees do not usually stay long enough in any single phase of the operation to develop a high degree of expertise. Further, job rotation can be quite expensive. A substantial amount of managerial time is lost when trainees change positions, because they must be acquainted with different people and techniques in each department. Development costs can go up and productivity is reduced by moving a trainee into a new position when his efficiency levels begin to improve at the prior job. Inexperienced trainees may fail to handle new tasks in an efficient way. To get the best results out of the system, it should be tailored to the needs, interests and capabilities of the individual trainee.

**5. Committee Assignments**

In this method, trainees are asked to solve an actual organizational problem. The trainees have to work together and offer solution to the problem. Assigning talented employees to important committees can give these employees a broadening experience and can help them to understand the personalities, issues and processes governing the organisation. It helps them to develop team spirit and work unitedly toward common goals. Since immediate feedback is available, it motivates trainees to observe and learn the right way of doing things.

**6. Coaching**

Coaching is a kind of daily training and feedback given to employees by immediate supervisors. It involves a continuous process of learning by doing. It may be defined as an informal, unplanned training and development activity provided by supervisors and peers. In coaching, the supervisor explains things and answers questions; he throws light on why things are done the way they are; he offers a model for trainees to copy; conducts lot of decision making meetings with trainees; procedures are agreed upon and the trainee is given enough authority to make decisions and even commit mistakes.

**7. 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 projects that require use of proficiency.

**5.4.2: MERITS AND DEMERITS OF ON - THE - JOB TRAINING**

The merits of on-the-job training methods are given below:

**1.** Training is provided to the employee in the work place itself. The employee will therefore, be under the direct control of his superior.

**2.** The employee, in most cases, does his work while undergoing training. The enterprise work, therefore, does not get affected.

**3.** As the employee learns by actually doing the work, progress during the period of training will become clearly visible.

**4.** As every trainee learns the work from a senior employee of the same organization, the training will be more relevant to the specific organization needs.

**5.** It does not require the development of potentially expensive training materials or classroom/computer-based instruction.

The demerits of on-the-job training methods are given below:

**1.** The success of on-the-job training depends to a greater extent on the interest with which the senior employees of the organization impart knowledge and skill. In most cases, the senior employees may not be prepared to sit with trainees and teach them the work. They may briefly explain the work and expect the trainees to pick up things fast. This may not be of any help to the learner.

**2.** The employee, in the case of on-the-job training, has dual tasks. He has not only to learn the work but also complete his target. As training and work go together, many trainees may find it difficult to cope with a hectic schedule.

**3.** Traditional OJT relies heavily on an experienced employee to provide the instruction based on what they feel are the most important topics. What is important to one employee may not be important to another. The result is what is learned may vary greatly, depending on who is assigned as the trainer.

**4.** Without a structured lesson guide, OJT trainers often forget to cover important information.

**5.4.3: OFF –THE - JOB TRAINING**

Training which is carried out away from your normal place of work is called off-the-job training. Off –the –job training method includes the following:

**1. Lecture**

In lecture method, trainers used to communicate with spoken words which they want the trainees to learn, it is primarily one way communication of learned capabilities from trainer to audience. Lecture method is a popular training method despite of advanced new technologies such as interactive video and computer assisted instruction. It is least expensive and least time consuming way to present large amount of information efficiently in organized manner. It can be employed with large groups of trainees.

**Merits of Lecture Method**

- It reinforces trainer's credibility and authority.
- Information is concentrated and organized as desired.
- Simple and lots of material can be presented within given time.
- Can be personalized easily.

**Demerits of Lecture Method**

- One way communication with relatively less participation or passive participation.

- The attention span of listener is normally 15-20 minutes.
- Depends completely on trainer's effectiveness and information.
- A clear and rigorous verbal presentation requires a great deal of preparation and hence time consuming preparation.

## 2. Audio Visual Techniques

Audio visual instruction includes overheads, slides and video. Video can be used for improving communication skills and customer service skills. It can also illustrate how procedures can be followed. Video is rarely used alone. It is normally used along with lectures to show trainees real life experiences and examples.

**Merits of Audio Visual Techniques**

- Trainers can review, slow down or speed up the lesson according to expertise of trainees.
- It can be watched multiple times.
- It gives exposure of equipment, problems and events that cannot be easily demonstrated, i.e. equipment malfunctions, angry customers or emergencies.
- Training content is not affected by interests and goals of a particular trainer.
- It requires minimum technical knowledge.

**Demerits of Audio Visual Techniques**

- Too much content for trainee to learn
- Poor dialogue between actors
- Overuse of humor or music
- Important learning points of training can be confused by drama in the video

## 3. Case Studies

This method involves studying cases from all perspectives, analyzing the various options available to the company for solving problems or address issues and arriving at most suitable answers. Trainers develop a habit of looking at problems from various perspectives and hence their decisions as managers will be more realistic and based on sound study and analysis.

**Merits of Case Studies**

- It promotes analytical thinking.
- It encourages open mindedness.
- It is acceptable to everyone as it deals with detailed description of real life situations.

**Demerits of Case Studies**

- It may suppress the voice of average trainees as only those having analytical and vocal skills will dominate the sessions.
- Preparation of cases involves expenditure and time and the outcome is not quite certain.

**4. Programmed Instruction**

This method has become popular in recent years. The subject matter to be learned is presented in a series of carefully planned sequential units. These units are arranged from simple to more complex levels of instruction. The trainee goes through these units by answering questions or filling the blanks. This method is, thus, expensive and time-consuming.

**5. Vestibule Training**

In this method a training centre which is known as vestibule is set up where real job conditions are created and expert trainers train the new employees with equipment and machines that a identical with the ones that employees will be using at their work place. This allows the trainees to concentrate on their training because there is no noise of the real work place. As the same time, the interest of the employee remains quite high as real work place conditions are simulated in this training. It also saves new employees from a possible injury or any damage to the machines at the real work place. Vestibule training is beneficial for training a large number of employees in a similar type of job. But vestibule training involves the lot of expenditure as experts trainers along with the class room and equipment are required to simulate the real work place environment which is very difficult to create in reality.

## 6. Transactional Analysis

It provides trainees with a realistic and useful method for analyzing and understanding the behaviour of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person. This motivation reaction relationship between two persons is a transaction.

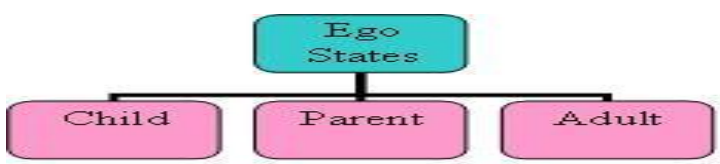
Transactional analysis can be done by the ego states of an individual. An ego state is a system of feelings accompanied by a related set of behaviors. There are basically three ego states:

**Child**

It is a collection of recordings in the brain of an individual of behaviors, attitudes, and impulses which come to him naturally from his own understanding as a child. The characteristics of this ego are to be spontaneous, intense, unconfident, reliant, probing, anxious, etc. Verbal clues that a person is operating from its child state are the use of words like "I guess", "I suppose", etc. and non verbal clues like, giggling, coyness, silent, attention seeking etc.

**Parent**

It is a collection of recordings in the brain of an individual of behaviors, attitudes, and impulses imposed on him in his childhood from various sources such as, social, parents, friends, etc. The characteristics of this ego are to be overprotective, isolated, rigid, bossy, etc. Verbal clues that a person is operating from its parent states are the use of words like, always, should, never, etc and non-verbal clues such as, raising eyebrows, pointing an accusing finger at somebody, etc.




**Adult**

It is a collection of reality testing, rational behavior, decision making, etc. A person in this ego state verifies, updates the data which he has received from the other two states. It is a shift from the taught and felt concepts to tested concepts.

All of us evoke behavior from one ego state which is responded to by the other person from any of these three ego states.

## 7. Laboratory Training

Laboratory training adds to conventional training by providing situations in which the trainees themselves experience through their own interaction. In this way, they more or less experiment on themselves. Laboratory training is more concerned about changing individual behaviour and attitude. It is generally more successful in changing job performance than conventional training methods. There are two methods of laboratory training—simulation and sensitivity training.

### A. Simulation

An increasingly popular technique of management development is simulation of performance. In this method, instead of taking participants into the field can be simulated in the training session itself. Simulation is the presentation of real situation of organizations in the training session. It covers situations of varying complexities and roles for the participants. It creates a whole field organisation, relates participants through key roles in it, and has them deal with specific situations of a kind they encounter in real life. There are two common simulation methods of training: role-playing is one and business game is the other.

#### (i) Role-Playing

Role-Playing is laboratory method which can be used rather easily as a supplement to conventional training methods. Its purpose is to increase the trainee's skill in dealing with other people. One of its greatest uses is in connection with human relations training but it is also used in sales training as well. It is spontaneous acting of a realistic situation involving two or more persons under class room situations. Dialogue spontaneously grows out of the situation, as it is developed by the trainees assigned to it. Other trainees in the group serve as observers or critics. Since people lake roles every day, they are somewhat experienced in the art, and with a certain amount of imagination they can project themselves into roles other than their own. Since a manager is regularly acting roles in his relationship with others, it is essential for him to have role awareness and to do role thinking so that he can size up each relationship and develop the most effective interaction possible.

Role-playing has many advantages. By this method, a trainee can broaden his experience by trying different approaches, while in actual situation; he often has only one chance. In evaluation of role-playing in few firms, it was found that such sessions resulted in an increase in sensitivity and improved quality of actions of a work sample involving a human relations difficulty. Role-playing also has weaknesses which partly offset its values. It is time consuming and expensive. It requires experienced trainers because it can easily turn sour without effective direction.

**(ii) Gaming**

Gaming has been devised to simulate the problems of running a company or even a particular department. It has been used for a variety of training objectives, from investment strategy, collective bargaining techniques, to the morale of clerical personnel. It has been used at all levels, from the top executives to the production supervisors. Gaming is a laboratory method in which role-playing exists but its difference is that it focuses attention on administrative problems, while role-playing tends to emphasize mostly feeling and tone between people in interaction. Gaming involves several teams, each of which is given a firm to operate for a number of periods. Usually the period is a short one, one year or so. In each period, each team makes decisions on various matters such as fixation of price, level of production, inventory level, and so forth. Since each team is competing with others, each firm's decisions will affect the results of all others. All the firm's decisions are fed into a computer which is programmed to behave somewhat like a real market. The computer provides the results, and the winner is the team which has accumulated largest profit. In the light of such results, strengths and weaknesses of decisions are analyzed.

**B. Sensitivity Training**

Sensitivity training is the most controversial laboratory training method. Many of its advocates have an almost religious zeal in their enhancement with the training group experience. As a result of criticism and experience, a somewhat revised approach, often described as 'team development' training, has appeared. It was first used by National Training Laboratories at Bethel, U.S.A. The training groups themselves called 'T- Group'. Since then its use has been extended to other organizations, universities, and institutes.

Sensitivity training is a small-group interaction under stress in an unstructured encounter group which requires people to become sensitive to one another's feelings in order to develop reasonable group activity-group has several characteristic features: **(i)** the T-group is generally small, from ten to twenty members; **(ii)** the group begins its activity with no formal agenda; **(iii)** the role of trainer is primarily to call attention from time to time to the ongoing process within the group; **(iv)** the procedure tends to develop interaction and self-examination, with emotional levels of involvement and behaviour and the possibility of colleagues and some breakdown of established insulation and self-defense on the part of individuals. The objectives of such training are increased openness with others, more concern for others, increased tolerance for individual differences, less ethnic prejudice, understanding of a group process, enhanced listening skills, and increased trust and support.

### 5.4.4: MERITS AND DEMERITS OF OFF - THE - JOB TRAINING

Merits of Off-the-Job Training are as follows:

- Trainers are usually experienced enough to train;
- It is systematically organized;
- Efficiently created programs may add lot of value.

Demerits of Off- the -Job Training are as follows:

- It is not directly in the context of job;
- It is often formal;
- It may not be based on experience;
- It is expensive;
- Trainees may not be much motivated;
- It is artificial in nature.

### 5.4.5: DIFFERENCE BETWEEN ON - THE - JOB TRAINING AND OFF - THE - JOB TRAINING

The major differences between these two training methodologies have been listed here:

**1.**On-the-Job training involves imparting training in the real work environment i.e. it believes in learning by doing; while off-the-job training involves imparting training outside the real work environment i.e. the principle of learning by acquiring knowledge is adopted.

**2.**Under on-the-job training the training and performance goes simultaneously so production is not hindered at the time of training; while under off-the-job training methods first training is imparted and then the real performance follows and therefore does not add anything to actual production during training.

**3.**On-the-job training aims at developing the best practices for a specific job and getting the job done; while off-the-job training methods aim at learning basic facts and skills and is more general in nature.

**4.**On-the-job training is usually imparted by experienced workers and first line supervisors at the workplace; while off-the-job training is imparted usually by the academicians and professionals at any place other than the real workplace.

**5.**On-the-job training methods are suitable when the trainees are limited in numbers and the job is not hazardous in nature; while off-the-job training methods can be utilized to train any numbers of employees and for jobs that involve risks.

**6.**On-the-job training methods are simple and less-expensive because they utilize the actual workplace and firm's supervisors for imparting training; while off-the-job training methods are quite expensive as they need a complete different set-up. Training is imparted in an artificial set-up and outside experts are hired for the purpose.

**7.**Most popular on-the-job training methods include job rotation and apprenticeship training; while the popular off-the-job training methods include classroom lectures and simulation exercises.

**8.**On-the-job training is generally imparted in case of manufacturing firms for production-related jobs; while off-the-job training is mostly imparted for managerial and non-production related jobs.

