



**GATE INSTITUTE OF TECHNOLOGY AND MANAGEMENT SCIENCES,
CHIGURUWADA
ICET CODE: GTMT
MBA – THIRD SEMESTER
331R-TRAINING AND DEVELOPMENT**

UNIT I

Training and development: scope, objectives ,beneficiaries ,forces influencing working and learning , training practices , future trends . Strategic training , and development – evolution of training role , training needs , models of organizing training & department , outsourcing training.

UNIT II

Needs assessment: importance , scope, methods, and techniques of training need assessment (TNA), organizational and operational analysis. Training design – factors affecting training designs, budgeting for training, costs involved in training programs, design theory, outcomes of design, identification of alternatives methods of instructions, considerations in designing effective training programs, implementation, output of TNA.

UNIT III

Learning: learning theories, learning process, instructional emphasis for learning outcomes, designing effective training programs, feedback. Training methods & trainer's style – types of training, training methods, choosing a training method, competence of trainer, trainer's skills, trainer's styles, trainer grid, trainer's role, do's and don'ts for trainers.

UNIT IV

Training evaluation: factors influencing transfer of learning, reasons for evaluating training, evaluation process, determining outcomes, evaluation techniques, models of training evaluation, training audit, resistance of evaluation. E-Learning and use of technology in training – technology and multimedia, computer – based training, developing effective online learning, blended learning, simulations, mobile technology and training methods, intelligent tutoring systems, technologies for training administration, learning management systems.

UNIT V

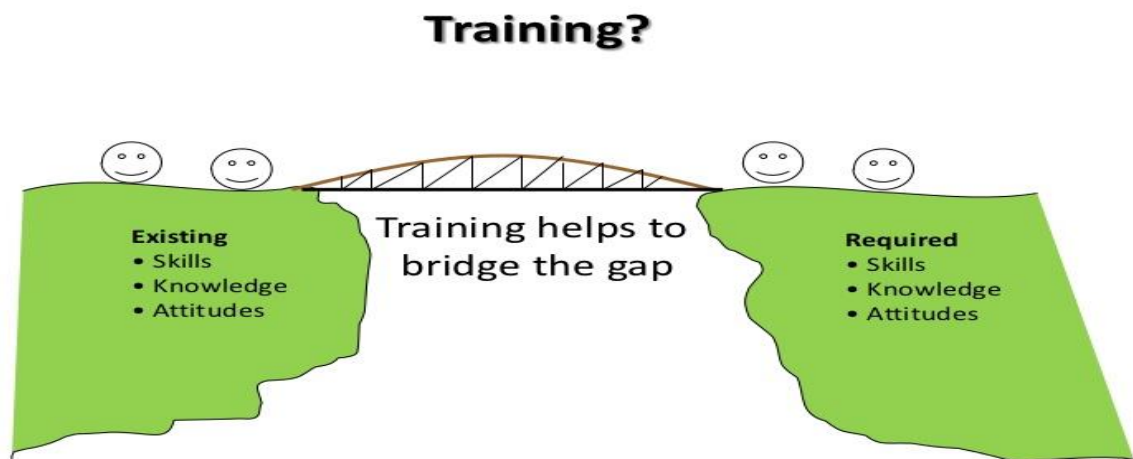
Management development: need, import ants, training for executive level management, approaches, development planning process, company strategies for providing development. Coaching- Need, types, benefits. Mentoring- Purpose, types, Benefits. Contemporary issues in Training and development- dual career path, career plateau, coping with career breaks, balancing work and life.

UNIT-I

INTRODUCTION TO EMPLOYEE TRAINING AND DEVELOPMENT

Meaning:

Training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to a desired standard by instruction and practice. Training is a highly useful tool that can bring an employee into a position where they can do their job correctly, effectively, and conscientiously. Training is the act of increasing the knowledge and skill of an employee for doing a particular job.



Concept of Training:

When the candidates are recruited from outside or selected, 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. As a matter of fact, training is not a new thing which was not in existence before. The beginning of training could be traced to even the stone-age when people living in that age used to transfer knowledge through signs and deeds to others. That was some sort of training the people used to get from others. Era of vocational training started during Industrial Revolution which took place in Britain in 18th century. The apprentices working in different factories used to get vocational training in the form of direct instructions in the operation of machines. Thereafter, and especially, when use of computers, automatic machines, etc., increased and because of rapidly changing techniques, the need of training is recognized as one of the most important organizational activities. Training is required to be given to the employees to keep them updated, effective and efficient.

At present, it is observed that all organizations, 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 current job occupants meet this requirement, in that case, training is not important. But if it is not the case, training is not important. But if it is not the case, it is very essential to raise the skill levels, increase the versatility and adaptability of the job occupants by giving them necessary and appropriate training. If the jobs are very complex, training becomes inevitable. Employee training is, therefore, not only desirable activity but it is such activity which an organization must commit resources to if it is to maintain a visible, efficient and knowledgeable workforce.

Definition of Training:

According to Dale S Beach, "Training is the organized procedure by which people learn knowledge and for skill for a definite purpose".

According to Planting, Cord and Efferson, "Training is the continuous, systematic development among all levels of employees of that knowledge and their skills and attitude which contribute to their welfare and that of the company".

According to H. John Bernardin, "Training is any attempt to improve employee performance on a currently held job or one related to it".

According to Chowdhry D.P., "Training is a process which enables the trainees to achieve the goals and objectives of their organizations". According to Schermerhorn, Hunt and Obsorn, "Training is a set of activities that provides the opportunity to acquire and improve job-related skills.

According to Robert N. Lussier, "Training is the process of acquiring the skills necessary to do the job".

According to Prof. Milkovich and Prof. Boudreau, "Training is a systematic process of changing the behavior, knowledge, and/or motivation of present employees to improve the match between employee characteristics and employment requirements".

According to Prof. Arun Monappa and Prof. Mirza Saiyadain, "Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by the organization". They further opined that "broadly speaking, training is the act of increasing the knowledge and skill of an employee for doing a particular job".

According to Prof. A.M. Sharma, "Training may be defined as any organizationally planned effort to change the behavior or attitudes of employees so that they can perform jobs on acceptable standards. Training provides knowledge and skills required to perform the job".

Features of Training:

- 1) Training objectives are derived from and continuously aligned with the organizations overall performance objectives and specific job
- 2) Training success is tied to the attainment of performance based measurable learning objectives that are linked to industry skill standards.

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- 3) Programs are developed with input from management, supervisors, and employees or their representatives.
- 4) Training curricula, structure, and delivery methods are appropriate to the organization's organizational structure, work processes, and culture; and training activities incorporate and draw on an organization's work processes, tasks, and materials.
- 5) Training addresses both occupational skill requirements and the academic or foundational knowledge, skills, and behaviors that underlie them.
- 6) Training supports forms of work organization that emphasize broadening employee skills and empowering employees.
- 7) Training activities are interactive and experiential, and include regular opportunities to integrate the knowledge and skills learned into solving problems commonly encountered on the job.
- 8) Training is modular so it can be adapted to workplace schedules.
- 9) Training uses technology and materials that are comparable to those used on the job.
- 10) Training is reinforced on the job once trained employee's return to their workplace.
- 11) Training is tailored to trainee needs and learning styles.
- 12) Training is developed based upon an assessment of the target employee's knowledge, skills, and abilities.
- 13) Training uses a variety of instructional methods and media, allowing for differences in the learning styles of individual employees.
- 14) Training builds the learner's ability to transfer his skills to different work settings.
- 15) Training builds employees' understanding that learning is an integral and ongoing component of successful work performance.
- 16) Assessments used are valid and reliable indicators of job performance.
- 17) Expected performance outcomes and assessment methods are clearly communicated to trainees.
- 18) Learner needs are assessed prior to training and inform the learners individualized training plan.
- 19) Trainees are provided regular, ongoing feedback concerning their progress while in the training program.
- 20) Trainees are assessed at the completion of training ascertain learning gains and overall training program performance.
- 21) Trainer is well versed in job performance requirements and has industry based experience.
- 22) Training is evaluated based on both performance outcomes and the quality and effectiveness of the training process
- 23) Management, supervisors, employees, and, in unionized workplaces, union representatives participate in evaluating program effectiveness and its responsiveness to their needs.

SCOPE OF TRAINING

The scope of training depends upon the categories of employees to be trained. As we all know that training is a continuous process and not only needed for the newly selected personnel but also for the existing personnel at all levels of the organisation.

Prof. Yoder listed the following five groups of employees who need continuous training:

- 1. Rank And File:** i.e., employees who have no administrative or supervising work.
- 2. Supervisory Employees:** i.e., the first line foreman, supervisor and their immediate supervisors.
- 3. Staff:** i.e. specialised personnel such as technical and professional persons attached to the line organisation as advisors.
- 4. Middle Management:** i.e., all the managerial personnel holding positions between line supervisors and the top management.
- 5. Top Executives:** i.e., all executives who hold major responsibility for the overall planning and control.

PURPOSE/OBJECTIVES OF TRAINING

Every organization, irrespective of the size or nature of operations, needs to provide training to the organizational members at various stages of their career with the following objectives:

- 1) Enhancing Employee Performance:** Imparting new skills help in performance enhancement of the employees assigned with specific tasks. Training helps to bridge the gap between actual performance and expected performance.
- 2) Updating Employee Skills:** In the changing environment, technological changes are taking place at a faster rate. Organizations must keep a track of the speed and direction of changes. It is the organizational and moral responsibility of the management to keep employees equipped with the knowledge and skills required to cope with technological changes. Training systems enable employees to update their abilities and integrate the technological changes successfully into organizational systems and processes.
- 3) Avoiding or Delaying Managerial Obsolescence:** A manager's inability to cope with technological advancements is referred to as managerial obsolescence, as it is the management's failure to adopt new methods and processes. The obsolescence, in turn, retards organizational performance. Rapid changes affect the business scenario in regard to technical, legal, and social environments, impacting the way managers perform their jobs. Those who do not adapt become obsolete and ineffective.
- 4) Preparing for Promotion and Managerial Succession:** An employee acquires new skills in a training program; so can a manager. He/she accepts challenging tasks and does not hesitate to assume higher responsibilities. Training makes the transition of the employee from the present job to the next job easier, faster, and smoother.
- 5) Motivating and Preventing Employee Attrition:** An employee needs continuous development to move along the career path as per the career planning, Training motivates and reinstates organizational commitment. Managers must provide adequate training facilities to all the employees, particularly to the promising ones.
- 6) Gaining Organizational Excellence:** Knowledge, skill, and motivation are the dominant determinants of human performance. A trained person needs less time and attention from the supervisor as training makes him/her self-propelled. Thus, training substantially saves the time of

supervisors. Training, additionally, reduces accident rates, break-down of machines and facilities, rejections and wastes, and enhances labor and material productivity. These factors improve organizational stability through the creation of a reservoir of a knowledgeable and skilled workforce who can help an organization to sustain the competitive edge and advantages

Importance of training:

1. Better Performance:

Training improves employee's ability and skills and, in turn, improves employee's performance both in quantity and quality. Better or increased employee performance directly leads to increased operational productivity and increased organisational profits. Improvements in employee performance/productivity in developed countries' lend support to this statement.

