

LECTURE NOTES
ON
TRAINING AND DEVELOPMENT

III SEMESTAR
(ELECTIVE – II)

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UNIT I

TRAINING ORGANISATIONS

EMERGING TRENDS IN TRAINING & DEVELOPMENT

1. Active Learning: Learning is better experientially and mostly by doing. Gives teams or work groups an actual problem, give them time on solving it and committing to an action plan, and then holds them accountable for carrying out the plan.

2. Roles as a Trainer

a) As a Coach: It helps employees identify strengths, weaknesses, interests, and values by maintaining open, effective communication and ongoing encouragement. b) As an Advisor: It provides organizational information, realities, and resources to employees. One can improve advising by: c) As an Appraiser: Evaluates employees' performance in an open, candid way and relates this to potential opportunities. d) As a Referral Agent: Helps employees meet their goals through contacts with people and resources.

3. Influence of e-Learning: Almost all major companies are using some form of online learning to train their employees. Unlike past where they used to focus more on mandatory trainings or highly focused trainings that address their pressing business problems /challenges, organizations are now investing more and more in personal development programs to increase employee productivity. (According to New Ambient Insight Report, the Asian eLearning market is expected to reach \$11.5 billion by 2016.)

4. Adaptive Learning: Companies may want to consider breaking traditional learning methods by introducing aspects of adaptive learning, it is a methodology that breaks traditional models and allows employees to learn at their own pace.

5. Integrating learning and development into organisational strategy: Most organisations aspire to make the best use of their people (their 'human resources', 'human capital' or any other term they use to describe the flesh and blood that drives their enterprise). Without learning, organisations and individuals simply repeat old practices, change is cosmetic and improvements are either fortuitous or short-lived (Garvin 1993).

6. Behavioural Changes: More companies are focusing on building 'how to' skills that are highly relevant and immediately applicable to the jobs people do. Research shows that more people act themselves into a new way of thinking rather than think themselves into new ways of acting. Therefore it is the training that produces measurable results in terms of behavioural change that is more likely to make a real difference in the long term.

7. Real use of training experts: Training specialists are those in the organisation who can provide a performance consulting service whereby all training interventions are geared towards

the real needs of managers, staff and the business. To do this well, those working in the training area need to understand the business strategy of the organization.

8. Considering learning styles: It is a useful process, which is implemented prior to developing the training program. The concept of learning styles preferences is based on the recognition that some individuals prefer learning in one way compared with another. In order to optimise training effectiveness, meeting individual preferences regarding learning styles will go a long way.

9. Trainees' Motivation and Timely Counseling for better result: The trainees' motivation to learn and attend training has an effect on skill acquisition, retention and willingness to apply the newly learned knowledge, skills and attitude on the job. Employee counseling is a psychological health care intervention which can take many forms. Employee counseling gives individuals a valuable opportunity to work through problems and stresses in a strictly confidential and supportive atmosphere.

10. Competency Mapping: This is a way of assessing the strengths and weaknesses of a worker or organization. It's about identifying a person's job skills and strengths in areas like teamwork, leadership, and decision-making and during training sessions as well. Large organizations may use some form of this technique to understand how to best use each worker.

11. Comfort level Training: Trainings are done in-house by a team of specialists, or outsourced to the Training Consultants. A thorough Training Need Analysis gets done with every concerned individual, includes a lot of assessment tools; like, Kenexa, Lumina Spark, DISC, HR Chally, MBTI, etc. These tools give the training facilitators, a clear idea about their Personality portrait including overextended persona, Leadership & learning styles.

12. Social Networking: Social media can also be utilized to train or assess skills. The concerned participant or the facilitator can put up a question for a peer group, which can be answered by any one. Once it becomes a discussion-thread, the comments start attracting different and intelligent viewpoints.

13. Create own learning devices: The need for own learning devices also came out of the reports. With eLearning on the up it is becoming increasingly more viable to have tailored training courses for each individual learner taking into account what they already know and don't know as well as their learning style. - it is yet unclear how many companies will be purchasing their own devices ready for training sessions and how many will expect candidates or trainers to provide their own (Bersin 2013).

14. Training is a means of maintaining, rising, and satisfying talent: Training has evolved into not only a means of maintaining employees' skills, but also a strategy to retain, develop, and reward key talent. In ERC's recent Talent Management Practices Survey, the majority (57%) of organizations say they use training and development opportunities as a strategy to retain top or key talent and 61% use it as a way to reward and recognize employees.

15. Demand for Mobile-Learning: Our new modern workplace roles with every day challenges and training needs do not give us time to build a training deck and arrange a trainer. Today's managers work more from their homes and off shore rather than from their business desk. So the organizations are moving towards MLearning to ensure that their mobile workforce learn while they are on the move.

16. Technology based methods: Many companies are increasing their investment in technology-based methods, attracted by their ability to cater for today's geographically scattered, mobile and multi-generational workforces with an easy, sociable, interactive way to learn. Mobile video, multi-player gaming, "virtual presence" facilities, e-books, on-line diagnostic tools, webinars, podcasts and on-demand TV are just a few of the multitude of technologies.

17. Training through Chunks of Information: Organizations are now using technology to provide information in smaller chunks that can help learner to get access only to what they want and not to everything they have.

18. Sharing and Listening: Collaborative learning is being given high priority now-a-days because people learn more and quickly through sharing and listening to each other. So this is another area where people are focusing to come up with solutions to offer training at a professional level.

19. Globalise effective talent: Many still focus on driving global talent mobility, aiming at efficient movement of high performers around the world. Long term, sustained growth in new markets is likely to rely on successfully identifying, engaging, developing and retaining local talent.

20. Gradual Learning Philosophy: The "slow" philosophy doesn't mean doing everything at a lethargic, crawling pace. It's about aiming to do things at the right speed.

21. Creation of cloud based platforms: The trend of employees working remotely has exploded in recent years, but training resources have failed to keep up. In 2013, look for a number of new cloud-based remote training solutions to emerge. A few pioneering companies have already released systems that allow training managers to import all their classroom resources onto cloud-based platforms and enabling remote users to sign on when their schedules allow.

22. Training is becoming Knee-jerk: New challenges arrive at breakneck speed in the modern workplace, and with them come needs for new skills and knowledge. There may simply be no time for building a new training deck, mounting a new e-learning module, or even booking a conference room for an afternoon learning session. Instead, training managers will have to think on their feet and respond quickly to new challenges.

23. Performance Consulting: Human Performance Technology or performance consulting is changing the face of the traditional training department forever. Few training organizations offer trainer-led, generic classes as the only, or even major, solution to organizational challenges and opportunities any more.

24. Gamification techniques for training: The use of gamification that is, applying game principles to nongame situations is very appealing to the Gen Y and Gen C workforce. The concept is to make learning fun, and to challenge the learner (termed a player) to continue to learn through quests and competition. More and more organizations are utilizing gamification programs for corporate training.

25. Training- as helpful mechanism in competitive advantage: While some organizations have long had a global dimension in their leadership development initiatives, most companies find they must play catch-up or lose ground in an increasing integrated, competitive global marketplace.

CAREER OPPORTUNITIES IN TRAINING

The Necessary Skills

- **Communication Skills:** Excellent oral and written communication skills are critical for anyone entering the field of learning and development. You'll need to be able to speak in front of large and small groups as well as write effectively for a wide range of audiences.
- **Interpersonal Skills:** Training professionals must have good "people skills." Superb listening skills are required to successfully identify the needs of your audience. It's also important to be socially perceptive—so that you're aware of others' reactions and can adjust your message and approach as needed. Because most trainers act as consultants within their own organizations, it's important to be able to develop constructive working relationships with others.
- **Creative Thinking:** Training and development professionals need to be able to think creatively to design new programs and approaches to get their information across.
- **Planning and Attention to Detail:** Training and development professionals must be capable of putting together detailed plans and materials to support their educational programs.
- **Technology Skills:** It's increasingly important for training and development professionals to be technologically savvy. All trainers need to know how to use technology in the classroom, as well as how to effectively use learning management systems and online meeting platforms.

The Most Effective Personality Traits

- **Extroverted:** Most of the training and development professionals I know are more extroverted than introverted, especially if they are engaged in training delivery. However,

if you love teaching people but don't like getting up in front of big groups, don't cross this field off your list. There are many opportunities for people who enjoy teaching smaller groups or using online platforms. So, if you're an introvert, you might enjoy instructional design or training of a more technical nature. Finally, many introverts do enjoy training large groups, just be aware of your tolerance for time with people versus your need for "alone time" when considering this career path.

- **Idea Person:** If you think of yourself as an "idea person," developing new programs and ways to present concepts should come naturally to you..
- **Flexibility:** While trainers must be able to plan and pay attention to detail, they also must be able to "think on their feet" and adjust quickly when something unexpected comes up.

Because the field is so diverse, there truly are opportunities for every personality type. The key will be to make sure that your personality matches the type of training and corporate culture of the company for which you will be working. So, for example, if you enjoy technical subjects and structured environments, you might gravitate towards a larger company that needs technical trainers. On the other hand, if you love unstructured environments and can deal with uncertainty, you might enjoy a tech start-up.

The Most Prospective Industries

All types of companies hire training and development professionals. The industries that hire the most learning professionals are:

- health care
- professional, scientific, and technical services
- educational services
- financial and insurance.

IMPORTANT CONCEPTS AND MEANING:

Concept And Meaning Of HRD

- The active resource of an organization is human resource. Other resources remain inactive unless there are competent people to utilize the available resources for the production of goods and services. Human brain has a limitless energy to think and act in a productive way. Hence, competent and qualified human resource is a key factor of organizational success. In this regard, the emergence of human resource development (HRD) plays a vital role in enhancing the entrepreneurial skill of people.
- Human Resource Development (HRD) is a process of developing skills, competencies, knowledge and attitudes of people in an organization. The people become human resource only when they are competent to perform organizational activities. Therefore, HRD ensures that the organization has such competent human resource to achieve its desired goals and objectives. HRD imparts the required knowledge and skill in them through effective arrangement of training and development programs. HRD is an integral

part of **Human Resource Management** (HRM) which is more concerned with training and development, **career planning** and development and the organization development. The organization has to understand the dynamics of HR and attempt to cope with changing situation in order to deploy its HR effectively and efficiently. And HRD helps to reach this target.

- Hence, HRD is a conscious and proactive approach applied by employers which seeks to capacitate employees through **training** and development to give their maximum to the organization and to fully use their potential to develop themselves.

NATURE OF HRD

- 1. HRD is a continuous process
- 2. HRD concerned with behavioral knowledge.
- 3. HRD is a well integrated system
- 4. HRD provides better quality of life.
- 5. HRD focuses on all round development of human resource

Definition: Training and Development

Training and Development is a subsystem of an organization which emphasize on the improvement of the performance of individuals and groups.

training is an educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of the employees.

Training is about knowing where you are in the present and after some time where will you reach with your abilities. By training, people can learn new information, new methodology and refresh their existing knowledge and skills. Due to this there is much improvement and adds up the effectiveness at work.

The motive behind giving the training is to create an impact that lasts beyond the end time of the training itself and employee gets updated with the new phenomenon. Training can be offered as skill development for individuals and groups.

Organizational Development:

Organizational Development is a process that “strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them.”

Development is made to answer the **training problems:**

<i>TRAINING</i>	<i>DEVELOPMENT</i>
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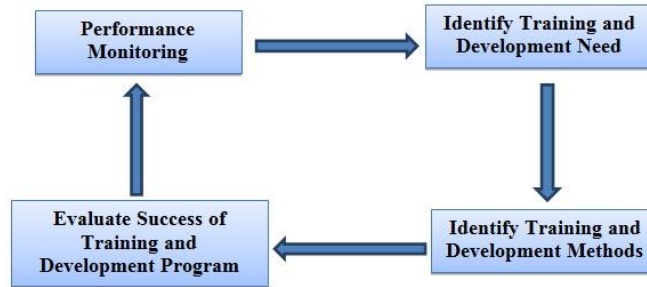
Training is meant for operatives	Development is meant for executives
It is reactive process	It is pro- active process
AIM: To develop additional skills	AIM: To develop the total personality
It is short term process	It is continuous process
OBJECTIVE: To meet the present need of an employee	OBJECTIVE: To meet the future need of an employee
Initiative is taken by the management	Initiative is taken by an individual.

Importance of Training and Development:

- Optimum utilization of Human resources
- Development of skills
- To increase the productivity
- To provide the zeal of team spirit
- For improvement of organization culture
- To improve quality, safety
- To increase profitability
- Improve the morale and corporate image

Reasons to go for Training and Development:

- When management thinks that there is a need to improve the performances of employees
- To set up the benchmark of improvement so far in the performance improvement effort
- To train about the specific job responsibility
- To test the new methodology for increasing the productivity



ORGANIZATION DEVELOPMENT: AN INTEGRATED APPROACH

This model depicts three basic strategies to achieving successful organizational change. The three strategies are not mutually exclusive and all three could be used concurrently to bring about systemic change. One or the other, however, may be more conducive to the type of change needed in a particular organization. For this purpose, they are shown as being three different strategies.

The Behavioral Strategy takes an employee training and development approach. It posits that employee learning would bring about the organizational change needed. Learning would consist of gaining knowledge, skills and new attitudes, which would lead to new behaviors. These new behaviors would then lead to improved quality and performance

The Structural Strategy takes an organizational design approach. It posits that organization structure and design should be aligned (or realigned) consistent with the vision, direction, mission, or goals of the organization. The Structural Strategy would incorporate changes in the organization chart. Employees, units, divisions, and departments could be realigned to optimize resources. For example, hierarchies could be flattened and decision-making could be placed closer to the point of action. Significant work could be done in chartered, self-directed teams. Such realigned relationships would lead to improved quality and performance.

The Technical Strategy takes a continuous improvement approach. It posits that processes in the areas of customer focus, product and service delivery, support, and supplier and partnering could be improved. This strategy also maintains that technology be continuously updated and aligned with the processes of production and service to make work more efficient and effective. Continuous process improvement with aligned technology would lead to improved quality and performance. Training Best Practices and Organizational Success

Some of the best companies today realize that continuous learning and development is key to organizational success. For this purpose, professional trainers may be hired to conduct training sessions on specific topics. These trainers have the responsibility to develop training strategies, which help in knowledge retention and enable the employees to achieve success in the workplace. Trainers need to be mindful of some training best practices to accomplish this goal. This article will review some of the best practices that should be followed in the training industry. Some of the most effective learning and development programs today include the following best practices:

1. Training programs should be strategy-driven

Trainers should be well aware that all training and development programs need to be in line with the organization's overall strategic goals. They should closely interact with the clients to ensure that the designed and implemented programs help to achieve business success by overcoming an area of improvement. The trainers should align the learning objectives and business objectives to make the training more relevant.

2. Set criteria to define success

The success of training programs should be measured against different criteria. Training programs should result in a return on investment, either in the long term or the short term. Professional trainers should clearly outline how the training initiatives help an organization fully achieve its goals. The timeframes should be identified at the beginning, and a re-evaluation of the programs should be conducted on a regular basis.

3. Training programs should be supported by key strategies, systems, structures, policies and practices

When designing a training program, the trainers should ensure that learning is aligned with and directly supported by organizational structures, lines of authority, decision-making, values and other business practices. This would help to establish boundaries and reinforce the desired results.

4. Training should be driven through many channels

Some of the best trainers in the industry help the organizations to explore and utilize different platforms to reinforce learning outcomes and ensure that people get the right skills at the right time, in the right way and at the right cost. They closely liaison with the companies to tap methods, such as classroom lecture and role-plays, on-the-job application, e-learning, and use of other technology and support tools to match learning styles of each employee. Each approach offers multiple benefits and should be looked into for delivery of effective training programs.

5. Learning by doing and establishing shared accountability

Some of the best programs enable the employees to maximize their potential through self-directed training and development. By identifying their own needs, creating individual learning plans and seeking learning opportunities, employees are encouraged to take responsibility for learning and apply the learned concepts at work. By experimenting and learning by doing, an employee may find himself to be more effective at work and contribute to organizational success. Many trainers recognize that learning is built around action rather than theory.

Training best practices can vary depending upon the specific situation, culture and maturity of each organization. However, the best trainers ensure that they are well aware of the training needs before implementing any initiative. The industry is built around the belief that the process of doing, reflecting and learning is a continuous one.

Everyone who follows this blog knows that I tend to take a softer approach to training that at times may not seem as traditional or as typical of the training principles you are taught in school. I also don't tend to weigh my page down with off-the-shelf products, although guest writers are more than welcome to do so as long as they write generically about all such products. This blog is not to promote, but to share training ideas and best practices.

Putting people first is a part of any training for me, but there is a business side to it as well that we cannot ignore. Our clients are profit-oriented unless they are non-profit, but they too are still looking at a bottom line.

