

# INTRODUCTION TO THE CONCEPT OF HUMAN RESOURCE DEVELOPMENT

## Unit Structure

- 1.0 Objective
- 1.1 Introduction
- 1.2 The Concept of Human Resource Development
- 1.3 Difference between HRD and HRM
- 1.4 The Need for HRD
- 1.5 Features of Human Resource development
- 1.6 Benefits of Human Resource Development
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## 1.0 OBJECTIVE

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- What is Human Resource Development
- Understand The Concept of Human Resource Development
- Difference between HRD and HRM
- Understand The Need for HRD
- What are the Features of Human Resource Development
- Explore Benefits of Human Resource Development

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## 1.1 INTRODUCTION

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HRD refers to employee training, career development, performance development, mentoring, coaching, tuition assistance and other activities that are related to developing a workforce. HRD is considered the key to higher productivity and better productivity because it helps employees develop the knowledge, skills and attitudes an employer wants in its employees. It can also increase job satisfaction for employees and open lines of communication among team members.

You have two options for human resource development: formal training or informal training.

## **A. Formal Training:**

Formal training could include in-class training, planned organizational changes or college courses that could add value to your company. Some of the most common workplace training topics include:

- **Sexual harassment and discrimination prevention:** Discrimination prevention as well as sexual harassment prevention training has increased in popularity in recent years
- **Safety and risk management:** The Occupational Safety and Health Administration (OSHA) requires that employees receive safety orientation training, even temporary workers
- **Equal employment opportunity and diversity training programs:** In order to reduce legal risks and meet business goals, it is beneficial to provide a strong supervisor training program that addresses how to motivate a diverse workforce
- **Supervisor training:** Consider training both new and seasoned supervisors on topics like hiring and promoting, performance evaluations and discipline and termination.

## **B. Informal Training:**

HRD can include informal training as well, such as internal training and development classes taught by a consultant or internal staff. It could also include employee coaching or mentoring by a manager or more senior staff.

Internal management training is critical to helping employees develop their strengths and contribute to an organization. This type of HRD training could be provided through book clubs at work, coaching from the manager's supervisor or more challenging work assignments. It could also include self-study, classes, internal work assignments and field trips. The key for success in these programs is that the information, discussion, training topics and shared reading is educational and helps build the team.

## **Best Practices For HRD:**

There are a number of best practices for how you can approach training with your employees.

- **Have a facilitator meet with employees weekly:** A great way to provide internal training is to have a presenter meet with your employees in a group setting each week for two-hour training sessions. The presenter should be familiar with your organization's culture and language.
- **Manageable amounts of information:** It's important to give employees information in amounts that are manageable so they can immediately practice and implement it in their own work. It also

ensures they can discuss what they learned about the lesson they applied in their next training session.

- **Consistent feedback:** Request feedback from employees on an ongoing basis in order to continually improve upon your program.
- **Keep learning styles in mind:** Keep in mind that employees have different learning styles, including visual, auditory and kinaesthetic. While some employees may find spoken information beneficial, other employees-kinaesthetic learners-may need to practice the new skills on the job before they can retain it. Consider approaching training in a layered style that accommodates all learning types, such as discussion, lectures and case study practice.
- **Use positive reinforcement:** Consider using verbal reaffirmation, a digital badge of a certificate to reward employees who show progress and encourage them to be continual learners.

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## 1.2 THE CONCEPT OF HUMAN RESOURCE DEVELOPMENT

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Human resource development in the organisation context is a process by which the employees of an organisation are helped, in a continuous and planned way to:

- Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles;
- Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and/or organisational development purposes; and
- Develop an organisational culture in which supervisor-subordinate relationships, teamwork and collaboration among sub-units are strong and contribute to the professional well-being, motivation and pride of employees.

This definition of HRD is limited to the organisational context. In the context of a state or nation it would differ.

HRD is a process, not merely a set of mechanisms and techniques. The mechanisms and techniques such as performance appraisal, counselling, training, and organization development interventions are used to initiate, facilitate, and promote this process in a continuous way. Because the process has no limit, the mechanisms may need to be examined periodically to see whether they are promoting or hindering the process. Organisations can facilitate this process of development by planning for it, by allocating organisational resources for the purpose, and by exemplifying an HRD philosophy that values human beings and promotes their development.

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### 1.3 DIFFERENCE BETWEEN HRD AND HRM

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Both are very important concepts of management specifically related with human resources of organisation. Human resource management and human resource development can be differentiated on the following grounds:

- The human resource management is mainly maintenance oriented whereas human resource development is development oriented.
- Organisation structure in case of human resources management is independent whereas human resource development creates a structure, which is inter-dependent and inter-related.
- Human resource management mainly aims to improve the efficiency of the employees whereas aims at the development of the employees as well as organisation as a whole.
- Responsibility of human resource development is given to the personnel/human resource management department and specifically to personnel manager whereas responsibility of HRD is given to all managers at various levels of the organisation.
- HRM motivates the employees by giving them monetary incentives or rewards whereas human resource development stresses on motivating people by satisfying higher-order needs.

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### 1.4 THE NEED FOR HRD

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HRD is needed by any organisation that wants to be dynamic and growth-oriented or to succeed in a fast-changing environment. Organisations can become dynamic and grow only through the efforts and competencies of their human resources. Personnel policies can keep the morale and motivation of employees high, but these efforts are not enough to make the organisation dynamic and take it in new directions. Employee capabilities must continuously be acquired, sharpened, and used. For this purpose, an “enabling” organisational culture is essential. When employees use their initiative, take risks, experiment, innovate, and make things happen, the organisation may be said to have an “enabling” culture.

Even an organisation that has reached its limit of growth, needs to adapt to the changing environment. No organisation is immune to the need for processes that help to acquire and increase its capabilities for stability and renewal.

#### **HRD Functions:**

The core of the concept of HRS is that of development of human beings, or HRD. The concept of development should cover not only the individual but also other units in the organisation. In addition to developing the individual, attention needs to be given to the development of stronger dyads, i.e., two-person groups of the employee and his boss. Such dyads

are the basic units of working in the organisation. Besides several groups like committees, task groups, etc. also require attention. Development of such groups should be from the point of view of increasing collaboration amongst people working in the organisation, thus making for an effective decision-making. Finally, the entire department and the entire organisation also should be covered by development. Their development would involve developing a climate conducive for their effectiveness, developing self-renewing mechanisms in the organisations so that they are able to adjust and pro-act, and developing relevant processes which contribute to their effectiveness. Hence, the goals of the HRD systems are to develop:

- The capabilities of each employee as an individual.
- The capabilities of each individual in relation to his or her present role.
- The capabilities of each employee in relation to his or her expected future role(s).
- The dyadic (dual) relationship between each employee and his or her supervisor.
- The team spirit and functioning in every organisational unit (department, group, etc.).
- Collaboration among different units of the organisation.
- The organisation's overall health and self-renewing capabilities which, in turn, increase the enabling capabilities of individuals, dyads, teams, and the entire organisation.

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## **1.5 FEATURES OF HUMAN RESOURCE DEVELOPMENT**

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The essential features of human resource development can be listed as follows:

- Human resource development is a process in which employees of the organisations are recognized as its human resource. It believes that human resource is most valuable asset of the organisation.
- It stresses on development of human resources of the organisation. It helps the employees of the organisation to develop their general capabilities in relation to their present jobs and expected future role.
- It emphasise on the development and best utilization of the capabilities of individuals in the interest of the employees and organisation.
- It helps in establishing/developing better inter-personal relations. It stresses on developing relationship based on help, trust and confidence.

- It promotes team spirit among employees.
- It tries to develop competencies at the organisation level. It stresses on providing healthy climate for development in the organisation.
- HRD is a system. It has several sub-systems. All these sub-systems are inter-related and interwoven. It stresses on collaboration among all the sub-systems.
- It aims to develop an organisational culture in which there is good senior-subordinate relations, motivation, quality and sense of belonging.
- It tries to develop competence at individual, inter-personal, group and organisational level to meet organisational goal.
- It is an inter-disciplinary concept. It is based on the concepts, ideas and principles of sociology, psychology, economics etc.
- It form on employee welfare and quality of work life. It tries to examine/identify employee needs and meeting them to the best possible extent.
- It is a continuous and systematic learning process. Development is a lifelong process, which never ends.

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## **1.6 BENEFITS OF HUMAN RESOURCE DEVELOPMENT**

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Human resource development now a days is considered as the key to higher productivity, better relations and greater profitability for any organisation. Appropriate HRD provides unlimited benefits to the concerned organisation. Some of the important benefits are being given here:

- HRD (Human Resource Development) makes people more competent. HRD develops new skill, knowledge and attitude of the people in the concern organisations.
- With appropriate HRD programme, people become more committed to their jobs. People are assessed on the basis of their performance by having an acceptable performance appraisal system.
- An environment of trust and respect can be created with the help of human resource development.
- Acceptability toward change can be created with the help of HRD. Employees found themselves better equipped with problem-solving capabilities.
- It improves the all-round growth of the employees. HRD also improves team spirit in the organisation. They become more open in their behaviour. Thus, new values can be generated.

- It also helps to create the efficiency culture In the organisation. It leads to greater organisational effectiveness. Resources are properly utilised and goals are achieved in a better way.
- It improves the participation of worker in the organisation. This improve the role of worker and workers feel a sense of pride and achievement while performing their jobs.
- It also helps to collect useful and objective data on employees programmes and policies which further facilitate better human resource planning.
- Hence, it can be concluded that HRD provides a lot of benefits in every organisation. So, the importance of concept of HRD should be recognised and given a place of eminence, to face the present and future challenges in the organisation.

#### **Colour coding HRD, Samsung style:**



It could well be a resort. It is, though in a different sort of way. The complex, located on rolling hills an hour's drive from Seoul, is Samsung's Human Resources Development (HRD) Centre, the place where the South Korean giant forges the mind and heart of its employees to its philosophy. Samsung takes its people seriously. It is constantly preparing them, at every level, for the rapidly changing world market that throws up ever-changing challenges. Employees of all the 70-plus companies of the group at one time or the other come here to be inspired and to learn to think out of the box.

Indeed, so serious is Samsung about its people thinking differently and spontaneously that it has designed the campus unlike any other. While many training/excellence centres recreate the college campus, Samsung has ideated differently, colour-coding its values and integrating them all over the campus so that these values get hard-wired among the trainees. If for people, it is Purple, it is Blue for Excellence, Red for Change, Green for Integrity and Orange for Co-prosperity.

But the predominant theme in the campus is Green, emphasizing the company's commitment to integrity. As Mr Ja Hwan Song, Vice-President, Globalization Team, HRD Centre, recently told a group of journalists from India, the people philosophy is quite simply giving them a wealth of opportunities to reach their full potential. Realizing that change is a constant and the innovation is critical to keep pace, the HRD Centre tries to equip its people to think differently.



Believing that a business cannot be successful unless it creates prosperity and opportunity for others, he says Samsung cares as much for its staff as for societies it operates in by being socially and environmentally responsible.

The training centre prepares new comers to Samsung for the journey with the organization, promotes to take up the new responsibilities, senior executives to exchange ideas, and the top echelons to think far into the future. This is done chiefly through three key initiatives:

**Shared Value Program:** The attempt is to give new comers the basics of doing good business. History, tradition, values form the basis of the program with sessions on teamwork and creativity.

**Business Leader Program:** A five-month initiative to develop the leaders of the next generation.

The participants are those with global competitiveness and all-round management skills. Global business management, leadership, and problem solving are the focus.

### **Global Expert Programme:**

A larger programme with varying periods, here the effort is to develop global spearheads with an emphasis on the local customs, cultures and practices besides foreign language, all designed to ready the managers for international assignments. The HRD Centre also promotes Knowledge Management and Innovation in Practice with its cutting-edge education infrastructure, promoting values, and continuous assessment. The centre actively promotes field learning so that people can develop themselves wherever they are. The campus is inspirational, and it has borrowed from the works of famous artists to design the spaces so that the trainees are positively influenced by the energies of these greats. So if the fifth floor has 3D in 2D format you are but reminded of cubist Pablo Ruiz Picasso. TV screen on the second floor corridor's ceiling could but be inspired by Nam June Paik, the Korean American artist, who has worked with a variety of media and is considered to be the first video artist and also credited with early use of the term 'super highway' in application to telecommunications.

The sixth floor is inspired by the Russian-born French Expressionist painter Wassily Kandinsky, and the fourth has a Belgian artist Rene Magritte's surreal touch to it. But the piece de resistance is the third floor, whose corridor are lined with small and large images of Marilyn Monroe, unmistakably by pop-art icon Andy Warhol. The idea for front courtyard has been borrowed from Vatican's St Peter's Square.

If there all the paths led Christians to their temporal centre, here the pathways draw 'Samsung's People' from across the 150 nations it's present in to its learning headquarters.



It is not all work and no play at the HRD Centre. The training sessions, according to Mr Ja Hwan Song, are fun-filled including pop performances as interludes to the think sessions. The two/three kitchens bring to the table a variety of fare from across the world.

Samsung taking its human resource so seriously is reflected in its attrition rate of five to six per cent among its worldwide staff roll of over two lakh.

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## 1.7 SELF – ASSESSMENT QUESTIONS

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### Fill in the Blank.

1. \_\_\_\_\_ refers to employee training, career development, performance development, mentoring, coaching, tuition assistance and other activities that are related to developing a workforce.
2. \_\_\_\_\_ could include in-class training, planned organizational changes or college courses that could add value to your company.
3. \_\_\_\_\_ is critical to helping employees develop their strengths and contribute to an organization.
4. The \_\_\_\_\_ is mainly maintenance oriented whereas human resource development is development oriented.
5. Human resource development helps to establishing/developing better \_\_\_\_\_.
6. Human resource development these sub-systems are \_\_\_\_\_.

### Answer:

1. Human Resource Development
2. Formal training
3. Internal management training
4. The human resource management
5. Inter-personal relations
6. Inter-related and interwoven.

### True or False.

1. A great way to provide internal training is to have a presenter meet with your employees in a group setting each week for two-hour training sessions.

2. It's not important to give employees information in amounts that are manageable so they can immediately practice and implement it in their own work.
3. Request feedback from employees on an ongoing basis in order to continually improve upon your program.
4. The concept of development should cover only the individual.
5. Human resource development promotes team spirit among employees.
6. HRD develops new skill, knowledge and attitude of the people in the concern organisations.
7. HRD improves the participation of worker in the organisation.

**Answer:**

True: (1, 3, 5, 6, 7)

False: (2, 4)

**Question and Answer.**

1. What is Human Resource Development
2. Understand the Concept of Human Resource Development
3. Difference between HRD and HRM
4. Understand the Need for HRD
5. What are the Features of Human Resource development
6. Explore Benefits of Human Resource Development

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## **1.8 SUMMARY**

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HRD is a process, not merely a set of mechanisms and techniques. The mechanisms and techniques such as performance appraisal, counselling, training, and organization development interventions are used to initiate, facilitate, and promote this process in a continuous way.

There are two types of training for human resource development such as formal training or informal training. Formal training could include in-class training, planned organizational changes or college courses that could add value to your company. Internal training and development classes taught by a consultant or internal staff, also include employee coaching or mentoring by a manager or more senior staff.

There are a number of best practices for how you can approach training with your employees such as Have a facilitator meet with employees weekly, Manageable amounts of information, Consistent feedback, Keep learning styles in mind, Use positive reinforcement.

HRD & HRM are very important concepts of management specifically related with human resources of organisation. The human resource management is mainly maintenance oriented whereas human resource development is development oriented. Human resource management mainly aims to improve the efficiency of the employees whereas aims at the development of the employees as well as organisation as a whole.

HRD is needed by any organisation that wants to be dynamic and growth-oriented or to succeed in a fast-changing environment. The core of the concept of HRS is that of development of human beings, or HRD. The concept of development should cover not only the individual but also other units in the organisation.

The essential features of human resource development can be Human resource development is a process in which employees of the organisations are recognized as its human resource. It stresses on development of human resources of the organisation. It helps in establishing/developing better inter-personal relations.

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## 1.9 KEYWORDS

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- Human Resource Development the process of increasing the knowledge, the skills, and the capacities of all the people in a society.
- Human Resources Management the practice of recruiting, hiring, deploying and managing an organization's employees.
- Formal training that has a structured and defined curriculum, and which provides an opportunity for training participants to have questions timely answered during the training or at a later date.
- Informal training a prior-approved planned learning activity on a specific topic for an individual or a group, which does not have a sponsoring organization
- Internal training a type of corporate training that involves the use of a company's own expertise and resources
- External training, training provided from outside the electoral manager's office or staff using external consultants, specialists or organisations.

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## 1.10 REFERENCES

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- <https://www.indeed.com/hire/c/info/human-resource-development>
- <https://www.whatishumanresource.com/human-resource-development>

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# **INTRODUCTION TO TRAINING, STRUCTURE, NEED ASSESSMENT AND EVALUATION OF TRAINING**

## **Unit Structure**

- 2.0 Objective
- 2.1 Introduction
- 2.2 Overview of Training in Organizations
  - 2.2.1 Role of Training
  - 2.2.2 Structure of Training
- 2.3 Planning for Training and Development
  - 2.3.1 Management of Training Function
  - 2.3.2 Benefits of Management Training
  - 2.3.3 Need Assessment
  - 2.3.4 Training Needs Assessment Levels
  - 2.3.5 How to Conduct A Training Needs Assessment
  - 2.3.6 Evaluation
  - 2.3.7 Benefits of Evaluation Training
  - 2.3.8 Organization of Training
  - 2.3.9 The Effects of Organizational Training
- 2.4 Self-Assessment Question
- 2.5 Summary
- 2.6 Keywords
- 2.7 References

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## **2.0 OBJECTIVES**

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- What is Training & Development
- What are the Roles of Training
- What are the Structures of Training
- Understand the Management of Training Function
- What is a Training Need Assessment
- Understand Training Needs Assessment Levels
- How To Conduct A Training Needs Assessment
- What is Training Evaluation
- Understand Organization of Training

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## 2.1 INTRODUCTION

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Training is the process for providing required skills to the employee for doing the job effectively, skillfully and qualitatively. Training of employees is not continuous, but it is periodical and given in specified time. Generally training will be given by an expert or professional in related field or job.

Training is required at every stage of work and for every person at work. To keep oneself updated with the fast changing technologies, concepts, values and environment, training plays a vital role. Training programmes are also necessary in any organisation for improving the quality of work of the employees at all levels. It is also required when a person is moved from one assignment to another of a different nature. Taking into account this context, this unit aims at providing insight into the concept, need and methods of training, also areas of evaluation of training, retraining and dimensions of organisational learning.

Training is a process of learning a sequence of programmed behaviour. It is the application of knowledge & gives people an awareness of rules & procedures to guide their behaviour. It helps in bringing about positive change in the knowledge, skills & attitudes of employees. Training is investment in getting more and better quality work from your talent.

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

Since training involves time, effort & money by an organization, so an organization should to be very careful while designing a training program.

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## 2.2 OVERVIEW OF TRAINING IN ORGANIZATIONS

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Training allows employees to acquire new skills, sharpen existing ones, perform better, increase productivity and be better leaders. Since a company is the sum total of what employees achieve individually, organizations should do everything in their power to ensure that employees perform at their peak.

### 2.2.1 Role of Training:

Training and development is one of the lowest things on the priority list of most companies. When it's organized, it is often at the persistence of the human resources department. There is, however, enormous value in organizing proper training and development sessions for employees. Training allows employees to acquire new skills, sharpen existing ones, perform better, increase productivity and be better leaders. Since a company is the sum total of what employees achieve individually, organizations should do everything in their power to ensure that employees perform at their peak.

Here are a few reasons that demonstrate the importance of training and development.

### **New Hire Orientation:**

Training is particularly important for new employees. This can be conducted by someone within the company and should serve as a platform to get new employees up to speed with the processes of the company and address any skill gaps.

### **Tackle shortcomings:**

Every individual has some shortcomings and training and development helps employees iron them out. For example, at Rate Gain we have divided the entire headcount in several groups to provide focused training which is relevant to those groups - sales training, first time managers, middle management, senior leadership, executive leadership.

### **Improvement in performance:**

If shortcomings and weaknesses are addressed, it is obvious that an employee's performance improves. Training and development, however, also goes on to amplify your strengths and acquire new skill sets. It is important for a company to break down the training and development needs to target relevant individuals. If I can draw examples from my organization, every department has targeted training groups. These generally revolve around product development training, QA training, PMP among others where internal and external process experts facilitate various programs.

### **Employee satisfaction:**

A company that invests in training and development generally tends to have satisfied employees. However, the exercise has to be relevant to the employees and one from which they can learn and take back something. It will be futile if training and development become tedious and dull, and employees attend it merely because they have to. As a company, we stress on industry specific training and send many employees for international seminars and conferences that can be beneficial to them.

### **Increased productivity:**

In a rapidly evolving landscape, productivity is not only dependent on employees, but also on the technology they use. Training and development goes a long way in getting employees up to date with new technology, use existing ones better and then discard the outdated ones. This goes a long way in getting things done efficiently and in the most productive way.

### **Self-driven:**

Employees who have attended the right training's need lesser supervision and guidance. Training develops necessary skill sets in employees and

enable them to address tasks independently. This also allows supervisors and management to focus on more pressing areas.

To transform our company into a learning organization and encourage a culture of continual learning among employees, we have launched a training and development initiative called 'Rate Gain Lighthouse'. We call it lighthouse, as it symbolizes strength, guidance and direction. We conduct various in-house training sessions on knowledge-building and skills & process.

The network facilitates various training sessions, based on experiential learning methodologies. We have also engaged globally renowned experts like Aaron Ross, author of 'Predictable revenue' and world renowned Sales coach and trainer. His session for our sales teams have transformed the way we are working. The results from our training and development initiatives have been very positive and it clearly shows that it is not a fad.

Training and development programs can have a huge impact on a company. Like every other function in your company, training and development should be focused on producing targeted and tangible results for the business. The key is to treat it seriously and consider it a capital investment and make it results-driven.

### **2.2.2 Structure of Training:**

Companies that learn how to use training and development programs to support their business strategy can establish a competitive advantage that increases profitability. Training and development affect a company's business strategy by promoting the specific skills development needs to expand into new areas of business or fend off rivals looking to encroach into its business areas.

#### **Mission Statement:**

Before you can align training and development to your company's business strategy, you need to know what you want your company to achieve. Organizations that try to operate without a clear mission statement can find themselves floundering and eventually failing. A good mission statement usually begins with a commitment to effectiveness by each member of the organization, along with a commitment to effectiveness by the organization as a whole. With a road map in place, your training and development department then begins the process of preparing every employee to reach the high standards you have set for your organization.

#### **Business Strategy:**

Effective training comes through a series of academic, hands-on and cooperative activities. An employee may learn as much from working with an experienced technician as he could in a dozen classroom lessons. The ultimate goal of your organization's training and development plan is to produce employees who are able to provide your company with a



competitive edge, whether those employees work in sales, manufacturing, logistics or management.

### **Company Needs:**

The modern fast-paced business environment requires that each business operation be completed in the most efficient and cost effective manner. Training and employee development allows a company to meet those challenges. Training managers should conduct an analysis of training effectiveness on a recurring basis. Valuable company resources are wasted if you are providing training that has little or no direct relationship to the operational needs of your company. Examine the exact training needs of the company and conduct an analysis of individual training needs, the instructional content of each training program and the return on investment of your company's training program.

### **Human Resources:**

The goal of your organization's human resources department is to ensure that all of your employees receive the knowledge and experience needed to succeed in your organization. Training programs offered by HR may include technical hands-on workshops, training tailored for leaders and supervisors and programs specifically designed to meet the needs of any department or division in the organization. Human resources may also provide classes and programs that support the career development of every employee. Professional development provides a means for your present employees to grow and become leaders prepared to help the company meet its strategic goals far into the future.

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## **2.3 PLANNING FOR TRAINING AND DEVELOPMENT**

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Training and Development Plan is basically the plan or schedule which management or higher authorities provide to get effective outcome of work. It helps to create effectiveness and thus adds to the growth of the company.

### **2.3.1 Management of Training Function:**

Knowing what is management training is the first step before identifying the career stages in which you need it. Management training is a special course that professionals can complete in order to gain the necessary skills and knowledge it takes to become a manager. These courses provide general information on leadership styles, skills and general management practices and can also provide industry-specific information. Academic institutions and professional organisations often offer management training courses, though companies can also create their own training programmes. Here are some career stages in which you may need management training:

### **Earning a promotion:**

You can prepare for your managerial job duties by participating in management training courses. This can help you feel more confident as you accept more responsibility at work.

### **Gaining experience:**

Even if you've already worked in a management position, completing management training can be a helpful qualification to add to your resume. This training also allows you to refresh your knowledge on up-to-date managerial practices.

### **Facing a challenge:**

If you're facing a specific challenge as a manager, such as meeting company goals or expanding your team, it's helpful to review manager training courses in order to develop your skills and find a solution to your problem.

## **2.3.2 Benefits of Management Training:**

Completing management training courses can offer you the following benefits:

### **Allow you to provide support for your team:**

Management training courses help you learn how to address the needs and concerns of your team members. It also equips you with the tools to offer them support and complete your job tasks. Providing support for your team can help you build a stronger department and more productive work environment.

### **Teach you how to provide feedback:**

Providing feedback is a very important part of your managerial duties. This allows employees to improve their performance and learn from mistakes. Learning how to provide feedback also can help you offer praise to your team members, which encourages them to continue producing high-quality work.

### **Provide decision-making tools:**

Leaders analyse the advantages and costs of a situation in order to reach a conclusion that aligns with the organisation's best interests. Management training can prepare you for this duty by helping you learn decision-making skills and encouraging you to be confident. Being able to make decisions that appeal to the company's goals can help you and your team reach their professional goals and ensure a productive workplace.

### **Help you learn how to resolve conflict:**

As a manager, it's important to know how to resolve conflicts successfully. When disagreements arise between team members, management training

prepares you to facilitate discussions to acknowledge the differing points of view. Then, you can work to find a solution that benefits all parties involved. Having these skills allows you to foster a healthy work environment.

#### **Allow you to enforce rules:**

Management training provides you with a better understanding of workplace policies and prepares you to enforce these rules. As a manager, you can explain a certain policy to your team member or even assign a consequence to an employee who refuses to adhere to the company rules. Training helps you to promote equity and fairness in the workplace by protecting boundaries and enforcing rules.

#### **Encourage you to manage change:**

As the organisation's needs evolve, leaders modify the work environment and help employees adjust to the change. Management training provides you with the skills to navigate change within the workplace and provide support to your team members. This allows you and your team to stay productive throughout times of policy and daily operation changes within the workplace.

#### **Prepare you for the hiring process:**

Because managers are often responsible for hiring their team members, management training prepares professionals for the hiring process. This can include teaching you how to recruit individuals and review resumes to find the best professionals for any vacant position your company is offering. Hiring professionals who can contribute to your team's success allow you to continue to lead an efficient and effective department.

#### **Help you set goals:**

Goal-setting is a valuable skill for managers to learn, as it helps them motivate their team to reach certain achievements for themselves and the company. As a manager, it's important to remind your team what they're working toward and explain the path to take to succeed. Management training can help you set an example with your behaviour in the workplace.

#### **2.3.3 Need Assessment:**

A Training Needs Assessment (TNA) is an assessment process that companies and other organizations use to determine performance requirements and the knowledge, abilities and skills that their employees need to achieve the requirements. There are three key areas that are considered accurate assessors of those needs:

- Skill proficiency of employees
- Employees' frequency of skill usage
- Level of employees' skills crucial to job performance

One of the outputs of the training needs assessment is a list of who needs what kind of training. For instance, your company may find that the IT department is failing to keep up with the industry standards and needs to undergo training that increases their knowledge about the latest technological innovations. Or maybe the IT interns are coming on full-time and require mentoring to become a competitive and productive part of the company.

TNA aims to answer some familiar questions: why, who, how, what and when. Here's a look at the descriptions of the questions and what analysis can to answer them.

### **2.3.4 Training Needs Assessment Levels:**

There are three levels of training needs assessment. These include the following:

#### **Organizational level:**

The training needs assessment at the organizational level is a macro-level assessment that helps you determine areas where your employees lack the necessary skills or knowledge and provide need-based training. It aims to answer the following questions:

- Where is training most needed?
- Is the training needed for a specific department or a group of employees?
- Why is the training program recommended as a solution to the current problem?

TNA at the organization level helps you clearly define measurable outcomes for training, allowing you to improve the chances of success of the training program.

For instance, your insurance company's claims processing department constantly gets poor feedback from customers, so you want to improve its customer service rankings. An organizational-level assessment reveals the problems in claims processing and determines the need for training employees involved in claims processing. It can also explain why the training program is necessary and how it can help you achieve your goal of improving your company's customer service.

#### **Operational level:**

At the operational level (also known as task or job level), TNA determines what kind of training do your employees need to achieve a specified level of proficiency. It involves task analysis, which determines the knowledge and skills required for specific tasks and correlates these requirements to the actual knowledge and skills of your employees. The gaps or problems revealed in this analysis can be used to determine the kind of training your employees need.

**TNA at the operational level aims to answer the following questions:**

- How is the job performed?
- What are the performance standards for the job?
- What are the knowledge, skills and abilities needed to complete the job successfully?

**Some of the data sources that you can use to conduct TNA at the operational level include the following:**

- Job specifications
- Job description
- Work performance standards
- Information from small and mid sized enterprises (SMEs)
- Analysis of operational problems

**Individual level:**

At the individual or personal level, the TNA determines how each employee performs his or her role. The difference between the actual performance and the expected performance helps you determine if there is really a need for TNA at the individual level.

TNA at the individual level gives you a complete picture of your employees' performance and whether their performance meets expected standards. TNA at this level aims to answer the following questions:

- What is the expected performance?
- Do your employees possess the necessary knowledge and skills?
- What is the gap between the expected and actual performance?
- What impedes your employees to perform efficiently?
- What training program must be provided to your employees to meet expected performance standards?

**2.3.5 How to Conduct A Training Needs Assessment:**

There are five steps you should take to successfully conduct a training needs assessment. These steps include the following:

- Determine desired outcomes
- Identify problems or specific points of pain
- Determine desired knowledge, skills and behaviours
- Set training timelines and priorities
- Choose training needs assessments and formats

### **Determine desired outcomes:**

Determine where things are not working the way you need or want them to, and what success in those areas would look like. For instance, you may want to improve customer retention by about 5%, reduce support call time to under three minutes or increase new customer acquisition by 10%. To establish the metrics for success of your training program, you have to meet with your team leads, supervisors, managers, directors and other stakeholders. Once you have identified what your goals are, you can easily determine the behaviours that must be changed in order to reach those goals.

### **Identify problems or specific points of pain:**

The next step is to match your desired outcomes with the improvements in information, actions and abilities that support them. To do so, you have to break down duties and processes inherent to the outcomes so you can determine specific problems or points that need to be addressed.

For instance, if you want to decrease the volume of calls your customer support receives, you need to examine what causes the volume of calls you are currently receiving. The problem may lie with the information customers receive about your product or services, with how calls are recorded and followed-up on, with the frequency and level of proactive communication between customer contacts and account managers or with a combination of all of those.

There are a number of ways to identify areas that require improvement. Here are some of the most common and effective:

#### **Observation and assessment:**

This requires your team leads, supervisors or managers to observe employees in order to determine common areas of difficulty.

#### **Surveys:**

This method requires you to ask employees about which areas they would like more training, support and resources. You have to make sure, however, that they write down their specific needs. Team-building or communication are such broad training needs, as an example, that you would need to conduct another training needs assessment on each of these topics. Some examples of specific training needs include how to resolve a conflict, how to effectively and deeply listen to a co-worker or how to give feedback to colleagues.

#### **Data evaluation:**

This requires you to analyse HR records to determine if there are common errors, issues or inconsistencies that the training can address. HR records can include exit interviews, job competencies, job descriptions, performance evaluations, accident and safety reports and other company records such as sales, cost and production records. For instance, if one of

your company's departments has a dramatic increase in workplace accidents, you may review accident reports as part of your gap analysis before conducting training about safety practices and procedures.

### **Individual interviews:**

You may also interview your employees, supervisors and clients to identify problems or gaps. If your company is providing safety training, for instance, interviewing the employees who have experienced or witnessed an accident would be advisable. Also, interviewing employees who have never had an accident could be useful in developing a training program that includes safe practices and procedures. If the accidents involved equipment, you may need to interview the company that serviced or manufactured the equipment. The information you can gather from your interviews can help you identify gaps that your company needs to address.

### **Determine desired knowledge, skills and behaviours:**

Once you have identified the specific problems you need to address, you can match training topics to the identified skill gaps. To do so, you should first come up with a list of knowledge, skills and competencies each trained employee needs to attain the established objectives. Then, you must have a way to determine if training has been successful at the individual level—the way to measure if the identified competencies and skills were achieved to the level required. These metrics for success are usually expressed as a series of learning goals tailored to each problem and the desired business outcome.

### **Set training timelines and priorities:**

Once you have determined the knowledge, skills or behaviours that your employees must develop to achieve established goals, it's now time to develop the full training agenda. To do so, you must first determine the targeted end date for the initiative, and then rank priorities for individual sessions and groups and put them on a schedule. You should determine priorities based on their urgency (how quickly you need to see results from employees) and sequence (training that must occur before other training can happen).

### **Choose training needs assessments and formats:**

Now that you know who your target participants are, what training is necessary, what your goals are and how quickly the training program needs to be complete, you can choose how you want to administer the training. Some good options include virtual or in-person instructor-led sessions, self-guided audio and video programs, computer-based simulations and online training. Your Learning and Development resource-consultancy or in-house-can help you choose the right course suitable for your company and project.



### **2.3.6 Evaluation:**

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

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

### **2.3.7 Benefits of Evaluation Training:**

Evaluation acts as a check to ensure that the training is able to fill the competency gaps within the organisation in a cost effective way. This is specially very important in wake of the fact the organisations are trying to cut costs and increase globally. Some of the benefits of the training evaluation are as under:

#### **Evaluation ensures accountability:**

Training evaluation ensures that training programs comply with the competency gaps and that the deliverables are not compromised upon.

#### **Check the Cost:**

Evaluation ensures that the training programs are effective in improving the work quality, employee behaviour, attitude and development of new skills within the employee within a certain budget. Since globally companies are trying to cut their costs without compromising upon the quality, evaluation just aims at achieving the same with training.

#### **Feedback to the Trainer / Training:**

Evaluation also acts as a feedback to the trainer or the facilitator and the entire training process. Since evaluation accesses individuals at the level of their work, it gets easier to understand the loopholes of the training and the changes required in the training methodology.

### **2.3.8 Organization of Training:**

Organizational training is the process of transferring knowledge within an organization.

This type of training focuses on developing employees for their current jobs. But it also prepares them for future roles and responsibilities.

Through organizational training, employees can develop new skills. Organizational training is also used to teach employees about the specific systems, processes, and tools the organization uses.

Usually, training and organizational development fall under human resources. Successful training courses give employees the tools and knowledge to support a company's business objectives.

This is done through different types of training programs. Which can be anything from onboarding training sessions to technical skills development and work practices. For example, a large company might offer training in using spreadsheets and how to complete performance reviews. It might also require training in the company's information security practices.

It's important to note that organizational training and organizational coaching are different. Although they sound similar, they serve different purposes.

Organizational coaching is about enhancing knowledge and skills. It focuses on fostering positive transformation through culture change and enhanced leadership.

Organizational training is about the transferral of knowledge. It's learning-focused rather than development-focused.

Organizational skills training is most often structured and formal. Content is pre-defined and delivered on a schedule. Depending on the need, the skills transferred may be technical, organizational, or contextual.

Organizational training is unique because the whole organization learns from the same experience. The content isn't personalized. It isn't just an individual people manager or employee learning something new. The knowledge is transferred to the organization as a whole.

### **2.3.9 The Effects of Organizational Training:**

An organizational training program can positively affect your organization. Let's take a look at how:

#### **Employees feel empowered:**

Feeling empowered at work is something all employees should strive toward. Unfortunately, without the proper training, this can be difficult.

How can employees feel in control when they don't have the right skills to perform their jobs efficiently?

Through organizational training, teams can perform to the best of their ability. Having the right tools gives employees the freedom to creatively problem-solve and take control. They feel empowered to make positive changes.

### **You have higher employee engagement:**

Regular development initiatives can help keep employees motivated and engaged. Organizational training programs are designed with the employees in mind. When employees realize the training is an investment in their education, they'll feel more engaged.

Providing employees with learning opportunities doesn't just build capable, confident employees. Research shows that learning and development is a key driver of engagement.

### **Employees have greater company loyalty:**

Through empowerment and increased engagement comes loyalty. Investing in employee learning and development shows employees they are valued.

When people feel valued, they're less likely to leave an organization. Employees that develop professionally and personally are committed to their organization. And satisfied employees will reduce turnover.

### **You attract the best talent:**

Organizational training improves rates of talent attraction as well as retention. When potential employees see the opportunities to develop their careers, they'll want to be a part of that company.

Investing in organizational development is a show of commitment to your employees.

You're committing to their professional and personal development. It gives your company a competitive advantage in the recruitment of new hires.

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## **2.4 SELF - ASSESSMENT QUESTIONS**

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### **Fill in the Blank.**

1. Training is the process for providing required skills to the employee for doing the job effectively, skilfully and qualitatively.
2. Training allows employees to acquire new skills, sharpen existing ones, perform better, increase productivity and be better leaders.
3. Organizations that try to operate without a clear mission statement can find themselves floundering and eventually failing.
4. Leaders analyse the advantages and costs of a situation in order to reach a conclusion that aligns with the organisation's best interests.
5. Management training provides you with a better understanding of workplace policies and prepares you to enforce these rules

6. The organization level helps you clearly define measurable outcomes for training, allowing you to improve the chances of success of the training program.
7. At the operational level training needs assessment determines what kind of training do your employees need to achieve a specified level of proficiency.
8. Operational level is known as task or job level
9. Individual level is known as Personal level
10. Evaluation involves the assessment of the effectiveness of the training programs.

**Answers:**

1. Training
2. Training
3. clear mission
4. Leaders
5. Management training
6. organization level
7. operational level
8. task or job level
9. Personal level
10. Evaluation

**True and False.**

1. Training is particularly important for new employees.
2. Every individual has some shortcomings and training and development helps employees iron them out.
3. Training and development, however, also goes on to amplify your weakness and acquire new skill sets.
4. A company that invests in training and development generally tends to have satisfied employees.
5. Employees who have attended the right trainings need more supervision and guidance.
6. You can prepare for your managerial job duties by participating in management training courses.

7. Training don't allows you to refresh your knowledge on up-to-date managerial practices.
8. Organizational training is the process of transferring knowledge within an organization.
9. Organizational training is about the transferral of knowledge It's learning-focused rather than development-focused.
10. Organizational skills training is most often structured and informal.
11. organizational training and organizational coaching are same.

**Answers:**

True: (1, 2, 4, 6, 8, 9)

False: (3, 5, 7, 10, 11)

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## 2.5 SUMMARY

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Training is the process for providing required skills to the employee for doing the job effectively, skillfully and qualitatively. Training is a process of learning a sequence of programmed behaviour. It is the application of knowledge & gives people an awareness of rules & procedures to guide their behaviour.

Training and development is one of the lowest things on the priority list of most companies. When it's organized, it is often at the persistence of the human resources department. Training allows employees to acquire new skills, sharpen existing ones, perform better, increase productivity and be better leaders. few reasons that demonstrate the importance of training and development. New Hire Orientation, Tackle shortcomings, Improvement in performance, Employee satisfaction, Increased productivity, Self-driven.

Training and development affect a company's business strategy by promoting the specific skills development needs to expand into new areas of business or fend off rivals looking to encroach into its business areas such as : Mission Statement, Business Strategy, Company Needs, Human Resources

Training and Development Plan is basically the plan or schedule which management or higher authorities provide to get effective outcome of work. Management training is a special course that professionals can complete in order to gain the necessary skills and knowledge it takes to become a manager.

A training needs assessment (TNA) is an assessment process that companies and other organizations use to determine performance requirements and the knowledge, abilities and skills that their employees need to achieve the requirements. There are three key areas that are considered accurate assessors of those needs such as Skill proficiency of

employees, Employees' frequency of skill usage, Level of employees' skills crucial to job performance.

There are three levels of training needs assessment such as Organizational level, Operational level, Individual level. the organization level helps you clearly define measurable outcomes for training, At the operational level (also known as task or job level), TNA determines what kind of training do your employees need to achieve a specified level of proficiency. At the individual or personal level, the TNA determines how each employee performs his or her role.

There are five steps you should take to successfully conduct a training needs assessment such as Determine desired outcomes, Identify problems or specific points of pain, Determine desired knowledge, skills and behaviours, Set training timelines and priorities and Choose training needs assessments and formats

Evaluation involves the assessment of the effectiveness of the training programs. Some of the benefits of the training evaluation are as Evaluation ensures accountability, Check the Cost, Feedback to the Trainer / Training.

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## 2.6 KEYWORDS

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- **Training** the action of teaching a person or animal a particular skill or type of behaviour.
- **Development** a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components.
- **New Hire Orientation** the process of introducing new hires to their jobs, colleagues, and the organization.
- **Tackle shortcomings** an imperfection or lack that detracts from the whole.
- **Performance** management a corporate management tool that helps managers to monitor and evaluate employees' work.
- **Employee satisfaction** the extent to which an individual is happy with their job and the role it plays in their life.
- **Increased productivity** more output is produced without increasing the input.
- **Self-driven.** driven by one's own desires and ambitions
- **Needs assessment** the process of identifying and determining how to fill in the gaps between an organization's current and desired state.
- **Mission Statement** a formal summary of the aims and values of a company, organization, or individual.

- **Business Strategy** the long-term goal or road map for an organization, and how it plans to reach them.
- **Company Needs** gaps between the current state of the company and its goals.
- **Human Resources** the department within a business that is responsible for all things worker-related.
- **Job specifications** the list of recommended qualities for a person to qualify for and succeed in a position.
- **Job description** a useful, plain-language tool that explains the tasks, duties, function and responsibilities of a position.

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## **EXPLORING THE CONCEPT OF LEARNING ORGANIZATION**

### **Unit Structure**

- 3.0 Objective
- 3.1 Introduction
- 3.2 Concept of learning organisation
- 3.3 What is a learning organization culture?
- 3.4 Learning organisation - important aspects
- 3.5 How to create a learning organisation
- 3.6 Five benefits of creating a learning organization culture
- 3.7 The development of a learning organization
  - 3.7.1 Distinctiveness learning organization
- 3.8 Self-Assessment Question
- 3.9 Summary
- 3.10 Keywords
- 3.11 References

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### **3.0 OBJECTIVES**

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- What are the Concepts of learning organisation
- What is a learning organization culture?
- Understand the important aspects of learning organisation
- How to create a learning organisation
- What are the benefits of creating a learning organization culture
- Understand The development of a learning organization

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### **3.1 INTRODUCTIONS**

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A learning organization is a group of people who have wicker a constant, enhanced ability to learn into the corporate culture, an organization in which learning processes are analysed, screened, build up, and united with set aims and goals.

A learning organization moves away from simple employee training into organizational problem solving, innovation, and learning. For instance, in a learning organization, when a creation is bad, instead of just crumbing it, the employees discover the grounds of the problem and develop solutions to avert it from happening yet again. In a learning organization, the centre point is on a company's only appreciating asset-its people.

