



Presentation
for
TRAINING AND DEVELOPMENT
MBA III SEMESTER
(ELECTIVE - II)
(IARE – R16)

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UNIT-I

TRAINING ORGANISATIONS

INTRODUCTION

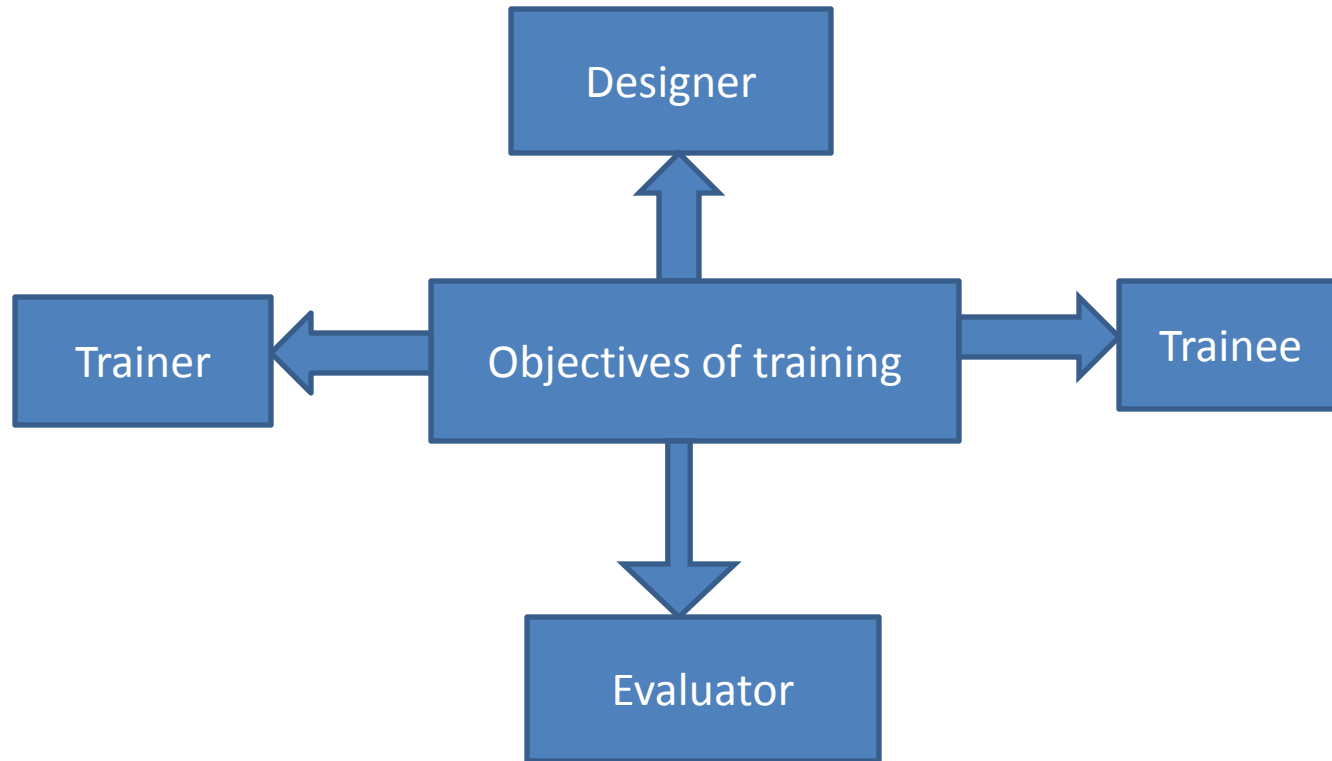
Training: “Training is an organized procedure by which people learn knowledge and skill for a definite purpose” by **Dale S Beach.**

“**Training** is a process which enables the trainees to achieve the goals and objectives of their organization” by **chowdary D.P**

“**Training** is the purpose of acquiring the skills necessary to do the job” by **Robert N. Lussier.**

- Increase knowledge and skills for doing a job. Bridge the gap between job needs and employee skills.
- Job oriented process, vocational in nature.
- Short-term activity designed especially for operatives.
- To develop the potential employees to take up more complex and the challenging tasks.
- To ensure that the organizations has a workforce consisting of competent and knowledge employees who possess the required skills to lead the organization.

Importance of training objectives



Purpose of training

- To improve productivity.
- To improve quality
- To improve organizational climate.
- To increase health and safety.
- Personal growth.

Steps in training process

- Identifying training needs
- Getting ready for the job
- Preparation of the learner
- Presentation of operation and knowledge
- Performance try out
- Follow-up

Role of training

- Increase in efficiency/productivity
- Better industrial relations.
- Reduced supervision and direction.
- Increasing organizational stability and flexibility.
- Technical advances.
- Organizational complexity.
- Standardization.
- Future manpower scope needs

Role of training

- Future manpower scope needs
- Reduced accidents at workplace.
- Reduced learning time.
- Confidence.
- New skills.
- Promotion.
- Better management.

Trends in training

- Active Learning
- Roles as a Trainer
- Influence of e-Learning
- Adaptive Learning
- Integrating learning and development into organizational strategy
- Behavioral Changes

CAREER OPPORTUNITIES IN TRAINING

- Communication Skills
- Interpersonal Skills
- Creative Thinking
- Planning and Attention to Detail
- Technology Skills

Importance :

- Provides the talent needed
- Helps in attracting and rating talented employees
- Opportunities for minority and women as per legislation
- Contributes to realistic employee expectations.

CAREER OPPORTUNITIES IN TRAINING

- Training executive
- Trainer
- Training consultant
- Manager (learning)
- Manager(E-learning)
- Manager(Induction training)
- Manager(Training outsourcing)
- Training material designer
- Training program designer
- Training requirement advisor on training need analyzer

Integrating training and OD:

- Training needs analysis and can be perfectly planned.
- An integrating training with OD enhances the KSA's of employees and make them competent enough to face future problems.
- An effective training program can be designed.
- Integration of training with OD enables use of participative approach wherein trainers can freely choose their training opportunities.

