



UNIT-4

Training and Development

Learning Outcomes

By the end of this unit the learner will be able to:

- ✓ Explore the benefits of Employee Training and Development
- ✓ Evaluate & Identify the Assessment of Training & Training Needs

Unit 4

Training and Development

Helping employees to become effective in their jobs is one of the most fundamentally important tasks in people management that any work organization has to undertake.

Training refers to the teaching, learning activities carried on for the primary purpose of helping members of an organization to acquire and reply the knowledge, skills, and abilities and attitudes needed by that organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job. Employee training equips the employees with adequate skills and knowledge to contribute to the organization's efficiency and cope with the changes in the environment. There should be a continuous re-assessment of the managerial calibre and skills to cope with environmental changes. Technological changes make the skills obsolete, which necessitates training activities. As a brief review of terms, training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs.

Aims and Objectives of Training

The fundamental aim of training is to help the organisation to meet its organisational objectives by increasing the value of its major resource, namely, its employees. Armstrong (2001) sets out three specific training objectives:

- To develop the competences of employees and improve their performance.
- To help people grow within the organisation in order that, as far as possible, its future needs for human resources can be met from within the organisation.
- To reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible.

Producing clear objectives is crucially important to the design and provision of cost-effective training. In general, sound objectives should specify what learning trainees should be able to demonstrate by the end of training. If objectives do not provide this criterion, how can trainers and the trainees themselves assess whether the required learning has been achieved or not?

Learning objectives should meet the following criteria. Objectives should be:

1. Expressed in learner-oriented terms, e.g. 'By the end of the programme trainees should be able to demonstrate specified knowledge and skills'.

2. As specific as possible about performance, standards required and attendant conditions, e.g. 'By the end of the course, the manager will be able to use the computer to prepare spread sheets to create a project plan showing all the main stages in the plan accurately'.
3. As measurable as possible and capable of achievement in the time allowed for training.
4. Expressed in language that clearly states what the trainees have to do.

Learning objectives that fail to meet these criteria are still regularly seen in published training programmes. For example, an objective for a management course might be expressed in something like these terms: 'To familiarize students with the principles of effective management'.

In no way could any objective such as this be used as a criterion for measuring learning achievement. If the objective had said 'By the end of programme students should be able to define the principles of effective management and support their answers with real examples drawn from practice and personal experience', the assessment of learning is then possible.

In fairness, it has to be said that it is much easier to produce objectives that enable learning achievement to be confidently assessed for some training subjects than it is for others. It is a relatively straightforward task to define objectives in measurable terms for specific activities such as computing skills, driving, flying, playing instruments, carpentry, plumbing, and cooking. It is much more difficult with a subject such as management. The task is simpler for specific managerial activities such as chairing meetings and interviewing. Here the criteria for effective performance can be reflected in the training objectives and used to measure learning achievement. The solution to more abstruse topics is therefore to break the topic down into separate objectives, parts of the topic, and to measure these. Once training objectives have been defined, it is possible to address the next stage in the process and to consider questions such as: who will provide the training? What form will it take? What will be the contents? Where will it be held? What methods will be used?

Benefits of Employee Training and Development

Employee training and development initiatives can transform organizations with providing extra skills to your employees do not only increase safety and productivity but training leads to higher job satisfaction, which shows up in better corporate performance. Valuable training also includes situational training that provides personnel the skill sets that allow them to make timely, knowledgeable decisions that benefit both the customer and the company. It may take the form of an older employee assigned to show the new employee "the ropes." Or it may be left to the HR department or the individual's new supervisor to show them where the coffee pot is and how to apply for time off.

There are numerous reasons for supervisors to conduct training among employees. These reasons include:

- Increased job satisfaction and morale among employees.
- Increased employee motivation.
- Increased efficiencies in processes, resulting in financial gain.
- Increased capacity to adopt new technologies and methods.
- Increased innovation in strategies and products.
- Reduced employee turnover.
- Enhanced company image, e.g., conducting ethics training (not a good reason for ethics training!).
- Risk management, e.g., training about sexual harassment, diversity training.