Ideal organization always provides the learning environment where individual learn from each other. Every employee try to enhance and develop the professional skills. Management give opportunity to employ to enhance their professional capacity.

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### 3.2 CONCEPT OF LEARNING ORGANISATION

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Advanced information technology and total quality have almost become the cost of entry into competition in the global economy. To become successful and gain a competitive advantage, organisations today and tomorrow must become learning organisations.

Many authors have tried to define and describe the learning organisation, as if the idea was homogeneous. However, no one seems to have succeeded with that task. Authors point out that confusion still exists about the concept. The terms ‘organisational learning’ and ‘learning organisation’ are used interchangeably. Many authors emphasise the difficulty, or even the impossibility of describing what a complete learning organisation looks like. They argue that learning organisations change continually or that each learning organisation must be different in order to fit the specific organisation. Furthermore many authors present some definitions of ‘the learning organisation’ and make a synthesis. However, most syntheses and definitions have more differences than similarities. For instance, Watkins and Marsick define ‘the learning organisation’ as one that learns continuously and transforms itself, while, according to Senge, it is ‘an organisation that is continually expanding its capacity to create process can be more easily solved with explicit knowledge, whereas un-analysable problems require a non-routine search process that draws much more on tacit knowledge. Practitioners in four distinct types – ‘organisational learning’, ‘learning at work’, ‘learning climate’ and ‘learning structure’, use in the literature and the term learning organisation.

The organisation portrayed as a learning system is not new. In fact, at the turn of the century Frederick. W. Taylor’s learning on scientific management were said to be transferable to workers to make the organisation more efficient. However, the beginning of today’s use of the term “learning organisation” is usually attributed to the work of Chris Argyris and his colleagues, who made the distinction between “single-loop”, and “double-loop”, learning.

- Single-loop learning involves improving the organisation’s capacity to achieve known objectives. It is associated with routine and behavioural learning. Under single-loop, the organisation is learning without significant change in its basic assumptions.
- Double-loop learning reevaluates the nature of the organisation’s objectives and the values and beliefs surrounding them. This type of learning involves changing the organisation’s culture. Importantly, double-loop consists of the organisation’s learning how to learn.

Peter Senge and his colleagues have characterised the learning organisation from a systems theory perspective and have made the important distinction between adaptive and generative learning. The simpler adaptive learning is only the first stage of the learning organisation, adapting to environmental changes. Generative learning involves creativity and innovation, going beyond just adapting to change to being ahead of and anticipating change. The generative process leads to a total reframing of an organisation's experiences and learning from that process.

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### **3.3 WHAT IS A LEARNING ORGANIZATION CULTURE?**

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A learning organization culture is a corporate framework in which employees are not only allowed to continue expanding their knowledge, skills, and opportunities to innovate, but encouraged to do so.

Peter Senge, the founder of the learning organization system framework and author of *The Fifth Discipline*, breaks a learning organization culture down into five dimensions (also called pillars).

#### **Systems Thinking:**

Systems thinking is a mindset that recognizes an organization as a system of smaller complex systems by taking time to understand the whole as well as each component. For example, if you see your workplace as a system, then the departments, teams, and individuals that make up the workplace are all interconnected components. Technology, processes, and the physical spaces people work in are all part of that system as well, and changing any part of the system has an impact on its interconnected components.

To understand how different components affect one another, let's look at the example of the shift to remote work, where companies that previously operated out of offices changed their work environments. This shift changes the employee experience (potentially positively or negatively, depending on the employee), changes the way individuals and teams collaborate, changes processes and policies that were based on teams working together in an office, and changes the ways and frequencies with which people use different technologies.

Recognizing the ways different pieces of a large system affect one another helps organizations identify barriers to change, strengthen and build connections, and ultimately create an environment that is conducive to learning.

#### **Personal Mastery:**

Organizations that are invested in personal mastery give employees the means to become masters of their domain through continued education and skill-building opportunities. Personal mastery doesn't just involve employees taking in tons of new information like they're cramming for a

test: it involves them “expanding the ability to produce results,” as Senge explains it. In other words, learners must be able to apply what they’ve learned to their work.

So, why should organizations care about personal mastery? Not only can it increase job satisfaction, but it can also increase productivity and grow the organization’s collective intelligence. According to Senge: “Organizations learn only through individuals who learn. Individual learning does not guarantee organizational learning. But without it no organizational learning occurs.”

### **Mental Models:**

Mental models are frameworks for thinking that people can use to understand concepts and make decisions. For example, theoretical physicist Richard Feynman developed a mental model called the Feynman Technique to assist students in learning new concepts. This model requires a person to start with a topic or concept they’ve been studying and then explain it the way they would to someone else who is just starting to learn about it. When they get to a point where they can’t clearly explain something, they recognize that they have uncovered a knowledge gap and need to further study this area. After filling in this knowledge gap, they talk through or write out their explanation again. They repeat this process until they have filled all knowledge gaps and are able to explain the concept in clear, simple language.

This certainly isn’t the only mental model out there, but it is a great example of a model that can help people be intentional about learning in the workplace. Mental models help people uncover what they don’t know, and what they may be making assumptions about, so that they can grow their knowledge base and make informed decisions.

### **Building a Shared Vision:**

This pillar involves using dialogue, enthusiasm, and commitment to drive action rather than dictating without context. (One way to achieve this is through storytelling.) An organization’s shared vision isn’t something that is developed by the leadership team in isolation and handed down to the rest of the organization. It must be developed by people across the organization based on common interests and goals. Getting everyone involved in the development of a shared vision helps people to feel more invested in that vision’s success.

It’s important to keep in mind that a shared vision will naturally evolve over time. Senge recommends that organizations share their vision where everyone has access to it, discuss it with their teams, and make changes to it as they gain new information and perspectives.

### **Team Learning:**

Team learning isn’t just about groups of employees sitting through training sessions together. Rather, it requires teams to use collaboration and mutual creativity rather than group thinking to achieve goals.

Discussion and dialogue are two key components of team learning. In other words, each team member should have an opportunity to contribute their perspective on a challenge or problem the group is trying to address, and everyone should also be able to ask questions and provide additional context and ideas in relation to the perspectives that have already been shared. This allows team members to bring their knowledge together and collectively grow their understanding.

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### **3.4 LEARNING ORGANISATION - IMPORTANT ASPECTS**

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- It increases communication process in the organisation and creates openness so that employees can work freely. It encourages employees to be honest with oneself to a given situation (self-reflection) and pushes the group to clarity and evaluate the assumptions underlying how work gets done within the organisation. (Participatory reflection). It encourages two-way communication.
- Learning Organisation has its importance in allowing the workers to become adept at questioning things as a normal course of their work. This facilitates the employees to take risks in improving their work. Positive feedback helps them to learn from their enquiries. This, enhances their knowledge and thinking power. They become proactive rather than reactive or have defensive thinking.
- In the learning process, TIME plays a major role in communicating, reflecting, feedback, adopting flexibility and making enquiries with immediate top officer to get information to discharge the task properly.
- Mutual respect and support is one of the important aspects of Learning Organisation. Irrespective of the positioning of persons in the hierarchy, every person in hierarchy should respect and support the others in the same level or in any other level. Treating others (co-workers, supervisors, etc.) equally and constantly with one's ability to constitute positively to the organisation, is an important aspect.

Thus, the importance of learning organisation is recognised in the form of solving the various problems that are encountered and disturb the performance of the tasks. The solutions found out in, normal course to solve these problems will be only short-term in nature (single loop learning) and re-emerge in the future. Learning Organisation as a tool of solving the problems on a long-term basis, looks at the restructuring the organisation making it flatter or a workable one. This provides strength to the organisation to be more competitive and develop a customer responsive culture.

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### **3.5 HOW TO CREATE A LEARNING ORGANISATION**

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In order to develop a Learning Organisation, a strong foundation has to be laid by considering the following issues:

- Creating awareness about Learning Organisation.
- Creating a flatter and flexible structure.
- Providing required resources by the management.
- Employee empowerment.
- Learning through real-time labs.

### **Creating Awareness:**

The first step in developing Learning Organisation is to make the workers in the organisation understanding the usefulness of Learning Organisation. The concept of Learning Organisation should become an accepted thing in each and every employee. Everyone in the organisation should feel the necessity of restructure and change. This will facilitate the top management to adopt changes and create a new environment for development.

### **Creation of Flatter Structure:**

The organisation which wishes to change itself into Learning Organisation should be a decentralised, flexible and flatter. Centralised and vertical structures will have many hindering factors to develop the organisation. This leads to organisational politics and disturbs learning process.

Flatter and flexible structures promote strong information systems, wherein, the worker gets the information uninterruptedly. This facilitates learning process much easier. This also encourages innovations amongst workers. Meaningful dialogues between employees take place for better understanding the need for change and work in new direction.

The flatter and flexible structures develop an open organisation, infuses a new philosophy of questioning and discussing the new work practices before they are accepted for adaptation. The discussions at the initial stages will avoid major mistakes that may creep in at a later stage. The concept of anonymity may be introduced to avoid the fear of identification. Only the matter for discussion will come up and who has raised the issue will not be known. Thus, flatter and flexible organisation can be created to develop a learning organisation.

### **Resource Mobilisation:**

Resource crunch will be a permanent problem of every business or non-business organisation. To convert the organisation, the management may feel that it requires huge resources. But when we look at the changing process of an organisation towards Learning Organisation, we observe that it is not the resource that becomes a big problem, but the “Dynamic Leadership” that takes the organisation to new heights.

The good leadership can lead the organisation in critical times. Dynamic leaders besides providing required resources, encourage the workers to understand the concept of Learning Organisation. Leaders should develop

“Systems Thinking” (Holistic approach) in the organisation. The resources are to be provided on a long-term basis. The money, people and time they provide will determine the quality and quantity of learning. This goes without saying that the leadership or the management should be prepared to develop a learning organisation at any cost for their success.

### **Employee Empowerment:**

In a Learning Organisation, both employers and employees work together. The employer, besides creating a learning atmosphere, should involve workers to become responsible for their actions. They should be encouraged to learn and ignore minor mistakes of workers when they occur. This gives a feel of safety in workers and they develop organisational identity. This helps in bringing out more work from each employee and increases overall productivity of the organisation. Therefore, employers should learn as to how to learn together through simulation games and empower employees through equal participation at all levels.

### **Learning through Laboratories:**

The learning process can be implemented through specially designed learning laboratories. Small-sized, real-time models have to be evolved and implemented. During learning, failures can be experienced and corrective measures can be adopted immediately to overcome further failures. The implementation of these modules requires open and flexible atmosphere and therefore a congenial learning atmosphere has to be created. Continuous learning labs will make the organisation a Learning Organisation.

After developing firm base through these five issues, the strategies to develop a Learning Organisation have to be evolved.

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## **3.6 FIVE BENEFITS OF CREATING A LEARNING ORGANIZATION CULTURE**

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There are five huge advantages companies can enjoy when they make the transition to a learning organization:

### **Improved Innovation:**

Innovation can't be forced, but it can be fostered in the right environment. “The right combination of culture, leadership, talent, and approach must work in tandem to set the right conditions for disruption.” She points to Culture Your Culture's Design of Work Experience as an example of a co-design framework that emphasizes learning while also building culture.

“Such a framework could not only bring about desirable change, but further develop innovation capability at the same time.”



Some of the most successful companies in the world-like Google and Facebook-achieved their status by creating a culture where employees have the time and space to learn, explore, and pitch their ideas (no matter how off-the-wall or unconventional they might be.)

When new ideas are not only welcomed but encouraged, employees will engage in more brainstorming and cross-departmental collaboration. Inevitably, the proactive-not reactive-initiatives they develop will reach leadership's ears, transforming creative concepts into a profitable reality.

### **Knowledge Sharing:**

It's no coincidence that each of the five pillars of a learning organization revolves around effectively circulating information. Keeping knowledge siloed within departments-or in the boardroom-means teams are left in the dark. Failing to understand other team's objectives and hurdles makes it nearly impossible to cooperate.

Giving all of your employees access to the content they need allows them to fully understand corporate challenges and goals. This ensures everyone is on the same wavelength and understands their role in making critical improvements.

### **Problem Solving:**

As the saying goes, "teamwork makes the dream work." When people come together to achieve a common goal, the likelihood of success multiplies. Each individual brings their own unique experience and perspective, which is especially useful when your organization is facing a complex challenge.

When problems are shared, they're more likely to be solved. By opening up the conversation and inviting creative solutions from across your company, you can benefit from the collective brainpower of an entire organization. And you may even discover the sources you've never thought to consult are the ones who come up with the best answers.

### **Strengthened Community:**

When employees' ideas are acknowledged and their feedback is taken seriously, it improves their confidence and level of engagement moving forward. But a sense of contribution doesn't just boost employees' pride in themselves-it also promotes pride in where they work. And that can have lasting benefits for everyone involved.

Employees who have input in what goes on behind the scenes will naturally be more invested in the company-and its long-term prosperity. Seeing their efforts impact your organization's ability to reach its objectives makes employees feel a sense of accomplishment and personal investment, and a responsibility to safeguard that success in the future.

**Greater Efficiency:**

A collaborative mindset, coupled with programs that prioritize learning, helps transform teams into perceptive powerhouses. Instead of relying on outside firms, businesses can resolve issues internally, with quicker turnaround times and at a significantly lower cost.

They'll be more agile and streamlined, with a keen ability to sense when something is heading off track (and the ability to correct it before it causes problems.) And when they can easily access knowledge outside their department, they'll be able to overcome inefficiencies and drive better outcomes for your customers, too.

No matter your industry, building a learning organization culture can accomplish the same results. By providing the tools to propel growth, you'll generate a happier, more effective workplace. And that may be the answer to making your company the success story you've always hoped to tell.

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### **3.7 THE DEVELOPMENT OF A LEARNING ORGANIZATION**

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Organizations do not physically build up into learning organizations there are processes of making a Learning organization.

The processes of making a Learning organization challenges employees and communities to use their cooperative intelligence, ability to learn, creativity, transfer of knowledge continuous professional development .

Honey & Mumford develop Learning Pyramid This model shows clearly that individual learning and/or self-development must underpin the learning organization.



#### **3.7.1 Distinctiveness Learning Organization:**

According to Peter Senge, there are five characteristics of Learning Organization: System Thinking, Personal Mastery, Mental Models, Shared Vision and Team Learning.

### **Systems Thinking:**

Prepare to appreciate patterns and realization as an alternative of isolated events. The System Thinking need some disciplines to make active a learning organization realization, to interconnect the entire team and to avoid blaming each other and to understand the problems may occur on the actions taken during operations.

### **Personal Mastery:**

It is a self-commitment for life time learning and life form a part of a learning organization. each member tries to be the most excellent person and struggle for assurance and excitement and have to be more realistic for the future.

### **The Mental Models:**

The self-reflection process starts for the implementation, where everyone has to be in deeply insight for generalization and structuring the organizations model.

### **Sharing thoughts / Visions:**

Individuals have rights to share original ideas, proposals and visions because, the each distinct has the diverse visionary aspect of a particular segment of operation.

### **The Learning Team:**

Each team member is gluttonous to learn and share their ideas between rest of the members which surge the credibility and creativity of employees which ultimately diversify the organizations structure and helps to achieve the organizational goal.

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## **3.8 SELF-ASSESSMENT QUESTION**

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### **Fill in the Blank.**

1. A learning organization moves away from simple employee training into organizational problem solving, innovation, and learning.
2. Who is the Father of Scientific Management W. Taylor's
3. Single-loop learning involves improving the organisation's capacity to achieve known objectives.
4. Double-loop learning reevaluates the nature of the organisation's objectives and the values and beliefs surrounding them.
5. Systems thinking is a mindset that recognizes an organization as a system of smaller complex systems by taking time to understand the whole as well as each component.

6. Mental models are frameworks for thinking that people can use to understand concepts and make decisions.
7. Personal mastery involves expanding the ability to produce results.
8. Team learning requires teams to use collaboration and mutual creativity rather than groupthink to achieve goals.
9. Creating awareness is a first step in developing Learning Organisation.

**Answers:**

1. A learning organization
2. W. Taylor's
3. Single-loop
4. Double-loop
5. Systems thinking
6. Mental models
7. Personal mastery
8. Team learning
9. Creating awareness

**True or False.**

1. Advanced information technology and total quality have almost become the cost of entry into competition in the global economy.
2. A learning organization culture is a government framework in which employees are not only allowed to continue expanding their knowledge, skills, and opportunities to innovate, but encouraged to do so.
3. Systems thinking involves them "expanding the ability to produce results.
4. Team learning requires teams to use collaboration and mutual creativity rather than groupthink to achieve goals.
5. Discussion and dialogue are two key components of team learning.
6. The good leadership can lead the organisation in critical times.
7. In a Learning Organisation, both employers and employees don't work together.
8. The learning process cannot be implemented through specially designed learning laboratories.

### Answers:

True: (1, 4, 5, 6)

False: (2, 3, 7, 8)

### Question and Answer.

1. What are the Concept of learning organisation
2. What is a learning organization culture?
3. What are the benefits of creating a learning organization culture
4. Understand The development of a learning organization

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## 3.9 SUMMARY

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A learning organization is a group of people who have wicker a constant, enhanced ability to learn into the corporate culture, an organization in which learning processes are analysed, screened , build up, and united with set aims and goals.

Advanced information technology and total quality have almost become the cost of entry into competition in the global economy. To become successful and gain a competitive advantage, organisations today and tomorrow must become learning organisations.

The term “learning organisation” is usually attributed to the work of Chris Argyris and his colleagues, who made the distinction between “single-loop”, and “double-loop”, learning. Single-loop learning involves improving the organisation’s capacity to achieve known objectives. Double-loop learning reevaluates the nature of the organisation’s objectives and the values and beliefs surrounding them.

A learning organization culture is a corporate framework in which employees are not only allowed to continue expanding their knowledge, skills, and opportunities to innovate, but encouraged to do so. According to Peter Senge, organization culture break into five dimensions (also called pillars) such as Systems Thinking, Personal Mastery, Mental Mode, Building a Shared Vision and Team Learning.

The important aspect of learning organization is to increases communication process in the organisation and creates openness so that employees can work freely. Mutual respect and support is one of the important aspects of Learning Organisation.

In order to develop a Learning Organisation, a strong foundation has to be laid by considering the following issues such as Creating awareness about Learning Organisation, Creating a flatter and flexible structure, Providing required resources by the management, Employee empowerment, Learning through real-time labs.

Few huge advantages companies can enjoy when they make the transition to a learning organization are Improved Innovation, Knowledge Sharing, Problem Solving, Strengthened Community, Greater Efficiency

Organizations do not physically build up into learning organizations there are processes of making a Learning organization. The processes of making a Learning organization challenges employees and communities to use their cooperative intelligence, ability to learn, creativity, transfer of knowledge continuous professional development .

According to Peter Senge, there are five characteristics of Learning Organization such as System Thinking, Personal Mastery, Mental Models, Shared Vision and Team Learning.

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### 3.10 KEYWORDS

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- **learning organization** a corporate framework in which employees are not only allowed to continue expanding their knowledge, skills, and opportunities to innovate, but encouraged to do so.
- **Single-loop** learning involves improving the organisation's capacity to achieve known objectives
- **Double-loop** learning reevaluates the nature of the organisation's objectives and the values and beliefs surrounding them.
- **Systems thinking** is a mindset that recognizes an organization as a system of smaller complex systems by taking time to understand the whole as well as each component.
- **Personal Mastery** It is a self-commitment for life time learning and life form a part of a learning organization.
- **Mental models** are frameworks for thinking that people can use to understand concepts and make decisions.
- **Building a Shared Vision**, this pillar involves using dialogue, enthusiasm, and commitment to drive action rather than dictating without context.
- **Team learning** isn't just about groups of employees sitting through training sessions together.
- **Creating Awareness** The first step in developing Learning Organisation is to make the workers in the organisation understanding the usefulness of Learning Organisation.
- **Creation of Flatter Structure**, Flatter and flexible structures promote strong information systems, wherein, the worker gets the information uninterruptedly.
- **Resource Mobilisation** will be a permanent problem of every business or non-business organisation.

- **Employee Empowerment** both employers and employees work together.
- **Learning through Laboratories** Small-sized, real-time models have to be evolved and implemented.

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## **INTRODUCTION TO ADULT LEARNING AND DIFFERENT METHODOLOGIES**

### **Unit Structure**

- 4.0 Objective
- 4.1 Introduction
- 4.2 Principle of Adult Learning
  - 4.2.1 What Are Adult Learning Principles?
  - 4.2.2 What Are The 7 Learning Principles?
- 4.3 Learning Styles
  - 4.3.1 The Major Types of Adult Learning Styles
- 4.4 Self-Generated Learning
- 4.5 Experiential Learning
  - 4.5.1 Experiential Learning Theory
- 4.6 Motivation & Performance
  - 4.6.1 Ways to improve motivation and improve performance
  - 4.6.2 The Benefits of a Positive Relationship
- 4.7 Self-Assessment Question
- 4.8 Summary
- 4.9 Keywords
- 4.10 References

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### **4.0 OBJECTIVES**

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- What Are Adult Learning Principles?
- What Are The Principles Of Adult Learning?
- Understand The Major Types Of Adult Learning Styles
- Understand Experiential Learning Theory
- Ways to improve motivation and improve performance
- What Are The Benefits Of A Positive Relationship

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### **4.1 INTRODUCTIONS**

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Adult learning refers to the education and training pursued by mature learners. It is the process by which adults gain knowledge, competence, and skills, whether formally or informally. It emphasizes learning that is relevant to immediate application and the learners, usually college-aged or older, making sure they are in charge of their own development.



Early studies about adult learning began in the mid-1960s when educators began exploring different theories, models, and frameworks that explain how adult learners can be distinguished from children. These studies spawned many theoretical approaches to learning, giving rise to adult learning as a separate entity that differs from childhood education.

In the early decades of the century, behavioral psychologists conducted the earliest research in adult learning. Early studies defined learning as a behavioral response triggered by the learner's interaction with the environment ("What is the behavioral," 2020). Although these principles are still present today in training programs and evidence-based practices in the corporate, military, instructional technology, and medical and health arenas, the humanistic perspective on learning resulted in adult education becoming a recognized field of practice.

By the mid-20th century, three major adult learning theories have emerged: andragogy, self-directed learning, and transformative learning. These theories are firmly lodged in the humanistic approach to learning, which emphasizes personal growth and development as the key focus of education.

### **Andragogy:**

Developed in 1968 by Malcolm Knowles, andragogy is a term that refers to the concept of adult learning and how it differs from children's education. Knowles defines andragogy as "the art and science of teaching adults." According to Knowles, andragogy, also known as adult learning, is premised on five key assumptions: self-concept, adult learner experience, readiness to learn, orientation of learning, and motivation to learn.

Knowles believed that these are the five pillars of adult learning, and each must be taken into account for shaping adult education programs accordingly. Today, the education programs for mature learners are still built around andragogy-instead of education being teacher-centric, much of the curriculum's focus is given to students and their learning needs.

### **Self-concept:**

As people grow older, they become more independent and turn to a more self-directed learning approach. Unlike children who are dependent on others for learning and understanding, adults have more control and responsibility over their personal education and progression.

### **Adult learner experience:**

Over time, adults gain innumerable experiences that deepen their resources for learning, placing them in a position where they can use their experiences as a useful tool in self-education. Based on this assumption, adult education programs must usually centre around experimental tasks and open discussions based on what learners already know.

### **Readiness to learn:**

The third element in Knowles' adult learning theory is the learner's readiness to learn. As mature learners take on various roles in society, their readiness or motivation to learn becomes oriented toward the skills necessary for these roles. Whether they're an employee, parent, spouse, or citizen, a large part of their readiness to learn is directed toward these roles.

### **Orientation of learning:**

For children, the application of a subject is postponed in later life, and their orientation of learning is usually subject-centered. The things they learn at school are not normally applied to real-life problems, and they must wait until they're older and encounter a need for the skills and knowledge they acquired.

This is in contrast to Knowles' adult learning theory, where the application of learning becomes immediate and more problem-centered as the learner matures. When adults encounter issues and complications, they immediately apply their knowledge to solve those problems.

### **Motivation to learn:**

The last assumption in Knowles' adult learning theory relates to motivation. According to Knowles, adults are motivated to learn internally (Knowles et al., 2012). Their desire for career growth and professional development drives their motivation to pursue education.

### **Self-Directed Learning:**

When individuals pursue education to gain a new skill or learn certain information, they often seek the help of a professional instructor who can supervise the entire learning process. However, another alternative for learners is to assume the primary responsibility for initiating, planning, and conducting the learning project. Such behaviour is referred to as self-education, self-instruction, or self-directed learning.

Knowles defined self-directed learning as "a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes." (Knowles, 1975, p. 18)

In essence, self-directed learning is an informal learning process that takes place outside the traditional classroom setting. In this approach, the learner decides about the method, content, resources, and evaluation of learning programs. By determining their needs, setting goals, and seeking resources, learners assume full responsibility for the learning process ("Adult Learning Theories," 2011).

Knowles (1975) cites three reasons why adult learners turn to self-directed learning. First, individuals who take the initiative in learning can learn

more and better things compared to learners whose education is forced upon them. Another reason is that self-directed learning is a natural process that takes place in an individual's psychological development. Lastly, developments in the education sector put a heavier emphasis on independent learning processes.

Training managers, instructional designers, and HR professionals use the self-directed learning approach to facilitate a robust and sustainable learning culture across various industries. With the younger population dominating today's workforce, the concept of self-directed learning is increasingly becoming more popular. In fact, a survey conducted by Census wide ("2019 Workplace Learning Report," 2019) reveals that Gen Z and Millennials show more favour toward self-directed and independent learning compared to their Gen X and Boomer counterparts.

### **Transformative Learning:**

Originally developed by Jack Mezirow, an American sociologist, transformative learning theory refers to how learning changes how individuals think about themselves and their surroundings. He describes it as "learning that transforms problematic frames of reference to make them [learners] more inclusive, discriminating, reflective, open, and emotionally able to change" (Mezirow, 1991).

Transformative learning challenges students' underlying assumptions and opinions about the world. In doing so, learners become more encouraged to apply critical thinking when forming their beliefs and judgment. For instance, English language learners often experience an improved opinion of themselves and a shift in their view of the U.S. culture as they learn the new language (King, 2000).

There are a number of reasons why adults pursue additional learning. In one survey conducted by the Pew Research Centre, 80% of personal learners revealed that they pursued learning programs for personal interests because they wanted to broaden their viewpoints and make life more interesting ("Americans," 2020).

Mezirow (1991) believed that "disorienting dilemmas" often changes an individual's view of the world. As a result, they are forced to reconsider their principles and seek knowledge to fit their newfound beliefs and experiences into the rest of their worldview.

Transformative learning theory touches on two basic kinds of learning: instrumental and communicative. Instrumental learning includes task-oriented problem-solving, as well as the determination of cause-and-effect relationships. Meanwhile, communicative learning emphasizes how learners communicate the needs, feelings, and desires ("Transformative learning," 2018).

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## 4.2 PRINCIPLES OF ADULT LEARNING

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Adult learning theories trace their roots back to Malcolm Knowles, an adult educator who developed the concept of andragogy. Andragogy is the “art and science of teaching adults.” This is intentionally different from pedagogy, which is the practice of teaching children.

Knowles theorized that adult learning and childhood learning are entirely different and that older people do not process, comprehend or retain information in the same manner as children.

To develop his concept of andragogy, Knowles identified certain characteristics within adult learners. These include:

- A preference for self-directed learning
- An ability to draw on life experience to assist with learning
- A willingness to learn when transitioning into new roles
- A focus on immediately applying new knowledge to real-life situations and problems
- A tendency to be internally motivated (rather than externally)

### 4.2.1 What Are Adult Learning Principles?

Adult learners who do commit to going back to school often benefit from a curriculum based on seven key adult learning principles. These principles are largely informed by the theory of andragogy and can help a school, training program, or other types of educational organization solidify and execute its educational mission.

Some of the main principles (which we’ll explore in greater detail below) rely on the assumption that adult learners tend to enjoy a stronger sense of self-direction and motivation to learn. As Knowles pointed out initially, adult learners like to use their life experience to learn, and they understand the value of a long-term goal or investment.

Adult learning theories aren’t just for adult students, though. Like Wilson, those who teach adults — as well as those who supervise employees in the real world — can become more effective at what they do by understanding adult learning theories. Instructing adult students or employees how to pinpoint their skill gaps, for example, and chart a path toward remediation is part of adult learning theory and can be instrumental in a person’s success.

### 4.2.2 What Are The 7 Learning Principles?

When you get down to it, there are seven main principles of teaching adults. Learning how these core adult learning principles work can improve your own education, boost your organization’s performance and training, and bolster your ability to educate others.

<b>Learning Principle</b>	<b>Explanation</b>	<b>Application</b>
Self-directed	Learning at one's own pace in one's own way	You know what you need to learn and set your own goals, track down materials, and create a plan to foster your own learning, then self-evaluate.
Transformational	Learning can change your perspective on the world and vice-versa	Whether from a teacher, a mentor or some other channel, new information can shift a person's worldview and challenge their preconceived notions. In shifting the learner's outlook, the information becomes both applied and retained.
Experiential	Focuses on developing life experience or "hands-on" learning	Participate physically in the learning environment ("getting your hands dirty") and then reflecting on what worked and what didn't.
Mentorship	Learning from an outside mentor (established figure) in a field	Mentors and mentees can learn from each other. (Mentees ask challenging questions, mentors challenge proteges' understanding of the material.)
Orientation to (or of) learning	Adults need to reframe their emotions and assumptions around the experience and value of learning	Educators instruct their students on how to apply new lessons in the real world, which helps students retain information.
Motivation	Children are motivated by parents and laws requiring their education; adults often have internal motivation	Adults put in the time and effort to learn because they've typically internalized their motivation, whether it's career success, the prestige of a degree or a better salary.
Readiness to learn	As a child matures, they reach a certain threshold of learning readiness (such as reading or basic math facts), but adults have already been through this development and need to rely on past experience or life changes to develop a renewed readiness	Renewing your readiness to learn as an adult often happens by way of a situational trigger. Perhaps you lose your job or want to switch careers, for example. Or perhaps your next promotion hinges on mastering a skill.

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## 4.3 LEARNING STYLE

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Knowing how adults learn is crucial when designing your employee training. It seems like common sense, but it's important to be clear: You cannot design and present material for adults in the same way you would for children and expect good results.

- What are the major differences between child and adult learners?
- Whereas children often require help, adults crave autonomy
- Children have a narrower viewpoint, but adults bring life experience to their learning
- Casting a broad net with kids is fine, but adults want direct application
- Kids might do it because you say so, but adults require more motivation

Within these differences, adult learning styles further complicate how adults learn. Learners of all ages are wired differently.

Adding the specialized requirements of adult learners to different learning styles is a big lift, but then consider the cognitive impact of a training. All learners can only handle so much information before they are unable to process and apply it.

Training that makes sure your material is presented in the proper way with a consideration of learning styles helps lighten that cognitive load. Put simply, and when done well, employees don't have to work so hard just to understand the material.

### 4.3.1 The Major Types of Adult Learning Styles:

Research has shown that not everyone learns the same way. Consider the following adult learning styles as you design your employee training programs.

#### **Visual/spatial:**

Visual/spatial learners lean heavily on images to process new information. These learners are able to vividly picture patterns and learn best with images and graphics that use fewer words. Further, these learners can literally see the forest and the trees. They are good at making connections in visual/spatial relationships and may be able to see details that others miss.

#### **How to design training for this type of learner:**

Consider infographics, drawn guides, and text broken up with illustrations. Or, use Power Points, flipcharts, videos, and graphics to better reach this type of learner.

### **Auditory:**

Auditory learners learn by hearing information, retaining up to 75% of it. While only 30% of people are auditory learners, the majority of training already focuses on this adult learning style.

That's because auditory learners are one of the two types of adult learning styles that are easiest to design training for (the other is linguistic learners). Schools are designed around this type of learner.

### **How to design training for this type of learner:**

Lectures, podcasts, and traditional classroom-style learning is geared towards auditory learners. The best adult learning methods for auditory learners incorporate these resources into training.

### **Linguistic learners:**

Linguistic learners process information best through speaking and language. They are often voracious readers and able to pick up other languages (and nuances in their own language).

Consider a book group that reads a book and then uses guided questions to unpack themes and deepen understanding. Linguistic learners function the same way.

Further, a linguistic learner is generally a good communicator. They might listen to someone speaking and then summarize what was said to gain clarity or identify anything they missed.

### **How to design training for this type of learner:**

Linguistic learners will pick up anything you write down. Communication via discussion boards is a great way to reach them if you have online training.

Adult learning techniques for linguistic learners also use small-group discussion, guided readings, and writing exercises. Simply including closed captioning is a big benefit for this type of learner.

### **Logical/mathematical learning:**

Logical/mathematical learners use distinct processes to break down learning into steps. Think about how the scientific method is applied, and you have a great example of how this learning style works.

These adult learners are great at analysing problems logically and developing solutions for them. And, if you are worried that your training is not in the proper sequence or doesn't follow a logical flow, this learner will let you know!



### **How to design training for this type of learner:**

Troubleshooting and analysing are two places where this learner does well. Gamification using simulations is also a great way to reach this learner.

Further, use bullet points, logical steps, and flow charts to help this type of learner understand new concepts.

### **Intrapersonal:**

Intrapersonal learners require solitude and reflection to really take new information on board. These quiet thinkers need time and space to reflect on and integrate new material. This allows for deeper insights and helps transfer old information to new settings.

Intrapersonal learners also are excellent at generating new ideas and making connections that may not be obvious on the surface.

### **How to design training for this type of learner:**

Incorporating time for reflection into training is especially important for this type of learner. Also allowing for longer response times will help intrapersonal learners to participate more in discussions.

Incident reports and program evaluations are two activities where intrapersonal learners shine. Any learning activity that requires a step back and a pause for thought suits this adult learning style.

### **Interpersonal:**

Social interaction is key for this type of adult learner. Interpersonal interactions help these learners process information. Through social cues, conversation, and discussion, they integrate their learning into memory.

Interpersonal learners are often extroverts who are ready and willing to guide discussions with good emotional intelligence. They are good at reading social cues and can help interpret a group's response to a training activity.

### **How to design training for this type of learner:**

Small-group, in-person discussions that lead to large-group conversations suit this learner who thrives in social situations.

Provide formal and informal opportunities to interact with information in groups.

### **Kinaesthetic:**

Kinaesthetic adult learners process information by doing. It's not enough to tell them how something works – this type of adult learner needs to put their hands on to experience it. This is one of those learning styles that needs action to make information stick.

### How to design training for this type of learner:

On-the-job, experiential trainings are best for this type of learner. When possible, pair kinaesthetic learners with a mentor who can provide hands-on training. Another option is AR or VR training that allows learners to work through simulations of key activities.

This learning style will not benefit as much from videos or written training.

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## 4.4 SELF GENERATED LEARNING

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The self-generation effect describes how information is better remembered when it is self-generated as opposed to passively consuming or interacting it. Successful companies such as Microsoft and Electronic Arts design customization tools that are built into many of the great products we use today. These tools reflect the importance of utilizing the phenomenon of the self-generation effect. When you incorporate this phenomenon into your designs, you will be able to create more memorable user interfaces.

Learning independently can be challenging, even for the brightest and most motivated students. As a means of better understanding the processes involved in this mode of study, this Teaching Tip outlines key components of four key stages to independent learning, known as self-directed learning: being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning.

### Step 1: Assess readiness to learn

Students need various skills and attitudes towards learning for successful independent study. This step involves students conducting a self-evaluation of their current situation, study habits, family situation, and support network both at school and at home and also involves evaluating past experiences with independent learning. For a detailed Learning Skills Assessment Tool, read our **Readiness to Learn** Teaching Tip. Signs of readiness for self-directed learning include being autonomous, organised, self-disciplined, able to communicate effectively, and able to accept constructive feedback and engage in self-evaluation and self-reflection.

### Step 2: Set learning goals

Communication of learning goals between a student and the advising instructor is critical. We've developed a set of questions for students to consider as they map out their learning goals: our **Unit Planning Decision Guide**). Also critical in developing a clear understanding of learning goals between students and instructors are **learning contracts**. Learning contracts generally include:

- Goals for the unit of study
- Structure and sequence of activities
- Timeline for completion of activities

- Details about resource materials for each goal
- Details about grading procedures
- Feedback and evaluation as each goal is completed
- Meeting plan with the advising instructor
- Agreement of unit policies, such as a policy on late assignments

Once created, contracts should be assessed by the advising faculty member and questions about feasibility should be raised (e.g., What could go wrong? Is there too much or too little work? Is the timeline and evaluation reasonable?).

### **Step 3: Engage in the learning process**

Students need to understand themselves as learners in order to understand their needs as self-directed learning students — referring students to our resource on **learning preferences** may be helpful. Students should also consider answering the following questions:

- What are my needs are: instructional methods?
- Who was my favourite teacher? Why?
- What did they do that was different from other teachers? Students should reflect on these questions throughout their program and substitute “teacher” with “advising instructor”

### **Students also need to understand their approach to studying:**

- A deep approach to studying involves transformation and is ideal for self-directed learning. This approach is about understanding ideas for yourself, applying knowledge to new situations and using novel examples to explain a concept, and learning more than is required for unit completion.
- A surface approach involves reproduction: coping with unit requirements, learning only what is required to complete a unit in good standing, and tending to regurgitate examples and explanations used in readings.
- A strategic approach involves organization: achieving the highest possible grades, learning what is required to pass exams, memorizing facts, and spending time practicing from past exams.

Earlier academic work may have encouraged a surface or strategic approach to studying. These approaches will not be sufficient (or even appropriate) for successful independent study. Independent study requires a deep approach to studying, in which students must understand ideas and be able to apply knowledge to new situations. Students need to generate their own connections and be their own motivators.

#### **Step 4: Evaluate learning**

For students to be successful in self-directed learning, they must be able to engage in self-reflection and self-evaluation of their learning goals and progress in a unit of study. To support this self-evaluation process, they should:

- regularly consult with the advising instructor,
- seek feedback, and
- engage in reflection of their achievements, which involves asking:
  - How do I know I've learned?
  - Am I flexible in adapting and applying knowledge?
  - Do I have confidence in explaining material?
  - When do I know I've learned enough?
  - When is it time for self-reflection and when is it time for consultation with the advising faculty member?

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### **4.5 EXPERIENTIAL LEARNING**

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Experiential Learning is the process of learning by doing. By engaging students in hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations.

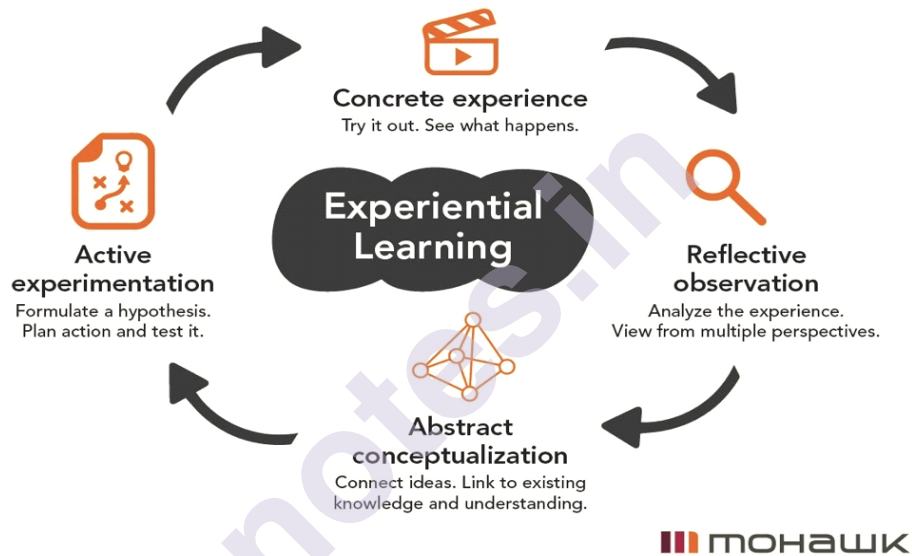
Experiential learning opportunities exist in a variety of course- and non-course-based forms and may include community service, service-learning, undergraduate research, study abroad/away, and culminating experiences such as internships, student teaching, and capstone projects, to name a few.

**When students participate in experiential education opportunities, they gain:**

- A better understanding of course material
- A broader view of the world and an appreciation of community
- Insight into their own skills, interests, passions, and values
- Opportunities to collaborate with diverse organizations and people
- Positive professional practices and skill sets
- The gratification of assisting in meeting community needs
- Self-confidence and leadership skills

### 4.5.1 Experiential Learning Theory:

Kolb (1984) theory of experiential learning discusses the key components of learning-by-doing, how it works and the characteristics which contribute to meaningful practice. As a widely-accepted theory, educators can use incorporate the model to support teaching practice and learner experience. The model is known for its holistic approach to student learning, which incorporates action/reflection and experience/abstraction. (Kolb & Kolb, 2011). There are four key phases to the experiential learning cycle: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE) (Figure 3) (Kolb & Kolb, 2011). There is no starting or end-point to the cycle, ensuring students can jump-in at any phase.



- **Concrete experience (CE):** This is the action phase. Students are encouraged to try-out the action and have a new experience.
- **Reflective observation (RO):** This is the observation phase. Students are encouraged to intentionally reflect on their experience from multiple perspectives and the factors involved (e.g. environment, stakeholder, context, outcomes)
- **Abstract conceptualization (AC):** This is the integration phase. Students are encouraged to integrate the experience (action and result) into existing knowledge schemas and with existing theory. As a result, a new concept is formed and can be applied to future experience(s).
- **Active experimentation (AE):** This is the hypothesizing and trial phase. Students are encouraged to hypothesize what will happen and try the action out by making decisions and solving problems.

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## 4.6 MOTIVATION AND PERFORMANCE

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A motivated employee is a business's most valuable asset. Research shows that a highly motivated employee has a higher level of employee performance while the opposite is true. To improve performance your

human resource department must find creative ways to keep people motivated in the workplace.

#### **4.6.1 Ways to Improve Motivation and Improve Performance:**

Ways to improve motivation and improve performance in the workplace include:

##### **Proper employee compensation:**

Many businesses incorrectly focus on what employees can do for them, instead of wondering what they can do to make sure each team member feels valued. A business cannot retain a motivated employee if they do not reward employee hard work and productivity.

When an employee is not properly compensated their employee engagement and employee performance levels will suffer greatly. Some top talent employees may stay onboard and improve performance in your workplace short term. However, in the long term, a top talent employee's job satisfaction will lower to the point they will seek a good job elsewhere.

##### **Positive company culture establishment:**

Great company culture is a top employee want in the workplace. Employers who make sure that job satisfaction and employee engagement levels are high will likely improve performance and improve employee motivation all while creating a company culture that is positive and productive.

Make sure your human resource department creates the most positive work culture possible. When your human resource department makes an attempt to treat every employee well you improve performance potential for your entire company. Each team member should be recognized for doing a great job.

Businesses do not often enough focus on improving their company culture one person at a time. However, one employee can help employee motivation transform completely if you reward employee hard work correctly.

##### **Goal setting improvements:**

Make sure that every team member is given a voice in goal setting conferences. When you make an effort to make every employee feel like an equally important team member you improve employee morale overall.