## 5.5: SUMMING UP

The kind of training methodology to be adopted depends on several factors including the purpose of training, the budget of training, the number of trainees, the level of trainees in organizational hierarchy, the time available and the nature of job for which the training has to be imparted. Selection of the proper medium for delivering training is important in order to be effective in the given situation. If possible, a combination of the various delivery media should be used to have the greatest effect.

## 5.6: RECOMMENDED READINGS

**1.** Flippo, E. B. (1961). *Principles of personnel management.* New York: McGraw Hill.

**2.** Jucious, M. J. (1963). *Personnel management* (5th ed.). Homewood, IL: Richard D. Irwin.

## 5.7: QUESTIONS

**A. Short Questions**

**1.**What is formal training?

**2.** What is informal training?

**3.**Distinguish between formal training and informal training.

**4.** Distinguish between On-the-job training and Off-the-job training.

**5.**What is On-the-job training method?

**6.**What is Off-the-job training method?

**B. Essay Type Questions**

**1.** Write down the advantages and disadvantages of formal training and informal training.

**2.** Write down the advantages and disadvantages of On-the-job training and Off-the-job training.

**3.**Describe different types of On-the-job training method.

**4.**Describe different types of Off-the-job training method.

**5.**Go through the case and attempt the questions.

**Modern Industries Ltd. (MIL)** in Bangalore is an automobile ancillary Industry. It has turnover of Rs. 100 crores. It employs around 4,000 persons.

The company is professionally managed. The management team is headed by a dynamic Managing Director. He expects performance of high order at every level. It is more so at the Supervisory and Management levels. Normally the people of high calibre are selected through open advertisements to meet the human resource requirements at higher levels. However, junior-level vacancies are filled up by different types of trainees who undergo training in the company.

The company offers one-year training scheme for fresh engineering graduates. During the first six months of the training, the trainees are exposed to different functional areas which are considered to be the core training for this category of trainees. By then, the trainees are identified for placement against the available or projected vacancies. Their further training in the next quarter is planned according to individual placement requirements.

During the last quarter, the training will be on-the job. The trainee is required to perform the jobs expected of him after he is placed there. The training scheme is broadly structured mainly keeping in mind the training requirements of mechanical engineering graduates.

Mr. Rakesh Sharma joined the company in the year 1983 after his B. Tech . degree in paint Technology from a reputed institute. He was taken as a trainee against a projected vacancy in the paints application department In MIL, the areas of interest for a trainee in Paint Technology are few. Hence, Mr. Sharma’s core training was planned for the first 3 months only. Thereafter, he was put for on-the-job training in the paints application department. He took interest and showed enthusiasm in his work there. The report from the shop manager was quite satisfactory.

The performance of the trainee is normally reviewed once at the end of every quarter. The Training Manager personally talks to the trainee about his progress, strengths and shortcomings. At the end of the second quarter, the Training Manager called Mr. Sharma for his performance review. He appreciated his good performance and told him to keep it up. A month later Mr. Sharma met the Training Manager. He requested that his training period be curtailed to 7 months only and to absorb him as an Engineer. He argued that he had been performing like a regular employee in the department for the last one quarter. As such, there was no justification for him to be put on training anymore. Further, he indicated that by doing so, he could be more effective in the department as a regular engineer. He would also gain seniority as well as some monetary benefits as the trainees were eligible for a stipend only. The regular employees were eligible for many allowances like conveyance, dearness, house rent, education, etc. which was a substantial amount as compared to the stipend paid to a trainee.

The Training Manager turned down his request and informed him that it was not a practice of the company to do so. He told him that any good performance or contribution made by the trainees during the training period would be duly rewarded at the time of placement on completion of one year of training. Further, he told him that it would set a wrong precedence. Quite often, some trainees were put on the job much earlier than the normal period of three quarters for several reasons.

Thereafter, Mr. Sharma's behaviour in the department became different. His changed attitude did not receive any attention in the initial period. However, by the end of the third quarter, his behaviour had become erratic and unacceptable. When he was asked by the Department Manager to attend to a particular task, he replied that he was still on training and such task shouldn't be assigned to a trainee. According to him, those jobs were meant to be attended by full-time employees and not by trainees.

The Paint shop Manager complained to the Training Manager about Mr. Sharma's behaviour and he was summoned by the Training Manager. During the discussions, Mr. Sharma complained that while all the remaining trainees were having a comfortable time as trainees, he was the only one who was put to a lot of stress and strain; the department was expecting too much room him. He felt that he should be duly rewarded for much hardwork; otherwise, it was not appropriate to expect similar work output from him.

The Training Manager tried to convince him again that he shouldn't harp on rewards as he was a trainee; his sole concern should be to learn as much as possible and to improve his abilities. He should have a long-term perspective rather than such a narrow-minded approach. He also informed him that his good performance would be taken into account when the right occasion arose. He warned him that he was exhibiting negative attitude for which he would be viewed seriously. His demand for earlier placement was illogical and he should forget it as he had already completed 8 months and had to wait only for 4 months. He advised Mr. Sharma that the career of an individual had to be seen on a long-time perspective and that he should not resort to such childish behaviour as it would affect his own career and image in the company.

Mr. Sharma apparently seemed to have been convinced by the assurance given by the Training Manager and remained passive for some time. However, when the feedback was sought after a month, the report stated that he had become more perverted. He was called again for a counselling session and was given two weeks time to show improvement. At the end of those two weeks, the Training Manager met the Department Manager, to have a discussion about Mr. Sharma. It was found that there was absolutely no reason for Mr. Sharma to nurture a grievance on poor rewards. It was decided that he should be given a warning letter as per the practice of the company and, accordingly, he was issued a warning letter.

This further aggravated the situation rather than bringing about any improvement. He felt offended and retaliated by thoroughly disobeying any instruction given to him. This deteriorated the situation more and the relationship between the manager of the department and the trainee was seriously affected
In cases of rupture of relationship, normally the practice was to shift the trainee from the department where he was not getting along well so that he would be tried in some other department where he could have another lease for striking better rapport. But unfortunately, in the case of Mr. Sharma, there was no other department to which he could be transferred, since that was the only department where his specialisation could have been of proper use. By the time he completed his training, he turned out to be one who was not at all acceptable in the department for placement. His behaviour and involvement were lacking. In view of this, the Department Manager recommended that he be taken out of the department. When Mr. Sharma was informed about it, he was thoroughly depressed.

One of the primary objectives of the Training Department is to recruit fresh graduates who have good potential and train them to be effective persons, in different departments. They are taken after a rigorous selection process which includes a written test, a preliminary and a final interview. During the training period, their aptitudes, strengths and weaknesses are identified.

Their placement in departments is decided primarily on the basis of their overall effectiveness there.

Here is a case where the person happened to be hard-working in the beginning but turned out to be a failure in the end. The Training Manager was conscious of this serious lapse and was not inclined to recommend his termination. But at the same time it was difficult to retain a person whose track record was not satisfactory. He still felt that a fresh look be given into this case but he was unable to find a way out. He was now faced with the dilemma whether to terminate or not to terminate Mr. Rakesh Sharma.

**Questions**

**(a)** Where did the things go wrong?

**(b)** What options are open for the Training Manager other than termination of Mr. Sharma?

**(c)** How could you put Mr. Sharma back on the right track?

# UNIT-6: TRAINING

## UNIT STRUCTURE



## 6.1: OBJECTIVES

On completion of this module you should able to:

- Understand the concept of e-training and its applied areas.
- Evaluate the results of e-training in an organization.
- Learn the situations where e-training and outdoor training may be arranged for the employees in an organization and their importance in today’s changing environment.

## 6.2: INTRODUCTION

Human Resource Management is concerned with the planning, acquisition, training & developing human beings for getting the desired objectives & goals set by the organization. The employees have to be transformed according to the organizations’ & global needs. This is done through an organized activity called Training.

Training is a process of learning a sequence of programmed behavior. It is the application of knowledge & gives people an awareness of rules & procedures to guide their behavior. It helps in bringing about positive change in the knowledge, skills & attitudes of employees.

Thus, training is a process that tries to improve skills or add to the existing level of knowledge so that the employee is better equipped to do his present job or to mould him to be fit for a higher job involving higher responsibilities. It bridges the gap between what the employee has & what the job demands.

According to Jucious, “training is any process by which the aptitudes, skills and abilities of employees to perform specific jobs are increased”.

E-Training has undergone explosive growth as enterprises have discovered its advantages as a cost effective, flexible alternative to maintaining a knowledgeable, skilled workforce. At present, one-third of corporate training is now online. E-Training has become the new learning paradigm in today’s changing world.

You can update course materials with the click of a mouse. It can be cheaper and offerings cover the gamut, from technical know-how to operational techniques to soft sills like leadership development. Of course, E-Training has its shortcomings. While just about every company that implements E-training say cutting costs is a big draw, the savings are not always significant. Moreover, not all workers are receptive to it.

On the other hand, several organizations currently offer some type of outdoor training, also known as adventure or experiential learning. Such programs are designed to develop leadership and teamwork skills through structured outdoor activities. More organizations are investigating outdoor training programs for individual, managers, management teams and work groups.

## 6.3: E-TRAINING

E-training is personal training where we communicate primarily or exclusively online and by phone. We start with a personal assessment. We then design a personalized workout program to suit your specific goals and email it to you. E-training gives you the freedom and flexibility to learn when and where you want and at your own pace.

It can be a very rich learning experience that can even surpass the level of training you might experience in a crowded classroom. It's self-paced, hands-on learning.

The quality of the electronic-based training, as in every form of training, is in its content and its delivery. The beauty of e-training, however, is that new software allows the creation of very effective learning environments that can engulf you in the material.

### 6.3.1: LEVELS OF E-TRAINING

E-training falls into four categories, from the very basic to the very advanced. The categories are:

**1. Knowledge Databases**

These databases are the most basic form of e-learning. You have probably seen knowledge databases on software sites offering indexed explanations and guidance for software questions, along with step-by-step instructions for performing specific tasks. These are usually moderately interactive, meaning that you can either type in a key word or phrase to search the database, or make a selection from an alphabetical list.

**2. Online Support**

Online support is also a form of e-learning and functions in a similar manner to knowledge databases. Online support comes in the form of forums, chat rooms, online bulletin boards, e-mail, or live instant-messaging support. Online support offers the opportunity for more specific questions and answers, as well as more immediate answers.

**3. Asynchronous Training**

This is e-learning in the more traditional sense of the word. It involves self-paced learning, CD-ROM-based, Network-based, Intranet-based or Internet-based. It may include access to instructors through online bulletin boards, online discussion groups and e-mail or it may be totally self-contained with links to reference materials in place of a live instructor.

**4. Synchronous Training**

Synchronous training is done in real-time with a live instructor facilitating the training. Everyone logs in at a set time and can communicate directly with the instructor and with each other. You can raise your cyber hand and even view the cyber whiteboard. It lasts for a set amount of time from a single session to several weeks, months or even years. This type of training usually takes place via Internet Web sites, audio- or video-conferencing, Internet telephony, or even two-way live broadcasts to students in a classroom.

### 6.3.2: TYPES OF E-TRAINING

E-training services have evolved since computers were first used in education. There is a trend to move toward blended learning services, where computer-based activities are integrated with practical or classroom-based situations.

E-training lessons are generally designed to guide you through information or to help you perform in specific tasks. Information based e-learning content communicates information to you. These are known as inform programs. Examples include content that distributes the history or facts related to a service, company, or product. With information-based content, there is no specific skill to be learned. By contrast, programs designed to build specific skills as classified as perform programs. In performance based content, the lessons build off of a procedural skill in which you are expected to increase proficiency. Some typical examples of perform e-learning are lessons on software use or designing a database

Many companies have implemented e-learning, which encompasses several different types of technology assisted training, such as distance learning, computer-based training (CBT), or web-based training (WBT).

**1. Computer Based Learning (CBL)**

It refers to the use of computers as a key component of the educational environment. While this can refer to the use of computers in a classroom, the term more broadly refers to a structured environment in which computers are used for teaching purposes. The concept is generally seen as being distinct from the use of computers in ways where learning is at least a peripheral element of the experience (e.g. computer games and web browsing).

**2. Computer Based Training (CBT)**

CBT is especially effective for training people to use computer applications because the CBT program can be integrated with the applications so that you can practice using the application as you learn. Historically, CBTs growth has been hampered by the human resources to create the program, and hardware resources needed to run it. However, the increase in PC computing power, and especially the growing prevalence of computers equipped with CD-ROMs, is making CBT a more viable option for corporations and individuals alike. Many PC applications now come with some form of CBT, often called a tutorial.

**3. Web Based Training (WBT)**

It is a type of training that is similar to CBT. It is delivered over the Internet using a web browser. Web-based training frequently includes interactive methods, such as bulletin boards, chat rooms, instant messaging, video conferencing, and discussion threads. Web based training is usually a self-paced learning medium though some systems allow for online testing and evaluation at specific times. Recent years have seen an explosion in online training for educators by numerous content providers.

**4. Computer Supported Collaborative Learning (CSCL)**

This is one of the most promising innovations to improve teaching and learning with the help of modern information and communication technology. Collaborative or group learning refers to instructional methods whereby you are encouraged or required to work together on learning tasks. It is widely agreed to distinguish collaborative learning from the traditional model in which the instructor is assumed to be the distributor of knowledge and skills.

### 6.3.3: MEASURING RESULTS OF E-TRAINING

When we measure the results of e-learning, do we have to evaluate e-learning differently from traditional training methods? ASTD (2000) points out that current training evaluation techniques and processes can be expanded to include e-learning as a method of delivery. Indeed, they conclude that the techniques to evaluate e-learning are the same as evaluating other training solutions.

How do we measure the results of e-learning, whatever the delivery method? Using Kirkpatrick's classic model, any training – traditional or e-learning – can be evaluated at four progressive levels (Kirkpatrick 1979).

**Level I:** Reaction is a measure of learners' reactions to the course.

**Level II:** Learning is a measure of what they learned.

**Level III:** Transfer is a measure of changes in their behavior when they return to the job after the training program.