Strategy and training:

- Components of training strategy
- How to created training strategies
- How are training strategies implemented
- Effective training strategies.
- Corporate training strategies and practices.
- Four strategic issue in training strategy
- Three basic phases in training strategy.

Integration of training

- Training without strategies planning can result in under utilization of human and physical resources.
- Training should be integrated with strategy plans to facilities in achieving organizational effectiveness.

Three different strategies as follows:

- In-house strategy
- Outsourcing strategy
- Mixed strategy.

Implementing organization Development Program

There are six major steps in planning and implementation of an organizational development program. They are,

1. Proclaim mission and goals
2. Determine key markets and products
3. Identify required changes
4. Build commitment
5. Follow through
6. Incorporate the change

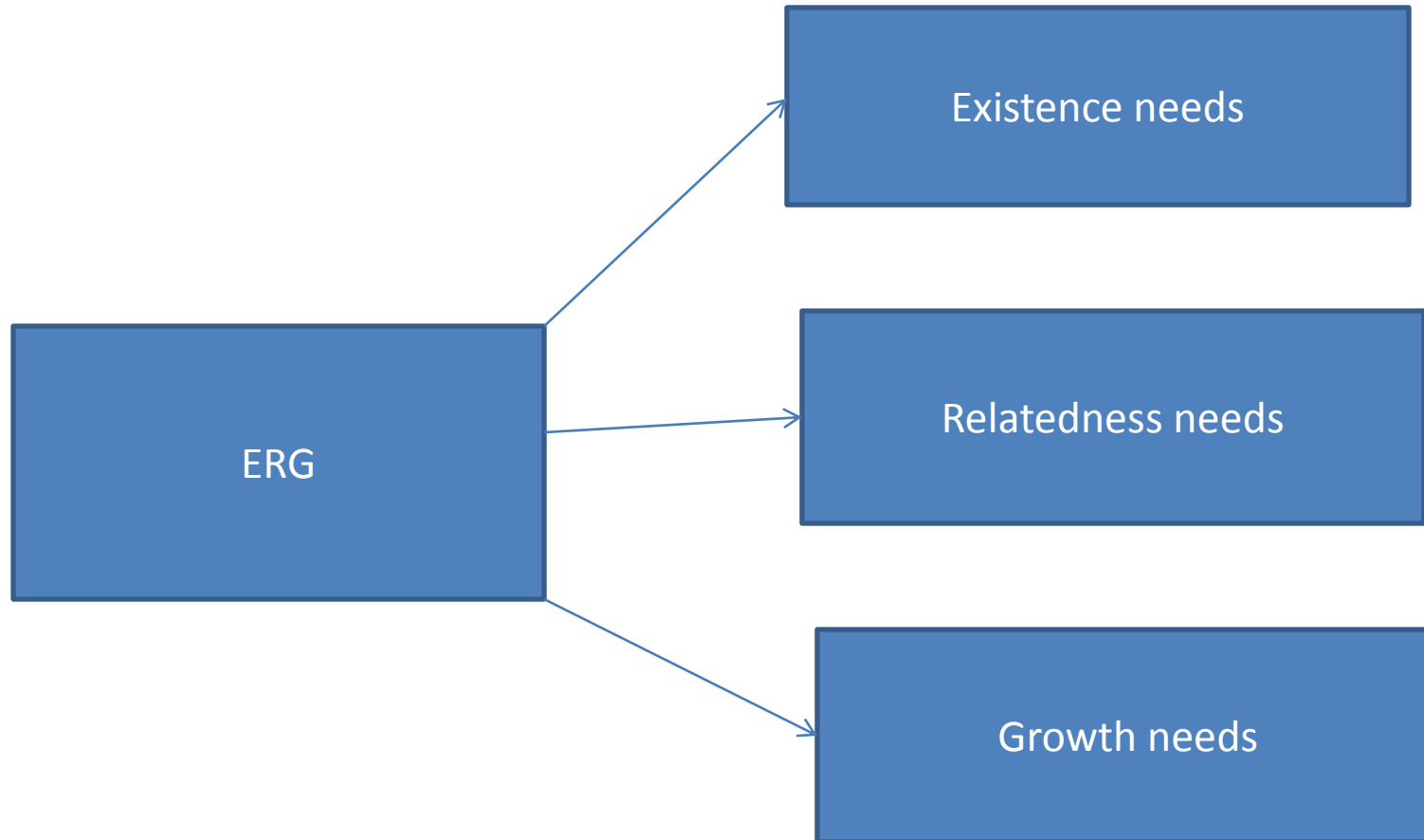
Understanding motivation and performance

- Motivation theories to employee performance
 - A) Need theory
 - B) process theories
 - C) Reinforcement theory
 - D) Goal-setting theory

Understanding motivation and performance

- Self-efficiency and motivation
- Social learning theory
- Aligning training design with learning process.

Need theory or ERG theory



Classification conditioning

Phase 1- Before conditioning

Neutral stimulus sound of whistle

No response from dog

Phase 2- During conditioning

Neutral stimulus sound of stimulus paired with smell of meat

Meat
unconditioned
stimulus

Dog responds
and starts
salivating

Phase 3- After conditioning

Sound of whistle is now conditioned stimulus

Conditioned response occurs when dog salivates by listening sound of whistle

Reinforcement theory is based on the E.L Thorndike's law of effect, which states that, behaviors resulting in satisfying consequence are repeated and behavior resulting in dissatisfying consensus are avoided. This basically deals with modifying on-the-job behaviour of employees.

- Consequences of theory:
 - 1.Positive reinforcement
 - 2.Negative reinforcement
 - 3.Punishment
 - 4.Extinction

Vroom's expectancy theory

- ✓ It is one of the motivation theory.
- ✓ It says that individuals have different sets of goals and can be motivated if they have certain expectations.
- ✓ It is about choice, it explains the processes that an individual undergoes to make choices. First proposed by Victor Vroom of the Yale School of Management.