Each one person at your company should have goal setting opportunities provided. Whether this is a part of your training program or a human resource best practice, it is essential to make sure a highly motivated employee stays on staff long term.

### **Analyse feedback:**

Who better to understand employee want and employee need more than your employees themselves? Human resource departments should have each employee take routine employee engagement surveys to make sure they are doing a great job motivating employee development.

### **4.6.2 The Benefits of a Positive Relationship:**

When business leaders focus on positively developing the relationship between employee motivation and employee performance they will positively influence a large variety of business best practices.

### **Employee engagement boosts:**

A positive relationship between employee motivation and employee performance can increase employee engagement levels. In the United States alone, an estimated \$550 billion every year is lost in productivity as a result of disengaged employees.

### **Better incentives:**

Employee incentives are often considered the most effective way to increase employee motivation in the workplace. However, it is important to consistently increase incentives to increase employee motivation and employee productivity long term. These benefits may include -

- Salary increases
- Regular bonuses
- Profit sharing
- Additional stock options
- All-inclusive vacations

Any successful business has a great employee incentive program coupled with competitive employee job compensation and salary packages. To keep an employee motivated your human resource department must make sure to keep employee morale high through rich reward employee incentive programs.

### **Goal setting and goal completion:**

A business that includes the opinion of every team member possible will likely result in better goal setting success. Not only is goal setting improved but your objectives are more likely to be met and exceeded.

Employee engagement and job satisfaction are dependent on the positive relationship between employee performance and employee motivation in the workplace. When you make sure your business is doing a great job, motivating employee performance than your entire bottom line will profit.



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## 4.7 SELF-ASSESSMENT QUESTION

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### Fill in the Blank.

1. Adult learning refers to the education and training pursued by mature learners.
2. Andragogy is a term that refers to the concept of adult learning and how it differs from children's education.
3. Andragogy Developed by Malcolm Knowles in 1968
4. A process in which individuals take the initiative, with or without the help of others is known as self-directed learning
5. Transformative Learning Originally developed by Jack Mezirow.
6. Transformative learning theory touches on two basic kinds of learning instrumental and communicative.
7. Andragogy is the "art and science of teaching adults."
8. Visual/spatial learners lean heavily on images to process new information.
9. Auditory learners learn by hearing information.
10. Linguistic learners process information best through speaking and language
11. Logical/mathematical learners use distinct processes to break down learning into steps.
12. Intrapersonal learners require solitude and reflection to really take new information on board.
13. Social interaction is key for Interpersonal Learner
14. Kinaesthetic adult learners process information by doing.
15. A deep approach to studying involves transformation and is ideal for self-directed learning.
16. A surface approach involves reproduction
17. A strategic approach involves organization
18. Experiential Learning is the process of learning by doing.
19. the key components of learning-by-doing of experiential learning was developed by Kolb (1984)
20. A motivated employee is a business's most valuable asset.

21. Employee engagement and job satisfaction are dependent on the positive relationship between employee performance and employee motivation in the workplace.

**Answers:**

1. Adult learning
2. Andragogy
3. 1968
4. self-directed learning
5. Transformative Learning
6. instrumental and communicative.
7. Andragogy
8. Visual/spatial
9. Auditory learners
10. Linguistic learners
11. Logical/mathematical learners
12. Intrapersonal learners
13. Interpersonal Learner
14. Kinaesthetic
15. A deep
16. A surface
17. A strategic
18. Experiential Learning
19. Kolb (1984)
20. A motivated employee
21. Employee engagement and job satisfaction

**Match the Column.**

1. Concrete experience (CE)	1. This is the hypothesizing and trial phase.
2. Reflective observation (RO)	2. This is the action phase.
3. Abstract conceptualization (AC)	3. This is the observation phase.
4. Active experimentation (AE)	4. This is the integration phase.

**Answers:**

1. 2
2. 3
3. 4
4. 1

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## **4.8 SUMMARY**

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Adult learning refers to the education and training pursued by mature learners. It is the process by which adults gain knowledge, competence, and skills, whether formally or informally. Early studies about adult learning began in the mid-1960s when educators began exploring different theories, models, and frameworks that explain how adult learners can be distinguished from children.

By the mid-20th century, three major adult learning theories have emerged: andragogy, self-directed learning, and transformative learning.

Adult learners who do commit to going back to school often benefit from a curriculum based on seven key adult learning principles such as Self-directed, Transformational, Experiential, Orientation to (or of) learning Mentorship, Motivation, Readiness to learn

The major differences between child and adult learners are Whereas children often require help, adults crave autonomy. Children have a narrower viewpoint, but adults bring life experience to their learning. Casting a broad net with kids is fine, but adults want direct application. Kids might do it because you say so, but adults require more motivation.

The Major Types of Adult Learning Styles are Visual/spatial, Auditory, Linguistic learners, Logical/mathematical learning, Intrapersonal, Interpersonal, Kinaesthetic.

The self-generation effect describes how information is better remembered when it is self-generated as opposed to passively consuming or interacting it. four key stages to independent learning, known as self-directed learning: being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning.

Experiential Learning is the process of learning by doing. By engaging students in hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations.

A motivated employee is a business's most valuable asset. Ways to improve motivation and improve performance in the workplace are Proper employee compensation, Positive company culture establishment, Goal setting improvements, Analyse feedback.

When business leaders focus on positively developing the relationship between employee motivation and employee performance they will positively influence a large variety of business best practices such as Employee engagement boosts, Better incentives, Goal setting and goal completion.

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## 4.9 KEYWORDS

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- **Adult learning** refers to the education and training pursued by mature learners.
- **Andragogy** is a term that refers to the concept of adult learning and how it differs from children's education.
- **Self-directed learning** A process in which individuals take the initiative, with or without the help of others
- **Transformative Learning** the expansion of consciousness through which an individual can question themselves about their own feelings, beliefs, assumptions, and perspective on their purpose.
- **Visual/spatial** lean heavily on images to process new information.
- **Auditory learners** learn by hearing information.
- **Self-Directed Learning** When individuals pursue education to gain a new skill or learn certain information.
- **Linguistic learners** process information best through speaking and language
- **Logical/mathematical learners** use distinct processes to break down learning into steps
- **Intrapersonal learners** require solitude and reflection to really take new information on board.
- **Interpersonal Learner** are often extroverts who are ready and willing to guide discussions with good emotional intelligence.
- **Kinaesthetic** This is one of those learning styles that needs action to make information stick.
- **A deep approach to studying** involves transformation and is ideal for self-directed learning A surface approach involves reproduction
- **Experiential Learning** is the process of learning by doing.
- **A motivated employee** enthusiastic, driven and takes pride in their work.
- **Employee engagement** a human resources (HR) concept that describes the level of enthusiasm and dedication a worker feels toward their job.

- **Job satisfaction** the level of contentment employees feel with their job.

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## 4.10 REFERENCES

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## INTRODUCTION TO PREPARATION OF TRAINING BUDGET, CALENDAR AND TRAINING MODULES

### Unit Structure

- 5.0 Objective
- 5.1 Introduction
- 5.2 Training Budget
  - 5.2.1 What is a training budget?
  - 5.2.2 How much do companies spend on training?
  - 5.2.3 How to manage training expenses
  - 5.2.4 Importance of training budget
- 5.3 Budget Training Programme
  - 5.3.1 Optimizing training structure and minimizing costs
  - 5.3.2 Supporting company goals through efficient training budgets
- 5.4 Design Training (Calendar/schedules) Designing and executing Training inputs
  - 5.4.1 How to Plan Your Annual Training Calendar
  - 5.4.2 Training Program Framework Development
- 5.5 Establishing learning objectives
- 5.6 Developing training modules
  - 5.6.1 How to create the best training modules
- 5.7 Role of 'Active Training'
  - 5.7.1 How to Include Active Learning in Training
  - 5.7.2 The Five Key Characteristics of Effective Training Programs
  - 5.7.3 Benefits of Active Learning
- 5.8 Self-Assessment Question
- 5.9 Summary
- 5.10 Keywords
- 5.11 References

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### 5.0 OBJECTIVE

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- What is a training budget?
- Understand Importance of training budget
- Explore Optimizing training structure and minimizing costs
- Supporting company goals through efficient training budgets
- How to Plan Your Annual Training Calendar

- Understand Training Program Framework Development
- How to create the best training modules
- How to Include Active Learning in Training
- What are The Five Key Characteristics of Effective Training Programs
- Understand The Benefits of Active Learning.

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## 5.1 INTRODUCTION

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The right employee training can often mean the difference between sinking and soaring when it comes to meeting your business goals and projections for the year. Employees who understand your expectations and how they need to be met in order to meet goals are likely to feel more confident than employees who are guessing and throwing spaghetti against the wall to see what sticks.

Learn to create an accurate training budget plan and empower your employees to be at their best without overspending and backing your organization into a financial corner.

A good training budget definition is comprehensive, includes all costs related to training and acts as a road map for how funds should be used for training throughout the year. This helps ensure that you get the most bang for your buck and do not end up overspending on fancy lunches or dinners while not providing the best possible trainers and materials.

Your training budget fits into the overall budget of your organization and should typically comprise only 1 to 5 percent of your overall expenditures on salary. A simple web search for training program budget examples will help you see what most companies in your industry include as important expenses.

Training Calendar plays a crucial role in the training process. It is a comprehensive schedule of all the programs, modules and courses, which are going to be conducted over a specified period of time. It is the training calendar, which will be used downstream in all the processes. The training administrator, faculty and the trainees will operate based on the training calendar.

The Training calendar provides for scheduling of programs, modules and courses, independent modules, and independent courses. All the details like date and time when the training is going to be conducted, the faculty who is going to handle it and the venue in which it is going to be conducted can be captured.

If a program is scheduled in a training calendar, the user can enter details about the modules and the courses of the program by visiting another page. Similarly, if a module is scheduled in a training calendar, the user can enter details about the courses of the module.



There are various inputs to a training calendar. Training plan, requests made by employees, training needs identified and wait listed employees are just a few of them. Training needs identified will give a list of Competency Gaps across the organization and the courses which, when attended, will help bridge the Competency Gaps.

The Ramco Training Module provides for maintaining separate training calendars for employees and external people. The Training Calendar defined for the employees will be an Internal Training Calendar and the one defined for external people will be an external training calendar.

The training Calendar will be available for Authorization if the Course Start and End Dates are given for all independent courses and those under a program and Module of the training calendar. Only if the training calendar is authorized, it will be available for downstream processes like Trainee Enrolment, Trainee Attendance, and Trainee Evaluation etc. Once all Training activities scheduled in a Training Calendar are complete, the Training Calendar can be 'Closed', after which that particular Training Calendar will not be available for other processes.

The 'Create Training Calendar - Internal' activity will enable creating Training Calendars for employees. The Edit activity will provide for modifying/ deleting the details of the Training Calendar. The view activity will provide for viewing the details of the Training Calendar.

The 'Create Training Calendar - External' activity will enable creating Training Calendars for External people. The Edit View activity will provide for modifying/ deleting the details of the Training Calendar. The view activity will provide for viewing the details of the Training Calendar.

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## 5.2 TRAINING BUDGET

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Well-trained employees are essential to the success of any company. Unfortunately, in a bad economy, a lot of businesses consider employee development to be an unnecessary expense. But while cutting your training budget can seem like the logical thing to do, stop and think about its long-term implications, as they can far outweigh the immediate costs saved.

The right training program will have a plethora of benefits for a company: it increases employee engagement, retention, and productivity; it decreases the need for supervision, reduces absenteeism, improves customer service, and boost sales.

Well-trained employees make fewer mistakes and, because they feel valued and appreciated, training increases their commitment and personal confidence.

It's all about creating a positive and stimulating work environment. If you plan your training budget wisely, you can minimize staff turnover and maintain productivity.

### **5.2.1 What is A Training Budget?**

There is no real need to go into lengthy explanations about the training budget definition, but it's good to have a general idea of what it is and what it isn't. Think of it as all direct and indirect costs associated with courses and materials needed to analyse, design, develop, implement, evaluate, and maintain employee training or retraining.

In some sectors, there is an ongoing requirement for maintaining certifications to adhere to local, state and federal regulations related to their jobs. This can create substantial expense for small and medium companies.

Creating a training budget plan is not just necessary from a regulatory point of view, but it does make sense financially. It is one way to ensure your personnel has the skills and competencies required to complete tasks up to the required standard of quality.

### **5.2.2 How Much Do Companies Spend on Training?**

Many medium and large organizations invest anywhere from 2 to 5% of salary budgets back into training. While that may not be realistic for a small business, it's important to find a training budget per employee your company can absorb. For this purpose, you can go on a 'needs' basis. For example, outside trainers can seem attractive, but they are not absolutely necessary.

Sometimes, senior employees under management supervision can do just as good a job as external training providers, and they'll cost you next to nothing. Of course, it all depends on the type of training you're interested in, as some professional and industry-specific subjects can't be handled internally.

Before you begin planning your budget, start by assessing the training needs of your business. You may need to focus on researching which skill deficit is affecting productivity and performance. This way, your program can identify and focus on the real issues and actual needs of the business and its employees, and your training budget can be put to good use.

### **5.2.3 How to Manage Training Expenses:**

Budgeting for your company's training needs does not mean using surplus money when you have it. Ideally, you need to build a separate line item for training into your annual budget. A training budget should factor in the following costs:

- Initial briefing about the training program
- Training delivery (e.g. classes, video tutorials, eLearning, course fees)
- Training materials (workbooks, videos)
- Staff time (including replacement time)

- Instructor fee (if applicable)
- Travel, lodging or meal expenses required to participate (if applicable)
- Ongoing training (upkeep)
- Contingencies

Upon approval, your training budget needs to be carefully managed if you want to stay on track. This responsibility lies with the HR department. Naturally, every now and then there will be extra costs due to unforeseen events, such as employees quitting or temporarily leaving the company (maternity leave, sick days, vacations, etc.).

Bear in mind that training costs increase if you need to rely on external resources. As your company and staff grows, your training cost per employee will increase as well.

Keep in mind that the most important item in effective cost management is understanding the cost-revenue structure of your business. When you take a strategic view of your training program, you can accurately determine what your company needs and how to go about delivery in the most cost-efficient way possible.

Prioritize and develop a clear understanding of how the learning and development activities can be factored into your organization's strategy. This will allow you to achieve the desired results without going over the budget.

#### **5.2.4 Importance of Training Budget:**

Establishing a training budget for your organization ensures you allocate appropriate funds for employee development over the course of a year. By planning for training expenses and linking them to strategic objectives, you typically avert cost-cutting measures that could reduce your training budget if executives perceive it as overhead or superfluous. Ensure that your employees get the skills and knowledge they need to perform effectively on the job. Make allowances for tuition reimbursement for career development as well.

#### **Readiness:**

Managing training budgets and resources effectively ensures that personnel have the skills and competencies required to complete job tasks. The training budget includes the direct and indirect costs required to analyse, design, develop, implement, evaluate and maintain courses and materials. In some industries, employees must maintain their credentials to adhere to local, state and federal regulations. For example, the Occupational Safety and Health Administration standards require employers to train employees on health and safety topics related to their jobs.

### **Benefits:**

Gathering the costs associated with training programs allows sponsors and stakeholders to prioritize efforts and distribute funding accordingly. For example, create a spreadsheet listing training activities, development and delivery costs, number of people affected and potential business impact. This allows sponsors and stakeholders to optimize training expenses by evaluating the options, comparing development costs to purchasing off-the-shelf courses and considering different methods of providing instruction, such as distance learning, self-paced modules or social media mechanisms. Reviewing the training budget from a previous year allows you to evaluate what worked and what didn't.

### **Alignment:**

Identifying funds for training ensures that employees get the programs they need to accomplish the company's strategic goals. For example, if you state your company's goal is to reduce product errors, eliminate waste and improve customer satisfaction, you might consider training that certifies your personnel in quality management techniques such as Six Sigma. By identifying the costs associated with Six Sigma training at the beginning of the year, you ensure these programs can proceed throughout the coming months. Rather than wait to expose performance gaps, certify individuals as Black Belts to start off in the right manner.

### **Monitoring:**

After establishing a comprehensive training budget, you can monitor expenses associated with training activities and ensure you're getting the most for your money. For example, if you running training classes for 20 participants and only five people attend, utilization is low and might indicate a poor use of your funds. By monitoring instructor costs, training material printing and other expenses, you can spot trends and implement actions to reduce unnecessary spending.

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## **5.3 BUDGET TRAINING PROGRAMME**

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A training budget refers to the direct and indirect costs and resources used to train employees in an organization. It includes the cost of courses, books, and other learning materials. It also includes indirect costs like wages, compensation, and time spent setting up training

### **5.3.1 Optimizing Training Structure and Minimizing Costs:**

Once you have prioritized the training needs of your employees and drafted an initial training budget, you can look at ways to maximize its cost-efficiency. Once you look at the cumulative expenses of training cost per employee, you can consider several ways of reducing them:

#### **Internally:**

There are a lot of options for employers who can't afford to bring outside help and they can produce adequate results in training your employees. These include:

- **Rolling out group training:** Earn volume discounts by training multiple employees at once.
- **Finding trainers within your company:** Focus on training one employee with strong communication and interaction skills and have them train the rest. You can expand their job description to include training their colleagues.
- **Hosting weekly or monthly events:** These don't have to be formal and are a great way for team members to get involved, educated, and motivated. Select a topic of discussion in advance and cover all questions and concerns they may have. Listen to the information they're sharing and synthesize it in follow-up e-mails or memos for quick access.
- **Cross-training employees:** This is common practice in businesses that rely on an agile workforce. Give your employees new roles or responsibilities and have them sit with someone who is comfortable performing the tasks you want them to learn. Change roles frequently to keep your employees motivated and continuously learning.
- **Starting a mentorship program:** Expanding on cross-training employees, a mentorship program benefits new and inexperienced workers without having you actually pay for their training. Have a senior worker act as a mentor and ease their transition into your corporate environment. The added benefit of a mentorship program is increased accountability.

#### **Externally:**

External training resources don't have to break the bank and throw your training budget out of order. If you're smart about how you distribute resources and take advantage of industry-specific offers, there are ways to optimize your training costs:

- **Re-using materials:** Most training materials such as videos have a long shelf life and may be used repeatedly. A lot of offices don't want to have anything lying around that's not constantly in use, but textbooks, CDs, and DVDs can be stored and used for new employees, so don't be quick to throw them away just yet.
- **eLearning:** Online options are more affordable than traditional training. eLearning is usually associated with decreased material costs as all or most of the training information is available online. It allows for flexibility and reduces travel costs too, as employees can access courses remotely.

The eLearning model supports the learner's development in real-time and offers a certain degree of personalization and synchronization.

- **Associations or trade groups:** Some industry associations offer discounted or free training programs for members at annual events, online, and through seminars.

- **Turning to your vendors and clients:** You can negotiate free or reduced-cost training from your vendors for specific projects or products. Clients are motivated to invest in training if it means they will receive better service.

You can use these techniques individually or try a combination based on your business needs. Ultimately, having the right training program in place will save you money in the long run.

### **5.3.2 Supporting Company Goals through Efficient Training Budgets:**

**Ultimately, efficient training cost management comes down to employee commitment.** If you want to be successful you need to factor in this component. This means setting specific goals for employees that you expect them to achieve.

Of course, they shouldn't feel pressured that their jobs depend on it, but holding them accountable is part of the dynamic of your working relationship.

**Many employers use training courses as part of employee annual performance reviews to address competency gaps, as well as employees' desired areas of improvement.** This includes setting specific training goals for each employee and letting them know they are monitored.

It's a good idea to assess the impact training has had on their overall skills and performance on a monthly and annual basis as well.

**If you are paying for outside classes to improve their knowledge on a specific subject, get employees to commit to working for you for a specified period of time after completing the training.** You can have your HR department include a reimbursement clause in their employment contract if they aren't able to fulfil the agreement.

**Ultimately, you want to have the full support for training efforts from your senior staff and HR employees.** If they understand the long-term value of employee development and training budget allocation, they will be able to assist you in every way possible.

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## **5.4 DESIGN TRAINING (CALENDAR / SCHEDULES) DESIGNING AND EXECUTING TRAINING INPUTS**

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The Training calendar provides for scheduling of programs, modules and courses, independent modules, and independent courses. All the details like date and time when the training is going to be conducted, the faculty who is going to handle it and the venue in which it is going to be conducted can be captured. One of the ways EHS leaders create an effective employee training program is by simply planning their annual training calendar in advance.

The process of designing a training program is not an easy task. Many problems occur in the process of designing a training program. Some of the common problems are; creating training that does not support a business goal, problems that training cannot fix, how to identify the purpose of a training program, and sometimes all of these things.

#### **5.4.1 How to Plan Your Annual Training Calendar:**

Taking the time to outline your objectives, determine what training is needed, and organize your efforts goes a long way toward improving your results. Plus, having a documented training strategy in place allows you to stick to your budget without any hiccups. With that in mind, here are a few steps you can take to set yourself up for success all year long.

##### **Identify required training:**

The first step in planning your annual training calendar is to identify required training. This includes training required by law, by contractual obligations, or by your company. Be sure to think about training for both new hires as well as existing employees.

##### **Examples of required training might include:**

- OSHA HAZWOPER training
- EPA Method 9 certification
- RCRA refresher
- SPCC training
- Emergency action plans
- Sexual harassment training

##### **Determine additional training opportunities:**

After you've identified any required training, think about any additional training opportunities that can help promote a safe and compliant workplace.

Reviewing the past year's incident trends is a good place to start. What root causes contributed to incidents last year? Are there any patterns in near-misses or other leading indicators? What types of training could you provide to help prevent these incidents from occurring? Incident investigations, JSAs, and employee observations are all useful sources of information.

You might also want to talk to your employees to find out what types of training are needed. Some questions to ask include:

- What types of training or topics would you like to see in the next 12 months?



- What would help you do your job more safely and effectively?
- Which learning formats work best for you?

Many employers choose to supplement their formal training with informal safety meetings or toolbox talks. These talks can focus on specific job-related hazards and concerns, or safety best practices.

### **Decide on a training format:**

Next, you'll want to consider how each training will need to be delivered. In-person lectures, videos, on-the-job training, and self-paced online courses are just a few of the delivery methods available. Which format you choose will depend on the training topic and the resources you have available. It will also depend on whether the training is company-wide, or specific to only certain roles or individuals.

When thinking about training formats, you'll want to consider who will provide the training. Will you need to schedule outside speakers or trainers? Can managers or employees from your company deliver some of the training? Will some training be delivered online, and if so, how?

### **Determine your budget:**

Meeting all your employee's training needs without exceeding your budget can be a challenge. Having a clear idea of your required and recommended training needs will help you prioritize your budget so you can achieve the desired outcomes without breaking the bank.

**As you plan your budget, remember to factor in direct and indirect costs like:**

- Course delivery
- Training materials
- Staff time (including replacement time)
- Instructor fee (if applicable)
- Travel, lodging or meal expenses required to participate (if applicable)

### **Take inventory of your existing training materials:**

When it comes to training materials, you don't need to reinvent the wheel. There's a good chance you already have lots of content stashed away that could be put to better use.

Instead of spending a ton of time and money on something new, take stock of your existing training materials. What content is available? Can there be updated to meet your current needs? Don't limit yourself to just training content. Videos, PowerPoint presentations, and Word documents can all be repurposed into something new.



Once you've gone through your existing materials, you may find that there are still some gaps. In that case, it's worth taking a look online to see if there are any free training materials that meet your needs.

**Some good sources for free training materials include:**

- OSHA Training Materials Library
- National Safety Council
- BLR
- Texas Department of Insurance

**Review your training management system:**

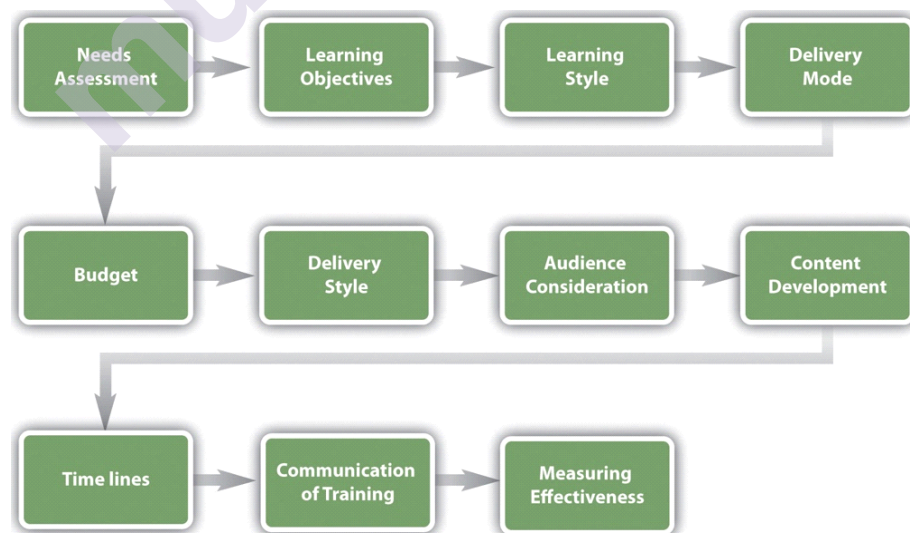
Finally, now is a good time to review your training management system. You will need to have a system in place to document training activities, view specific assignments and status, and ensure that employees have completed assigned training.

Ideally, you should also be able to track the effectiveness of your training programs alongside specific organizational issues, so you can identify areas where additional training is needed.

If you can't easily see this information without jumping between spreadsheets or folders, it may be time to update your training management system.

**5.4.2 Training Program Framework Development:**

When developing your training plan, there are a number of considerations. Training is something that should be planned and developed in advance.



**Needs Assessment:**

The first step in developing a training program is to determine what the organization needs in terms of training. There are three levels of training

needs assessment: organizational assessment, occupational (task) assessment, and individual assessment:

### **Organizational assessment:**

In this type of needs assessment, we can determine the skills, knowledge, and abilities a company needs to meet its strategic objectives. This type of assessment considers things such as changing demographics and technological trends. Overall, this type of assessment looks at how the organization as a whole can handle its weaknesses while promoting strengths.

### **Occupational (task) assessment:**

This type of assessment looks at the specific tasks, skills knowledge, and abilities required to do jobs within the organization.

### **Individual assessment:**

An individual assessment looks at the performance of an individual employee and determines what training should be accomplished for that individual.

We can apply each of these to our training plan. First, to perform an organizational assessment, we can look at future trends and our overall company's strategic plan to determine training needs. We can also see how jobs and industries are changing, and knowing this, we can better determine the occupational and individual assessments.

Researching training needs can be done through a variety of ways. One option is to use an online tool such as Survey Monkey to poll employees on what types of training they would like to see offered.

As you review performance evaluations turned in by your managers, you may see a pattern developing showing that employees are not meeting expectations. As a result, this may provide data as to where your training is lacking.

There are also types of training that will likely be required for a job, such as technical training, safety training, quality training, and professional training. Each of these should be viewed as separate training programs, requiring an individual framework for each type of training. For example, an employee orientation framework will look entirely different from an in-house technical training framework.

Training must be tied to job expectations. Any and all training developed should transfer directly to the skills of that particular employee. Reviewing the HR strategic plan and various job analyses may help you see what kind of training should be developed for specific job titles in your organization.

## Learning Objectives:

After you have determined what type of training should occur, learning objectives for the training should be set. A learning objective is what you want the learner to be able to do, explain, or demonstrate at the end of the training period. Good learning objectives are performance based and clear, and the end result of the learning objective can be observable or measured in some way. Examples of learning objectives might include the following:

- Be able to explain the company policy on sexual harassment and give examples of sexual harassment.
- Be able to show the proper way to take a customer's order.
- Perform a variety of customer needs analyses using company software.
- Understand and utilize the new expense-tracking software.
- Explain the safety procedure in handling chemicals.
- Be able to explain the types of communication styles and strategies to effectively deal with each style.
- Demonstrate ethics when handling customer complaints.
- Be able to effectively delegate to employees.

Once we have set our learning objectives, we can utilize information on learning styles to then determine the best delivery mode for our training.

## Learning Styles:

Understanding learning styles is an important component to any training program. For our purposes, we will utilize a widely accepted learning style model. Recent research has shown that classifying people into learning styles may not be the best way to determine a style, and most people have a different style depending on the information being taught. In a study by Pashler et al., the authors look at aptitude and personality as key traits when learning, as opposed to classifying people into categories of learning styles. Bearing this in mind, we will address a common approach to learning styles next.

### **An effective trainer tries to develop training to meet the three different learning styles1:**

- **Visual learner:** A visual learner usually has a clear “picture” of an experience. A visual learner often says things such as “I can see what you are saying” or “This looks good.” A visual learner is best reached using graphics, pictures, and figures.
- **Auditory learner:** An auditory learner learns by sound. An auditory learner might say, “If I hear you right” or “What do you hear about

this situation?” The auditory learner will learn by listening to a lecture or to someone explaining how to do something.

- **Kinaesthetic learner:** A kinaesthetic learner learns by developing feelings toward an experience. These types of learners tend to learn by doing rather than listening or seeing someone else do it. This type of learner will often say things such as “This feels right.”

Most individuals use more than one type of learning style, depending on what kinds of information they are processing. For example, in class you might be a visual learner, but when learning how to change a tire, you might be a kinaesthetic learner.

### Delivery Mode:

Depending on the type of training that needs to be delivered, you will likely choose a different mode to deliver the training. An orientation might lend itself best to vestibule training, while sexual harassment training may be better for web-based training. When choosing a delivery mode, it is important to consider the audience and budget constrictions. For example, Oakwood Worldwide, a provider of temporary housing, recently won the Top 125 Training Award for its training and development programs. It offers in-class and online classes for all associates and constantly add to its course catalogue. This is a major recruitment as well as retention tool for its employees. In fact, the company credits this program for retaining 25 percent of its workforce for ten years or more.

### Types of Training and Delivery:

Delivery Method	Type of Training Suggested
On-the-job coaching	Technical training
	Skills training
	Managerial training
	Safety training
Mentor	Technical training
	Skills training
	Managerial training
	Safety training
Brown bag lunch	Quality training
	Soft skills training
	Professional training
	Safety training
Web-based	Technical training
	Quality training
	Skills training
	Soft skills training
	Professional training
	Team training

Job shadowing	Managerial training
	Safety training
	Technical training
	Quality training
	Skills training
Job swapping	Safety training
	Technical training
	Quality training
	Skills training
	Professional training
	Team training
	Managerial training
Vestibule training	Safety training
	Technical training
	Quality training
	Skills training
	Soft skills training
	Professional training
	Team training
	Managerial training
	Safety training

### **Budget:**

How much money do you think the training will cost? The type of training performed will depend greatly on the budget. If you decide that web-based training is the right delivery mode, but you don't have the budget to pay the user fee for the platform, this wouldn't be the best option. Besides the actual cost of training, another cost consideration is people's time. If employees are in training for two hours, what is the cost to the organization while they are not able to perform their job? A spreadsheet should be developed that lists the actual cost for materials, snacks, and other direct costs, but also the indirect costs, such as people's time.

### **Delivery Style:**

Taking into consideration the delivery method, what is the best style to deliver this training? It's also important to keep in mind that most people don't learn through "death by PowerPoint"; they learn in a variety of ways, such as auditory, kinaesthetic, or visual. Considering this, what kinds of ice breakers, breakout discussions, and activities can you incorporate to make the training as interactive as possible? Role plays and other games can make the training fun for employees. Many trainers implement online videos, podcasts, and other interactive media in their training sessions. This ensures different learning styles are met and also makes the training more interesting.

## **Audience:**

Considering your audience is an important aspect to training. How long have they been with the organization, or are they new employees? What departments do they work in? Knowing the answers to these questions can help you develop a relevant delivery style that makes for better training. For example, if you know that all the people attending the training are from the accounting department, examples you provide in the training can be focused on this type of job. If you have a mixed group, examples and discussions can touch on a variety of disciplines.

## **Content Development:**

The content you want to deliver is perhaps one of the most important parts in training and one of the most time-consuming to develop. Development of learning objectives or those things you want your learners to know after the training makes for a more focused training. Think of learning objectives as goals—what should someone know after completing this training? Here are some sample learning objectives:

- Be able to define and explain the handling of hazardous materials in the workplace.
- Be able to utilize the team decision process model.
- Understand the definition of sexual harassment and be able to recognize sexual harassment in the workplace.
- Understand and be able to explain the company policies and structure.

After you have developed the objectives and goals, you can begin to develop the content of the training. Consideration of the learning methods you will use, such as discussion and role playing, will be outlined in your content area.

Development of content usually requires a development of learning objectives and then a brief outline of the major topics you wish to cover. With that outline, you can “fill in” the major topics with information. Based on this information, you can develop modules or PowerPoint slides, activities, discussion questions, and other learning techniques.

## **Timelines:**

For some types of training, time lines may be required to ensure the training has been done. This is often the case for safety training; usually the training should be done before the employee starts. In other words, in what time frame should an employee complete the training?

Another consideration regarding time lines is how much time you think you need to give the training. Perhaps one hour will be enough, but sometimes, training may take a day or even a week. After you have developed your training content, you will likely have a good idea as to how long it will take to deliver it. Consider the fact that most people do

not have a lot of time for training and keep the training time realistic and concise.

From a long-term approach, it may not be cost effective to offer an orientation each time someone new is hired. One consideration might be to offer orientation training once per month so that all employees hired within that month are trained at the same time.

**Development of a dependable schedule for training might be ideal, as in the following example:**

- Orientation is offered on the first Thursday of every month.
- The second and third Tuesday will consist of vestibule training on management skills and communication.
- Twice yearly, in August and March, safety and sexual harassment training will be given to meet the legal company requirements.

Developing a dependable training schedule allows for better communication to your staff, results in fewer communication issues surrounding training, and allows all employees to plan ahead to attend training.

### **Communication:**

Once you have developed your training, your next consideration is how you will communicate the available training to employees. In a situation such as an orientation, you will need to communicate to managers, staff, and anyone involved in the training the timing and confirm that it fits within their schedule. If it is an informal training, such as a brown bag lunch on 401(k) plans, this might involve determining the days and times that most people are in the office and might be able to participate. Because employees use Mondays and Fridays, respectively, to catch up and finish up work for the week, these days tend to be the worst for training.

Consider utilizing your company's intranet, e-mail, and even old-fashioned posters to communicate the training. Many companies have Listservs that can relay the message to only certain groups, if need be.

### **Measuring Effectiveness:**

After we have completed the training, we want to make sure our training objectives were met. One model to measure effectiveness of training is the Kirkpatrick model (Kirkpatrick, 2006), developed in the 1950s. His model has four levels:

- **Reaction:** How did the participants react to the training program?
- **Learning:** To what extent did participants improve knowledge and skills?
- **Behaviour:** Did behaviour change as a result of the training?



- **Results:** What benefits to the organization resulted from the training?

Each of Kirkpatrick's levels can be assessed using a variety of methods. We will discuss those next.

#### Kirkpatrick's Four Levels of Training Evaluation



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### 5.5 ESTABLISHING LEARNING OBJECTIVES

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Learning objectives are measurable steps that lead toward a goal. Objectives should be written in statements that identify what students should KNOW, UNDERSTAND, and BE ABLE TO DO as a result of participating in planned instructional activities. The learning objectives indicate and direct appropriate assessment methods, frame what and how content is taught, guide class activities, help identify resources to support student learning, and provide the basis for program faculty discussions on courses and program review.

#### **Know:**

- the four scales of measurement
- different kinds of graphs and their proper use (and misuses)
- applications of descriptive statistics, including central tendency, variability, correlation
- the purpose of linear regression
- the types of random sampling and purpose of each



**Understand:**

- Statistics is a useful language for symbolically modeling quantitative data and thus simplifying and analysing our world
- Data consists of structure plus variability
- Statistics can be used to make valuable, reliable inferences from quantitative data
- The appropriate communication and interpretation of statistics is essential to avoid statistical abuse and/or misunderstanding

**Be Able To Do:**

- Engage in statistical problem solving
- To randomly select a sample from a population
- Perform the following procedures using statistical software
- Recode existing variables in a dataset and generate new variables from existing variables
- Produce descriptive statistics including frequency distributions, measures of central tendency, measures of variability, and graphs such as histograms, box plots, and scatterplots
- Perform a test of statistical significance to assess the relationship between two quantitative variables and interpret and communicate the results in writing
- Construct a prediction model using simple linear regression and interpret the resulting values.
- Choose and apply appropriate inferential analyses to real situations in order to draw conclusions about a population.
- Recognize the strengths and limitations of quantitative data analysis and quantitative research methods
- Communicate using scholarly language (i.e., APA writing guidelines) the analyses, the results of the analyses, and the interpretation and conclusion of the analyses.

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## **5.6 DEVELOPING TRAINING MODULES**

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A training module is a segment of an overall digital corporate eLearning course that focuses on a specific topic or objective. Think of training modules like a chapter of a book. Each module (or chapter) acts as a step in a learner's journey, each time edging closer to completing the overall course.

Training modules can vary in format, from interactive videos and quizzes to text rich modules or demonstrations. Ideally, it's best to incorporate

a blend of different training module types to ensure you're catering for different learning styles and promoting employee engagement throughout. Let's take a look at the best practices for building training modules as part of your corporate eLearning course.

### **5.6.1 How to Create The Best Training Modules:**

Wondering how to create online training modules? Here are our recommended steps to follow when building the most effective online workplace training modules:

#### **Step 1: Establish your training objectives**

The most important step comes right at the beginning and that's understanding the challenge! Set objectives on what you need your training to achieve.

To do this, it's important that you understand the problems that your teams are coming up against, the priority areas that need addressing and what an ideal outcome looks like. That way, you can begin to work backwards and get to the crux of what you need your users to learn as a result of your training course.

Once you've established this, you can start to break this down into topics and map out the different modules you need to create. For each training module, be sure to set SMART goals (specific, measurable, achievable, realistic and time-bound) so you can measure how they perform and make iterations at a later stage, if necessary.

#### **Step 2: Define your audience**

It's vital that you understand who exactly the training is for so that you can pitch it at the right level: training that's too difficult or simplistic will cause a drop off in engagement and participation.

Take some time to get to grips with your audience so you can establish an appropriate tone of voice and difficulty level. Depending on your audience, you may need to break certain topics into multiple corporate eLearning modules, while for others, one module may be sufficient, so be mindful of this in the planning stage.

When creating eLearning courses, consider whether there are any specific learning styles that may yield better participation or engagement rates from your audience. For example, if your audience is particularly time-poor, it may be worth creating microlearning modules – and if your audience has previously demonstrated a lack of engagement with eLearning modules, consider integrating gamified elements to boost employee participation.

#### **Step 3: Decide on the right content format**

There's no such thing as one size fits all when it comes to building training modules; some formats may work well for some topics but not for

others. Engage Subject Matter Experts at this stage to determine the best content format for each module. We've also compiled a breakdown of different formats from our showcase page to help you decide:

### **Scenario-based learning:**

This type of training module is great for complex projects that are made up of lots of different aspects. Scenario based learning allows the learner to explore different situations and reflect on the actions they would take and the impact this would have.

#### **Best for:**

- Allowing employees to test real-life scenarios in a simulated environment
- Creating an immersive learning environment
- Challenging your learners to think independently and react to different scenarios

### **Video:**

Video is one of the most engaging training module types and great for how-to type content. Video is also an effective medium for conveying stories and evoking emotion, which can make it a good option for HR-related training.

#### **Best for:**

- Presenting information in an immersive, emotive, and engaging way
- Quick employee onboarding
- Product demos

### **Microlearning:**

Microlearning is where topics are broken down into short, bite size training modules, allowing for greater flexibility and higher learner engagement. It can be a useful format for making large complex topics into easier-to-consume chunks of information.

#### **Best for:**

- Time poor employees
- Conducting training little and often
- Focusing on core messages and takeaways

### **Quizzes:**

Utilizing quiz modules within your corporate eLearning course can inject an element of fun and transform potentially boring content into an engaging gaming experience. Quizzes allow learners to put their

knowledge to the test and build on their performance throughout the training, creating a sense of achievement as they progress through the eLearning modules.

**Best for:**

- Challenging your learners
- Rewarding and incentivizing users with leader boards and badges
- Tracking how well your employees have understood a particular topic

**Personalized training modules:**

Personalized training modules use branching scenarios to personalize the content, based on the responses of the user. It's an effective way to ensure that when you create eLearning content, it is tailored to different individuals and is relevant and useful to them.

**Best for:**

- Assessing skips gaps
- Delivering the most relevant content
- Self-reflective learning

**Step 4: Create your training module template**

Once you've decided which workplace training module is the best fit, it's time to build your training module template using your chosen authoring tool. Either build from scratch or from pre-existing eLearning design templates. Editing an existing template can save you time and help to ensure consistent branding throughout.

Elucidat's Learning Accelerator feature automatically recommends the best eLearning module templates for your project based on your learning objectives to help you get the best results. Choose from 25+ expertly designed templates with best-practice advice baked in and create your content with confidence.

**Step 5: Test and test again**

Before launching your online training module, it's critical that you test it on a sample audience and generate feedback from other stakeholders. Testing will help to identify any potential snags or gaps in the training that may need addressing before it's pushed out to your intended audience. Consult your Subject Matter Experts again at this point who can advise on any additional content to include or where existing content can be improved.

Collect feedback from your test audience on their general experience, the usability of it and what they liked the most and the least. Was it easy to

follow? Did they find it engaging? This can inform any improvements that can enhance the user experience or make the content easier to digest.

### **Step 6: Upload and launch your training module**

Once you've implemented any changes from the testing stage, it's ready to go! Now you can upload your module to your LMS and officially set it live for your learners to access.

It's important that you review how your training module performs against your SMART goals on a regular basis to understand whether further improvements can be made, or if it's worth creating supporting modules that can help employees top up their knowledge.

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## **5.7 ROLE OF 'ACTIVE TRAINING'**

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Active learning allows participants more control over their environment and the responsibility for learning. Three formal training design elements for guiding participants are used with active learning:

- **Cognitive:** how is the trainee focusing attention?
- **Motivational:** where is the effort of the trainee being directed?
- **Emotional:** in what ways is the trainee "managing" emotions?

These active learning design elements ensure that the employee learns and retains the training objectives through active participation. It allows the participants to explore or experiment with the information or task presented. The information presented gives the trainee an opportunity to infer various principles and strategies for effective performance. An active learning approach goes beyond "learning by doing" and focuses on how the training affects the trainee cognitively, motivationally, and emotionally. Traditional learning approaches, such as lectures followed by practice opportunities, are more passive in nature. The key distinction between the active and passive approaches to training is this: with active learning the individual is actually constructing and processing the information while with passive learning the information is simply presented and rehearsed.

### **5.7.1 How to Include Active Learning in Training:**

Each active learning design element contains a set of specific components for inclusion in a training program, and ensures that trainees maintain control over their learning.

#### **Cognitive:**

Instead of expecting trainees to retain information that has simply been presented to them, exploratory learning allows trainees to specifically focus their attention on the task presented. This can be accomplished through:

- **Active Exploration:** trainee is given minimal guidance, and allowed to freely explore and experiment with the tasks
- **Guided Exploration:** trainee explores the task in a systematic way, planned by the trainer

Although participants using exploratory methods may perform poorly on training evaluations, their transfer of knowledge and skills back to the job is typically better compared to trainees using traditional, instructive training methods.