Training Needs Assessment

What, Why and How?

Are you charged with the task of having your employees trained but do not know where to start? Consider performing a training needs assessment first. You'll optimize the benefit to your employees while saving on the bottom line.

What Is A Training Needs Assessment?

A tool utilized to identify what educational courses or activities should be provided to employees to improve their work productivity.

Why Conduct A Training Needs Assessment?

- To pinpoint if training will make a difference in productivity and the bottom line.
- To decide what specific training each employee needs and what will improve their job performance.
- To differentiate between the need for training and organizational issues.

How Is A Training Needs Assessment Performed?

There are several techniques that can be utilized individually or in combination with each other. More than one tool should be considered to get a better view of the big picture, however, which tools are used should be left up to company.

1. **Meet with management:** Since most supervisors are involved with the planning of projects and the future of the company, they know what will be needed. They should be able to communicate where their employee's current abilities lie and what is needed to get them to the next level for new projects on the horizon.

2. **Meet with employees:** Discuss what struggles they may be facing from day-to-day and what would make their job easier and more efficient. Remember to keep them focused on what they need rather than what they want.
3. **Conduct surveys:** Surveys are beneficial because many people can be polled in a short period of time. Additionally, surveys provide employees with the opportunity to confess a need on paper that they may be too embarrassed to admit needing in a face-to-face meeting. Surveys should take the form of a questionnaire and can include close-ended or open-ended questions, or a series of both. Close-ended questions require the respondent stay within certain perimeters set by the person who created the survey. Being that the answers are limited, tabulating the data is simple. Open-ended questions allow an employee to provide more feedback and introduce new ideas that may not have been considered initially, although tallying the results may be more difficult. A good option during the creation of a survey would be to include a combination of both close-ended and open-ended questions.
4. **Conduct focus groups:** Focus groups allow for small group interaction, allowing the assessor to uncover details about their target audience. Brainstorming is encouraged allowing for an exchange of new ideas and a revelation of what training may be needed. They should be at least ninety minutes long to initially break the ice and for participants to become comfortable enough to express their thoughts. Depending on time limits, focus groups can be held once or repeatedly.
5. **Review company goals and mission statement:** A brief review of the company's past and where they are headed for the future may reveal valuable information for training. A comparison should be made of what employees are currently doing and what will be expected of them as the company continues to grow and change.

Six Steps

Step 1: Sit down and think what employees' needs are.

Step 2: Develop a survey to be passed out to employees. Include some questions. For example, have you ever thought, "I could do this job faster and easier if I just...."

Step 3: Conduct a focus group.

Step 4: Hold a second meeting with the employer to review the data from the survey and the focus group.

Step 5: Develop a specific, customized training plan.

Step 6: Execute the training.

Identification of Training Needs

This training needs assessment works best in small to mid-sized organizations. It will give you a quick assessment of the training needs of an employee group. These training needs assessment helps find common training programmes for a group of employees.

1. The facilitator gathers all employees who have the same job in a conference room with a white board or flip charts and markers.
2. Ask each employee to write down their ten most important training needs. Emphasize that the employees should write specific needs. Communication or team buildings are such broad training needs, as an example that you would need to do a second training needs assessment on each of these topics. How to give feedback to colleagues or how to resolve a conflict with a co-worker are more specific training needs.
3. Then, ask each person to list their ten training needs. As they list the training needs, the facilitator captures the training needs on the white board or flip chart. Don't write down duplicates but do confirm by questioning that the training need that on the surface appears to be a duplicate, really is an exact duplicate.
4. When all training needs have been listed, use a weighted voting process to prioritize the training needs across the group.
5. List the training needs in order of importance, with the number of points assigned as votes determining priority, as determined by the sticky dot voting process. Make sure you have notes (best taken by someone on their laptop while the process is underway) or the flip chart pages to maintain a record of the training needs assessment session.
6. Take time, or schedule another session, to brainstorm the needed outcomes or goals from the first 3–5 training sessions identified in the needs assessment process.
7. Training needs assessment can be, and often needs to be, much more complicated than this. But, this is a terrific process for a simple training needs assessment.
8. Make sure you keep the commitments generated by the training needs assessment process.