2. Improved Quality:

In formal training programmes, the best methods of performing jobs are standardised and then taught to employees. This offers two-fold benefits. Firstly, uniformity in work performance helps improve the quality of work or service. Secondly, better informed, or say, trained workers are less likely to make operational mistakes.

3. Less Supervision:

A trained worker is self-reliant. He knows his work and way to perform it well. Therefore, his work requires less supervision. The supervisor can devote his time on more urgent works.

4. Less Learning Period:

A well planned and systematically organised training programme reduces the time and cost involved in learning. Training enables to avoid waste of time and efforts in learning through trial and error method'.

5. High Morale:

Training not only improves the ability and skill of employees, but also changes employee attitude toward positive. Higher performance, job satisfaction, job security and avenues for internal promotion lead to high morale among the employees. High morale, in turn, makes employees' more loyal to the organisation.

6. Personal Growth:

Training improves employee's ability, knowledge and skills and, thus, prevents employee's obsolescence. This makes employees growth-oriented.

7. Favorable organizational climate:

The aforesaid advantages combined lead to an improved and favourable organisational climate characterised by better industrial relations and disciplines, reduced resistance to change, reduced absenteeism and turnover of employees, and improved stability of organisation.

BENEFICIARIES OF TRAINING

Training is mainly job related; it aims at maintaining and improving current job performance. In fact, it is considered an only tool of human resources department through which

the learning and change can bring in an organization. Both the organization and employee have benefits.

I. Benefits to the organization:

- Training develops necessary skills with consequent productivity improvement which means optimum use of equipment, time and raw materials
- Create a database of readily available and exact according replacements for personnel who may leave or move up in the organization
- Training empowers the employee with knowledge and skills enhancement which helps in his career progression
- Overall climate and culture of the organization improves
- Ensure adequate human resources for expansion into new programs
- Training employees can deliver products and services of a higher quality and enhance organizational productivity
- Fabricate a more proficient, compelling and exceptionally energetic group, which upgrades the organization focused position and enhances representative resolve
- Employee turnover is reduced thereby reducing the cost to the company
- Enhance the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff.
- Benchmark the status of change so far in an execution change exertion.

II. Benefits to employees/ Department:

- Workers are helped to focus, and priority is placed on empowering employees
- Productivity is increased, positively affecting the bottom and middle line.
- Employee morale and on the job satisfaction improves
- Employee confidence is constructed, keeping and creating key entertainers, empowering group improvement and adding to better group/association spirit.
- Productivity and Proficiency of employee/ Department improves as the HR department can develop appropriate career charts of each employee
- Employees are kept current on new job-related information, thereby contributing significantly to better customer service.
- The trained employee stands to gain tremendously as his/her profile and market value improves. Corresponding gains occurs to organization.
- Processes increase in efficiency, resulting in financial gain.
- Employees are updated on new and enhanced skills, with a view to aligning them to business goals and objectives.
- Organizations with business issues are given a crisp or impartial expert supposition or investigation, assessment, or study.
- After a downsizing, remaining workers are given the technical and management skills to handle increased workloads.

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- Job satisfaction, employee motivation and morale are increased, reducing employee turnover.

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

FORCES INFLUENCING WORKING AND LEARNING

1. Globalization of business:

Globalization of business is the change in a business in a company associated with a single country to one that operates in a multiple country.

2. Demographic changes and Diversity of workforce

Population is the important factor in determining size and composition of labour force.

- **Increase in Ethnic and Racial diversity**

It is due to immigration, increased participation of minorities in the work force and higher minority fertility rates. Training is needed to improve technical and customer service skills for immigrants.

- **Aging work force**

Older people are being healthier and long life have opportunity to work long. An emerging trend for qualified older employees to work part time or few months. Training is needed because of diversity in work force.

3. New Technology:

Technology changed the way of training. Technology have impact on all sectors like robotics, artificial intelligence, nanotechnology, CAD etc.

- **Influence on training:** Training reduces the cost. Technological changes has great impact on training delivery methods, more realistic, occur and at any time

and employee to choose when and where to work. New technologies include Internet, e-mail, DVDs, CD-Rom's, mobile technology, satellite, PDAs and iPod's.

- Flexibility in where and when work is performed

4. Economic cycles:

Economic changes mainly occurs when there is downturn in economy. Training and development is needed because to understand the critical goal supporting the business strategy.

5. Increased value place on Intangible assets and human capital

A company's value include three type of assets that are critical for company to provide goods and services. They are

- Financial Asset (cash and securities)
- physical assets (property, plant, equipment)
- Intangible assets (Human capital, customer capital, social capital and intellectual capital)
- **Human capital** refers to sum of attributes, life experience, knowledge, energy, enthusiasm. (eg: Education, Work- related know- how)
- **Social capital** refers to relationship in the company. (eg: corporate culture, management practices)
- **Customer capital** refers to value of relationship with person or organisation outside the company to meet goal.(eg: Brands, customer relationship)
- **Intellectual capital** refers to codified knowledge that exists in the company. (eg: patents, copyrights).
- The value of intangible assets and human capital has three implications:1. Focus on knowledge worker 2. Employee engagement 3. Change and continuous learning.

6. Focus on link to business strategy

Business strategy is a plan that integrates the company's goals, actions and policies. Company's business strategy is to meet broad goals such as profitability, market share, quality.

7. Talent Management

Refers to attracting, retaining, developing and motivating highly skilled employees and managers. eg: sales manager given training on product flow, delivery and technical process.

- **Occupational and Job changes** The labour force is projected to increase from 13 million to 164.32 million in 2016 most within service providing industry.
eg: Medical Assistant numbers 148000 - 35% (2016)

- **Retirement of baby boomers** As old generation begin to retire, the implication in work force become enormous. As new workers begin to enter they need more training to understand the key value of job.
- **Skill Requirement** There are two specific skills needed for the job.
 - a. Cognitive skill - mathematical and verbal reasoning ability.
 - b. Interpersonal skill - Interact with customer, work with team and share knowledge.
- **Developing Leadership** To be successful in global economy leadership is essential. It involves in sharing knowledge, friendly, building teams. Leaders involve in planning, organising, controlling, leading.

8. Customer service and quality emphasis

- **Quality** is ability or a product or service to meet customer requirement. Customer driven excellence include reducing errors and defects, meeting specification and reducing complaints. Employee need product knowledge and service skills.
- **TQM** (Total Quality Management) is to improve the ways people, machines and system accomplish work. There were different quality standards that company receive based on quality, service. Training involves in meeting quality challenge by teaching employee satisfaction and engaging in lean process.
- **Lean thinking** involves doing more with less effort, equipment, space, time but providing customer what they want.

9. High performance work systems

- **Work Team** involve employees with various skills who interact to assemble a product or provide a service.
- **Cross training** refers to training employee in a wide range of skills so they can perform any role in a team.
- **Virtual Team** refers to teams that are separated by time, geographic distance, culture and they rely on technology. They are connected through mail, video conferencing, Internet.

TRAINING PRACTICES

- **Align training with management's operating goals** - Management always has operating goals like better performance, productivity, quality, or customer satisfaction, to name a few. Once you know the goals, you can design targeted programs.
- **Survey your employees first** - The best source of information about organisational performance and needs are the current employees. They know a lot about what's going on and what, if anything should be changed.
- **Consider different learning styles and methods** - While creating learning content and courses for your L&D staff, keep in mind that they'll each have different learning styles and

methods too, the same way the rest of the employees do. Make sure you have learning materials available for each type of learning style.

- **Measure results** - Successful companies measure outcomes to make sure they continue to get the biggest bang for their buck.

THE FUTURE TRENDS IN STRATAGIC TRAINING AND DEVELOPMENT

1. Training will become more personalized:

One of the leading trends in corporate training is having a growth mindset. Training will become more **focused on long-term career goals and professional development** instead of specific tasks to master the job at hand. This makes sense if you think about how fast technologies are changing. A successful employee is no longer one who has achieved narrow specialization, but one who's flexible and willing to learn many different things.

Likewise, a successful learning and development program is not one that helps employees tackle current issues, but one that prepares them for future challenges.

And to do so, you need to create custom learning paths. AI will play a key part here. AI bots can study a learner's patterns and preferences, and deliver more relevant content for them to study. The AI bots of the future can also act as digital learning assistants, guiding learners in their personalized journey.

2. Informal learning will take on a bigger role:

We're already seeing a transition from formal to informal and continuous learning. This transition is bound to become more prominent in the future, as non-linear career paths will make even more employees seek greater diversity in what they learn.

Up until now, employers used to focus strictly on job-related training. But, following employees' tendency to expand their training to multiple disciplines, they'll start creating more learning opportunities — even informal. Companies will rely more on social learning, cross-team training, microlearning, and gamification: people just learn better when they learn together — and through play.

3. Agility will be key:

As the overall focus shifts from “*what*” to “*how*” we learn, it makes sense that agility will play a big part in the future of training and development. Employees will no longer train to imitate past successes — because past successes will become irrelevant very quickly. Instead, employees will need to learn to be agile: to innovate, and adjust to future challenges.

We already know that 85% of the jobs that will exist in 2030 haven't been invented yet. Being able to “think on their feet” and make the best in-the-moment decisions in unfamiliar situations is probably the most important trait employees of the future will need to succeed. And learning and development plans will be re-designed to address this need.

Stepping into the future of training and development

Whatever the future of learning may hold, there are some steps you can take now to ensure your L&D department is well poised to handle the latest training trends. Or, even better, be among those who lead those trends.

4. Opt for a data-driven approach:

Your L&D department doesn't need to prove the importance of training. It needs, though, to demonstrate how learning impacts business performance. Setting training objectives that are tied to employee performance, behaviors, and business goals means that **no one is going to wonder anymore whether your investment is paying off.**

You can collect data to measure training effectiveness and adjust your training program so that it helps you reach these objectives. Focus on tangible training KPIs like attendance rate, average training completion, and test scores. Then, you can compare these to sales quotas, efficiency increases, and overall growth rate to see if training makes a dent.