Training and development in any organization requires a training strategy to achieve success, and a method to make it happen (or implementation). We agree our leaders (as well as our trainers must have vision, focus, direction, and it only makes sense to put it in an action planning document.

Does that mean it is written in stone? I don't think so, but it will remind us all of where we started and where we should be at all times. Should that change at any time, should we can change that statement to conform with our new vision, direction, focus, etc. immediately? Of course not. Changes to the plan shouldn't happen whimsically, but only with great thought and discussion.

Without a training strategy or an action plan we do not have a mechanism that establishes for all our means to achieve these grandiose goals, which is what they are if they are not formalized in some way. Therefore, the strategy will require vision, focus, direction and an action planning document.

A Training and Development Strategy is a mechanism that establishes what competencies an organization requires in the future and a means to achieve it.

- Having it in writing somehow makes it an indelible ink for the corporate culture letter and a motif for the corporate culture in general.
- Still another good reason is that a plan is always good. It may be a trite saying but it says it best: anything worth achieving, is worth planning for!
- To know how your product or service will be used and how it will affect others before you develop it—that's planning for the future.
- Studies have shown that with a training strategy your productivity improves when just about any corporate spending had a plan.
- Many points can be put forward in favor of why you need a training strategy as long as it is related to that plan—even morale.

As part of an effective Strategic Training and Development Plan, you will need detailed versions of the following:

- *Corporate/Organizational Vision*
- *Executive Mentoring*
- *Team Development and Team Building*

- *Management and Leadership Development, (not all agree with management as a part of this, but not all management are leaders)*
- *Competency Requirements and Skills Profiling,*
- *Objectives and Action Plans,*
- *Employee Training and Train-the-Trainer needs.*

How do these items fit with the Big Five: Equity and Diversity, Organization (and Personnel) Values, Business Process (and Personal) Improvement, Change Management (and Personnel Adjustment), and Organizational Design and Structure?

Traditional approaches identify the customer's training needs in terms of their organizational strategic plan, compare it with Human Resources' strategic plan, focus on comprehensive interviews or focus groups, and see how it all meshes with personal development plans.

I would argue to keep personal development plans in the forefront rather than last because personnel matters like personal development plans tend to get lost or given short shrift in favor of the bottom line. People are an invaluable resource—more important than most managers and leaders seem to know when it comes to helping the company get behind productivity. Don't forget, these are the same people who may be on the ground floor hearing what you are not. Ignore them or treat them like dogs and they may bark and bite instead of being your best friend.

Now back to business.

So how do you keep an eye on things? More planning. This is actually your Strategic Plan for Training and Development. It is the bigger picture. As on the battlefield, a strategic battle includes many tactical units like those below that help implement or make happen the bigger plan happen.

- Establish corporate/organizational development needs, present and future,
- Set organizational training objectives,
- Examine your personnel records with an eye for additional or missed talent to be part of your new training plan, (I find it useful to interview people who expressed an interest in training to become a part of the group during this time; their insight can be amazing.)
- Create a training action plan to make sure that you have the necessary systems in place, that you can access resources, other sources deemed appropriate or design training and position it in time for use.
- Deliver the training by any number of appropriate methods determined by value and cost effectiveness.
- Monitor the training value as well as employee need and satisfaction,
- Evaluate the training by assessment and sustainability overtime, and
- Revise training and/or training plan if needed, with a plan for making immediate changes to the training itself.

Don't develop any plan, especially a Strategic Plan for Training and Development, if you aren't going to use it.

Naturally, training is only as good as your corporate or organizational leadership is willing to support it. Get their buy in first. Make sure you have it worked out to the fullest and it is a win-win. Know what kind of leader your boss is. Some are more impressed by numbers, so find them and give them to him or her. Find other companies where this kind of program has made a difference and give him its statistics. If he or she craves love of his or her people demonstrate how this plan will make everyone one big happy family. Obviously if the boss is a very ordered kind of person he or she will love this plan. I think you get the idea.

DEVELOPING AN EFFECTIVE TRAINING STRATEGY

It's tempting to put off staff training indefinitely, waiting until there is more time or more money. But for you to succeed, your employees' skill sets must be complete and up-to-date. Employee development is one of the most important investments you can make in your business.

When you do take on a training effort, you'll want to be sure you're spending your money wisely. It's therefore best to create an overall training strategy to steer your plans for staff development.

Here are some guidelines to help make your training efforts successful:

Analyze your needs

Take the time to carefully analyze your needs when designing your training plan. This will help you choose the right type of training for your requirements.

Identify skill gaps

You can do this by looking at a written job description (make sure you have one!) and comparing the skills the position requires with your employees' current abilities. Understanding where there may be gaps will help you identify the types of training you need.

Prioritize

Assign the training you'd like to provide into categories. Is it mandatory, or nice-to-have? If it's absolutely required, a training effort becomes imperative. If it reflects an ideal situation that isn't immediately feasible, you'll know to plan for it in the longer term.

Plan and deliver the training

Once you have assessed and prioritized the need for training, the next step is to secure what type of training you will use and how you will offer it. There are several factors to consider:

Types of training available

1. **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
2. **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

Delivery options

One-on-one vs. group sessions, e-learning vs. in-person instruction, on-site or off-site? These questions will be answered by a blend of factors: what's available, what best suits your needs, and what you can afford.

Your budget

It's important to balance your need to save with the long-term benefit of developing staff. Try to determine the best type of training available for the amount you have to spend. For more information, read go2HR's article on [Budgeting for Training](#).

Don't forget to secure management and staff commitment

Before you can execute a training program, you need to have agreement from the senior person in your company that training is a priority. This person will need to support the plan fully and agree to milestones, costs, dates and deliverables.

Employee commitment is also required. Talk to your staff about the goals for the training and why it's important to the business that they undertake the learning effort. Most often, employees will respond favorably to your investment in their development. Today's employees look beyond their pay cheques; they value and embrace opportunities to learn new skills.

Analyze training efforts and their impact

Training can be costly, so you will want to assess its impact. However, sometimes its effect cannot be translated simply into bottom line dollars and cents.

Ideally, you might track variables before and after training to verify improvements after development efforts. If the training was on customer service, the end result may be fewer customer complaints and/or an increase in sales. Training on a new computer system may net fewer errors or quicker processing. You may need to review why you sought training to begin with and whether your concerns have been remedied.

Think long-term

Changes may not occur overnight, so it's important to be patient. Training is a long-term investment, and often the benefits are not immediately obvious. However, your efforts in developing your people will help you in many ways. Staff will be more knowledgeable, they'll be more likely to stick around, and your commitment to training will help you earn a reputation as an employer of choice.

7 Ways to Improve Employee Development Programs

From this research, we've observed seven challenges companies must meet to create development programs that really work:

1. Ignite managers' passion to coach their employees. Historically, managers passed on knowledge, skills, and insights through coaching and mentoring. But in our more global, complex, and competitive world, the role of the manager has eroded. Managers are now overburdened with responsibilities. They can barely handle what they're directly measured on, let alone offer coaching and mentoring. Organizations need to support and incentivize managers to perform this work.

2. Deal with the short-shelf life of learning and development needs. It used to be that what you learned was valuable for years, but now, knowledge and skills can become obsolete within months. This makes the need to learn rapidly and regularly more important than ever. This requires organizations to rethink how learning and development happens from a once-in-a-while activity, to a more continuous, ongoing campaign. As Annette Thompson, Senior Vice President & Chief Learning Officer at Farmers Insurance pointed out in an interview, avoiding information overload is vital, so organizations must strike a balance between giving the right information versus giving too much.

3. Teach employees to own their career development. Highly-structured, one-size-fits-all learning programs don't work anymore. Individuals must own, self-direct, and control their learning futures. Yet they can't do it alone, nor do you want them to. The development and growth of your talent is vital to your ongoing success, ability to innovate, and overall productivity. It's a delicate balance, one Don Jones, former Vice President, Learning at Natixis Global Asset Management summarized like this: "We need to have 'customized' solutions for individuals, while simultaneously providing scale and cost efficiencies across the organization," he said.

4. Provide flexible learning options. Telling employees they need to engage in more learning and development activities with their already heavy workload often leaves them feeling overwhelmed and consumed by the question, "When and how will I find the time?" Companies must respond by adopting on-demand and mobile solutions that make learning opportunities more readily accessible for your people.

5. Serve the learning needs of more virtual teams. While most organizations have more people working remotely and virtually, it does require more thought and creativity in how to train this segment of your workforce. This includes formal types of learning through courses, but also the informal mentoring and coaching channels. Just because employees are out of sight doesn't mean they get to be out-of-mind when it comes to learning and development.

6. Build trust in organizational leadership. People crave transparency, openness, and honesty from their leaders. Unfortunately, business leaders continue to face issues of trust. According to a survey by the American Psychological Association, one in four workers say they don't trust their employer, and only about half believe their employer is open and upfront with them. If leaders disengage or refuse to share their own ongoing learning journeys, how can they expect their people to enthusiastically pursue theirs? It's the old adage of "lead by example." If managers want employees to engage in learning and development, then they need to show that they are actively pursuing their own personal learning journeys as well.

7. Match different learning options to different learning styles. With five generations actively in the workforce, organizations must restructure the way employees learn and the tools and activities they use to correctly match the different styles, preferences, and expectations of employees. For example, Millennials came of age using cell phones, computers, and video game consoles, so they expect to use these technologies to support their learning activities.

As leaders, we know the value our learning and development programs bring to our organizations. But we also want to ensure we're receiving a high return on investment. By clearly understanding the trends emerging in our learning and development programs, we'll better position our companies to select the right targeted solutions to drive results, increase employee engagement, and increase innovation and productivity.

How to Develop an Effective Training Strategy

An effective training strategy is vital for the success of your company; it can serve as a means to develop your people and can also become an effective recruiting and retention tool. Developing a strategy for training gives your company a competitive advantage and helps propel you into the future. The plan needs to be comprehensive, and every employee needs to understand it so that everyone gets the appropriate training at the right time.

Training Strategy

1. Meet with your company leaders and determine your organization's business strategy and mission statement. Discuss the goals and objectives of your company, including its human resource needs. Meet with your human resource leaders and discuss their employee development needs. Review previous training files and documentation. Discuss overall training needs with operational and human resource managers.
2. Identify training needs by comparing company goals and human resource needs. Discover gaps between company goals and employee development needs. Create training objectives to

meet performance gaps. Formulate specific learning strategies to overcome performance gaps. Distinguish between training needs and other performance issues.

3. Develop your training plan to narrow performance gaps. Establish learning objectives for each training program. Identify programs that employees need to attend. Ensure that training is included in all employee evaluations. Establish a learning management system, or LMS, that allows for registration, administration and tracking for all employee training programs.
4. Obtain management support and agreement before you implement your plan. Review your plan with your leaders and obtain buy-in for its execution. Answer all questions and resolve any remaining issues with your training strategy. Prepare all materials and finalize your plan.
5. Schedule and implement your plan. Identify resources for your training. Select and train instructors, and reserve training facilities. Distribute the training schedule, and review it with all managers and leaders. Assign students to programs using your learning management system. Implement your training strategy, and monitor progress at least monthly.

STRATEGY: 11 Bold Strategies for Employee Development

#1: Trust is based on credibility. We've just had three years of trust-busting behavior on the part of many employers. People, who had every intention of retiring in their organizations, were forced into early retirement and now find themselves at fifty-something involuntarily without a career. That situation doesn't go unnoticed by the young ones, who are preferring to put their futures in a "backpack" that's portable and independent of the employer. If high trust organizations are 3 times more likely to outperform low trust ones*, our top employee development priority has to be rebuilding the employee-organization trust quotient.

#2: We are leaving way too much talent on the table, untapped because we have compartmentalized the organizational structure into silos where people only contribute what is asked. The developmental challenge is to uncover all that people can do and find a way to encourage them to contribute all of it.

#3: Teamwork allows people to cross-train on other jobs and adds to their repertoire of skill sets. Young workers don't have to wait until they're forty to try out some of the seniority positions. Work can be structured to achieve the best result, with simpler, flatter, more flexible designs.

#4: Because the employment market has favored the employer, leaders haven't needed to compete and plan for their talent needs as they will need to in the future. Last minute planning and crisis management (ready-fire-aim) wastes resources and frustrates employees. Employees will want to work for companies that are successful by planning the work and working the plan, not those who specialize in wasteful fire-fighting.

#5: GenX and GenY employees are used to working in teams and enjoy collaborative groups. The old command-control, top-down model of leadership doesn't appeal to them. All

employees need development in how to strengthen their collaborative capabilities, beginning with their communication skills.

#6: Every organization is singing the “waste reduction” tune, but few know how to build the “fire in the belly” where employees drive their own continuous improvement efforts. We need to wake up and see that India, China, Singapore and other developing nations are making giant leaps while we’re still arguing whether employees should have access to performance metrics. Ten to thirty percent of operating expenses are typically quality costs and 60-75% of those quality costs are failure costs. We need to start treating employees as adults with access to critical data, not children who need caretaker supervisors

#7: We have four generations currently in the workforce – from the veteran (born in 1920-1945) to the Gen Y – (dates). We’ve got to figure out what each generation can bring to the workplace and then capitalize on what they have to offer. If we say to the Gen Yer, “You can’t play unless you’re willing to play by our rules,” we’re going to lose them to places that will let them play by their own rules. Micro-managing a GenYer isn’t going to work, and truthfully is unnecessary.

#8: Leaders need to be much more skilled in how to introduce and implement change. There’s a difference between the actual change (automation, new process or initiative, or restructuring) and the management of that change. Ask someone who is leading a change in your organization how much training they’ve received in managing change and most will tell you “next to none.” No wonder, as John Kotter reports, 70% of change initiatives fail

#9: For some reason we have an aversion to gathering and using data to make decisions. We’d rather guess or speculate about why a problem has occurred rather than track the data that will show root cause. The question is always, “How do employees know that they did a good job today?” If they don’t know the answer, how can they be held accountable? Data needs to be our friend, the first question we ask when we start problem solving.

#10: We need to do a much better job describing how employees can add value to the organization. Does the administrative assistant know how to add value on the phone or when making appointments? Does the project leader know how to add to the project beyond developing a GANTT chart? Does the worker know how to add value for the customer? Does the leader know how to add value for employees?

#11: Feedback is critical to knowing whether we’re doing okay or not. But it’s not enough to just get it; it’s knowing how to process the feedback and doing something with it. Our experience with 360-feedback suggests that employees really want to know how they’re doing, but feedback needs to be a regular, ongoing process – not a once-a-year performance event.

MOTIVATION AND PERFORMANCE

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).

Motivation is the combination of a person's desire and energy directed at achieving a goal. It is the cause of action. Motivation can be **intrinsic**, such as satisfaction and feelings of achievement; or **extrinsic**, such as rewards, punishment, and goal obtainment. Not all people are motivated by the same thing and over time their motivations might change.

Motivational Issues

Often an employee knows how to perform correctly, the process is good, and all resources are available, but for one reason or another, chooses not to do so, which normally means it is a motivational issue. While many jobs have problems that are inherent to the position, it is the problems that are inherent to the person that normally cause us to lose focus from our main task of getting results. These motivational problems could arrive from family pressures, personality conflicts, a lack of understanding on how the behavior affects other people or process, etc.

When something breaks the psychological contract between the employee and the organization, the leader must find out what the exact problem is by looking beyond the symptoms, finding a solution, focusing on the problem, and then implementing a plan of action. One of the worst situations that a leader can get into is to get the facts wrong.

Start by collecting and documenting what the employee is not doing or should be doing, such as tasks, special projects, reports, etc. Try to observe the employee performing the task. Also, do not make it a witch hunt, but rather observe and record what the employee is not doing to standards. Check past performance appraisals, previous managers, or other leaders the employee might have worked with. Try to find out if it is a pattern or something new.

Once you know the problem, then work with the employee to solve it. Most employees want to do a good job. It is in your best interest to work with the employee as long as the business needs are met and it is within the bounds of the organization to do so.

Causes of problems

Expectations or requirements have not been adequately communicated

This motivational issue is not the fault of the employee. By providing feedback and ensuring the feedback is consistent, you provide the means for employees to motivate themselves to the desired behavior. For example, inconsistent feedback would be for management to say it wants good safety practices, then frowns on workers who slow down by complying with regulations. Or expressing that careful workmanship is needed, but reinforces only volume of production.

Feedback must be provided on a continuous basis. If you only provide it during an employee's performance rating period, then you are NOT doing your job.

Also, ensure that there is not a difference in priorities. Employees with several tasks and projects on their plates must be clearly communicated as to what comes first when pressed for time. With the ever increasing notion to do more with less, we must understand that not everything can get done at once. Employees often choose the task that they enjoy the most, rather than the task they dislike the most. And all too often that disliked task is what needs to get performed first.