**Level IV:** Results is a measure of the business outcomes that occur because they are doing their jobs differently.

Phillips (1996) recommends the addition of a fifth level to Kirkpatrick's model where appropriate. The new Level V is a measure of the Return on Investment (ROI), the cost-benefit ratio of training. In this level, the Level IV data are converted to monetary values and then compared with the cost of the training program.

In spite of all the enthusiasm in corporate training programs for e-learning, An American Society of Training and Development (ASTD) study found that 67 percent of the training directors interviewed do not measure the effectiveness of their net-based programs at all (2000). This study found that while 95 percent of surveyed organizations gauged trainees' reactions to courses (e.g., how well they liked the courses) [Level I measure], only three percent of respondents make a real effort to measure the business results of training programs [Level IV measure].

While it is still early to draw solid conclusions about measuring the effectiveness of actual learning that takes place as a result of e-learning – especially within corporate training programs – we can analyze the somewhat controversial results that have come out of mainly academic distance learning programs, using Kirkpatrick's Four Levels of Evaluation.

**Level I – Reaction**

Evaluation at this level measures how the participants in a training program feel about their experience. Are they satisfied with what they learned? Do they regard the material as relevant to their work? Do they believe the material will be useful to them on the job? This level, therefore, does not measure learning; it simply measures how well the learners liked the training session.

**How do Learners Feel?**

It is not hard to find learner enthusiasm for e-learning. The majority of 1,002 students who responded to an e-college.com survey said they chose the online format because of the flexibility and convenience of the program. Comments included: "I love that I have the flexibility to continue to hold a full time job." "To study any time that best suits my busy schedule." "I travel extensively." "I was able to work with my instructor, receive tremendous technical support at all hours of the night and gain the same quality content and evaluation as my peers taking the same class on campus." The survey reports that 75 percent of those students online were employed and 68 percent of the learners worked more than 30 hours per week (e-college.com 1999). This fact makes this study particularly relevant for corporate trainers who seek to fit e-learning into an already demanding work schedule.

Corporations are beginning to gather more data on how their trainees feel about the use of e-learning technologies. For example, the following results were obtained from an ASTD-Masie Center study involving the experiences of more than 700 e-learners (ASTD 2001).

**How do E-Learning Instructors Feel?**

This question is really an alternate application at Level I evaluation, examining the trainer rather than the trainee. For example, in a recent survey conducted by ecollege.com (1999), 85 percent of the faculty said their students learned equally effectively online as on campus. Some said their students did even better online than in traditional classroom settings. In another Tele Education study of 130 faculty respondents, 62 percent said their students learned equally effectively in the online environment; 23 percent of faculty stated that their students learned better online; while 90 percent indicated that they were satisfied with online teaching. One faculty comment was: “Online students participate more, perform slightly better than, and are at least as satisfied as their on campus counterparts. From that we conclude that online education appears to be very effective.” (Tele Education, 2000).

**Level II – Learning**

According to Kirkpatrick, learning is defined as the principles, facts, and techniques that are understood and absorbed by trainees. When trainers measure learning, they try to find out how much the skill, knowledge, or attitudes of their trainees have changed. Measuring learning requires a more rigorous process than a reaction survey. Ideally, both a pretest and posttest are given to trainees to determine how much they learned as a direct result of the training program. While many organizations do not measure at this level, other corporate training centers, such as Sun Corporation’s Network Academy, keep careful track of what employees have learned through the use of both pretests and posttests (By linsky, 2000).

**What do Research Studies Show About Level II E-Learning?**

A comprehensive research bibliography on e-learning has received much attention. Compiled by Russell (1999), the No Significant Difference Phenomenon provides one of the most frequently quoted rationales for the power of e-learning. This body of research demonstrates that no significant difference can be found no matter what medium is used for learning. In many of these studies, the model is asynchronous learning delivered to the learner on demand. The findings demonstrate that even with no instructor or face-to-face interaction, there are no significant differences in the amount of content learned. A related website, supported by Tele Education, New Brunswick, Canada, includes extracts from more than 355 research reports, summaries, and papers supporting the No Significant Difference phenomenon. This is one time that a finding of no significant differences is actually a compelling factor in favor of e-learning. If corporations can get all of the advantages of e-learning with the same level of results as an instructor-led classroom situation, then the economic advantage for e-learning becomes even stronger.

Wegner, Holloway, and Garton (1999) provide an example of a study showing no significant differences between the test scores of experimental (e-learning) and traditional (classroom-based) students at Southwest Missouri State University. Although there were no statistically significant differences in test scores, this two-semester study yielded qualitative data that indicated that students in the e-learning group had, overall, more positive feelings about their experience than did the control group. This observation is consistent with those found in a number of the "no significant difference" studies.

However, it is becoming more common not to find the same level of results. While some studies show greater benefits in favor of face-to-face delivery, research results consistently demonstrate superior benefits of e-learning in general. In addition to higher performance results, there are other immediate benefits to students such as increased time on task, higher levels of motivation, and reduced test anxiety for many learners. Nettles, et al., (2000) report that, while the majority of the 49 studies they examined reported no significant difference between e-learning and traditional classroom education, nearly 30 percent of the studies report that e-learning programs had positive outcomes based on student preference, improved grades, higher cost effectiveness, and a higher percentage of homework completion.

An alternate website to the No Significant Differences one, also supported by Tele Education NB, features comparative studies that do show significant differences, most of which report positive results in favor of e-learning. For example, Maki, et al., (2000) evaluated a Web-based psychology course and reported that content knowledge, use of the WWW, and use of computers for academic purposes increased while computer anxiety decreased. Navarro and Shoemaker (1999) reported, "We see that cyber learners performed significantly better than the traditional learners. Mean score [final exam] for the cyber learners was 11.3, while the mean score for traditional learners was 9.8 with a t-test statistic of 3.70, this result was statistically significant at the 99 percent level."

Along these same lines, a California State University Northridge study reported that e-learners performed 20 percent better than traditional learners (Tele Education 2000). Nelson (2001) reported a significant difference between the mean grades of 406 university students earned in traditional and distance education classes, where the distance learners outperformed the traditional learners.

In a study within the insurance industry, Redding and Rotzien (1999) report that the online group is the "most successful at cognitive learning as measured by the end of course examinations. The results of the study do provide strong support for the conclusion that online instruction for individuals entering the insurance field is highly effective, and can be more effective than traditional classroom delivered instruction."

Similar results in support of e-learning came from Asynchronous Learning Networks (ALN) (2001), which reported a summary of empirical studies submitted to them. From the 15 papers in which the effectiveness of ALN was compared to that of traditional classroom instruction, two-thirds reported e-learning to be more effective. The remainder of the papers reported no significant difference.

As an extension of the more usual measures of Level II learning, Jonassen (2001) stressed the crucial need to develop critical thinking and other higher order skills among students using e-learning products. Earlier, Bates (1996) noted that: "the potential for developing higher order skills relevant to a knowledge-based society is a key driver in developing computer-based distance education courses." Examining how learners engage in higher order thinking is the topic of a research study at Massey University in New Zealand. In a study of the infusion of technology in education, Serrano and Alford (2000) conducted research that clearly showed that incorporating technology across the curriculum acts as a catalyst for all learners. They concluded that e-learning empowers students to engage actively in language-content learning tasks and to develop higher-order critical thinking, visualization, and literacy skills.

**Level III—Behaviour**

Even well informed, quantitative learning objectives do not typically indicate how the trainee will transfer that learning to job performance. Changed on-the-job behavior is certainly the main goal of most corporate training programs, but measuring this change is a more complex task than eliciting trainees' feelings or measuring their direct learning through test scores.

In their overview of the evaluation process, Bregman and Jacobson (2000) discuss the need to measure business results rather than just evaluate trainee test results. They point out that all important business results affect customer satisfaction, either directly or indirectly. Business results that may increase efficiency or help short-term profits – but do not increase customer satisfaction – are obviously bad for business. These authors claim that changes in customer satisfaction due to training of sales or service personnel are easy to measure by asking the customers of the trainees to compile reaction surveys. Generally, reaction sheets for customers get high response rates; therefore, a valid connection between the effects of training on the employee and how the customer feels about that employee can be made. Bregman and Jacobson summarize that a training program succeeds, by definition, when the training changes employees' behaviours in ways that matter to their customers.

Unilever claims that e-learning helped their sales staff produce more than US$20 million in additional sales (Hoekstra, 2001) – Level IV evaluation. They track the results of their e-training programs by asking course participants to take part in a teleconference several months after the course. Participants are asked to discuss how they have integrated their new skills into their work and to share their best practices – Level III evaluation. Uniacke, the person in charge of Unilever's training program, points out that many results of e-training programs are difficult to measure. For example, he is convinced many employees do not learn new material, but rather they polish their overall skills and customer interaction techniques – still a significant benefit to the company and its overall bottom line.

**Level IV – Results**

Level IV evaluation attempts to measure the results of training as it directly affects a company's bottom line – a challenging task for many reasons. Kirkpatrick (1999) noted that the number of variables and complicating factors make it difficult, if not impossible, to evaluate the direct impact of training on a business' bottom line – and this is just as true for e-learning as for traditional training programs.

While reduced costs, higher quality, increased production, and lower rates of employee turnover and absenteeism are the desired results of training programs, most companies do not address this complex evaluation process. However, some companies strive to make the difficult link between training and improved business results.

Some firms are beginning to measure e-learning results for their sales force in terms of increased sales, as in the Unilever case. In another example, Etera, a nursery supply company, uses e-learning to train its national sales force. Their headquarters claims that an Etera-certified dealer who has gone through the online training has 170 percent more sales than an untrained dealer (Zimmerman, 2001).

**Level V – ROI**

To use Phillips' ROI calculation as an added level to Kirkpatrick's model requires a lengthy and complex evaluation and calculation process. Using Level IV evaluation data, the results are converted into monetary values and then compared with the cost of the training program to obtain a return on investment.

Phillips (1996) summarizes how Magnavox Electronics Systems Company derives its ROI calculations as it evaluates all five levels of its 18-week literacy program, which covers verbal and math skills for employees. While this is not an e-learning program, it does demonstrate the process of moving through the levels of evaluation, a process that would be equally applicable for the use of e-learning as the delivery method for training content.

### 6.3.4: ADVANTAGES OF E-TRAINING

The main advantages of e-training are mentioned below:

**1.Effectiveness**

A recent study conducted by the U.S. Department of Education titled, "Evaluation of Evidence-Based Practices in Online Learning" had a most intriguing conclusion; "Students in online learning conditions performed better than those receiving face-to-face instruction."

The results of the U.S. Department of Education study are echoed in a study conducted by the U.S. Army Research Institute for the Behavioural and Social Sciences titled, "The Effectiveness of Web-based Training" which concluded; "In terms of instructional effectiveness, it appears that current practices in Web-based instruction lead to an improvement in learning when compared to the classroom."

One of the key reasons for the instructional effectiveness of e-training is its ability to deliver a learning experience that meets the needs of each of the three primary learning styles:

**a) Visual Learners**

Visual learners comprise 50% of the population. People with this learning style are most successful with content delivered in a visual format using imagery. A good example of this would be a technician learning, the sequence of operation in an electrical circuit by viewing an animated schematic that shows the flow of electricity moving through the circuit. A visual learner can more easily store the visual "image" of the animation for later recall.

**b) Auditory Learners**

Auditory learners make up 30% of the population. People with this learning style are most successful with content delivered using “words” – either audibly or in written form. A good example of this would be another technician learning the sequence of operation in an electrical circuit through a detailed description of the sequence in written or spoken form. Auditory learner can more easily store the “words” for later recall. This is the traditional classroom method of teaching – a teacher lectures in the classroom and students read the words in a text book. The problem with this methodology is that it only addresses the learning needs of 30% of the population.

**c) Kinesthetic Learning**

Kinesthetic learners make up 20% of the population. People with this learning style are most successful with “hands-on” or “tactile” learning experiences. A kinesthetic learner remembers what was “done” but has difficulty recalling what was said or seen. A good example of this would be a child mastering how to navigate through the various levels of a video game, or a golfer learning how to properly hit a golf ball through practice and repetition on the driving range. Kinesthetic learners rely on what they can directly experience or perform.

**2. Consistency**

One of the key benefits of e-training is the ability to provide the exact same course content – in its entirety. This means that no material is overlooked, rushed through, or passed over in the classroom because the instructor ran out of time. E-training provides the ability to make certain the content is taught accurately and entirely, exactly the same to you anywhere in the world.

**3. Flexibility**

E-training provides you access to training resources anytime, anywhere. It is most convenient for them to learn – in the shop, in the office, between service calls and sales calls, at the start or end of the business day, at home in the evening or on weekends, and even on the job site.

Imagine a service technician accessing troubleshooting and repair content on the job site, reducing time and costs associated with calls to factory technical support.

Imagine a sales representative accessing a product overview and the technical information needed to properly specify and sell a piece of equipment right before the sales call.

E-training provides the flexibility for you to take the training at your own pace, on your own schedule, as often as needed. In addition, updates to training content due to product changes are easily managed by automatic notification to those, who have previously taken a course.

**4. Trackability**

Trackability is one of the key features of e-training and specifically, the training learning management platform. Manager's can view reports that identify how much time each trainee has spent on a specific training module, review their final exam test results, and assess future training needs that will help the trainees where they are the weakest.

**5. Global Reach**

An e-training approach provides the ability to instantly train global networks of employees, sales professionals, equipment operators, field service technicians, and extended channel partners with the exact same course content… in virtually any language… virtually anywhere in the world.

**6. Economic Value**

The total cost of training programs is very competitive when compared to the "total cost" of traditional instructor-led classroom training.