### **Motivational:**

Framing errors as part of the learning process encourages trainees to maintain their focus and learn from their mistakes. Simply acknowledging that errors will be made positively affects overall performance. In contrast, trainees who are encouraged to avoid errors (often characteristic of passive learning techniques) may perform well during the training, making minimal mistakes, yet are unable to transfer the learning to other settings.

### **Emotional:**

Maintaining emotional control during training can help trainees to reduce performance anxiety and decrease negative emotional reactions. Reinforcing positive thoughts or emotions throughout training can be useful, especially during portions of the training that are particularly demanding or difficult. This can be as simple as including emotional cues and statements within the training like “Maintain a positive attitude”. This can increase trainees’ emotional control, improving both training performance and transfer of training to the workplace.

## **5.7.2 The Five Key Characteristics of Effective Training Programs:**

Here are five important characteristics of **effective training programs** that must be kept in mind to ensure the best results in an individual and organizational level:

### **Personalized:**

Allow for the organization of information into packages for different types of people and their individual requirements.

### **Inquiry-Based:**

Allow for learners to share and comment on different sources of information and experiences, thus working together to solve issues and share advice.

### **Collaborative:**

Allow participants to work with others and thus enhance their learning experience. Teamwork is crucial to any organization and training programs should foster this type of work ethic.

**Interdisciplinary:**

Always ensure that training programs incorporate various different areas of knowledge, not just the person's area of expertise.

**Networked:**

Ensure that as many people as possible can use the resources you provide, anytime and anywhere. There is now a big shift towards working remotely, and this is the first step to provide that invaluable opportunity for your workforce.

**5.7.3 Benefits of Active Learning:**

Active learning, at its core, allows learners to do more than just sit and listen. It requires them to participate, engage, and collaborate in class to drive deeper learning outcomes. Here, we'll dive into the several benefits of active learning that make it one of the most preferred learning and development methods of today. We'll also provide you with some tips and tricks on how you can apply a blended-learning framework to your future training initiatives.

**Leads to higher engagement:**

According to Bonwell and Eison, active learning "involves students in doing things and thinking about the things they are doing." Simply stated, learners transition from mere "observing" to "actively engaging" with the new information presented to them. When learners are directly engaged with their learning materials, they develop a positive relationship with their training. It allows them to gain a deeper understanding and connection with the material, which helps result in improved learning success.

**Improves collaboration skills:**

Another benefit of active learning is that it helps improve your team's collaboration skills. Instead of simply listening to an instructor-led training, this type of learning leverages the power of collaboration and social interaction to learn and solve problems. Through interactive activities, you'll be able to equip your employees with all the necessary collaboration skills they'll need to make teamwork successful. It's highly beneficial because, as we all know it, successful teamwork drives businesses to grow and thrive in their fields.

**Builds self-confidence:**

Active learning creates an environment where learners are pulled out of their comfort zones. They are expected to share their thoughts, opinions, and conclusions about certain topics rather than simply bombard and spoon-feed them with knowledge until the training is over. As they get more comfortable speaking up, learners will gain greater freedom from self-doubt and build their self-confidence. Being confident at work is



surely a benefit of active learning that will give them the power to do more of their tasks quickly, effectively, and to a high level of quality.

### **Promotes higher learning retention:**

Active learning is scientifically proven to result in significantly increased message retention. In fact, Dale's Cone of Experience reveals that learners take in more information through "action-learning" because of its direct and purposeful nature. It contrasts with the traditional style of unilateral learning, where they are just passively making their way through lessons without participating. Since learners are given the chance to participate and actively do things, they retain at least 90% of the learning materials.

### **Makes learning more fun and exciting:**

Nothing is more boring than just sitting and listening in a training or seminar until the talking is over. Lack of interaction leads to a poor personalized learning experience, which leads to an absolute waste of time, energy, and money. Your ultimate lifesaver? - shifting to active learning. Another benefit of active learning is that it's generally more fun and exciting. This is primarily because everyone is expected to get involved, play a part in activities and discussions, and apply their knowledge in practice.

### **'Increases learners' motivation to learn:**

It's easy to tune out in class if the participation is not technically needed - traditional passive learning is, unfortunately, more like this. However, in an active learning environment, no one is invisible. As pointed out in previous sections, this sort of learning necessitates everyone's presence and cooperation to make a fruitful discussion. In return, employees are urged to prepare ahead of time and ensure that they are ready to respond and participate in their training sessions. Adopting this behaviour, they will start to gain motivation over time and are more likely to invest in their learning.

### **Stretches creativity and innovation:**

Another great benefit of active learning is that it stretches your team's creativity and innovation. Stemming from its need for everyone's individual engagement and collaboration, learners are pushed to use their imagination and further expand their creativity to make an excellent contribution in class. Active learning also helps widen their perspectives by bouncing off one another's opinions as they work in groups. Engaging regularly in such a collaborative environment will allow them to see new possibilities, create new knowledge, and come up with more innovative ideas.

### **Improves critical thinking and problem-solving skills:**

Active learning activities like question-and-answer sessions and debates encourage learners to think outside the box and take their critical thinking to the next level. Not only will they help reinforce conceptual knowledge



among learners, but these activities will also develop and nurture their problem-solving and decision-making abilities. Learners will also learn how to construct stronger arguments to defend their points of view, challenge insights from others, and recognize logical flaws. Acquiring such skills will enable them to make better and more rational decisions at work, as well as devise innovative strategies and solutions to solve any fundamental challenges.

### **Allows instant feedback and improvement:**

Active learning typically entails hands-on activities, quizzes, and assessments that allow instructors to immediately evaluate their learners' understanding of their training topics. This gives them the ability to provide their learners with instant feedback and guidance to overcome any performance gaps and achieve their desired learning goal. Learners, equipped with the power to speak up in class, can also provide feedback about their learning process and voice any concerns they may have with the training. These insights can be used to identify whether or not your training method is working, and improve it as necessary.

### **Increases training success:**

Even if you've invested in the most expensive hi tech training tools and learning materials, your training will still fail if your learners aren't fully involved, engaged, and motivated to learn. Adopting an active learning method, on the other hand, helps overcome all of these barriers to training success. Active learners work harder to achieve success and produce better results since they take an active role in their own learning environments. Active learning, in general, is also significantly more fun and exciting since it goes beyond just reading and listening as everyone is expected to engage and actually do something, either individually or as a group. This, in turn, enables a boost in retention and productivity and increased training participation and completion.

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## **5.8 SELF-ASSESSMENT QUESTION**

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### **Fill in the Blank:**

1. \_\_\_\_\_ plays a crucial role in the training process.
2. Creating a \_\_\_\_\_ plan is not just necessary from a regulatory point of view, but it does make sense financially.
3. Many medium and large organizations invest \_\_\_\_\_ percentage of salary budgets back into training.
4. Establishing a \_\_\_\_\_ for your organization ensures you allocate appropriate funds for employee development over the course of a year.
5. Gathering the costs associated with \_\_\_\_\_ allows sponsors and stakeholders to prioritize efforts and distribute funding accordingly.

6. A \_\_\_\_\_ refers to the direct and indirect costs and resources used to train employees in an organization.
7. \_\_\_\_\_ resources don't have to break the bank and throw your training budget out of order.
8. The \_\_\_\_\_ provides for scheduling of programs, modules and courses, independent modules, and independent courses.
9. The first step in planning your annual training calendar is to \_\_\_\_\_
10. \_\_\_\_\_ is the first step in developing a training program is to determine what the organization needs in terms of training.
11. After you have determined what type of training should occur, \_\_\_\_\_ for the training should be set.
12. \_\_\_\_\_ are measurable steps that lead toward a goal
13. A \_\_\_\_\_ is a segment of an overall digital corporate eLearning course that focuses on a specific topic or objective.
14. \_\_\_\_\_ allows participants more control over their environment and the responsibility for learning.
15. According to \_\_\_\_\_, active learning "involves students in doing things and thinking about the things they are doing."

**Answers:**

1. Training Calendar
2. Training Budget
3. 2 To 5
4. Training Budget
5. Training Programs
6. Training Budget
7. External Training
8. Training Calendar
9. Identify Required Training
10. Need Assessment
11. Learning Objectives
12. Learning Objectives
13. Training Module

14. Active Learning

15. Bonwell And Eison

**True or False:**

1. Well-trained employees make more mistakes and, because they feel valued and appreciated, training increases their commitment and personal confidence.
2. Creating a training budget plan is not just necessary from a regulatory point of view, but it does make sense financially.
3. Budgeting for your company's training needs to build a separate line item for training into your annual budget.
4. Training budget need not to be carefully managed if you want to stay on track.
5. Managing training budgets and resources effectively ensures that personnel have the skills and competencies required to complete job tasks.
6. Identifying funds for training ensures that employees get the programs they need to accomplish the company's strategic goals.
7. After establishing a comprehensive training budget, you cannot monitor expenses associated with training activities and ensure you're getting the most for your money.
8. Focus on training one employee with weak communication and interaction skills and have them train the rest.
9. The last step in planning your annual training calendar is to Review your training management system
10. The second step in planning your annual training calendar is to Determine your budget.
11. Need Assessment is the first step in developing a training program is to determine what the organization needs in terms of training.
12. Understanding learning styles is not an important component to any training program.
13. Establish training objectives is first steps to create the best training modules.

**Answers:**

True: (2, 3, 5, 6, 9, 11, 13)

False: (1, 4, 7, 8, 10, 12)

### Questions:

1. What is a training budget and elaborate Importance of training budget
2. Understand Training Program Framework Development
3. What are The Key Characteristics of Effective Training Programs
4. What are The Benefits of Active Learning.

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## 5.9 SUMMARY

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The right employee training can often mean the difference between sinking and soaring when it comes to meeting your business goals and projections for the year.

Training Calendar plays a crucial role in the training process. It is a comprehensive schedule of all the programs, modules and courses, which are going to be conducted over a specified period of time.

The training Calendar will be available for Authorization if the Course Start and End Dates are given for all independent courses and those under a program and Module of the training calendar.

The right training program will have a plethora of benefits for a company: it increases employee engagement, retention, and productivity; it decreases the need for supervision, reduces absenteeism, improves customer service, and boost sales.

Budgeting for your company's training needs does not mean using surplus money when you have it. Ideally, you need to build a separate line item for training into your annual budget.

Establishing a training budget for your organization ensures you allocate appropriate funds for employee development over the course of a year. A training budget refers to the direct and indirect costs and resources used to train employees in an organization.

Having a documented training strategy in place allows you to stick to your budget without any hiccups. With that in mind, here are a few steps you can take to set yourself up for success all year long. Identify required training, Determine additional training opportunities, Decide on a training format, Determine your budget, Take inventory of your existing training materials and Review your training management system

When developing your training plan, there are a number of considerations. Training is something that should be planned and developed in advance. The first step is needs assessment, after that learning objective should occur, Understanding learning styles is an important component to any training program, then choose a different mode to deliver the training, after that prepare for budget and set delivery style, Considering your audience is an important aspect to training, The content you want to deliver is perhaps one of the most important parts in training, time lines

may be required to ensure the training has been done, your next consideration is how you will communicate the available training to employees, After we have completed the training, we want to make sure our training objectives were met.

Learning objectives are measurable steps that lead toward a goal. Objectives should be written in statements that identify what students should KNOW, UNDERSTAND, and BE ABLE TO DO as a result of participating in planned instructional activities.

Steps to follow to create online training modules when building the most effective online workplace training modules are Step 1: Establish your training objectives, Step 2: Define your audience, Step 3: Decide on the right content format, Step 4: Create your training module template, Step 5: Test and test again and Step 6: Upload and launch your training module

Active learning allows participants more control over their environment and the responsibility for learning. Three formal training design elements for guiding participants are used with active learning such as Cognitive, Motivational and Emotional.

Five important characteristics of effective training programs that must be kept in mind to ensure the best results in an individual and organizational level such as Personalized, Inquiry-Based, Collaborative, Interdisciplinary and Networked

Tips and tricks on how you can apply a blended-learning framework to your future training initiatives are Leads to higher engagement, Improves collaboration skills, Builds self-confidence, Promotes higher learning retention, Makes learning more fun and exciting, Increases learners' motivation to learn, Stretches creativity and innovation, Improves critical thinking and problem-solving skills, Allows instant feedback and improvement and Increases training success

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## 5.10 KEYWORDS

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- **Employee training** the continued efforts of a company to boost the performance of its employees.
- **Training Calendar** a comprehensive schedule of all the programs
- **Training budget** the direct and indirect costs required to analyse, design, develop, implement, evaluate and maintain courses and materials.
- **Readiness Managing** training budgets and resources effectively ensures that personnel have the skills and competencies required to complete job tasks.
- **Benefits Gathering** the costs associated with training programs allows sponsors and stakeholders to prioritize efforts and distribute funding accordingly.

- **Alignment** Identifying funds for training ensures that employees get the programs they need to accomplish the company's strategic goals.
- **Monitoring** monitor expenses associated with training activities and ensure you're getting the most for your money.
- **Internally training** a type of corporate training that involves the use of a company's own expertise and resources.
- **External training** provided from outside the electoral manager's office or staff using external consultants, specialists or organisations.
- **eLearning** usually associated with decreased material costs as all or most of the training information is available online.
- **needs assessment** The first step in developing a training program is to determine what the organization needs in terms of training.
- **learning objective** is what you want the learner to be able to do, explain, or demonstrate at the end of the training period.
- **learning styles** is an important component to any training program.
- **Delivery mode** Depending on the type of training that needs to be delivered, you will likely choose a different mode to deliver the training.
- **Time lines** may be required to ensure the training has been done.
- **Active Exploration** trainee is given minimal guidance, and allowed to freely explore and experiment with the tasks
- **Guided Exploration** trainee explores the task in a systematic way, planned by the trainer

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## TRAINING NEED ASSESSMENT

### Unit Structure

- 6.0 Objective
- 6.1 Introduction
- 6.2 Why do we need training?
- 6.3 Why do we need a Training Needs Assessment?
- 6.4 Why Conduct a Training Needs Assessment?
- 6.5 Levels of Training Needs Assessments
- 6.6 Steps to Conduct a Training Needs Assessment
- 6.7 Self-Assessment Question
- 6.8 Summary
- 6.9 Keywords
- 6.10 Reference

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### 6.0 OBJECTIVE

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- Understand training need assessment?
- Why do we need a Training Needs Assessment?
- Why Conduct a Training Needs Assessment?
- What are the Steps to Conduct a Training Needs Assessment
- What are the Levels of Training Needs Assessments

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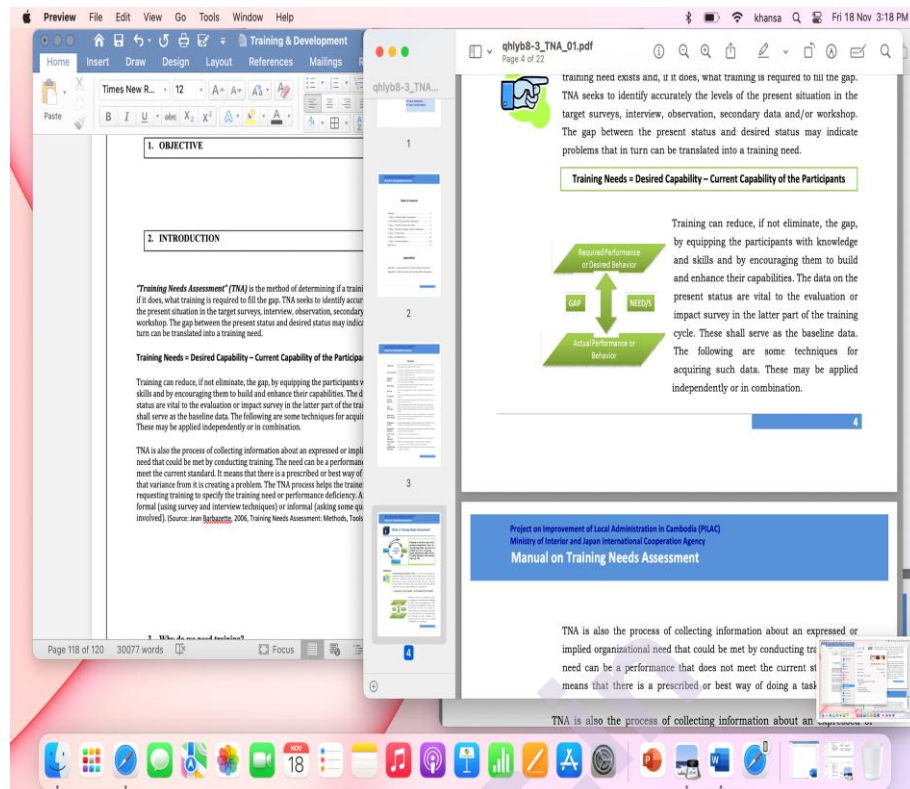
### 6.1 INTRODUCTION

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“Training Needs Assessment” (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need.

**Training Needs = Desired Capability – Current Capability of the Participants**





Training can reduce, if not eliminate, the gap, by equipping the participants with knowledge and skills and by encouraging them to build and enhance their capabilities. The data on the present status are vital to the evaluation or impact survey in the latter part of the training cycle. These shall serve as the baseline data. The following are some techniques for acquiring such data. These may be applied independently or in combination.

TNA is also the process of collecting information about an expressed or implied organizational need that could be met by conducting training. The need can be a performance that does not meet the current standard. It means that there is a prescribed or best way of doing a task and that variance from it is creating a problem. The TNA process helps the trainer and the person requesting training to specify the training need or performance deficiency. Assessments can be formal (using survey and interview techniques) or informal (asking some questions of those involved). (Source: Jean Barbazette, 2006, Training Needs Assessment: Methods, Tools and Techniques)

## 6.2 WHY DO WE NEED TRAINING?

Because training is a means to ensure that government officials have the knowledge and right skills to be able to do their work effectively and competently. Training may be needed when there is a gap between the desired performance, and the current performance, and the reason for that gap is lack of skill or knowledge. Training may only be able to resolve part of the problem. Thus we need to analyse the problem and find out whether training will be able to resolve it. If training is necessary, we also

need to define the objective of the training and how it will help the staff member(s) become more effective. This process is called a Training Needs Assessment shown above or Training Needs Analysis.

It is important to note that, despite many reasons to conduct training shown above, training may sometimes not be the only solution to a problem. There are many other means that impact on someone's ability to do their work, as pointed out in the "Report on Training Needs Assessment" by PILAC. The following are other examples.

- Lack of skills or knowledge, or experience
- Not having the right equipment or resource
- Not being encouraged by managers and colleagues to do the right thing There are no standards or expectations that are set and communicated Bad workplace morale or conditions

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### 6.3 WHY DO WE NEED A TRAINING NEEDS ASSESSMENT?

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First, identify dissatisfaction with the current situation and desire for change as similarities among the requests. Each request implies that a gap or discrepancy exists between what is and what could be or should be. A learning or performance gap between the current and desired condition is called a need. TNA aims at the following situations.

- Solving a current problem
- Avoiding a past or current problem
- Creating or taking advantage of a future opportunity
- Providing learning, development or growth

The purpose of TNA is to answer some familiar questions: **why, who, how, what, and when**. The following are descriptions of the questions and what analysis can be done to answer them.

#### **The Purpose of TNA:**

**Why** conduct the training: to tie the performance deficiency to a working need and be sure the benefits of conducting the training are greater than the problems being caused by the performance deficiency.

#### **Conduct two types of analysis to answer this question:**

- needs versus wants analysis and
- feasibility analysis.

**Who** is involved in the training: involve appropriate parties to solve the deficiency. Conduct a target population analysis to learn as much as

possible about those involved in the deficiency and how to customize a training program to capture their interest.

**How** can the performance deficiency be fixed: training can fix the performance deficiency or suggest other remediation if training is not appropriate? Conduct a performance analysis to identify what skill deficiency is to be fixed by a training remedy.

**What** is the best way to perform: there is a better or preferred way to do a task to get the best results. Are job performance standards set by the organization? Are there governmental regulations to consider when completing the task in a required manner? Conduct a task analysis to identify the best way to perform.

**When** will training take place: the best timing to deliver training because attendance at training can be impacted by work cycles, holidays, and so forth. Conduct a contextual analysis to answer logistics questions.

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## 6.4 WHY CONDUCT A TRAINING NEEDS ASSESSMENT?

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Here are a few reasons why organizations must prioritize conducting a training needs assessment:

### **To train the right employees with the right approaches:**

One of the outputs of a training needs assessment is a list of employees who are in need of a particular training so that L&D teams can tailor their training courses (and their delivery) according to different learners' requirements.

Tailoring and personalizing training content helps ensure high levels of training effectiveness, as the more relevant the content is to the employee, the more likely they are to engage with the training program.

### **Identify any gaps in skills:**

Competency gap analysis allows organizations to identify trends and themes in their overall workforce. These overall gaps are further matched to employee skill gaps to help managers create overviews of each employee's strengths and weaknesses and structure training plans accordingly.

### **Reveal new training methods or approaches:**

Training needs assessment helps reveal new training approaches that haven't been considered before. For instance, a survey conducted during a training needs assessment might reveal that classroom-based workshops take too much time out of employees' schedules, making them fall behind on their responsibilities. Insights such as these help L&D teams to choose different employee training methods that cater to employees' learning styles and promote higher engagement with the training programs.

## **Greater ROI from training programs:**

Demonstrating a solid return on investment is one of the most important tasks for a corporate learning team. But this often receives little to no attention, as it is not easy to determine the ROI from a training program from the start.

This shouldn't deter teams from creating methodologies to derive ROI, which empowers teams to present data-backed reports to a company's executives on the impact of an L&D strategy, as well as benchmark the current levels of success a program is having which allows L&D teams to improve on their current levels of success.

**Training needs assessment, however, provides answers to questions such as:**

- What is the objective behind a training program?
- What metrics will be used to measure the outcome? What skill gaps are bridged with training?
- How will the employee performance goals be measured?

Understanding the need for training programs and creating a lesson based on measurable skill gaps makes it easier for learning teams to demonstrate and quantify the importance of training. Such training programs are more likely to result in learning and performance improvement, while also giving the expected return on training investment that company leaders use to justify program costs.

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## **6.5 LEVELS OF TRAINING NEEDS ASSESSMENTS**

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The three levels of training needs assessment are:

### **Organizational:**

While most organizations invest in employee training year after year, not every training program is aligned with the business goals. Training needs assessments at the organizational level help identify training programs that align with the strategic business objectives of an organization.

It is a macro-level analysis to identify areas where the workforce lacks necessary knowledge or skills, and helps create training programs according to these requirements. Organizational training needs assessments answer the following questions:

- Where is the training most needed – is there a specific department or a group of employees that require more attention to detail?
- Why is the training program recommended as a solution to a particular business problem?
- What are the measurable outcomes for a training program?

**Operational:**

At the operational level, a training needs assessment determines the type of training that will be conducted in order to achieve a specific level of proficiency. Operational level training needs assessments to assess the knowledge and skills required for specific tasks and correlate these requirements to the workforce's actual skills. It answers the following questions:

- What are the performance expectations from a job?
- What are the skills required to complete the job successfully?
- What is the current skill level of the workforce?

**Individual:**

At an individual level, a training needs assessment analyses how every employee performs in their job role. It gives you a complete picture of employee performance and whether their performance meets the expected standards.

**Individual-level training needs assessments answer the following questions:**

- What is the expected performance from an employee?
- Does the employee have the necessary skills and knowledge to reach set expectations?
- What is the gap between the expected and actual performance?
- What training must be provided to the employee to meet expected performance?

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## **6.6 STEPS TO CONDUCT A TRAINING NEEDS ASSESSMENT**

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Here's are five-step checklist to conduct a training needs assessment before designing and launching your training program:

**Determine Your Desired Business Outcomes:**

The first step in your training needs assessment is to identify the organization and department goals, as well as their priorities, to determine the behaviors that need to be changed to achieve those goals.

Identifying business needs enables learning teams to discover competency and skills gaps, identify the teams that are in need of training, assess different training options, and uncover opportunities that can contribute to the success of employees, business units, as well as the organization.

**Important questions that must be addressed in this stage are:**

- Does the organization need this assessment?
- Why is it being conducted?
- What is the ultimate goal that the organization is trying to accomplish?
- Will a training program provide a solution to accomplish the desired business outcome?

**Here are a few examples of ultimate goals for an organization:**

- Improve customer service representatives customer satisfaction ratings
- Improve customer retention by 5%
- Improve employee morale through better supervision by middle management
- Reduce customer support call time to under four minutes

In short, when we talk about business goals or outcomes, we focus on measurements such as financial performance, revenue, profit, ROI, and also softer outcomes such as customer satisfaction and customer loyalty.

**Define relevant job behaviors:**

Once you have determined your desired business outcomes, the next step is to define the core competencies that everyone in the organization needs to develop, to some degree, in order to contribute to the organizational goals.

Core competency is an organization's unique ability, product, or service that gives them a competitive advantage in the industry. Every member of the organization needs to have a basic proficiency level on the defined competency.

For instance, let's say the mission statement of a company is to provide the best customer service in the industry to address a gap that none of the competitors have filled.

The core competency here is to have the most satisfactory customer service in the industry, which becomes the ultimate organizational goal. The next step is to define relevant job behaviors that will contribute towards achieving the set goal.

Behaviour	Description
Persuasive Speaking Skills	Ability to speak confidently, stay positive, and offer the kind of compelling arguments that lead to conversions.
Empathy	Ability to understand another person's emotions and their point of view.

Adaptability	Ability to handle inquiries coming in via any channel - phone, email, social media, and maybe even in person.
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### Identify skill gaps:

The third step is to define the knowledge and skills required to fulfil the defined behavioural dimensions. Here is what such a framework looks like:

Behaviours	Skills
Persuasive Speaking Skills	People Skills, Interpersonal Skills, Clear Communicator, Crisis Management Skills, Assertiveness and Directness
Empathy	Problem-solving skills, Active listening skills, Customer Advocacy and Success Skills
Adaptability	Utilize an internal suite of support tools, helpdesk, and CRM software

Now that you have the required set of skills in place, the last step is to assess the current skills in your organization, that is, conduct a skill gap analysis.

This is important because different employees have different skill sets and thus need a different level of training. For example, employees working in a company's customer support department for 2-3 years will have extensive experience with the organization's CRM tool. Such employees might not be the ideal candidates for CRM training, while newer employees will require in-depth technical training on the tool.

A skills gap analysis helps determine whether or not your workforce's current skills meet your company's needs. It gives you a list of skills employees already have, need to improve, and need to develop. From there, you can fill in the gaps using training programs to build a team of skilled workers ready to contribute to the organizational goals.

### Training agenda:

Once you have determined the knowledge, skills, or behaviours that your employees must develop to achieve established goals, it's now time to develop the complete training agenda.

#### To create a training agenda, you need to:

- Determine the targeted end date for the training program
- Identify priorities for individual sessions and groups to put them on a schedule
- Determine a training budget
- Decide if you want to conduct the training internally or externally



### Choose training format:

If the training needs to be conducted internally, it is important to determine the best employee training method that fits according to your plan. Here are some of the most common training methods.

- **Microlearning:** Microlearning lets your employees learn on-the-job skills in quick, 15-minute format chunks that don't affect their daily schedules. These bite-sized lessons are focused on solving problems encountered in daily tasks, making the content relatable and helpful.
- **On-demand employee training:** On-demand employee training, like educational video onboarding or click-through, PowerPoints with voice-overs are great for complex concepts that are less urgent, so employees can work at their own pace. On-demand employee training is best conducted via digital adoption platforms(DAPs), that enable learning while doing, make courses more accessible, and track employees' progress.
- **Small team training:** In-person small group training can be held when the topic is urgent but only relevant to a small, specific group of employees.
- **All-staff training:** Longer-format, all-staff meetings can be logistically challenging, but are often the most efficient choice when the concept is a skills gap for most of the organization. A contemporary example may be training your whole team on how to empathize with the customer to improve the overall customer satisfaction rate for the organization.
- **Spaced learning:** Spaced learning breaks down long employee training programs into several sessions or modules of shorter durations, with spaced intervals in between. Parts of these sessions are reintroduced multiple times over the course of the next few days or weeks for learners to recall information, driving long-term knowledge retention.

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## 6.7 SELF-ASSESSMENT QUESTION

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### Fill in the Blank:

1. \_\_\_\_\_ is the method of determining if a training need exists and, if it does, what training is required to fill the gap.
2. Training Needs = Desired Capability – \_\_\_\_\_
3. \_\_\_\_\_ analysis allows organizations to identify trends and themes in their overall workforce.
4. Training needs assessments at the \_\_\_\_\_ help identify training programs that align with the strategic business objectives of an organization.



5. It is a \_\_\_\_\_ analysis to identify areas where the workforce lacks necessary knowledge or skills, and helps create training programs according to these requirements.
6. A training needs assessment determines the type of training that will be conducted in order to achieve a specific level of proficiency is known as \_\_\_\_\_
7. A training needs assessment analyses how every employee performs in their job role is known as \_\_\_\_\_
8. \_\_\_\_\_ lets your employees learn on-the-job skills in quick, 15-minute format chunks that don't affect their daily schedules.

**Answers:**

1. "Training Needs Assessment" (TNA)
2. Current Capability of the Participants
3. Competency gap
4. organizational level
5. macro-level
6. operational level,
7. individual level
8. Microlearning

**Match the Column:**

Behaviour	Description
1. Persuasive Speaking Skills	1. Ability to understand another person's emotions and their point of view.
2. Empathy	2. Ability to handle inquiries coming in via any channel - phone, email, social media, and maybe even in person.
3. Adaptability	3. Ability to speak confidently, stay positive, and offer the kind of compelling arguments that lead to conversions.

**Answers:**

1. 3
2. 1
3. 2

Behaviours	Skills
1. Persuasive Speaking Skills	1. Utilize an internal suite of support tools, helpdesk, and CRM software
2. Empathy	2. People Skills, Interpersonal Skills, Clear Communicator, Crisis Management Skills, Assertiveness and Directness
3. Adaptability	3. Problem-solving skills, Active listening skills, Customer Advocacy and Success Skills

**Answers:**

1. 2
2. 3
3. 1

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## 6.8 SUMMARY

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Training Needs Assessment” (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap.

“Training Needs Assessment” is also the process of collecting information about an expressed or implied organizational need that could be met by conducting training.

training is a means to ensure that government officials have the knowledge and right skills to be able to do their work effectively and competently.

The purpose of TNA is to answer some familiar questions: why, who, how, what, and when.

Few reasons why organizations must prioritize conducting a training needs assessment: To train the right employees with the right approaches, Identify any gaps in skills, Reveal new training methods or approaches and Greater ROI from training programs

The three levels of training needs assessment are Organizational level, Operational level and Individual level

five-step checklist to conduct a training needs assessment before designing and launching your training program: Determine Your Desired Business Outcomes, Define relevant job behaviours, Identify skill gaps, Training agenda and Choose training format

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## 6.9 KEYWORDS

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- **“Training Needs Assessment” (TNA)** is the method of determining if a training need exists and, if it does, what training is required to fill the gap.

- **organizational level** help identify training programs that align with the strategic business objectives of an organization.
- **operational level**, a training needs assessment determines the type of training that will be conducted in order to achieve a specific level of proficiency
- **Individual level**, a training needs assessment analyses how every employee performs in their job role.
- **Persuasive Speaking Skills** Ability to speak confidently, stay positive, and offer the kind of compelling arguments that lead to conversions.
- **Empathy** Ability to understand another person's emotions and their point of view.
- **Adaptability** Ability to handle inquiries coming in via any channel – phone, email, social media, and maybe even in person.
- **Microlearning** lets your employees learn on-the-job skills in quick
- **On-demand employee training**, like educational video onboarding or click-through, PowerPoints with voice-overs are great for complex concepts that are less urgent, so employees can work at their own pace

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## 6.10 REFERENCE

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## COMPETENCY MODELING AND MAPPING

### Unit Structure

- 7.0 Objective
- 7.1 Introduction
- 7.2 What is a Competency Model?
- 7.3 What are the benefits of using a competency model?
- 7.4 The types of competencies that make up the model
- 7.5 How are competency models used?
- 7.6 What is an example of a competency?
- 7.7 How to develop effective competency models
- 7.8 Self-Assessment Question
- 7.9 Summary
- 7.10 Keywords
- 7.11 References

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### 7.0 OBJECTIVES

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- What is a Competency Model?
- What are the benefits of using a competency model?
- The types of competencies that make up the model
- How are competency models used?
- What is an example of a competency?
- How to develop effective competency models

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### 7.1 INTRODUCTIONS

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**A competency mapping model** is a framework used by organizations in order to gather information about the various behavioural attributes, knowledge, and skills most required in each job role to be able to produce good quality work. These identified attributes are those that are observable and differentiate a high performer from an average performer in the organization. If organizational goals and strategies planned are the “what” for the organization, competency models describes the “how” part. Therefore, competency models are nothing but strategic imperatives in workforce management today.

Having understood the meaning of competency models, the next question is how do we create these competency mapping models. According to

researcher Mirabile (1997) competency mapping models can be created using information gathered from job analysis interviews and focus group interviews. Therefore, employees belonging to same or similar job roles can be assembled and a group discussion may be conducted that would help accumulate information about the functions and responsibilities of that job role. An up-to-date job description is also a very useful document when creating competency mapping models. It is left to the discretion of the management to decide the amount of detailing and content in order to describe the competencies that would be included in the model.

The steps to creating competency mapping framework does not end here. After a qualitative analysis and generation of detailed information about the job role, the next step is to quantify the competency framework. This may be done using a rating system wherein the top competencies are ranked and rated based on most important to least important. This increases the objectivity and the accuracy of the information gathered establishing a fair basis of decision-making and increasing the validity and reliability of the competency mapping procedure.

Looking at the general benefits of the competency mapping models we observe that it is not just limited to enhancing individual performance. Rather, the outcome of a well-planned and precisely implemented competency mapping model is cumulative across the organization. When these models are aligned and integrated with different HR practices, it builds a strong organizational climate and leads the organization towards an upward-growth in the market graph.

To summarize, we may say that competency mapping and its models have become an integral part of the present organizational system. Although the basic structure and content remains similar, what differentiates one competency mapping model from another is the way the structure and content is obtained and applied. Each has a unique function and the overall competency model helps to build on the organization's performance.

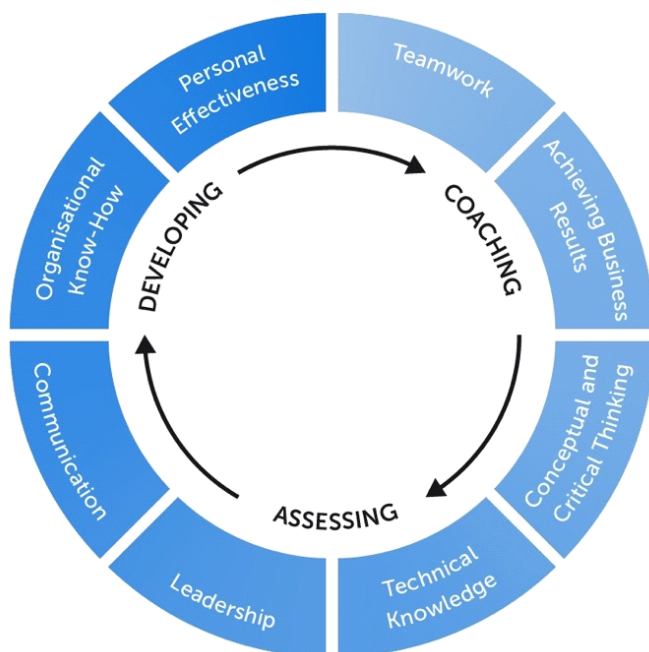
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## **7.2 WHAT IS A COMPETENCY MODEL?**

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A competency model is a guideline developed by a Human Resource department that sets out the specific skills, knowledge and behavioural requirements that enable an employee to perform their job successfully.

Competency models define what performance success should look like within the organization for each individual job. The model is applied to recruitment practices, talent management, training and performance assessment.



### What is the difference between a job description and a competency model?

A job description and a competency model sound almost alike because they both seem to describe what an employee is required to do in the job. What is the difference?

The difference is that a job description is a general summary of the skills required for a job, whereas a competency model provides specific behaviors that an employee must do on the job in order to be successful.

## 7.3 WHAT ARE THE BENEFITS OF USING A COMPETENCY MODEL?

Greater performance success has been attributed to organizations with thoroughly defined competency models. In a competency survey by the Society for Human Resource Management (SHRM), 93% of 500 C-suite executives claimed that competency models were important to their organization's performance success.

### Here are some of the ways that implementing the competency model benefits organizations:

Sets a concrete direction for workforce performance that aligns with organizational goals and strategies.

- Enables HR to have a concrete understanding of all employee abilities and skills.
- Enables HR and Training to more accurately identify learning & development (L&D) needs.

- Allows employees to take ownership of the skills and behaviours required of them in their roles.
- Empowers organizations to keep track of what skills employees have so that strategy and planning can work towards that future skills may be needed.
- Provides a consistent and fair system of measurement for performance evaluation.

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## 7.4 THE TYPES OF COMPETENCIES THAT MAKE UP THE MODEL

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There is no standard list of competencies for any given job. The type of competency that feeds into a competency model depends on the specific needs of the job. For example, the competencies listed for a restaurant waiter will differ drastically from the needs of an accountant.

Competencies can be broken down into helpful categories to better understand the type of information that might be included, such as:

### **Core competencies:**

Core competencies include the baseline skills required by the organization for all employees; these are the basic things that employees must fulfil. This will vary from company to company, as it depends on the values, philosophy and goals of each organization, but can include basic requirements like communication skills or teamwork. Most jobs require a basic element of being able to work with other people to some degree.

The goals of the organization are reflected in broad competencies that reflect the strength and uniqueness of the organization. For a company that specializes in international parcel delivery, the core competency would be logistics. Drilling down to an employee's job within this type of organization, a core competency for an employee could be on-time delivery of customer parcels.

### **Functional competencies:**

Functional competencies are job-specific skills and behaviours that are unique for each role. For example, a competency for a restaurant waiter may be the ability to effectively handle customer complaints, where a competency for an accountant may be the ability to analyse a specific type of financial data in order to prepare reports.

Functional competencies should describe what behaviors or skills need to be performed in order for the employee to be a top-performer in their position.

### **Leadership competencies:**

Leadership competencies are often used for supervisory and management related roles, although can be applied to any job position that requires an

employee to lead others. They include leadership skills and behaviors like decision-making abilities.

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## 7.5 HOW ARE COMPETENCY MODELS USED?

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Competency models are used for a variety of HR practices, including:

### **Recruitment:**

Fully developed competency models are often used for the development of job postings. When they are well-defined and clear, organizations have a better chance of finding more closely matched candidates.

### **Talent/Performance Management:**

Defining what success should look like within the organization boils down to the performance of the workforce; a competency model can define what performance success should look like for each role within an organization. This benchmark helps HR to connect the function of each job with organizational goals and also ensure that the talent of employees is developed.

### **Performance Appraisal:**

Competency models provide the framework needed to properly assess employees during a performance review; both the employee and employer have a clearly defined list of behaviors and skills to work from.

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## 7.6 WHAT IS AN EXAMPLE OF A COMPETENCY?

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The format of a competency model for any given job will be different depending on the specific organization and profession. There is no standardization or required structure. Often, organizations will have their own unique templated format for competency models.

The Society for Human Resource Management (SHRM) offers a best practice in the formulation of competencies by breaking down what information should ideally be included in a specific competency:

### **Best Practice:**

- **Title:** Name of the competency
- **Definition:** Overall definition of the competency
- **Sub-competencies:** General baseline skills and behaviors required
- **Behaviors:** Behaviours that reflect the highest level of proficiency
- **Proficiency Standards:** Skill standards that reflect job-specific requirements and reflect four stages of career development (early, mid-level, senior, executive)



**Competency example:**

- **Title:** Develop customer relationships
- **Definition:** As part of the Sales process, the ability to create a lasting relationship with customers via interactions is integral to the role.
- **Sub-competencies:** Ability to communicate effectively with customers
- **Behaviors:** Emotional intelligence
- **Proficiency Standards:** Identify customer concerns and present methods for addressing concerns.

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## **7.7 HOW TO DEVELOP EFFECTIVE COMPETENCY MODELS**

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**Determine what kind of process works for your organization:**

The research and development involved in creating well-defined competencies for a position can be lengthy; it takes time to understand what is needed for each position. Due to today's fast-paced and ever-changing business environment, it could be beneficial for some organizations to have a shorter and more intensive method of development. Competency models that are also designed as flexible can likewise accommodate future changes.

**Research available competency information:**

Developing competencies requires more than vague statements about what the job position will entail. As well, the functional competencies need to reflect what "great" performance should be, not just the baseline skills for "acceptable" performance.

Previously developed competencies for similar roles should be identified and used as a guideline, as well as related role documentation, background information and organizational core competencies.

**Interview relevant business units and executives:**

Interviews with relevant stakeholders provide the insight needed for the role's required competencies. Executives can provide the key organizational core competencies needed for the role that reflect both the values, philosophy and goals of the organization. Managers and high-performers from relevant business departments can be interviewed to find out the key skills and behaviors that are necessary and successful for those roles. When interviewing, the focus should be on what skills and behaviors make for a top-performing employee in that role.

**Establish the core competencies:**

The core competencies should reflect the baseline behaviors and skills required by the organization. How should employees act and contribute as

part of the organization so that they can integrate into the company's work culture and philosophy? Utilize the research and interview content from executives and relevant organizational stakeholders.

### **Establish job-specific competencies:**

Job-specific competencies should reflect the unique role skills and behaviors as outlined by departmental managers and top-performers at the research stage. What did these individuals need to know and do to perform well in their role?

### **Establish leadership competencies, where needed:**

When management-related competencies need to be drafted, it should be assumed that the individuals are already familiar with the core competencies set out by the organization. The focus should be on unique leadership attributes and skills. These can be determined by the executive and senior management level at the research stage.

### **Finalize the competency list:**

Organize the findings, but avoid being unrealistic with narrowing down competencies. If the list is too far-fetched, it could hinder recruitment initiatives and scare away potential applicants. If the list is too vague or not specific-enough, it could result in an influx of candidates that are not perfectly suited to the position; it will also not help employees to achieve organizational goals.

Validate the competency list with all stakeholders involved in the process, including executives and management. Signing off on competencies is important to ensure that all levels of the organization's needs are being met.

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## **7.8 SELF-ASSESSMENT QUESTION**

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### **Fill in the Blank:**

1. \_\_\_\_\_ is a framework used by organizations in order to gather information about the various behavioural attributes, knowledge, and skills most required in each job role to be able to produce good quality work.
2. \_\_\_\_\_ include the baseline skills required by the organization for all employees; these are the basic things that employees must fulfil.
3. \_\_\_\_\_ are job-specific skills and behaviours that are unique for each role.
4. \_\_\_\_\_ are often used for supervisory and management related roles, although can be applied to any job position that requires an employee to lead others

5. Fully developed competency models are often used for the development of job postings is known as \_\_\_\_\_
6. Helps HR to connect the function of each job with organizational goals and also ensure that the talent of employees is developed is known as \_\_\_\_\_
7. Developing \_\_\_\_\_ requires more than vague statements about what the job position will entail.