Lack of motivation

A lack of motivation could be caused by a number of problems, to include personal, family, financial, etc. Help employees to recognize and understand the negative consequences of their behavior. For counseling techniques see, Leadership and Motivation and Confrontation Counseling. For some training exercises see, Performance Counseling Activity.

ALIGNING TRAINING The concept is obvious, really. In order to be most effective, employee on boarding programs should directly connect and contribute to one or more of a company's larger business objectives. Intuitively, we all understand that the more everyone's work is oriented toward the same set of goals, the more efficient, profitable, and cohesive the organization as a whole will be.

Unfortunately, training is frequently left out of this well-aligned model, making it seem tangential and dramatically reducing its effectiveness. If this seems like a big oversight, you're right, but if you've ever been a new hire (or even a current employee) forced to sit through a training program that seems confusing, canned, or disconnected from your daily work responsibilities, then you understand that this problem is a reality for most businesses..

Here are three simple steps to make this alignment of training and business objectives a reality for your company:

1. **Define all objectives.** If no one knows what the goals are, nothing is going to improve. Take some time to review your organization's overarching goals and values. Then, think about the particular need that requires further training. Identifying behaviors that need to change is an essential step in developing effective training, but take it one step further by also thinking about how the everyday work done by employees connects to the long-term, company-wide goals. Only then can you begin to create a training program that not only addresses the immediate problem, but that solves that problem by bringing focus back to the overall business identity and goals.
2. **Analyze your audience.** Now that you understand the problem and how it affects the company as a whole, it's time to consider who would be the best candidate to share that information with employees. If you have designated managers or supervisors at your company who are responsible for training employees in their area, take the time to explain your findings from step one with them, rather than just telling them to fix the

problem. Make sure your trainers understand the connections between the specific behavioral problem and the business goals so that they can keep the training sessions aimed at those big-picture objectives. .

3. **Make connections.** All throughout the training session(s), encourage trainers to make connections between specific action items and bigger company goals. Imagine, for example, that one of your company objectives is “To build profitable long-term relationships with our clients” and that the training at hand pertains to improving customer service in your company’s call centers. As the training progresses, take advantage of the many opportunities to connect specific call center strategies with that broader goal..

Training is an essential part of developing a profitable, efficient, and unified business operation. It also tends to be expensive and time consuming, so it’s worth the extra thought and effort required to do it right.

PREPARATION FOR DESIGNING YOUR TRAINING PLAN

The purpose of the design phase is to identify the learning objectives that together will achieve the overall goals identified during the needs assessment phase of systematic training design. You will also identify the learning activities (or methods) you'll need to conduct to achieve your learning objectives and overall training goals.

- 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 first phase of the ADDIE model systematic planning of training, Training Needs Assessment and Analysis: Identifying Training Goals. (This design phase is the second phase of the ADDIE model.)
- 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. That document also provides a Framework to Design Your Training Plan that you can use to document the various aspects of your plan.

Design Your Learning Objectives

Learning objectives specify the new knowledge, skills and abilities that a learner should accomplish from undertaking a learning experience, such as a course, webinar, self-study or group activity. Achievement of all of the learning objectives should result in accomplishing all of the overall training goals of the training and development experience(s).

Understand the Alignment, Dimensions and Terms in Learning Objectives

The following table depicts how learning objectives are associated with the training goals (identified during the needs assessment phase), learning methods/activities, evidence of learning and evaluation activities. .

Training goal	Learning objectives	Learning methods / activities	Documentation / evidence of learning	Evaluation
Overall results or capabilities you hope to attain by implementing your training plan,	What you will be able to do as a result of the learning activities in this plan, e.g., 1.exhibit required skills in problem solving and decision making 2. exhibit required skills in delegation	What you will do in order to achieve the learning objectives, e.g., 1. complete a course in basic supervision 2. address a major problem that includes making major decisions 3. delegate to a certain employee for one month etc.	Evidence produced during your learning activities -- these are results that someone can see, hear, feel, read, smell, e.g., 1. course grade 2. your written evaluation of your problem solving and decision making approaches etc.	Assessment and judgment on quality of evidence in order to conclude whether you achieved the learning objectives or not

UNIT -2

TRAINING NEED AND ANALYSIS

Needs Analysis: How to determine training needs

Introduction

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

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

Types of Needs Analyses

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

- **Organizational Analysis.** An analysis of the business needs or other reasons the training is desired. An analysis of the organization's strategies, goals, and objectives. *What is the organization overall trying to accomplish?* The important questions being answered by this analysis are who decided that training should be conducted, why a training program is seen as the recommended solution to a business problem, what the history of the organization has been with regard to employee training and other management interventions.
- **Person Analysis.** Analysis dealing with potential participants and instructors involved in the process. The important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject, what is their learning style, and who will conduct the training. *Do the employees have required skills?* Are there changes to policies, procedures, software, or equipment that require or necessitate training?
- **Work analysis / Task Analysis.** Analysis of the tasks being performed. This is an analysis of the job and the requirements for performing the work. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required. This helps ensure that the training which is developed will include relevant links to the content of the job.
- **Performance Analysis.** Are the employees performing up to the established standard? If performance is below expectations, can training help to improve this performance? Is there a *Performance Gap*?

- **Performance Analysis.** Analysis of documents, laws, procedures used on the job. This analysis answers questions about what knowledge or information is used on this job. This information comes from manuals, documents, or regulations. It is important that the content of the training does not conflict or contradict job requirements. An experienced worker can assist (as a subject matter expert) in determining the appropriate content.
- **Training Suitability Analysis.** Analysis of whether training is the desired solution. Training is one of several solutions to employment problems. However, it may not always be the best solution. It is important to determine if training will be effective in its usage.
- **Cost-Benefit Analysis.** Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training.

Knowledge, Skills, and Abilities

Today's workplace often requires employees to be independent thinkers responsible for making good decisions based on limited information. This kind of work may require training if the employee does not have these skills. Below is a list of various competencies that employees may be required to possess in order to perform their jobs well.

- Adaptability
- Analytical Skills
- Action Orientation
- Business Knowledge/Acumen
- Coaching/Employee Development
- Communication
- Customer Focus
- Decision Making
- Fiscal Management
- Global Perspective
- Innovation
- Interpersonal Skills
- Leadership
- Establishing Objectives
- Risk Management
- Persuasion and Influence
- Planning
- Problem Solving
- Project Management
- Results Orientation
- Self-Management
- Teamwork
- Technology

Are any of these KSA's required before the employee is hired? Are the required KSA's included in any job postings or advertisements? Do they need to be?

Techniques

Several basic Needs Assessment techniques include:

- direct observation
- questionnaires
- consultation with persons in key positions, and/or with specific knowledge
- review of relevant literature
- interviews
- focus groups
- assessments/surveys
- records & report studies
- work samples

Conducting an Organizational Analyses

Determine what resources are available for training. What are the mission and goals of the organization in regards to employee development? What support will te senior management and managers give toward training? Is the organization supportive and on-board with this process? Are there adequate resources (financial and personnel)?

Conducting a Work / Task Analysis

Interview subject matter experts (SME%27s) and high performing employees. Interview the supervisors and managers in charge. Review job descriptions and occupational information. Develop an understanding of what employees need to know in order to perform their jobs.

Important questions to ask when conducting a Task Analysis:

1. What tasks are performed?
2. How frequently are they performed?
3. How important is each task?
4. What knowledge is needed to perform the task?
5. How difficult is each task?
6. What kinds of training are available?

Cognitive Task Analysis

Develop a model of the task. Show where the decision points are located and what information is needed to make decisions and actions are taken based on that information. This model should be a schematic or graphic representation of the task. This model is developed by observing and interviewing the employees. The objective is to develop a model that can be used to guide the development of training programs and curriculum.

Since the training is based on specific job tasks, employees may feel more comfortable taking the effort to participate in training.

Gather information about how the task is performed so that this can be used to form a model of the task. Review job titles and descriptions to get an idea of the tasks performed. Observe the

employee performing the job. Review existing training related to the job. Make sure you observe both experts and novices for comparison.

Critical Incident Analysis

Conducting a Performance Analysis

This technique is used to identify which employees need the training. Review performance appraisals. Interview managers and supervisors. Look for performance measures such as benchmarks and goals.

Sources of performance data:

1. Performance Appraisals
2. Quotas met (un-met)
3. Performance Measures
4. Turnover
5. Shrinkage
6. Leakage
7. Spoilage
8. Losses
9. Accidents
10. Safety Incidents
11. Grievances
12. Absenteeism
13. Units per Day
14. Units per Week
15. Returns
16. Customer Complaints

Are there differences between high and low performing employees on specific competencies?
Would providing training on those competencies improve employee job performance?

Checklist for Training Needs Analysis

It is helpful to have an organized method for choosing the right assessment for your needs. A checklist can help you in this process. Your checklist should summarize the kinds of information discussed above. For example, is the assessment valid for your intended purpose? Is it reliable and fair? Is it cost-effective? Is the instrument likely to be viewed as fair and valid by the participants? Also consider the ease or difficulty of administration, scoring, and interpretation given available resources.

TRAINING NEEDS ANALYSIS (TNA)

The training effort in many organizations is often wasted as a result of poor (or non-existent) needs assessment. Surveys of Australian businesses reveal around 40% of organizations have no

formal training schemes and around 32% have no formal instruction to develop skills. These statistics reveal a lack of recognition of the role human resource development (HRD) plays in the success of an organization, or the lack of wanting to invest in training.

The TNA Process

A Training Needs Analysis (TNA) is a process by which an organization's HRD needs are identified and articulated. The process can identify:

- An organization's goals and its effectiveness in reaching these goals
- Discrepancies or gaps between an employee's skills and the skills required for effective current job performance
- Discrepancies or gaps between an employee's skills and the skills needed to perform the job successfully in the future
- The conditions under which the HRD activity will occur.

Ultimately, the TNA will identify needs which require addressing in some way. It not only provides clear direction for identifying training needs, but also helps to evaluate how effective previous training programmers' have been. The two outcomes are a training need and a non-training need.

A **Training Need** reveals a performance gap, and the gap can be filled with training. It exists when the employee does not know how to do the job – it is a lack of knowledge, skills, and attitudes.

A **Non-Training Need** reveals a gap, however this gap cannot be filled (or fixed) with training. It might encompass workflow, recruitment, or job design. Employees know how to do the job, but something else affects their performance.

McGhee and Thayer's Three-Level Analysis

While several different approaches can be used to identify the training needs of an organization, McGhee and Thayer's Three-Level Analysis is the most commonly used.



The model provides a systematic means of conducting a TNA at three levels: organizational, operational (or task), and individual (or person). The levels of analysis are a hierarchy which descends from the organizational level to the personal level. At the same time as you descend the hierarchy, you also move to a more micro focus in the organization.

3 Types of Training Needs Assessments

Three different types of training needs assessments. What follows is a brief description of each of the three.

Performance Gap Analysis

The first type of training needs assessment is the performance gap analysis. You'll perform this assessment when there is a difference between the way employees are currently performing an aspect of their job (actual performance) and the way management wants them to do it (desired performance).

Your goal is to figure out what training you need to design to close the gap between the two. To do so, you'll need to define both actual and desired performance in as much detail as possible as well as find out what is causing the gap.

A lack of knowledge and skill is certainly one possibility. But, you should also investigate other possible causes such as a lack of proper tools or materials, time, or authority. In the latter case, training alone won't close the gap and may even be a waste of resources.

You'll need to perform a variation on the performance gap analysis when something new is rolled out that requires employees to be trained. That something new could be a new product, competitor, market, process, system, role, set of responsibilities, or law.

In this situation, you'll only need to define the difference between how employees perform their work today (actual performance) and how they will perform it in the future as a result of the new thing (desired performance). You don't have to investigate other possible causes of the gap in performance since the new thing is clearly the culprit.

Annual Training Plan

A second type of needs assessment is the assessment you'll perform to create an annual training plan. Your goal is to identify both performance problems as well as anything new slated for the coming year. You can think of this type of needs assessment as the performance gap analysis on steroids. You'll ask the same questions, but it will be a much bigger effort because it is focused on more than one problem and more than one new situation.

Curriculum Plan

A third and final type of needs assessment is an assessment to create a curriculum for a single position. I've most often performed this type of assessment when a company is hiring a lot of people into a particular role.

The focus of this assessment is very different than either of the previous two. In this case, you'll need to identify the specific areas of responsibilities and tasks for the job.

Training Needs Analysis: The Essential Process For Effective, Targeted Training

The result of a Training Needs Analysis is a plan to ensure your training becomes a targeted, effective activity. You will find out exactly what your employees need to know to achieve your organizational goals, where your current content is missing the mark, and how you can deliver consistent training to keep the skill base of your employees afloat.

Let's look at a Training Needs Analysis in a nutshell. Here are 4 key steps in the TNA methodology **Pulse Learning** uses to help organizations develop watertight training systems.

Develop a workforce profile.

The initial step involves developing an accurate workforce profile to determine the skills and knowledge required for specific roles and responsibilities. Vital information to capture includes the demographics of your audience, such as education, experience, and literacy level. This information can be collated in a database or spreadsheet that allows filtering to extract meaningful statistics, for example, viewing the number of people in a certain role across all business units.

Verify compliance requirements.

To conduct business safely and ethically, most organizations have compliance regulations they must meet, such as legislative requirements, licenses, and codes of conduct. At this stage, your matrix of organizational compliance requirements can be mapped to your workforce profiles to determine the training that needs to be conducted to ensure your employees and business is covered.

Source, analyze, and map existing training materials.

Now that the educational needs of your employees have been identified, it's time to look at the state of your current training. This is often where most of the time is spent during a Training Needs Analysis. Your current training will be sourced, analyzed, and mapped against your compliance matrix and workforce profile to determine where the gaps lie and any associated impacts. This review is conducted with the question, "What works and what doesn't?" in mind in terms of educationally sound, engaging, and consistent content. During this step, a close review of courses is undertaken so a summary of materials can be produced that includes content overview, learning outcomes, and usage statistics. If required, your training can also be mapped to national competencies or qualifications so your employees can receive accreditation on completion. Learning Management System data can be a useful resource throughout this step.

1. Makerecommendations.

Generally, the key deliverable of a Training Needs Analysis is a detailed report providing recommendations and advice for developing the most effective training products to meet your needs. This could include purchasing suitable off-the-shelf products, giving your current training a makeover or investing in custom course design. Redundant courses can

be removed, content updated or added to “almost there” courses, and content condensed or consolidated to produce a streamlined training experience.

The report should include suggestions for developing best-practice training solutions, a review of what’s happening nationally, or even globally, to train workforces in your industry and advice for building a cohesive, functional training catalog.

6 TIPS TO EMBARK ON A SUCCESSFUL INSTRUCTIONAL DESIGN CAREER

How To Embark On A Successful Instructional Design Career

Maybe you have casually thought about a career in Instructional Design, but weren’t sure if it was for you. Or maybe you have tried to get into the field but didn't know where to even begin. Whatever your level of interest, there's no time like the present to embark on a rewarding career path. Instructional Design is a growing field with great opportunities for independent advancement. Read on for 6 easy ways to start your Instructional Design career.

1. Take As Many eLearning Courses As You Can

One of the best ways to figure out what Instructional Design is all about is to take some eLearning courses yourself. Getting a sense of what works and what doesn't will help you become a better Instructional Designer. You will also be able to find out what is helpful from a learner’s perspective, instead of just guessing. The more eLearning courses you take, the more ideas you will have to tap into for future eLearning projects. There are even free eLearning courses that you can use to expand your knowledge, such as MOOCs that center on Instructional Design topics and techniques. Or you can opt for a paid online training certification program to build essential skills and tech know-how. These certificates are also valuable for landing jobs in the future and you can add them to your Instructional Design portfolio.

2. Talk To Current Instructional Designers

Go on business social media and find online discussions about Instructional Design. These digital message boards will help you understand where the field is heading. They will also give you valuable insight into current Instructional Design trends. Ask questions, get to know the leaders in the field, and discover insider tips. These exchanges will also help you to learn critical details like reasonable timelines and pay rates. Arm yourself with as much information as possible before you talk to potential clients so that you are prepared and professional. You might also consider podcasts, webinars, and other eLearning events that are hosted by eLearning professionals. They can offer valuable insight into the world of Instructional Design, such as learning behaviors, Instructional Design models and theories, and other tricks of the trade.

3. Set Your Schedule

Instructional Designers have the luxury of setting their own schedules. Especially those who embark on a freelancing career path and have the ability to pick-and-choose their eLearning

projects. However, you can also opt for an Instructional Design job that comes with traditional work hours. The choice is up to you. Thus, you must determine whether a full or part-time profession is best for your needs, lifestyle, and finances. You should also decide if you want to work for an existing company or go alone. Many Instructional Designers start with part-time work to get their footing, then transition into full-time employment or freelancing.