5. Make room for agility and resilience:

We've already seen how agility will be one of the most crucial learning and development trends. Instead of teaching best practices for situations we know and can predict, your L&D departments should build training around unpredictable situations.

Thankfully, agility is a teachable skill so you can start preparing your team for whatever tomorrow may bring.

6. Allow "learning by doing":

To add to the above: making room for agility means accepting you can't train people for *every* possible scenario. Most of the things employees need to learn about their current job, they'll learn by doing.

It's better to offer more soft skills training and social learning to ensure you have a strong team that can tackle anything that comes their way.

7. Make your training vertically available:

Training should not be a luxury reserved for managerial positions — but it also shouldn't be seen as an "entry-level" necessity employees will outgrow. Everyone in your company should have access to at least some facets of it. This goes for leadership and upskilling/reskilling training as well.

Allowing people from different departments and different hierarchy levels to learn together helps in the long run with everything, from cross-department communication to overall company culture and morale.

8. Consider the needs of the leaders of tomorrow:

And by that, we mean Generation Z. Gen Z employees are independent self-starters. Practically born online and always on their mobile phones, Gen Z will struggle sitting through long Zoom lectures that don't allow for much participation.

Instead, you should create a training program that includes gamification, microlearning videos, social elements and is highly personalized. It will go a long way towards keeping your younger (and future) employees engaged.

9. From employer training to learning and development:

If there's one thing you can start doing today to make sure you don't fall behind, it's changing your mindset. So far, we've been treating employee training as something tactical: a way to cover current skills gaps and reach short-term goals.

L&D departments have now an opportunity to get a strategic role in organizations by planning for the training trends of the future and investing in their people. Training should not be an afterthought; something your employees do before taking on a new task. Training *can* and *will* shape how your business grows in the future.

10. A shift in mentality:

Far from being just a means for compliance or learning the basics to get the job done, employee training is poised to become a **strategy that adds business value**. As this Training Industry article points out, training will have to start with the outcome.

Designing onboarding and training programs will require working backward from the desired outcome to create the architecture that will support and measure the learning needed to reach it. This will have to cover training content, duration, modality, and how all these components work together.

11. New technologies will disrupt traditional learning:

In many ways, the disruption of traditional learning has already begun. Online learning relies a lot on asynchronous communication, as learners are watching instructional videos and answering quizzes in their own time. But apart from delivery methods, the content itself is changing.

New technologies like volumetric videos can help remote learners retain information. The ability of such tools to create immersive scenarios means that you can now cater to different learning styles, making the process more sustainable. Visual, auditory, and kinesthetic learners can all benefit equally and learn from the same content.

THE STRATEGIC TRAINING AND DEVELOPMENT PROCESS

A business strategy is a plan that integrates the company's goals, policies, and actions. The goals are what the company hopes to achieve in the medium and long-term future. There are both direct and indirect links between training and business strategy and goals. Training that helps employees develop the skills needed to perform their jobs directly affects the business.

Business strategy has a major impact on the type and amount of training that occurs and whether resources (money, trainers' time, and program development) should be devoted to training. Also, strategy influences the type, level, and mix of skills needed in the company.

The Strategic Training and Development Process:



The strategic training and development process model shows that the process begins identifying the business strategy.

1. Business Strategy Formulation and Identification:

- Five major components are part of developing a new business strategy.
- The mission is the company's reason for existing, the vision is the picture of the future that the company wants to achieve, and values are what the company stands for.
- The second component is the company goals, which are what the company hopes to Achieve in the medium to long term; they reflect how the mission will be carried out. Training can contribute to a number of different business goals.
- The third and fourth components, external and internal analysis, are combined to form what is called a SWOT analysis. A SWOT analysis consists of an internal analysis of strengths and weaknesses and an external analysis of opportunities and threats to the company that currently exist or are anticipated.
- The last component is strategic choice. After completing the SWOT analysis, the company (usually managers involved in strategic planning) has all the information it needs to consider how to compete, generate several alternative business strategies and make a strategic choice.

2. Identify Strategic Training and Development Initiatives That Support the Strategy:

- Strategic training and development initiatives are learning-related actions that a company should take to help it achieve its business strategy.
- The initiatives are based on the business environment, an understanding of the company's goals and resources, and insight regarding potential training and development options.

3. Provide Training and Development Activities Linked to Strategic Training and Development Initiatives:

Translating these strategic training and development initiatives into concrete training and development activities is the next step of the process. These activities include:

- Developing initiatives related to use of new technology in training
- Increasing access to training programs for certain groups of employees
- Reducing development time, and developing new or expanded course offering

4. Identify and Collect Metrics to Show Training Success:

Determining whether training and development activities actually contribute to the business goals involves identifying and collecting outcome measures, or metrics.

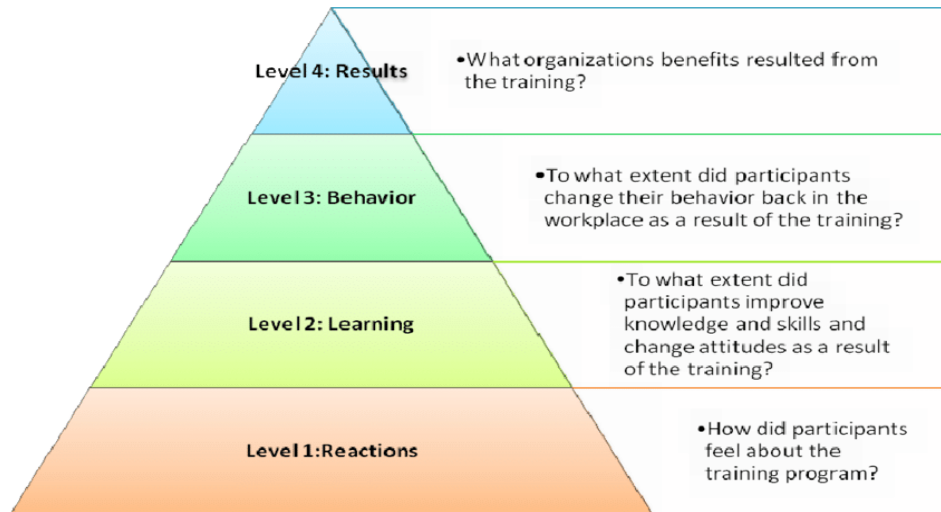
- Metrics that are typically used to identify training success or effectiveness include: (1) trainees satisfaction with the training program; (2) whether the trainees' knowledge, skill, ability, or attitudes changed as a result of program participation; and (3) whether the program resulted in business-related outcomes for the company.
- The business-related outcomes should be directly linked to the business strategy and goals. Some companies use the balanced scorecard as a process to evaluate all aspects of the business.
- The balanced scorecard is a means of performance measurement that provides managers with a chance to look at the overall company performance or the performance of departments or functions (such as training) from the perspective of internal and external customers, employees, and shareholders. The balanced scorecard considers four different perspectives:
 - Customer (time, quality, performance, service, cost).
 - Internal (processes that influence customer satisfaction).
 - Innovation and learning (operating efficiency, employee satisfaction, continuous improvement).
 - Financial (profitability, growth, shareholder value).

EVALUATION OF TRAINING ROLE

Training evaluation refers to the process of collecting the outcomes needed to determine if training is effective. The company constantly evaluates the effectiveness of training programs to find if the money they have invested has been spending properly or not. There are three types of criteria for evaluating training: internal, external, and participant's reaction. Most experts argue that it is more effective to use multiple criteria to evaluate training. One view of a multiple-evaluation system was developed by Kirpatrick(1998). Training programs can be evaluated by asking the following questions.

- Has change occurred after training?
- Is the change due to training?
- Is the change positive or negative?
- Will the change continue with every training program?

KIRKPATRICK'S MODEL OF TRAINING EVALUATION



The most common model for analyzing and evaluating the results of education training and development programs is the Kirkpatrick Model, developed by Donald Kirkpatrick in 1995 for his Ph.D. dissertation.^[1] The model consists of four levels, including the following:

- Level 1: Reaction—Measures how participants react to the training. A common method of determining this is a post-training survey.
- Level 2: Learning—Assess what the employee learned from the training. Learning can be evaluated by post-tests or demonstration of the knowledge, skill or ability.
- Level 3: Behavior—Are participants using what they learned? This might be assessed by observation or management evaluations.
- Level 4: Results—What is the organizational impact? For example, was there an increase in productivity, in project management or management effectiveness?

TRAINING NEEDS

1. Higher Productivity:

It is essential to increase productivity and reduce cost of production for meeting competition in the market. Effective training can help increase productivity of workers by imparting the required skills.

2. Quality Improvement:

The customers have become quality conscious and their requirement keep on changing. To satisfy the customers, quality of products must be continuously improved through training of workers.

3. Reduction of Learning Time:

Systematic training through trained instructors is essential to reduce the training period. If the workers learn through trial and error, they will take a longer time and even may not be able to learn right methods of doing work.

4. Industrial Safety:

Trained workers can handle the machines safely. They also know the use of various safety devices in the factory. Thus, they are less prone to industrial accidents.

5. Reduction of Turnover and Absenteeism:

Training creates a feeling of confidence in the minds of the workers. It gives them a security at the workplace. As a result, labour turnover and absenteeism rates are reduced.

6. Technology Update:

Technology is changing at a fast pace. The workers must learn new techniques to make use of advance technology. Thus, training should be treated as a continuous process to update the employees in the new methods and procedures.

7. Effective Management:

Training can be used as an effective tool of planning and control. It develops skills among workers and prepares them for handling present and future jobs. It helps in reducing the costs of supervision, wastages and industrial accidents. It also helps increase productivity and quality which are the cherished goals of any modern organization.

MODELS OF ORGANISING THE TRAINING DEPARTMENT

Training is a sub system of the organisation because the departments such as marketing, sales, HR, production, finance, etc. depends on training for its survival.

Training is a transforming process that requires some input and it turn it produces output in the form of knowledge, skills and attitudes(KSAs)

1. Faculty model – This training model is similar to college structure model where department is headed by the director with experts in specialized knowledge. The responsibility of developing, administering and updating training programs is on experts.