**Answers:**

1. A competency mapping model
2. Core competencies
3. Functional competencies
4. Leadership competencies
5. Recruitment.
6. Talent/Performance Management
7. competencies

**Questions:**

1. What are the benefits of using a competency model?
2. The types of competencies that make up the model
3. How to develop effective competency models

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## 7.9 SUMMARY

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A competency model is a guideline developed by a Human Resource department that sets out the specific skills, knowledge and behavioural requirements that enable an employee to perform their job successfully.

Competency models define what performance success should look like within the organization for each individual job. The model is applied to recruitment practices, talent management, training and performance assessment.

Competencies can be broken down into helpful categories to better understand the type of information that might be included, such as: Core competencies, Functional competencies and Leadership competencies

Competency models are used for a variety of HR practices, including: Recruitment, Talent/Performance and Performance Appraisal

Competencies can be broken down into helpful categories to develop effective competency models such as Determine what kind of process works for your organization, Research available competency information,

Interview relevant business units and executives, Establish the core competencies, Establish job-specific competencies, Establish leadership competencies, where needed, Finalize the competency list

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## 7.10 KEYWORDS

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- **Competency model** provides specific behaviors that an employee must do on the job in order to be successful.
- **Job description** is a general summary of the skills required for a job
- **Core competencies** include the baseline skills required by the organization for all employees; these are the basic things that employees must fulfil.
- **Functional competencies** are job-specific skills and behaviours that are unique for each role.
- **Leadership competencies** are often used for supervisory and management related roles, although can be applied to any job position that requires an employee to lead others
- **Recruitment** Fully developed competency models are often used for the development of job postings.
- **Talent/Performance Management** helps HR to connect the function of each job with organizational goals and also ensure that the talent of employees is developed.
- **Performance Appraisal** the framework needed to properly assess employees during a performance review; both the employee and employer have a clearly defined list of behaviors and skills to work from.

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## 7.11 REFERENCES

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## DESIGNING TRAINING MODULES

### Unit Structure

- 8.0 Objective
- 8.1 Introduction
- 8.2 Types of Training Modules
- 8.3 Steps to Designing Training Modules
- 8.4 Self-Assessment Question
- 8.5 Summary
- 8.6 Keywords
- 8.7 References

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### 8.0 OBJECTIVE

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- What is Designing Training Modules
- What are the Types of Training Modules
- Understand the Steps to Designing Training Modules
- What are the most common types of training programs
- What are the four areas to cover for measuring the ROI of training materials.

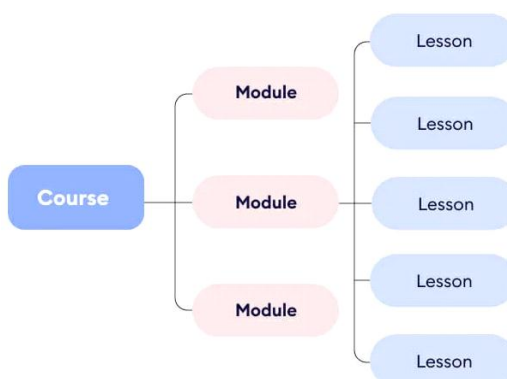
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### 8.1 INTRODUCTION

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A training module is a component of an online course that focuses on a specific objective and is designed to teach on a specific topic. Each module is like a chapter of a book, leading to the next. When seen as a whole, training modules make up an entire layer of knowledge and tell a complete story.

Just as a complex course may consist of multiple modules, each module might include a number of lessons or learning objects that are even smaller elements of educational content.



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## 8.2 TYPES OF TRAINING MODULES

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Offering a variety of content types allows you to create a richer and more robust training experience for all of your learners. Let's look at the different types of eLearning modules in more detail to see which formats are the best choices for your particular needs.

### **Informational e-course:**

An informational course is a popular training format that typically represents a set of slides with text, pictures, and "Next" buttons. This provides learners with information on a specific topic.

### **Best suited for:**

- Delivering standardized knowledge or skills to a wide audience of learners.
- Teaching employees job-essential skills and knowledge.
- Time-sensitive education, such as onboarding, safety, security awareness, or compliance training.
- Providing information on a new product, technology, or policy update.

### **Interactive assessment:**

Interactive assessments are a type of online quiz that incorporates a variety of question types, custom branching, and scenarios.

### **Best suited for:**

- Measuring your learners' level of knowledge relevant to their work and/or ability to apply knowledge.
- Creating tests with built-in coaching to help learners stay on track.
- Challenging tasks that require certification or credentialing.
- Proof of completion of learning activities.
- Identifying learners who may need additional support.
- Identifying high performers who could be candidates for advancement.

### **FAQ interaction:**

An FAQ interaction is a training module that gives users one-click access to reference information and frequently asked questions.

### **Best suited for:**

- Creating a standard format to organize and present basic information.

- Glossaries, definitions, or other basic knowledge-level facts.
- Reviewing subject matter details in a question-and-answer format.
- Providing information that is additional to the main content of the course.

### **Video lecture and screencast:**

A video lecture is an instructional video that has been recorded and saved for viewing at a later date.

### **Best suited for:**

- Providing a large audience of learners with access to a particular lesson or speech.
- Standardizing a learning experience for a particular topic or event.
- A screencast is a video recording which captures the actions that take place on a screen.
- Tutorials to demonstrate basic business tasks, such as how to access programs, how to navigate through an online system, or how to fill out forms.

### **Dialogue simulation:**

Dialogue simulations help your learners build communication skills by applying their knowledge in realistic conversations with colleagues and customers.

### **Best suited for:**

- Customer service and sales training, allowing the learner to practice scenarios for developing customer relationships and closing sales.
- Training leaders, HR personnel, or others who need to deliver sensitive information to subordinates or team members.
- Educating coaches and instructors who have to communicate information systematically to individuals or audiences.

### **Microlearning module:**

A microlearning module is a bite-size lesson that provides a focused answer to a single problem or question. Such a training module can usually be completed in about five minutes at the point of need. If it is too long, it's better to break it down into smaller pieces.

### **Best suited for:**

- Online learning during an idle moment and immediately putting the new knowledge into practice
- Taking courses on the go on a smartphone or tablet

- Delivering information about a new product or services, updated policy, or new terms super quick
- Providing the basics of a topic prior to face-to-face training sessions or in-person topic discussions

### **Digital job aid:**

A digital job aid is a document or presentation that is accessible virtually and can be played, downloaded, saved, or printed by the learner.

### **Best suited for:**

- Any learner who wishes to retain a document in a digital format on their computer, mobile device, or on an internal drive.
- Manuals, guides, instructions, how-to articles, processes, procedures, and other resources that people may need to access in order to do their job.

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## **8.3 STEPS TO DESIGNING TRAINING MODULES**

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Steps to designing Training Modules for employee training programme are:

### **Set Learning Objectives for Your Training Material:**

Learning objectives are central to designing a training course. These define what a learner is expected to know, understand, or do as a result of a training program. Here are some specific reasons as to why employee training objectives should be well thought through and clearly stated before you design training materials:

- Training material is planned, structured, and designed to achieve specific learning objectives.
- Learning objectives help understand what knowledge and skill areas will be the focus of the training.
- Learning objectives help choose the type or medium of content that is consistent with the goals – as well as the method of employee training.
- Objectives help understand what resources the trainer should use to help participants accomplish the learning objectives.
- Identifying outcomes is an effective way to review curriculum and content which leads to a more balanced and well-sequenced curriculum.
- Learning objectives are broken down into smaller action items to design training material.



### Assign Ownership to the Right Team:

To design training materials, different team members - such as the learning experience designer, project manager, instructional designer, graphic designer, video editor, developer, - all collaborate together to get the wheels spinning. All these members have specific duties assigned to them.

- The **learning experience designer** understands every element of your training material and translates stakeholders' expectations in a custom learning experience, ensuring the end product satisfies the requirements.
- The **project manager** facilitates the back-and-forth communication of action items, decisions, and deadlines.
- The **scriptwriter** synthesizes raw content into the required design format, be it video scripts, infographics, interactive eLearning, etc.
- **Graphic designers** create the visual display of information through visual design.
- **Instructional designers** create the course design and develop instructional materials, including various multimodal learning formats such as presentation materials, participant guides, handouts, etc.
- To create video training, you either need a **video editing team** or use a video training software to effortlessly create and publish visually engaging videos.
- A developer proficient with **corporate LMS, SCORM authoring eLearning tools**, or any other tools you are using to deliver training, handles the technical specifications and ensures error-free training delivery.

### Audit & Curate Your Existing Training Material:

There is always a wealth of training material sitting in an organization's drive that is a great starting point to start designing training material. Curating existing material and presenting it in a new way, as opposed to designing from scratch, saves you a lot of time and effort. Think of it as a recycling, eco-friendly learning technique.

Be sure to assess the quality of existing material and look for ways to improve if it's not up to your current learning standards.

### Here are some factors to consider for curating existing training content:

- Audit the existing training materials - presentations, documents, training manuals, specifications, and videos.
- Check if the existing materials are complete in terms of containing all the necessary content.

- Check if the information contained in the existing materials is still accurate.
- Check if the material is up to date.
- Determine if the training content is interesting and engaging.
- Check if it got positive feedback from the learners in the past.
- Figure out the scope for improvement.

### **Choose the Content Formats for Your Employee Training Curriculum:**

Different people prefer different learning styles – some are visual learners, some require hands-on experience, some need an instructor to guide them, and so on. There is no one option when it comes to selecting the training delivery method for your employees. The choice varies depending on employee learning styles, as well as other factors such as training objectives, goals, cost, timeline, etc.

Modern technology enables countless methods for delivering training materials. Some popular options include:

- **eLearning:** Also known as online learning or web-based training, eLearning is preferred for remote or hybrid employees as they can learn from the comfort of their homes. It is conducted via live webinars, learning management systems, digital adoption platforms, online course providers, and other online mediums that are available on-demand.
- **On-the-Job Training:** Teaching a new software application or process via interactive walk throughs and guides that helps users navigate through different features and tasks within an application.
- **Instructor-Led training:** This face-to-face learning style mimics physical classroom spaces where an instructor uses PowerPoint presentations to lead the training session.
- **Video Training:** Training videos enables employees to digest information in an easy-to-understand format that is easier to retain for a longer period of time.

### **Break Down Your Training into Segments or Learning Tracks:**

Different training programs focus on enhancing different skill sets for employees to improve their performance and productivity. Businesses conduct different types of employee training programs depending on the requirements and activities of an organization. Here is a list of the most common types of training programs:

- **Orientation Training:** Orientation training provides basic organizational information that new hires need to know to prepare them for their role, educates new hires, sets them up for success in

their new role, addresses any questions they may have, and helps them contribute to the organization.

- **Onboarding Training:** New employee training helps get your new hires up to speed by learning their new responsibilities, familiarizes them with company culture, and helps them become productive team members quickly.
- **Product Training:** Product knowledge training includes all the information about your organization's goods, service, or product that employees need to learn in order to perform their jobs effectively.
- **Technical training:** Technical training enables your workforce to build core technical skills and master the technical skill sets needed for their jobs.
- **Sales Training:** Designed to improve your sales team's skills by teaching them sales techniques, software tools, and novel approaches to selling. Sales training programs focus on helping sales teams define the benefits of products and services, address client needs and get them one step closer to a purchase.
- **Diversity Training:** Create awareness for diversity-focused issues within the workplace with an aim to facilitate positive interactions and reduce prejudice and discrimination among employees.

### **Design the Outline for Your Training Content:**

Before instructional designers begin to design training materials for a particular course, an outline is developed to provide a framework for the process. A detailed outline makes the writing process easier and organizes your information in a way that best serves your trainees. Here's an idea of what this outline looks like:

- Background and descriptive information
- Introduction (why was the course created)
- Background and scope
- Target audience
- Resources supporting the content, (e.g. citations, web links)
- Training policy
- Copyright and contact information
- Course planning forms and checklists
- Goals/learning objectives of the course
- Materials, equipment, and facility specifications
- Module overviews

- Scope and sequence guidelines
- Clear and complete course content
- Course outline including content, learning activities, directions, and time frames.
- Presentation notes with support materials for each session (e.g. PowerPoint, overheads, and handouts)
- Teaching points for trainers
- Learning exercises (e.g. role plays, group discussions, case studies, brainstorming)
- Topic-specific questionnaires
- Participant handouts and other course material
- Accurate and appropriate technical content

Once you have your training goals, a content format, and a detailed outline, content development tools and technology can be leveraged to formulate and design training material.

### **Leverage Content Development and Design Technology:**

Employee training software is leveraged by organizations to deliver effective employee training experiences. These software tools allow you to create engaging training modules, ensure compliance and security, track employee engagement with the material, analyse performance, and gather feedback. They are all-in-one platforms to deliver highly-effective training to your workforce.

Here are other common learning and training software to include in your L&D content development stack:

- **Digital adoption platform (DAP):** A training software that integrates with your enterprise applications in order to help users learn while working on the application. DAP creates a contextual task list containing interactive walk throughs, videos, and self-help menus for users to guide them through every aspect of an application. DAPs work hand-in-hand with learning management systems (LMSs) and eLearning software like xAPI and SCORM for you to create training modules, track learners' progress, easily update content, and build more relevant content in the future.
- **Learning Management System (LMS):** A corporate LMS provides a framework that handles all aspects of your employee training - from creating to housing to delivering to tracking the training material. It helps L&D teams to identify and assess both individual and organizational learning goals, track progress towards meeting those goals, and collect data for supervising and improving the learning process.

- **Video training software:** Video training software allows you to create, publish, share, training videos as well as measure the rate of training and learning progression. Training videos are created to provide knowledge and education that can be used for employee video onboarding, compliance training, software education, etc. Video training software are easy-to-use tools that empower L&D teams or course makers to unleash their creativity and create instructional training videos efficiently.
- **SCORM Authoring eLearning Tools:** SCORM authoring tools allow you to create and manage SCORM-compliant courses and publish them to your LMS. The SCORM-compliant courses are compatible on a multitude of platforms without any adjustments, and empower training managers to track their learners' activity, monitor progression, and measure training results easily.
- **Instructional design software:** Instructional design software is used by instructional designers to create impactful, accurate and relevant instructional content. This content may come in various formats, from texts and presentations to podcasts, videos, etc.

#### **Create Final Draft and Share with Your L&D Team for Final Edits:**

Before launching the training course, be sure to send the newly designed material to your L&D teams for final suggestions and edits.

#### **A checklist can be created to check the quality of the training material:**

- Is the material capable of holding your learners' attention?
- Does the material encourage recall and apply prior knowledge?
- Do the presentations convey information in an easy-to-understand manner?
- Does the material include examples, case studies, or graphics to add to the interactiveness of the content?
- Does the training material include ways for employees to apply what they've learned?
- Does the material expose learners to new scenarios and problems where they can apply the skills they've learned?

The final training material should only be released after incorporating this feedback from the L&D team.

#### **Monitor Your Pre-Determined Training KPIs & Make Adjustments Accordingly:**

Designing training material is not a one-time process – instead it needs to be continuously monitored and evaluated to determine if it is successful and is meeting your training goals.

**The four areas to cover for measuring the ROI of training materials are:**

- **Employee feedback:** Use post-training feedback surveys to get employee's feedback on the training material and what their overall opinions or suggestions are.
- **Employee learning:** Use pre-and-post course assessments to determine what employees learned and measure knowledge gained from the training material.
- **Employee post-training productivity:** Observe your employees to figure out whether or not they're using the new knowledge in their day-to-day tasks.
- **Quantifiable business results:** Go back to your learning objectives to analyse whether or not the goals were reached. Also analyse your training results by determining whether the training corresponds with a rise in revenue, a decrease in costs, changes in employee productivity, etc. Ultimately this is what will be the make-or-break of your training material and the key to budget for future ideas.

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## 8.4 SELF-ASSESSMENT QUESTION

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**Fill in the Blank:**

1. A training module is a component of an online course that focuses on a specific objective and is designed to teach on a specific topic.
2. An informational course is a popular training format that typically represents a set of slides with text, pictures, and "Next" buttons.
3. Interactive assessments are a type of online quiz that incorporates a variety of question types, custom branching, and scenarios.
4. An FAQ interaction is a training module that gives users one-click access to reference information and frequently asked questions.
5. A video lecture is an instructional video that has been recorded and saved for viewing at a later date.
6. Dialogue simulations help your learners build communication skills by applying their knowledge in realistic conversations with colleagues and customers.
7. A microlearning module is a bite-size lesson that provides a focused answer to a single problem or question.
8. A digital job aid is a document or presentation that is accessible virtually and can be played, downloaded, saved, or printed by the learner.
9. Graphic designers create the visual display of information through visual design.

10. The project manager facilitates the back-and-forth communication of action items, decisions, and deadlines.
11. eLearning Also known as online learning or web-based training
12. Orientation training provides basic organizational information that new hires need to know to prepare them for their role.
13. New employee training helps get your new hires up to speed by learning their new responsibilities is known as Onboarding Training.
14. Technical training enables your workforce to build core technical skills and master the technical skillsets needed for their jobs.

**Answers:**

1. A training module
2. An informational course
3. Interactive assessments
4. FAQ interaction
5. video lecture
6. Dialogue simulations
7. A microlearning module
8. digital job aid
9. Graphic designers
10. The project manager
11. eLearning
12. Orientation training
13. Onboarding Training.
14. Technical training

**Questions:**

1. What is Designing Training Modules
2. What are the Types of Training Modules
3. Understand the Steps to Designing Training Modules

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## 8.5 SUMMARY

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A training module is a component of an online course that focuses on a specific objective and is designed to teach on a specific topic.

The different types of Training modules are Informational e-course, Interactive assessment, FAQ interaction, Video lecture and screencast, Dialogue simulation, Microlearning module, Digital job aid

An informational course is a popular training format that typically represents a set of slides with text, pictures, and “Next” buttons.

Interactive assessments are a type of online quiz that incorporates a variety of question types, custom branching, and scenarios.

An FAQ interaction is a training module that gives users one-click access to reference information and frequently asked questions.

A video lecture is an instructional video that has been recorded and saved for viewing at a later date.

Dialogue simulations help your learners build communication skills by applying their knowledge in realistic conversations with colleagues and customers.

A microlearning module is a bite-size lesson that provides a focused answer to a single problem or question.

A digital job aid is a document or presentation that is accessible virtually and can be played, downloaded, saved, or printed by the learner.

Steps to designing Training Modules for employee training programme are Set Learning Objectives for Your Training Material, Assign Ownership to the Right Team, Audit & Curate Your Existing Training Material, Choose the Content Formats for Your Employee Training Curriculum, Break Down Your Training into Segments or Learning Tracks, Design the Outline for Your Training Content, Leverage Content Development and Design Technology, Create Final Draft and Share with Your L&D Team for Final Edits, Monitor Your Pre-Determined Training KPIs & Make Adjustments Accordingly

The four areas to cover for measuring the ROI of training materials are Employee feedback, Employee, Employee post-training productivity and Quantifiable business results

The most common types of training programs are Orientation Training, Onboarding Training, Product Training, Technical training, Sales Training, Diversity Training.

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## 8.6 KEYWORDS

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- **A training module** is a component of an online course that focuses on a specific objective and is designed to teach on a specific topic.
- **An informational course** is a popular training format that typically represents a set of slides with text, pictures, and “Next” buttons.



- **Interactive assessments** are a type of online quiz that incorporates a variety of question types, custom branching, and scenarios.
- An **FAQ interaction** is a training module that gives users one-click access to reference information and frequently asked questions.
- A **video lecture** is an instructional video that has been recorded and saved for viewing at a later date.
- **Dialogue simulations** help your learners build communication skills by applying their knowledge in realistic conversations with colleagues and customers.
- A **microlearning module** is a bite-size lesson that provides a focused answer to a single problem or question.
- A **digital job aid** is a document or presentation that is accessible virtually and can be played, downloaded, saved, or printed by the learner.
- **Graphic designers** create the visual display of information through visual design.
- The **project manager** facilitates the back-and-forth communication of action items, decisions, and deadlines.
- **eLearning** Also known as online learning or web-based training
- **Orientation training** provides basic organizational information that new hires need to know to prepare them for their role.
- **Onboarding Training** New employee training helps get your new hires up to speed by learning their new responsibilities is known as
- **Technical training** enables your workforce to build core technical skills and master the technical skillsets needed for their jobs.
- **Product Training** Product knowledge training includes all the information about your organization's goods, service.
- **Sales Training** Designed to improve your sales team's skills by teaching them sales techniques, software tools, and novel approaches to selling.
- **Digital adoption platform (DAP)** A training software that integrates with your enterprise applications in order to help users learn while working on the application.
- **Learning Management System (LMS)** A corporate LMS provides a framework that handles all aspects of your employee training.
- **Video training software** Video training software allows you to create, publish, share, training videos as well as measure the rate of training and learning progression.

- **SCORM Authoring eLearning** Tools authoring tools allow you to create and manage SCORM-compliant courses and publish them to your LMS.
- **Instructional design** software is used by instructional designers to create impactful, accurate and relevant instructional content.
- **Employee feedback** – Use post-training feedback surveys to get employee's feedback on the training material
- **Employee learning** – Use pre-and-post course assessments to determine what employees learned and measure knowledge gained from the training material.
- **Employee post-training productivity** – Observe your employees to figure out whether or not they're using the new knowledge in their day-to-day tasks.
- **Quantifiable business results** – Go back to your learning objectives to analyse whether or not the goals were reached.

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## 8.7 REFERENCES

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## IMPLEMENTATION OF TRAINING

### Unit Structure

- 9.0 Objective
- 9.1 Introduction
- 9.2 The objectives of training
- 9.3 Types of training
- 9.4 Different types of training methods
- 9.5 How to implement an effective employee training program
- 9.6 Self-assessment question
- 9.7 Summary
- 9.8 Keywords
- 9.9 References

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### 9.0 OBJECTIVE

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- What are The objectives of training
- What are the Types of training
- Understand Different types of training methods
- How to implement an effective employee training program.

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### 9.1 INTRODUCTION

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Many organizations have extensive training programs that cover all aspects of technical and soft skills. These trainings are conducted in such a way that employees get a mandatory number of hours of training every quarter or year. This is done to ensure that employees are enabled to perform their job duties to their potential. However, an aspect that needs elaboration is that more often than not, the training programs need to be implemented according to a rational consideration of training needs and moreover these training programs need to be evaluated for assessing their effectiveness. The point here is that training programs are conducted often without a clear articulation of training needs as well as not being implemented according to a set pattern.

So, there are two aspects to training programs and they are to do with clear plan for implementation as well as potential evaluation of their effectiveness. To take the first aspect, training programs need to be implemented according to a careful consideration of training needs and the right training partners and the vendors have to be selected. This means that training programs are to be based according to the needs of the organization and not simply because there is a need for training to fill the mandatory number of hours.

Apart from this, training programs need to be implemented based on a calendar that is drawn up taking into account the availability of participants. It is often the case that training programs are implemented without securing approvals from all the departments and divisions which mean that many potential participants would be unable to attend because they are busy with their work.

The second aspect that needs to be considered is the evaluation of the effectiveness of the training programs that needs to be done based on how well the participants absorb the lessons and improve their skills. This can be done by conducting exit tests and other forms of assessment like presentation of case studies. These would help the trainers as well as the HRD department understand how well the training program succeeded in imparting knowledge and enhancing the skills of the participants.

This is one way of ensuring that the training is pointed and focused and something which the participants would take seriously as well. There are many instances of training programs where the participants idle away their time and this has to be avoided and curbed as far as possible.

Finally, training programs need to be conducted in organizations with a clear focus on linking them to organizational goals, selecting the right vendors, choosing a time that is convenient to all participants or at least a majority of them, publishing the training calendar in advance and most importantly, evaluating the effectiveness of the training programs by conducting exit tests and presentations to ensure that the lessons have been well received.

In conclusion, it is not enough for HRD personnel to announce training programs and leave the rest to the trainers and participants. Instead, they need to play a proactive role in ensuring the success of the training programs by following these points that have been discussed here.

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## 9.2 THE OBJECTIVES OF TRAINING

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Every business should strive for higher productivity, quality improvement, the reduction of learning time, industrial safety, the reduction of turnover, and strive to establish and maintain an effective management team. These are the objectives of training and development in an organization. There are a myriad of ways companies can do this and, no matter what it is you're doing, chances are T&D are a part of it. Here are just a few of the objectives of training.

- **Impart job-related knowledge to your staff:** Whether it's on the job entry-level training or training aimed at adapting to changing economic, political, and technological climates- the purpose of workforce training is to enable your employees to better do their jobs.
- **Impart skill knowledge systematically:** The organization of training events is generally done in a group setting, using teams, groups, or communications technology to reach the largest number of employees simultaneously and to do it in a way that is educationally sound.

- **Improve the productivity of the workers and the organization:** A central concern for any organization, whether or not it is for profit, is productivity. It is a rare situation indeed where efficiency is not desirable, and where more efficiency is not even more desirable.
- **Improve safety standards:** No one wants to work in an unsafe environment. Improving safety in the workplace can improve productivity and prevent all varieties of losses, human, and capital.
- **To enhance equipment handling practices:** By instilling the correct methods for the use of workplace equipment, training can reduce injuries, lessen the damage, and improve efficiency.

Using the process known as smart objectives training teams can help to ensure their programs have the best chance of fulfilling all of these objectives. Our objectives of training and development of employees should be:

- **Specific:** Your goal is direct and detailed.
- **Measurable:** The objectives are quantifiable to track progress and success.
- **Achievable:** The list of training objectives are realistic and you have the tools needed to attain them.
- **Relevant:** Training goals align with your company's mission.
- **Time-Oriented:** Your goals also have a deadline or specific milestones in place.

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### 9.3 TYPES OF TRAINING

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There are probably just as many possible kinds of training as there are subjects to learn and people to teach. First, let's take a closer look at the different types of training are:

- **Skills training:** focuses on job-related knowledge used for new hires & correcting performance defects.
- **Retraining:** for the maintenance and updating of worker knowledge used for technological innovation & intra-organizational changes.
- **Cross-functional training:** to generate skill-redundancy in the workforce so that employees can perform in a wider variety of capacities. This is used for flexibility in scheduling & enhanced coordination
- **Team training:** for self-directed teams to develop; management skills, coordination skills, and cross-functionality.
- **Creativity training:** uses innovative teaching and learning methods in order to enhance workforce ability to generate new and innovative ideas and to discover novel approaches.

- **Literacy training:** used to improve the basic skills of a workforce in reading, writing, mathematics, and effectiveness habits such as punctuality, cooperation, and responsibility.
- **Diversity training:** utilizes advanced sociological findings to instill awareness, respect, and acceptance of persons of a different gender, race, religion, background, etc.
- **Compliance training:** mandated by legislation to educate your team on laws or regulations specific to their job or industry. Good compliance training prioritizes the health and safety of your employees.
- **Security training:** helps teams act in a secure and safe way to protect their company from fraud or malicious activity from others.
- **Sales training:** enables reps to build relationships, improve negotiation skills, and manage a sales pipeline.
- **Customer service training:** to improve customer relations, communication, response time, and response quality in order to enhance customer satisfaction

In addition to different types of training, there are also different types of training delivery methods. These include:

- **Online learning:** Team members access training through online training software.
- **Coaching:** Employees receive coaching and feedback from their manager or trainer.
- **Hands-on practice:** This gives employees the chance to practice applying a skill or knowledge in a simulated environment or practice scenario.
- **Role playing:** A group of team members come together to role play through a common situation that they'll face in their job.
- **Classroom/group training:** Usually, led by an instructor, this type of training brings people into one location for live training.

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## 9.4 DIFFERENT TYPES OF TRAINING METHODS

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Depending on the needs and resources of your organization, you will need to choose the method for your training. They may be web-based, in the classroom, or on-hand. Your choice will depend on the following factors.

- **Your list of training objectives:** It's important to remember the purpose of your training objectives and what you really want to accomplish.
- **The time available:** Do you need to complete training in a matter of a few days, weeks, or months?

- **Cost of training:** Will you need to bring in an outside trainer or subject matter expert? If you complete training in-person, will you need to pay for your employees to travel?
- **The level of the participant's understanding:** Is this topic or subject relatively new for learners? Or, do they have a basic understanding of what training will cover?
- **The size of your group:** Do you need to provide training to a small group of employees or your entire team?
- **The available facilities:** Will a conference room at your office hold everyone who needs to attend training? Or, does everyone have their own computer for online training?

Types of training ppt are available from many different sources and can be a handy reference guide when designing a training program. But it is important to be as flexible and open-minded as possible when designing your programs in a way that best suits the training needs of your unique workforce.

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## 9.5 HOW TO IMPLEMENT AN EFFECTIVE EMPLOYEE TRAINING PROGRAM

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Employee training is important in so many ways. It helps improve employee engagement and increases employee retention. If done right, it also has a positive impact on efficiency, innovation and productivity. Naturally, training is good for employees and, ultimately, your profitability and customers.

Creating a good employee training program doesn't just happen. It needs to be effective. It needs to be modern and fit for purpose – in other words, personalized. This means thinking digital.

If you're not sure what modern professionals want from their learning, check out this helpful infographic. And, check out our Ultimate Guide to Employee Training for more employee program tips!

**To learn how to develop a training program for your employees, read on for our four key steps:**

### Step 1: Establish Goals for Your Training Program

Before you embark on your project, you need to pinpoint the goals, needs and target audiences. This is a critical step in understanding the gap between what skills your users already have and where more training is required. It's not enough to just listen to what senior stakeholders think users need.

Capturing a clear, honest set of needs helps you establish what you will use as a marker of success for your employee training initiatives. It also enables you to prioritize which training objectives need tackling first,

which ones will be most appreciated by your employees and which ones will have the biggest impact on your business.

To do so, you need to ask the right questions and create some user profiles. Our free Capture template can help with this.

## **Step 2: Build an Employee Training Plan**

Once you have decided on the wider goals of your training, the next step is to focus on the learning objectives, e.g. what you want your employees to be able to do differently? The best learning outcomes are specific and easily measurable

### **A few examples may include:**

- Handle complex contract renewal negotiations
- Adopt a new framework to set business targets for the next quarter
- Apply a new process for handling customer complaints

Map out your learning objectives as specific sub goals for each module or lesson in your employee training plan. This will help to ensure your content is hyper-targeted and tied to that specific outcome. It also allows you to measure the success of each module, i.e. did the content deliver on its intended outcome? – and if not, evaluate how it can be improved.

This stage is a great time to enlist the help of Subject Matter Experts. Collaborating with a Subject Matter Expert (SME) can help to enrich your content with unique insights. They may also be able to provide advice on how to structure your training plan to ensure the content is delivered in a digestible way, based on their expertise. Asking a SME to review the content for your training plan can help to spot any potential gaps in your training plan and suggest new modules to include. Utilizing Subject Matter Experts to produce learning will enable you to produce more frequent content, that's more authentic, even more personalized and meets demand – for less budget!

Some authoring tools are specifically designed to nurture and facilitate effective collaboration between Learning & Development teams and SMEs. Elucidate is a next-generation authoring platform which brings together L&D and SMEs to produce high-quality content, fast.

## **Step 3: Create Effective Employee Learning Experiences**

The key focus of this step is creating compelling and impactful content and providing an effective learning experience for the end-user.

### **Choosing an eLearning authoring tool:**

Whether you're creating your training in-house or via third parties, your choice of software will make a huge difference to the end product and how successfully it performs against the success criteria set out in Step 1.



9 things you should consider when exploring authoring tools for your employee training program:

- **Ease of use:** what templates are provided and what design support is available?
- **Flexibility and control:** can you go bespoke if needed?
- **Brand ability and ability to re-style:** what personalisation's options are there?
- **Collaboration and review features:** can multiple team members work together to build the program?
- **Mobile-ready and responsive:** how accessible is the content?
- **Maintainability and ease to re-publish:** can you scale your training program?
- **Localization features:** can you adapt the content for employees in other global regions?
- **Analytics and data streams:** how easy is it to analyse the performance of the program?
- **Publishing options:** standalone, SCORM, xAPI?

Above all, make sure that you demo any tool before using it – it's the fastest, easiest and most accurate way of finding out if an authoring tool meets your needs. You can learn more about how to select the right tool for you with this free guide.

### **Creating employee training content:**

When it comes to employee training content, it's important to remember that there's no 'one size fits all'. What works for one audience and requirement won't necessarily work for the next, so consider each project individually. For that reason, it's likely that your employee training plan will include multiple formats and activities, such as video explainers, interactive quiz modules and longer form e-book content.

Ultimately, the success of your staff training program relies on your employees engaging with the content, so it's essential that you consider the context, design, format and delivery method of your program at the planning stage.

- **Context:** What makes the content relevant and useful? Why should employees engage with it?
- **Design:** How can you present the information in a digestible, attractive and engaging way?
- **Format:** Have you incorporated interactive elements or deployed other strategies that can help employees retain new information?

- **Delivery:** How will you distribute the content to your employees? Will you publish it directly, with its own URL or host it somewhere else?

To ensure your staff training program will resonate with your users, evaluate which training models will provide most value to them.

To help you build an effective training program, we've unpicked what we believe to be the winning solution to successful eLearning: People-Centered Learning. People-Centred Learning follows six core principles: delivering ROI, meeting clear goals, measuring learning, personalization, respecting users' time and making it widely available.

Our free whitepaper and practical checklist can help you understand what this means and how you can implement it. Find out more about People-Centered Learning here.

You can also get lots of inspiration from our Showcase page, and even have us gift you projects into your account to adapt and re-use.

### **Timing your training right:**

It's important to deliver your training at the most convenient time for your users; training provided too early or too late can be disruptive or worthless to the user. The best time to deliver your employee training program will vary depending on the content and audience, but some examples include:

- Training that is provided on-demand, immediately prior to using a product (e.g, Just-In-Time (JIT))
- Hints or push messages triggered in your software products that point employees to training when the software "senses" that they're stuck (for example, if the employee is spending a long time on a certain feature or using it incorrectly)
- Employees are either "pulled" to the training (for example, being directed to support pages or training programs) when necessary, or training is "pushed" to them (such as in emails containing hints, tips, or videos) as part of a schedule.

### **Step 4: Track and Improve - Cultivate Your Content**

Learning and development programs aren't static. The best ones continually evolve and improve. Watching how employees access and interact with your training, as well as evaluating its effectiveness, helps you decide how to make it better.

#### **Consider the following activities:**

- Review online quiz results to see if particular questions are consistently answered incorrectly. If they are, maybe the questions are at fault, or maybe the content is inadequate.

- Measure against the success criteria you identified in Step 1 to determine if the training is having the desired effects.
- Monitor those crucial numbers – How many users? What time of day? What device? How long for? Do they come back? – and more, with in-built Analytics.
- Review your support requests to see where training could be created or improved.
- Directly ask employees and managers about their performance pain points and what's helping/improving.

As well as our Everyday Guide to Analytics linked to above, take a look at our Cultivate guide. This sets out ways to not only measure what's going on with your eLearning, but how to improve upon it. Download the free Cultivate guide now.

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## 9.6 SELF-ASSESSMENT QUESTION

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### Fill in the Blank:

1. Focuses on job-related knowledge used for new hires & correcting performance defects is known as \_\_\_\_\_
2. The maintenance and updating of worker knowledge used for technological innovation & intra-organizational changes is known as \_\_\_\_\_
3. \_\_\_\_\_ is used for flexibility in scheduling & enhanced coordination
4. \_\_\_\_\_ uses innovative teaching and learning methods in order to enhance workforce ability to generate new and innovative ideas and to discover novel approaches.
5. \_\_\_\_\_ used to improve the basic skills of a workforce in reading, writing, mathematics, and effectiveness habits such as punctuality, cooperation, and responsibility.
6. \_\_\_\_\_ utilizes advanced sociological findings to instil awareness, respect, and acceptance of persons of a different gender, race, religion, background, etc.
7. \_\_\_\_\_ mandated by legislation to educate your team on laws or regulations specific to their job or industry.
8. Security training helps teams act in a secure and safe way to protect their company from fraud or malicious activity from others.
9. \_\_\_\_\_ enables reps to build relationships, improve negotiation skills, and manage a sales pipeline.

10. \_\_\_\_\_ to improve customer relations, communication, response time, and response quality in order to enhance customer satisfaction
11. \_\_\_\_\_ is important to improve employee engagement and increases employee retention.

**Answers:**

1. Skills Training.
2. Retraining
3. Cross-functional training
4. Creativity training
5. Literacy training
6. Diversity training
7. Compliance training
8. Security training
9. Sales training
10. Customer service training
11. Employee training

**Match the Column:**

• Impart job - related knowledge to your staff	• No one wants to work in an unsafe environment.
• Impart skill knowledge systematically	• A central concern for any organization, whether or not it is for profit, is productivity.
• Improve the productivity of the workers and the organization	• By instilling the correct methods for the use of workplace equipment, training can reduce injuries, lessen the damage, and improve efficiency.
• Improve safety standards	• The organization of training events is generally done in a group setting, using teams, groups, or communications technology
• To enhance equipment handling practices	• It's on the job entry-level training or training aimed at adapting to changing economic, political, and technological climates

**Answers:**

1. 5
2. 4
3. 2
4. 1
5. 3

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## 9.7 SUMMARY

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Many organizations have extensive training programs that cover all aspects of technical and soft skills.

Every business should strive for higher productivity, quality improvement, the reduction of learning time, industrial safety, the reduction of turnover, and strive to establish and maintain an effective management team.

The objectives of training are - Impart job-related knowledge to your staff, Impart skill knowledge systematically, Improve the productivity of the workers and the organization, Improve safety standards and To enhance equipment handling practices.

Different types of training are Skills training, Retraining, Cross-functional training, Team training, Creativity training, Literacy training, Diversity training, Compliance training, Security training, Sales training and Customer service training.

Different types of training delivery methods are Online learning, Coaching, Hands-on practice, Role playing and Classroom/group training

To implement an effective employee training program there are four key steps. step 1: establish goals for your training program, step 2: build an employee training plan, step 3: create effective employee learning experiences and step 4: track and improve – cultivate your content

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## 9.8 KEYWORDS

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- **Skills Training** focuses on job-related knowledge used for new hires & correcting performance defects
- **Retraining** The maintenance and updating of worker knowledge used for technological innovation & intra-organizational changes
- **Cross-functional training** is used for flexibility in scheduling & enhanced coordination
- **Creativity training** uses innovative teaching and learning methods in order to enhance workforce ability to generate new and innovative ideas and to discover novel approaches.

- **Literacy training** used to improve the basic skills of a workforce in reading, writing, mathematics, and effectiveness habits such as punctuality, cooperation, and responsibility.
- **Diversity training** utilizes advanced sociological findings to instil awareness, respect, and acceptance of persons of a different gender, race, religion, background, etc.
- **Compliance training** mandated by legislation to educate your team on laws or regulations specific to their job or industry.
- **Security training** helps teams act in a secure and safe way to protect their company from fraud or malicious activity from others.
- **Sales training** enables reps to build relationships, improve negotiation skills, and manage a sales pipeline.
- **Customer service training** to improve customer relations, communication, response time, and response quality in order to enhance customer satisfaction
- **Employee training** is important to improve employee engagement and increases employee retention.
- **Online learning** Team members access training through online training software.
- **Coaching** Employees receive coaching and feedback from their manager or trainer.
- **Hands-on practice** This gives employees the chance to practice applying a skill or knowledge in a simulated environment or practice scenario.
- **Role playing** A group of team members come together to role play through a common situation that they'll face in their job.
- **Classroom/group training** Usually, led by an instructor, this type of training brings people into one location for live training

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## 9.9 REFERENCES

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## EXPLORING VARIOUS TYPES OF TRAINING

### Unit Structure

- 10.0 Objective
- 10.1 Introduction
- 10.2 Traditional Training methods
- 10.3 E-learning and use of technology in training
- 10.4 Computer Based Training
- 10.5 Satellite Based Training
- 10.6 Outbound Training
- 10.7 Fusion Methodology: Theatre, Art, Music as methodologies The World as a Classroom
- 10.8 Self-assessment question
- 10.9 Summary
- 10.10 Keywords
- 10.11 References

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### 10.0 OBJECTIVE

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- What are the Importance Of Training To Organisation:
- What are the Importance Of Training To Individuals:
- Understand the Importance In Personnel And Human Relations, Intra-Group And Inter-Group Relations And Policy Implementation
- What is Traditional Training Methods
- Understand E-Learning And Use Of Technology In Training
- Intelligent Tutoring Systems
- Explore Distance Learning
- Understand Computer Based Training
- What is Satellite Based Training
- What is Outbound Training
- What Can You Expect From An Outbound Training Session?

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### 10.1 INTRODUCTION

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Almost every new hire is put through training to in order to improve their knowledge and skill so that they are able to perform their tasks more

efficiently. It is an organised activity for increasing the knowledge and skills of the employee for a specific purpose. Training improves the competence of employees and motivates them. Many organisations have in house training centres. Others make arrangements with some training institutions to train their employees.

Thus, training helps employees to improve their knowledge and skill and make them perform their tasks more efficiently. It also helps them in promotion and improves their attitudes and confidence levels.

Training may be viewed as an organised and systematic planning procedure for increasing the knowledge and skill of people for a specific purpose. It imparts learning experiences which enable an employee to improve his contribution in meeting goals and objectives of an organization. Training improves the performance of employees and prepares them for taking new assignments in future.

Training is concerned with increasing knowledge and skill in doing a particular job and the major burden of training falls upon the business organisation in which the job is located. On the other hand education is concerned with increasing general knowledge and understanding of the total individual. Training is job oriented. Training is practice based.

Training is a process in which all sided efforts are made to improve skills, aptitudes, abilities etc. of individuals. They may be employees, candidates, apprentices and so on. Training definitely helps the trainees in updating their talents and skills and developing new ones. It helps to increase the efficiency and productivity of the trainees. For qualitative development of all employees, training is absolutely essential and organisations will do well to take interest and give importance to training activities.

When candidates are recruited from outside or selected or promoted from inside, it is expected that they must perform their jobs with maximum efficiency and competence. Therefore, after selecting the candidates, the next logical step is to train them for better performance. Training is required to be imparted to the employees to keep them updated, effective and efficient.

At present, it is observed that all organisations, of whatever types they may be, need to have well trained, experienced and skilled people to perform various activities which have to be done or performed. If the jobs are of a complex nature, training becomes inevitable. Employee training is, therefore, not only a desirable activity but it is an activity which an organisation must commit resources to if it is to maintain a visible, efficient and knowledgeable work force.

The term or concept of 'Training' has been defined by many experts in the field of management taking into consideration different aspects.

### **Importance of Training to Organisation:**

- Improves the job knowledge and skills at all level of the organisation.



- Improves the morale of the work force.
- Helps people identify with organisational goals.
- Improves relationship between boss and subordinates.
- Learns from the trainees.
- Aids in organisational development.
- Helps prepare guidelines for work.
- Provides information for future needs in all areas of the organisation.
- Aids in development for promotion from within.
- Organisation gets more effective decision making and problem solving skills.
- Aids in increasing productivity and or quality of work.
- Helps keep cost down in many areas e.g. production, personnel, administration etc.
- Improve labour management relations.
- Eliminates subordinate behaviour such as hiding tools.
- Helps employees adjust to change.