4. Find Your eLearning Content Niche

Instructional Designers get to work on content in a wide range of fields. While this is exciting, it might be a bit overwhelming. Some Instructional Designers find working with eLearning content they already understand simplifies the process. While you are encouraged to work with a variety of eLearning courses, have an idea of what you like best. As you build eLearning courses you will need to separate the online training materials and present what is most important. Already having a solid understanding of the subject can really help with this step. Research a broad range of eLearning niches to see which appeals to your personal interests, preferences, and professional background. You can also consult with current Instructional Designers to determine if their eLearning niche is a good match for your talents.

5. Become An Instructional Design Bookworm

There are countless excellent Instructional Design books. These reference guides will help to steer you in the right direction and away from common pitfalls. There are also many great books about how adults learn. Understanding how learners respond to certain content will help you to develop better eLearning courses. Read as much as you can on the subject and apply these principles throughout your designs. They will help in eLearning course development and learner satisfaction, which is the key to Instructional Design success.

6. Start With Smaller Pilot ID Projects

Now that you have a good understanding of the field through research, you need to try it out. Start small, perhaps with a micro learning module, or revamp an outdated eLearning activity to give it a modern makeover. Some businesses may even hire you to clean up existing eLearning courses or incorporate new eLearning content. These eLearning projects will help you to understand the process and workflow without getting in over your head. Find eLearning projects where you can test out your skills and see if you enjoy the field. If you succeed, you can use these clients as references to get bigger eLearning projects. Building up a track record of happy clients is a big step toward success.

OVERCOMING ORGANIZATIONAL CONSTRAINTS IN TRAINING

Overcoming organizational constraints in training is a tricky puzzle that any leader will wind up encountering before their task is through. As their system is established and their dynamic is worked out, the system will continue to grow more complex and therefore expand in resource as well, and at some point, it will hit a barrier beyond which it cannot grow. Without the growing complexity and overlap to facilitate it, the cycle will stall roughly.

So, you're faced with the problem of overcoming organizational constraints in training. There are many ways in which these constraints may manifest, and all of them are a challenge to overcome. Some are not entirely possible to overpower, while others are at some expense. Let's take a look at but a few of the more common forms this may take, and what you might do about it.

First is the overload of people with defined roles in the training process. These can be leaders of small study groups or individuals whom the others beg advice on a topic they are excelling in. The demand and momentum and branching of knowledge is going to put more stress on them. There is only one solution for this and that is to redirect some of the workload.

This is involved, and may be a matter of simply finding directives in the roles that are common among different ones, and dividing common work up more. Beyond that ... there is an unavoidable bottleneck here at some point.

Another common problem is a loss of interest in incentives. Gratification can lose its power here too. The appeal of whatever reward, abstract or concrete can be gained by individuals or a team can become less novel over time, calling for more lavish incentives. This balloons costs and resources quickly. However without fuel, the engine will not turn.

The best thing to do here is provide an option to go in for a significantly greater ultimate reward if they voted to not take the smaller ones at any point. It will still cost, but the conversion from many small to one large doesn't actually have to be proportional.

Finally, we come to one of the worse ones, social dynamic corruption. A social dynamic which is formed during organizational training, will inherently corrupt over time due to human randomization. While a tight team may start out, over time, interaction will breed drama, import of emotion from out of the environment and other degrading forces.

There's only one way to abate this, and that is to make sure the original team template is general enough in design that you can retool it. On occasion, shift the roles and interactions and groupings, to keep the social dynamic on repeated soft reset. It won't prevent long term breakdown, but it should abate it for the length of training. Constant learning is harder to remedy this with, obviously.

These are just a few of the many forms organizational constraints in training can take. Where there is one, there's usually at least one more, but they tend to cluster due to their interrelated causes and conditions. Be aware of them, and know how to come prepared and to react.

IDENTIFYING AND EXAMINING TRAINING CONSTRAINTS

When conducting a training needs analysis, it is important to examine any potential roadblocks that may stand in the way of a successful training program. These roadblocks are commonly referred to as training constraints, and here are three of the most common that must be overcome in order to achieve an effective program.

Budget

The training budget often is the largest constraint that companies encounter, but not in the way one might think. Although most companies acknowledge the need for training and that there is a cost associated with training, they often fail to put a training plan in place because they struggle with even setting an appropriate training budget. Many shop owners and managers fear they will spend too much and not obtain a reasonable return on their investment. As a result, there often is no training at all.

To overcome this constraint, companies can draw from some standards used in other industries. For example, some companies set an annual training budget that is 2 percent of their annual total employee wages. Others use 1 percent. Use whichever figure makes more sense for your business. The key is to set a number and commit to it.

Time

Time usually is the second largest constraint, because in a job shop environment, production highs and lows make developing, scheduling and executing training daunting tasks. As such, many employees also view training negatively, so it is essential for management to address this head-on with firm leadership. This constraint can only be overcome if the solution comes straight from the top, with the highest-level managers and owners mandating training.

Communication

The final major training constraint is communication. Training goals cannot be achieved without effective communication. Every person in the organization should be made to understand the purpose and goal of any training prior to that training's development. Essentially, effective communication comes down to whether or not the organization understands the expectations of the training.

Supervisors must know what to expect from subordinates after the training is complete, and, on the flip-side, the trainees must know what will be expected from them. All training expectations must be completely understood by every stakeholder connected to the training event—and that comes down to robust communication at all levels.

Although these three are not the only constraints to successful training, companies that work to address and overcome them before developing a training program will be well on their way to success.

7 Tips to Ensure Training Transfer

Here are seven tips to make sure that what happens in training transfers to the workplace:

- 1.** Bring the **right content** into the classroom. Ensure the content in the training is relevant to the success of the participant back on the job, and is not something they already know how to do, or don't need to do. Once the relevance of the content is clarified by the instructor, the result should be a motivated participant.

2. Structure **relevant activities**. Make sure what is done in the classroom relates closely to what must be done back on the job. The participant can easily see the relevance of job-realistic activities. If they are successful in completing these activities in the classroom they will be more comfortable trying them back on the job.

3. Have clear, **work-related objectives**. Although there are many types of objective statements (e.g. learning objectives, enabling objectives, etc.), a performance-oriented objective, briefly written (task, condition, and standard), lets the participant know what they're expected to do, what they need in place to do it, and how well to do it when they are back on the job.

4. Use action plans. An action plan activity allows the individual participant to reflect on what has happened in training and how it can be used on the job. Identifying action items and writing them down implies a degree of commitment to implement them back on the job. Action plans can be updated periodically throughout the day.

5. Build in **peer reviews**. A review done by the participants instead of the instructor reinforces the learning through discussion and reflection.

6. Have the **participants identify key takeaways**. A brief discussion at the end of training by the participants sharing what they consider to be the key takeaways from the session may reinforce some of the decisions already made, or suggest to other participants things of value that had not occurred to them.

7. Conduct a relapse prevention session. Once the participants have identified the key takeaways have them:

- individually, identify the top three takeaways that can most readily be implemented,
- individually, take a few minutes to identify likely obstacles to implementation, and strategies to overcome the obstacles,
- in small groups, share their findings for review and suggestions.

IMPORTANCE OF TRAINING TRANSFER

There is only one reason for you to send people to training – because there is an identified gap. Your staff are employed to fulfill a role. In order to meet the requirements of this role not only do they require the appropriate resources; they also must possess the relevant knowledge, skills, and attitude. If there is a gap in what they know or are able to do in relation to their job role (or even how they do it), then and only then is there a need for training.

Training by its definition will impart new knowledge, teach a new skill or demonstrate the appropriate attitude for the workplace. Training transfer is the realization of the investment – how training has affected the attendees: it will either be positive, negative or zero.

1. Positive Transfer – This is achieved when the attendees to training return to the workplace and perform better than they would have without the training. They can now solve problems they couldn't before, or they are more productive, more efficient, more engaged, more motivated. Results are noticeable, measurable and desired. The training has added value to the business as a result.

2. Negative Transfer – This occurs training has a detrimental effect and results in training participants performing worse than they would have had they not gone to training at all.

3. Zero Transfer – This occurs when the acquisition of a new skill or new knowledge has absolutely no effect in the workplace. The productivity or performance of the staff who attended training is neither enhanced nor hindered. If the trainer was fun and interesting but resulted in a zero transfer, the company has just invested in a good entertainment session for its staff!

Where does Training Fit in an Organization or Business?

So before training is decided upon as a course of action, before we can even begin to discuss return on investment, training needs to be clearly situated within an organization – it is important to identify the **role training plays** in the workplace. It needs to be an integrated part of the whole work environment, from induction to up skilling, from performance review to moving an organization into a new phase of existence.

The context of training, therefore, must clearly be established throughout the various levels of an organization or business, and its role supported by other factors in the workplace. These factors include not only the design and delivery of training, but also the role supervisors and managers have in relation to learning and development, the culture of the workplace, the performance review systems that are in place, all the way up to the vision of the organization – training must align itself to the values and direction of the company.

4 TIPS FOR EMPLOYEE TRAINING TRANSFER

Results, measurement, return on investment, testing, behavioral change, performance improvement, expectations, accountability, and learning applied on the job are this century's language of education, employee training, and performance development.

Successful performance technologists, managers, consultants, and training professionals provide real-time connection between the classroom and the workplace.

Equally important to training transfer are the **activities that start during and occur following the employee training session**. You can help create an environment that fosters the ability of each employee to assimilate learning and apply employee training on the job. Just follow these four guidelines. You can help employees apply training on the job.

Your second mission is to continue to assess the effectiveness of the employee training over time. Determine whether the trainees feel able to apply the training on the job. Talk about specific behavioral changes, ways to apply the training, and different approaches to try as a result of the training.

Share evaluation data from the employee training session, and consider ways to improve the employee training session. For this longer term evaluation, you will want to use a written tool as well as ongoing discussion.

You will want to meet with the trainee and the supervisor several additional times over the three to six months following the employee training.

Four Training Transfer Tips

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

The purpose of the meeting is to assess the difficulties the training participant will experience in applying the training on the job. You want to help the supervisor, especially if she did not attend the training, understand the results she can anticipate from the employee training.

You also want to help the participants discuss work environment changes that will enable training application. Because you also met with the supervisor prior to the training, this is part of an ongoing discussion.

- **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.**

Coworkers can offer suggestions, when requested, about applying the employee training. The supervisor is expected to assist with the application of the employee training. This presumes the supervisor is either skilled in the training content or he attended the employee training. Another powerful approach to

training application involves an entire work group, including the supervisor, learning and then practicing the employee training. In a mid-sized manufacturing company, a group of managers, supervisors, and quality professionals attended the same customized employee training sessions for several hours a week. A central component of each employee training session was a facilitated discussion about the application of the concepts learned the prior week.

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

In an effective employee training session, the group discusses how to apply the training back on the job. They also talk about how to overcome the typical roadblocks they will likely encounter when trying to apply the employee training. Persuasive evidence supports these as legitimate and effective methods for training transfer. According to Marguerite Foxon, currently Principal Performance Technologist for Motorola, in the *Australian Journal of Educational Technology*:

"There are several transfer strategies outlined in the literature which can be incorporated into training courses, and research has produced some encouraging results.

"In particular, when learners are given goal setting and self-management instruction as part of a training course, they demonstrate a significantly higher level of transfer (eg., Gist, Bavetta, & Stevens, 1990a; 1990b).

"Such strategies increase the likelihood of transfer because they acknowledge the impact of organizational system factors while at the same time assisting the individual to focus on potential applications and to 'make plans' for using the training.

"Both designers of instruction as well as those delivering it have a responsibility to address the transfer issue - to help learners think through how to integrate the skills into their jobs and to plan in terms of what will facilitate or inhibit the transfer. It is no longer good enough to leave it up to the individual learner - if it ever was."

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

They need to meet periodically so the trainee can share his application plan and progress with the supervisor. This partnership also consists of praise, positive reinforcement, and rewards for learning and applying the employee training.

This partnership ensures that failed attempts to apply new learning are viewed as learning opportunities instead of failures. Never "punish" an individual for attempting to practice a new behavior or approach. If your organization approaches performance reviews in a traditional manner, the system or instrument cannot grade him or her down for practicing a new skill.

UNIT -3

TRAINING METHODS

The Most Effective Training Techniques

There are numerous methods and materials with the most effective training techniques available to help you prepare and equip employees to better do their jobs. Indeed, with so many choices out there, it can be daunting to determine which methods to use and when to use them.

And using several methods for each training session may actually be the most effective way to help employees learn and retain information. In this article, we take a close look at each of the myriad techniques, and examine their advantages and disadvantages. We also explain how you can combine the various methods into an effective blended learning approach.

Overall Considerations

Before considering specific training techniques, ask yourself these questions:

- What are your training goals for this session?
 - New skills
 - New techniques for old skills
 - Better workplace behavior
 - A safer workplace
 - A fair and equal workplace free of discrimination and harassment
- Who is being trained?
 - New employees
 - Seasoned employees
 - Upper management
- What is your training budget?
- How much time has been allocated for training within your organization?
- What training resources and materials do you have at your disposal?

The Choices

Even with the many technological advances in the training industry, traditional formats remain viable and effective.

Classroom or Instructor-Led Training

Instructor-led training remains one of the most popular training techniques for trainers. There are many types including:

- Blackboard or whiteboard. This may be the most “old-fashioned” method, but it can still be effective, especially if you invite trainees to write on the board or ask for feedback that you write on the board.

- Overhead projector. This method is increasingly being replaced with PowerPoint presentations, which are less manually demanding, but overheads do allow you to write on them and customize presentations easily on the spot.
- Video portion. Lectures can be broken up with video portions that explain sections of the training topic or that present case studies for discussion.
- PowerPoint® presentation. Presentation software is used to create customized group training sessions that are led by an instructor. Training materials are provided on CDROM and displayed on a large screen for any number of trainees. Employees can also use the programs individually, which allows for easy make-up sessions for employees who miss the group session. This method is one of the most popular lecture methods and can be combined with handouts and other interactive methods. [See page 37 for PowerPoint presentation tips.]
- Storytelling. Stories can be used as examples of right and wrong ways to perform skills with the outcome of each way described. This method is most effective with debriefing questions, such as:
 - How does this story relate to training?
 - How did the main character's choices make you feel?
 - What assumptions did you make throughout the story? Were they correct?
 - What would you have done differently?

This technique makes communication easier since it is nonthreatening with no one right answer. It is cost effective, especially if trainers have their own stories to tell. Stories can also make sessions more personal if they involve people trainees know. You can also find many training stories online.

Advantages

- Instructor-led classroom training is an efficient method for presenting a large body of material to large or small groups of employees.
- It is a personal, face-to-face type of training as opposed to computer-based training and other methods we will discuss later.
- It ensures that everyone gets the same information at the same time.
- It is cost-effective, especially when not outsourced to guest speakers.
- Storytelling grabs people's attention.

Disadvantages

- Sometimes it is not interactive.
- Too much of the success of the training depends on the effectiveness of the lecturer.
- Scheduling classroom sessions for large numbers of trainees can be difficult—especially when trainees are at multiple locations.

You can use lectures effectively by making sure your audience is engaged throughout the session. Here are several ways to achieve this:

- Train your trainers in the art and science of public speaking.

- Give your trainers the materials they need.
- Use with interactive methods.

INTERACTIVE METHODS

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

- **Quizzes.** For long, complicated training, stop periodically to administer brief quizzes on information presented to that point. You can also begin sessions with a prequiz and let participants know there will also be a follow-up quiz. Trainees will stay engaged in order to improve their prequiz scores on the final quiz. Further motivate participants by offering awards to the highest scorers or the most improved scores.
- **Small group discussions.** Break the participants down into small groups and give them case studies or work situations to discuss or solve. This is a good way for knowledgeable veteran employees to pass on their experience to newer employees.
- **Case studies.** Adults tend to bring a problem-oriented way of thinking to workplace training. Case studies are an excellent way to capitalize on this type of adult learning. By analyzing real job-related situations, employees can learn how to handle similar situations. They can also see how various elements of a job work together to create problems as well as solutions.
- **Active summaries.** Create small groups and have them choose a leader. Ask them to summarize the lecture's major points and have each team leader present the summaries to the class. Read aloud a prewritten summary and compare this with participants' impressions.
- **Q & A sessions.** Informal question-and-answer sessions are most effective with small groups and for updating skills rather than teaching new skills. For example, some changes in departmental procedure might easily be handled by a short explanation by the supervisor, followed by a question-and-answer period and a discussion period.
- **Question cards.** During the lecture, ask participants to write questions on the subject matter. Collect them and conduct a quiz/review session.
- **Role-playing.** By assuming roles and acting out situations that might occur in the workplace, employees learn how to handle various situations before they face them on the job. Role-playing is an excellent training technique for many interpersonal skills, such as customer service, interviewing, and supervising.
- **Participant control.** Create a subject menu of what will be covered. Ask participants to review it and pick items they want to know more about. Call on a participant to identify his or her choice. Cover that topic and move on to the next participant.
- **Demonstrations.** Whenever possible, bring tools or equipment that are part of the training topic and demonstrate the steps being taught or the processes being adopted.
- Other activities.
 - Create a personal action plan
 - Raise arguments to issues in the lecture
 - Paraphrase important or complex points in the lecture

Advantages

- Interactive sessions keep trainees engaged in the training, which makes them more receptive to the new information.
- They make training more fun and enjoyable.
- They provide ways for veteran employees to pass on knowledge and experience to newer employees.
- They can provide in-session feedback to trainers on how well trainees are learning.