**7. Environmental Impact**

E-training helps us to save our planet and keep us green by eliminating the need for trainees and instructors to travel, and greatly reducing the paper waste associated with printed handouts and product training manuals.

### 6.3.5: WHAT MAKES E-LEARNING UNIQUE?

All media cannot deliver all instructional methods. For example, the capability of a paper document to deliver audio or animation is quite limited. The potentially valuable instructional methods unique to e-learning are as follows:

**1. Practice with Automated Tailored Feedback**

The e-learning courseware can give automated, telling the user that the answer is incorrect. Hints can be provided where the mistake is being made.

**2. Integration of Collaboration with Self-Study**

In both virtual classrooms and asynchronous e-learning, learners can collaborate at independent times by email and discussion boards. There is some evidence that under the right conditions, learning and working together can result in better outcomes than learning and working alone.

**3. Dynamic Adjustment of Instruction Based on Learning**

The content of the course is changed depending on the mistakes by the users on practice problems. E-learning is capable of making these adaptive changes.

**4. Use of Simulation and Games**

Realistic situations and job problems can be compressed into a short time frame. These simulations can provide highly effective learning environments.

### 6.3.6: E-TRAINING PITFALLS

Despite the capabilities of technology-delivered instruction, there are two common barriers to the realization of the potential of online learning. These are:

**1.** Failing to identify the job skills which lead to learning failure. Detailed job and task analysis is a prerequisite and a labour-intensive process. E-lessons that bypass the job analysis process run the risk of presenting knowledge and techniques out of context. This lack of job context risks failure to teach the required skills. Teaching knowledge and skills that do not result in job performance changes will not yield the required learning results.

**2.** Humans have limited capacity to absorb information and over-enthusiastic use of software features can depress learning. On the other hand, if the capabilities of media to deliver a rich learning experience is underutilized this will lead to sub optimal learning.

### 6.3.7: BENEFITS OF E-TRAINING VERSUS TRADITIONAL CLASSROOM SETTINGS

E-learning can provide the following major benefits for the organizations and individuals involved.

**1. Quality Education & Affordable**

Instructors of the highest caliber can share their knowledge across nationals and international borders with the trainees. Recognized experts have the opportunity of making information available internationally, to anyone interested at minimum costs. This can drastically reduce the costs of higher and specialized education, making it much more affordable and accessible to the masses.

**2. Convenience and Flexibility to Learners**

E-learning is self-paced and the learning sessions are available around the clock. Learners are not bound to a specific day/time to physically attend classes. They can also pause learning sessions at their convenience.

**3. Reducing Environmental Impact**

No travel is required for e-learning, thus reducing the overall carbon output. The fact that it takes place in a virtual environment also allows some reduction of paper usage. With virtual notes instead of paper notes and online assessments instead of paper assessments, e -learning is a more environmentally friendly solution.

## 6.4: OUTDOOR TRAINING

More than 100 training organizations currently offer some type of outdoor training, also known as adventure or experiential learning. Such programs are designed to develop leadership and teamwork skills through structured outdoor activities. More organizations are investigating outdoor training programs for individual, managers, management teams and work groups.

The most intriguing aspect of the outdoor training movement is the intensity of the debate regards its usefulness as a training strategy.

Nalson, a vice president at Nike corporation, spoke about outdoor training on a news broadcast " I think everyone of our employees should go through it, not just some people he said. " We are looking for ways to get people to open their minds and deal with the process of change, this program will help our company".

But outdoor training has also evoked fervent opposition. More than a decade ago, Ron Jemke suggested in a training article, "Outdoor programming is nothing more than opportunity for organizations to pack whole management teams off to risk life and limb together".

Despite all the controversy about outdoor training and despite the dramatic growth in corporate spending on such programs, many management training professionals have little understanding of what outdoor training is, where it came from, or what it aim to do.

### 6.4.1: TYPES OF OUTDOOR TRAINING

There are two main types of outdoor training programs. These are: **1)** Wilderness programs and **2)** Outdoor centered programs.

**1) Wilderness Programs**

In wilderness training, participants live outdoors and engage in strenuous activities such as mountain climbing, whitewater rafting and sailing. Wilderness programs attract top executives and middle level managers.

**2) Outdoor Centered Programs**

Outdoor centered training participants live and eat indoors, but most of the training consists of structured outdoor activities. Much of the training uses specially designed facilities that are often called ropes courses. Outdoor centered programs also attract lower level supervisors and non – managerial workers. Groups that work together in the office often participate together in the programs.

It consist of two kinds of ropes courses:

**a)** 'High ropes' activities take place well above the ground. The high ropes elements are challenging activities that are literally high-above-the-ground. They are geared more toward individual challenges. Trained facilitators and leaders will guide groups through the high ropes elements.

**b)** 'Low ropes' courses can be 'team courses' that focus on team problem solving or 'individual initiative courses' that focus on individual problem solving. The low ropes elements are structured activities that are literally low-to-the-ground. They are purposefully geared toward team building. A group can participate together in these activities on their own. Safety and spotting techniques are utilized by all participants. Debriefing questions are available to group leaders.

Low ropes courses consist of a series of real and imaginary obstacles designed to challenge groups and individuals to work together to accomplish a task. The classification of low ropes courses can be further broken into several types of activities:

**i) Cooperative Game, Socialization Activity, Ice-Breaker**

This activity is designed to reduce inhibitions and break down barriers. These activities are often not based on a defined task but on a sequence of events. Users are often placed in positions where they are encouraged to try new things that may place them outside their normal comfort zones. Examples include: name games, people to people, raccoon circle etc.

**ii) Group Initiative**

Problems involving real and imaginary ground-based obstacles (either natural or constructed) that challenge a group to pool their resources and work together to find solutions. Success is achieved only when all members have contributed to the outcome. Examples include: Spider's Web, Carpet Maze, Crocodile Pit, Whale Watch, Peanut Butter River, Ragging River, T.P. Shuffle, Nitro Crossing, and Group Wall etc.

**iii)Trust-building Games**

These activities are designed to provide members the opportunity to demonstrate their trust in other members of the group through a series of sequenced actions. Examples include: Willows in the Wind and Trust Fall.

**iv) Low Ropes Elements**

A series of cables, ropes, and obstacles are strung between trees or poles, 12 to 18 inches above the ground. Low rope elements test the physical strength, stamina, agility, balance, and flexibility, and invite participants to confront such emotional issues as the fear of falling, the fear of failure, and the fear of losing control. Risk is managed by group members who assume critical spotting roles. Examples include: Swinging Balance Beam, Triangle Traverse, Tire Swings, and Mohawk Walk.

### 6.4.2: OBJECTIVES OF OUTDOOR TRAINING

**a)** Promoting individual risk taking, self esteem and trust.

**b)** Enhancing group problem solving and leadership skills.

**c)** Increasing productivity.

### 6.4.3: ISSUES AND CONCERNS OF OUTDOOR TRAINING

The success or failure of outdoor training can be determined only if the purpose of the program is known. Unfortunately, most outdoor training programs do not start with any clear objectives. The need to train trainers is crucial to the success of an outdoor program.

Many commentators question the physical aspects of the programs. It is true that high ropes programs and wilderness programs can involve a high degree of physical ability.

But it is inappropriate to condemn all outdoor training programs as physically hazardous. Participants in the more strenuous program must be carefully selected on physical ability to participate. Programs involving a high level of physical activity are obviously inappropriate for those who have disabilities such as heart problem and high blood pressure.

### 6.4.4: DEBRIEFING IN OUTDOOR TRAINING

Debriefing can serve as an opportunity to reflect on an experience and make it meaningful by identifying what we learned about ourselves and others. The technique of debriefing is useful for group members following the completion of an activity or event. As a facilitator, your job is to lead a thought provoking, safe discussion by asking meaningful questions in a pre-planned sequence. A mature group will often lead their own discussion with little prompting from a facilitator. A debrief usually follows this sequence: rules, what, so what, now what.

## 6.5: SUMMING UP

Today many technologies can be used in e-learning. These include webcasts, blogs, collaborative software, and virtual classrooms. Most e-learning situations use combinations of these techniques. E-learning is naturally suited to distance learning and flexible learning, but can also be used in conjunction with face-to-face teaching, in which case the term blended learning is commonly used. E-learning pioneer Bernard Luskin argues that the ‘E’ must be understood to have broad meaning if e-learning is to be effective. Luskin says that the ‘e’ should be interpreted to mean exciting, energetic, enthusiastic, emotional, extended, excellent, and educational in addition to electronic that is a traditional interpretation.

Some of the controversy over outdoor training stems from confusion over the different types of training available. For example, arguments about safety are more applicable to wilderness and high ropes experiences than to low ropes courses due to the greater likelihood of serious accidents.

## 6.6: RECOMMENDED READINGS

**1.**Palloff, R.M. & Pratt, K. (1999) Building Learning Communities in Cyberspace (San Francisco, CA, Jossey-Bass).

**2.** Ravet, S. & Layte, M. (1997) Technology-based Training (Houston, TX, Gulf Publishing).

## 6.7: QUESTIONS

**A. Short Questions**

**1.** What do you mean by the term e-training?

**2.** Mention the advantages of e-training.

**3.** What is outdoor training?

**4.** What is the meaning of debriefing in outdoor training?

**5.** Write down the objectives of outdoor training?

**6.** Mention two major limitations of e-training.

**B. Essay Type Questions**

**1.** Describe different levels of e-training.

**2.** Describe different types of e-training.

**3.** How can we measure the results of e-training?

**4.** Briefly describe different types of outdoor training.

**5.** In what way e-training is unique training program in comparison to other training programs?

**6.** Go through the case and attempt the questions.

Rajat Sharma has been employed for six months in the accounts section of a large manufacturing company. You have been his supervisor for the past three months. Recently you have been asked by the management to find out the contributions of each employee in the Accounts section and monitor carefully whether they are meeting the standards set by you.

A few days back you have completed your formal investigation and with the exception of Rajat, all seem to be meeting the targets set by you. Along with numerous errors, Rajat’s work is characterized by low performance- often he does 20 percent less than the other clerks in the department.

As you look into Rajat’s performance review sheets again, you begin to wonder whether some sort of remedial training is needed for people like him.

**Questions:**

**1.** As Rajat' supervisor, can you find out whether the poor performance is due to poor training or due to some other cause?

**2.** If you find Rajat has been adequately trained, how do you go about introducing a remedial training programme?

**3.** If he has been with the company six months, what kind of remedial programme would be best?

**4.** Should you supervise him more closely? Can you do this without making it obvious to him and his co-workers?

**5.** Should you discuss the situation with Rajat?

# UNIT-7: TRAINING SPECIFICATION

## UNIT STRUCTURE



## 7.1: OBJECTIVES

On completion of this module you should able to:

- Understand the need and significance of design of training.
- Evaluate the results of training in an organization.
- Perform the identification of training needs.

## 7.2: INTRODUCTION

Designing a training programme is very important part of human resource management. This module will give a broad overview of designing training program in an organization. It will examine how the training should be planned so that it will meet identified training needs. It shifts the focus from investigating the problem (which is the key issue in the analysis) to investigating and scoping the solution.

## 7.3: DESIGN OF TRAINING

Training design is the process of creating a blueprint for the development of instruction. Whether the training is to be conducted in a classroom, delivered using an electronic format or using some combination of methods, the design process sets the stage for the development of a program that produces results.

The design of the training program cab be undertaken only when a clear training objective has been produced. The training objective clears what goal has to be achieved by the end of training program i.e. what the trainees are expected to be able to do at the end of their training.

### 7.3.1: STEPS IN TRAINING PROGRAMMES

Usually in the organization of training programmes, the following steps are considered necessary:

**1. Identifying Training Needs**

In order to identify training needs, the gap between the existing and required levels of knowledge, skills, performance and aptitudes should be specified. Training needs can be identified through the following types of analysis.

**A. Organizational Analysis**

It involves a study of the entire organization in terms of its objectives, its resources and the utilization of these resources in order to achieve stated objectives and its interaction pattern with environment. The important elements that are closely examined in this connection are:

**i) Analysis of Objectives**

This is a study of short term and long term objectives and the strategies followed at various levels to meet these objectives.

**ii) Resource Utilization Analysis**

How the various organizational resources are put to use is the main focus of this study. The contributions of various departments are also examined by establishing efficiency indices for each unit. This is done to find out comparative labour cost, whether a unit is under manned or over manned.

**iii) Environmental Scanning**

Here the economic, political, socio-cultural and technological environment of the organization is examined.

**iv) Organizational Climate Analysis**

The climate of an organization speaks about the attitudes of members towards work, company policies, supervisors, etc. Absenteeism, turnover ratios generally reflect the prevailing employee attitudes.

**B. Task Analysis**

This is a detailed examination of a job, its components, its various operations and conditions under which it has to be performed. The focus is given on the roles played by an individual and the training needed to perform such roles. The objective is to find out how the various tasks be performed and what kind of skills, knowledge and attitudes are needed to the job needs. Questionnaire, interviews, reports, tests and observation method are generally used to collect job related information from time to time.

The output of the job analysis is a list of broad job tasks, based on importance, learning difficulty, and frequency of doing the task. Each task is a complex set of procedures in itself, and therefore it needs further analysis to find out which specific segment of the task is critical in designing a training programme. To do this, it is necessary to follow a method called task analysis, which is similar to job analysis.

Task analysis procedures include preparing a blank task analysis worksheet, writing down the name of the job at the top of each sheet, and then making copies. Each of these forms will be used for breaking down and analyzing each of the most important job tasks. Therefore, it is necessary to write one important task identified for training on each of the task analysis worksheets and to list all component parts of each task on its respective task analysis worksheet. This is followed by the steps used for job analysis to find out the frequency, importance, and learning difficulty for each step of the tasks. Then the score for each component part is put in the "total score" column, and the results are discussed with concerned personnel in the organization. The job analysis and task analysis processes are similar to each other, so the model for both worksheets is the same.