Vroom's expectancy theory

- This theory emphasizes the needs for organizations to relate rewards directly to performance and to ensure that the rewards provided are deserved and wanted by the recipients.
- A number of factors can contribute to an employee's expectancy perceptions:
 - ✓ The level of confidence in the skills required for the task.
 - ✓ The amount of support that may be expected from superiors and subordinates.
 - ✓ The quality of the materials and equipment.
 - ✓ The availability of pertinent information.

Vroom's expectancy theory

Vroom introduces three variables within the expectancy theory which are

- Expectancy (E)
- Instrumentality (I)
- Valence (V)

Expectancy theory

- Expectancy refers to the strength of a person's belief about whether or not a particular job performance is attainable.
- This expectancy of performance may be thought of in terms of probabilities ranging from zero to 1.0
- Management *must discover what resources, training, or supervision the employees need. Probability or strength of belief that a particular action will lead to a particular first level outcome.*

Instrumentality

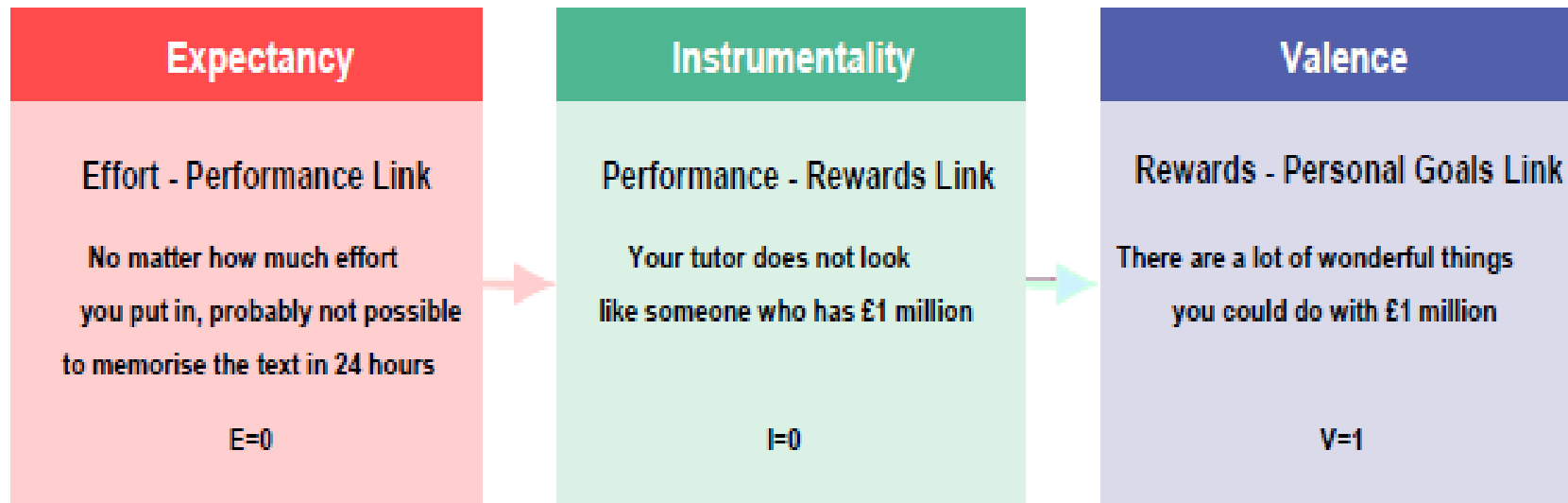
- It is the belief that if you perform well that a valued outcome will be received
- This reward may come in the form of a pay increase, promotion, recognition or sense of accomplishment
- Instrumentality is low when the reward is given for all performances given.

Valence

- It refers to the emotional orientations which people hold with respect to rewards.
- The depth of the want of an employee for extrinsic [money, promotion, free time, benefits] or intrinsic [satisfaction] rewards.
- Management must discover what employees appreciate. For the valence to be positive, the person must prefer attaining the outcome to not attaining it.

Vroom's expectancy theory

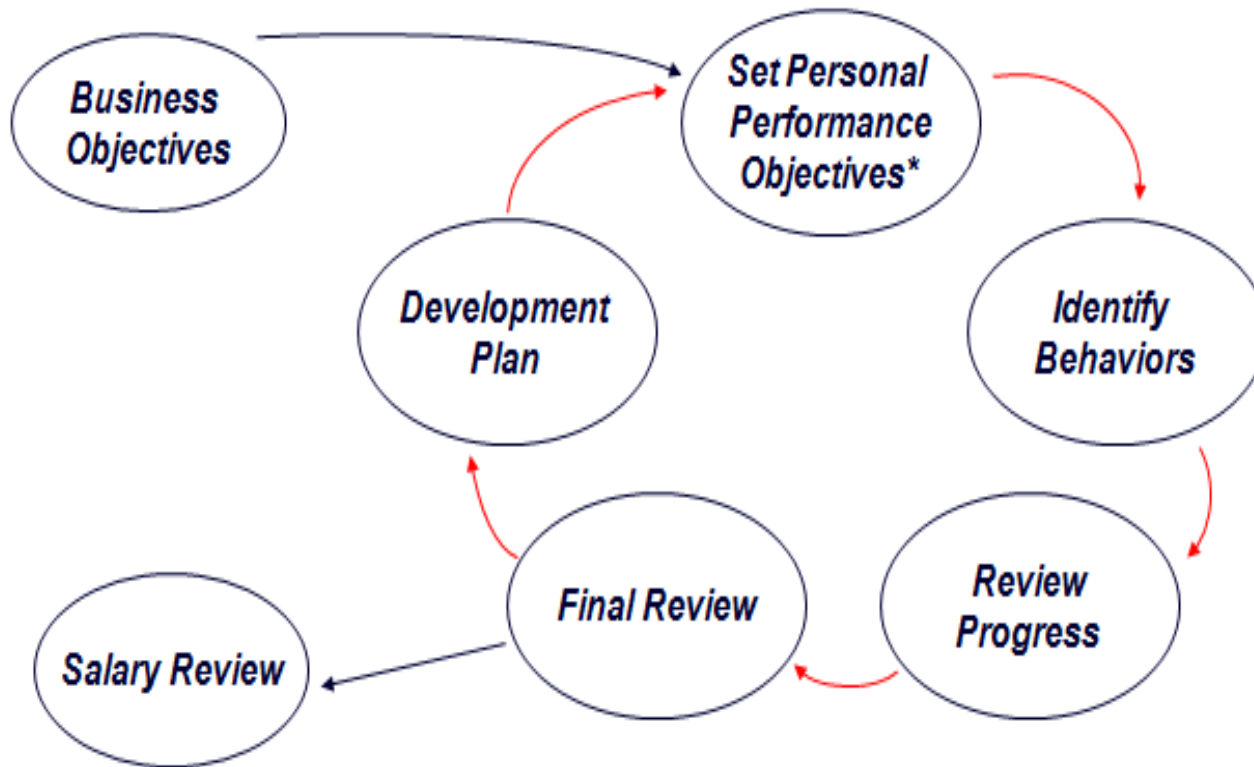
Your tutor offers you £1 million if you memorise the textbook by tomorrow morning.