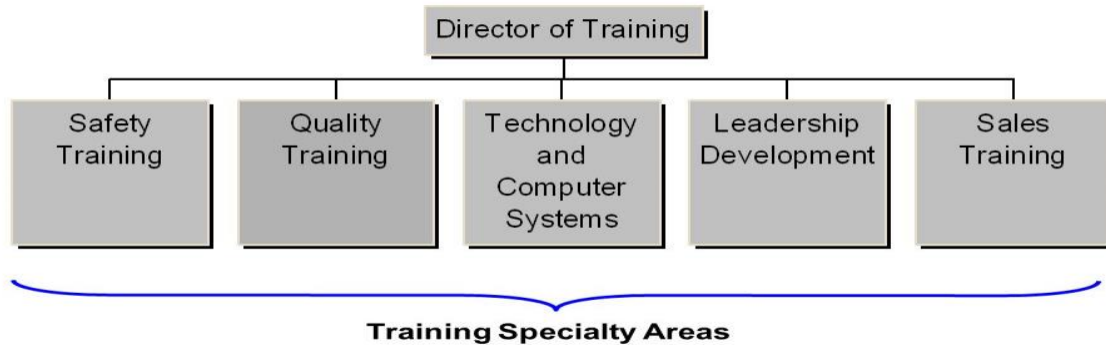
Advantages

- Experts in training program based on their specialized knowledge
- Training plans are established by expert staff

Disadvantages

- Training program created by experts may not meet requirements of the training needs.
- Trainers may be uninformed about current business problems or may not be willing to acquire training material to fulfill the needs of training.
- Lack of meaningful course contents
- Demotivated trainers
- Skill and knowledge of expert not matching with the training needs

The Faculty Model



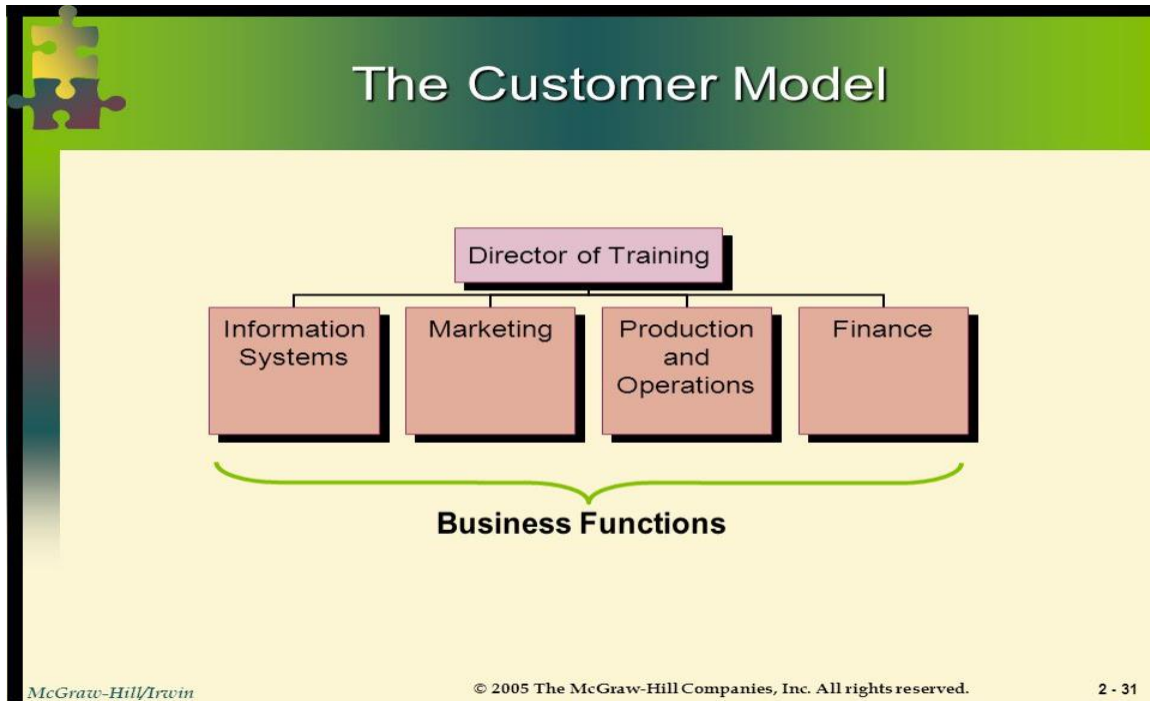
2. Customer model – These models are designed based on training needs of division or function of the concerned company. In this model, training programs are developed based on the need of training of particular function instead of training expert's opinion. Hence, the major disadvantage of faculty model is overcome in this model.

Advantages

- Meaningful content and material will be provided to trainees.
- Trainers may invite outside experts if in case, training content is not available inside the company.

Disadvantages

- Trainer needs to spend required time period for learning the business
- Customer may develop larger programs which contains similar topics
- Not useful for those trainers who considers teaching and presentation as a prime function.
- Course model may be poor in design perspective.



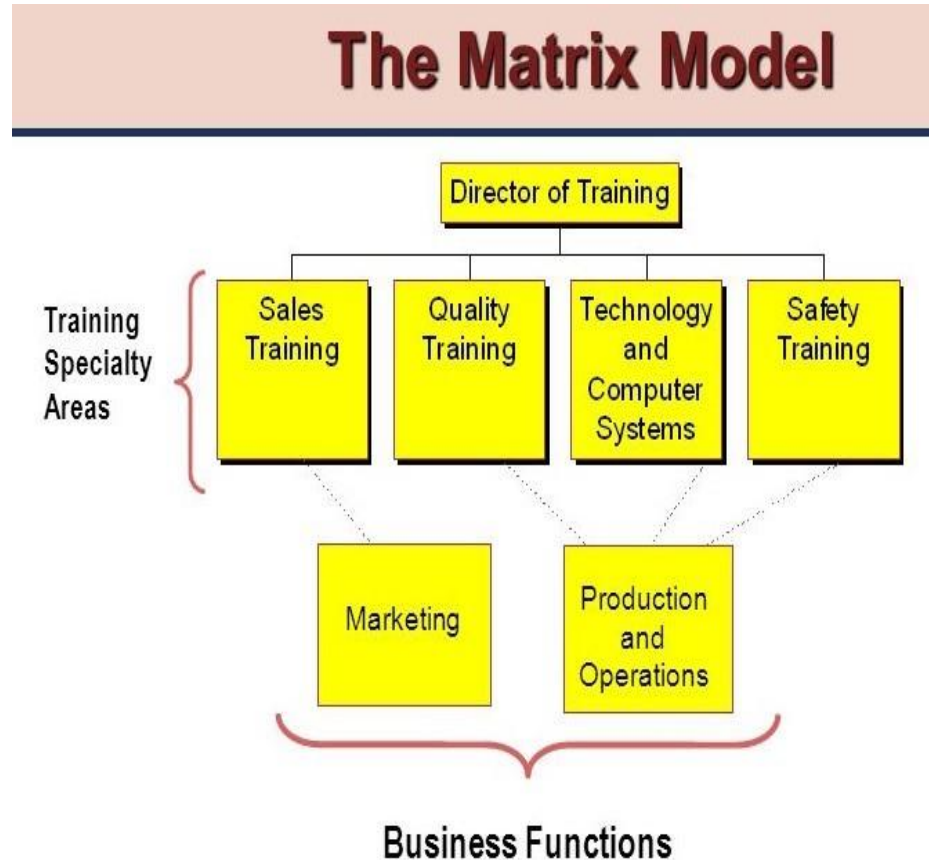
3. Matrix model – In this model trainer will report to both manager of his function or department as well as manager of his training program. Hence, in this model trainer has work as both functional expert as well as training expert.

Advantages

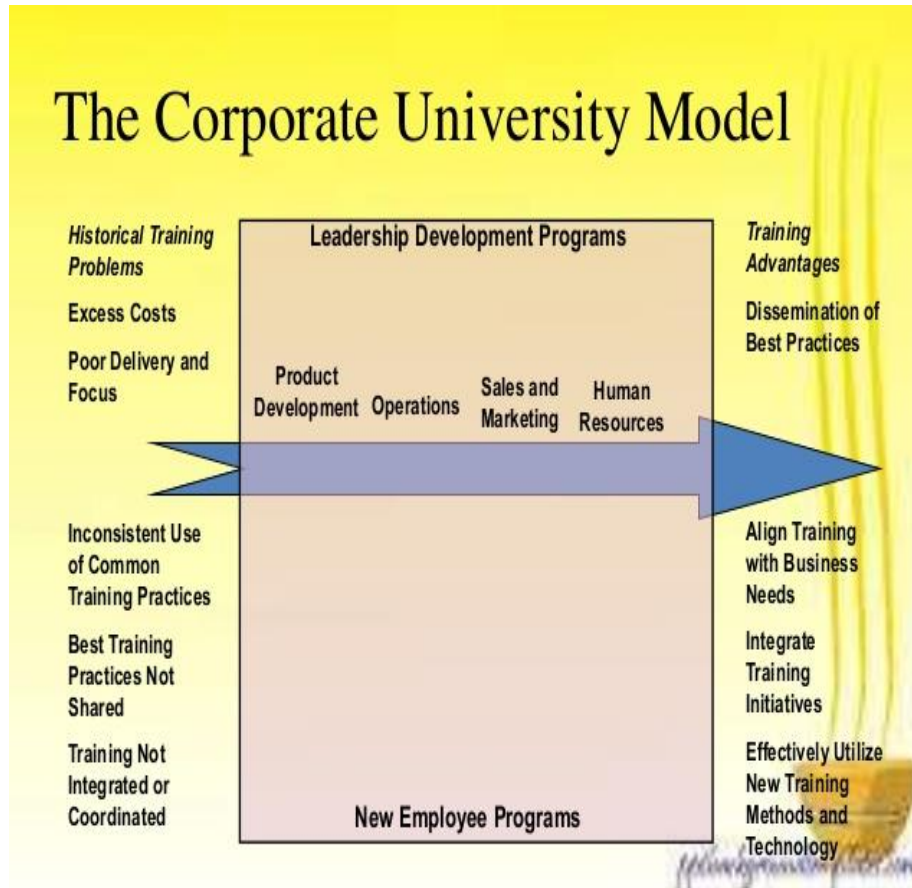
- Model ensures that training program is linked with business needs
- Trainer understands specific business function and gets expertise in it.

Disadvantages

- As trainers reports to two managers; there may be more time demands and might be more conflicts.



4. Corporate University model – In this model, clients groups not only includes employees and managers but also includes stakeholders. It also offers broad range of programs and courses than other models. Cultures and values are also emphasized through training programs of this model. It develops consistent training policies and practices which help to control costs of the company.



5. Business embedded model – This model consists of five competencies namely; product design, product delivery, structural versatility, strategic direction and accountability for result. In this model all the people who are involved in training program can communicate and share the available resources with each other. The number trainers in this model depend upon the demand for product or services.