Disadvantages

- Interactive sessions can take longer because activities, such as taking quizzes or breaking into small groups, are time-consuming.
- Some methods, such as participant control, can be less structured, and trainers will need to make sure that all necessary information is covered.

HANDS-ON TRAINING

Experiential, or hands-on, training, offers several more effective techniques for teaching employees, including:

- **Cross-training.** This method allows employees to experience other jobs, which not only enhances employee skills but also gives companies the benefit of having employees who can perform more than one job. Cross-training also gives employees a better appreciation of what co-workers do and how their own jobs fit in with the work of others to achieve company goals.
- **Demonstrations.** Demonstrations are attention-grabbers. They are an excellent way to teach employees to use new equipment or to teach the steps in a new process. They are also effective in teaching safety skills. Combined with the opportunity for questions and answers, this is a powerful, engaging form of training.
- **Coaching.** The goal of job coaching is to improve an employee's performance. Coaching focuses on the individual needs of an employee and is generally less formal than other kinds of training. There are usually no set training sessions. A manager, supervisor, or veteran employee serves as the coach. He or she gets together with the employee being coached when time allows and works with this employee to:
 - Answer questions
 - Suggest more effective strategies
 - Correct errors
 - Guide toward goals
 - Give support and encouragement
 - Provide knowledgeable feedback
- **Apprenticeships.** Apprenticeships give employers the opportunity to shape inexperienced workers to fit existing and future jobs. These programs give young workers the opportunity to learn a trade or profession and earn a modest income.

Apprenticeship combines supervised training on the job with classroom instruction in a formal, structured program that can last for a year or more.

- **Drills.** Drilling is a good way for employees to practice skills. Evacuation drills are effective when training emergency preparedness, for example.

Advantages

- Hands-on training methods are effective for training in new procedures and new equipment.
- They are immediately applicable to trainees' jobs.
- They allow trainers to immediately determine whether a trainee has learned the new skill or procedure.

Disadvantages

- They are not good for large groups if you do not have enough equipment or machines for everyone to use.
- Personal coaching can be disruptive to the coach's productivity.
- Apprenticeship can be expensive for companies paying for employees who are being trained on the job and are not yet as productive as regular employees.

COMPUTER-BASED TRAINING (CBT)

Computer-based training is becoming increasingly prevalent as technology becomes more widespread and easy to use. Though traditional forms of training are not likely to be replaced completely by technological solutions, they will most likely be enhanced by them. Human interaction will always remain a key component of workplace training.

Nonetheless, it is a good idea to look more closely at what training technologies have to offer and how they might be used to supplement existing training programs or used when developing new ones. Computer-based training formats vary from the simplest text-only programs to highly sophisticated multimedia programs to virtual reality. Consider the following types:

- **Text-only.** The simplest computer-based training programs offer self-paced training in a text-only format. These programs are similar to print-based, individualized training modules with the addition, in most cases, of interactive features. While simple in format, these programs can be highly effective and present complicated information and concepts in a comprehensible and easily accessible way.
- **CD-ROM.** A wide variety of off-the-shelf training programs covering a broad range of workplace topics are available on CD-ROM. Programs can also be created by training consultants for the specific needs of the particular organization or individual departments.
- **Multimedia.** These training materials are an advanced form of computer-based training. They are much more sophisticated than the original text-only programs. In addition to text, they provide stimulating graphics, audio, animation, and/or video. Multimedia tends to be more provocative and challenging and, therefore, more stimulating to the adult

mind. Although costs are higher than text-only software, the benefits in terms of employee learning may well be worth it. Multimedia training materials are typically found in DVD format.

- **Virtual reality.** Virtual reality is three-dimensional and interactive, immersing the trainee in a learning experience. Most virtual reality training programs take the form of simulation, which is a highly effective form of training. It is hands-on experience without the risks of actual performance. Flight simulators, for example, have been used successfully for years to train airline and military pilots in critical flying skills, as well as to prepare them for emergency situations in a safe and forgiving environment.

Advantages

- Computer-based training programs are easy to use.
- They can often be customized or custom designed.
- They are good for helping employees develop and practice new skills.
- They are useful for refresher training. They are applicable to self-directed learning.
- They can be cost-effective because the same equipment and program can be used by large numbers of employees.
- They are flexible because trainees can learn at their own pace and at a time that's convenient for them. Computer-based programs are available 24 hours a day, 7 days a week. No matter which shift an employee works, training is always available.
- Some programs are interactive, requiring trainees to answer questions, make choices, and experience the consequences of those choices. This interaction generally results in greater comprehension and retention.
- They are uniform, which makes it possible to standardize training.
- They are measurable. When computers are used for training, it is possible to track what each employee has learned right on the computer. Most programs have post-tests to determine whether the employee has understood the training. Test scores give trainers statistics for training evaluations.

Disadvantages

- These programs require trainees to be computer literate.
- They require trainees to have computer access.
- There is little or no interaction with a trainer; if trainees have questions, there's no one to ask.
- These programs are not effective at teaching "soft-skills," such as customer service, sales, or sensitivity training.
- They are not the best choice for new or one-time training. Trainers need live interaction to ensure new skills or concepts are being communicated. Trainees need to be able to ask questions and receive feedback.
- Some poorly designed programs are "boring" and result in trainees having a poor retention rate of the material as well as a low finish rate.

Online or E-Learning

In addition to computer-based training, many companies with employees in a variety of locations across the country are relying on other technologies to deliver training. According to the ASTD “State of the Industry” report, companies are using a record level of e-learning, and ASTD predicts that number will continue to rise. This method is becoming more and more popular as access to the Web becomes more widely available. Some examples include:

- **Web-based training.** This method puts computer-based training modules onto the Web, which companies can then make available to their employees either on the company’s intranet or on a section of the vendor’s website that is set up for your company. There are many courses available on the Internet in many different topic areas. These courses provide a hands-on, interactive way for employees to work through training presentations that are similar to CD-ROM or PowerPoint, on their own. Training materials are standardized because all trainees will use the same program. Materials are also easy to update, so your training is always in step with your industry. Web-based training programs are also often linked with software (a learning management system, or LMS) that makes trainees’ progress trackable, which makes recordkeeping very easy for the training administrator.
- **Tele- or videoconferencing.** These methods allow the trainer to be in one location and trainees to be scattered in several locations. Participants are networked into the central location and can usually ask questions of the trainer via the telephone or by a webchat feature. Lectures and demonstrations can be effective using this method.
- **Audio conferencing.** This method is similar to videoconferencing but involves audio only. Participants dial in at the scheduled meeting time and hear speakers present their training. Question and answer sessions are frequently held at the end of sessions in which participants can email questions or call in and talk to a presenter.
- **Web meetings, or webinars.** This method contains audio and visual components. Participants dial in to receive live audio training and also follow visual material that appears on their computer screens. These presentations are similar to CD-ROM or PowerPoint presentations and sometimes offer minimal online interactivity. Q & A sessions may also be held at the end of sessions.
- **Online colleges and universities.** This method is also known as distance learning, and many schools now offer certificates or degrees through online programs that require only minimal on-campus residency.
- **Collaborative document preparation.** This method requires participants to be linked on the same network. It can be used with coaches and trainees to teach writing reports and technical documents.
- **E-mail.** You can use e-mail to promote or enhance training. Send reminders for upcoming training. Solicit follow-up questions for trainers and/or managers. Conduct training evaluations through e-mail forms.

Advantages

- Online or e-learning programs are effective for training across multiple locations.
- They save the company money on travel expenses.

- They can be a less expensive way to get training from expert industry professionals and consultants from outside the company.
- They are useful for refresher training.
- They are good for self-directed learning.
- They can be easy to update with new company policies or procedures, federal regulations, and compliance issues.
- They offer trainers a growing array of choices for matching training programs to employee knowledge and skill levels.

Disadvantages

- These programs require trainees to be computer literate.
- They are usually generic and not customized to your company's needs.
- Some employees may not like the impersonal nature of this training.
- Employees may be too intimidated by the technology or the remoteness of the trainer to ask questions.
- Lack of computer terminals or insufficient online time may restrict or preclude access to training.
- Inadequate or outdated hardware devices (e.g., sound cards, graphics accelerators, and local area networks) can cause programs to malfunction.
- Your company's Internet servers may not have enough bandwidth to receive the materials.
- Self-instruction offers limited opportunities to receive context-specific expert advice or timely response to questions

HOW TO USE A BLENDED LEARNING APPROACH

Blended learning is a commonsense concept that results in great learning success. The blended learning approach is simply acknowledging that one size doesn't fit all when it comes to training. In a nutshell, blended learning means using more than one training method to train on one subject. Here are several good reasons to use a blended learning approach:

- A University of Tennessee study showed that a blended learning program reduced both the time and the cost of training by more than 50 percent.
- The same study showed a 10 percent improved result in learning outcomes compared with traditional training.
- Learning experts believe that a big advantage of blended learning is that it more closely replicates how people actually learn on the job, through experience and interaction with co-workers.

This approach works well because the variety of approaches keeps trainers and trainees engaged in training. Blended learning simply makes a lot of sense. Consider the many factors that affect training:

- Subject matter
- Audience make-up
- Types of learners
- Budget considerations
- Space constraints
- Compliance issues

Any or all of these considerations affect your choices for training and may even necessitate that you use a blended learning approach. Chances are you already use this method perhaps without even realizing it. Have you ever:

- Used a PowerPoint training session and incorporated written quizzes, small group discussions, and role plays at various points in the training?
- Broken a complex subject into parts and used a different training method to teach each section or step?
- Used a live trainer with hands-on demonstrations for initial training and a CD-ROM or online course for refresher training?

If you have done any of the above methods, you are already using a blended learning approach. Here's how to plan a blended learning training program.

Once you've identified training needs, answer these questions about each situation:

- What are the training conditions?
- Do you have a classroom? How many people will it hold?
- How many computers do you have access to?
- What resources are available?
- What are the characteristics of the training content? Is it soft or hard?
- Who is your target audience?
- What are its demographics?
- How many languages do you need to accommodate? Which ones?
- How many employees need this training?
- How quickly do you need to accomplish this training?

Your answers will direct you to the optimal delivery method. However time consuming this process may seem, blended learning offers trainees a well-planned session that is custom-designed for them, the subject, and the learning environment. In the long run, blended learning saves time and money since this training process is an efficient use of resources to help employees develop sufficient levels of knowledge retention.

Simulations And Games: Types Of Game-Based Learning

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.**
When the objective is to foster decision-making abilities, or sharpen choice-making and quizzing skills, then these types of games are the best way to go.
- **Multi-PlayerGaming.**
These types of games are best suited when fostering collaboration and team work is the ultimate learning objective.
- **Open-EndedSimulation.**
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.

Even though the above list classifies each type of game as being the best for specific learning objectives, there is no rule that says game-based learning design can’t mix and match several of these elements into a single course. For instance, role-playing games can easily be based on open-ended simulation techniques.

6 Benefits Of Simulations And Games

True learning is not about memorizing or learning by rote. 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:

Active engagement.

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

1. **Adaptability.**
Lectures do not offer “try, fail, learn” experiences. With simulations, learners will learn to adapt their skills to the real world.
2. **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.
3. **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.
4. **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.

5. Cost-effective.

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

TRAINING METHODS: ON JOB TRAINING AND OFF THE JOB TRAINING METHODS

Training Methods: On Job Training and off the Job Training Methods!

A large variety of methods of training are used in business. Even within one organization different methods are used for training different people. All the methods are divided into two classifications for:

A. On-the-job Training Methods:

- Coaching
- Mentoring
- Job Rotation
- Job Instruction Technology
- Apprenticeship
- Understudy

B. Off-the-Job Training Methods:

- Lectures and Conferences
- Vestibule Training
- Simulation Exercises
- Sensitivity Training
- Transactional Training

A. On-the-job training Methods:

Under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behaviour. These methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning. Some of the commonly used methods are:

1. Coaching:

Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. The biggest

problem is that it perpetrates the existing practices and styles. In India most of the scooter mechanics are trained only through this method.

2. Mentoring:

The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to-one interaction, like coaching.

3. Job Rotation:

It is the process of training employees by rotating them through a series of related jobs. Rotation not only makes a person well acquainted with different jobs, but it also alleviates boredom and allows to develop rapport with a number of people. Rotation must be logical.

4. Job Instructional Technique (JIT):

It is a Step by step (structured) on the job training method in which a suitable trainer (a) prepares a trainee with an overview of the job, its purpose, and the results desired, (b) demonstrates the task or the skill to the trainee, (c) allows the trainee to show the demonstration on his or her own, and (d) follows up to provide feedback and help. The trainees are presented the learning material in written or by learning machines through a series called 'frames'. This method is a valuable tool for all educators (teachers and trainers). It helps us:

- a. To deliver step-by-step instruction
- b. To know when the learner has learned
- c. To be due diligent (in many work-place environments)

5. Apprenticeship:

Apprenticeship is a system of training a new generation of practitioners of a skill. This method of training is in vogue in those trades, crafts and technical fields in which a long period is required for gaining proficiency. The trainees serve as apprentices to experts for long periods. They have to work in direct association with and also under the direct supervision of their masters.

The object of such training is to make the trainees all-round craftsmen. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same organisation after securing training. The apprentices are paid remuneration according the apprenticeship agreements.

6. Understudy:

In this method, a superior gives training to a subordinate as his understudy like an assistant to a manager or director (in a film). The subordinate learns through experience and observation by participating in handling day to day problems. Basic purpose is to prepare subordinate for assuming the full responsibilities and duties.

B. OFF-THE-JOB TRAINING METHODS:

Off-the-job training methods are conducted in separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression. Important methods include:

1. Lectures and Conferences:

Lectures and conferences are the traditional and direct method of instruction. Every training programme starts with lecture and conference. It's a verbal presentation for a large audience. However, the lectures have to be motivating and creating interest among trainees. The speaker must have considerable depth in the subject. In the colleges and universities, lectures and seminars are the most common methods used for training.

2. Vestibule Training:

Vestibule Training is a term for near-the-job training, as it offers access to something new (learning). In vestibule training, the workers are trained in a prototype environment on specific jobs in a special part of the plant.

An attempt is made to create working condition similar to the actual workshop conditions. After training workers in such condition, the trained workers may be put on similar jobs in the actual workshop.

This enables the workers to secure training in the best methods to work and to get rid of initial nervousness. During the Second World War II, this method was used to train a large number of workers in a short period of time. It may also be used as a preliminary to on-the job training. Duration ranges from few days to few weeks. It prevents trainees to commit costly mistakes on the actual machines.

3. Simulation Exercises:

Simulation is any artificial environment exactly similar to the actual situation. There are four basic simulation techniques used for imparting training: management games, case study, role playing, and in-basket training.

(a) Management Games:

Properly designed games help to ingrain thinking habits, analytical, logical and reasoning capabilities, importance of team work, time management, to make decisions lacking complete information, communication and leadership capabilities. Use of management games can encourage novel, innovative mechanisms for coping with stress.

Management games orient a candidate with practical applicability of the subject. These games help to appreciate management concepts in a practical way. Different games are used for training general managers and the middle management and functional heads – executive Games and functional heads.

(b) Case Study:

Case studies are complex examples which give an insight into the context of a problem as well as illustrating the main point. Case Studies are trainee centered activities based on topics that demonstrate theoretical concepts in an applied setting.

A case study allows the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice, encourage active learning, provides an opportunity for the development of key skills such as communication, group working and problem solving, and increases the trainees’ enjoyment of the topic and hence their desire to learn.

(c) Role Playing:

Each trainee takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person.

It emphasizes the “real- world” side of science and challenges students to deal with complex problems with no single “right” answer and to use a variety of skills beyond those employed in a typical research project.

In particular, role-playing presents the student a valuable opportunity to learn not just the course content, but other perspectives on it. The steps involved in role playing include defining objectives, choose context & roles, introducing the exercise, trainee preparation/research, the role-play, concluding discussion, and assessment. Types of role play may be multiple role play, single role play, role rotation, and spontaneous role play.

(d) In-basket training:

In-basket exercise, also known as in-tray training, consists of a set of business papers which may include e-mail SMSs, reports, memos, and other items. Now the trainer is asked to prioritise the decisions to be made immediately and the ones that can be delayed.