Conclusion: Though you value the reward, you will not be motivated to do this task.

Performance Model

Performance: performance is a combination of both behaviour and results(outcomes) of behaviours.



UNIT -II

NEED ANALYSIS AND TRAINING DESIGN

OBJECTIVES:

- Understand the meaning & significance of needs analysis in training
- Understand the various types of training needs.
- Know the components of a Training Needs Assessment.
- Understand the process involved in Training Needs Analysis
- Know the various methods for collecting data for a TNA.

- Training needs analysis is the breakdown of an identified need to determine its bases and causes as well as the relationship among identified needs.
- Needs assessment means the identification and prioritization of training requirements.
- Identification of training needs starts with the determination of knowledge, and skills essential for maximum effectiveness in an organization.

- In the training needs analysis, the causes of failure or non performance are examined so as to see whether inadequate or inappropriate training was one of the reasons.
- Needs analysis is essential because lack of competency is not the only reason for failure.
- Training needs analysis is a diagnosis by the organization to know what the learning needs of its employees are.

- The key elements of an effective training needs analysis include professional trainers doing the analysis,
- Using credible data,
- Following a structured methodology,
- Linking training needs with business objectives,
- Justifying cost to the likely benefits,
- Gaining the commitment of the top management
- Involving employees and their supervisors and communicating effectively with all those involved.

Classification of training needs

There are different types of training needs. Focusing only on performance deficiency in needs analysis is too restrictive.



Democratic needs:

- ❖ Are options for training that are preferred, selected or voted for by employees or managers or both.
- ❖ Programs that address these needs are likely to be accepted and desired by organization members.
- ❖ Therefore democratic needs can be used to build support for training programs.

Analytical needs:

- Identify new and better ways to perform a task.
- These needs are generally discovered by intuition, insight or expert consideration.
- Compliance needs are those mandated by law.
- This category of needs most often deal with mandated training.

Organizational needs analysis:

- ✓ In conducting organizational analysis, the company may consider issues like:
 - ❖ Increased competition for old and new business.
 - ❖ Greater emphasis on efficiency and cost reduction.
 - ❖ Increased needs on cooperation among companies.
 - ❖ Business strategies of the rival companies.
 - ❖ Research and innovation.
 - ❖ Merger, acquisition, diversification and expansion.
 - ❖ Automation and modernization.
 - ❖ Manpower plan on hiring, retrenching & deployment of staff.

ORGANIZATIONAL ANALYSIS

Analysis of the environment, strategies and resources to determine where to emphasize training.

- ☐ Mission and Strategies
- ☐ Resources
- ☐ Internal Environment



Analysis of performance, knowledge and skills in order to determine who needs training.

- Define the Job
- Determine where to collect information
- Identify the method to use
- Gather and analyze data



TASK / JOB ANALYSIS:

Analysis of the activities to be performed needed competencies.

- Performance
- Appraisals
- Self-ratings Tests



Significance of a TNA

- Training may be incorrectly used as a solution to a performance problem.
- Training program may have the wrong content, objectives or methods.
- Trainees may be sent to training programs for which they do not have the basic skills or confidence needed to learn.
- Learning can be directly related to organizational objectives.
- Learning can be targeted at specific requirements.
- Learning needs can be identified and prioritized.
- Learning can be tailored to requirements.

Process of training needs analysis

A training needs analysis (TNA) is the process of identifying the areas where both individuals and groups in an organization would benefit from training in order to become more effective at achieving their own objectives and the objectives of the organization.



Process of training needs analysis

A TNA involves five basic steps:

1. *Identifying the objectives of the organization.*

2. *Appointing a training coordinator.*

3. *Gathering information about the skills and abilities of the individuals.*

4. *Analyzing that information.*

5. *Identifying the gaps & drawing a training plan*

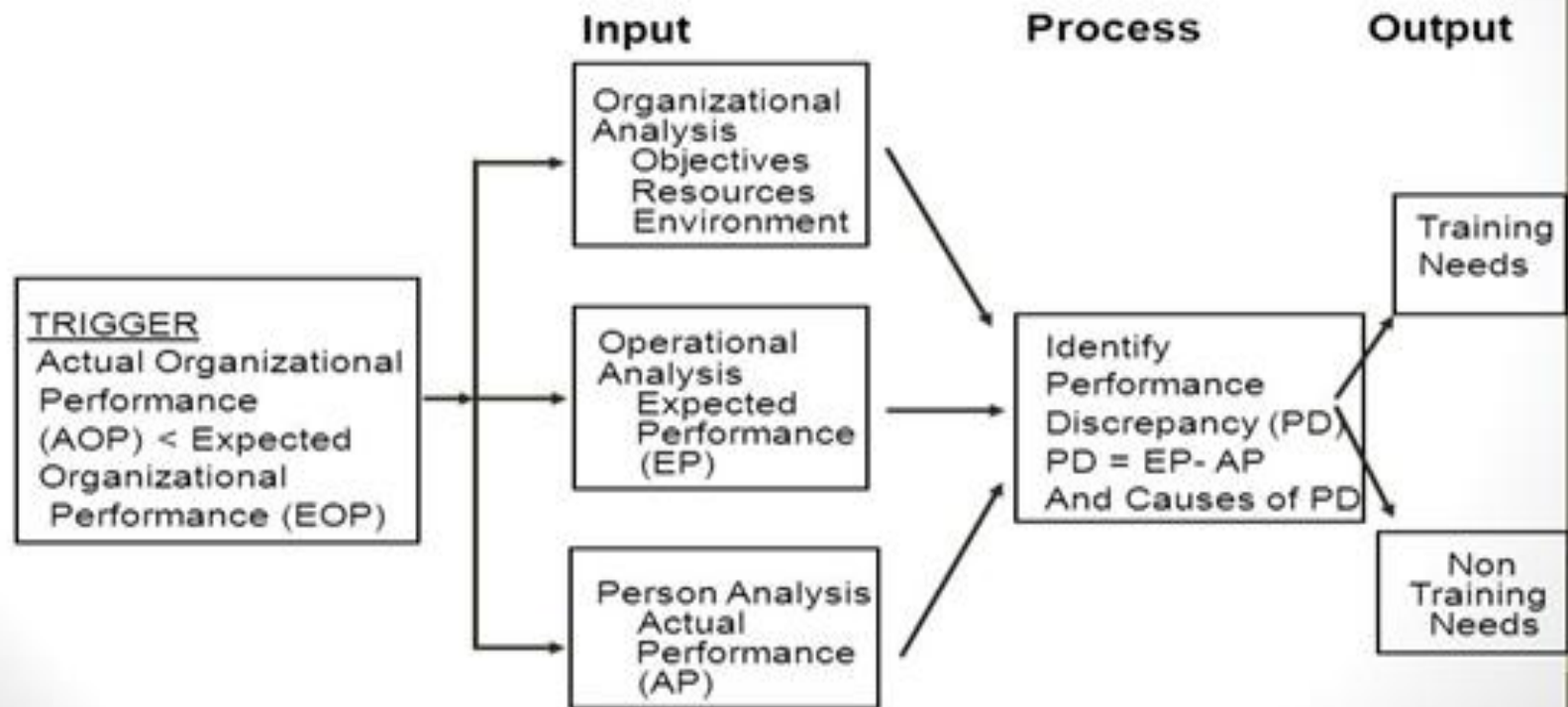
Data collection methods for training needs analysis (TNA)

- A Training Needs Analysis (TNA) involves collecting information relevant to training from the concerned organization or department.
- The aim is to have clear evidence on which to base the findings and conclusions.

Typical methods include

- ❖ Reviewing existing documents
- ❖ Individual interview,
- ❖ work diaries,
- ❖ Observation and listening,
- ❖ self-assessment,
- ❖ critical incident analysis,
- ❖ Questionnaires and
- ❖ Analyzing job descriptions.

The TNA Model



Trigger: Trigger represents the first phase Of TNA model. It acts as a simulation to the entire training need analysis.

A trigger can be defined as the method of identifying actual or potential performance gaps in an organization. under trigger phase, it is found that,

$EP < PP$

Where,

EP-expected performance;

PP-present performance;

$PG = EP < PP$ acts as a trigger to the actual TNA.

Input:

1. Organizational analysis
2. Operational analysis
3. Person analysis

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A Training design is the second step followed by TNA, towards developing a training program.

It consists of three phases steps,

Input —————> Process —————> Output.

Input:

- Learning theory.
- Training needs.
- Organizational constraints.

Types of training objectives:

- i) Reaction objectives
- ii) Learning objectives
- iii) Transfer of training objectives
- iv) Organizational outcomes objectives.

Need for training objectives:

- i) The trainee
- ii) The trainer
- iii) Training designer
- iv) Training evaluator

TYPES OF TRAINING

Internal resources: Ask yourself what resources you have in-house. Seasoned employees may be perfect to take on coaching or mentoring roles. Inexpensive to provide, these are among the most effective types of training

External resources: Formal seminars, conferences, private trainers and videos are all good methods for learning. These tools are more expensive, but are professionally developed and often yield good results

7 Ways to Improve Employee Development Programs

- Ignite managers' passion to coach their employees.
- Deal with short-shelf life of learning and development needs.
- Teach employees to own their career development.
- Provide flexible learning options.
- Serve the learning needs of more virtual teams.
- Build trust in organizational leadership.
- Match different learning options to different learning styles.

IMPORTANCE OF TRAINING TRANSFER

- Positive Transfer
- Negative Transfer
- Zero Transfer

Four Training Transfer Tips

Meet with each trainee, their supervisor, and possibly, their coworkers, following the employee training session.

Remind the supervisor, particularly, or coworker that one of the most powerful methods for helping others apply training in the workplace is to act as a role model using the training or skill.

Follow up with the trainees and their supervisor about progress on the goals and action plans they developed during the employee training.

Help facilitate a partnership between the supervisor and the individual who attended training.

Motivation is the combination of a person's desire and energy directed at achieving a goal. It is the cause of action. Influencing people's motivation means getting them to *want* to do what you know must be done (Military Leadership, 1993).

TRAINING METHODS

Matching methods with outcomes

- Trainer centered training
- Trainee centered training
- coaching

Matching methods with outcomes

The factors that influence the selection of training methods are explained below:

1. Learning objectives for the sub-topic
2. Special characteristics of the training group
3. Time allocated for the sub-topic module
4. Level of competence of the trainer in the effective implementation of the training method
5. Availability of facilities and resources required for the training method.
6. Style preference of a trainer.
7. Ease of presentation.
8. Stage of the programme.

There are many ways that you can break up training sessions and keep trainees attentive and involved, including:

- Quizzes
- Small group discussions
- Case studies
- Active summaries
- Q & A sessions
- Role-playing

- Cross-training.
- Demonstrations
- Coaching.
- Apprenticeships.

Simulations And Games

Simulations And Games:

Many different types of game-based learning have evolved over the years, each having a different audience and its own unique objective. Here are some alternate gaming styles to consider when designing game-based learning content Flash Cards, Game Show Competitions. These are best suited for memorization-based or drill-based applications.