The important difference between these two steps of analysis is that "the job analysis helps us identify major blocks of content to include in training; the task analysis helps us understand what comprises an individual block" (Wentling, 1992). Both are very important to the curriculum

development process. What needs to be taught and what steps are involved in the process are completed by these analyses and comprise the major steps in curriculum development.

**C. Manpower Analysis**

Here the focus is on the individual in a given job. There are three issues to be resolved through manpower analysis. First, we try to find whether performances are satisfactory and training is required. Second, whether the employee is capable of being trained and the specific areas in which training is required. Finally, we need to state whether poor performances on the job need to be replaced by those who can do the job. Other options to training such as modifications in the job or processes should also be looked into. Personal observation, performance reviews, supervisory reports, diagnostic tests help in collecting the required information and select particular training options that try to improve the performance of individual workers.

**2. Getting Ready for the Job**

Under this step, it is to be decided – the new comer or the older employee, or the supervisory staff, or all of them selected from different departments. The trainer has to be prepared for the job. Before starting a training program, a trainer analyzes his technical, interpersonal, judgmental skills in order to deliver quality content to trainees. Trainer is the key figure in the entire training programme.

**3. Preparation of the Learner**

This step consist : i) in putting the learner at ease ; ii) in stating the importance and ingredients of the job and its relationship to work flow; iii) in explaining why he is being taught ; iv) in creating interest and encouraging questions, finding out what the learner already knows about his job or other jobs; v) in explaining the 'why' of the whole job and relating it to some job the worker already knows; vi) in placing the learner as close to his normal working position as possible; and vii) in familiarizing him with the equipment , materials, tools and trade terms.

**4. Presentation of Operation and Knowledge**

The trainer should clearly tell, show, illustrate and question in order to put over the new knowledge and operations. The learner should be told of the sequence of the entire job, and why each step in its performance is necessary. Instructions should be given clearly, completely and patiently. There should be an emphasis on key points, and one point should be explained at a time. For this purpose, the trainer should demonstrate or make use of audiovisual aids and should ask the trainee to repeat the operations.

**5. Performance Try Out**

Under this step, the trainee is asked to go through the job several times slowly, explaining him each step. Mistakes are corrected and the trainee is asked to do the job, gradually building up skill and speed. As soon as the trainee demonstrates that he can do the job in a right way, he is put on his own, but not abandoned. The detailed testing method consists of the following:

**a) Individualized Instruction**

Individualized instruction may be used when the number of trainees does not justify the resources of group instruction. This instructional method should not be confused with the personal studying required as part of any training program. Individuals who are participating in Individualized instruction should have frequent contact with and easy access to instructors and should demonstrate they can effectively study on their own.

Individuals should be given explicit instructions about study materials, required exercises, and self tests that conform to established schedules. Individualized instruction should include written assignments that are evaluated by an instructor.

**b) Trainee Testing**

Trainee performance should be tested regularly during and at the completion of each training program or major segment of a training program. Possible training testing methods include written tests, oral examinations, review of trainee participation during seminars and discussions, performance tests, simulation and drills.

The test method, frequency and standards should be specified in the training program procedures and / or policies .The type of test that is used, the content of the test instrument, and the standard of acceptable performance should be based on the applicable learning objectives derived from job performance requirements.

The type of questions or methods used in a test should reflect job knowledge and skill requirements and should be varied when appropriate. Trainee tests should be evaluated promptly and the trainees informed of their performance. Trainee should be allowed to review their errors and be given the correct responses.

Written tests should be corrected, graded and reviewed with the trainees as soon as possible to derive maximum benefit from the test. Representatives of the training and line organizations should monitor trainee performance and progress towards completing training on schedule. They should be alert for symptoms that may indicate misunderstanding, presentation weaknesses or the need for remedial training and reevaluation.

Trainees should be interviewed periodically on their performance in the training program and at any time that significant deficiencies occur. Training and line management should be kept informed of individual progress and performance.

Performance evaluation is important because it verifies that personnel can complete assigned tasks properly. However, performance should not be evaluated solely on the basis of ‘ lock’ time but rather on the effects of an individual’s actions or inactions and his/her ability to complete the assigned task successfully.

**c) Program Records**

Auditable records of an individual's participation and performance in, or exception(s) granted from, the training program(s) should be maintained.

**6. Follow-Up**

This step is undertaken with a view to testing the effectiveness of training efforts. This consist in : a) putting a trainee on his own; b) checking frequently to be sure that he has followed instructions; and give extra supervision and close follow up until he is qualified to work with normal supervision.

A proper plan of action should be drawn to ensure a meaningful follow-up of the training. For this, regular visits to the ex-trainees and frequent exchange of letters or regular contact through pulling them on permanent mainly address will be quite frightful. In fact, it would be better to integrate the two activities of follow up and reinforcement into a simple plan of action.

**7.3.2: STRUCTURING THE COURSE CONTENTS**

There is a need to structure the course contents of the training considering the following:

**Who is to be trained?**

This aspect should relate to the background of the targeted group in terms of such parameters as age, education, income, occupation etc.

While outlining the course contents the needed steps are:

♦ Determine the type of changes expected in the knowledge, attitude and skill of the targeted trainees.

♦ List out important aspects as per their importance.

♦ Select the topics as per their priorities.

♦ Design the framework of the course as per the availability of needed resources, including the time and technical support.

♦ Break down the topics into sub-topics or components and arrange them in a logical sequence.

♦ Decide the information and knowledge input needed for the training course.

The course contents, if designed on the basis of these guidelines, will to a large extent ensure the fruitfulness of the training.

**7.3.3: TRAINING MATERIAL**

There are five suggestions for making training material more meaningful for employees. First, an overall picture of the training material that will be presented should be provided at the start of training. Second, familiar examples should be used. Third, the information should be logically organized and presented. Fourth, the vocabulary used during training should be familiar to the trainees. Fifth, many visual aids should be used.

## 7.4: ADDIE MODEL

If you are new to training and development and have been thinking of putting together any type of training program, it is important to know and understand the most basic training tool used by professional trainers; it is called the ADDIE model.

The ADDIE model is basically a generic, systematic, step-by-step framework used by instructional designers, developers and trainers to ensure course development and learning does not occur in a haphazard, unstructured way. It is designed to ensure:

Learners will achieve the goals of the course, allows for the evaluation of learner’s needs, the design and development of training materials, and evaluation of effectiveness of the training program using processes with specific and measurable outcomes.

**Background**

ADDIE came about with the development of the Cold War after World War II as the United States military struggled with itself to find a way to create more effective training programs for increasingly complex subjects. The result of this struggle for increased effectiveness bore fruit in the form of Instructional Systems Design which in turn, led to the design models that are in use today. You will often hear ADDIE referred to as Instructional Systems Design (ISD), Instructional Systems Design & Development (ISDD), Systems Approach to Training (SAT) or Instructional Design (ID). Most of the current instructional design models you will find in the workplace today are variations or spin-offs of the original ADDIE model.

**The Model**

The literature on ADDIE estimates that there are well over 100 different ISD variations in use today, with almost all being based on the generic ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation; with each step or phase leading into the next as illustrated below:

**The Analysis Phase** is the most important phase in the ADDIE model. It identifies areas requiring training taking into account views of subject matter experts, the target audience, and the ultimate objectives and goals of the training.

During this phase, we define and develop as clear of an understanding of the audience\'s needs and constraints, existing knowledge, skills, and the desired outcome of the training as we can. We identify the learning problem, set the goals, objectives, any other relevant characteristics of the desired training, and consider the learning environment, available delivery options, and the time-line for the project.

Here are some areas that should be addressed during the analysis phase:

Who is the target audience? What is the minimum/maximum current knowledge of the participant audience? What are their characteristics? What are their special needs? What knowledge and skill deficiencies currently exist? What are the tasks currently performed by the target audience and what new skill level is required following the training? What are the available delivery options and methods for transferring the new skills to the workplace? What is the instructional setting; e.g. classroom, on-the-job, self study, etc? How do these skills connect to the intended audience? What is the timeline for project completion? What are the program constraints? Technological, timing and duration. What is going to cost to provide the training?

**The Design Phase** is the systematic process of research, planning, identifying and specifying the complete design of the course objectives, lesson planning, topic content, training methodology, media, learner exercises, courseware content, and assessment criteria. Typically detailed prototypes are developed at this time, and the look, feel, design and content are determined.

During this phase, the following should be taken into account:

- The entry criteria or knowledge level the learner must demonstrate prior to training.
- Develop learning objectives for each task to be covered.
- Identify structure and sequence the learning steps required to perform the task from easiest to most difficult.
- Based on the time allocated for the training, determine approximately how long it will take to deliver the program taking into consideration the instructor's pace, course format and mode of delivery adjusting content and format accordingly.
- Develop participant assessments, program evaluation methodology, data collection method, and reporting formats that will be used to determine mastery of the tasks to be delivered.
- If possible, conduct mini knowledge presentations to validate the program will meet the designated learning requirements.
- Review implementation and evaluation costs, effort required and schedule.

**The Development Phase** is the actual production and assembly of the materials that were developed in the design phase. At this point, it is important to include whoever is responsible for which elements, time schedules, and deadlines. In this phase, all audio, video, and courseware materials are collected, prepared, created and ready to be tested.

During this phase, the following need be taken into account:

- List activities that will help the target audience learn the task.
- Select the delivery method most appropriate to the learning group.
- Develop and produce program materials, aids and instructional courseware.
- Combine the courseware into a smoothly transitioning presentation.
- Validate the material and presentation to ensure it meets all goals and objectives.
- Develop trainer guides, learner guides, job aids and participant resources as necessary.
- Prepare coaches and mentors who will be assisting with the training.
- Book venue, accommodations and travel arrangements.
- Schedule participants.

**The Implementation Phase** is where the developed course is actually put into action, and the final product developed, based on needs and errors discovered while testing with a prototype product, is presented to the target audience.

Depending on the size of the audience and amount of time and resources allocated to this endeavor, the following considerations should be taken into account the day before or the morning of presentation day.

- Set up and prepare venue.
- The learning environment, i.e. room, is set-up and prepared prior to the arrival of the learners.
- Registration area set when necessary with registration materials, instruction books, etc.
- Hands on equipment, computers, tools, software, etc. are in place at each station or seat. Make sure that if using a learning application, an external link, web-site or Internet connection that it is live and functioning.

**Evaluation Phase**

Evaluation is a process to determine the relevance, effectiveness, and impact of activities in light of their objectives. In evaluating an extension training programme, one needs to consider that most training activities exist in a larger context of projects, programmes, and plans. Thus Raab et al. (1987, p. 5) define training evaluation as “a systematic process of collecting information for and about a training activity which can then be used for guiding decision making and for assessing the relevance and effectiveness of various training components.”

Kirkpatrick (1976) suggested four criteria to evaluate training programmes: (1) reaction, (2) learning, (3) behaviour, and (4) results. Each criterion is used to measure the different aspects of a training programme. Reaction measures how the trainees liked the programme in terms of content, methods, duration, trainers, facilities, and management. Learning measures the trainees' skills and knowledge which they were able to absorb at the time of training. Behaviour is concerned with the extent to which the trainees were able to apply their knowledge to real field situations. Results are concerned with the tangible impact of the training programme on individuals, their job environment, or the organization as a whole.

## 7.5: TYPES OF EVALUATION

On the basis of the time dimension, evaluation may be classified as (1) formative evaluation and (2) summative evaluation. Formative evaluation involves the collection of relevant and useful data while the training programme is being conducted. This information can identify the drawbacks and unintended outcomes and is helpful in revising the plan and structure of training programmes to suit the needs of the situation. Summative evaluation is done at the end of the programme and makes an overall assessment of its effectiveness in relation to achieving the objectives and goals.

Raab et al. (1987), however, classified evaluation into four major types: (1) evaluation for planning, (2) process evaluation, (3) terminal evaluation, and (4) impact evaluation.

Evaluation for planning provides information with which planning decisions are made. Training contents and procedures (methods and materials) are usually planned at this stage in order to choose or guide the development of instructional aids and strategies. Process evaluation is conducted to detect or predict defects in the procedural design of a training activity during the implementation phase (Raab et al., 1987). Through this process the key elements of the training activities are systematically monitored, problems are identified, and attempts are made to rectify the mistakes before they become serious. Process evaluation is periodically conducted throughout the entire period of the programme.

Terminal evaluation is conducted to find out the effectiveness of a training programme after it is completed. The objectives of terminal evaluation are to determine the degree to which desired benefits and goals have been achieved, along with the causes of failure, if any. Impact evaluation assesses changes in on-the-job behaviour as a result of training efforts. It provides feedback from the trainees and supervisors about the outcomes of training. It measures how appropriate the training was in changing the behaviour of participants in real-life situations.

## 7.6: INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD)

The ISD concept has been around for at least 25 years. Conceivably, there are as many approaches to the process as there are practitioners of it. The basic model is simple to understand and easy to use in almost any training environment. Essentially, it is a series of steps leading to the production of a successful training program.

The ISD steps for building a course are analogous to steps for building a home. Building a quality home requires a systematic process so the home meets standards---personal, structural, and community standards among them. It could be disastrous if one left out a critical step, such as drawing up the blueprints.

The same ideas apply to developing quality training. Most ISD approaches contain five major phases (see Figure 1). The first four phases (analysis, design, development and implementation) are generally sequential; the outputs of one phase are the inputs to the next. The fifth phase, evaluation, involves feedback that applies throughout the model. This lesson looks at these phases and describes their purpose, relationships, and results.