4. Sensitivity Training:

Sensitivity training is also known as laboratory or T-group training. This training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility. It is ability of an individual to sense what others feel and think from their own point of view.

It reveals information about his or her own personal qualities, concerns, emotional issues, and things that he or she has in common with other members of the group. It is the ability to behave suitably in light of understanding.

A group's trainer refrains from acting as a group leader or lecturer, attempting instead to clarify the group processes using incidents as examples to clarify general points or provide feedback. The group action, overall, is the goal as well as the process.

Sensitivity training Program comprises three steps (see Figure 18.7)

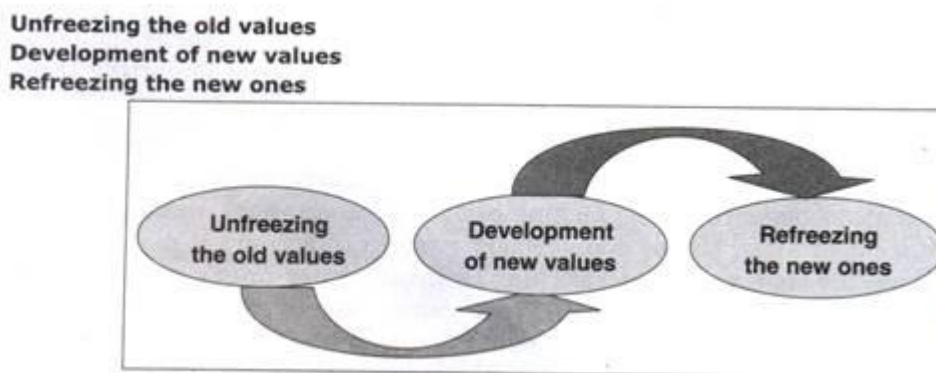


Figure 18.7 Procedure for Sensitivity Training

5. Transactional Analysis:

It provides trainees with a realistic and useful method for analyzing and understanding the behavior 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 known as a transaction. Transactional analysis can be done by the ego (system of feelings accompanied by a related set of behaviors states of an individual).

Child:

It is a collection of recordings in the brain of an individual of behaviors, attitudes, and impulses which come to him/her naturally from his/her 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 her in her 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.

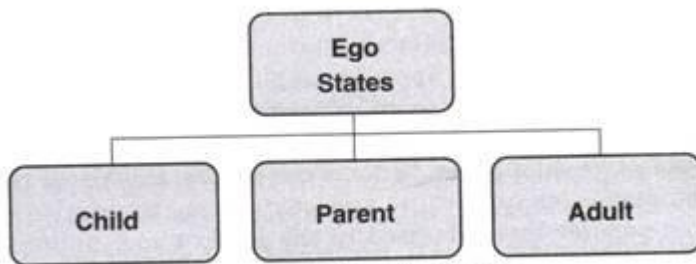


Figure 18.8: The Ego States

Adult:

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

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

COMPUTER-BASED TRAINING (CBT)

Computer-based training (CBT) is any course of instruction whose primary means of delivery is a computer. A CBT course (sometimes called courseware) may be delivered via a software product **installed** on a single computer, through a corporate or educational intranet, or over the **Internet** as Web-based training

Types of Computer-Based Training

There are many ways to learn about computers. Taking courses at a local college or vocational school provides students with in-depth instruction and physical access to the teacher. Some students prefer to learn through self-paced courses on videos or DVDs, while other learners brush up on skills using online tutorials. The appropriate computer and software dictates the

effectiveness of computer-based training for each individual. A high-speed connection can also make the difference between total frustration and mastering the subject.

Hardware

All physical components of a computer are known as hardware. Any study of computer hardware includes learning about the hard drive, memory, monitor, speakers, printers and available plug-ins. It is important to know even the most basic hardware components so you can troubleshoot problems on your computer, such as why a document did not print or what to do if the mouse or keyboard aren't working. Some students are interested in more advanced diagnosis, including how to install memory, change out a hard drive, attach a projector to a computer or even build their own computer.

Software

Software is the programs used on a computer. Many software programs such as Microsoft Office and Mac applications and Internet search engines like Internet Explorer utilize online help to guide a user when specific questions arise. Learning how to fully navigate your computer's operating system and understanding the necessary component of security software allow you to tap your computer's full power while reducing external threats to your system and data.

Network

Colleges, businesses and even homes use a network to link two or more computers. The ability to share files, connect to the Internet from more than one computer and print to a common printer, all in one location, are features of a network. In a sense, emailing to someone in a different physical location utilizes a worldwide networking scheme. Unless you are interested only in networking a few computers in your home, obtaining a certificate or college degree is necessary for any type of job in this field.

Telecommunications

Using computer technology to communicate in the 21st century is a given. Whether communicating online or via smartphone, people use computers all the time to touch base with other people. Telecommunications links people worldwide using electronic transmissions such as voice, text, images and video. Online and college training are available if you are interested in working on the components of telecommunication systems, including fiber optic cables, microwaves and radio waves.

Top Techniques to Make Your Computer Based Training Successful

Computer-Based Training or CBT, is in simple terms the use of computers to impart training. The ubiquity of computers and the need to train employees in quick time has led to the increased adoption of CBT in organizations world-wide.

E-learning is a specific type of CBT that is used for teaching or training employees. E-learning uses network technology to deliver CBT to employees spread across diverse locations.

Computer based training can be successful than traditional forms of learning because it offers more variety of instructional methods such as text, videos, audio and graphics, which can be tailored according to the needs of the learner. For CBT to be effective, the design of the training is important. If learners need to achieve maximum learning and retention, the training has to give opportunities for learners to practice and provide the right conditions for practice.

This can be done by using certain techniques that can make computer-based training not only interesting, but also effective. This blog will discuss some techniques that can be used in CBT, to create better impact on learners.

Tutorials

This is a common technique used in CBT to help introduce the learner to new concepts and information in a sequential form.

For teaching concepts or providing information, tutorials work best. In a tutorial, the information is presented in a logical manner and new ideas and concepts are introduced chronologically. Learners can, for instance, learn how to assemble parts of a machine through a tutorial.

Tutorials can be used to teach rules or the procedure. This can be useful for compliance or safety training.

Practice Exercises

CBT can be effective if practice exercises are included in the training. Learners will remember only 20% of what they learn, but the theoretical learning imparted through CBT will be better retained if the training is accompanied with practical exercises at the end of the lesson. This will help them apply the concepts they have learned. Such practice exercises will also help them in applying the new skills that are taught as part of the training.

Games

Games, as we know, enhance the learning experience. Games can turn the training into an engaging experience and improve learning.

When learners play these games, not only do their interest levels peak, but they are also encouraged to practice and discover patterns and relationships in the training material.

Simulations

Simulations are useful when learners have to practice a newly acquired skill. Simulations can be used to practice skills that can be dangerous or costly when practiced in real life. Through

simulations, learners can test & develop their skills and experiment with techniques through trial and error. The interactive environment allows learners to master their skills.

Simulations are effective for software training and for soft skills training.

Problem-Solving Exercises

These exercises, when included in CBT, help to develop critical thinking skills. While developing their problem solving skills, learners practice and develop their skills of following instructions and solving issues in a logical manner.

When these techniques are used in computer-based training, it can be effective to achieve the learning targets in a better way.

UNIT-4

IMPLEMENTATION AND EVALUATION OF TRAINING

Definition of Training & Development:

“Training & Development is any attempt to improve current or future employee performance by increasing an employee’s ability to perform through learning, usually by changing the employee’s attitude or increasing his or her skills and knowledge.”

MEANING OF TRAINING & DEVELOPMENT: –

The need for Training and Development is determined by the employee’s performance deficiency, computed as follows.

Training & Development Need = Standard Performance – Actual Performance

We can make a distinction among Training, Development and Education.

Distinction between Training and Education

Training	Education
Application oriented Job experience	Theoretical Orientation Classroom learning
Specific Task in mind	Covers general concepts
Narrow Perspective	Has Broad Perspective
Training is Job Specific	Education is no bar

Training: Training refers to the process of imparting specific skills. An employee undergoing training is presumed to have had some formal education. No training program is complete without an element of education. Hence we can say that Training is offered to operatives.

Education: It is a theoretical learning in classrooms. The purpose of education is to teach theoretical concepts and develop a sense of reasoning and judgment. That any training and development program must contain an element of education is well understood by HR Specialists. Any such program has university professors as resource persons to enlighten participants about theoretical knowledge of the topics proposed to discuss. In fact organizations depute or encourage employees to do courses on part time basis. CEOs are known to attend refresher courses conducted by business schools. The education is more important for managers and executives rather than low cadre workers. Anyways education is common to all employees, their grades notwithstanding.

Development: Development means those learning opportunities designed to help employees to grow. Development is not primarily skills oriented. Instead it provides the general knowledge and attitudes, which will be helpful to employers in higher positions. Efforts towards development often depend on personal drive and ambition. Development activities such as those supplied by management development programs are generally voluntary in nature. Development provides knowledge about business environment, management principles and techniques, human relations, specific industry analysis and the like is useful for better management of a company.

Objectives of (MDP) Management Development Programs OR Advantages of Development

Making them

- Self-starters
 - Committed
 - Motivated
 - Result oriented
 - Sensitive to environment
 - Understand use of power
1. Creating self awareness
 2. Develop inspiring leadership styles
 3. Instill zest for excellence
 4. Teach them about effective communication
 5. To subordinate their functional loyalties to the interests of the organization

Difference between Training and Development

Training	Development
Training is skills focused	Development is creating learning abilities
Training is presumed to have a formal education	Development is not education dependent
Training needs depend upon lack or deficiency in skills	Development depends on personal drive and ambition
Trainings are generally need based	Development is voluntary
Training is a narrower concept focused on job related skills	Development is a broader concept focused on personality development
Training may not include development	Development includes training wherever necessary
Training is aimed at improving job related efficiency and performance	Development aims at overall personal effectiveness including job efficiencies

What are the Training Inputs?

- Skills
- Education
- Development
- Ethics
- Problem Solving Skills
- Decision Making
- Attitudinal Changes

Importance of Training & Development

- Helps remove performance deficiencies in employees
- Greater stability, flexibility and capacity for growth in an organization
- Accidents, scraps and damages to machinery can be avoided
- Serves as effective source of recruitment
- It is an investment in HR with a promise of better returns in future
- Reduces dissatisfaction, absenteeism, complaints and turnover of employees

Need of Training

Individual level

- Diagnosis of present problems and future challenges
- Improve individual performance or fix up performance deficiency
- Improve skills or knowledge or any other problem
- To anticipate future skill-needs and prepare employee to handle more challenging tasks
- To prepare for possible job transfers

Group level

- To face any change in organization strategy at group levels
- When new products and services are launched
- To avoid scraps and accident rates

Identification of Training Needs (Methods)

Individual Training Needs Identification

1. Performance Appraisals
2. Interviews
3. Questionnaires
4. Attitude Surveys
5. Training Progress Feedback
6. Work Sampling
7. Rating Scales

Group Level Training Needs Identification

1. Organizational Goals and Objectives
2. Personnel / Skills Inventories
3. Organizational Climate Indices
4. Efficiency Indices
5. Exit Interviews
6. MBO / Work Planning Systems
7. Quality Circles
8. Customer Satisfaction Survey
9. Analysis of Current and Anticipated Changes

Benefits of Training Needs Identification

1. Trainers can be informed about the broader needs in advance
2. Trainers Perception Gaps can be reduced between employees and their supervisors
Trainers can design course inputs closer to the specific needs of the participants
3. Diagnosis of causes of performance deficiencies can be done

Training Implementation

To put training program into effect according to definite plan or procedure is called **training implementation**.

Training implementation is the hardest part of the system because one wrong step can lead to the failure of whole training program. Even the best training program will fail due to one wrong action.

training implementation can be segregated into:

- Practical administrative arrangements
- Carrying out of the training

Implementing Training

Once the staff, course, content, equipments, topics are ready, the training is implemented. Completing training design does not mean that the work is done because implementation

phase requires continual adjusting, redesigning, and refining. Preparation is the most important factor to taste the success. Therefore, following are the factors that are kept in mind while implementing training program:

The trainer The trainer need to be prepared mentally before the delivery of content. Trainer prepares materials and activities well in advance. The trainer also set grounds before meeting with participants by making sure that he is comfortable with course content and is flexible in his approach.

Physical set-up Good physical set up is pre requisite for effective and successful training program because it makes the first impression on participants. Classrooms should not be very small or big but as nearly square as possible. This will bring people together both physically and psychologically. Also, right amount of space should be allocated to every participant.

Establishing rapport with participants There are various ways by which a trainer can establish good rapport with trainees by:

- Greeting participants simple way to ease those initial tense moments
- Encouraging informal conversation
- Remembering their first name
- Pairing up the learners and have them familiarized with one another
- Listening carefully to trainees comments and opinions
- Telling the learners by what name the trainer wants to be addressed
- Getting to class before the arrival of learners
- Starting the class promptly at the scheduled time
- Using familiar examples
- Varying his instructional techniques
- Using the alternate approach if one seems to bog down

Reviewing the agenda At the beginning of the **training program** it is very important to review the program objective. The trainer must tell the participants the goal of the program, what is expected out of trainers to do at the end of the program, and how the program will run. The following information needs to be included:

- Kinds of training activities
- Schedule
- Setting group norms
- Housekeeping arrangements
- Flow of the program
- Handling problematic situations

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TRANSFER OF TRAINING

Training Transfer Means That Learners Are Able To “**Transfer**” Their Knowledge And Skills Learned in a **training** session back to their jobs. The **importance** of **training transfer** cannot be overemphasized. ... **Training transfer** is not an event; it is a dynamic and complex process that requires planning.

The Problem of Training Transfer

"Transfer of training", as it relates to workplace training, refers to the use put by training participants of the skills and knowledge they learned to their actual work practices. (Note that it is sometimes referred to as "transfer of learning".) Why is this considered so important for managers and training professionals? Consider the following two workplace training scenarios.

John, the Executive Director, caught a number of employees smoking in the lunchroom in spite of the company's no-smoking policy. He instructed the Human Resources department to send all employees on a training session covering the no-smoking policy. Two weeks after the training session, John exploded talking with the Human Resources Manager, "I found a Production Team Leader smoking in the Foyer. That training cost us a packet. You were supposed to fix the problem!"

In another company, a new inventory system was installed. Employees in the Purchasing Department were sent off to learn the new software. One month later, the Purchasing Manager finds that only two out of the twelve Purchasing Officers are using the new system. The expected cost savings have not materialized and the Purchasing Manager resolves to take issue with the Training Manager at the next weekly meeting.

Does this sound familiar? Experts estimate that somewhat less than twenty percent of training investments lead to some organizational benefit. This anomaly is commonly referred to as the "problem of training transfer". Why is it that such a small proportion of training ends up being used back in the workplace? With increasing marketplace competition, leaner resources and a greater focus on tangible outcomes, more and more managers are asking this question.

Transfer of Training Factors

How can you increase the transfer of training in your organization? For any given training program, you will need to look into three areas:

1. training participant attributes (intelligence, attitudes)
2. training program design and delivery
3. workplace environment

What can you do to enhance the positive impact of each of these factors? Training participant attributes may be influenced when introducing new employees to your organization through an effective recruitment, selection and induction process. Attributes can also be influenced before training begins through pre-qualifying nominees during the registration process.

The second factor, training design and delivery, can be made more effective through ensuring that the training program objectives are clearly focused on your organization's priorities and goals. Tied in with this, participants' learning outcomes must be stated in terms of behavior required in the workplace and measurable performance standards. To help you with aligning learning outcomes with organizational objectives, review our practical guide, *Writing Learning Outcomes*.

Along with effective design, to maximize training transfer to the workplace ensure that the training is delivered in accordance with what we know about how adults learn best. Our *Trainer Effectiveness Rating Form* included within our Training Management Template Pack is a useful tool that can help you here.

The most significant, yet most neglected, factor influencing the extent of training transfer is the third area mentioned above, the employee's workplace environment. What happens before employees attend the training event and what happens after they return to work are the most important variables determining workplace performance following training. If your organization is struggling to see tangible benefits from training, ask yourself these key questions of your last training program:

1. Did instructional designers, trainers and line managers work together in partnership or was work on the program done in isolation with little collaboration?
2. Were non-training solutions seriously considered or was a training request received and an off-the-shelf solution delivered?
3. Were training outcomes stated in behavior and performance terms or were outcomes unstated or stated in fuzzy terms?
4. Were training objectives tied to stated organizational objectives or were they left floating in the organizational ether?
5. Were managers and supervisors actively involved before, during and after the program or was the program divorced from the employee's day to day work?
6. Was post-training support provided back in the workplace, such as coaching and on-the-job aids, or were employees left to flounder with no opportunity to practice?
7. Were new procedures and role expectations clearly communicated to employees or were they left wondering why they were nominated for the program?
8. Were workplace performance expectations agreed with employees prior to the training, or was it back to "business as usual"?
9. Was the training integrated with a well thought-out and implemented change or improvement program, or was the training a single point "silver bullet" solution?
10. Did you measure the organizational impact of the program or rely solely on "happy sheets" for feedback?