Employees will expect to receive their key identified training sessions with the brainstormed objectives met. The quality of employees and their development through training and education are major factors in determining long-term profitability of a small business. If you hire and keep good employees, it is good policy to invest in the development of their skills, so they can increase their productivity. Training often is considered for new employees only. This is a mistake because ongoing training for current employees helps them adjust to rapidly changing job requirements.

Training Designers and Providers

The theory that training should be viewed as an integral part of work, requiring the involvement and collaboration of all employees, leads to the logical conclusion that training concerns all the staff of an organization. Organizational staff may be involved in providing training in a variety of ways, e.g. managers or their deputies, who provide or supervise on-the-job training, coaching or open and distance methods at the workplace, or management development advisers, who give formal presentations, and facilitate learning at training centres or assist line managers in the design, provision and supervision of training at the workplace.

Traditionally, the training of trainers has been directed almost exclusively to permanent training staff. But, if the need for employing managers, HR managers and other staff in training roles is accepted and practised, then clearly they, too, should be trained for these tasks, in the use of various learning methods and in instructional and presentational skills. How can the integrated work and training systems be effective unless all concerned share the same philosophy, speak the same language and apply the same principles in practice?

The Training Process

The model below traces the steps necessary in the training process:

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

For any business, formulating a training strategy requires addressing a series of questions.

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

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

Training needs can be assessed by analyzing three major human resource areas:

- The organization as a whole,
- The job characteristics, and
- The needs of the individuals.

This analysis will provide answers to the following questions:

- Where is training needed?

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

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

Second, consider whether the organization is financially committed to supporting the training efforts. If not, any attempt to develop a solid training programme will fail. Next, determine exactly where training is needed. It is foolish to implement a companywide training effort without concentrating resources where they are needed most. An internal audit will help to point out areas that may benefit from training. Also, a skills inventory can help determine the skills possessed by the employees in general. This inventory will help the organization determine what skills are available now and what skills are needed for future development. Individual employees can be evaluated by comparing their current skill levels or performance to the organization's performance standards or anticipated needs. Any discrepancies between actual and anticipated skill levels identify a training need.

Selection of Trainees

Once you have decided what training is necessary and where it is needed, the next decision is who should be trained? For a small business, this question is crucial. Training an employee is expensive, especially when he or she leaves your firm for a better job. Therefore, it is important to carefully select who will be trained.

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

Training Goals

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

Training Methods

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

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

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

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

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

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

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

Role playing and simulation are training techniques that attempt to bring realistic decision-making situations to the trainee. Likely problems and alternative solutions are presented for discussion. The adage there is no better trainer than experience is exemplified with this type of training. Experienced

employees can describe real world experiences, and can help in and learn from developing the solutions to these simulations. This method is cost effective and is used in marketing and management training.

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

Job rotation involves moving an employee through a series of jobs so he or she can get a good feel for the tasks that are associated with different jobs. It is usually used in training for supervisory positions. The employee learns a little about everything. This is a good strategy for small businesses because of the many jobs an employee may be asked to do.

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

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

Programmed learning, computer-aided instruction and interactive video all have one thing in common: they allow the trainee to learn at his or her own pace. Also, they allow material already learned to be bypassed in favour of material with which a trainee is having difficulty. After the introductory period, the instructor need not be present, and the trainee can learn as his or her time allows. These methods sound good, but may be beyond the resources of some small businesses.

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

Training Administration

It is important to follow through to make sure the goals are being met. Questions to consider before training begins include:

- Location
- Facilities
- Accessibility

- Comfort
- Equipment
- Timing

Careful attention to these operational details will contribute to the success of the training programme. An effective training programme administrator should follow these steps:

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

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

Research has shown specific benefits that a small business receives from training and developing its workers, including:

- Increased productivity.
- Reduced employee turnover.
- Increased efficiency resulting in financial gains.
- Decreased need for supervision.

Employees frequently develop a greater sense of self-worth, dignity and well-being as they become more valuable to the firm and to society. Generally they will receive a greater share of the material gains that result from their increased productivity. These factors give them a sense of satisfaction through the achievement of personal and company goals.