#### **Importance of Training to Individuals:**

- Helps the individual in making better decisions and effective problem solving.
- Through training and development, motivational variables of recognition, achievement, growth, responsibility and advancement are internalised and operationalised.
- Aids in encouraging and achieving self-development and self-confidence.
- Helps a person handle stress, tension, frustration and conflict.
- Increase job satisfaction and recognition.
- Moves a person towards personal goals while improving interactive skills.
- Provides the trainee an avenue for growth and say in his/her future.
- Develops a sense of growth in learning.
- Helps eliminate fear in attempting task.
- Satisfies personal needs of the trainer and the trainee.

## **Importance in Personnel and Human Relations, Intra-Group and Inter-Group Relations and Policy Implementation:**

- Improves communication between groups and individuals.
- Aids in orientation for new employees and those taking new jobs through transfer or promotion.
- Provides information on equal opportunity and affirmative action.
- Improve interpersonal skills.
- Improves morale.
- Builds cohesiveness in group.
- Makes organisational policies, rules and regulations viable.
- Provides a good climate for learning, growth and co-ordination.

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## **10.2 TRADITIONAL TRAINING METHODS**

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Training and Development (T&D) is one of the main functions executed by the Human Resource (HR) department to build a quality workforce in an organisation. Training departments design T&D programmes as per the purpose of the training programme, goals of the organisation, and extent of knowledge and skills of the employees. From traditional to present-day computerised methods, trainers adopt different approaches to impart quality training and development.

Traditional training methods for human resources have proven successful for many years. These techniques are useful and are used by many companies. These techniques require an experienced and dedicated human resource professionals to conduct them and make the tools useful for your trainees. To ensure complete success, a thorough and complete tracking system is very useful.

### **Presentation Methods:**

One of the oldest and most traditional training methods is the lecture. Many of us are familiar with this form of learning, since it is a very common way to teach in today's school systems. Various support tools are used, from charts and blackboards to PowerPoint slides and virtual meetings. Human resource associates learn and take notes while instructors present information and administer examinations. Materials are provided for reference, and students often learn in traditional classroom settings.

### **Hands-On Methods:**

Hands-on methods require trainees to be actively involved in their own learning. Examples of hands-on techniques are role playing, on-the-job training, case studies, simulations, games and behaviour modelling. With these methods, the student learns from following or watching the trainer

and then performs the role play or simulation while the instructor observes. Immediate feedback and advice is given to the trainee and any corrective action is taken at that time. Participants ask questions at the end of the simulation and can immediately use their new skills.

### **Team-Building Methods:**

Team-building methods also are traditional training techniques for human resource associates. The goal of these methods is to build team relationships, ensuring greater success for the department and the trainee. Activities include games, simulations and challenges created for group interaction. Using a skilled facilitator, participants learn and interact together, forging important and lasting relationships. Associates learn how to work in teams and transfer this knowledge back to the workplace. Variations of team-building methods also extend to outdoor wilderness adventures and trust-building games.

### **Selecting a Method:**

Choosing a traditional training method requires weighing several options. Cost, of course, determines many decisions. Travel expenses and time away from the job are among the greatest expenses to consider when choosing a training method. Expected outcomes for the training are also important to consider. If greater team effectiveness is a goal, then team-building training is the best choice. If speed of learning is critical, then hands-on learning is the method which delivers. Weigh your options and choose the learning method that most closely meets your needs.

### **Lecture:**

- **Standard lecture:** trainer speaks and trainees listen
- **Team teaching:** two or more trainers present
- **Guest speakers:** speakers visit
- **Panel:** multiple speakers present and ask questions
- **Student presentations:** groups of trainees present

### **Advantages:**

- relatively inexpensive and efficient for large groups
- useful when the instructor is the main knowledge holder

### **Disadvantages:**

- passive
- potentially weak connection to the work environment

### **Audio-visual:**

- Includes overheads, slides, and video

- Video is highly popular, but rarely used alone
- Video can be effective for illustrating communication skills, interviewing skills, customer-service skills, and step-by-step procedures

**Advantages:**

- can demonstrate content that cannot be easily demonstrated live
- provides consistency
- useful complement to other methods

**Disadvantages:**

- creative approach may be weak
- may become obsolete
- passive

**On-the-Job Training (OJT):**

- Involves learning by observing others and emulating their behaviour
- Considered informal because it does not occur in a classroom and because managers or co-workers are trainers
- Useful for training new employees, upgrading experienced employees' skills, and cross-training

**Advantages:**

- requires less time and cost than formal training
- customized and offered at any time or focuses on actual job content

**Disadvantages:**

- may be inconsistent
- bad habits may be passed on

**Enhancing OJT:**

- Break tasks down into important steps
- Prepare resources and support
- Show trainees how to perform the task and explain key points
- Have the trainee practice small parts and then entire tasks
- Provide feedback
- Have the trainee practice until accurate reproduction is achieved

### **Self-Directed Learning:**

- Places complete responsibility for learning on the learner, including when learning will take place and with whom
- Content is pre-determined, but trainees can learn the content at their own pace and in their own way
- Trainers should be available to answer questions and facilitate learning

### **Advantages:**

- flexibility for trainees
- fewer trainers, facilities, and resources required
- consistent training content

### **Disadvantages:**

- may place too much responsibility on learners
- may be costly

### **Developing Self-Directed Learning:**

- Conduct a job analysis to identify the tasks
- Write trainee-centered learning objectives
- Develop the content for a learning packet
- Break content into small chunks
- Develop an evaluation package

### **Apprenticeships:**

- Work-study type training involving on-the- job and classroom training
- Typically sponsored by a company or trade union
- Common in skilled trades, such as for an electrician, carpenter, and plumber

### **Trainee advantages**

- earn pay while they learn
- wages increase as skills improve
- competitive job offers

### **Trainee disadvantages:**

- historically restricted access to women and minorities

**Employer advantages:**

- meet specific business needs
- attract talented employees
- trainees are skilled and motivated

**Employer disadvantages:**

- costly
- potentially narrow skill set

**Simulations:**

- Training method that represents a real-life situation where trainees' decisions result in outcomes that mirror what would happen on the job
- The best simulations have a high degree of identical elements

**Advantages:**

- highly realistic hands-on practice
- allow trainees to make mistakes

**Disadvantages:**

- potentially expensive to develop
- may be difficult to incorporate identical elements

**Case Study:**

- In-depth scenario how employees or an organization dealt with a difficult situation
- Trainees are required to analyse and critique the actions taken, indicate appropriate actions, and suggest what should have been done differently
- Individuals learn through a process of discovery

**Advantages:**

- useful for developing intellectual skills
- engage learners

**Disadvantages:**

- trainees must be highly motivated and have a degree of expertise
- recommendations are merely hypothetical

### **Business Games:**

- Primarily used for management skill development
- Require trainees to actively gather information, analyse, and make decisions
- Stimulate learning because participants are actively involved and because games mimic the competitive nature of business

### **Common characteristics of games:**

- involve a contest or competition
- designed to demonstrate an application of a knowledge or skill
- alternative courses of action are available
- trainees do not know for certain the
- consequences of their actions or rules limit participant behaviour

### **Advantages:**

- can be used for training that would otherwise involve risk of accident or high cost
- active involvement

### **Disadvantages:**

- difficult to develop
- not always realistic
- trainees must be motivated

### **Role Plays:**

- Require trainees take on a role, such as a manager or disgruntled employee, and explore what is involved in the role
- Often included in programs focused on the development of interpersonal skills

### **Advantages:**

- allow trainees to practice skills
- trainees are engaged

### **Disadvantages:**

- trainees may not always take role playing seriously
- scenarios may not be realistic

### **Enhancing Role Plays:**

- Explain the background and context
- Provide a script with sufficient detail
- Arrange the room so other trainees can see
- Provide observation sheets and checklists that highlight key issues
- Provide sufficient time to debrief and provide feedback

### **Behaviour Modelling:**

- Hands-on method that involves presenting to trainees a model, highlighting the key aspects of the model, practice, and feedback
- Based on social learning theory
- Highly effective for interpersonal skills

### **Effective Modelling Displays:**

- Clear presentation of the key behaviors O A model that is credible to trainees
- An overview of the behaviors
- Repetition of each behaviour
- A review of the behaviors
- Models using the behaviors correctly and incorrectly

### **Advantages:**

- hands-on practice
- highly effective in promoting transfer

### **Disadvantages:**

- potentially time-consuming to implement

### **Adventure Learning:**

- Method aimed at developing teamwork, leadership skills, and self-awareness
- Activities range from highly strenuous and challenging ones, such as mountain climbing, to less challenging ones, such as rope courses
- Exercises must be related to a specific learning objective

### **Advantages:**

- trainees interact and build relationships
- can be self-enlightening and invigorating



**Disadvantages:**

- potential physical harm
- costly
- not all trainees may be motivated

**Team Training:**

Three key aspects of team performance

- Behaviour-teams must communicate, coordinate, adapt, and complete complex tasks
- Knowledge-teams must have “mental models” that allow them to function effectively
- Attitudes-members must have favourable attitudes toward each other

**Advantages:**

- when properly designed, team training
- generally results in more effective teams

**Disadvantages:**

- potentially costly
- time consuming

**Action Learning:**

- Involves assigning teams an actual problem, committing to an action plan, and holding them accountable
- Used to solve important problems, develop leaders, build teams, and transform organizational cultures
- Typically involves teams of 6 to 30

**Advantages:**

- highly interactive and engaging
- highly effective in developing the target skills and promoting transfer

**Disadvantages:**

- requires trainees with a high level of ability

### **Choosing a Method:**

A variety of considerations should be taken into account

- The learning outcome, which the most important
- The learning environment
- Transfer of training considerations
- Cost
- Overall effectiveness

### **General Trends:**

- There is considerable overlap in learning outcomes across methods
- Hands-on methods are more effective than presentation methods
- Presentation methods are less expensive
- Where possible, use multiple methods to capitalize on the strengths of each

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## **10.3 E-LEARNING AND USE OF TECHNOLOGY IN TRAINING**

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Technology is having a major impact on the delivery of training programs. Merrill Lynch is using e-learning for its financial consultants and planners because of its potential learning and accessibility advantages over traditional classroom training. Technology is changing learning and training in corporate settings, grade schools, high schools, colleges and universities.

### **Technologies' Influence on Training and Learning:**

New technologies have made it possible to

- Reduce the costs associated with delivering training
- Increase the effectiveness of the learning environment
- Help training contribute to business goals

### **New technologies include:**

Multimedia, Distance learning, Expert systems, Electronic support systems, Training software applications

### **Technology Has Made Several Benefits Possible:**

- Employees can gain control over when and where they receive training.
- Employees can access knowledge and expert systems on an as-needed basis.
- Employees can choose the type of media (print, sound, video) they want to use in a training program.
- Course enrolment, testing, and training records can be handled electronically, reducing the paperwork and time needed for administrative activities.
- Employees' accomplishments in training in progress can be monitored.

### **Technology Allows Digital Collaboration To Occur:**

Digital collaboration refers to the use of technology to enhance and extend employees' abilities to work together regardless of their geographic proximity.

#### **Digital collaboration includes:**

Electronic messaging systems, Electronic meeting systems, Online communities of learning

#### **Digital collaboration can be:**

- **Synchronous:** trainers, experts, and learners interacting with each other live and in real time; just like face-to-face classroom instruction.
- **Asynchronous:** non-real-time interactions; learners can access information resources when they desire them.

### **Impact of New Technology on the Learning Environment:**

#### **Prior to the introduction of new technology:**

- Learning was a very linear process.
- Instructors presented information to the learners.
- Practice and applications occurred after instruction.
- Instructor/trainer and learner were only ones involved.
- Communication was one way – from instructor to trainee.
- Trainee played passive role in learning.

## How Technology Has Changed The Learning Environment:

Exploring Various Types of Training

**How technology has changed the learning environment: Classroom Learning Environment**

```
graph TD; TI["Trainer / Instructor  
• Delivery  
• Content"] --> L1[Learner]; TI --> L2[Learner]; TI --> L3[Learner]; L1 --> EM["Experts  
Resource Materials"]; L2 --> EM; L3 --> EM;
```

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time, just like face-to-face classroom instruction.

- Asynchronous – non-real-time interactions; learners can access information resources when they desire them.

**IMPACT OF NEW TECHNOLOGY ON THE LEARNING ENVIRONMENT:**

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**HOW TECHNOLOGY HAS CHANGED THE LEARNING ENVIRONMENT:**

Classroom Learning Environment Trainer / Instructor Delivery Content Learner Experts Resource Materials

12 Impact of new technology on the learning environment: (continued)

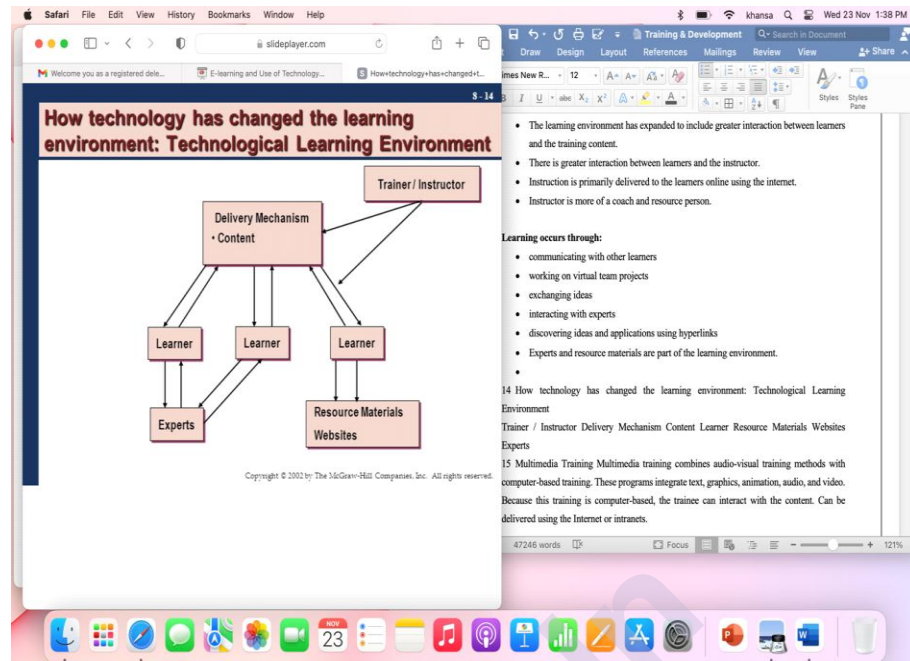
Technology has allowed learning to become a more dynamic process. The learning environment has expanded to include greater interaction between learners and the training content. There is greater interaction between learners and the instructor. Instruction is primarily

- Technology has allowed learning to become a more dynamic process.
- The learning environment has expanded to include greater interaction between learners and the training content.
- There is greater interaction between learners and the instructor.
- Instruction is primarily delivered to the learners online using the internet.
- Instructor is more of a coach and resource person.

### Learning occurs through:

- communicating with other learners
- working on virtual team projects
- exchanging ideas
- interacting with experts
- discovering ideas and applications using hyperlinks
- Experts and resource materials are part of the learning environment.

## How technology has changed the learning environment:



### Multimedia:

Training Multimedia training combines audio-visual training methods with computer-based training. These programs integrate text, graphics, animation, audio, and video. Because this training is computer-based, the trainee can interact with the content. Can be delivered using the Internet or intranets.

### Advantages of Multimedia Training:

- Self-paced
- Interactive
- Consistency of content
- Consistency of delivery
- Unlimited geographic accessibility
- Immediate feedback
- Built-in guidance system
- Appeals to multiple senses
- Can test and certify mastery
- Privacy

### Disadvantages of Multimedia Training:

- Expensive to develop
- Ineffective for certain

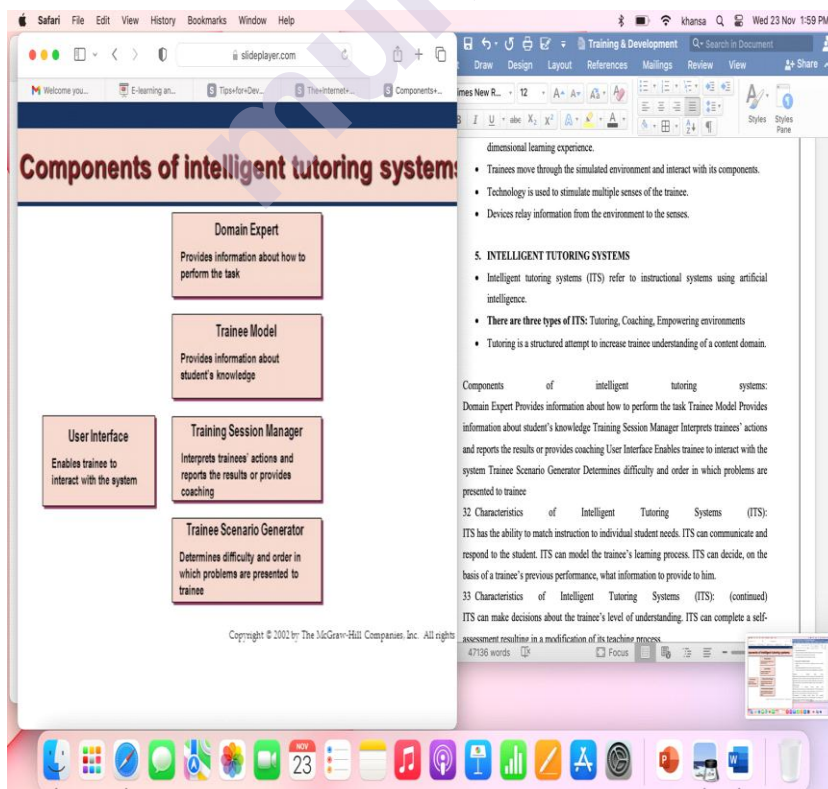
- training content
- Trainee anxiety with using technology
- Difficult to quickly update
- Lack of agreement on effectiveness

### Intelligent Tutoring Systems:

- Intelligent tutoring systems (ITS) refer to instructional systems using artificial intelligence.
- **There are three types of ITS:** Tutoring, Coaching, Empowering environments
- Tutoring is a structured attempt to increase trainee understanding of a content domain.

### Components of intelligent tutoring systems:

- Domain Expert Provides information about how to perform the task
- Trainee Model Provides information about student's knowledge
- Training Session Manager Interprets trainees' actions and reports the results or provides coaching
- User Interface Enables trainee to interact with the system
- Trainee Scenario Generator Determines difficulty and order in which problems are presented to trainee



### **Characteristics of Intelligent Tutoring Systems (ITS):**

- ITS has the ability to match instruction to individual student needs.
- ITS can communicate and respond to the student. ITS can model the trainee's learning process.
- ITS can decide, on the basis of a trainee's previous performance, what information to provide to him.
- ITS can make decisions about the trainee's level of understanding.
- ITS can complete a self-assessment resulting in a modification of its teaching process.

### **Distance Learning:**

- Distance learning is used by geographically dispersed companies to provide information about new products, policies, procedures, and skills training and expert lectures to field locations.
- Features two-way communications between people.
- **Involves two types of technology:** Tele conferencing Individualized, personal-computer-based training

### **Technologies for Training Support:**

- New technologies such as expert systems, groupware, and electronic support systems are being used to support training efforts.
- These technologies are helping to capture training content so that it is available to employees who may not have attended training.
- These technologies provide information and decision rules to employees on an as-needed basis.
- Employees can access these technologies in the work environment.

### **Conditions when training support technologies are most needed:**

- Performance of task is infrequent.
- The task is lengthy, difficult, and information-intensive.
- The consequences of error are damaging.
- Performance relies on knowledge, procedures, or approaches that frequently change.
- There is high employee turnover.
- Little time is available for training resources for training are few.
- Employees are expected to take full responsibility for learning and performing tasks.

### **Training Support Technologies - Expert Systems:**

- Expert systems refer to technology that organizes and applies the knowledge of human experts to specific problems.
- Expert systems are used as a support tool that employees refer to when they have problems or decisions they feel exceed their current knowledge and skills.
- **Expert systems have three elements:** A knowledge base that contains facts, figures, and rules about a specific subject.
- A decision making capability that draws conclusions from those facts and figures to solve problems and answer questions.
- A user interface that gathers and gives information to the person using the system.

### **Training Support Technologies - Groupware:**

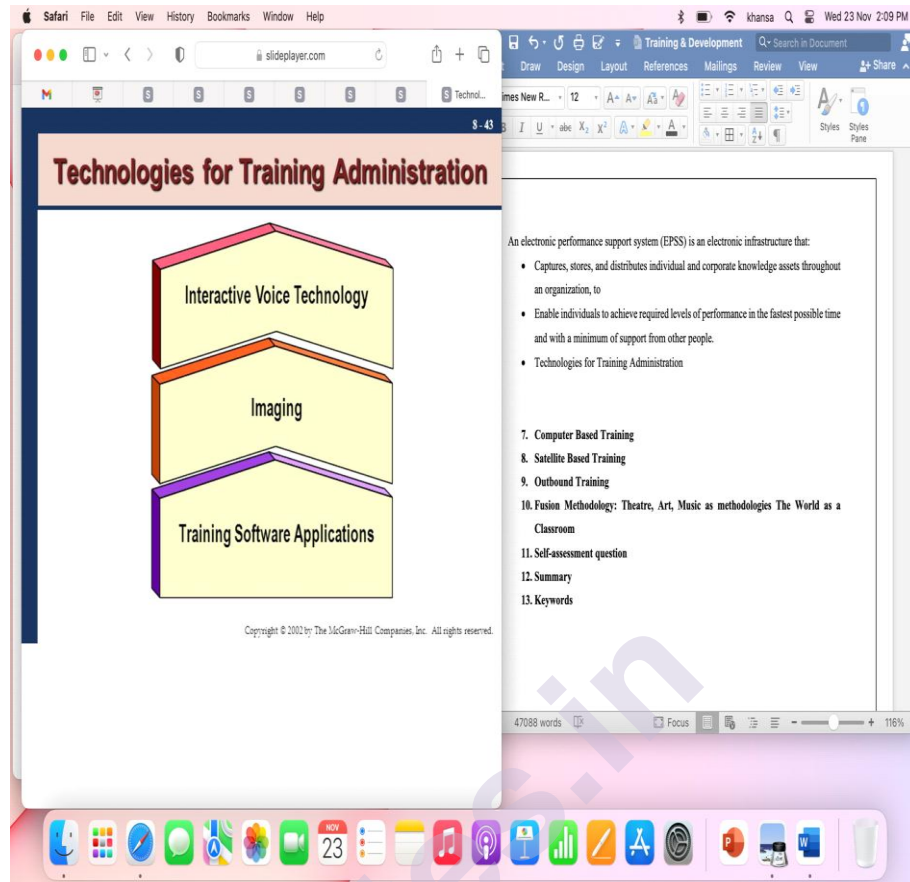
- **Group ware (electronic meeting software)** is a special type of software application that enables multiple users to track, share, and organize information, and to work on the same document simultaneously.
- Companies have been using groupware to improve business processes, to improve meeting effectiveness, as well as to identify and share knowledge in the organization.
- **A groupware system combines such elements as:** Electronic mail, Document management and Electronic bulletin board
- The most popular brand of groupware is Lotus Notes.

### **Training Support Technologies - Electronic Performance Support Systems:**

An electronic performance support system (EPSS) is an electronic infrastructure that:

- Captures, stores, and distributes individual and corporate knowledge assets throughout an organization, to
- Enable individuals to achieve required levels of performance in the fastest possible time and with a minimum of support from other people.
- Technologies for Training Administration





## 10.4 COMPUTER BASED TRAINING

**Computer-based training (CBT) is an interactive training experience in which:**

- The computer provides the learning stimulus,
- The trainee must respond, and
- The computer analyses the responses and provides feedback to the trainee

### **Computer-Based Training - CD-ROM, DVD, Laser Disc:**

- A personal computer enables animation, video clips, and graphics to be integrated into a training session.
- The user can interact with the training material through using a joystick or touch-screen monitor.

### **Computer-Based Training - Interactive Video:**

- Interactive video combines the advantages of video and computer-based instruction.
- Instruction is provided one-on-one to trainees via a monitor connected to a keyboard.

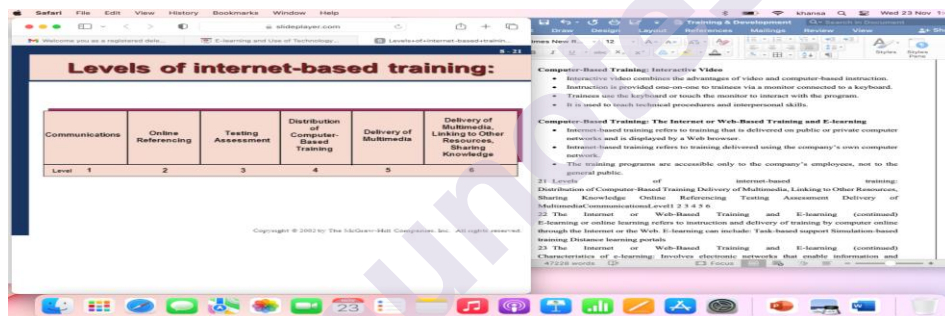
- Trainees use the keyboard or touch the monitor to interact with the program.
- It is used to teach technical procedures and interpersonal skills.

### Computer-Based Training - The Internet or Web-Based Training and E-learning:

- Internet-based training refers to training that is delivered on public or private computer networks and is displayed by a Web browser.
- Intranet-based training refers to training delivered using the company's own computer network.
- The training programs are accessible only to the company's employees, not to the general public.

### Levels of internet-based training:

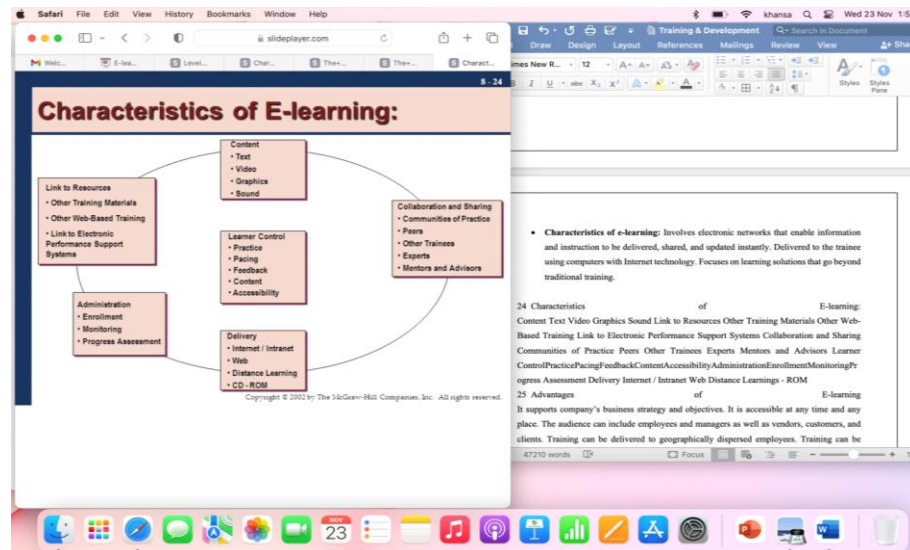
Distribution of Computer-Based Training Delivery of Multimedia, Linking to Other Resources, Sharing Knowledge Online Referencing Testing Assessment Delivery of Multimedia Communications Level 1 2 3 4 5 6



- E-learning or online learning refers to instruction and delivery of training by computer online through the Internet or the Web.
- **E-learning can include:** Task-based support, Simulation-based training, Distance learning, learning portals

### Characteristics of e-learning:

Involves electronic networks that enable information and instruction to be delivered, shared, and updated instantly. Delivered to the trainee using computers with Internet technology. Focuses on learning solutions that go beyond traditional training.



### Advantages of E-learning:

- It supports company's business strategy and objectives. It is accessible at any time and any place.
- The audience can include employees and managers as well as vendors, customers, and clients.
- Training can be delivered to geographically dispersed employees.
- Training can be delivered faster and to more employees in a shorter period of time.
- Updating is easy.
- Practice, feedback, objectives, assessment, and other positive features of a learning environment can be built into the program.
- Learning is enhanced through use of multiple media and trainee interaction.
- Paperwork related to training management can be eliminated.
- It can link learners to other content, experts, and peers.

### Tips for Developing Effective Online Learning:

- Consult with information technology experts before buying or developing a program.
- Online programs should incorporate learning practices.
- To teach interpersonal skills on the Web, get the learner actively involved.
- Give employees time for Web-based training.
- Keep Web-based learning events short.

- Design courses for available bandwidth or increase bandwidth.
- Avoid using plugins.
- Make sure that trainees know the basics.
- Allow trainees the opportunity to collaborate.
- Consider a combination of Web-based and face-to-face instruction.
- Make trainees accountable for completing courses.
- Virtual reality is a computer-based technology that provides trainees with a three-dimensional learning experience.
- Trainees move through the simulated environment and interact with its components.
- Technology is used to stimulate multiple senses of the trainee.
- Devices relay information from the environment to the senses.

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## 10.5 SATELLITE BASED TRAINING

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The Satellite HUB of SIPRD is located in its 2nd campus at Kahikuchi, Near Airport and has 16 Satellite Interactive Terminals located at the Extension centres across the State. Indian Space Research Organisation (ISRO)'s Development of Educational and Communication Unit (DECU), Ahmedabad is the nodal agency and provides the Satellite link and bandwidth. North-Eastern Space Application Centre (NESAC), Umiam, Meghalaya is looking after the maintenance of the HUB and SITS in the entire North Eastern States.

The Assam Network till date has organized 265 no's of programmes and has covered 46764 no's of participants.

SIPRD Assam has a dedicated team working under the guidance of the Director Shri Khageswar Pegu, ACS. Shri Anupam Dutta is the State coordinator of Assam Tele Education Network and Senior Faculty Member of SIPRD Assam. Shri Anupam Dutta has been associated with the network since its inception in 2010. The HUB is looked after and programmes are executed by Er. Udeepa Raj Brahma, HUB Engineer, SIPRD Assam. Other Technical team member includes Mr. Apujyoti Nath, Programme Assistant, Mr. Dibash Medhi and Mr. Karendra Das, Technical consultant, Alpha Design Pvt Ltd.

### **Edusat Overview:**

The EDUSAT was configured to meet India's growing demand for distance education using audio-visual medium and employing Direct-to-home type direct satellite broadcasting with interactive Class-room capabilities. The EDUSAT Utilisation Program was envisioned in a manner as to create state-wise SATCOM networks for the eight North Eastern states disseminating quality education programmes for different

levels of the academia. Based on the hub networking topology, the NER EDUSAT network has its hub suitably placed somewhere in the state capital with the remote ends (SITs & ROTs) housed in some identified primary and higher secondary level schools, colleges.

The hub has one Studio facility from where content is to be generated by experts and then unicasted or multicasted to the targeted recipients. The EDUSAT has multiple regional beams covering different parts of India - 5 Ku-band transponders with spot beams covering Northern, Eastern, Southern, Western and the North-eastern regions of the country, one Ku-band transponder (National beam) with its footprint covering the Indian mainland region and six Ext. C-band transponders with their footprints covering the entire country.

### **Components of Edusat System:**

#### **The Hub-station:**

Terrestrial hubs are used to link to and from terminals and convey services like virtual classroom. The standard used is called Digital Video Broadcasting, Return Channel via satellite (DVB-RCS). The DVB-RCS is a system that allows two-way communication between the Satellite Interactive Terminals (SITs) installed at customer's sites via the hub. The DVB-RCS system operates as a Star configuration, thus its central station is called the "Hub." This station implements the forward link via a conventional DVB-S chain (similar to digital TV broadcasting) while the return link is implemented using the DVB-RCS standard. The Hub consists of microwave equipment for the transmission and reception of signals and a control centre for managing network traffic. This station also hosts interfacing equipment supporting a wide range of terrestrial interfaces. An important Hub function is to map the traffic of all remote terminals belonging to each user group.

#### **The Teaching End:**

Also called as the Expert Node, the Teaching End is the place where the contents (subject/topic wise) are created by experts and delivered in a time-scheduled manner using preinstalled third-party software.

#### **The Student End:**

The student end consists of the Receive-only Terminals (ROTs) and the Satellite Interactive terminals (SITs) also called the Return Channel Satellite Terminals (RCSTs). Students/ targeted user group can receive the contents transmitted and even interact with the experts at the teaching end directly (facility available in SITs only) using a preinstalled software.

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## **10.6 OUTBOUND TRAINING**

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Outbound Training is a training and facilitation methodology used to enhance the effectiveness and performance of employees through use of

The approach is based on Outward Bound method of group development through outdoor and wilderness learning expeditions that focus on tackling challenging scenarios in the outdoors that involve problem solving, decision making, communications, and risk taking, where participants develop the ability to adapt, grow and succeed as teams.

In an Outbound Training program the participants are divided into teams and assigned tasks or activities for completion in a specified time. The facilitator invites the group to achieve a goal, but does not explain how to successfully complete the activity.

Participants must work to find a solution individually and together as a team, and must communicate, collaborate and learn from each other in order to be successful.

The Learning begins with the experience followed by reflection, discussion, analysis and evaluation of the experience and taking the newly formed concepts and ideas back to the workplace.

#### **Effectiveness of Outbound Training:**

- Helps in improving the teamwork abilities.
- Leadership qualities get enhanced
- Help in resolving intragroup or personal conflicts
- Nourishes the interpersonal skills
- Nurtures the personal and intragroup relations
- Improves the Communication Skills
- Better partnerships and alliances

Generally, the outbound training comprises of a series of exercises and games such as treasure hunt, trekking, camping, raft racing, etc. built around the training theme and are carried out by employees in teams.

#### **What Can You Expect From an Outbound Training Session?**

Outdoor learning sessions are meant for one purpose only – to help the employees push their limits through taking risks, getting out, participating; it all boils down to one phrase – getting out of comfort zone. Through facing challenges in the form of activities on an outdoor learning session, employees intertwine play with work, which is a proven method of effective learning.

The HR professionals that conduct outbound training sessions look at specific elements of human behaviour in work environment, such as communication, and create activities around these elements. These

activities subtly force the employees to engage their attitude towards achieving the objective, thus breaking their comfort bubble and presenting them with a sudden hurdle to jump over. Building employee aptitude and strengthening their morale and resolve helps to create a workforce that faces adversities with a positive outlook.

Experts recognize the following areas that can be targeted through outbound learning sessions for improvement or change.

- Communication
- Organizational effectiveness
- Leadership
- Problem solving
- Team building
- Flexibility
- Creativity
- Trustworthiness

The workforce of any company is made of employees; it is these employees that generate results – good or bad. To train their minds for tailored results and help them unlock their latent potential is the objective of outbound learning sessions. Skills are not just limited to knowledge of tools; skills are also vested in the behaviour and personality. Personal growth impacts organizational growth; it is thus important to take both in stride.

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## **10.7 FUSION METHODOLOGY: THEATRE, ART, MUSIC AS METHODOLOGIES THE WORLD AS A CLASSROOM**

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## **10.8 SELF-ASSESSMENT QUESTION**

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**Fill in the Blank:**

1. \_\_\_\_\_ helps employees to improve their knowledge and skill and make them perform their tasks more efficiently.



2. \_\_\_\_\_ takes place in a classroom setting.
3. \_\_\_\_\_ One of the oldest and most traditional training methods is the lecture.
4. \_\_\_\_\_ require trainees to be actively involved in their own learning
5. \_\_\_\_\_ are also traditional training techniques for human resource associates.
6. \_\_\_\_\_ trainer speaks and trainees listen
7. \_\_\_\_\_ Includes overheads, slides, and video
8. \_\_\_\_\_ Involves learning by observing others and emulating their behaviour
9. Enhancing \_\_\_\_\_ Break tasks down into important steps
10. \_\_\_\_\_ Places complete responsibility for learning on the learner, including when learning will take place and with whom
11. Work-study type training involving on-the- job and classroom training is known as \_\_\_\_\_
12. \_\_\_\_\_ method that represents a real-life situation where trainees' decisions result in outcomes that mirror what would happen on the job
13. In-depth scenario how employees or an organization dealt with a difficult situation is known as \_\_\_\_\_
14. \_\_\_\_\_ Primarily used for management skill development
15. \_\_\_\_\_ Require trainees take on a role, such as a manager or disgruntled employee, and explore what is involved in the role
16. Behaviour Modelling Hands-on method that involves presenting to trainees a model, highlighting the key aspects of the model, practice, and feedback
17. \_\_\_\_\_ Method aimed at developing teamwork, leadership skills, and self-awareness
18. \_\_\_\_\_ Involves assigning teams an actual problem, committing to an action plan, and holding them accountable
19. trainers, experts, and learners interacting with each other live and in real time; just like face-to-face classroom instruction is known as \_\_\_\_\_



20. non-real-time interactions; learners can access information resources when they desire them is known as \_\_\_\_\_
21. \_\_\_\_\_ training combines audio-visual training methods with computer-based training.
22. \_\_\_\_\_ Training A personal computer enables animation, video clips, and graphics to be integrated into a training session.
23. Terrestrial hubs are used to link to and from terminals and convey services like virtual classroom is known as \_\_\_\_\_
24. \_\_\_\_\_ is the place where the contents (subject/topic wise) are created by experts and delivered in a time-scheduled manner using preinstalled third-party software.
25. \_\_\_\_\_ consists of the Receive-only Terminals (ROTs) and the Satellite Interactive terminals (SITs) also called the Return Channel Satellite Terminals (RCSTs).
26. \_\_\_\_\_ is a training and facilitation methodology used to enhance the effectiveness and performance of employees through use of Experiential Learning Activities and Games and Adult Learning Principles.

**Answers:**

1. Training
2. Traditional learning
3. presentation methods
4. Hands-on methods
5. Team-building methods
6. Lecture method
7. Audio-visual method
8. On-the-Job Training (OJT)
9. On-the-Job Training OJT
10. Self-Directed Learning
11. Apprenticeships
12. Simulations Training method
13. Case Study
14. Business Games

15. Role Plays
16. Behaviour Modelling
17. Adventure Learning Method
18. Action Learning
19. Synchronous
20. Asynchronous
21. Multimedia
22. Computer-Based Training
23. The Hub-station
24. The Teaching End
25. The student end
26. Outbound Training

**Questions:**

1. What are the Importance Of Training To Organisation:
2. What are the Importance Of Training To Individuals:
3. Understand the Importance In Personnel And Human Relations, Intra-Group And Inter-Group Relations And Policy Implementation
4. What is Traditional Training Methods
5. Understand E-Learning And Use Of Technology In Training
6. What is Satellite Based Training
7. What is Outbound Training

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## 10.9 SUMMARY

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Training departments design T&D programmes as per the purpose of the training programme, goals of the organisation, and extent of knowledge and skills of the employees. From traditional to present-day computerised methods, trainers adopt different approaches to impart quality training and development.

To ensure complete success, a thorough and complete tracking system is very useful such as presentation methods, hands-on methods, Team-building methods and Selecting a method.

Technology is having a major impact on the delivery of training programs. Technology is changing learning and training in corporate settings, grade schools, high schools, colleges and universities.

Training Multimedia training combines audio-visual training methods with computer-based training. Can be delivered using the Internet or intranets.

Intelligent tutoring systems (ITS) refer to instructional systems using artificial intelligence. There are three types of ITS: Tutoring, Coaching, Empowering environments

Computer-based training (CBT) is an interactive training experience in The computer provides the learning stimulus, The trainee must respond, and The computer analyses the responses and provides feedback to the trainee

Characteristics of e-learning Involves electronic networks that enable information and instruction to be delivered, shared, and updated instantly.

The Satellite HUB of SIPRD is located in its 2nd campus at Kahikuchi, Near Airport and has 16 Satellite Interactive Terminals located at the Extension centres across the State.

The EDUSAT was configured to meet India's growing demand for distance education using audio-visual medium and employing Direct-to-home type direct satellite broadcasting with interactive Class-room capabilities.

The Terrestrial hubs are used to link to and from terminals and convey services like virtual classroom

The Teaching End Also called as the Expert Node, the Teaching End is the place where the contents (subject/topic wise) are created by experts and delivered in a time-scheduled manner using preinstalled third-party software.

The student end consists of the Receive-only Terminals (ROTs) and the Satellite Interactive terminals (SITs) also called the Return Channel Satellite Terminals (RCSTs).

Outbound Training is a training and facilitation methodology used to enhance the effectiveness and performance of employees through use of Experiential Learning Activities and Games and Adult Learning Principles.

Experts recognize the following areas that can be targeted through outbound learning sessions for improvement or change such as Communication, Organizational effectiveness, Leadership, Problem solving, Team building, Flexibility, Creativity and Trustworthiness.

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## 10.10 KEYWORDS

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- **Training** helps employees to improve their knowledge and skill and make them perform their tasks more efficiently.
- **Traditional learning** takes place in a classroom setting.

- **presentation methods** One of the oldest and most traditional training methods is the lecture.
- **Hands-on methods** require trainees to be actively involved in their own learning
- **Team-building methods** also are traditional training techniques for human resource associates.
- **Selecting a method** Choosing a traditional training method requires weighing several options
- **Lecture method** trainer speaks and trainees listen
- **Audio-visual method** Includes overheads, slides, and video
- **On-the-Job Training (OJT)** Involves learning by observing others and emulating their behaviour
- **Enhancing OJT** Break tasks down into important steps
- **Self-Directed Learning** Places complete responsibility for learning on the learner, including when learning will take place and with whom
- **Apprenticeships** Work-study type training involving on-the- job and classroom training
- **Simulations Training method** that represents a real-life situation where trainees' decisions result in outcomes that mirror what would happen on the job
- **Case Study** In-depth scenario how employees or an organization dealt with a difficult situation
- **Business Games** Primarily used for management skill development
- **Role Plays** Require trainees take on a role, such as a manager or disgruntled employee, and explore what is involved in the role
- **Behaviour Modelling** Hands-on method that involves presenting to trainees a model, highlighting the key aspects of the model, practice, and feedback
- **Adventure Learning Method** aimed at developing teamwork, leadership skills, and self-awareness
- **Action Learning** Involves assigning teams an actual problem, committing to an action plan, and holding them accountable
- **Synchronous** – trainers, experts, and learners interacting with each other live and in real time; just like face-to-face classroom instruction.
- **Asynchronous** – non-real-time interactions; learners can access information resources when they desire them.

- **Multimedia** training combines audio-visual training methods with computer-based training.
- **Computer-Based Training** A personal computer enables animation, video clips, and graphics to be integrated into a training session.
- **The Hub-station:** Terrestrial hubs are used to link to and from terminals and convey services like virtual classroom.
- **The Teaching End** is the place where the contents (subject/topic wise) are created by experts and delivered in a time-scheduled manner using preinstalled third-party software.
- **The student end** consists of the Receive-only Terminals (ROTs) and the Satellite Interactive terminals (SITs) also called the Return Channel Satellite Terminals (RCSTs).
- **Outbound Training** is a training and facilitation methodology used to enhance the effectiveness and performance of employees through use of Experiential Learning Activities and Games and Adult Learning Principles.