The PRACTICE Approach to Training Transfer

Business Performance Pty Ltd has consolidated the various attitudes and activities required for maximum transfer into an easy to remember and use model. We call our method the *practice* Approach. By focusing on each of the eight key elements, organizations can be assured of maximizing their training investments. These eight key elements of the *practice* Approach™ to improving the transfer of training can be summarized as follows:

Procedures say how to perform and why

- update relevant policies and procedures before training begins
- use actual policy and procedural documents during training

Roles & Responsibilities say what level of performance is required

- clarify role responsibilities and update relevant role descriptions
- link learning outcomes to role descriptions

Aids on the job extend the training room into the workplace

- replicate training aids on the job
- encourage employees to use on-the-job aids

Coaching overcomes individual barriers to skill application

- plan for and dedicate on-the-job coaching resources
- train coaches in how to coach effectively

Targets and measurement proves people are performing

- agree and set measurable organizational and individual goals
- link program learning outcomes to organizational and individual goals
- translate goals into required on-the-job behaviors

Incentives give a personal reason to perform

- modify incentives to reward goal achievement and expected behaviors
- provide employee feedback frequently and using a variety of methods

Communication informs and involves all stakeholders

- communicate information to all appropriate levels in organization
- use a variety of communication mediums and styles

Engagement motivates participants to apply skills

- brief employees before training on purpose and application of program
- managers and supervisors introduce training and attend sessions
- review learning after training and identify opportunities for skill application
- follow up regularly progress on skill application with employee

MAJOR PLAYERS

10 companies with awesome training and development programs

According to a report by *Training Magazine*, companies in the U.S. spend an average \$4.5 billion on training and development programs for employees—so make sure you cash in on this opportunity. Check out these 10 companies offering programs that will help train you to be a better leader, manager and team player.

1. Seattle Genetics

What the company does: Seattle Genetics is a biotechnology company focused on developing antibody-based therapies to treat cancer.

Locations hiring: Bothell, Washington

Number of employees: 800

Programs offered: Tuition reimbursement, onsite training courses to enhance job-related skills and access to job-related conferences and seminars. “We encourage and support continuing education, offer onsite training to enhance job- and management-related skills and provide opportunities for our employees to attend job-related conferences and seminars,” says Taylor Cline, staffing associate.

Why the company offers this perk: “Developing our employees’ careers is an investment for both our employees and the future of Seattle Genetics,” says Cline.

What kind of employee the company is looking for: “Team members who bring enthusiasm to everything they do,” says Cline. “We look for employees who are constantly striving to attain individual goals while recognizing the power of working collaboratively.”

2. SAS

What the company does: SAS is a leader in business analytics software and services.

Locations hiring: World headquarters in Cary, North Carolina, throughout the U.S. and internationally

Number of employees: Worldwide: 14,019; Company headquarters: 5,519

Programs offered: Emerging leadership programs for professional training and development, career mentoring and a career resource center. The SAS Academics program for sales and technical enablement provides both in-class and on-the-job training to ensure that recent grads are set up for success before moving into their full-time roles.

Why the company offers this perk: “Knowledge workers never want to be stagnant,” says Shannon Heath, senior communications specialist. “So SAS provides opportunities for growth to keep our employees challenged, motivated and engaged.”

What kind of employee the company is looking for: “We seek well-rounded individuals who are multi-dimensional and not so narrowly focused,” says Heath. “People who are good communicators and collaborators and can easily adapt to rapidly changing environments. We look for those who inspire leadership that sparks innovation, change and business transformation.”

3. Amazon

What the company does: Amazon.com is an e-commerce company that's guided by four principles: customer obsession, passion for invention, commitment to operational excellence and long-term thinking.

Locations hiring: Worldwide

Number of employees: 245,200 employees worldwide

Programs offered: An intensive, month-long training and leadership program prior to hire. Amazon prepays 95% of tuition for employees at fulfillment centers to take courses in in-demand fields. A "Virtual Contact Center" trains employees to work from home.

Why the company offers this perk: "We want our employees to be owners from day one," says Teal Pennebaker, corporate communications manager, "so we train them to take ownership over products and services that impact millions of customers. This helps them pioneer a career at Amazon."

What kind of employee the company is looking for: "We're a company of pioneers. We seek out people who want to make bold bets, take ownership and get their energy from inventing on behalf of customers," says Pennebaker.

4. Bonobos

What the company does: Founded in 2007, Bonobos has established itself as a leader in the retail industry for its innovative approach to launching vertically integrated e-commerce brands.

Locations hiring: Locations across the U.S.

Number of employees: 155 corporate employees and 165 retail associates

Programs offered: "Managing for Success" teaches management skills; "Fit for Success" focuses on performance management training; "How to Manage Up Well" trains associate-level employees to navigate relationships with senior employees; and "Know Your Customer" trains all employees to better understand the customer experience.

Why the company offers this perk: "The goal is to help our employees become better workers and to equip them with the skills they need to manage themselves and their teams," says Tiff Poppa, senior manager of employee experience.

What kind of employee the company is looking for: "We hire based on our core virtues, which are hugely responsible for helping us hone our company culture," says Poppa. "We believe it's about rallying people who enjoy each other's company and respect each other's skill. It's about working alongside people you rely on to spar with you intellectually one moment, then grab tacos with you the next."

5. AT&T

What the company does: AT&T helps millions around the globe connect with entertainment, mobile, high-speed Internet and voice services.

Locations hiring: Locations across the U.S.

Number of employees: More than 280,000 worldwide

Programs offered: AT&T University is an executive-led program focused on leadership and management development housed at their Dallas headquarters, with satellite campuses across the U.S. In partnership with Georgia Tech and Audacity, Inc., AT&T helped create the first-ever Online Master of Science in Computer Science (OMS CS) degree and partnered with Audacity to create and launch several self-paced, fast-track technical credentials called Nan degrees across web and mobile development, data analytics and tech entrepreneurship, with more programs to come.

Why the company offers this perk: “We can’t depend on just hiring and the traditional educational system as sources for retooling or finding new talent. We need employees who are ready to work in a competitive and more digital world,” says Marty Richter, corporate communications manager. “We’re focused on aligning company leaders to strategic business innovation and results, skilling and rescaling our 280,000 employees and inspiring a culture of continuous learning.”

What kind of employee the company is looking for: “We’re looking for people who are enthusiastic about technology and innovation and have excellent communication and customer service skills,” says Richter. “We’re seeking people who can thrive in a fast-paced, diverse work environment and who have a commitment to the very highest standards of honesty, integrity and respect.”

6. Randstad US

What the company does: Ramstad US is one of the largest staffing organizations in the U.S., providing temporary-to-hire and permanent placement services each week to more than 100,000 people through its network of more than 900 branches and client-dedicated locations.

Locations hiring: Locations across the U.S.

Number of employees: 5,300 corporate employees

Programs offered: Training programs in the areas of certification, new manager skills, manager effectiveness, leadership development, communication and presentation skills, plus mentoring and coaching programs.

Why the company offers this perk: “We value our employees and encourage their professional growth and career mobility within the organization,” says Michelle Prince, senior vice president

of talent management. “Providing professional development to employees is an important part of their career success at Randstad.”

What kind of employee the company is looking for: “Job seekers with a strong drive to succeed, strong judgment and strong work ethic,” says Prince.

7. Paychex

What the company does: Paychex is a leading provider of integrated human capital management solutions for payroll, HR, retirement and insurance services.

Locations hiring: Rochester, New York; Greensboro, North Carolina; Phoenix; Nashville; Oklahoma City; Denver; Indianapolis; Hartford, Connecticut; Middletown, Ohio; Miami; and St. Petersburg, Florida.

Number of employees: 13,000

Programs offered: Customized new-hire training programs for sales and service employees. The new-hire programs are a combination of virtual learning at an employee’s home base and instructor-led learning at a state-of-the-art training facility in Rochester, New York.

Why the company offers this perk: “Our commitment to employee learning and development has been a strong contributor to company success for over two decades,” says Lisa Fleming, public relations manager. “This commitment has also benefited Paychex from a recruitment and retention perspective. Our training programs consistently get rated as one of the reasons people make the decision to work at Paychex.”

What kind of employee the company is looking for: “Our most-recruited positions are customer service, call center and outside sales positions,” says Fleming, “but we also often look for IT, management and HR generalist positions.”

8. Cyber Coders

What the company does: Cyber Coders, a division of On Assignment, is a tech-focused permanent placement organization.

Locations hiring: Irvine and Los Angeles, California; Boston and Framingham, Massachusetts

Number of employees: More than 350

Programs offered: Through the Associate Recruiter Incubator Program, Cyber Coders takes educated, highly driven, competitive individuals and teaches them to apply technology to a diverse marketplace.

Why the company offers this perk: “Competition for talent is intense, and we needed to find a way to attract the top competitors early in their careers,” explains Shane Lamb, President of

Cyber Coders. “We believe that equipping young professionals with the tools they need to build their business development and recruiting skills will lead to a long and successful career.”

What kind of employee the company is looking for: “Individuals who want to be part of a positive and hardworking team,” says Lamb.

9. Schneider Electric

What the company does: Schneider Electric is a global specialist in energy management and automation.

Locations hiring: Globally

Number of employees: 160,000

Programs offered: Schneider Electric University offers dedicated academies for executive development, leadership, customer education, energy and solutions, sales excellence and functional skills. The company also offers Energy University, a free online educational resource with more than 200 courses on energy efficiency and data center topics.

Why the company offers this perk: “We believe providing high-potential, early-career employees opportunities to build their portfolio with multiple positions in multiple locations across the company,” says Jenna Roland, employer branding specialist. “They will be stronger and more committed leaders of our organization in the future.”

What kind of employee the company is looking for: “We are looking for people to embrace our high-performance culture by being straightforward, open, passionate and effective and to challenge the status quo,” says Roland.

10. Marriott International Inc.

What the company does: Marriott International is a leading hotel and lodging company, with more than 4,400 properties in 85 countries and territories.

Locations hiring: All hotel and headquarter properties are hiring.

Number of employees: There are more than 200,000 employees at Marriott-managed properties, including 102,301 employees in the U.S.

Programs offered: Marriott International offers a variety of training to employees worldwide using multiple training delivery methods, including virtual and in-person. The training focuses on developing skills, and provides professional and career development training. Topic areas include work-life balance, leadership and management.

Why the company offers this perk: “Marriott International offers our associates training because we believe in the well-being and growth of each and every one,” says Arne Sorenson, President and CEO, Marriott International.

What kind of employee the company is looking for: “When I’m looking to hire, I look for someone with passion,” says Sorenson. “We can train you to work at the front desk, but we can’t train you to be empathetic or to smile.”

RATIONAL TO EVALUTION

Importance Of Training Evaluation For Training Effectiveness

Evaluating training effectiveness is important because it sheds light on four aspects. They include:

- How well the training program met the learner’s needs and objectives
- What knowledge and skills it has imparted to learners
- What desirable change it has brought in the learners’ performance
- What organizational benefits it has yielded

However, unfortunately, in today’s organizations, this mechanism of training evaluation is in short supply. Organizations are unwilling to spend their resources for a comprehensive after-training evaluation. They end it by serving a ceremonious feedback form to learners and getting their opinions. But you must realize that it will not work. It will not make your training programs effective and yield the results you want.

In this absence of a proactive follow-up, you will have to face the following undesirable consequences:

Lack of application of skills by learners

You had analyzed the performance gaps in your employees and devised a suitable training program. At the end of the training program, your participants said that the training program was quite useful and they had learnt many useful skills. You are happy about that. But at the end of your annual auditing, you are horrified to find no progress in the performance in spite of the training. And your employees have not used the skills you intend them to after the training. This is quite possible. You can avert it by putting in place a proper evaluation mechanism.

Inability to measure ROI

Financial assessment of a training program is crucial in that it provides useful insights into the Returns on Investment (ROI). This assessment depends on evaluating how well the employees implemented the skills they have learnt in the training program.

Inability to make your future training programs contextual

In today's dynamic marketplace, the need for consistent skill up gradation never loses its importance. What was said to be an effective training program in the past may not be so now. You need to continuously adapt it to suit your current needs. This is possible when you know how effective your previous training program was.

There are methods like Kirkpatrick's Training Evaluation Model, Bloom's Taxonomy of Learning Domains and Keller's ARCS Model. Use the models suggested here depending on the available resources, size of the training program and your corporate culture. When you have complex and critical training programs, you need to choose elaborate tools and have a wider approach to evaluate each program at various stages. Only then can the evaluation become effective and accurate.

Purpose and benefits of Training Evaluation

Trainers and training providers know that their success depends on demonstrating the value of training investment. The simplest way to prove training's value to a client is to document that the training has achieved its desired outcome, through evaluation.

Evaluation methods help determine whether training achieves its objectives. This point is particularly important for Registered Training Organizations (RTOs) to ensure training delivered meets the Australian Quality Training Framework (AQTF) and/or the VET Quality Framework (VQF) standards. Australian Qualification Framework (AQF) programs are structured and designed around a set of outcomes to be achieved (competencies) during a particular timeframe.

A sound system of evaluating training provides valuable information for the learner, client, training management, and senior corporate management. The information elicited from training evaluations should be the final instrument on which training decisions, such as program additions, changes, or deletions, should be made. Good evaluations document the results of training programs, which can be used subsequently to prioritize training needs at the organizational level. Then financial and other resources can be shifted from training that has less impact on corporate goals to those objectives that have the most favorable cost-benefit ratio.

These are some benefits of evaluation:

- **Determining business impact, the cost-benefit ratio, and the ROI for the program:** What was the shift in the identified business metric? What part of the shift was attributable to the learning experience? Was the benefit to the organisation worth the cost of providing the learning experience? What is the bottom-line value of the course's impact on the organization?
- **Improving the design of the learning experience:** Evaluation can help verify the needs assessment, learning objectives, instructional strategies, target audience, delivery method, and quality of delivery and course content.
- **Determining whether the objectives of the learning experience were met and to what extent:** The objectives are stated in measurable and specific terms. Evaluation determines whether each stated objective was met. Nevertheless, knowing only whether

objectives were met isn't enough; a trainer must know the extent to which were met. This knowledge help focus future efforts for the content reinforcement and improvement.

- **Assessing the effectiveness and appropriateness of instructional strategies:** case studies, tests, exercises, and other instructional strategies must be relevant to the job and reinforce course content. Does the instructional strategy link to a course objective and the course content? Is it the right instructional strategy to drive the desired learning or practice? Was there enough instruction and feedback? Does the strategy fit with the organisation's culture? Instructional strategies, when used as part of evaluation, measure the knowledge, skills and attitudes the learning experience offers.
- **Reinforcing learning:** Some evaluation methods can reinforce learning. For example, a test or similar performance assessment can focus on content to measure and evaluate content retention. The measurement process itself causes learners to reflect on the content, select the appropriate content area, and use it in the evaluation process.
- **Providing feedback to the trainer:** Did the trainer know the content? Did the trainer stay on topic? Did the trainer provide added depth and value based on personal experience? Was the trainer credible? Will the evaluation information be used to improve the trainer's skills?
- **Determining the appropriate pace and sequence:** Does the trainer need to schedule more or less time for the total learning experience or certain parts of the learning? Were some parts of the learning experience covered too fast or too slowly? Does the flow of the content make sense? Does the sequence follow a building-block approach?
- **Providing feedback to participants about their learning?** Are participants learning the course content? Which parts are they not learning? Was there a shift in knowledge and skills? To what extent can participants demonstrate the desired skills or behavior?
- **Identifying which participants are experiencing success in the learning program:** Evaluation can identify which participants are grasping the new knowledge and skills and which are struggling. Likewise, evaluation can identify participants who are excelling at understanding the content and using on the job.
- **Identifying the learning being used on the job:** What parts of the learning experience are being used on the job? To what extent are they being used?
- **Assessing the on-the-job environment to support learning:** What environmental factors support or inhibit the use of the new knowledge, skills, attitudes, and behaviors on the job? These factors could be management support, tools and equipment, recognition and reward, and so on.

RESISTANCE TO TRAINING EVALUATION

Designing a resistance training program is a complex process that involves several variables. This post, the first in a series, will begin to discuss that process and its component parts.