Role-Play, Quests:

These work well when the learning objective is to encourage imitation, reinforce continuous practice, and emphasize increasingly challenging content.

Strategy, Adventure.

Simulations And Games:

These types of games are best suited when fostering collaboration and team work is the ultimate learning objective.

Open-Ended Simulation.

For teaching experimentation and logic, exposing learners to games and simulations that are open-ended (no single wrong/right answer) is the best way to go.

Timed Games, Reflex Testing.

When the objective is to foster quick thinking and thinking “out of the box,” then these types of games are ideal.

6 Benefits Of Simulations And Games

Six Benefits Of Simulations And Games

The right type of simulations and games can challenge and engage a learner into actually comprehending and then practicing new skills. Some of the immediate benefits of well-designed learning games include:

1. Active engagement:

Unlike traditional lectures or hands-on training, games push the learner to get actively involved in the learning process.

2. Adaptability:

Lectures do not offer “try, fail, learn” experiences. With simulations, learners will learn to adapt their skills to the real world.

3. Self-paced:

The pace of most traditional learning is set by the educator; not so with games and simulations. Learners tailor the pace of the game to match their temperament.

6 Benefits Of Simulations And Games

4. Feedback:

Miss a beat in a game, and you immediately get a “buzz” or “demerits” or lose points. If you do poorly on a traditional test, it may be days before you know how you fared.

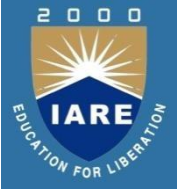
5. Standardization:

When it comes to hands-on training, it’s extremely difficult to assess all learners in a standardized way. Subjectivity invariably creeps in. With simulated learning, the rules are applied equally to all participants, allowing for better learner-to-learner assessments.

6. Cost-effective:

As opposed to organizing instructor-led or workshop-type learning, simulations are much more cost-effective and broadly distributable.

5 Ways Of Building Blocks For Game-Based Learning



One of America's most celebrated educators, James Paul Gee, in his classical book *What Video Games Have to Teach Us about Learning and Literacy* he has advocated a set of 36 learning principles that designers of game-based eLearning content should adhere to. Here are a few ways that Instructional Designers can incorporate “gamification” into eLearning content while still holding true to Gee's eLearning principles:

Defined goals.

Remember that the goals of “gamification” are to harmonize the goals of the game with those of learning.

5 Ways Of Building Blocks For Game-Based Learning

When you start putting together gaming content, know exactly what you want the player to learn as they play the game Personalization.

Not every learner learns the same way. When designing game-based eLearning content, Instructional Designers must provide for customized learning experiences (fonts, colors, cast of characters, sounds, “quest” objectives, etc.) to reflect each individual “player’s” preferences.

Computer-based Training

Computer-based Training:

However, individualized instruction methods were still difficult to implement to large groups of learners.

Computer technology made that possible for the first time. Computer scientists combined the new tech with earlier visionary theories, and soon, they developed the first ever computer-based training software.



What is Computer-based Training:

Usually referred to as CBT, computer-based training (also known as computer-based learning or computer-based instruction) is an interactive instructor-less educational process.

Practically, learners interact with various types of learning material via computer. Computer-based training courses come in different shapes and forms. They can be multimedia-enhanced textbooks, tutorials, practice drills or even micro-world simulations. The learning material comes in computer-based training software packages. To access and take these courses, learners have to know how to use such software.

Computer-based Training

CBT training has been around for as long as computers have. However, CBT's roots can be traced back to preexisting individualized training approaches. Programmed instruction and mastery learning, for instance, possess some of the basic traits that define computer-based training:

- Delivering small chunks of information in a step-by-step manner.
- Prompting learners to respond to a lesson periodically, e.g., by taking brief tests.
- Providing learners with feedback on their responses or overall progress.
- Allowing learners to take courses at their own pace.
- Setting learning prerequisites for moving on to the next lesson.

Computer-based Training

By combining such methods with computer software, training programs that put the learner in charge were finally possible after the 60s. Later on, as computer-based training software evolved, CBT could be provided on-site via local networks.

However, it was still quite costly to design, build and implement. That's why most computer-based training examples from that era involve specific uses like training people in how to use software applications.



CBT vs WBT

Web-based training is a type of CBT training. But if we had to separate the two, we would use the term “computer-based training” in its traditional sense and focus on their defining differences.

That is, WBT’s online delivery and vast potential for user interactivity.
Browser-based training, anytime & anywhere

Thanks to modern browser-based applications, web-based training courses are readily accessible to all types of computers and smart devices. Powered by web technology, WBT can reach people everywhere and bring together dispersed learners and instructors in virtual classrooms.

On the other hand, computer-based training courses are offline, individualized, and self-paced learning activities. They are software-based (the related term used to be “courseware”), and free from connectivity issues, bandwidth demands, and online distractions.

Their content is part of the CBT software package, and its upgrading depends on the manufacturer’s support. CBT courses are standardized, and cover subjects that learners can study individually, as computer-based training does not allow for user interaction or blended learning situations.

Deployed locally, computer-based training software can only be accessed on site by authorized users. Therefore, it does not affect infrastructure security.

Benefits of Computer-based Training

Benefits of Computer-based Training:

Compared to conventional instructor-led programs, a corporate computer-based training system can take a lot more time and work to prepare and deploy. Companies have to build the basic infrastructure for their system and put together a qualified team of experts to set it up.

However, if they do it right, they will soon reap the long-term benefits of computer-based training:

Developing custom CBT training software to deliver corporate training programs can seem quite costly at first glance. However, tailor-made computer-based training programs can prove extremely efficient and gradually reduce training overhead.

CBT is cost-effective

Custom-built computer-based learning software can meet a company's recurring training needs, general and specific. That way, it eliminates the need for traditional training methods along with their costs.

A computer-based training system is always accessible and capable of accommodating an unlimited number of learners. These learners train on company grounds, without ever leaving the workplace and for as long as they need to. That means no extra costs and no additional working hours lost.

Computer-based Training

CBT is flexible and efficient

Classroom-based corporate training can be a dragging, time-consuming process for both employers and employees, often with questionable results.