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## **INTRODUCTION TO TRAINING EVALUATION, COST BENEFIT ANALYSIS AND ROI**

### **Unit Structure**

- 11.0 Objective
- 11.1 Introduction
- 11.2 Training evaluation
  - 11.2.1 Types of Training Evaluation
  - 11.2.2 Purposes of Training Evaluation
  - 11.2.3 Principles of Training Evaluation
  - 11.2.4 Steps in The Process of Evaluating Training
- 11.3 Cost Benefit Analysis and ROI
  - 11.3.1 Cost Benefit Analysis
  - 11.3.2 Understanding Cost-Benefit Analysis
  - 11.3.3 The Cost-Benefit Analysis Process
  - 11.3.4 Advantages & Disadvantage of Cost-Benefit Analysis
  - 11.3.5 Return on Investment ROI
  - 11.3.6 Why is ROI Important?
  - 11.3.7 How to Calculate ROI
  - 11.3.8 How to Increase Your ROI
  - 11.3.9 What Are the Benefits of ROI?
  - 11.3.10 What Are the Limitations of ROI?
- 11.4 Self-assessment question
- 11.5 Summary
- 11.6 Keywords
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### **11.0 OBJECTIVE**

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- What is Training Evaluation?
- What Are the Three Types of Training Evaluation
- Understand the Purposes of Training Evaluation
- Understand the Principles of Training Evaluation
- What Are the Steps In The Process of Evaluating Training
- Understanding Cost-Benefit Analysis
- What Are the Cost-Benefit Analysis Process

- Advantages & Disadvantage of Cost-Benefit Analysis
- Understanding Return on Investment ROI
- Why is ROI Important?
- How to Calculate ROI
- How to Increase Your ROI
- What Are The Benefits of ROI?
- What Are The Limitations of ROI?

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## 11.1 INTRODUCTION

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Training evaluation can be defined as any attempt to obtain information (feedback) on the effects of training program and to assess the value of training in the light of that information for improving further training. Evaluation of training can be viewed as a method of measuring change in knowledge, skills, attitudes, job performance, costs and the quality of the training facilities.

A major reason to evaluate training programs is to determine whether the training programs are accomplishing their specific training objectives.

Thus, evaluation of training effectiveness refers to the process of obtaining information on the effects of a training programme and assessing the value of training in the light of the information so obtained.

Organisations use different methods to assess the benefits of training in terms of numbers i.e. the profits. Some of the frequently used methods are ROI and Utility analysis. There are many costs that are associated with the training apart from the direct and apparent costs. These costs can be described under two headings:

- There are costs incurred towards the training needs analysis, compensation of the training program designers, procurement of training material and various media like the computers, handouts, props, gifts and prizes, audio visuals etc.
- Then there is another category is costs incidental to the training session itself such as trainers fee / salary, facility costs / rental etc.
- Finally there are costs involved is losing a man day of work (for those who are sent for training), traveling, boarding and lodging and training material that cannot be reused in some other training program.

Organisations spend huge amount of money on employee development, it is therefore very important to ascertain the benefits of training. Different studies were conducted to evaluate the effectiveness of training programs. In one of the studies it was found out that sales and technical training's gave better ROI compared to managerial training programs. Ford, for

example, evaluates all the training programs against the profitability in a given product line. The basic formula for calculating the ROI for training is as:

$$\text{ROI (in percent)} = \text{Program benefits} / \text{Costs} \times 100$$

Utility Analysis is another way of reflecting upon the usefulness of a training program. Utility itself is a function of the duration up to which the training leaves an impact upon the trainee, the relative importance of the training program, the importance of the position or profile that received training and the cost of conducting the training. For example leadership programs conducted for top and middle management tend to be high on value where as sales training programs for the front line sales staff tends to be low on value scale.

Utility analysis basically derives the effectiveness from analysing the change in the behaviour of the trainee and the positive financial implications of the same. This model is not very famous because the deductions made are essentially subjective in nature.

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## 11.2 TRAINING EVALUATION

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Training evaluation has a far higher profile now than it did in the past. As a profession, training has long promised- 'Give us the resources and we'll transform the business.' Line management is now replying- 'Prove it!' There is a requirement to prove the connection between an investment in training and an improvement in organisational performance. While this is understandable, it creates some difficulties for trainers.

The fact is that the benefits of sustained long-term investment in training are usually impossible to calculate accurately. An organisation that has sanctioned a major increase in training expenditure will also be doing other things differently- there will be new managers, new products, and new markets, and so on.

However, it is not acceptable to use this as a rationale to justify lack of accountability, and trainers must be able to make some estimation of the impact of their efforts or lose credibility.

There is, therefore, a strong case for attempting to evaluate training, particularly in view of the very large sums of money that are spent on it. However, there are a number of problems associated with the evaluation process which must be considered.

The first difficulty is that, in an ideal world, it would be necessary to measure the exact knowledge and skill of each trainee before the start of the training. Without this information it is impossible to assess what has been learned by the end.

What someone is capable of doing at the end of the training may primarily reflect what they could do before the training. To separate out the new



learning may necessitate a pre-test, which is practicable in some learning situations but becomes much more difficult in other situations.

For example, if we were to introduce the pre-testing of senior managers before a course on leadership, we could anticipate some resentment which could actually inhibit learning. With subjects such as assertiveness, someone's ability to display assertive behaviour could be greatly reduced by the anxiety generated in the assessment process.

Pre-testing in many situations may also inhibit the process of establishing rapport with the course members, and can result in the learning experience becoming a 'What do I have to do to get through it?' ordeal. Sensitivity must be applied to any assessment process.

Another difficulty is that an on-going review tends to result in changes to the detail of the programme before it can be thoroughly evaluated. It is not sensible to say to line managers 'I know it's not working, but I want to prove that systematically before changing it.' Sometimes a rigorous evaluation methodology must be sacrificed for the sake of expediency.

A third difficulty is the sheer workload that thorough evaluation can require. Although evaluation is important, is it more important than delivery or design? Many line managers can be convinced of the importance of evaluation, but most would not want to see it taking up more than a small proportion of the trainer's time. They would rather see you training than evaluating.

### **11.2.1 Types of Training Evaluation:**

Training segment has to evolve criteria for evaluating the impact of training on employees. Generally four different criteria are used to evaluate training programme namely reaction of trainees, knowledge acquired, behaviour modification and other job performance parameters like reduced accidents, increased productivity, lowered absenteeism leading sales etc.

#### **Pre-Training Evaluation:**

In this stage, an evaluation is made in the beginning of the training programme in order to understand the expectations of the trainees from the training programmes and the extent to which they have understood its objectives. This step enables the training segment to modify the training curricula in such a way that the objectives of the training programme are aligned to those of the trainees.

#### **Intermediate Training Evaluation:**

Training and development segment wants to ensure that training is progressing as expected. Mid-course corrections can be made in the event of deviation from the envisaged objectives. For example, if trainees perceive that a training programme is aimed at building communication skill is more theory-oriented, rather than practice-oriented, the feedback

may be useful to modify the instruction method. Thus, it serves as a verifying tool.

### **Post-Training Evaluation:**

The criteria used for assessing the impact of training programme include Reaction, Learning, Behaviour and Results (RLBR).

- **Reactions:** This measures the degree of satisfaction of trainees with the training programme, namely subject matter and content of training programme, the environment, methods of training etc. The outcome of evaluation of reaction may be useful in further strengthening the areas the participants find it more useful and in modifying the areas they find it not useful. Negative reactions may dampen the spirit of participation in future training programmes. However, positive reactions may not provide complete information about the effectiveness of the programme.
- **Learning:** It measures the degree to which trainees have acquired new knowledge, skill or competencies. The trainer has to measure the knowledge and skill level of trainees in the beginning of the programme. It is supposed to be the baseline or standard. Again the level of knowledge and skills obtained at the end of training is measured and compared against the standard. Thus pre and post training comparison helps to assess the improvement level.
- **Behaviour:** Similarly, a comparison of pre and post training behaviour may reveal the impact of training on behaviour modification. Yet, unfortunately, much of what is learnt during training cannot be used on the job owing to lack of resources or conducive environment. In such a case, one cannot say that the training is ineffective. It follows that when training environment is similar to actual work environment, such a climate facilitates transfer and application of learning.
- **Results:** Generally, it is difficult to measure precisely the impact of training on business performance which depends on several other factors like economic climate, marketing, size of investment, etc. However, certain measures like productivity, sales volume and profit, etc., may be compared before and after the training episode. Any improvement may be partially attributed to the training imparted. Besides, return on investment, cost benefit analysis and benchmarking are other methods to assess the value of training.

### **11.2.2 Purposes of Training Evaluation:**

Certain purposes guide and dictate the need for evaluation; the purposes behind training evaluation are wide enough. Training evaluation will have at least one purpose as its primary focus. If the training cannot fulfill achieving the planned business need, then you are required to identify the root cause and take remedial measures.

**The purposes of training evaluation are as follows:**

- To justify the role of training, considering budget availability and cutback situations
- To improve the quality of training for employee development, training delivery, trainer deployment, duration, methodology, etc.
- To assess the effectiveness of the overall programme, quality, and competency of the trainer
- To justify the course through cost-benefit analysis and ROI approach

The evaluation data, once collected, takes many forms, and is highly valuable.

**It can also be used to do the following:**

- Provide feedback on whether the training or development activity is effective in achieving its aims
- Indicate the extent to which trainees apply what they have learned back in the workplace (transfer of training), an issue which many organizations find they have problems with
- Provide information on how to increase the effectiveness of current or later development activities
- Demonstrate the overall value and worth of development activities.

The purposes of evaluation further extends to gauging the effectiveness, effects of training on shaping attitudes, improving performance, reducing rejections, lowering machine downtime, enhancing job quality, enhancing the market share, penetrating new markets, increasing sales, improving quality of work life, promoting interpersonal communication, etc.

The preceding factors speak about the complexity of any effort to evaluate training. These factors further emphasize the importance of being clear about the purpose and the process of evaluation.

In fact, effective evaluation must be carefully planned while designing the training. Obviously then, the evaluation plan should precede training and not follow it. Meticulously planned and well-conducted evaluation provides useful information to the institute, the trainer, participants, and sponsoring organizations.

**The output of training evaluation will serve:**

- To illustrate the real worth of a training
- To pinpoint where improvement is required in forthcoming training programmes
- To assess effectiveness of the overall course, trainer, and the training methods

- To carry out cost-benefit analysis to justify the amount spent; to prove that the benefits outweigh the cost
- To formulate a basis for making rational decisions about future training plans
- To justify the role of training for budget purposes and in cutback situations of budget crunch.

Summarily, you are required to improve the quality of the training, concentrating on the trainers' competency, training design, content of the course, participant profile, expected behavioural outcomes, methods used, length of training, achievement of the training objectives by means of improving the training delivery as a whole. Knowing the purposes of training evaluation, you will now be acquainted with the process through evaluation.

### 11.2.3 Principles of Training Evaluation:

- Evaluation specialist must be clear of the training program and also about the goals and purposes of evaluation.
- Evaluation should be continuous.
- Evaluation must be specific.
- Evaluation must provide the means and focus for trainers to be able to appraise themselves, their practices, and their products.
- Evaluation must be based on objective methods and standards.
- Realistic target dates must be set for each phase of the evaluation process.

### 11.2.4 Steps in The Process of Evaluating Training: Before Training, During Training and After Training:

The process of training evaluation has been defined by A. C. Hamblin as "any attempt to obtain information on the effects of training performance and to assess the value of training in the light of that information". Thus, evaluation of training effectiveness refers to the process of obtaining information on the effects of a training programme and assessing the value of training in the light of the information so obtained.

#### Three steps in the process of evaluation training is given below:

- **Before Training:** Generally the HR manager or the employee's supervisor appraises the employee's skills and knowledge before the training programme. Employee is asked to give his/her opinions on the methods of the training used and whether those methods confirm to his/her preferences and learning style.
- **During Training:** This is the step which instruction is started. This step usually consists of short tests at regular intervals.

- **After Training:** This is the step when employee's skills and knowledge are assessed again to measure the effectiveness of the training. This phase is designed to determine whether training has had the desired effect at individual department and organizational levels. There are various evaluation techniques for this phase.

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## 11.3 COST BENEFIT ANALYSIS AND ROI

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ROI is a calculation of the most tangible financial gains or benefits that can be expected from a project versus the costs for implementing the suggested program or solution. Cost Benefit Analysis (CBA) is more comprehensive than ROI, and attempts to quantify both tangible and intangible (or "soft") costs and benefits.

### 11.3.1 Cost Benefit Analysis:

A cost-benefit analysis is a systematic process that businesses use to analyse which decisions to make and which to forgo. The cost-benefit analyst sums the potential rewards expected from a situation or action and then subtracts the total costs associated with taking that action. Some consultants or analysts also build models to assign a dollar value on intangible items, such as the benefits and costs associated with living in a certain town.

#### Key Takeaways:

- A cost-benefit analysis is the process used to measure the benefits of a decision or taking action minus the costs associated with taking that action.
- A cost-benefit analysis involves measurable financial metrics such as revenue earned or costs saved as a result of the decision to pursue a project.
- A cost-benefit analysis can also include intangible benefits and costs or effects from a decision such as employees morale and customer satisfaction.
- More complex cost-benefit analysis may incorporate sensitivity analysis, discounting of cashflows, and what-if scenario analysis for multiple options.
- All else being equal, an analysis that results in more benefits than costs will generally be a favourable project for the company to undertake.

### 11.3.2 Understanding Cost-Benefit Analysis:

Before building a new plant or taking on a new project, prudent managers conduct a cost-benefit analysis to evaluate all the potential costs and revenues that a company might generate from the project. The outcome of the analysis will determine whether the project is financially feasible or if the company should pursue another project.

In many models, a cost-benefit analysis will also factor the opportunity cost into the decision-making process. Opportunity costs are alternative benefits that could have been realized when choosing one alternative over another. In other words, the opportunity cost is the forgone or missed opportunity as a result of a choice or decision.

Factoring in opportunity costs allows project managers to weigh the benefits from alternative courses of action and not merely the current path or choice being considered in the cost-benefit analysis. By considering all options and the potential missed opportunities, the cost-benefit analysis is more thorough and allows for better decision-making.

Finally, the results of the aggregate costs and benefits should be compared quantitatively to determine if the benefits outweigh the costs. If so, then the rational decision is to go forward with the project. If not, the business should review the project to see if it can make adjustments to either increase benefits or decrease costs to make the project viable. Otherwise, the company should likely avoid the project.

With cost-benefit analysis, there are a number of forecasts built into the process, and if any of the forecasts are inaccurate, the results may be called into question.

### **11.3.3 The Cost-Benefit Analysis Process:**

There is no single universally accepted method of performing a cost-benefit analysis. However, every process usually has some variation of the following five steps.

#### **Identify Project Scope:**

The first step of a cost-benefit analysis is to understand your situation, identify your goals, and create a framework to mold your scope. The project scope is kicked off by identifying the purpose of the cost-benefit analysis. An example of a cost-benefit analysis purpose could be "to determine whether to expand to increase **market share**" or "to decide whether to renovate a company's website".

This initial stage is where the project planning takes place, including the timeline, resources needed, constraints, personnel required, or evaluation techniques. It is at this point that a company should assess whether it is equipped to perform the analysis. For example, a company may realize it does not have the technical staff required to perform an adequate analysis.

During the project scope development phase, key stakeholders should be identified, notified, and given a chance to provide their input along the process. It may be wise to include those most impacted by the outcome of the analysis depending on the findings (i.e. if the outcome is to renovate a company's website, IT may be required to hire multiple additional staff and should be consulted).

**Determine the Costs:**

With the framework behind us, it's time to start looking at numbers. The second step of a cost-benefit analysis is to determine the project costs. Costs may include the following.

- Direct costs would be direct labour involved in manufacturing, inventory, raw materials, manufacturing expenses.
- Indirect costs might include electricity, overhead costs from management, rent, utilities.
- Intangible costs of a decision, such as the impact on customers, employees, or delivery times.
- Opportunity costs such as alternative investments, or buying a plant versus building one.
- Cost of potential risks such as regulatory risks, competition, and environmental impacts.

When determining costs, it's important to consider whether the expenses are reoccurring or a one-time cost. It's also important to evaluate whether costs are variable or fixed; if they are fixed, consider what step costs and relevant range will impact those costs.

"Costs" can be financial (i.e. expenses recorded on an income statement) or non-financial (i.e. negative repercussions on the community).

**Determine the Benefits:**

Every project will have different underlying principles; benefits might include the following:

- Higher revenue and sales from increased production or new product.
- Intangible benefits, such as improved employee safety and morale, as well as customer satisfaction due to enhanced product offerings or faster delivery.
- Competitive advantage or market share gained as a result of the decision.

An analyst or project manager should apply a monetary measurement to all of the items on the cost-benefit list, taking special care not to underestimate costs or overestimate benefits. A conservative approach with a conscious effort to avoid any subjective tendencies when calculating estimates is best suited when assigning a value to both costs and benefits for a cost-benefit analysis.

Analysts should also be aware of the challenges in determining both explicit and implicit benefits. Explicit benefits require future assumptions about market conditions, sales quantities, customer demands, and product expectations. Implicit costs, on the other hand, may be difficult to



calculate as there may be no simple formula. For example, consider the example above about increasing employee satisfaction; there is no formula to calculate the financial impact of happier workers.

### **Compute Analysis Calculations:**

With the cost and benefit figures in hand, it's time to perform the analysis. Depending on the time frame of the project, this may be as simple as subtracting one from another; if the benefits are higher than the cost, the project has a net benefit to the company.

**Some cost-benefit analysis require more in-depth critiquing. This may include:**

- Applying discount rates to determine the net present value of cash flows.
- Utilizing various discount rates depending on various situations.
- Calculating cost-benefit analysis for multiple options. Each option may have a different cost and different benefit.
- Level-setting different options by calculating the cost-benefit ratio.
- Performing sensitivity analysis to understand how slight changes in estimates may impact outcomes.

### **Make Recommendation and Implement:**

The analyst that performs the cost-benefit analysis must often then synthesize findings to present to management. This includes concisely summarizes the costs, benefits, net impact, and how the finding ultimately support the original purpose of the analysis.

Broadly speaking, if a cost-benefit analysis is positive, the project has more benefits than costs. A company must be mindful of limited resources that might result in mutually-exclusive decisions. For example, a company may have a limited amount of capital to invest; although a cost-benefit analysis of an upgrade to its warehouse, website, and equipment are all positive, the company may not have enough money for all three.

Not all cost-benefit analysis that result in net benefit should be accepted. For example, a company must consider the project's risk, coherence to its company imagine, or capital limitations,

### **11.3.4 Advantages & Disadvantage of Cost-Benefit Analysis:**

#### **Advantages of Cost-Benefit Analysis:**

There's plenty of reasons to perform cost-benefit analysis. The technique relies on data-driven decision-making; any outcome that is recommended relies on quantifiable information that has been gathered specific to a single problem.



A cost-benefit analysis requires substantial research across all types of costs. This means considering unpredictable costs and understanding expense types and characteristics. This level of analysis only strengthens the findings as more research is performed on the state of outcome for the project that provides better support for strategic planning endeavours.

A cost-benefit analysis also requires quantifying non-financial metrics (i.e. what is the financial benefit of increased employee satisfaction?). Although this may be difficult to assess, it forces the analyst to consider aspects of the project that are more difficult to measure. The ultimate result of a cost-benefit analysis is to deliver a simple report that makes it easier to make decisions.

### **Disadvantage of the Cost-Benefit Analysis:**

For projects that involve small- to mid-level capital expenditures and are short to intermediate in terms of time to completion, an in-depth cost-benefit analysis may be sufficient enough to make a well-informed, rational decision. For very large projects with a long-term time horizon, a cost-benefit analysis might fail to account for important financial concerns such as inflation, interest rates, varying cash flows, and the present value of money.

One of the benefits of using the net present value for deciding on a project is that it uses an alternative rate of return that could be earned if the project had never been done. That return is discounted from the results. In other words, the project needs to earn at least more than the rate of return that could be earned elsewhere or the discount rate.

However, with any type of model used in performing a cost-benefit analysis, there are a significant amount of forecasts built into the models. The forecasts used in any cost-benefit analysis might include future revenue or sales, alternative rates of return, expected costs, and expected future cash flows. If one or two of the forecasts are off, the cost-benefit analysis results would likely be thrown into question, thus highlighting the limitations in performing a cost-benefit analysis.

### **11.3.5 Return on Investment (ROI):**

In business, your investments are the resources you put into improving your company, like time and money. The return is the profit you make as a result of your investments.

**ROI is generally defined as the ratio of net profit over the total cost of the investment:**

ROI is most useful to your **business goals** when it refers to something concrete and measurable, to identify your investment's gains and financial returns. Analysing investments in terms of monetary cost is the most popular method because it's the easiest to quantify, although it's also possible to calculate ROI using time as an investment.

The ROI metric or ROI figure is also applied across different types of investments and industries: return on equity, return on ad spend, return on assets, social return on investment, etc.

### 11.3.6 Why is ROI Important?

Calculating an ROI can help you understand how an investment directly contributes to your business. This is a useful tool for evaluating your past business decisions and informing future ones. You can also use information from ROI calculations to compare new business opportunities and decide which to pursue.

If a certain kind of investment returns a high net profit, you can focus more time and energy on similar investments. Investments that don't generate enough profit to cover their costs can indicate that you should try a new strategy or invest in a different area of your business.

### 11.3.7 How to Calculate ROI:

There are multiple methods for calculating ROI. The most common is net income divided by the total cost of the investment, or  $ROI = \text{Net income} / \text{Cost of investment} \times 100$ .

As an example, take a person who invested \$90 into a business venture and spent an additional \$10 researching the venture. The investor's total cost would be \$100. If that venture generated \$300 in revenue but had \$100 in personnel and regulatory costs, then the net profits would be \$200.

Using the formula above, ROI would be \$200 divided by \$100 for a quotient, or answer, of 2. Because ROI is most often expressed as a percentage, the quotient should be converted to a percentage by multiplying it by 100. Therefore, this particular investment's ROI is 2 multiplied by 100, or 200%.

#### Compare that to another example:

An investor put \$10,000 into a venture without incurring any fees or associated costs. The company's net profits were \$15,000. The investor made \$5,000. It is significantly more than the \$200 in net profits generated in the first example. However, the ROI offers a different view: \$15,000 divided by \$10,000 equals 1.5. Multiplying that by 100 yields an ROI of 150%.

Although the first investment strategy produced fewer dollars, the higher ROI indicates a more productive investment.

Another possible method to calculate ROI is investment gain divided by investment base, or  **$ROI = \text{Investment gain} / \text{Investment base}$** . There are numerous other ways to calculate ROI, so when discussing or comparing ROIs between departments or businesses, it is important to clarify which equation was used to determine the percentage. Each equation may measure a specific set of investments. ROI is shown as a percentage instead of a ratio for ease of understanding.

### 11.3.8 How to Increase Your ROI:

Depending on the kinds of investments you want to make, the best way to increase returns will change. However, there are a few universal strategies you can try out before making investments to better your chances of getting a high ROI.

#### **Make analytics your friend:**

Samantha's social media spend is a good example of the importance of using tools with advanced analytics capabilities. When considering an investment requiring the use of a platform or external software, pay attention to the **reporting features** different providers offer. Statistics like **website traffic** and customer engagement are particularly useful when measuring the success of an investment.

#### **Know your market:**

Effectively connecting with your target audience is one of the best ways to boost your ROI. Investments that will deepen your knowledge of your target market or increase their engagement with your brand will likely have high returns because these are the people who are most likely to buy from you.

Examples of investments you can make to connect with your target market include conducting **marketing research** and creating targeted ad campaigns with your audience in mind.

#### **Be willing to experiment:**

The real test of any idea's value will come in the market, so don't be afraid to try something that doesn't come with a tried-and-true track record. Start small with more experimental tactics—you can measure ROI over a shorter period of time to test whether an investment is worth expanding.

The more practice you have with thinking about your ROI, the more refined your decision making will become. ROI is only a single performance metric, but it's one of the most essential tools for business owners looking to get the most out of their investments.

### 11.3.9 What Are the Benefits of ROI?

Benefits of ROI ratios include the following:

- **Generally easy to calculate:** Few figures are needed to complete the calculation, all of which should be available in financial statements or balance sheets.
- **Comparative analysis capability:** Because of its widespread use and its ease of calculation, more comparisons can be made for investment returns between organizations.

- **Measurement of profitability:** ROI relates to net income for investments made in a specific business unit. This provides a better measure of profitability by company or team.

### 11.3.10 What Are the Limitations of ROI?

ROI is one of the most common investment and profitability ratios used today. However, it does have some drawbacks. These include the following:

- **Inability to consider time in the equation:** On the surface, the higher ROI seems like the better investment. But an investment that takes 10 years to produce a higher ROI pales in comparison to a second investment that takes just one year to produce a slightly lower ROI.
- **ROI calculations can differ between businesses:** Because there are different equations to calculate ROI, not every business uses the same one, making the comparison between investments irrelevant.
- **Managers might only select investments with larger ROIs:** Some investments with lower ROIs may still increase the value of a business. But suboptimal choices could lead to poor allocation of resources.
- **No way to account for nonfinancial benefits:** Using the ROI for new computers as an example, a business can use specific dollar amounts to calculate the net profit and total costs to come up with ROI. However, calculating the value of improved worker morale as a result of getting new computers is difficult. Businesses can, however, calculate ROIs for such nontangible benefits by labelling these calculations as soft ROIs, while the calculations made with tangible dollar amounts are called hard ROIs.

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## 11.4 SELF-ASSESSMENT QUESTION

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### Fill in the Blank:

1. \_\_\_\_\_ the systematic process of collecting information and using that information to improve your training.
2. An evaluation is made in the beginning of the training programme in order to understand the expectations of the trainees from the training programmes and the extent to which they have understood its objective is known as \_\_\_\_\_
3. Training and development segment wants to ensure that training is progressing as expected is known as \_\_\_\_\_
4. The criteria used for assessing the impact of training programme include Reaction, Learning, Behaviour and Results (RLBR) is known as \_\_\_\_\_

5. \_\_\_\_\_ measures the degree of satisfaction of trainees with the training programme
6. \_\_\_\_\_ measures the degree to which trainees have acquired new knowledge, skill or competencies.
7. A comparison of pre and post training behaviour may reveal the impact of training on \_\_\_\_\_
8. The HR manager or the employee's supervisor appraises the employee's skills and knowledge \_\_\_\_\_
9. The step which instruction is started and usually consists of short tests at regular intervals is called \_\_\_\_\_
10. \_\_\_\_\_ is more comprehensive than ROI, and attempts to quantify both tangible and intangible (or "soft") costs and benefits.
11. \_\_\_\_\_ is a calculation of the most tangible financial gains or benefits that can be expected from a project versus the costs for implementing the suggested program or solution.
12.  $ROI = \text{Investment gain} / \text{_____}$
13. Initial stage is where the project planning takes place, including the timeline, resources needed, constraints, personnel required, or evaluation techniques is known as \_\_\_\_\_

**Answers:**

1. Training evaluation
2. Pre-Training Evaluation
3. Intermediate Training Evaluation
4. Post-Training Evaluation
5. Reactions
6. Learning
7. behaviour modification.
8. Before Training.
9. During Training
10. Cost Benefit Analysis (CBA)
11. ROI
12. Investment base
13. Identify Project Scope

### Questions:

1. What Is Training Evaluation?
2. What Are The Three Types Of Training Evaluation
3. What Are The Steps In The Process Of Evaluating Training
4. Understanding Cost-Benefit Analysis
5. Advantages & Disadvantage Of Cost-Benefit Analysis
6. Understanding Return On Investment ROI
7. How To Calculate ROI
8. What Are The Benefits Of ROI?
9. What Are The Limitations Of ROI?

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## 11.5 SUMMARY

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Training evaluation can be defined as any attempt to obtain information (feedback) on the effects of training program and to assess the value of training in the light of that information for improving further training.

Generally four different criteria are used to evaluate training programme namely reaction of trainees, knowledge acquired, behaviour modification and other job performance parameters like reduced accidents, increased productivity, lowered absenteeism leading sales etc.

There are three types of Training Evaluation Pre-Training Evaluation, Intermediate Training Evaluation and Post-Training Evaluation.

The criteria used for assessing the impact of training programme include Reaction, Learning, Behaviour and Results (RLBR).

There are Three steps in the process of evaluation training are given such as Before Training, During Training and After Training

Cost Benefit Analysis (CBA) is more comprehensive than ROI, and attempts to quantify both tangible and intangible (or “soft”) costs and benefits.

The Cost Benefit Analysis (CBA) process is sub – divided into five steps such as Identify Project Scope, Determine the Costs, Determine the Benefits, Compute Analysis Calculations and Make Recommendation and Implement

ROI is a calculation of the most tangible financial gains or benefits that can be expected from a project versus the costs for implementing the suggested program or solution

There are multiple methods for calculating ROI. The most common is net income divided by the total cost of the investment, or  $ROI = \text{Net income} / \text{Cost of investment} \times 100$ .

Benefits of ROI ratios include the following Generally easy to calculate, Comparative analysis capability and Measurement of profitability.

ROI is one of the most common investment and profitability ratios used today. However, it does have some drawbacks. These include the following Inability to consider time in the equation, ROI calculations can differ between businesses, Managers might only select investments with larger ROIs and No way to account for nonfinancial benefits.

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## 11.6 KEYWORDS

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- **Training evaluation** the systematic process of collecting information and using that information to improve your training.
- **Pre-Training Evaluation** Identify your respondents' prior knowledge and understanding of the topic.
- **Intermediate Training Evaluation** Training and development segment wants to ensure that training is progressing as expected.
- **Post-Training Evaluation** The criteria used for assessing the impact of training programme include Reaction, Learning, Behaviour and Results (RLBR).
- **Reactions** This measures the degree of satisfaction of trainees with the training programme
- **Learning** It measures the degree to which trainees have acquired new knowledge, skill or competencies.
- **Behaviour** a comparison of pre and post training behaviour may reveal the impact of training on behaviour modification.
- **Before Training** Generally the HR manager or the employee's supervisor appraises the employee's skills and knowledge before the training programme.
- **During Training** This is the step which instruction is started. This step usually consists of short tests at regular intervals.
- **Cost Benefit Analysis (CBA)** is more comprehensive than ROI, and attempts to quantify both tangible and intangible (or "soft") costs and benefits.
- **Return Of Investment ROI** is a calculation of the most tangible financial gains or benefits that can be expected from a project versus the costs for implementing the suggested program or solution.

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## MANAGEMENT DEVELOPMENT

### Unit Structure

- 12.0 Objective
- 12.1 Introduction
- 12.2 Concept of Management Development
- 12.3 Need for Management Development
- 12.4 Characteristics and Purpose of Management Development
- 12.5 Basic Features and Primary Aims of Management Development
- 12.6 Principles of Management Development
- 12.7 Techniques of Management Development
- 12.8 Self-Assessment Question
- 12.9 Summary
- 12.10 Keywords
- 12.11 Reference

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### 12.0 OBJECTIVE

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- Introduction to Management Development
- Concept of Management Development
- Need For Management Development
- Characteristics and Purpose of Management Development
- Basic Features and Primary Aims of Management Development
- Principles of Management Development
- Techniques of Management Development

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### 12.1 INTRODUCTION

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Management development is a part of a large process of development and learning which a significant area of human developments. In human society there is a continuous growth which takes place through a continuous process of exploration, discovery and acquisition of knowledge.

When we talk about management development, one is likely to overlook the total process of development which takes into account the development of all employee. It is an educational and theoretical knowledge and managerial skills in an organized manner.

The main aim of this education is to increase the ability of managers for betterment. Management development consists of all the means by which management learn to improve their behaviour and performance.

Those in the field of organizational behaviour tend to be over conscious of the needs for management development without – paying significant attention to ensure that the entire segment of industrial and business activity is viewed as a development process and is attuned to the overall objectives of the society.

It is true that the development of leadership constitutes an important area and it has vital links in mobilizing the resources of an organization. It is not possible to employ resources to organize an all-round developmental activity immediately, but an organisation tries to apportion to its own resources in such a long duration.

The concern for this stems from the basic necessity to groom those who are in the activities of a larger segment of the industrial world are properly and effectively trained. These men need to be given opportunities for realizing their potential in the interest of an organization.

In India, where one-third of the population lives below the poverty line and there is a high degree of illiteracy, there are insurmountable barriers in the way of achieving development.

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## **12.2 CONCEPT OF MANAGEMENT DEVELOPMENT**

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“Executive or management development is a planned process of learning and growth designed to bring behavioural change among the executives.”

It is continuous process of learning. It implies that there will be a change in knowledge and behavior of the individuals undergoing development programme. The employee will be able to perform his present job better and will increase his potential for future work.

Managers develop themselves by participating in formal training courses organised by the organisation. They also make use of actual job experience in learning new behavior and the organisation must provide opportunities for development of its managers. But an equal, but more important, counterpart to the efforts of the organisation is those of the individuals. Self-development is an important concept in the whole programme of executive development.

Management development is a process in which managers working at different levels learn and improve their ability, capability, knowledge and skills for improving the performance of individual as well as organisation. The effectiveness of managers at work contributes a lot to the success of every organisation.

The new approach of human resource management is that money used in development of employees and managers is considered as an investment and not as a cost. Along with their jobs the managerial staff is provided

opportunities to learn and improve their competencies. This whole process is known as management development.

The managerial staff is prepared to improve their performance on present jobs and preparing them for further assignments also. Management development is a systematic process of training and growth by which managerial personnel gain and supply skills, knowledge, attitudes and insights to manage the work in their organisations effectively and efficiently.

Management development programme includes the activities — short courses, leadership courses, management education and training programmes, coaching, guiding and mentoring. These programmes can be conducted in-house or outside by consultants or experts.

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### **12.3 NEED FOR MANAGEMENT DEVELOPMENT**

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The growth and development of any organization depends on the quality of workforce it has, and the quality of such workforce depends on the quality of management personnel (that means skill, knowledge, ability, attitudes of management people) of the company.

Since, procurement, motivation, development of workers are part of managerial functions, qualitative functioning of such activities are influenced greatly by degree and qualities of skill, ability, competencies and attitudes of such managerial personnel.

Hence, management development programmes are needed to compensate and strengthen the deficit areas of knowledge, skill, abilities of the executives so that they can perform their present job well and also future job when assigned in terms of objectives / strategies of the company.

However, the need for management development can be ascertained from the following:

#### **Social Obligation:**

Organization is a part of society. Society has expectations, demands for its growth and development from societal members including organization/s functioning in the society. Organization can fulfill societal demands / requirement if managers are capable enough to analyse social obligations to present cases as spokesperson of the society to the company, to develop a bridge between company thinking and societal expectations, to make the society aware of Contributions Company made for amelioration and well-being of the members of the society.

Hence, management development is needed to prepare capable and effective managers.

#### **Effect of Globalization:**

Because of globalization, multinational corporations (MNCs) and transnational corporations (TNCs) have entered in the market resulting in, stiff

competition amongst the market players. In such a situation, it becomes difficult for the domestic companies to survive in the context of quality goods they supply and the price they fix for the customers.

It is, therefore, imperative need for the companies to have world class workers for production of world class product at reasonable cost; and the companies can have such dynamic workforce if, they have highly skilled, committed, dynamic pool of management personnel who can prepare the workers' community according to need, requirement of the companies. So, here is the necessity of management development to face the challenges emanated from the globalization.

### **Effective Functioning of Line Management:**

Line management/technocrats are well conversant with technicalities of production activities but, they may lack adequate skill, abilities in human relations development and conceptual areas of the company. For effective functioning of their work they need improvement, development of their skills in those areas where they lack.

Hence, management development programmes are required to be conducted to promote enhancement of human skill and conceptual skill of technocrats, line managers of organizations so that, they can perform their job better in terms of need, requirement of the companies.

### **Excellent Quality of Work of Non-Technical Higher Management:**

Technical skill is required for excellent performance by nontechnical managers. Requirement of technical skill of management personnel varies in degree considering grade/strata of the management to which they belong. Higher level management may need some knowledge/skill in technical areas and so, for better functioning they need to acquire skill in this area.

Management development programme designed to impart technical skill to such non-technical higher management personnel may facilitate to deliver excellent quality of work by them.

### **Use of Latest Technologies:**

Every organization needs to use latest technologies in its operational and service activities so that, quality goods at minimum cost can be produced to face competition with the market players but, these latest technologies cannot be effectively used if, the managers are not given proper training to have acquaintances with technologies, its operative areas, use, effectiveness, probable problems, etc.

### **Change in Economic Policy:**

Change in economic policy creates a new business climate and work culture in organization where re-inventing of management practices appears to be of much necessity. New areas are required to be explored for expansion and diversification of business; continuous improvement of

quality in services and products needs to be emphasised; issues like retention of customers and search out for new customer be prioritized.

For all these, executives need an enrichment of knowledge, specific thought pattern, creative thinking, analytical ability, meaningful vision and foresightedness, and this is possible through organizing tailor-made development programmes which may enable higher management to explore new areas and to practice in the company to confront changes.

### **Smooth and Effective Functioning of Business Activities:**

Workers perform business and industrial activities under the guidance and supervision of management. Management personnel play the role of guide, coach, motivator, leader of the people at work. Workers can be effective if the decisions, directions, guidance of the management are proper, perfect and accurate.

So, for smooth, effective and uninterrupted functioning of business activities managers should have leadership qualities, proper knowledge, skill in decision making and also should introduce schemes like employee involvement, empowerment and participation in organization. For all this, management development programme should be of much use.

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## **12.4 CHARACTERISTICS AND PURPOSE OF MANAGEMENT DEVELOPMENT**

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### **Characteristics of Management Development:**

Characteristics of Management Development are as follows:

- It is an organised process of learning rather than a haphazard or trial and error approach.
- It is a long term process as managerial skills cannot be developed overnight.
- It is an ongoing exercise rather than a “one-shot” affair. It continues throughout an executive’s entire professional career because there is no end to learning.
- Management development aims at preparing managers for better performance and helping them to realise their full potential.
- Executive development is guided self-development. An executive can provide opportunities for development of its present and potential managers. The impetus for learning has to come from the executive himself. Executive development is possible only when the individual has the desire to learn and practice what he learns.

The organisation can provide the environment for development or advancement but the initiative for development has to be taken by the individual himself. Unless the person has the required potential and urge, he cannot be considered fit for development. He can also be given the

necessary guidance to help him face the present job's problems or to prepare him for the higher jobs. Training is also necessary to prevent obsolescence of knowledge and skills of individuals.

Executive development programmes seek to develop the overall personality of the executives and not only the skills necessary to do the job efficiently. The job of executive is a very challenging one. So, the executive development programmes should be more concerned with conceptual and human skills of the executives. A comprehensive development programme uses various learning aids to increase the knowledge, decision making ability, skill in dealing with people and maturity of the managers.

### **Purpose of Management Development:**

The purpose or objective of Management Development programmes are discussed below:

- To sustain better performance of managers throughout their careers.
- To improve the existing performance of managers at all levels.
- To encourage existing managers to increase their capacity to assume and handle greater responsibility.
- To enable the organisation to have the availability of required number of managers with the required skills to meet the present and anticipated (future) needs of the organisation.
- To replace elderly executives who have risen from the ranks by highly competent and academically qualified professionals.
- To provide opportunities to the executives to fulfill their career aspirations.
- To ensure that the managerial resources of the organisation are utilised optimally.

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## **12.5 BASIC FEATURES AND PRIMARY AIMS OF MANAGEMENT DEVELOPMENT**

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Generally, management development related to a systematic process of learning and growth by which managerial personnel gain and also apply to knowledge, skills, attitudes and insights to manage the work in their organisations effectively and efficiently. It is an educational process through which executives learn conceptual and theoretical knowledge and managerial skills in an organised manner.

The main aim of formal education for manager is to increase his ability to learn from experience. Management development involves relating experience to learning.

### **Basic Features of Management Development:**

Basic features of Management Development has been explained in the followings:

- Management development is a planned and organized process of learning.
- It is an ongoing or never ending exercise. It continuous throughout an executive's entire professional career because there is no end to learning.
- It is a long-term process as managerial skills cannot be developed overnight
- It is guided self-development. An organisation can provide full opportunities for development of its present and potential managers.
- It aims at preparing managers for better performance and helping them to realise their full potential.

### **The Primary Aims of Management Development:**

The primary aims are:

- To ensure that the company is staffed both now and in the future with a sufficient number of managers with necessary skills, experience and ability to secure continued growth and profitability – the right man or woman at the right time in the right place. Thus we will have a steady source of competent people at all levels to meet organisational needs at all times.
- To check that human resources of a company are being properly and fully used, and that potential and talent in human terms are neither wasted nor overlooked, and they are offered ample and timely scope to grow, so that both individuals as well as organisational needs are adequately met. This will ensure optimum utilisation of human capital.
- To provide an opportunity for staff within a company to prepare themselves for higher assignments and to reach their maximum capabilities.

The staff should be enabled to fulfil their career expectations by training that will enable them to do a bigger and a richer job which they can get through a sound promotion policy, viz., promotion from within.

In addition, there are many other objectives, such as to prevent managerial obsolescence (becoming out-of-date), to prepare for new business and expansions, to replace old executives with younger talents, to Indianize management, to promote a high morale and good organisational climate, to adapt quickly to changing conditions, to secure more harmonious teamwork, to promote productivity, profits and so on.



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## 12.6 PRINCIPLES OF MANAGEMENT DEVELOPMENT

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Based on research and experience, a number of principles have been evolved which should serve as guides in creating and maintaining an effective management development.

**Such principles are as follows:**

- **All development is self-development:** It means that people are developed not so much by others as by themselves. This principle highlights the importance of an individual candidate's inner motivation and basic abilities. The primary responsibility must rest upon the person to be developed.
- **Development is closely akin to education:** Development is more closely akin to education than it is to specific training in skills because the development programme aims at overall growth of an individual to enable him/her to achieve the desired objectives.
- **Gearing to individual differences:** Too much emphasis should not be laid on uniformity of development efforts. Instead, development efforts should be geared to individual differences. An individual must be helped, and the development programme should be so planned as can create an environment in which self-development is stimulated and facilitated.
- **Long-range process:** An executive cannot be developed just by taking a course, holding a job, reading a book, or attending a seminar or conference. Such development is rather a long-range process with individual development programmes running into many years.
- **Adequate facilities:** For encouraging self-development, it is necessary to create an effective organisational climate, making all developmental facilities available.
- **Adequate rewards:** The people who display interest and activity in development should be rewarded appropriately.
- **Effective immediate supervisor:** The immediate supervisor exercises a key influence. The supervisor should emphasise on high-quality performance, supportive coaching and proper counselling.

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## 12.7 TECHNIQUES OF MANAGEMENT DEVELOPMENT

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Manager needs include managerial skills and needs. Managerial skills include decision-making skills and interpersonal skills. Manager needs include job knowledge, organization knowledge, general knowledge, specific individual needs and other needs. Various management development techniques are grouped under two categories viz., manager needs and on-the-job and off-the-job techniques.



There are mainly two types of techniques by which managers can acquire the knowledge, skills and attitudes and make themselves competent managers. One is through formal training and the other is through on-the-job experiences.

On-the-job training is of utmost importance as the real learning takes place only when the learner uses what he has learnt. The saying “An ounce of practice is worth tons of theory” is true whoever said it. But it should also be remembered that class-room training or pedagogical techniques have also got their own importance in gaining new knowledge, and learning new techniques, and broader concepts.

Learning is haphazard without background and, learning can never be called true learning if it is just theory without practice. When on-the-job training is properly balanced with the classroom training, the real learning takes place.

The following are some of the important on-the-job and off-the-job techniques of management development.