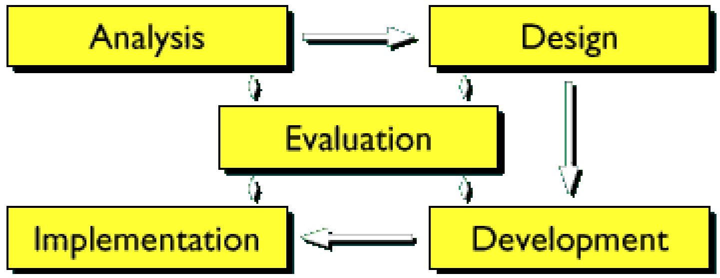



**Figure 1: The Phases of the Instructional Systems Development (ISD) Model**

**I. Analysis**

Analysis involves research, and the skills required to conduct a good instructional analysis are similar to those of any good investigation: thoroughness, objectivity, and a systematic approach. This phase determines training needs and expresses them as information useful for training development. The ISD model requires that training fulfill specific needs. This is done through the generation and evaluation of such analysis elements as needs assessment, job analysis, and target audience analysis.

**A. Needs Assessment**

A needs assessment is conducted when a job performance problem has been identified. Needs assessment involves a systematic identification of solutions to performance problems. The assessment determines the root cause of the problem, and then proposes a solution. The problem may be due to inadequate training, poor job documentation, poor equipment, lack of motivation, or other organizational issues. Conducting training without repairing faulty equipment, for example, will not solve the problem; it will only exhaust resources. Needs assessment determines whether training, alone, will solve the problem.

**B. Job Analysis**

Job analysis is a systematic method of listing all the tasks necessary to competently do a specific job. These tasks represent the foundation on which we construct performance-based training objectives, course content, and evaluation instruments. Simply put, the job analysis provides a detailed ‘picture’ of the job to be trained. The job analysis can also provide information about entry-level skills and possible prerequisites for training. Job analysis is particularly critical for designing performance-based training.

**C. Target Audience Analysis**

A target audience analysis identifies characteristics that affect trainee learning. The analysis includes information about trainees' educational background, previous training experiences, relevant work experiences, and motivation for training. This information helps designers customize training for the intended audience.

The analysis phase also identifies training requirements and training outcomes. Training requirements are the knowledge and skills that must be taught during training. Training outcomes are the tasks that trainees must demonstrate to ensure competent performance back on the job.

**II. Design**

The design phase is the planning stage of ISD. Its purpose is to transform relevant content into concise, behavioral objectives, creating the instructional 'blueprint' that will direct the development of all training materials, tests, and methods. Training requirements and outcomes identified during analysis are written as goals and objectives. Then other design elements are addressed, such as instructional strategies, media selection, types of training materials, evaluation methods, and the design document.

**A. Goal Statements**

A goal statement is a broad general description of the training outcome. It describes what the trainee will be able to do at the end of the training. Goal statements are written for the entire course, as well as for each lesson within it.

**B. Instructional Objectives**

An instructional objective specifies a measurable level of behaviour for a trainee after training, including the conditions and standards for the performance. Objectives are used to ensure achievement of the larger goal. Usually, several instructional objectives are written for each goal.

**C. Instructional Strategies**

Since objectives form the framework for the training structure, the sequence of objectives is a very important part of training design. Objectives may be arranged in the order that tasks will be performed on the job, by their ease of performance, by order of the complexity of the task, or according to other appropriate strategies.

**D. Evaluation Methods**

Decisions on how trainees will be evaluated or tested are made in the design phase. Evaluation options include knowledge tests and performance tests. If a trainee learns by practicing a skill during training, the trainee must perform it when evaluated. He or she should not be evaluated with multiple-choice questions or by describing the skill in writing.

**E. Types of Training Materials**

Training materials include such items as texts, training guides, workbooks, instructor guides, job and training aids, visual aids, and case studies. While these items are produced in the development phase, they are identified in the design phase.

**F. Media Selection**

Taking target audience characteristics, number of trainees, and environmental requirements into account, decisions are made about how to deliver the training to meet instructional objectives. One of these decisions is media selection, the course designers' choice of appropriate instructional media for a course. Media selection requires a close look at the strengths and weaknesses of each medium based on the type of trainee, what he or she needs to learn, and how to teach it.

**G. Design Document**

The outcome of the design phase is an instructional 'blueprint,' a design document that guides development, delivery, and evaluation of the training. Often a design document describes design decisions that guide the training and development team in production of course materials. In addition, the design document serves as a managerial review instrument in the approval process required at this stage of training and development.

**III. Development**

The development phase translates design decisions into training materials. This is where the real work of course development is done. Using the objectives, instructional approach, and media selections from the design phase, development produces course materials for the trainer, course materials for the trainee, and evaluation instruments.

**A. Course Materials for the Trainer**

Lesson plans are the major element constructed during this phase. They function as a written 'advance organizer' for the delivery of lessons by the instructor. Course materials include anything the instructor will need to present the lesson, including workbooks, handouts, visual aids, demonstration props, media equipment, and administrative materials.

**B. Course Materials for the Trainee**

Course materials for the trainee are materials that support and supplement lessons. These may include handouts that provide a summary of the presentation, replace or facilitate note taking, and provide references or job assistance back in the workplace.

**C. Evaluation Instruments**

Testing and evaluating trainees' skills is a familiar part of learning and ISD. Often trainees are evaluated with cognitive or performance-based tests. Any form selected must test the trainees' mastery of lesson objectives. Written tests may include multiple-choice questions, and performance checklists may be used to record behavioural skills. The evaluation approach, form, and content identified in the design phase are produced in the development phase.

The development phase produces a standardized, documented approach to training delivery. This outcome assures that a trained, qualified instructor can deliver this training confident that training goals and objectives will be met.

**IV. Implementation**

The implementation phase focuses on the details of training delivery. Logistical arrangements, such as scheduling a training place, preparing an agenda, setting up the training environment, and even practicing the presentation ensure delivery of a training session that captures trainee interest.

**A. Logistical Arrangements**

Logistical arrangements are addressed in the implementation phase. These are time-sensitive planning and coordinating details such as scheduling training facilities, arranging for the set-up and use of equipment, accommodating guest speakers, etc. Another step is generating the training schedule. This schedule ensures that the trainer and trainees are informed of all events programmed to occur during training.

A good training environment is critical to good learning outcomes. Arranged well in advance, the training environment should fully support delivery of training. In a classroom or other on-site setting, comfortable yet functional furniture, work areas, equipment, safety plans, and training materials should be ready to meet the learning needs of each trainee, including those with special needs. When using a distance-learning medium, distant-site facilitators should prepare training environments at their sites. In the case of on-line training, site facilitators or training department staff must schedule trainees' access to computer terminals and server connections.

Training room heating and cooling, lighting, and trainee accesses to rest rooms, food facilities, smoking areas, telephones, and parking are additional considerations that require preplanning. Most administrative tasks should be completed well in advance of training: trainee registration, issuance of maps and directions, etc. Another aspect of preparing the training environment is arranging for facilitation of a social climate conducive to group formation and peer interaction. Placement of furniture, rules of conduct, and ‘ice breaker’ activities are useful for creating a desirable social climate.

**B. Delivery of Training**

Delivery of the training is next in the implementation phase. The trainer must employ adult learning principles throughout the presentation. Using effective verbal and nonverbal techniques, the trainer must engage the trainees and demonstrate the appropriate skills necessary to achieve instructional objectives. He or she then must permit the trainees to practice their new skills, evaluate trainees' learning, and provide the trainees with feedback and an opportunity for remediation. The desired outcome of implementation is a roster of educated, skilled trainees.

### V. Evaluation

The purpose of evaluation is to ensure that training-under-development stays on track, safeguarding achievement of training goals. Decisions about revisions for future course iterations can be made after evaluating the strengths and weaknesses in a completed training program. Finally, evaluation ensures that training improves performance back on the job. The ISD process includes two types of evaluation: formative and summative.

#### A. Formative Evaluation

Formative evaluation monitors the training as it proceeds through the ISD process. Monitoring involves periodically reviewing the analysis and design documents to confirm that objectives are being developed and delivered as originally intended.

#### B. Summative Evaluation

Summative evaluation is the process of reviewing a course or training after it is taught. It includes measurement of training outcomes in terms of trainees' opinions about the training, test results, on the job performance, and the benefit, or return on investment, of the training to the trainees' organization.

#### C. The Feedback Loop

Dynamic feedback loops are very important parts of the ISD evaluation process. If the training under development does not satisfactorily proceed through a particular ISD phase, checking it against specifications from an earlier phase may identify the problem. If a problem is identified, the training product must be corrected in the deficiency phase. For example, if the implementation phase, training does not teach actual job skills performed at the trainees' job sites, the initial job analysis may be in need of revision. Back in the analysis phase, the training package must be corrected and re-developed from that point forward.

Training developed with the ISD model depends upon systematic movement through all five phases. The evaluation phase tells us if training was successful, how successful it was, and where to correct the problems. Evaluation is the ISD phase that ties all other phases together through feedback. The outcome of one phase becomes input for the next. Feedback ensures that the transition of training through the phases stays on course.

## 7.7: PRINCIPLES OF GOOD TRAINING DESIGN

**i) Structure:** the configuration of the various elements in a program considering the plan and goals and taking note of the sequence of activities;
**ii) Linkage:** appropriate connection of topics;
**iii) Specificity:** detailing goals, leanings, and activities and avoiding overlaps and redundancies;

**iv) Synergy:** considering the leanings converge (integration or summary of learnings);

**v) Openness and Flexibility:** responding to anticipated needs and the degree of capacity to adopt to varying circumstances

**vi) Relevance:** addressing the needs of trainees or participants and the organization as well;

**vii) Compatibility:** considering the background of the trainees or participants

**viii) In-Process Evaluation and Feedback:** presence of learning, validation during conduct of training

**ix) Transferability:** passing on skills to trainees or participants;

**x) Cost-Effectiveness:** providing the greatest benefit at minimum cost.

## 7.8: TRAINING POLICY

Training policy lays down the structure and guiding principles for training of employees to enable them to achieve the needs of the organization without impairing individual goals- and needs. Training is indisputably a major -factor for successful implementation of educational technology. The objectives of Training Policy are as follows: -

**i)**Designing and developing faculty development strategy in technical education department through mandatory training, refresher training and generic skill training;

**ii)**Keeping up to-date and enhancing professional knowledge and skills needed for better performance of individuals and organizations;

**iii)**Promoting better understanding of professional requirements as well as sensitization to professional, socio-economic and political environment in which work is done;

**iv)**Bringing about right attitudinal orientation;

**v)**Updating faculty on latest technologies, processes and ultimately for the effective skill development

**vi)** Integrate Departmental and individual developmental needs and goals.

## 7.9:SUMMARY UP

Designing a training session is a lot of hard work for everyone involved. However, it can also be one of the most rewarding things your organization does, because you get to see immediately the changes you have made and what people have learned.

Analysis, design, development, implementation, and evaluation: these are the production steps of training. They are also the phases of the systematic process for the development of training known as ISD. The strengths of the ISD approach are its simplicity, reliability, self-adjusting mechanism, and applicability to a broad range of training and educational needs. Withstanding the test of time, ISD persists as a strong influence in contemporary training.

## 7.10: RECOMMENDED READINGS


**1.** Bass, B. M., & Vaughan, J. A. (1966). *Training in industry: The management of learning.* Belmont, CA: Wadsworth Publishing.

**2.** Flippo, E. B. (1961). *Principles of personnel management.* New York: McGraw Hill.

**3.** Noe, R. A. (2002). Employee Training and Development. 2nd ed. Boston: McGraw-Hill.


## 7.11: QUESTIONS

**A. Short Questions**

**1.** Distinguish between Job analysis and task analysis.

**2.** Write down the principles of good training design.

**3.** Write a short note on ISD model.

**4.** Mention different methods of training evaluation.

**B. Essay Type Questions**

**1.** Briefly describe the steps in training programs.

**2.** Describe the ADDIE model in designing a training program.

**3.** How can we evaluate a training program?

**4.** Go through the case and attempt the questions.

### Sales Training at ABC Company

Few years ago, ABC Company developed a training strategy for training its global sales force. An important feature of the strategy was to create a master training plan for each year. The organization's strategic plans, objectives, and functional tactics would drive this plan. Once an initial procedure was designed it was then evaluated and critiqued by the top management, different units, and training council. The input from these stakeholders would be summarized and transferred into a master training plan.

The major question that was asked by the designers of training program was, “what results do we want from salespeople after the training program is over?” Answer to this question becomes the objective of the training program.

Then training content was designed, videos were made. The videos took 3 to 6 months to produce. Video contains live production plants, clients’ offices, partner offices, suppliers, manufacturers’ locations, and other locations.

Videos were used to train sales people in various areas, such as:

Market information i.e. about customer profile, market updates, and computer integrated manufacturing applications, etc.

Sales Process i.e. how to deal in the situation of conflicts with customer, coaching on undesirable behavior, supplement skills developed during live courses

Product information, such as, product usage, applications, system description, product description, comparison with competitor’s products, etc

Policies and procedures, i.e. about sales contests, incentive plans on achieving targets, annual bonuses, winners receiving the best salesperson award to motivate the sales force.

Around thousands of sales persons were getting a specific video training. The sales people were getting training material along with the video. Sales representatives then watch video, follow the directions, and refer to the material if faces any problem. When salespeople feel they have mastered the material, they would take an exam and call a toll-free number to transmit responses to exam.

Salespeople who successfully passed an exam were factored into performance and merit reviews as well as promotional opportunities. Those who couldn’t pass the exam were asked to go through the material and video again before retaking the exam. If the salesperson failed an exam again, the reporting manager was notified.

## Questions:

**1.** In today’s technological world, is video still the best way to deliver the training?
**2.** Is video the most effective way to achieve training objectives?
**3.** What role did cost of development, cost of delivery, and other constraints play in selection of video delivery system?

# UNIT-8: TRAINING EVALUATION

## UNIT STRUCTURE



## 8.1: OBJECTIVES

On completion of this module you should able to:

- Understand the concept of training evaluation.
- Visualize the need of training evaluation in an organization.
- Learn the different types of training evaluation in an organization.