CBT allows learners to complete their training at their own pace, optimize their learning schedule and focus on their specific skill gaps. As they proceed on their learning path, they receive valuable feedback to correct or motivate them.



On-the-job Training Methods

1. Coaching
2. Mentoring
3. Job Rotation
4. Job Instruction Technology
5. Apprenticeship
6. Understudy

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1. Coaching
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Off-the-job Training Methods

Off-the-Job Training Methods

1. Lectures and Conferences
2. Vestibule Training
3. Simulation Exercises
4. Sensitivity Training
5. Transactional Training

UNIT - IV

IMPLEMENTATION AND EVALUATION OF TRAINING

IMPLEMENTATION AND EVALUATION OF TRAINING

- This is done to ensure that employees are enabled to perform their job duties to their potential. However, an aspect that needs elaboration is that more often than not, the training programs need to be implemented according to a rational consideration of training needs and moreover these training programs need to be evaluated for assessing their effectiveness.
- The point here is that training programs are conducted often without a clear articulation of training needs as well as not being implemented according to a set pattern.

IMPLEMENTATION AND EVALUATION OF TRAINING

- The implementation phase includes selection of contents and methods to be used and the actual training and / or development method.
- It also covers the logistical aspects like venue, food, budget, equipment, resource persons, transportation, and participants. These should be properly attended to during the actual conduct of training.
- Training programs are done within the company or outside depending on the nature of program and the financial capability of the organization.
- These programs may be classified as technical which focuses on facilitating learning of competencies of employees' knowledge and skills or behavioral which pertains to ensuring learning of competencies to workforce attitudes and habits.

Orientation/ Induction of New Employees or Techniques

1.Planned and guided program of adjustment in introducing new employees to the job and refresher training for new methods, procedures, and work conditions.

2. On-the-job Training - Employee is placed into the real work situation and shown the job and the tricks of the trade by an experienced employee or the supervisor.

A systematic approach of this is Job Instruction Training (JIT) Method developed during World War II where the trainers first train the supervisors, who in turn train the employees.

A. Coaching and Counseling- One of the best and frequently used method of training new managers is for effective managers to teach them.

Transitory Anticipatory Experiences- Once it has been determined that a person will be promoted, provision is made for a short period of time before the promotion in which he/ she learns the new job, performing some new duties while still performing most of the old ones.

Job Transfers and Rotation- Trainees are rotated through a series of jobs to broaden their managerial experience, accelerate promotion of highly competent individuals, and introduce more new ideas and increases effectiveness in the organization.

Off-the-job Training :

- A. Lecture-** Discussion Approach- Trainer is to give a lecture and involve the trainees in a discussion of the material to be learned and usually supplemented with audio- visual aids.
- B. Computers-** The use of computer- assisted instruction (CAI) to train employees.

Apprenticeship Training - Is practical training on the job supplemented by related theoretical instruction. - Article 57- 72 of the Labor Code of the Philippines states the objectives for apprenticeship training in private industry, its definition, qualifications, agreement, venue, sponsorship, violations, aptitude testing, responsibility for theoretical instruction, deductibility of training costs and compensation.

Dual- Tech Training - Technical Education & Skills Development Authority (TESDA) was established through the enactment of Republic Act No. 7796 or "Technical Education and Skills Development Act of 1994", which aims to encourage the full participation of and mobilize the industry, labor, local government units and technical-vocational institutions in the skills development of the country's human resources.

Understudy and Special Projects or Assignments - Used for developing junior & senior officers, gives the employee a chance to participate in creative thinking and decision- making.

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Development of training, implementation

The purpose of the implementation phase is to implement the training plan that you designed and developed in earlier phases of the systematic approach to training. This is when the learners undertake the activities of learning, produce the various tangible results that can be referenced as means to evaluate learners' progress toward achieving the learning objectives, and evaluation occurs not only of the results produced by learners but also the activities of implementation to ensure those activities themselves are high-quality. If the previous phases of assessment, design and development we done well, then this implementation phase should go quite smoothly.

Development of training, implementation

- ❖ Before progressing through the guidelines in this topic, the reader would benefit from first reviewing the information about formal and systematic training, especially the ADDIE model, at Formal Training Processes -- Instructional Systems Design (ISD) and ADDIE. Then scan the contents of the third phase of the ADDIE model systematic planning of training, Developing Training Activities and Materials.
- ❖ Also, note that there is a document, Complete Guidelines to Design Your Training Plan, that condenses the guidelines from the various topics about training plans to guide you to develop a training plan.

Development of training, implementation:

- Closely monitor the attendance and participation of the learners. It's tempting to forgive low attendance and participation between learners are extremely busy. If you are confronted with that situation, then reflect on how important the training really is. Regardless, as soon as you notice low attendance or participation, you should mention it to the learners.
- Short communication alone is often sufficient to reinforce the importance of their engagement in the training. Also, you might learn what you didn't know that you didn't know, for example, that the activities and materials are not nearly as suitable to the learners as you might have thought.

5 Steps to Creating Effective Training Programs:

An effective training program is built by following a systematic, step-by-step process. Training initiatives that stand alone (one-off events) often fail to meet organizational objectives and participant expectations. In today's post we outline the five necessary steps to creating effective training programs that drive positive business impact.



Development of training, implementation

1. Assess training needs:

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

2.Set organizational training objectives:

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

3.Create training action plan:

The next step is to create a comprehensive action plan that includes learning theories, instructional design, content, materials and any other training elements. Resources and training delivery methods should also be detailed.

While developing the program, the level of training and participants' learning styles need to also be considered. Many companies pilot their initiatives and gather feedback to make adjustments before launching the program company-wide.

4. Implement training initiatives:

The implementation phase is where the training program comes to life. Organizations need to decide whether training will be delivered in-house or externally coordinated. Program implementation includes the scheduling of training activities and organization of any related resources (facilities, equipment, etc.). The training program is then officially launched, promoted and conducted. During training, participant progress should be monitored to ensure that the program is effective.