- Before initiating a resistance training program, the Strength and Conditioning professional should conduct a **needs analysis**, including an **evaluation of the sport** and an **assessment of the athlete**.
- **Evaluation of the Sport**

- The Strength and Conditioning professional should begin by determining the **unique characteristics and demands of the sport**. Obviously, there will be similarities and differences among and between various sports. Factors to be evaluated include **movement patterns, physiological requirements** (strength, speed, agility, power, balance, endurance, flexibility, etc.), and **injury potential** (muscles, joints).
- **Assessment of the Athlete**
- An **athlete assessment**, including needs and goals, should be conducted using a variety of tests (for example, maximum strength testing). The athlete's **training status**, including training background or exercise history, can also help the Strength and Conditioning professional better understand the athlete's training capabilities. An assessment could include the type of training program; length of participation in current/past training programs; intensity level of past training programs; and degree of exercise technique experience.
- **Physical Testing and Evaluation** helps to establish a baseline regarding the athlete's strength, flexibility, power, speed, muscular endurance, and cardiovascular endurance. This assessment could include Vertical Jump testing; Sit and Reach test; 1RM Back Squat; 1RM Bench Press; Situp test; Pro-Agility shuttle; "T" drill; 40-yd dash; and 300-yard shuttle. Select components of this testing should be repeated at regular intervals, to measure progress and ensure that the training program is consistent with the athlete's needs and goals. The tests selected should reflect the demands of the athlete's sport and be consistent with the athlete's skill level.
- Ultimately, the goal of any athlete's resistance training program should be to **improve athletic performance** through the development of **strength, power, speed, agility, and athleticism**. Gains in the weight room must be applicable to the athlete's sport(s) of choice. There are several other benefits of resistance training, including (but not limited to) improved balance, coordination, flexibility, and muscular endurance, which may also be important to the athlete's development.

Types of Training Evaluations

Training takes place in a variety of circumstances, from classroom instruction to mentoring. The evaluation of training sessions also takes different forms. This may include assessments of the changes in trainees' attitudes, skills and knowledge; testimony about the training's content and processes; and studies of its impact on the company's success.

Documenting Basics

The simplest and most common form of training evaluation is counting the number of trainees and the amount of time they spend going through a particular training exercise. This helps document your training activities. In some cases, this information enables the company to meet training requirements set by state, federal or professional agencies.

Collecting Comments

You can poll trainees after completing training to determine what they believe they learned and how useful that might be in their work. Collecting and considering their negative comments helps you seek ways to improve your training the next time it's conducted. You may also want to collect opinions from supervisors and co-workers. These other opinions help clarify issues that may result from trainees strongly liking or disliking the training or the trainers.

Studying Changes

Training is designed to change the attitudes, skills and knowledge of trainees to help them become more productive and efficient in their work. You can use a variety of measurement devices, from pencil and paper tests to performance tests. A trainee might correctly describe how a piece of equipment works but not be able to use the equipment effectively. Because trainees have different learning styles, using several testing methods generally gives you better results.

Evaluating Impact

To measure the impact of training, establish the results you desire and the degree to which those results are achieved, before the training begins. You may get the test answers you expect in a session on sexual harassment, but the real test is the degree to which sexual-harassment incidents decline over weeks or months. When you train workers in new company procedures, the best test of your effort is the ease and completeness with which the trainees adopt and sustain the new procedures.

Five Stages of Training Evaluation

Our Training Evaluation Model sets the framework for developing instruments. It accommodates individual training programs based on the type of training, the appropriate evaluation method, and the best way to implement the evaluation.

This model has five stages and is illustrated in the Training Evaluation Model diagram. Each stage corresponds to specific data categories:

1. **Describe the outputs.** Outputs are descriptive data about the training programs and participants, including demographic data.
2. **Pre-training assessment.** This step uncovers the participants' past experience as well as current competencies, learning needs, and expected application of learning.
3. **Post-assessment (reactions).** This addresses participants' reactions to the training experience— for example, their learning environment, format and instructor methods, general satisfaction.
4. **Post-assessment (learning).** This piece is a self-assessment of knowledge or skills gained and the participants' expected application of learning.
5. **Follow-up.** This process may include several methods to assess the outcomes and effect of training programs over time.

UNIT -5

AREAS OF ORGANIZATIONAL TRAINING

EMPLOYEE ORIENTATION TRAINING

A well-planned, comprehensive orientation program benefits both organizations and employees.

Investing in new employees pays big dividends in performance, retention, and engagement. But does your training program cover the essentials of making new hires feel informed, prepared, and supported? Organization development authority and prominent trainer Karen Lawson has created comprehensive new employee orientation workshops to ensure organizational onboarding is done right for the benefit of all employees, regardless of job level or function.

Her two-day, one-day, and half-day agendas include the resources trainers need to deliver practical, interactive sessions. Your workshop will help ensure that new employees integrate smoothly and effectively into their organization and its mission. You'll also find tools and checklists developed specifically for busy supervisors and managers who conduct orientation in their departments.

DIFFERENCE BETWEEN ORIENTATION AND TRAINING

ORIENTATION VS TRAINING

Every employee who is hired into the organization or into another division needs to be given a brief introduction on the policies, principles, and working conditions. Further in-depth understanding on his/her role and work area must be provided in order for the employee to carry out the work allocated at his/her best ability.

Orientation

Once an employee is taken into the organization he/she needs to be provided with an introduction. Orientation refers to this initial introduction every employee receives. This serves as an important part of recruitment and retention process. Orientation helps to develop job expectations and positive attitude about the job role for the employee on the initial day. Also, proper orientation enables to reduce anxiety of the employee caused by entering into an unknown environment. Further, it provides an introduction/awareness to the employee on all the departments, the activities, location, policies, rules and regulations, etc of the company.

Training

Training is a process of gaining knowledge, skills and competence. Be it either a new employee to the department, or an existing employee in the company being transferred to a new role, he/she needs to be provided with training to an extent to understand the work area and the tasks

to be carried out. This training provides the employee an in-depth understanding on the work to be carried out. It provides the knowledge and skills to perform the job. Therefore, it can be mentioned as training improves one's capability and performance. As employees are being trained continuously the company achieves competitive advantage over its rivals. Training provides motivation for the employees, as they are kept informed / taught about the work area. This also helps employees to become more efficient. Various training methods have been introduced, which can be broadly classified under 'on the job training' and 'off the job training'.

What is the difference between Orientation and Training?

Both orientation and training have different aspects to it, and are important in any company.

- Duration of orientation is normally for a short period of time, whereas training is carried out for a longer period of time and with intervals between its sessions, if necessary.
- Orientation is an introduction, whereas training is the detail on the subject.
- Contents of an orientation would brief the common topics all employees need to know, whereas training would contain specific information relating to the area the employee is from.
- Training can be outsourced to specialist trainers depending on the requirement, whereas orientation can only be done in-house by the company trainers.
- Orientation happens first before training.

WHY IS ORIENTATION IMPORTANT TO THE EMPLOYEES?

An employee orientation process is a means of introducing a new hire to the organization and providing her with an overview of how it operates. An effective orientation serves to acclimate the employee and speed up the time it takes for her to become a productive member of the organization. It can also increase the employee's comfort level regarding her decision to join the organization.

Creating First Impressions

An orientation program creates a positive first impression of the organization for the employees. Orientation demonstrates that the company is sensitive to the needs of new hires, which can lead to a greater level of comfort. Employees can also gain the sense that the company is a professional, well-managed organization that pays close attention to detail and is willing to assist employees during the sometimes-difficult transition period when starting a new job.

Understanding Expectations

Orientation programs help employees gain an understanding of what is expected of them. Each organization has its own set of rules and policies regarding areas such as dress, attendance and

conduct, and the orientation should make it clear what is and is not acceptable. Employees should also get a sense of the organizational culture during this time so they have a better understanding of what they need to do to fit in more quickly.

Understanding Benefits

The orientation period is typically the time when employees can gain a more in-depth understanding of the employer's fringe benefit program, as opposed to the brief overview they received during the interview process. Even smaller businesses may offer more than one option in areas such as health insurance, so a thorough explanation of these options can help the employee make a more informed selection. Employees can also learn when benefits become available, as some may require a waiting period before enrollment.

Engaging New Hires

An effective orientation program can enhance employees' engagement, making them feel like they're a productive part of the organization more quickly. Engagement can also increase through the use of mentors, who typically are seasoned employees who help new hires learn the ropes. Having a mentor provides new hires with someone they can trust to ask questions or voice concerns, as well as the comfort of having an ally they can trust.

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.

From a business perspective, diversity training is seen to have a number of benefits such as increased collaboration and relational skills, protecting against violations of discrimination legislation (therefore reducing the firm's risk profile) and empowering those from underrepresented groups to feel more confident and valued in the workplace.

Despite these perceived benefits, diversity training attracts significant criticism – some question its ability to drive change. According to some critics, it may be counterproductive because it reinforces the differences between people rather than celebrating them.

Diversity Training Programs Matter

Organizations that embrace workplace diversity training and actively promote effective diversity courses have a distinct competitive advantage because they are able to:

- Attract and retain top talent
- Fully utilize the strength of the varied backgrounds and composition of their workplaces for teamwork, productivity and fresh ideas

- Increase their bottom line by attracting customers, clients, applicants, and vendors that see themselves reflected in the organization and choose to do business with or work at the organization

Attracting a diverse workforce is only the first step; employers must maintain it through diversity courses and programs in order to reap its benefits. Workplace diversity training programs are the best way to ensure all employees understand how they can foster and benefit from a diverse workforce.

SEXUAL HARASSMENT TRAINING BUILDS A BETTER WORKPLACE

One of the most common employee complaints, sexual harassment is problematic for supervisors and managers, and a liability for the business. Our online sexual harassment training courses foster a safe and productive work environment by training employees on what is considered sexual harassment, prevention training, and what to do if they see or experience sexual harassment. Training on how to report harassment is part of the program, so your organization is protected in the event of a claim. Preventing sexual harassment in the workplace will save time and money, protect employees, and build company morale.

There are several versions of the sexual harassment training course, tailored to specific audiences and state compliance requirements. Our basic Preventing Sexual Harassment courses train employees and supervisors about sexual harassment in the workplace. We offer versions compliant with California AB 1825 and AB 2053, Maine, and Connecticut requirements. The Sexual Harassment Training for Global Employers is perfect for large organizations with international offices, and there is a special version for Higher Education, Campus Sexual Harassment Prevention.

Sexual Harassment Training for All Employees

Suitable for all employees and managers, this course introduces your staff to sexual harassment prevention law, how to identify and stop sexual harassment in the workplace, and outlines employee personal liability under the law.

Sexual Harassment Training Protected Categories Supervisor Supplement

Refresher supplement to Sexual Harassment Prevention training for supervisors, this course provides additional practice with all the protected categories.

Sexual Harassment Training for California Supervisors (AB1825 and AB2053 Training)

This two-hour sexual harassment prevention course meets CA training requirements. Four sections cover Harassment Law, Employer and Supervisor Responsibility, Complaints, Confidentiality and Retaliation, as well as Intersectional Harassment and Advanced Situations.

Sexual Harassment Training for Connecticut Employers

A two-hour course that instructs Connecticut supervisory learners on sexual harassment in the workplace as defined in part by Connecticut General Statute Section 46a-54-204.

Sexual Harassment Training for Maine Employers

The Maine Sexual Harassment Prevention course is designed for all employees and supervisors and is fully compliant with Maine's Revised Statute, Title 26, Section 807, which requires sexual harassment training for all employees.

We also offer discrimination training and harassment training courses that provide organizations with additional protection by educating employees and supervisors on how to recognize and prevent unlawful harassment and prevention.

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. These teams occasionally may draw on subject-matter expertise from outside the organization by inviting external consultants or customers to join a team. By combining people with diverse task-related backgrounds, cross-functional teams can take a broader approach to addressing a problem or completing a set of activities. This can lead to new ideas and more creative solutions. It can also make a team's efforts more efficient and effective by including information that can help avert risks or poor outcomes. Example of a Cross-Functional Team

Many business activities require cross-functional collaboration to achieve successful outcomes. A common example is service improvement. To better meet customer expectations and achieve higher satisfaction rates, a company first needs to understand what customers are looking for. The marketing department is responsible for gathering that type of customer data. Operations staff members have expertise in how to design the process for delivering a service, so they would need to be involved in making any changes to that system. The human resources department oversees training, and employees may need new skills to succeed with the new process. If any information technology is involved in supporting the service improvement, then people from that department should be on the team. Finally, accountants may be needed to identify any new costs and additional savings. In this example, the team brings together people from five different functional areas.

Challenges of Cross-Functional Teams

Even though diversity of knowledge and perspective is the big advantage of cross-functional teams, it can also be a source of problems. People who work in the same discipline or area have

a common understanding and a terminology for their work that is unknown to others. Shorthand expressions or common acronyms that are familiar to one person may be confusing to others. This can make communication between members of a cross-functional team difficult and subject to misunderstanding.

Cross-functional teams may be more likely than less complex teams to have members with divergent perspectives on how work gets done. For instance, engineers value precision and attention to detail, while those who come from more creative areas such as marketing may prefer a less rigid approach. These differences in styles may also be reflected in the personalities of team members. It can take extra effort to collaborate when you have to take into account the preferences and styles of widely dissimilar individuals.

In some organizations certain departments have more status than others. A common distinction is between those in areas that contribute directly to revenue, such as sales and manufacturing, and those that do not, including support departments like purchasing and IT. Perceived differences in relative importance or credibility can undermine the effectiveness of cross-functional collaboration.

IMPORTANCE OF CROSS-CULTURAL TRAINING

Today's world is characterized by globalization, ever-improving information and transportation systems, multicultural communities and workplaces, as well as changing political systems. The process of globalization facilitates operations across borders and cultures.

However, it also creates new obstacles that international companies have to deal with to be successful. The amount of cross-cultural interaction, loaded as it is with potential difficulties rooted in cultural differences, grows steadily in frequency and intensity, bringing about the need for organizations to prepare their staff (at all levels) with cross-cultural training and international competency coaching.

The Importance of Cross-cultural Training in Building Collaborative Teams

Doing business in a cross-cultural environment requires an in-depth understanding of and clear communication with people from a variety of cultural backgrounds and nationalities and makes cross-cultural training essential in order to maximize positive outcomes of intercultural interactions and to reduce potential cultural faux-pas.

How Cross-cultural Training Can Benefit You

Cross-cultural training programmes such as Communicating Effectively across Cultures help you understand your own values as well as those of other cultures through a combination of trainer-led discussion, group activities and self-assessments.

The insight gained from training your staff in areas of international competency and cross-cultural training will help you start to build intercultural competence among your staff – essential in today’s international business environment.

Talent Management Training: How Companies Can Best Reap The Rewards Of Talent Management Training

Talent management training offers long-term rewards to companies in terms of employee loyalty, overall performance and company fusion. Maximizing the benefits of management training is a long-term journey for the organization and its employees. One good plan is to leverage those decisive moments on employees’ career paths for more impactful management training. Here are some ideas to help spot these moments and match them to the right talent management training.

Early career talent management training

With about five to 10 years under their belts, most high-potential young managers are ready to invest time and energy into preparing to take on greater responsibility and exciting new challenges. Talent management training can solidify their understanding of business fundamentals, expand their knowledge of the global business environment and hone their leadership skills. Ideally, business management programs should broaden their perspectives but also bring their learning within their own business context, such as through company-specific projects. Organizations are the winners when they use management training to support young talent and turn them into the business leaders of tomorrow.

Mid career talent management training

At around the 10 year mark of their careers, stand-out functional managers are ready to prepare for positions in general management. Their talent management training needs differ from earlier in their careers, with the critical focus on fine-tuning their operational and leadership skills. Executive coaching may be of particular value to help them better understand their own leadership style and leverage it to best advantage. Another good reason to invest in management training at this time is to create broader professional networks, as they will move into leadership positions requiring wider contacts. Some may be ready to make a greater educational commitment through an Executive MBA.

Challenge-specific talent management training

Another time for talent management training is in the face of specific business challenges - for example, related to business development, strategy, finance, sustainability, operations or leadership. To find the right business management program that targets the right issues, it is important to analyze the situation and identify exactly what is required to overcome it. As well as helping to solve the specific business challenge, a good program should also equip executives to confront future challenges and deliver ongoing results.

Team-focused talent management training

Sometimes, it's not only an individual who needs to sharpen skills, but many people within the organization. Perhaps there is an organizational improvement or change project to work through. Perhaps it is simply about building common perspectives. By sending executives to the same business leadership program together or over time, they will develop a common language and approach. This can be especially valuable to managers from different units or regions in your organization. It can be particularly effective to establish a long-term partnership with a top business school for customized talent management training for teams.

Top leadership talent management training

You may think CEOs and top executives already know how to run a business and don't need talent management training. In fact, far from sitting back on their laurels, the most successful senior executives embrace the opportunity to reinvigorate themselves and ensure continued high impact performance. They know they can position themselves to deliver breakthrough performances for their organizations after exploring individual, business and market challenges through senior-level talent management training.