OUTSOURCING TRAINING

Organizations now are using a unique approach to provide training internally by outsourcing their training departments. This they have found is a way that reduces costs improves productivity and relieves them from the need of constant upgradation. Handing over the organizations training function over to “experts” in many ways also improves the quality of training. These experts have a lot of advantages; they are constantly upgrading themselves to differentiate themselves from the competition and add value to their clients, by virtue of the multiple clients they serve – they have an upfront feel of the best industry practices; training costs can be tracked more objectively and can help align your training’s with your strategic objectives in a far better manner.



Outsourcing of training and development activities means comprehensive, end-to-end outsourcing—from the management of the training function to the design, delivery and reporting. Training BPO refers to the transfer of management and execution of one or more complete ongoing training and development processes or the entire training function to an external services provider. For many companies, [outsourcing](#) employee training and development makes financial as well as business sense.

Outsourcing of training and development functions makes a lot of sense for most organizations. The [training function](#) is often a decentralized operation. Most companies are unsure of how much they spend on training across the enterprise, and don't really know what or how much they need. Of course the process of identification, analysis, design, development, deployment and evaluation varies from group to group, department to department and division to division, even within an organization. What is necessary within the training function is to make outsourcing a value-added component of business by taking a customized approach and building in an ability to make it repeatable within the contextual needs of the organization. In order to ensure that quality is not lost and that the unique cultural attributes of each company, division and department are considered, even a repeatable program must be reviewed and adjusted as necessary.

UNIT-II

TRAINING NEEDS ASSESSMENT (TNA)

Training Needs = Desired Capability – Current Capability of the Participants



The training needs analysis is a process in which the gap between the actual and the desired knowledge, skills, and attitudes (KSAs) in a job are identified.

Definition: Training needs assessment is a process that identifies the present level of knowledge, skill, and competency and compares it with the required or established levels within an organization. This concept helps to know the difference and determine training needs.

What is Training Needs Assessment?

Training needs assessment is one of the best ways to deal with competency gaps. It can be conducted at any time like hiring, making career development plans, performance reviews, succession planning and dealing with changes related to the job position.

Training needs assessment survey and training needs assessment reports should be conducted regularly through training needs assessment form and training needs assessment questions to determine whether there is a need for training and whether the existing programs are proving effective in the organization.

IMPORTANCE OF TRAINING NEEDS ANALYSIS

- **Identify knowledge gap:** One huge benefit of conducting training needs analysis is the fact it can help identify any knowledge gaps the employees may have before it becomes

an issue. It's better to highlight a potential problem and tackle it head-on, rather than becoming aware of the skills gap when an issue arises because of it.

- **Put training resources to good use:** A successful training needs analysis will identify those who need training and what kind of training is needed. It is counterproductive to offer training to individuals who do not need it or to offer the wrong kind of training. A Training Needs Analysis helps to put the training resources to good use.
- **Avoid wasting time on irrelevant training:** It gives organisations a clear understanding of the big picture. With this understanding, they'll be able to pinpoint training that's not needed, saving them time and money.
- **Review current and past training programs:** It is crucial to check what current training activities are being implemented in order to have coordination and to avoid duplication of efforts. Reviewing past performance must be done to learn about the strengths and weaknesses in order to make the current program more effective.
- **Helps to prioritise training needs:** When it comes to planning out a training program, it can be hard to decide which training sessions are the most important. However, training needs analysis can help you pinpoint the training which needs to be completed ASAP, and which training can be left till later down the line.

METHODS OF TRAINING NEEDS ANALYSIS

1. The organisation,
2. The job task, and
3. The individual.

Method # 1. Organizational Analysis:

It looks at the proposed training within the context of the rest of the organisation. A prime consideration is whether or not the proposed training will be compatible with the organizational strategy, goals and culture, and whether employees are likely to transfer the skills they learn in training to their actual jobs.

If training is to be provided to a large number of employees throughout the organisation, analysis should know which units should receive. The training first answers which units need it most. Alternatively, one may decide to begin with units known to be especially receptive to training in order to develop a record of success and a positive image for the training programme among others in the organisation.

The organisation's future plans must also be considered. For instance, a training specialist would not want to plan a massive training effort for a product process that top management plans to discontinue in a year or two. Finally, the availability of trainer's facilities, financial resources and the priorities of competing training programmes must be considered as part of the organisational analysis.

Method # 2. Task Analysis:

The duties and responsibilities of the job, together with the knowledge, skills and abilities needed to perform them, are the focus of the second stage of needs analysis called task analysis.

The purpose of this step is to verify that task is important and employees should be trained for the same and also to develop in-depth information about the task knowledge and

procedures that should be taught. The trainer will need to call on subject matter experts such as – superiors and high performing employees to generate this information.

Method # 3. Individual Analysis:

The final level of analysis looks at the individual to be trained. The individual analysis attempts to determine which employees should receive training and what their current levels of skill and knowledge are.

The trainer may single out individuals on the basis of their past performance or select an entire work group or all incumbents with a specific job title. Then the trainer assesses, or at least estimates, the skill and knowledge levels of the chosen trainees, so that the training is neither too simple nor too complex.

TECHNIQUES OF TRAINING NEEDS ANALYSIS

i. Meeting Managers:

The trainer can meet the management to inquire about the achievement of business goals and involvement of the supervisors with the planning of projects and the future of the company. Managers will communicate where their employee's current abilities lie, and what is needed to get them to the next level for new projects on the horizon.

ii. Questionnaires:

The trainer is required to design a questionnaire and administer that to the employees, and to the immediate supervisors, to be aware of the shortcomings of an employee. Consultation with persons in key positions, and/or with specific knowledge will help in decision-making.

iii. Review of Company Goals:

A brief review of the company's past and where they are headed for in the future may also reveal valuable information for training sessions. A comparison should be made of what employees are currently doing, and what will be expected of them as the company continues to grow and change.

iv. Focus Groups:

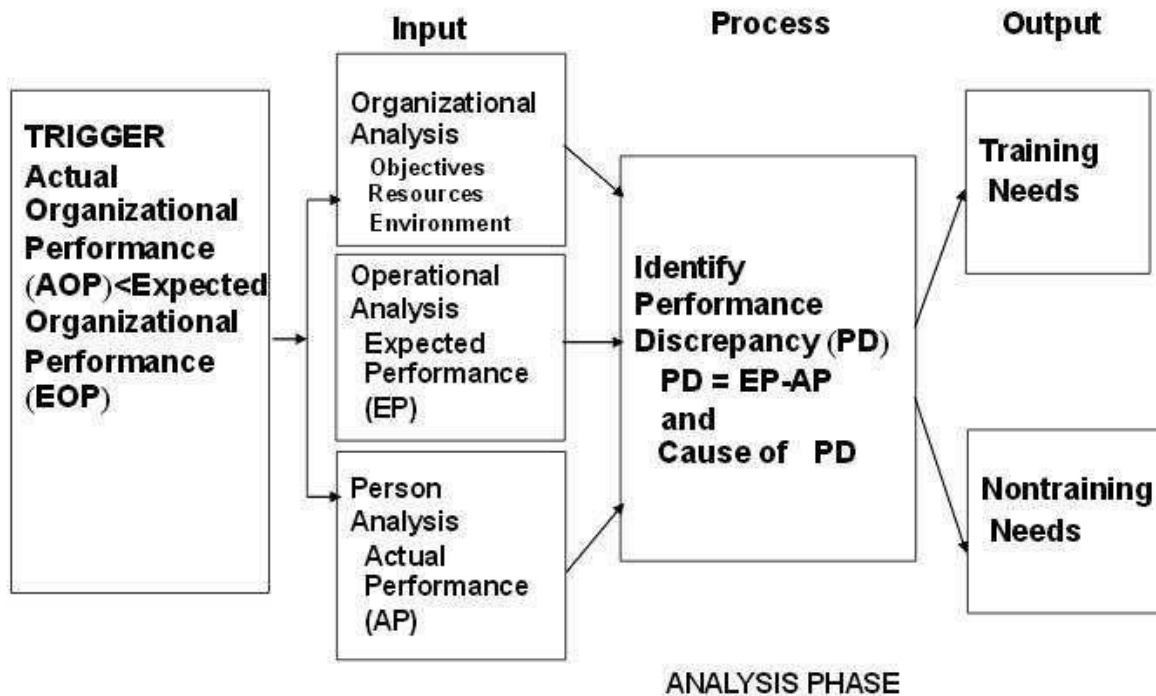
You can also meet the employees to discuss what difficulties they may be facing in their day-to-day activities, and what would make their job easier and more efficient. Remember to keep them focused on what they need rather than on what they want. You should discuss with the line managers about the recorded points.

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vi. HR Audit Reports:

These reports (a) examine and pinpoint the strengths and weaknesses related to HR areas and skills, and competencies to enable an organization to achieve its long-term and short-term goals, (b) increase the effectiveness of the design and implementation of human resource policies, planning, and programmes, and (c) help human resource planners develop and update employment and programme plans. Thus, you can assess the training needs referring to the audit reports.

THE TNA MODEL

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

1. Strategic/organizational analysis:

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

- Where is training programme most needed?
- Is the training programme 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 programme, 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 programme 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.

2. Operational analysis/task analysis:

At the operational level (also known as task or job level), TNA determines what kind of training t programme 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 programme 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 midsize enterprises (SMEs)
- Analysis of operational problems

3. Individual analysis/personal analysis:

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?

How to conduct a training needs assessment

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

1. Determine desired outcomes
2. Identify problems or specific points of pain
3. Determine desired knowledge, skills and behaviors
4. Set training timelines and priorities

TRAINING DESIGN

Introduction:

Designing successful training program requires not only a thorough understanding of the training problem, but also a well-stated definition of the rest Its to be achieved and a thought-out plan for achieving those results.