Factors That Affect the Transfer of Training:

Transfer of learning refers to the “ability of a trainee to apply the behavior, knowledge, and skills acquired in one learning situation to another.”¹

It’s what makes a job easier and faster as a learner becomes more skilled because they can apply what they already know.

Factors That Affect the Transfer of Training:

There are three distinct types of transfer:

- Previous knowledge applied to learning
- Old learning applied to new
- Learning applied to a real-life task

Transfer of training, major players in training and development

Getting to the root of your organization's issues with training transfer is one way to set yourself and your company ahead of the pack. As competition increases and resources decrease, eLearning designers' job is becoming more important since a good course that breaks through these barriers can make a company far more competitive.



Instructional Design Factors:

- Good design encourages learners to interact with the material, come up with their own ideas and apply what they're learning within the training environment, instead of just waiting for the training to be over and then trying out the new information on the job.
- The first is called Theory of Identical Elements and states that training occurs when the skills in the course are identical to what is needed for the job (context relevant). When there is a significant degree of similarity between the training environment and the workplace, there is said to be a high level of fidelity. When learners are able to apply what they've learned, this is called near transfer.

IMPLEMENTATION AND EVALUATION OF TRAINING

External Encouragement: Is the learner's work environment supporting training initiatives? This factor includes peer and manager support along with whether or not a learner is being given the opportunity to use new skills without repercussions. For example: Google, encourages employees to experiment without a threat of consequences if something goes wrong. This encourages innovations as well as transfer.

Company Culture/Resistance to Change: We've all seen movies where an idealistic teacher or new boss comes into a situation where students or employees laugh at their attempts to implement changes. If your learners are used to a culture where group norms dictate that training won't be taken seriously, then it will be even harder to successfully transfer.

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Instructional Design Factors:

- ✓ Secondly, there's Stimulus Generalization Approach. With this method, lessons are structured, so only the most important and relevant parts of what is needed are taught. This maximizes training transfer by relying on far transfer, or the learner's ability to apply knowledge even when the work environment is not similar to the learning environment.
- ✓ For this theory to work, we identify multiple ways a single skill can be used in different work situations so we can narrow down what is most important to be taught. To test learners' transfer, we employ application assignments which are work problems which require training transfer to solve.

AREAS OF ORGANIZATIONAL TRAINING

Develop orientation training

Develop orientation training:

Using the training model to develop orientation training :

- a) The training needs analysis
- b) Organizational, operational and person analysis
- c) Design
- d) Training objectives
- e) Organizational constraints
- f) Facilitate learning

Learner Factors

Learner Factors

- ✓ **Self-efficiency:** How capable do your learners feel? While a learner's self-reliance and sufficiency levels are an issue for a trainee, as an eLearning designer you will benefit from identifying this before creating the course.
- ✓ To combat low capability from learners, you can incorporate more background information, and relevant lessons to both teach and raise confidence.

Motivation: As we've covered in past blogs, motivation is key to encouraging retention of knowledge. It's also important to remember it well enough to apply it to other jobs.

Learner Factors

Fortunately, a well-designed eLearning course can increase motivation with various methods such as gamification, reward systems and by reinforcing how these new skills will benefit the learner.

Barriers to Effective Learners: Learners can be demotivated and fail to transfer due to a variety of reasons including: Inefficient support from coworkers and superiors, difficulties with the work itself, time constraints and outdated or otherwise inferior equipment.

Learner Factors

Learner Factors:

Personal Time and Stress Factors: Often underestimated as a cause of ineffective transfer, personal difficulties can make it very difficult to accomplish this. You and your learners all have limited energy, time and mental capacity which hinders your ability to teach effectively and their ability to retain and transfer information.

External Factors

Support from Higher-Ups: Transfer can also be facilitated and hindered by the involvement of a manager or other supervisor. If the supervisor takes the course seriously and lends support, then students are more likely to retain and transfer the knowledge. When a manager encourages participation in training and use of new skills on the job, this is when the transfer is most successful. Obviously, if the manager is discouraging or completely uninvolved, this could have the opposite effect.

A Plan of Action: Having an outline of steps that learners and manager must take also helps transfer and helps maintain focus. This plan includes: goals along with strategies for reaching those goals and required equipment and resources.

Required resources would be that every-important support from coworkers and superiors, what is expected at the end of the training and dates of progress and completion.

Positive Support from Peers: Adequate support from peers, including feedback from the group, is important to reinforce the importance of the training and encouraging transfer. As an instructional designer, you can help this factor by incorporating options for group interaction and feedback within your courses. This factor can and should also include success stories from peers who have already used the training.

CROSS-FUNCTIONAL TEAMS

- A cross-functional team comprises people from different departments and with special areas of expertise working to achieve a common goal.
- Cross-functional teams include members who bring different types of knowledge and experience from areas such as finance, engineering, human resources, and marketing.
- Using the training model to develop team training:

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Training for talent management

Tools are needed for talent management training:

- i)Objective metrics
- ii)Strategic alignment
- iii)Targeted training and development
- iv)Key talent identification/retention
- v)career-pathing
- vi)Talent mapping.

Types of competency

- i)Universal
- ii)Transferable
- iii)unique

Models of competency mapping

Models of competency mapping:

- ✓ One-size-fits-all competency model
- ✓ Multiple job competency model
- ✓ Single job competency model.

Approaches to mapping:

- ❖ Expert opinion
- ❖ Workshops
- ❖ Questionnaire method
- ❖ Interview method
- ❖ Observation method
- ❖ Story writing method
- ❖ Critical incident technique

DIVERSITY TRAINING DEFINITION

Diversity training is training delivered to make participants more aware of diversity issues in the workplace, their own beliefs on diversity, as well as provide skills to help them interact, collaborate and work more closely with people that have different qualities to their own.

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Benefits of competency mapping

- iv) Identifies development needs
- v) Helps in re-organizational and receptivity
- vi) Improves organizational productivity.

Benefits of competency –based assessment at individual level:

- i) The knowledge and skills of the individual come to light.
- ii) The individual learns on the job, at one's own place.
- iii) The time required for self-development taken by it is comparatively much less than that taken by any other method of self-development.
- iv) It can suggest suitable moves for plateau managers.



Thank you