In addition, employee training and development are part of good management practices and good risk management strategies. The following issues and changes in an organization many indicate the need for employee training and development:

- Employee's request
- Employee survey results
- Evaluation deficiencies

- Individual development plan
- Law and regulation changes
- Need to develop new leaders
- New employee
- New equipment
- New manager
- New programme
- New technology
- Reassignment
- Safety issues

At the same time as the need for employee training and development is increasing, it can be argued that the time and money available in organizations for traditional forms of learning such as formal training courses has decreased. To meet this gap between the need for training and its accessibility, we've identified a variety of inexpensive methods for employee development can offer longer leaves than the law requires. Or, your policy can stipulate that employees will be paid while they are on leave have been identified. By using these methods in a deliberate and thoughtful way, performance of your employees and your organization can be improved.

This benefit highlights five major benefits of employee training. Let's take a look:

- 1) Impact on bottom line:** Successful employee training delivers improvements in employee performance which, in turn, creates a better performing business and an improved bottom line.
- 2) Staff retention:** Training increases staff retention which will save you money. Instead of paying recruitment fees, re-investing in training, loss of management time why not treat your people as your number one asset? Invest in their development and they will receive a return your investment many times over.
- 3) Improved quality and productivity:** Training that meets both staff and employer needs can increase the quality and flexibility of a business's services by fostering:
 - Accuracy and efficiency.
 - Good work safety practices.
 - Great customer service.
- 4) The flow-on effect:** The benefits of training in one area can flow through to all levels of an organization. Over time, training will boost the bottom line and reduce costs by decreasing:
 - Wasted time and materials.
 - Maintenance costs of machinery and equipment.
 - Workplace accidents, leading to lower insurance premiums.
 - Recruitment costs through the internal promotion of skilled staff.

- Absenteeism.
- The benefit of this culture is a happy, innovative and successful workforce. A positive culture only comes through a respect for and an investment in your people.

5) Staying competitive: Businesses must continually change their work practices and infrastructure to stay competitive in a global market. Technology, previously the main driver of competitive advantage, is progressively taking a back seat to people. As economies become progressively service orientated, it is the development of people that is providing successful businesses with long-term sustainable success. Training staff to manage the implementation of business strategies, improvements to procedures and customer service policies can also act as a benchmark for future recruitment and quality assurance practices. As well as impacting on business profit margins, training can improve:

- Staff morale and satisfaction.
- 'Soft skills' such as inter-staff communication and leadership.
- Time management.
- Customer satisfaction.

So there we are. Start thinking now about how investing in the skills of your people can benefit your business to make more money, save money or save time. Training programs should align with organizational values, goals, and objectives in order to be successful.

Training vs. Development

Training	Development
1. Training means learning skills and knowledge for doing a particular job. It increases job skill.	1. Development means the growth of an employee in all respects. It shapes attitudes.
2. The term "Training" is generally used to denote imparting specific skills among operative workers and employees.	2. The term "development" is associated with the overall growth of the executives.
3. Training is concerned with maintaining and improving current job performances. Thus, it has a short-term perspective.	3. Executive development seeks to develop competencies and skills for future performances. Thus, it has a long-term perspectives
4. Training is job centered in nature.	4. Development is career centered in nature.
5. The role of trainer or supervisor is very important in training.	5. All development is "self-development". The executive has to be internally motivated for self-development.

Human Resource Development is major HRM function that consists not only of training and development but also individual career planning and development activities, organizational development and

performance appraisal, an activity that emphasize training and development needs. Training and development is the heart of a continuous effort designed to improve the employee competency and organizational performance. Training and development activities have the potential to align a firm's employees with its corporate strategies.

To plan and develop a successful training programme and teach it effectively, an instructor needs to understand some of the basic in human learning behaviours to know what skills their students brings with them to use to learn with. The instructor who is knowledgeable about these learning behaviours can and often does apply this knowledge during the design phase of a training programme and even during their interacting with learners during the actual training process itself. A well-developed training programme will the learners to use all or in combination any one of those skill set to learn the subject been taught.