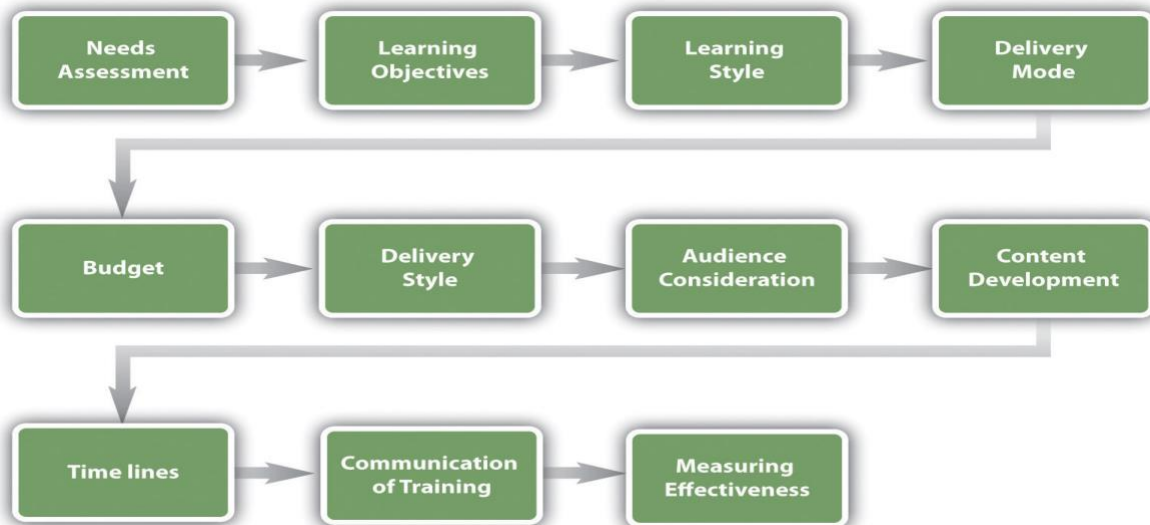
Design is a planning activity which in the context of training, refers to the framework for analyzing a training problem, defining the intended outcome, determining how to present the content to learners to achieve those outcomes, developing the training course according to the design, implementing the course, evaluating its effectiveness and devising follow-up activities.

It is a detailed sketch for what will be done, why it is being done, and the best ways to reach the training objectives. At the design stage the training manager has to define purpose of the training, and the target audience, determine participants' learning needs, define training goals and objectives, outline training content, develop instructional activities, schedule the program, determine training evaluation criteria, develop follow-up activities for the training event and prepare the written training design.

Planning of training policy deals with certain vital issues:

- Who are the Trainees?
- Who are the Trainers?
- What should be the Level of Training?
- Conduct of Training

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



1. **Needs assessment and learning objectives.** This part of the framework development asks you to consider what kind of training is needed in your organization. Once you have determined the training needed, you can set learning objectives to measure at the end of the training.

2. **Consideration of learning styles.** Making sure to teach to a variety of learning styles is important to development of training programs.
3. **Delivery mode.** What is the best way to get your message across? Is web-based training more appropriate, or should mentoring be used? Can vestibule training be used for a portion of the training while job shadowing be used for some of the training, too? Most training programs will include a variety of delivery methods.
4. **Budget.** How much money do you have to spend on this training?
5. **Delivery style.** Will the training be self-paced or instructor led? What kinds of discussions and interactivity can be developed in conjunction with this training?
6. **Audience.** Who will be part of this training? Do you have a mix of roles, such as accounting people and marketing people? What are the job responsibilities of these individuals, and how can you make the training relevant to their individual jobs?
7. **Content.** What needs to be taught? How will you sequence the information?
8. **Timelines.** How long will it take to develop the training? Is there a deadline for training to be completed?
9. **Communication.** How will employees know the training is available to them?
10. **Measuring effectiveness of training.** How will you know if your training worked? What ways will you use to measure this?

FACTORS AFFECTING TRAINING DESIGN

Now that you've completed the training needs analysis, it's time to actually design the training that will help to close the performance gaps caused by KSA deficiencies. In theory, training design is a fairly simple task. In reality, you'll have to overcome numerous constraints throughout the training design process. The most challenging restraint you'll face is a limited budget. Even if your organization has allocated you a generous training budget, it will still seem as if there isn't enough money. You'll always feel underfunded because there's a constant push in business to do more with less. The next big constraint you'll face will be deciding who gets the training and how much training each person gets. This constraint also ties to your limited budget. In a perfect world, you would give everyone all of the training they need and want, but because of your limited resources, you'll have to make decisions. Having a budget will force you to decide how training can be used most effectively and most efficiently throughout the organization. You'll also have to prioritize the types of training you'll deliver. For example, you may have legally mandated training that must supersede any productivity-based training or management training you would like to offer. Another obstacle you'll face is the varying KSA level of your trainees. You'll have to design the training to be effective for all these different

trainees and still work within your budget. The constraints act as a barrier for effective training design, the various constraints involved in training design are:

- Organization environment
- Budget for training
- Trainee population

Organizational environmental constraints:

- The technological sophistication of the organization affects which type of training can be offered. Decision about training priorities also must follow the law.
- Certain training requirements are mandated by the occupational safety and healthy association (OSHA)
- This type of training includes telling employees what hazardous waste they with the KSAs to handle the waste in a safe manner.

Some organizational constraints are:

- ✓ Need high level of simulation.
- ✓ Trainees vary in amount of experience.
- ✓ Trainees have large difference in ability levels.
- ✓ Mix of employee and new hires trained on a new procedure.
- ✓ Long lag between end of training and use of skill on the job.
- ✓ Bias against a type of training.
- ✓ Few trainees available at any one time.
- ✓ Small organization with limited funds

Budgeting for training:

- Once the length of training is determined it is necessary to estimates the amount of time it will take to develop the training program.
- So when providing estimates, understand that department are competing for resource and that the estimate must be accurate as possible.
- In many cases when training is requested the client wants a proposed training solution and its associated costs quickly.

The following items are normally included in the budget of a training program:

- Outfit Allowances
- Training fees
- Transport and Travelling
- Freight
- Insurance
- Subsistence allowances
- Accommodation
- Incidental Allowances
- Book Allowances

In formulating and controlling the budget for a training program, the training officer must consider the following factors:

- ✓ Adequate training plans.
- ✓ The expenses incurred in achieving the training plans must have been identified and estimated
- ✓ The responsibilities for items of expenditure must have been allocated between training specialists and other managers.
- ✓ Account classifications must have been made so that expenditure can be allocated to specific cost areas.
- ✓ Cost information must be recorded accurately and a mechanism for feeding back the collated information must be present so that individuals can take corrective action if and when required.

COST INVOLVED IN TRAINING PROGRAMMES

Meaning:

Hiring new employees is a beautiful thing. Employees can simplify operations and bring in more money for your business. But before employees can be all-stars at your business, you must train them. Training Costs means reasonable costs incurred to upgrade the technological skills of Full-Time Employees in Illinois and includes: curriculum development; training materials (including scrap product cost); trainee domestic travel expenses; instructor costs (including wages, fringe benefits, tuition and domestic travel expenses); rent, purchase or lease of training equipment; and other usual and customary training costs. "Training costs" do not include, except where the Company receives prior written approval of the Department, costs associated with travel outside the United States, wages and fringe benefits of employees during periods of training, administrative costs related to Full-Time Employees of the Taxpayer, or amounts paid to an affiliate of the Company.

The cost of training employees:

After spending time and money searching for top talent, you might not want to hear that the work isn't over. But, training new employees is a necessary part of onboarding.

You must pour time and money into ensuring new hires understand their job responsibilities. Improper training can lead to sloppy work or eventual employee turnover, which means repeating the whole process.

The average training cost per employee is \$1,252, according to the Association for Talent Development's 2016 State of the Industry Report.

Money isn't the only thing you will spend on training a new employee. You also need to put in your time. According to the ATD report, employers use an average of 33.5 training hours per employee. Of course, the cost of training programs for employees won't be the same for every business. Here are some factors that will determine the cost of training a new employee.



1. Business size: The size of your business has a big impact on how much you will spend on training. Employee training costs tend to be higher for small businesses than large corporations. On the other hand, large corporations spend more time training employees than smaller businesses. Why does the cost of training staff vary between small and large businesses? Large companies might hire multiple employees at once, so training costs can be spread out between employees.

2. Industry: Business size isn't the only factor that influences employee training costs. Your business industry also plays a role in costs. The type of training new hires need varies from industry to industry. For example, training a receptionist is different than training a hazardous materials removal worker. Some industries require extensive training. Specialized training for dangerous jobs is typically more expensive.

3. Skill sets: An employee's skills will also determine training costs. Even if the employee meets or exceeds the required qualifications, other skills might be needed for the job. Some employees will learn faster than others. No two employees work or learn at the same pace. Instead of overloading a struggling new hire with information, you might want to slow down. You may need to take more time and use more resources for some employees.

4. Training method: The type of training you provide impacts how much training will cost. What you use might depend on factors like your industry and the position. Here are just a few training methods:

- On-the-job training
- Classroom-style training

- Technology-based learning
- Simulations

With **on-the-job training**, employees learn by performing their actual jobs. This type of training encourages hands on learning, so employees might learn more quickly and jump into producing for the company.

Classroom-style training is a training method where you or another lecturer talks about the new hire's job responsibilities. If you hire someone to teach employees, this will drive up the cost. You pass a lot of information onto the employee, which can be overwhelming and time-consuming.

Training new hires using technology, like computer or video programs, is known as **technology-based learning**. These training courses might be interactive. The more programs you purchase to teach employees, the more expensive the cost of training employees will be.

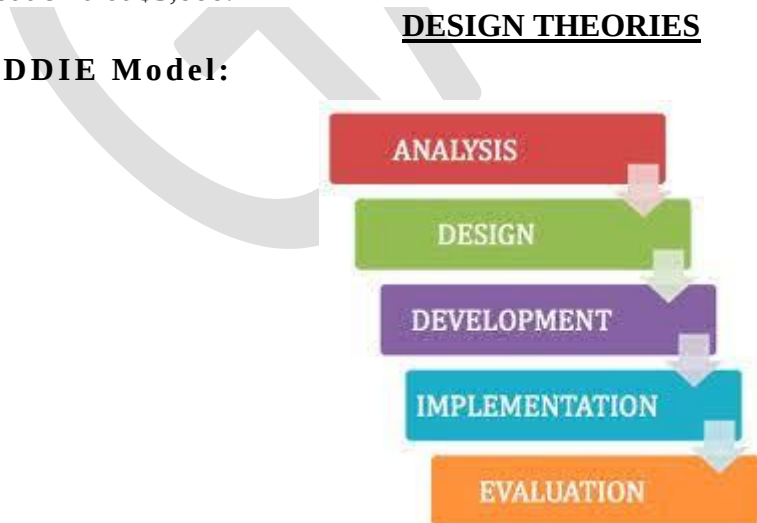
Simulations teach employees about the job by imitating real-life situations. This type of training can range from free to expensive, depending on the job.

5. Equipment: Depending on your chosen training method, you will need equipment and supplies. For example, technology-based learning requires computer programs and videos. If employees keep their equipment (e.g., new work laptops), you won't be able to reuse the materials in training future employees. You will need to buy new equipment each time you hire employees.