### **On-The-Job Techniques:**

These are the most widely used techniques. No other technique may interest the trainee so much as these do since the location of the learner is not an artificial one as the classroom. The success of these techniques depends on the immediate supervisor and how good a teacher he is. On-the-job techniques are especially useful for certain groups like scientific and technical personnel.

Though the costs of training initially appear to be low they may turn out to be high when wastages of all kinds are considered under this type of training.

This method of learning in isolation may prove to be inadequate but in combination with the other techniques will be excellent.

### **The important on-the-job training techniques are:**

#### **Coaching:**

In coaching the trainee is placed under a particular supervisor who acts as an instructor and teaches job knowledge and skills to the trainee. He tells him what he wants him to do, how it can be done and follows up while it is being done and corrects errors.

“Coaching should be distinguished from counselling.... Counselling... involves a discussion between the boss and his subordinates of areas concerned with the man’s hopes, fears, emotions, and aspirations. It reaches into very personal and delicate matters. To be done correctly, counselling demands considerable background and ability on the part of the counsellor. If carried out poorly, it may do considerable damage.”

The act of coaching can be done in several ways. The executive apart from asking them to do the routine work may ask them to tackle some complex problem by giving them chance to participate in decision-making.

One of the important limitations of this technique is that the individual cannot develop much beyond the limits of his own boss's abilities.

### **Job Rotation:**

The transferring of executives from job to job and from department to department in a systematic manner is called Job Rotation. When a manager is posted to a new job as part of such a programme, it is not merely an orientation assignment. He has to assume the full responsibility and perform all kinds of duties.

The idea behind this is to give him the required diversified skills and a broader outlook, which are very important at the senior management levels. It is up to the management to provide a variety of job experiences for those who have the potential for higher ranks before they are promoted.

Job rotation increases the interdepartmental cooperation and reduces the monotony of work. It makes the executives in general management and does not allow them to confine themselves to their specialised field only.

### **Understudy:**

“An understudy is a person who is in training to assume at a future time, the full responsibility of the position currently held by his superior.” This method supplies the organisation a person with as much competence as the superior to fill his post which may fall vacant because of promotion, retirement or transfer.

An understudy may be chosen by the department or its head. He will then teach what all his job involves and gives him a feel of what his job is. This under study also learns decision-making as his superior involves him in the discussion of daily operating problems as well as long-term problems. The leadership skills can also be taught by assigning him the task of supervising two or three people of the department.

### **Multiple Management:**

Multiple Management is a system in which permanent advisory committees of managers study problems of the company and make recommendations to higher management. It is also called Junior-board of executives system. These committees discuss the actual problems and different alternative solutions after which the decisions are taken.

The technique of multiple management has certain advantages over the other techniques.

**They are:**

- Members have the opportunity to acquire the knowledge of various aspects of business.
- It helps to identify the members who have the skills and capabilities of an effective manager.
- Members have the opportunity to participate in the group interaction and thereby gain the practical experience of group decision-making.
- It is relatively an inexpensive method; and
- Considerable number of executives can be developed in a short span of time.

**On-the-Job Experience:**

Managers learn and acquire various skills and knowledge by doing the job assigned. This technique can be used along with other techniques of management development.

**Off-The-Job Techniques:**

Because of the fact that on-the-job techniques have their own limitations, these off-the-job techniques are considered important to fill those gaps.

**The following are some of the important off-the-job techniques:**

**The Case Study:**

Case is a description of management problem/situation as viewed or presented to a decision-maker. Cases are prepared on the basis of actual business situations that happened in various organisations. The trainees are given cases for discussing and deciding upon the case. Then they are asked to identify the apparent and hidden problems for which they have to suggest solutions.

The situation is generally described in a comprehensive manner and the trainee has to distinguish the significant facts from the insignificant, analyse the facts, identify the different alternative solutions, select and suggest the best. This whole exercise improves the participant's decision-making skills by sharpening their analytical and judging abilities.

**Why Case Study?**

- Enhances analytic, problem solving and critical thinking skills.
- Participants can master complex knowledge, skills and attitude areas.
- Active participation.
- Encourage learning process- Questioning, interpreting.
- Enhances team problem skills and interaction skills.

**Incident Method:**

This method was developed by Paul Pigou's. It aims to develop the trainee in the areas of intellectual ability, practical judgment and social awareness.

Incidents are prepared on the basis of actual situations which happened in different organisations. Each employee in the training group is asked to study the incident and to make short-term decisions in the role of a person who has to cope with the incident in the actual situation.

Later, the group studies and discusses the incident and takes decisions relating to incident, based on the group interaction and decisions taken by each member. Thus, this method is similar to a combination of case method and in-basket method.

**Role Playing:**

A problem situation is simulated by asking the participants to assume the role of particular person in the situation. The participant interacts with other participants assuming different roles. Mental set of the role is described but no dialogue is provided.

The whole play may be tape-recorded and the trainee may thus be given the opportunity to examine his or her own performance.

Role playing gives the participants vicarious experiences which are of much use to understand people better. This method teaches human relations skills through actual practice. The exemplary role playing situations are: a grievance discussion, employment interview, a sales presentation, etc.

**In-Basket Method:**

The trainees are first given background information about a simulated company, its products, key personnel, various memoranda, requests and all data pertaining to the firm. The trainee has to understand all this, make notes, delegate tasks and prepare memos within a specified amount of time.

**Abilities that this kind of exercise develops are:**

- Situational judgment in being able to recall details, establishes priorities, interrelate items and determine need for more information.
- Social sensitivity in exhibiting courtesy in written notes, scheduling meetings with personnel involved and explaining reasons for actions taken.
- Willingness to make decision and take action.

**Business Games:**

Under this method, the trainees are divided into groups or different teams. Each team has to discuss and arrive at decisions concerning such subjects

as production, pricing, research expenditure, advertising, etc., assuming it to be the management of a simulated firm.

The other teams assume themselves as competitors and react to the decision. This immediate feedback helps to know the relative performance of each team. The team's co-operative decision promotes greater interaction among participants and gives them the experience in co-operative group processes.

All this develops organisational ability, quickness of thinking, leadership qualities and the ability to adopt under stress.

### **Advantages and Disadvantages of Business Games:**

#### **Advantages:**

- Provides efficient learning situation
- Highest level of involvement of participants
- Enhance Decision-Making ability
- Analyse situations logically
- Can be used for cross-functional areas also.

#### **Disadvantages:**

- Improper handling may cause confusion
- Some games lack validation
- May be far from reality
- Too costly
- Time consuming.

#### **Sensitivity Training:**

The main objective of sensitivity training is the "Development of awareness of and sensitivity of behavioural patterns of oneself and others." This development results in the

- increased openness with others,
- greater concern for others,
- increased tolerance for individual differences,
- less ethnic prejudice,
- understanding of group processes,
- enhanced listening skills,
- increased trust and support.

The role played by the trainee here is not a structured one as in role play. It is a laboratory situation where one gets a chance to know more about himself and the impact of his behaviour on others. It develops the managerial sensitivity, trust, and respect for others. One of the limitations of sensitivity training is that it exacts a huge emotional cost from the manager

### **Simulation:**

Under this technique the situation is duplicated in such a way that it carries a closer resemblance to the actual job situation. The trainee experiences a feeling that he is actually encountering all those conditions. Then he is asked to assume a particular role in the circumstances and solve the problems by making a decision. He is immediately given a feedback of his performance.

One of the limitations of this method is that it is very difficult to duplicate the situation to the extent of making the trainee feel the pressures and realities of actual decision-making on the job. The very fact that the trainee knows that it is an artificial situation prevents him from experiencing all that he experiences in real job situation.

### **Managerial Grid:**

It is a six phase programme lasting from three to five years. It starts with upgrading managerial skills, continues to group improvement; improves inter group relations, goes into corporate planning, develops implementation method and ends with an evaluation phase. The grid represents several possible leadership styles. Each style represents a different combination of two basic orientations – concern for people and concern for production.

### **Conferences:**

A conference is a meeting of several people to discuss the subject of common interest. But contribution from members can be expected as each one builds upon ideas of other participants. This method is best suited when a problem has to be analysed and examined from different viewpoints.

It helps the members develop their ability to modify their attitudes. Participants enjoy their method of learning as they get an opportunity to express their views.

The success of the conference depends on the conference leader. In order to make the conference a success, the conference leader must be able to see that the discussion is thorough and concentrate on the central problem by encouraging all the participants to develop alternatives and present their viewpoints and by preventing domination by a few participants.

**Lectures:**

It is the simplest of all techniques. This is the best technique to present and explains series of facts, concepts, and principles. The lecturer organises the material and gives it to a group of trainees in the form of talk.

The main uses of lectures in executive development are:

- It is direct and can be used for a larger group of trainees.
- It presents the overview and scope of the subject clearly.
- It presents the principles, concepts, policies and experiences in the shortest time. Thus, it is a time saving technique.

The lectures do not give scope for student participation and may sometimes be boring which in turn hinders learning. Skills can be learnt only by doing and therefore lectures are of no use for technical skills.

**Behaviour Modelling:**

Behaviour modelling is an approach that demonstrates desired behaviour and provides trainees the chance to practice and role play/imitate those behaviours and receive feedback. This technique combines several training methods. This technique involves four basic components viz.,

- **Learning points:** Learning points, which are normally a sequence of behaviours, are to be identified and taught.
- **Model:** Participants view films/videotapes in which a model manager's action is portrayed.

**Transactional Analysis:**

This is developed and popularized by Eric Berne through his book on "Games People Play" and Thomas Harris through his book on "I'm OK, You're OK" respectively. Transactional analysis is the analysis of transactions between two or more persons. The major areas of transactional analysis can be explained through ego states, transactions and stroking.

Ego is a hypothetical construct and is used to help explain the complex dynamics of the human personality. Transactional Analysis uses three ego states viz., Child (C) Ego; Adult (A) Ego and Parent (P) ego. A number of transactions take place between two or more individuals. They are classified as complementary, crossed and ulterior transactions. Crossed and ulterior transactions result in conflict whereas complementary transactions are desirable to improve inter-personal relations.

**Structured Insight:**

Under structured insight, trainers collect data with regard to attitudes and values of trainees, and compare the data with the chosen model of behaviours. Then the trainers provide deviations between the chosen

models and the trainee's behaviour and enable the trainee to develop some insight into makeup and implications of their chosen modes of behaviours. This process develops the trainee to modify his/her behaviours in the lines of chosen model behaviours.

### **Special Courses:**

Various business schools, management institutes and consultancy organisations conduct special courses in management development. These organisations conduct generic and company-based customized special courses. Various companies depute their managers to these courses. Trainees learn and acquire special skills and knowledge in these special courses.

### **Special Meetings:**

Companies, business schools and consultancy organisations organise special meetings in order to train managers and enable them to acquire specific skills and knowledge.

### **Special Readings:**

Managers are provided with special papers, books, reports and the like with a specific note. Managers read these specific notes from the books and papers and enrich their specific managerial knowledge.

### **Specific Projects:**

Companies depute managers on a specific assignment in various projects. Managers while working in these projects learn multiple skills and knowledge under flexible and comprehensive environments.

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## **12.8 SELF-ASSESSMENT QUESTION**

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### **Fill in the Blank:**

1. \_\_\_\_\_ is a part of a large process of development and learning which a significant area of human developments.
2. "Executive or \_\_\_\_\_ is a planned process of learning and growth designed to bring behavioural change among the executives."
3. The \_\_\_\_\_ is prepared to improve their performance on present jobs and preparing them for further assignments also.
4. \_\_\_\_\_ techniques are especially useful for certain groups like scientific and technical personnel.
5. In \_\_\_\_\_ the trainee is placed under a particular supervisor who acts as an instructor and teaches job knowledge and skills to the trainee.



6. The transferring of executives from job to job and from department to department in a systematic manner is called \_\_\_\_\_
7. \_\_\_\_\_ is a person who is in training to assume at a future time, the full responsibility of the position currently held by his superior.
8. \_\_\_\_\_ is a system in which permanent advisory committees of managers study problems of the company and make recommendations to higher management.
9. Multiple Management is also called Junior-board of executives system.
10. \_\_\_\_\_ is a description of management problem/situation as viewed or presented to a decision-maker.
11. \_\_\_\_\_ was developed by Paul Pigou's. It aims to develop the trainee in the areas of intellectual ability, practical judgment and social awareness.
12. \_\_\_\_\_ gives the participants vicarious experiences which are of much use to understand people better.
13. Under \_\_\_\_\_ technique the situation is duplicated in such a way that it carries a closer resemblance to the actual job situation.
14. A \_\_\_\_\_ is a meeting of several people to discuss the subject of common interest.
15. \_\_\_\_\_ is an approach that demonstrates desired behaviour and provides trainees the chance to practice and role play/imitate those behaviours and receive feedback.

**Answers:**

1. Management development
2. management development
3. managerial staff
4. On-the-job
5. coaching
6. Job Rotation.
7. An understudy
8. Multiple Management
9. Multiple Management
10. Case

11. Incident method
12. Role playing
13. Simulation
14. conference
15. Behaviour modelling

**True and False:**

1. It is a long term process as managerial skills can be developed overnight.
2. Management development aims at preparing managers for better performance and helping them to realise their full potential.
3. Management Development sustain better performance of managers throughout their careers.
4. Management Development improve the existing performance of managers at low levels only.
5. Management Development don't encourage existing managers to increase their capacity to assume and handle greater responsibility.
6. Management Development enable the organisation to have the availability of required number of managers with the required skills to meet the present and anticipated (future) needs of the organisation.
7. Management Development is to replace elderly executives who have risen from the ranks by highly competent and academically qualified professionals.
8. Management Development don't provide opportunities to the executives to fulfil their career aspirations.
9. Management Development not ensure that the managerial resources of the organisation are utilised optimally.
10. For encouraging self-development, it is necessary to create an effective organisational climate, making all developmental facilities available.

**Answers:**

True: (2, 3, 6, 7, 10)

False: (1, 4, 5, 8, 9)

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## 12.9 SUMMARY

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Management development is a part of a large process of development and learning which a significant area of human developments.

“Executive or management development is a planned process of learning and growth designed to bring behavioural change among the executives.”

The growth and development of any organization depends on the quality of workforce it has, and the quality of such workforce depends on the quality of management personnel (that means skill, knowledge, ability, attitudes of management people) of the company.

The need for management development can be ascertained from the following such as Social Obligation, Effect of Globalization, Effective Functioning of Line Management, Excellent Quality of Work of Non-Technical Higher Management, Use of Latest Technologies, Change in Economic Policy and Smooth and Effective Functioning of Business Activities

An effective principles of management development such as All development is self-development, Development is closely akin to education, Gearing to individual differences, Long-range, Adequate facilities, Adequate rewards and Effective immediate supervisor

There are mainly two types of techniques by which managers can acquire the knowledge, skills and attitudes and make themselves competent managers such as on-the-job techniques and off-the-job techniques of management development.

The following are some of the important on-the-job techniques of management development such as Coaching, Job Rotation, Understudy, Multiple Management.

The following are some of the important off-the-job techniques of management development such as The Case Study, Incident Method, Role Playing, In-Basket Method, Business Games, Sensitivity Training, Simulation, Managerial Grid, Conferences, Lectures, Behaviour Modelling, Transactional Analysis, Structured Insight, Special Courses, Special Meetings, Special Readings and Specific Projects.

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## 12.10 KEYWORDS

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- **Management development** a part of a large process of development and learning which a significant area of human developments.
- **managerial staff** prepared to improve their performance on present jobs and preparing them for further assignments also.
- **On-the-job techniques** are especially useful for certain groups like scientific and technical personnel.
- **coaching** the trainee is placed under a particular supervisor who acts as an instructor and teaches job knowledge and skills to the trainee.
- **Job Rotation** The transferring of executives from job to job and from department to department in a systematic manner

- **An understudy** is a person who is in training to assume at a future time, the full responsibility of the position currently held by his superior.
- **Multiple Management** is a system in which permanent advisory committees of managers study problems of the company and make recommendations to higher management.
- **Case** is a description of management problem/situation as viewed or presented to a decision-maker.
- **Incident method** was developed by Paul Pigou's. It aims to develop the trainee in the areas of intellectual ability, practical judgment and social awareness.
- **Role playing** gives the participants vicarious experiences which are of much use to understand people better.
- **Simulation technique** the situation is duplicated in such a way that it carries a closer resemblance to the actual job situation.
- **A conference** is a meeting of several people to discuss the subject of common interest.
- **Behaviour modelling** is an approach that demonstrates desired behaviour and provides trainees the chance to practice and role play/imitate those behaviours and receive feedback.

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## 12.11 REFERENCE

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- <https://www.economicsdiscussion.net/management/management-development-in-hrm-meaning-concept-need-techniques-and-programme/31485>

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## **PLANNING & ORGANIZING CONFERENCES, SEMINAR ETC TRAINING AUDIT**

### **Unit Structure**

- 13.0 Objective
- 13.1 Introduction
- 13.2 What is the Purpose of the Conference?
- 13.3 What are Common Types of Conferences?
- 13.4 Benefits of Hosting a Conference
- 13.5 Steps to Plan a Conference
- 13.6 Why Should You Conduct an Audit of Your Training and Development Initiatives?
- 13.7 What Should Be the Key Focus Areas for Assessing Your Training Programs?
- 13.8 What Are the Key Components You Should Audit?
- 13.9 Audit Techniques
- 13.10 Self-Assessment Question
- 13.11 Summary
- 13.12 Keywords
- 13.14 References

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### **13.0 OBJECTIVE**

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- What is Conference?
- What Is The Purpose of The Conference?
- What Are Common Types of Conferences?
- Understand The Benefits of Hosting A Conference
- What Are The Steps to Plan A Conference
- Why Should You Conduct an Audit of Your Training and Development Initiatives?
- What Should Be The Key Focus Areas For Assessing Your Training Programs?
- What Are The Key Components You Should Audit?
- Understand Audit Techniques

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## 13.1 INTRODUCTION

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A conference is a gathering of people with a common interest or background, with the purposes of allowing them to meet one another and to learn about and discuss issues, ideas and work that focus on a topic of mutual concern. The Latin roots of the word “conference” mean, literally, “Bring together.” A conference brings together people and ideas. In the cases of health and community work, conferences often have the goal of generating or working toward solutions to problems or broader social change.

Conferences may be held in places other than the workplaces and neighbourhoods of their participants, so that the people attending can focus on the topic at hand without distractions. Some conferences are even held in another area of the country or the world.

The structure and contents of conferences can vary greatly, but a typical framework would include one or more presentations of work and/or ideas about a given topic. These presentations may take the form of lectures, slide shows or films, workshops, panel discussions, and/or interactive experiences. In addition, many conferences include posters or graphic or multimedia exhibits that participants can view independently.

A conference may last a few hours or several days. It may be a one-time event, or a regular (usually annual) fixture on participants’ schedules. It may be held at the YMCA down the street, or in a hotel in Paris or Barcelona or San Francisco. It may also be one of several types:

- **Academic conferences:** Most academic conferences are cantered around a single subject, and sometimes on a single topic within that subject.
- **Professional association conferences:** These are similar to academic conferences in some ways, but presentations tend to be focused more on practical issues, both having to do with the actual work participants do, and with regulations, funding, and other forces that affect the profession.
- **Training conferences:** A training conference may be run by a professional association, but is at least as likely to be conducted by an industry or industry organization, a state or federal agency, or a local coalition or initiative.
- **Issue- or problem-related conferences:** These might be convened by almost any association, organization, institution, or citizens’ group to focus on a particular concern.

A training audit provides organizations with an overview of the effectiveness and efficiency of its training/learning function. The purpose of the training audit is to identify the strengths and weaknesses of the training/learning function in terms of its current responsibilities and future commitments.

Since every organization is unique, each training audit is customized to meet the specific learning needs and requirements of each situation. At the conclusion of a training audit, the department will receive a report card with detailed findings and recommendations.

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### 13.2 WHAT IS THE PURPOSE OF THE CONFERENCE?

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The purpose of a conference is to allow people with common interests to meet and share information. This can be done through presentations, discussions, and networking. Conferences are often organized around a specific topic, and they can be either small or large.

Smaller conferences may only have a few dozen attendees, while larger ones can have thousands of attendees. Conference organizers typically work to create an agenda that will be of interest to the attendees and also ensure that there is enough time for everyone to network.

Conferences can serve as a way for professionals to stay up-to-date on new developments in their field. They can also be a good opportunity to network with other professionals and build relationships.

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### 13.3 WHAT ARE COMMON TYPES OF CONFERENCES?

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There are several different types of conferences and we classify them as either internal or external.

#### **Internal:**

These events might be much more common for your business if you have a medium to large-sized company. **Sales conferences**, aka sales kick-offs, are one of the many larger internal conferences that companies host every year to provide product updates, sales training, collaboration, and energy to their **revenue generators**. However, there are many different types you can host for your employees.

#### **External:**

External conferences are meant to provide education, collaboration, and/or influence to their audience, depending on the type of conference. Consider these types, which have you attended (or hosted) before?

- **Academic:** In academic conferences, knowledgeable academics or businessmen present their new product, technology, or research findings to a select audience. A workshop may be held.
- **Business:** These types of conferences are held across people working in the same field or industry and can result in some kind of symbiotic relationship, where the two businesses benefit each other. However, they can be held with people in the same company as well.
- **Trade:** Trade conferences are held with the intention of making new connections amongst people of trade, be it the general public or

businessmen. Through trade conferences, people develop new, valuable connections.

- **Unconferences:** As previously discussed, unconferences are named so due to their innovative layout. Instead of having a PowerPoint presentation, unconferences include a large selection of knowledgeable individuals who come together to form a discussion on a certain topic.

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### 13.4 BENEFITS OF HOSTING A CONFERENCE

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For many businesses, hosting external events is critical to maintaining a relationship with and continually educating their customer base – Conference planning is considered vital to their operations.

Conversely, for internal conferences, it is an opportunity to rally the troops, make sure everyone is on the same page, and celebrate success!

#### **Establish Your Business as a Leader in Your Industry:**

Hosting a conference shows others that you are an expert in your field and that you are prestigious enough to hold one. It can add to your credentials, credibility, and establish you as a trusted provider within your industry!

#### **Create Brand Awareness:**

For external events, conferences are your business's best chance to attract new business and retain loyal clients. Where else will you have your C-levels, product managers, and technical folks all in one place singing your praises? Additionally, your audience will be surrounded by like-minded companies - Conversations with existing customers are sure to arise that will provide unbeatable testimonials.

For internal events, conferences are your way to keep your employees engaged and loyal to your brand!

#### **Opportunity to Share Product/Service Information (Influence):**

If you want some (positive) press attention, a conference is an excellent opportunity to gather some hype around your business.

Inviting journalists and the press to attend a conference will benefit both you and them; you are giving them an inside look and first-hand access to the information that is shared at the conference, in exchange for a feature in the headlines.

Keep in mind this works for internal or external conference planning.

#### **Conferences Offer Networking Opportunities:**

This goes beyond just selling.

All great events have an atmosphere that allows attendees to meet and network; creating personal and professional relationships that keep the



industry going. This in and of itself is a big reason many people attend an event.

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## 13.5 STEPS TO PLAN A CONFERENCE

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Conferences are an important part of professional development and business networking for all industries. Bringing people together from all around the world in the same industry to learn and share is essential for innovation. Planning a conference can be a large undertaking, but this step-by-step checklist will help ensure whatever you plan will be a success.

- Getting Started: 8-12 Months Out
- Ramping Up: 4-8 Months Out
- Building Excitement: 1-4 Months Out
- The Weeks Before Your Conference
- After the Conference

### **Getting Started: 8-12 Months Out:**

There is a lot of planning that goes into an in-person conference event. That's why it is so important to start your conference planning process well in advance. It is helpful to review your successes and shortcomings from your last conference and use that information to help inform your planning this time around.

### **Task #1 - Establish your goals and objectives:**

To plan and execute an amazing conference or corporate event, you need to first decide specifically what you are trying to accomplish. Ask yourself what type of conference attendee you want to attract, as well as how you can make sure the conference relates to your brand. What kind of value do you want to provide, and which organizations and speakers would make ideal partners for your event?

### **In order to do this, you need to answer some basic questions:**

- What do you want the takeaway to be?
- What will people learn from your conference?
- Who is your target audience?
- Does your event need to turn a profit? If so, what is that profit target?
- How much will tickets cost?
- What charitable work will your conference do?
- Where will your event take place?
- How many people will attend your event?

By answering these questions, you will begin to see a clear picture of your conference objectives and the foundational elements needed to make it a success.

### **Task #2 - Choose a format and theme:**

Your conference's format and theme will form the basis of your attendees' and sponsors' experiences at your conference. As such, you should choose a theme that will attract your target audience and shine the spotlight on your brand. Your theme should be apparent to attendees and coherent throughout the event.

#### **Here are a few conference themes to spark some ideas:**

- Destination Innovation
- Journey To The Top
- Partners In Progress
- Mission Possible
- Back To The Future

Once you have a theme to act as your guide, the next step in the conference planning process is to decide your conference format. There are so many event formats to choose from, and you can also combine formats to deliver a unique experience for your attendees.

#### **Here are a few formats that you can incorporate in your conference:**

- Trade Show
- Large Seminars
- Industry Panel Discussion
- Workshop Session
- Round Table
- Speed Networking ( Like Speed dating)
- Gamification Sessions

Whatever format(s) you select for your conference, it is important to consider what will make your event stand out from your competitors. The more memorable and impactful your conference is, the greater success it will have for years to come.

### **Task #3 - Set your budget:**

Now that you have a clear idea of what kind of conference you will be planning, the next step is to establish a budget to make it all happen. There are so many line items that make up a conference budget so it is important to account for all of them and then some for incidentals along the way.

### **Establishing Your Fixed Costs:**

There are many fixed costs in conference planning that will inevitably make up the most considerable portion of your event budget. These costs are not typically affected by the number of attendees at your event — they are what they are.

#### **Examples of fixed costs are:**

- Event Venue
- Equipment (AV tech)
- Paid Staff
- Licenses and Permits

### **Establishing Your Variable Costs:**

There are a lot more variable costs than fixed ones when it comes to conference planning. Variable expenses are all the extra things that depend on your number of attendees, marketing costs, and all the extra touches that make your event unique.

#### **Examples of variable costs include:**

- Meals per attendee
- Marketing and advertising
- Decor
- Social event cost
- Shuttle or transportation service
- Event staff & volunteer management software
- Print materials
- Giveaways and speaker gifts

Once you have a clear understanding of all the line items required to make your conference a success, you can begin to establish your conference budget. Don't forget to allot some extra money for any last-minute expenses that come up along the way.

### **Ramping Up: 4-8 Months Out:**

Now that you have a clear idea of what your conference is and all the activities you will have for your attendees, it's time to start planning how you are going to deliver those incredible experiences.

#### **Task #4 - Choose a location and set a date:**

There is no conference without a venue and date. So now it's time to get that all sorted out so you can begin planning your logistics. A great conference needs a great venue. If you are new to organizing conferences, ask other organizers what venues have worked for them for past events.

- When you have found a potential venue, ask yourself:
- Is this venue accessible?
- Is it close to suitable accommodations?
- Will attendees find parking easily?
- Is the size suitable for the audience size you imagine?
- Does the venue have availability for the preferred event date?

Most of the time, an event date is determined by a venue's availability. However, if the date is more important than the venue, you will need to prioritize finding a venue that accommodates that date. Once you have your venue/location and date set, it's time to rally the troops to make this event happen.

#### **Task #5 - Recruit a team of volunteers:**

Every good conference needs a team of dedicated individuals to keep things running. Rather than hire an entire crew to do this for your conference, why not use volunteers? Many attendees would love to volunteer some of their time for a reduced conference ticket, or students would love to participate if they're looking at getting involved in the industry post-graduation.

Volunteers are an essential part of most of the largest conferences in the world. So why not try to recruit some help from motivated individuals.

Getting started is simple; you just have to create a custom branded volunteer sign-up form and post it to your conference website. From there, interested volunteers can sign up directly for shifts they are qualified to work.

#### **Task #6 - Book speakers and vendors:**

Now it's time to book all those people and organizations that will make your conference a memorable experience. You have likely created a list of desired speakers and vendors for your event. Now it's time to secure those people for your event.

##### **Booking Your Speakers:**

You will want to secure a few keynote speakers that are well known, as well as other speakers who can offer their expertise to your attendees.

Securing your main speakers is incredibly important because you can't effectively build your event schedule and marketing plans without them.

### **Booking Your Vendors:**

Your vendors are the people who will ensure that attendees are comfortable, fed, and entertained, so you must select the best vendors possible. There are many vendors to secure for your event, from WIFI providers and caterers to equipment rentals and attendee software. It is important to keep track of each vendor's contract and deliverables to ensure there are no surprises when they start work.

### **Task #7 - Search for sponsors:**

Sponsors are a huge source of revenue to help offset initial event costs. Corporate sponsorship is a common practice for industry conferences; often, industry vendors will be looking to sponsor events. To attract sponsors, it is important to establish all the various events and material available for sponsorship and then create sponsorship packages for your team to send to your list of ideal sponsors.

Remember that sponsors should be getting measurable value out of their money, so make sure to include numbers in your packages. The more successful the event is for your sponsors, the more likely they will be eager to contribute more next year.

### **Building Excitement: 1-4 Months Out:**

Now it's time to get everyone excited about your event. This is when to start sharing all the amazing things you have planned for your event to attract attendees and more volunteers to your conference.

### **Task #8 - Build your website:**

Many event producers will choose to build an event-specific website for marketing and attendee registration. Other companies will simply add event specifics pages to their existing corporate website. Whichever way you choose, all the information an attendee, vendor, or volunteer needs must be available and easy to find online.

Here are some core pieces of information you need on your website.

- Event date and location
- Key speakers and activities
- Ticket and registration portal with payment gate
- A volunteer page with online registration
- Vendor and sponsorship information

### **Task #9 - Promote your event:**

Now it's time to start promoting your event to your network and to your target audience. What makes your event stand out from the crowd? Take that unique sales proposition and use it as a core pillar in all your marketing efforts.

When creating your marketing materials, it is important to use your theme and brand to stand out and create material in any medium. For example, a video on social media and YouTube can go a long way but so can a great graphic in an email. The more you have to work with, the more channels you can market in.

In today's market, it is very important to use multiple channels to market your event. Here are marketing channels to promote your event:

- Email marketing to your network
- Social media channels
- Industry publications
- Google ads
- Paid social ads

Be consistent with posting and make sure to drive people to your registration and volunteer signup forms. By spreading the word as widely as possible, you'll get your conference in front of more people, directly impacting event attendance.

### **Task #10 - Draft a schedule:**

As you fill speakers slots and seminar hosts, keep a draft version of your schedule. Your event schedule is a key tool for you and all your stakeholders, like vendors and volunteers. Your schedule will change, but as your conference approaches, it is important to make your conference schedule available so everyone else has to make plans around it.

### **The Week before Your Conference:**

As your event approaches, it's time to make sure everything is all in place, and everyone knows what they need to do to set up your conference and ensure its success. This phase of conference planning is critical and will require a lot of last-minute adjustments and patience. Everyone on your team as well as all your speakers, vendors, and volunteers must have all the information they need to their best work.

### **Task #11 - Send Final Reminders:**

As the conference approaches, it is vital to ensure everyone is meeting important deadlines and milestones. This is when reminders communications come in handy for everyone. Make sure to keep people

updated on your event's progress and any changes that need to be made to the schedule.

As for your vendors, sponsors, and volunteers, you will need to be in contact with a lot during the last few weeks leading up to the event. Consider assigning a staff member for each group, and ask them to keep their group updated on all the information and changes that can affect their job. Good communications will ensure the event setup goes smoothly.

### **Task #12 - Give your volunteers the final rundown:**

Now that you have assembled an amazing team of volunteers, it's important to equip them with all the training and tools they need to thrive. Volunteers should be trained on general safety regulations and receive specific training concerning the roles and responsibilities they will be tasked with during the event.

This is the time to ask your volunteers to download the volunteer app from your volunteer management software to access their personal volunteer schedule and event documents. This app should also allow them to check-in to shifts and communicate directly with their supervisor. Your volunteers are the people that will be the face of your event, so the better equipped they are, the better they can ensure your attendees have a great experience.

### **After The Conference:**

Once your conference is over, there are still some things to accomplish to ensure you set up next year for success. It is so important to document and track all the successes you had and any shortcomings that arose during your event. The more you learn, the more you can improve.

### **Task #13 - Survey your audience:**

There is no way to tell if your attendees had a good time without asking them. This is when an online survey can help you learn how your event did. Create an online survey that asks questions about specific topics like location, food, session and speakers, and general feelings about your conference. All the problems in your survey should help you better understand how you can improve your event.

The survey should be distributed no more than a day or two after your conference. You want to ensure that your event is still fresh in everyone's mind to collect the most accurate information possible.

### **Task #14 - Share any follow-up resources:**

There was a lot of information and resources made available to your attendees throughout your conference, but some of those resources may inevitably be lost or forgotten. Make sure to share any event-specific resources and videos with your attendees through email and social channels shortly after your conference. You naturally want everyone to

receive the maximum value from your event, so this extra effort can go a long way.

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### **13.6 WHY SHOULD YOU CONDUCT AN AUDIT OF YOUR TRAINING AND DEVELOPMENT INITIATIVES?**

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The rate of continuous change within organizations requires matching levels of institutional transformation. L&D teams need to adapt and embrace this change. The way to successfully adapt to the ever-changing performance and productivity imperatives is to conduct an audit of your training and development initiatives. Here's why:

- A training and development audit delivers objective benchmarks and insights into the status of your L&D programs.
- It is imperative in order to evaluate the current performance and provide recommendations on the future direction of L&D strategies.
- In financial crises, training and education budgets are often the first cost-cutting casualties. Ongoing audits and assessments help change the senior management perspective of L&D from cost-absorber to performance driver.
- By shining light on unnoticed productivity and performance issues, a training audit serves as an invaluable tool to highlight how instrumental L&D teams are as value creators within the enterprise.

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### **13.7 WHAT SHOULD BE THE KEY FOCUS AREAS FOR ASSESSING YOUR TRAINING PROGRAMS?**

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When approached with an overly broad scope, a training and development audit tends to lose its effectiveness. Additionally, an excessively broad scope mires the audit in tangential aspects that add no value to the effectiveness of the L&D function.

**The key areas of focus when auditing or assessing your L&D programs must be:**

- Ensuring the L&D initiatives align with enterprise goals and objectives.
- Evaluating their effectiveness in meeting training objectives.
- Assessing the L&D team's efficiency to design and deliver training. The key factors to keep in mind when auditing efficiency include speed, agility, and cost-efficiency (budget utilization).
- Objectively evaluating the actual accomplishments vs. the program's planned objectives.



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## 13.8 WHAT ARE THE KEY COMPONENTS YOU SHOULD AUDIT?

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The 5 components on which you should perform a training and development audit include:

### **L&D Strategy:**

The organization's L&D strategy is a key component of the audit. The audit must focus on the separate facets of building a strategy for learning and knowledge within the organization, and the impact this strategy has on learners and businesses.

### **Training Needs Analysis (TNA):**

To assess your L&D strategy, the audit must evaluate whether the strategy adequately captures the gaps in learning needs. To do this, auditors must ensure the following: They must gauge whether the L&D strategies align with the organizational goals/performance and assess the processes and procedures for capturing learner needs. The objective is to identify learning gaps that might need to be plugged. It's also vital to evaluate prevailing practices to integrate learner needs into the organization's L&D strategy.

### **Learning Needs Analysis (LNA):**

Typically, knowledge-focused organizations plug learning needs through adequate training programs. This is where the focus of a training and development audit must pivot to evaluate the company's training strategy. Specifically, auditors must learn more about the metrics/KPIs used to monitor and evaluate employee performance and understand how the organization captures and processes learner analytics data and feedback.

### **Impact of L&D:**

Finally, the auditor must evaluate whether the various L&D plans, tactics, and actions, undertaken as a result of TNAs and LNAs, have delivered what they intended to. More specifically, the auditor must gauge the impact of the organization's L&D strategy on learners and the business. They can do this by tying various L&D initiatives to employee performance and evaluating how such performance benefited the organization.

### **Internal L&D Process:**

As businesses evolve, so do their L&D processes and procedures. If not thoughtfully designed, developed, and implemented, ad hoc L&D processes become bottlenecks. Specific process audit focus areas include:

### **Process documentation:**

It includes policies and guidelines as well as best practices.

**Cost-saving opportunities:**

It includes justification for continuing the use of certain processes or potential benefits for reviewing, refining, or discontinuing others.

**Opportunities to maximize L&D output:**

This includes the potential to leverage strategic partnerships, contract in-house processes, or outsource L&D processes to maximize throughput and turnaround times.

**Codifying internal knowledge:**

Focus your training audit on your processes to capture and document lessons learned, organizational best practices, and other corporate L&D knowledge that contributes to productivity and performance gains.

**Technology Stack:**

As business operations evolve, so does L&D technology. Often, such evolution results in non-integrated, disjointed tools and technologies that impede, rather than facilitate, efficient training and development initiatives. The audit should validate/relook at the following so that the L&D process is well equipped:

- Communication and collaboration tools
- Training design, development, and delivery tools
- Learning data and analytics platforms
- Other technologies, including project management, content management, and LMS systems

**Budget:**

With training budget cuts, an L&D assessment can help justify the business case for continued investment in training initiatives. Two critical components of any L&D budget audit include:

**ROI determination:**

Highlighting the returns (financial benefits) delivered from training outlays (costs). This cost-benefit analysis forms the basis for justifying the continuation of L&D investments, especially in the face of a financial crisis.

**Planned vs. actuals:**

Focus on objectively measuring planned budgetary outlays, against actual spending. Remember, it's important to do an honest audit of both over and underspending, both of which may, potentially, have an L&D impact on productivity and performance.

**Learning Offerings:**

L&D auditors must put the organization's entire learning offering under the microscope-end-to-end. This includes:

- Repositories and libraries of all accessible learning content offered through various media and conduits.
- Methods and options for building personalized learning journeys, including choice of certifications, personalized reskilling, and upskilling options, and the unique additional certification/re-certification needs of each learner.
- Training delivery platforms, tools, and technologies, including those developed/delivered in-house, as well as solutions available via third-party vendors and partners.
- Methodologies, methods, and metrics for evaluating and measuring the effectiveness of learning infrastructure as well as evaluating the success of the organization's L&D strategies.

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## **13.9 AUDIT TECHNIQUES**

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There are several highly effective audit techniques to choose from. Your choice will depend on various factors, including the extent of your L&D program and the scope and objectives of the audit. Some techniques to consider include:

**Interviews:**

These may be structured (prepared questions) or unstructured (exploratory, free-format) and may be conducted remotely or in person. The advantage of interviews is that they allow auditors to press for follow-up details.

**Surveys:**

These are ideal for soliciting inputs from a large, geographically dispersed population. They are also a great tool to use after each L&D program.

**Focus groups:**

Using a small group of participants to secure facilitated inputs/feedback is a good way to conduct a focused assessment/audit of key L&D initiatives.

**Visual observations:**

Staff conducting the training audit may glean much from personal observations of L&D programs. These observations may occur throughout the life cycle of L&D initiatives—from needs assessment to the final delivery.

### **Internal documentation and reports:**

Instructional Designers, trainers, managers, and HR professionals all produce documentation related to various facets of an organization's L&D initiatives. Auditors can learn a lot from reviewing such documentation.

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## **13.10 SELF-ASSESSMENT QUESTION**

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### **Fill in the Blank:**

1. \_\_\_\_\_ provides organizations with an overview of the effectiveness and efficiency of its training/learning function.
2. \_\_\_\_\_ allow people with common interests to meet and share information. This can be done through presentations, discussions, and networking.
3. \_\_\_\_\_ are meant to provide education, collaboration, and/or influence to their audience, depending on the type of conference.
4. \_\_\_\_\_ a structured meeting of all or some staff with a focus on team building, training and the future.
5. In \_\_\_\_\_ knowledgeable academics or businessmen present their new product, technology, or research findings to a select audience.
6. \_\_\_\_\_ are held across people working in the same field or industry and can result in some kind of symbiotic relationship, where the two businesses benefit each other.
7. \_\_\_\_\_ are held with the intention of making new connections amongst people of trade, be it the general public or businessmen.

### **Answers:**

1. A Training Audit
2. A Conference
3. External Conferences
4. Internal Conferences
5. Academic Conferences
6. Business Conferences
7. Trade Conferences

**Match the Column:****I)**

• Academic conference	• held across people working in the same field or industry
• Business conference	• Businessmen present their new product, technology, or research findings to a select audience.
• Trade conference	• Include a large selection of knowledgeable individuals who come together to form a discussion on a certain topic
• Unconferences	• held with the intention of making new connections amongst people

**II)**

1. Getting started: 8-12 months out	1. Make sure everything is all in place, and everyone knows what they need to do to set up your conference and ensure its success.
2. Ramping up: 4-8 months out	2. Start your conference planning process well in advance.
3. Building excitement: 1-4 months out	3. Start planning how you are going to deliver those incredible experiences.
4. The week before your conference	4. Set up next year for success.
5. After the conference	5. Start sharing all the amazing things you have planned for your event to attract attendees and more volunteers to your conference

**Answers:****I)**

1. 2
2. 1
3. 4
4. 3

**II)**

1. 2

2. 3
3. 5
4. 1
5. 4

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## 13.11 SUMMARY

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A conference is a gathering of people with a common interest or background, with the purposes of allowing them to meet one another and to learn about and discuss issues, ideas and work that focus on a topic of mutual concern.

A training audit provides organizations with an overview of the effectiveness and efficiency of its training/learning function.

There are several different types of conferences and we classify them as either internal or external. Internal conferences a structured meeting of all or some staff with a focus on team building, training and the future. External conferences are meant to provide education, collaboration, and/or influence to their audience, depending on the type of conference.

There are several different types of conferences such as Academic conferences, Professional association conferences, Training conferences and Issue- or problem-related conferences.

There are several benefits of hosting a conferences such as Establish Your Business as a Leader in Your Industry, Create Brand Awareness, Opportunity to Share Product/Service Information (Influence) and Conferences Offer Networking Opportunities

Conferences are an important part of professional development and business networking for all industries. Steps to plan a conference are Getting Started: 8-12 Months Out, Ramping Up: 4-8 Months Out, Building Excitement: 1-4 Months Out, The Weeks Before Your Conference, After the Conference

The 5 components on which you should perform a training and development audit include Learning & Development Strategy, Internal L&D Process, Technology Stack, Budget And Learning Offerings

There are several highly effective audit techniques to choose from such as Interviews, Surveys, Focus groups, Visual observations and Internal documentation and reports

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## 13.12 KEYWORDS

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- **Training audit** provides organizations with an overview of the effectiveness and efficiency of its training/learning function.

- **Conference** allow people with common interests to meet and share information. This can be done through presentations, discussions, and networking.
- **External conferences** are meant to provide education, collaboration, and/or influence to their audience, depending on the type of conference.
- **Internal conferences** a structured meeting of all or some staff with a focus on team building, training and the future.
- **academic conferences** knowledgeable academics or businessmen present their new product, technology, or research findings to a select audience.
- **Business** conferences are held across people working in the same field or industry and can result in some kind of symbiotic relationship, where the two businesses benefit each other.
- **Trade conferences** are held with the intention of making new connections amongst people of trade, be it the general public or businessmen.

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### 13.14 REFERENCES

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