One of the more generally used training model used in developing training programmes which can achieve these objectives of reaching broad range of learners is a training model known as the "ADDIE" training system which consist of the following five element making up the ADDIE model:

- Assess
- Design
- Develop
- Implement
- Evaluate

We can use these five planning elements in the model when in the developmental and planning stages of a new training programme to develop a very effective training programme, and once all of the individual phases making up the model have been implemented. The model then closes the loop in the training developmental cycle by validating the effectiveness of the training programme.

The evaluation and validation of any training process is a very important key element not to be overlooked or treated lightly in the development of any training development process. Why? Because it becomes the tool used to tell us if we reached our intended goals or objectives. The evaluation and validation data (testing results) will show us where and/or what is needs to be tweaked or changed in our training programme to improve it. Training refers to the teaching, learning activities carried on for the primary purpose of helping members of an organization to acquire and reply the knowledge, skills, and abilities and attitudes needed by that the organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job.

Employee training equips the employees with adequate skills and knowledge to contribute to the organization's efficiency and cope with the changes in the environment.

Typical Areas of Employee Training

1. **Communications:** The increasing diversity of today's workforce brings a wide variety of languages and customs.
2. **Computer skills:** Computer skills are becoming a necessity for conducting administrative and office tasks.
3. **Customer service:** Increased competition in today's global marketplace makes it critical that employees understand and meet the needs of customers.
4. **Diversity:** Diversity training usually includes explanation about how people have different perspectives and views, and includes techniques to value diversity.
5. **Ethics:** Today's society has increasing expectations about corporate social responsibility. Also, today's diverse workforce brings a wide variety of values and morals to the workplace.
6. **Human relations:** The increased stresses of today's workplace can include misunderstandings and conflict. Training can people to get along in the workplace.
7. **Quality initiatives:** Initiatives such as Total Quality Management, Quality Circles, Benchmarking, etc. require basic training about quality concepts, guidelines and standards for quality, etc.
8. **Safety:** Safety training is critical where working with heavy equipment, hazardous chemicals, repetitive activities, etc. but can also be useful with practical advice for avoiding assaults, etc.
9. **Sexual harassment:** Sexual harassment training usually includes careful description of the organization's policies about sexual harassment, especially about what are inappropriate behaviours.

Assessing the Cost Effectiveness of Training

The main question is, has training had the effects on individual and corporate performances that it was intended to have?

Evaluating training is very difficult. This is especially true of management development, where outcomes are less easy to determine. There are a number of principles we should follow in evaluating any training or development activity. Following the ideas of Hesseling (1966), we need to be aware of the different stakeholders in the organization and to evaluate the effects of training and development in terms of the outcomes for participants, managers, staff, customers and any other groups who are involved.

Data sources include:

- questionnaires to participants and their managers.
- 360-degree feedback before and after the events (i.e. over a one-year period at least) showing any improvements.
- surveys of morale, climate, attitudes with appropriate questions (again before and after, over a one-year period).

- data on improvements, changes to output, service quality or similar performance data before and after.
- tests-examinations of trainees at the end of programmes and later to evaluate learning retention.
- interviews with trainees, their managers, and their staff and customers, to judge what improvements have been achieved.

When the training is provided centrally or externally it is also very important for the training staff to receive feedback. The questions to which answers are needed are:

1. How far has training met the specific needs of work for which it was designed?
2. What changes need to be made, if any, in future training, i.e.:
 - a) Was any material included that has subsequently proved to be of limited or no value?
 - b) Was any material omitted that has subsequently proved necessary?
 - c) How appropriate were the training methods for learning purposes?

Judgements can only be made after a lapse of time, when line managers and former trainees have gained some perspective about work performance after training.

Further Reading:

- ✓ *Patrick W. Corrigan, Stanley G. McCracken, (1997), Interactive Staff Training: Rehabilitation Teams that Work*
- ✓ *Blessing Adegoke, (2010), Effect of Training on Employees' Productivity in Public Service Organisation*
- ✓ *Nick Wilton, (2011), An Introduction to Human Resource Management*