6. Productivity loss: When you train new employees or get your workforce involved, there is a loss in productivity. The time that could be spent on growing your business is instead spent on training the new hire. The cost of productivity loss will depend on how long your training program lasts. You might decide to give your new hire a mentor. This could be an all-star employee at your business. Mentorship is effective for training employees, but it means your all-star employee will devote their time to training the new hire. Let's say you hire a new salesperson. You have your sales manager train the new hire for one week. Your sales manager typically brings in \$5,000 per week. While they are training the new employee, your business could lose out on that \$5,000.

DESIGN THEORIES

1. The ADDIE Model:

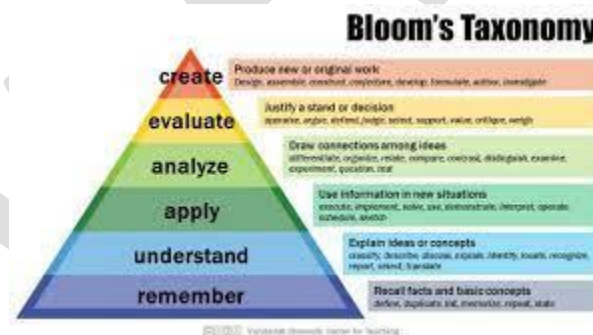


ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate. These equate to a 5-phase process for developing instructional materials.

1. **Analyze:** The instructional designer clarifies the problem to be addressed with an instructional intervention, defines the training need and conducts an extensive audience analysis to determine the instructional environment, pre-existing knowledge, skills and abilities, opportunities and constraints.
2. **Design:** The instructional designer writes learning objectives and determines the instructional strategies that will be utilized to achieve those objectives. Decisions are made about how the instructional materials will look, feel, operate, and be delivered to the learner. Storyboards and elearning prototypes are created.
3. **Develop:** Content is assembled and incorporated into the design to produce the instructional or performance support materials. Deliverable is reviewed for quality and revised.
4. **Implement:** The finished course or performance support tool is rolled out to the intended audience and its impact is monitored.
5. **Evaluate:** The instructional designer uses various methods to determine whether the course or performance support tool is delivering the expected results.

2. Bloom's Taxonomy (Revised)

Bloom's Taxonomy, revised in 2001 by Anderson and Krathwohl, defines the six levels of cognitive learning starting with the simplest at the bottom and moving up through the levels to the most complex, or deepest learning. As an instructional design framework, Bloom's Taxonomy ensures that learners push through the lower levels of remembering and understanding new information, to being able to apply it, analyze it, evaluate its



impact, and ultimately to solve unique problems by creating solutions that would not have been possible without the new knowledge.

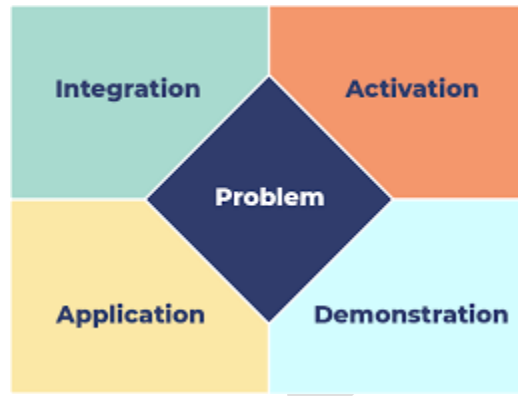
3. Gagne's Nine Events of Instruction:



Robert Gagne's Nine Events of Instruction is based on the behaviorist approach to learning. Gagne identified the mental conditions needed for learning in adults. He then created his Nine Events of Instruction to address the conditions of learning. The Nine Events of Instruction are:

1. **Gain the student's attention.** Emotional buy-in is the first step in laying the foundation for learning retention. This can be done by telling a story or asking a thought-provoking question.
2. **Inform students of the objectives.** Establishes expectations for the course and criteria for measuring success or failure.
3. **Stimulate recall of prior learning.** Leverages existing knowledge as a scaffold to incorporate new knowledge.
4. **Present the content.** Use chunking for easy consumption of the content.
5. **Provide learner guidance.** Supplement the content with case studies, activities, discussion questions and other instructional support materials.
6. **Elicit performance.** Challenge learner's activities that recall, utilize, and evaluate knowledge.
7. **Provide feedback.** Use immediate feedback to reinforce knowledge
8. **Assess performance.** Test learner knowledge against established criteria
9. **Enhance retention and transfer to job.** Use content retention strategies to appropriate job aids to retain new knowledge.

4. Merrill's Principles of Instruction:



David Merrill's 2002 First Principles of Instruction framework integrates five principles of learning.

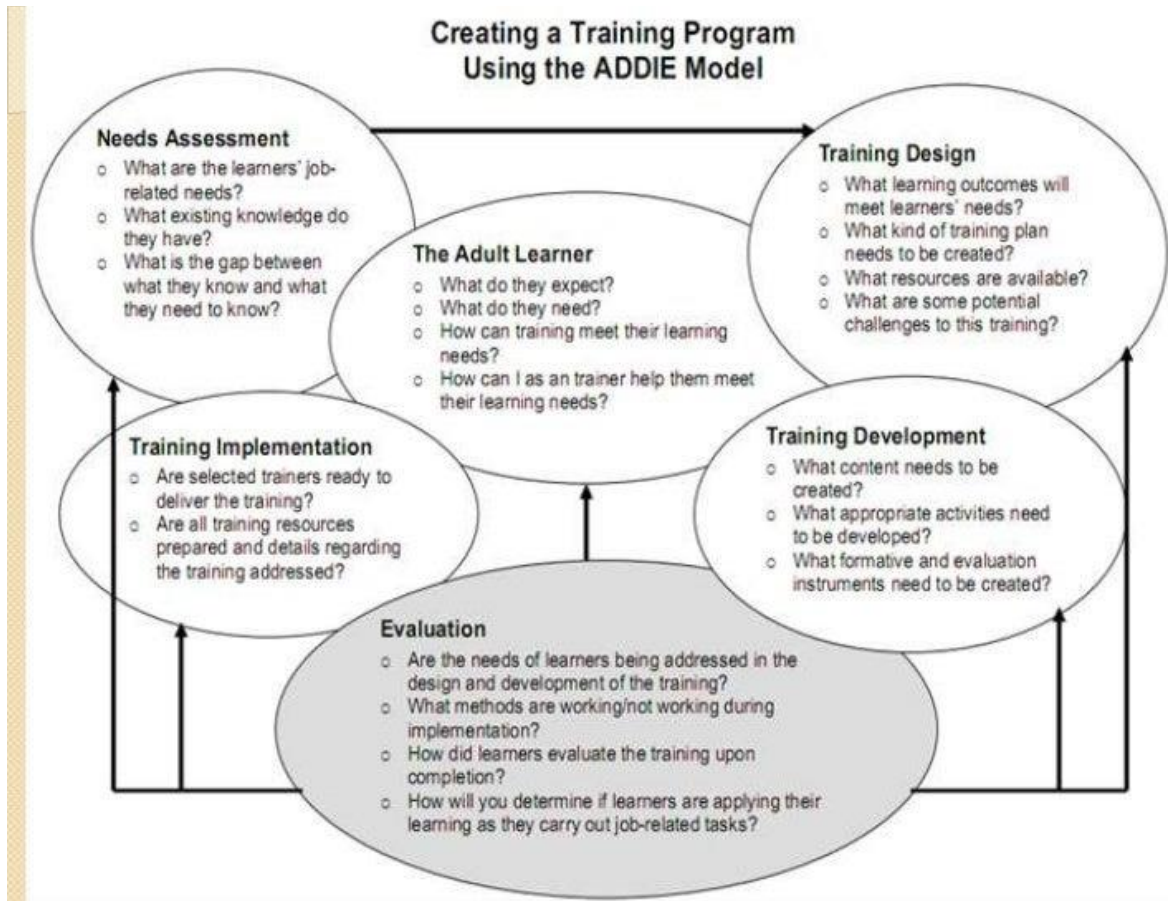
1. **Task-centered principle:** Learning starts with a real-world task or problem the learners can relate to.
2. **Activation principle:** Activating the learner's existing knowledge base helps them connect previous knowledge with the new knowledge.
3. **Demonstration principle:** A course must demonstrate the knowledge in multiple ways (for example, both visually and through storytelling) so that it leverages different regions of the brain, and increases knowledge retention.
4. **Application principle:** Learners must apply new information on their own and learn from their mistakes.
5. **Integration principle:** Help to integrate the knowledge into the learner's world through discussion, reflection, and/or presentation of new knowledge.

TRAINING DESIGN PROCESS

The design training process the ADDIE method of instructional design consists of five phases that trainers and instructional designers may use to plan and implement training. The steps in the process are Analyze, Design, Develop, Implement and Evaluate. The steps work in conjunction with one another, which saves companies time and money by allowing revisions to be made throughout the process rather than after the training is launched.

STEP1: Analyse: In the analysis phase, the training team works with the business owners to analyse and assess the goals and objectives for the training being developed. One question addressed in this phase is what type of training delivery method will be used. Will it be web-based or instructor led? Additional questions such as who the audience is and what are their learning patterns may also be discussed during the analysis phase. Deadlines and a project plan may be determined at this time as well.

STEP2: Design: After questions are assessed and answered during the analysis phase, the training designer begins to layout the training content and to develop the design document. This document, while not containing actual content, will contain the outline of content, any groupings of content that may be necessary and media notes. Quizzes or assessments will also be included in the design document as will any types of training exercises the participants will be required to do.



STEP3: Development: The development phase is when storyboards for the training are developed, and graphic designs are created or chosen. The graphics will be implemented into the training and will enhance the training by giving the learning visuals to complement the content. The actual course content is written during the development phase. For web-based training, a small version of the course may be put together at this time. This allows the web team to upload and test the content online and to make necessary adjustments. After the training content is developed, it is then sent to the business owners and the subject matter experts (SME) for review and approval.

STEP4: Implementation: After the course content is finalized and approved by the business owners, the training is ready to be launched. This occurs during the implementation phase. Facilitators must review and understand the curriculum as well as the testing process. Books,

manuals and copies of software should be obtained if necessary to be distributed during the training. Course scheduling and student enrollment are completed during this time. Any necessary travel arrangements are made for facilitators or participants during the implementation phase.