## 8.2: INTRODUCTION

This course is aimed at providing trainers and training managers with the skills and knowledge required to evaluate their training and development activities, identify success and where improvements can be made, and provide the foundation for on-going evaluation of the training outcomes and their impact on the organization. The purpose of evaluation is to determine whether or not the training achieved the desired objective. Evaluating training will help show how effective it was at meeting the objective. All organizations, regardless of size or type, should use some process of assessing the effectiveness of training undertaken by employees.

## 8.3: TRAINING EVALUATION

Evaluation involves the assessment of the effectiveness of the training programs. This assessment is done by collecting data on whether the participants were satisfied with the deliverables of the training program, whether they learned something from the training and are able to apply those skills at their workplace. There are different tools for assessment of a training program depending upon the kind of training conducted.

Since organizations spend a large amount of money, it is therefore important for them to understand the usefulness of the same. For example, if a certain technical training was conducted, the organization would be interested in knowing whether the new skills are being put to use at the workplace or in other words whether the effectiveness of the worker is enhanced. Similarly in case of behavioural training, the same would be evaluated on whether there is change in the behaviour, attitude and learning ability of the participants.

### 8.3.1: CONCEPT OF TRAINING EVALUATION

The process of examining a training program is called training evaluation. Training checks whether training has had the desired effect. Training evaluation ensures that whether candidates are able to implement their learning in their respective workplaces, or to the regular work routines.

Evaluation acts as a check to ensure that the training is able to fill the competency gaps within the organisation in a cost effective way. This is especially very important in wake of the fact the organizations are trying to cut costs and increase globally.

## 8.4: NEED OF TRAINING EVALUATION

The five main purposes of training evaluation are:

**Feedback**

It helps in giving feedback to the candidates by defining the objectives and linking it to learning outcomes.

**Research**

It helps in ascertaining the relationship between acquired knowledge, transfer of knowledge at the work place, and training.

**Control**

It helps in controlling the training program because if the training is not effective, then it can be dealt with accordingly.

**Power Games**

At times, the top management uses the evaluative data to manipulate it for their own benefits.

**Intervention**

It helps in determining that whether the actual outcomes are aligned with the expected outcomes.

## 8.5: TYPES OF TRAINING EVALUATION

Training evaluation is of two types. Here’s a look at formative (before) versus summative (after) training evaluation.

### 8.5.1: FORMATIVE EVALUATION

Formative evaluation occurs while a training program is forming or occurring. For example: a formative evaluation could be a pilot test, a structured walk-through, a preview or collecting continuous feedback from participants in a training program in order to modify it as needed.

**How to Conduct Formative Evaluation**

There are several steps to conducting formative evaluation:

- Review the training materials with one or two trainees.
- Hold group discussions with the trainees to gain feedback.
- Use the materials in a situation similar to that of an actual training program to see how the materials work.
- Assess the materials with managers and supervisors who oversee trainees participating in training program.
- Observe trainee behavior.
- Give short tests to trainees.

Answer the following questions:

- Did you identify training needs correctly?
- Have you noticed other areas that need attention?
- Are there indications that the training objectives will be met?
- Do the objectives need to be revised?
- Are the training topics being taught?
- Have additional training topics come up which need to be taught?

### 8.5.2: SUMMATIVE EVALUATION

Summative evaluation takes place after the training program has occurred. Most articles about training evaluations and Kirkpatrick’s famous types of evaluation are summative. For example: summative evaluation could be evaluating the attitudes and information learned after the training program has been conducted, or determining how the information provided is used back on the job.

**How to Conduct Summative Evaluation**

There are several methods to conducting summative evaluation:

- Ask trainees for their opinions about the training program after it has been delivered.
- Test trainees to learn how well they grasped the information.
- Ask participants to demonstrate how they would use the information learned in training.
- Conduct surveys or interviews with each participant to gain better understanding of what they learned.
- Measure changes in production and quality of work that has been accomplished after the training program.

Answer the following questions:

- Did you meet the training objectives?
- Will you need to improve and modify some areas?
- Should you conduct the training activity again?
- How can you help the trainees attain further training?

**Conclusion**

Most trainers are familiar with formal methods of evaluation after a training program (summative). Fewer may have thought seriously about the importance of formative evaluation (although no doubt they would have used some of the core formative approaches such as a pilot test). To get the best results use both forms of evaluation: formative and summative.

**8.5.3: MODELS OF EVALUATION**

Generally, the literature focuses essentially on goal or objective-based vs. systems-based models. Goal-based models (such as the "bible" of evaluation models, Donald Kirkpatrick's "Evaluation Training Programs") may help.

On the other hand, system-based models (e.g. CIPP, IPO and TVS) seem to be more useful in terms of thinking about the overall context and situation but they may not provide sufficient granularity. Systems-based models may not represent the dynamic interactions between the design and the evaluation of training. Few of these models provide detailed descriptions of the processes involved in each step. None provide tools for evaluation. Furthermore, these models do not address the collaborative process of evaluation, that is, the different roles and responsibilities that people may play during an evaluation process.

### i. Objective/Goal - based Models

#### a) Donald Kirkpatrick's 4 levels

Donald Kirkpatrick, author of many books, such as Evaluating Training Programs: The Four Levels and Another Look at Evaluating Training Programs, created a four-level evaluation system more than 40 years ago, which has stood the test of time and continues to be utilized in many training programs today. Kirkpatrick's four levels of evaluation is described below:

**Level I: Reaction**

Kirkpatrick's first level evaluates how well participants liked the training session. If you are interested in running the best training program possible, you want participants to be motivated for and engaged with training. This exercise gives trainees the opportunity to give feedback to the trainer on the pros and cons of the session, which is valuable information that shows trainers specific areas to improve.

Follow these tips when obtaining feedback on trainees' reactions:

**a)** Observe trainees during the session for your own perception of their reception.

**b)** Get trainee feedback in writing immediately following the session.

**c)** Use measurable and meaningful terms.

**d)** Use uniform feedback forms so results can be quantified and tabulated for the whole group.

**Reaction Surveys**

Ideally, trainers will conduct reaction surveys as the final section of training sessions and will insist on 100 percent participation. Make surveys easy to fill out by following these guidelines:

**a)** Use a numbered rating system, i.e. 1 to 5, with 1 being the low end of satisfaction and 5 being the high end.

**b)** Use close-ended questions, such as those requiring the numbered assessment mentioned above to assess trainees' impressions of the overall success of the session.

**c)** Use open-ended questions that require more than a Yes or No answer along with space for trainees to write their comments in order to get detailed feedback on specific things that worked or didn't work.

**d)** Include space for undirected questions or comments on topics that trainees want to address.

**Level II: Learning**

This level measures how much of the desired principles, techniques, and skills trainees learned in the training session. In order to determine what trainees learned during a training session, you need to know what they knew before training.

Follow these suggestions for measuring learning:

**a)** Use pre- and post-knowledge and/or skills testing.

**b)** Use objective measurements to assess what trainees now know or can do that they didn't know or couldn't do before training.

**c)** Use a control group of employees who did not attend the training session to compare their performance to employees who received training.

**Level III: Behaviour**

The third level measures employee behaviour changes based on training. Your goal is to see how well trainees incorporate learned principles, skills, and knowledge into their jobs on a permanent basis—or at least until they learn a new and better way to perform.

Follow these methods for evaluating behaviour:

**a)** Solicit the help of trainers, supervisors, and others who work closely with trainees to observe these employees before and after training, and to give their measurable, objective feedback on their performance.

**b)** Continue observations for 3 to 4 months after the training session, so you can get an accurate assessment of whether trainees have made permanent performance improvements based on training.

**Level IV: Results**

Kirkpatrick's first three levels focus on trainees and the effect of training on their performance. The last level in Kirkpatrick's evaluation model focuses on the results of training on the company in terms of:

**a)** Reduction of costs

**b)** Reduction of turnover and absenteeism

**c)** Reduction of grievances

**d)** Increase in quality

**e)** Increase in quantity or production

**f)** Improved morale

Follow these suggestions for measuring the results of training on the company's overall performance:

**a)** Measure statistics in each of the categories listed above (or whichever categories you included in your goal-setting) before and after training.

**b)** Use a control group, if possible, for comparison.

**c)** Measure more than once over several months to allow time for changes from training to affect the areas you listed.

**b) Jack Phillips Return on Investment (ROI)**

In his many books and articles Phillips has gone beyond even Kirkpatrick's level 4 to focus on real measurement of ROI (justification of the cost of training based on the return on investment and organizational impact). Training in this sense has thus moved from satisfying trainees to improving organizational performance. Training is carried out to have a positive impact on the organization. This is obviously a far cry from the “smile sheets” forming the basis of level 1 evaluation. Today, many evaluators point out that while the Kirkpatrick’s model is useful to evaluate a) whether learners liked their instruction, b) whether they learned something from it, and c) whether it had some positive effect for the organization, its weakness is that it cannot be used to determine the cost-benefit ratio of training (ROI). These modern evaluators have consequently recommended adding the so-called fifth level to Kirkpatrick’s model, at least for some programmes. This may be too much for a UN agency since it requires collecting level 4 data, converting the results to monetary values, and then comparing those results with the cost of the training programme.

Some training professionals consider ROI analysis to be one method for determining the results of Kirkpatrick’s fourth level of evaluation. Others consider ROI its own level and make it the 5th level of evaluation. In any case, this method is an effective way to measure the success of your training program.

ROI analysis gives the trainer data about the financial impact of training programs have on the organization. It differs from Level IV evaluation in the sense that Level IV takes into consideration nonfinancial data such as employee satisfaction. ROI analysis deals strictly with the financial impact of training. It answers the question “For every dollar invested in training, how many dollars does the employer get back?”

There are three great reasons to use ROI analysis:

1. It’s a concrete way to validate your training program as a business tool.
2. It can be used to justify the cost of your training program.
3. It can be a useful tool for choosing future training methods.

Many business executives view training as a business expense and, therefore, measure its worth in terms of profits made or savings earned from this expense. You need to make sure training is seen as beneficial to your company. Use the following formula when measuring the ROI for your company to get the percentage of profit earned for every dollar spent on training.

**ROI Formula:**

$$\text{ROI (\%)} = \frac{\text{Monetary Benefits} - \text{Training Costs} \times 100}{\text{Costs}}$$

To get the figures for this formula, keep track of training costs, including:

- Design and development
- Promotion
- Administration
- Delivery (staff or technology)
- Materials
- Facilities
- Employee wages
- Evaluation

After training, keep track of monetary benefits, including:

- Labor savings
- Productivity increases
- Income generation
- New leads
- New products
- Lower turnover costs

ROI Analysis is fast becoming an essential level of evaluation for companies who invest in training.

### c) A.C. Hamblin's Model

Organizations are under pressure to justify various expenses. The training budget is, often, not exempted from this purview. There are a number of questions raised on the value derived from training programmes—both directly and indirectly. Business heads and training managers are under pressure to prove the effectiveness of training.

One of the most popular methodologies for measuring training effectiveness was developed by A.C. Hamblin. This model articulates a four-step process.

**Level 1: Reactions**

At this level, we measure the participants' reaction to the programme. This is measured through the use of feedback forms (also termed as "happy-sheets"). It throws light on the level of learner's satisfaction. The analysis at this level serves as inputs to the facilitator and training administrator. It enables them to make decisions on continuing the programme, making changes to the content, methodology, etc.

**Level 2: Participant Learning**

We measure changes pertaining to knowledge, skill and attitude. These are changes that can be attributed to the training. Facilitators utilize pre-test and post-test measures to check on the learning that has occurred. However, it is important to note that learning at this level does not necessarily translate into application on the job.

Measuring the effectiveness of training at this level is important as it gives an indication about the quantum of change vis-à-vis the learning objectives that were set. It provides critical inputs to fine-tuning the design of the programme. It also serves the important aspect of being a lead indicator for transfer of learning on to the job context.

**Level 3: Transfer of Learning**

At this level, we measure the application of the learning in the work context, which is not an easy task. It is not easy to define standards that can be utilized to measure application of learning and there is always this question that preys on the minds of various people: 'Can all changes be attributed to the training?'

Inputs at this level can come from participants and their supervisors. It makes sense to obtain feedback from the participants on the application of learning on the job. This can be done a few weeks after the programme so that it gives the participants sufficient time to implement what they have learnt. Their inputs can indicate the cause of success or failure; sometimes it is possible that learning was good at level-2, but implementation did not happen due to system-related reasons. It can help the organization deal with the constraints posed by systems and processes so that they do not come in the way of applying learning.

**Level 4: Results**

The last level focuses on the results of training on the company in terms of:

**a)** Reduction of costs

**b)** Reduction of turnover and absenteeism

**c)** Reduction of grievances

**d)** Increase in quality

**e)** Increase in quantity or production

**f)** Improved morale

**d) Guskey's Critical Levels**

Thomas Guskey (2002) has also elaborated Kirkpatrick's 4 levels into 5.These five levels are discussed below:

**Level 1: Participant Reaction**

The purpose of participant reaction is to gauge the participants' reactions about information and basic human needs through a well designed questionnaire. The key questions are: was your time well spent? Was the presenter knowledgeable?

**Level 2: Participant Learning**

The purpose of participant learning is to examine participants' level of attained learning through test, simulation, personal reflection etc. The key question is: did participants learn what was intended?

**Level 3: Organizational Support and Learning**

The purpose is to analyze organizational support for skills gained in staff development through questionnaire, structured interviews or observation. The key questions are: were problems addressed quickly and efficiently? Were sufficient resources made available, including time for reflection?

**Level 4: Participant Use of New Knowledge and Skills**

The purpose is to determine whether participants are using what they learned and using it well through questionnaire, structured interviews or direct observation or oral or written personal reflections. The key question is: are participants implementing their skills and to what degree?

**Level 5: Student Learning Outcomes**

The purpose is to analyze the correlating student and learning objectives through tests, classroom grades and direct observation. The key question is: did student show improvement in academic, behaviour or other areas?

**e) Indiana University Taxonomy**

Indiana University developed an evaluation taxonomy-based on six strata, which were not intended to be a hierarchy of importance. The first and last strata provide additions to Kirkpatrick's framework:

**Stratum 1:** Activity accounting – which examines training volume and level per participant

**Stratum 2:** Participant reactions

**Stratum 3:** Participant learning

**Stratum 4:** Transfer of training

**Stratum 5:** Business impact

**Stratum 6:** Social impact

The sixth stratum examines the impact of changed performance on society.

**f) Industrial Society Stages**

The Industrial Society developed a six stage circular model which starts with a planning phase. The stages are:

**Stage 1:** Identify the business need

**Stage 2:** Define the development objectives

**Stage 3:** Design the learning process

**Stage 4:** Experience the learning process

**Stage 5:** Use and reinforce the learning

**Stage 6:** Judge the benefits to the organization (quality measures, customer satisfaction and financial benefits provide the main measures at this level).

The Industrial Society differentiated between stages 3 and 4 which aim to validate the training, and stages 5 and 6 which aim to evaluate it. True evaluation needs to take place long before and after training has taken place and the process of identifying the business need is an essential component of the evaluation model.

**g) Kearns and Miller KPMT Model**

Kearns and Miller's KPMT model has many similarities to Phillip's work. They argue that clear objectives are an essential component of a training evaluation model. Where they differ is in their aim to provide a sort of toolkit to help evaluators work through the process of identifying bottom-line objectives by means of questioning techniques, evaluating existing training, and using process mapping to identify the added value to organizations.

They argue that training can only bring added value to organizations if the business is not performing effectively or there is a market opportunity which can be exploited. To identify bottom line benefits, pre-training measurements need to be in place.

The four-stage KPMT model starts at the beginning of the training cycle by identifying the business need rather than the training need. The emphasis is on clarifying objectives from a business perspective rather than that of the trainees. Despite this, the evaluation levels look very similar to Kirkpatrick's:

**Reaction to Training and Development**

**Learning**

**Transfer to the Workplace/Behaviour**

**Bottom Line Added Value**, measured in relation to the base level measures taken Where Kearns and Miller differ from some of the other models is in their belief that return on investment can only be looked at in hard terms. They state that if a business objective cannot be cited as a basis for designing training and development, then no training and development should be offered.

**h) Nine Outcomes Model**

Also worth mentioning is the "Nine Outcomes" model which aims to measure whether training has been successful. In identifying the 9 outcomes, Donovan and Townsend pose 9 questions with the training participants in mind:

**Reaction to Training** – did they like it?

**Satisfaction** with the organization of a training event (facilities, logistics, meals, etc.)

**Knowledge Acquisition** – did they learn anything?

**Skills Improvement** – can they do something new or better?

**Attitude Shift** – have they changed their opinions about something?

**Behaviour Change** – have they changed their way of doing things following the training?

**Results** – how did the training impact on the organization’s key success factors?

**Return on Investment** – to what extent did the training give back more than it cost?

**Psychological Capital** – how did the training affect corporate image?

All four levels of Kirkpatrick’s levels incidentally are included among the 9 outcomes.

**i) Organizational Elements Model**

Kaufman and Keller (1994) argue that Kirkpatrick’s model was intended for evaluating training, and that as organizations now seek to evaluate other types of development events, the framework needs to be modified. They expanded Kirkpatrick’s model to include societal contribution as an evaluation criterion. They argue that manufacturing organizations in particular are increasingly being called to account for societal consequences such as pollution and safety.

The model also included some additions at the other levels, such as the inclusion of needs assessment and planning in the evaluation, an examination of the desired or expected results, and a review of the availability and quality of resources. They contend that evaluation at all levels should be planned and designed prior to the implementation of any intervention.

With the additional help of Watkins in 1995, the team reclassified the criterion in their model into the following six levels:

**Level 1: Input** – similar to Kirkpatrick’s reaction level, but has been expanded to include the role, usefulness, appropriateness and contributions of the methods and resources used;

**Level 2: Process** – this level also has similarities to the reaction level, but is expanded to include an analysis of whether the intervention was implemented properly in terms of achieving its objectives;

**Level 3: Micro (Acquisition)** – this is similar to the learning level and examines individual as well as small-group mastery and competence;

**Level 4: Micro (Performance)** – links closely to the behaviour level and examines the utilisation of skills and knowledge. The focus is on application rather than transfer of skills and knowledge;

**Level 5: Macro** – relates to the results level and examines organizational contributions and payoffs;

**Level 6: Mega** – an additional level which looks at societal outcomes.

They argue that costs can be examined at each stage, from efficiency measures at the input level to utility costs at the highest end level.

**ii. Systems-based**

Among these the CIPP, IPO and TVS models are perhaps the best known, though the distinction between "goal-based" and "systems-based" is sometimes ambiguous.

**a) CIPP (Context, Input, Process, Product)**

The CIPP model was developed by Daniel Stufflebeam in 1971.It distinguishes four types of evaluation:

**Context Evaluation** – which helps in planning and developing objectives.

**Input Evaluation** – which helps to determine the design by examining capability, resources and different strategies.

**Process Evaluation** – which helps to control the operations by providing on-going feedback.

**Product Evaluation** – which helps to judge and react to the programme attainments in terms of outputs and outcomes.

**IPO (Input, Process, Output)**

Bushnell developed the IPO model (input, process, output) which focuses more on the inputs to training. The IPO model is used by IBM and helps to monitor employee progress by setting performance indicators at each stage. The stages are:

**Input** – such as the instructor experience, trainee qualifications, resources.

**Process** – the plan, design, development and delivery of the training.

**Outputs** – the trainee's reactions, knowledge and skills gained and improved job performance.

**Outcomes** – profits, customer satisfaction and productivity.

**TVS (Training Valuation System)**

Fitz-enz (1994) developed a Training Valuation System (TVS) which is a four-step process similar to Kirkpatrick's framework at steps 3 and 4 but has been categorized as "system-based":

**Step 1: Situation Analysis** – This is similar to an in-depth training analysis. Like Kearns and Miller, he suggested that the manager's answers are continuously probed until some visible, tangible outcome is revealed and that the questions initially focus on the work process rather than the training;

**Step 2: Intervention** – This involves diagnosing the problem and designing the training;

**Step 3: Impact** – This examines the variables that impact on performance;

**Step 4: Value** – This step places a monetary worth on the changed performance.

**d) Pulley's Responsive Evaluation Model**

Another system-based evaluation model focuses on the purpose of evaluation, the "responsive evaluation" model developed by Pulley (1994).

Responsive evaluation is a tool for communicating evaluation results more effectively by tailoring it to the needs of the decision-makers. Pulley argues that the objective of the evaluation should be to provide evidence so that key decision-makers can determine what they want to know about the programme.

The stages involved are:

**1.** Identify the decision-makers so as to ascertain who will be using the information and what their stake is;

**2.** Identify the information needs of the decision-makers – what do they need to know and how will it influence their decisions?

**3.** Systematically collect both quantitative and qualitative data. Pulley argues that the qualitative data is normally relayed in the form of stories or anecdotes and gives life to the numbers;

**4.** Translate the data into meaningful information;

**5.** Involve and inform decision-makers on an on-going basis.

**e) E-Learning Models**

More recently, a range of system-based models have been elaborated for evaluating "new technology delivery" – such as online learning and e-Learning, as part of a portfolio of training options available to human resources managers less interested in instruction-led training.

One of many examples is the "Continuous Evaluation of Training Systems Based on Virtual Reality". These models often seem to have been specifically adapted to evaluate technical scientific achievements.

**f) Duignan's Framework for Outcomes Systems**

Paul Duignan is the main designer of a very complex system which develops intervention or programme logics using the Outcome Hierarchies diagramming approach.

It is a complex and highly technical approach which culminates in the identification of 7 high-level outcome attribution evaluation designs. Duignan's approach is also referred to as the OIIWA Systematic Outcomes Analysis, OIIWA standing for 'Outcomes Is It Working Analysis'.

**g) United Way of America Outcomes Evaluation**

Outcomes evaluation (which is also an evaluation type) can be less complex than above. The UWA describes a step by step plan for this kind of evaluation, in its "Measuring Program Outcomes: A Practical Approach". The notable interest is the identification of differences between:

**Outputs** – which indicate little about changes in trainees and are usually just numbers?

**Outcomes** – which indicate real changes in trainees?

**Outcome Targets** – which specify how much of one's outcome one hopes to achieve;

**Outcome Indicators** – which suggest progress towards the outcome targets?

**h) Charities Evaluation Service Outcomes Triangle**

The CES has applied an outcomes approach for a range of UK governmental entities, notably the London Housing Authority. The CES defines outcomes as the effects of activities, the changes, benefits or learning that occur as a result of work carried out. Outcomes are neither outputs nor user satisfaction. The former are the detailed activities, services and products of organizations; the latter usually involves asking clients/trainees what they think about different aspects of the services provided. While both are important they are not outcomes. The CES applies a triangular "Outcomes Learning Cycle" to help in the process of clarifying and measuring outputs, in analyzing what can be learned from the outcomes achieved, and planning/implementing changes as a result of such learning. Additionally, it links outcomes to aims which need to be clearly defined. The CES differentiates between aims and objectives, aims being the changes one hopes to achieve as a result of one's work, while objectives are the activities undertaken and the services offered to bring about the changes.

## 8.6: SUMMING UP

There are many methods and tools available for evaluating the effectiveness of training programs. Their usability depends on the kind of training program that is under evaluation. Generally most of the organizations use the Kirk Patrick model for training evaluations which evaluates training at four levels - reactions, learning, behaviour and results.

After it was found out that organizations spend a lot of money for the purpose of training and no evaluation measures the return on investment for training, the fifth level for training evaluation was added to the training evaluation model by Kirk Patrick which is called as the ROI.

Most of the evaluations contain themselves to the reaction data, only few collected the learning data, still lesser measured and analyzed the change in behaviour and very few took it to the level of increase in business results.

## 8.7: RECOMMENDED READINGS

**1.** Bramley, P. (1990). Evaluating Training Effectiveness: Translating Theory into Practice. London: McGraw-Hill Training Series.

**2.** Rae, L. (1996). How to Measure Training Effectiveness. 3rd ed. Vermont: Gower.

## 8.8: QUESTIONS

**A. Short Questions**

**1.** What do you mean by the term training evaluation?

**2.** Write down the importance of training evaluation.

**3.** Mention different types of training evaluation.

**4.** Distinguish between formative and summative evaluation.

**5.** How to conduct formative evaluation?

**6.** How to conduct summative evaluation?

**7.** Distinguish between objective based and system based training evaluation.

**B. Essay Type Questions**

**1.** Briefly describe Kirkpatrick's training evaluation method.

**2.** Briefly describe system based model of training evaluation.

**3.** Briefly describe objective based model of training evaluation.

**4.** Go through the case and attempt the questions.

XYZ was established in 1985 as a joint venture between various foreign companies. The company has grown from a capacity of 15,000 AC units in 1985 comprising of largely an assembly operation, into the largest and only integrated manufacturing unit in India for Auto Air Conditioning systems. The company has the capability to manufacture compressors, condensers, heat exchangers and all the connecting elements that are required to complete the AC Loop. The company has three plants in Noida, one in Manesar and one in Pune. It also has a R&D centre and Tool room in Noida. The manufacturing capacity has grown to a level of 7, 50,000 AC units per annum and there is a plan to go to a level of 1,000,000 per annum by 2008.

The HR department of the company has its well developed training and development process but wants to move one step ahead with the training effectiveness evaluation process and make it more competitive. For the same they have implemented a policy wherein the employees are asked to take up a project based on the training which they had undergone and should have the practical application of learning in training. The employees are then to be evaluated for 'On-the-job training effectiveness evaluation' on their performance accordingly. In simple words, to show how they are applying their learning in their job. They give employees a duration of three months to evaluate themselves and for doing a project on the basis of his/her learning. Then employees rate themselves as per their learning. After that the employee is rated by his/her HOD (Head of the department) on the basis of the project and his learning and on the basis of application of that learning. Finally HOD rates his employees against the rating given by the employees themselves. HOD then writes remarks and provides recommendations to the HR department, which gives the HR dept. information to check whether there is any requirement of re-training or if their investment on the training of the employee is successful or not. This is how HR dept. conducts on the job evaluation of training effectiveness. But the problem which the HR dept. faces is that the employee takes this project work as a burden on their daily routine work and they escape from it. They do not understand the importance of the filling of the Training Effectiveness Form and taking up a project. Till the date of HR Audit the HR people keep on running after the employee to collect the Training Effectiveness forms. And finally when those forms are compiled it is observed that the employees just do it for formality sake.

After a lot of discussion on this topic, the AGM (HR) of the company conveys that if the company keeps on changing policies then it will create a wrong impression among employees. This wrong impression implies that the HR department will change the policies as and when a problem arises. AGM follows a school of thought that policies are not meant to be changed frequently. On the contrary the surprising fact is, while employee interacts with the HR Dept. the issue is never raised, even after being probed.

AGM says that today if only 10-12% employees take this exercise seriously then in future then only he will be on motivating his employees and make this policy successful, ignoring the fact that majority of employees escape from this exercise. He is adamant on his stand but still strives to find a solution for successful execution of this policy.

**Questions:**

**1.** Is the stand taken by the HR manager of not changing the policy is justified?

**2.** What would be your course of action had you been in the place of the HR manager?

**3.** Is the method implemented by the HR dept. to evaluate on-the-job training effectiveness proper? If 'No', then what is the alternative as per your perception?