STEP 5: Evaluation: During the evaluation phase, feedback is generated by the participants of the course. This can be done by surveys, either paper based or electronic. Receiving participants' feedback is important for the development of future courses. The evaluation process will allow the instructional designers to find out if learning objectives are being met and how well the course is being received. Long-term evaluations may be necessary to determine whether material was retained or if workers' behavior changed in the workplace. This type of evaluation may be done several months after the training has occurred. These types of evaluations are summative and are completed after the training. Formative evaluations are ongoing during each phase of the ADDIE method, which allow for errors to be caught early in the process.

OUTPUT OF TNA

- Assessment of Skill GAP
- Three level analysis for the optimization
- Review of the current training system and performance level
- ROI and CBA helps to assess the financial benefits of training
- Assessment of the training options
- Helps to stream line the HRIS, find out feedback effectiveness, grievance systems
- Highlight the training requirements and non-training needs

UNIT-III

LEARNING

Learning can be defined as the permanent change in behaviour due to direct and indirect experience. It means change in behaviour, attitude due to education and training, practice and experience. It is completed by acquisition of knowledge and skills, which are relatively permanent.

Learning Definition:

Learning is any relatively permanent change in behaviour that occurs as a result of experience.

-Stephen P. Robbins

Learning is the process of having one's behaviour modified, more or less permanently, by what he does and the consequences of his action, or by what he observes **-Munn N.L.**

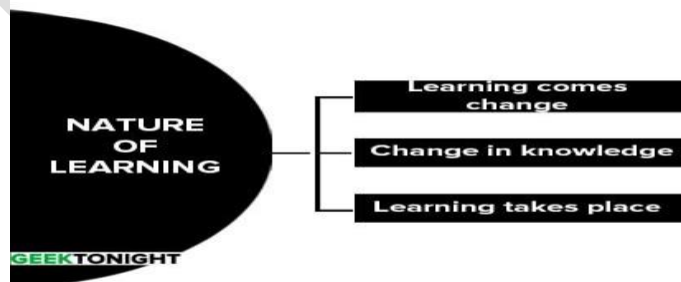
Learning can be defined as relatively permanent change in behavior potentially that results from reinforced practice or experience. **-Steers and Porter**

Meaning of Learning:

There are two primary elements in meaning of learning:

- **Change must be relatively permanent:**
This means that after “learning” our behavior must be different, either better or worse as compared to our behaviour prior to this learning experience.
For example, you “learn” to drive a car or have learned how to use a computer.
- This change **must occur due to some kind of experience or practice**. This learning is not caused by biological maturation.
For example, a child does not learn to walk, it is a natural biological phenomenon. We do not learn to eat or drink.

Nature of Learning:



Nature of learning means the characteristic features of learning. Learning involves change; it may or may not guarantee improvement. It should be permanent in nature, that is learning is for lifelong.

The change in behaviour is the result of experience, practice and training. Learning is reflected through behaviour.

Factors Affecting Learning:

Learning is based upon some key factors that decide what changes will be caused by this experience. The key elements or the major factors that affect learning are motivation, practice, environment, and mental group.

Coming back to these factors let us have a look on these factors –

- **Motivation** – The encouragement, the support one gets to complete a task, to achieve a goal is known as motivation. It is a very important aspect of learning as it acts gives us a positive energy to complete a task. **Example** – the coach motivated the players to win the match.
- **Practice** – We all know that “Practice makes us perfect”. In order to be a perfectionist or at least complete the task, it is very important to practice what we have learnt. **Example** – We can be a programmer only when we execute the codes we have written.
- **Environment** – We learn from our surroundings, we learn from the people around us. They are of two types of environment – internal and external. **Example** – A child when at home learns from the family which is an internal environment, but when sent to school it is an external environment.
- **Mental group** – It describes our thinking by the group of people we chose to hang out with. In simple words, we make a group of those people with whom we connect. It can be for a social cause where people with the same mentality work in the same direction. **Example** – A group of readers, travelers, etc.

These are the main factors that influence what a person learns, these are the root level for our behaviour and everything we do is connected to what we learn.

LEARNING THEORIES

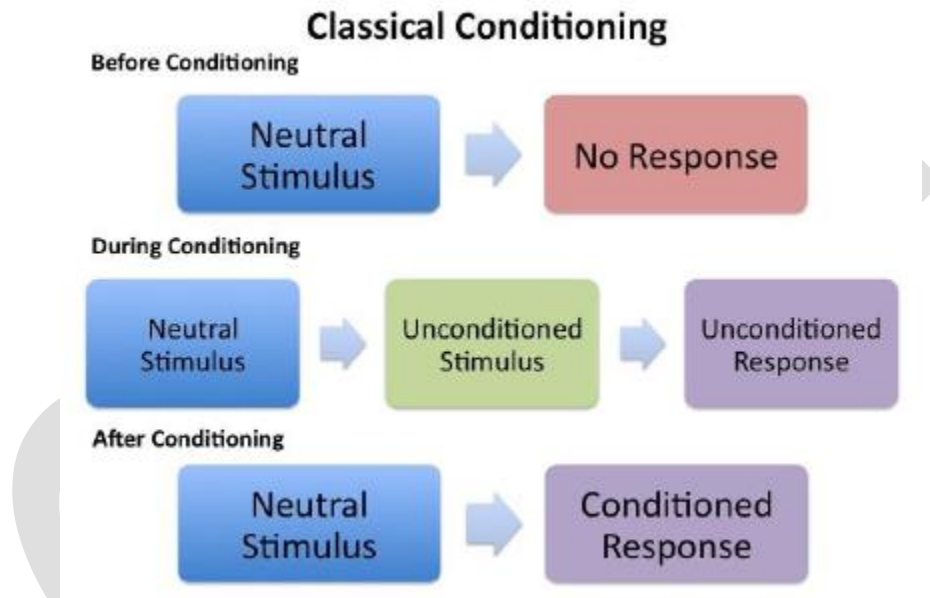
Learning can be understood clearly with the help of some theories that will explain our behaviour. Some of the remarkable theories are –

- Classical Conditioning Theory
- Operant Conditioning Theory
- Social Learning Theory
- Cognitive Learning Theory

1. Classical Conditioning Theory:

The classical conditioning occurs when a conditioned stimulus is coupled with an unconditioned stimulus. Usually, the conditioned stimulus (CS) is an impartial stimulus like the sound of a tuning fork, the unconditioned stimulus (US) is biologically effective like the taste of food and the unconditioned response (UR) to the unconditioned stimulus is an unlearned reflex response like salivation or sweating.

After this coupling process is repeated (for example, some learning may already occur after a single coupling), an individual shows a conditioned response (CR) to the conditioned stimulus, when the conditioned stimulus is presented alone. The conditioned response is mostly similar to the unconditioned response, but unlike the unconditioned response, it must be acquired through experience and is nearly impermanent.



2. Operant Conditioning Theory:

Operant conditioning theory is also known as instrumental conditioning. This theory is a learning process in which behaviour is sensitive to, or controlled by its outcomes.

Let's take an example of a child. A child may learn to open a box to get the candy inside, or learn to avoid touching a hot stove. In comparison, the classical conditioning develops a relationship between a stimulus and a behaviour. The example can be further elaborated as the child may learn to salivate at the sight of candy, or to tremble at the sight of an angry parent.

In the 20th century, the study of animal learning was commanded by the analysis of these two sorts of learning, and they are still at the core of behaviour analysis.

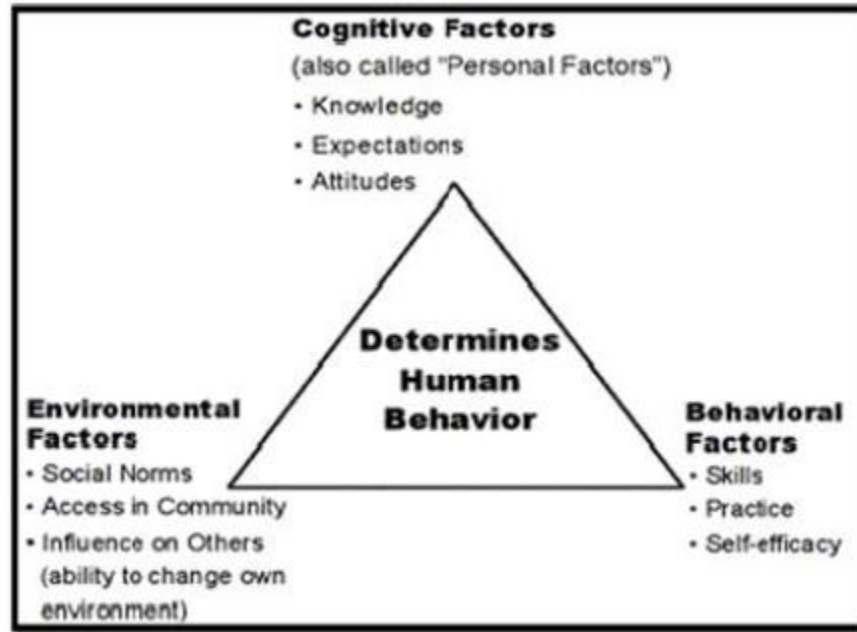
Operant Conditioning

	Reinforcement Increase Behavior	Punishment Decrease Behavior
Positive Stimulus (something added)	Positive Reinforcement Add something to increase behavior	Positive Punishment Add something to decrease behavior
Negative Stimulus (something removed)	Negative Reinforcement Remove something to increase behavior	Negative Punishment Remove something to decrease behavior

3. Social Learning Theory:

The key assumptions of social learning theory are as follows –

- Learning is not exactly behavioural, instead it is a cognitive process that takes place in a social context.
- Learning can occur by observing a behaviour and by observing the outcomes of the behaviour (known as vicarious reinforcement).
- Learning includes observation, extraction of information from those observations, and making decisions regarding the performance of the behaviour (known as observational learning or modelling). Thus, learning can occur beyond an observable change in behaviour.
- Reinforcement plays an important role in learning but is not completely responsible for learning.
- The learner is not a passive receiver of information. Understanding, environment, and behaviour all mutually influence each other.



4. Cognitive Learning Theory:

Cognition defines a person's ideas, thoughts, knowledge, interpretation, understanding about himself and environment.

This theory considers learning as the outcome of deliberate thinking on a problem or situation based upon known facts and responding in an objective and more oriented manner. It perceives that a person learns the meaning of various objects and events and also learns the response depending upon the meaning assigned to the stimuli.

This theory debates that the learner forms a cognitive structure in memory which stores organized information about the various events that occurs.

Learning & Organizational Behaviour

An individual's behaviour in an organization is directly or indirectly affected by learning.

Example – Employee skill, manager's attitude are all learned.

Behaviour can be improved by following the listed tips –

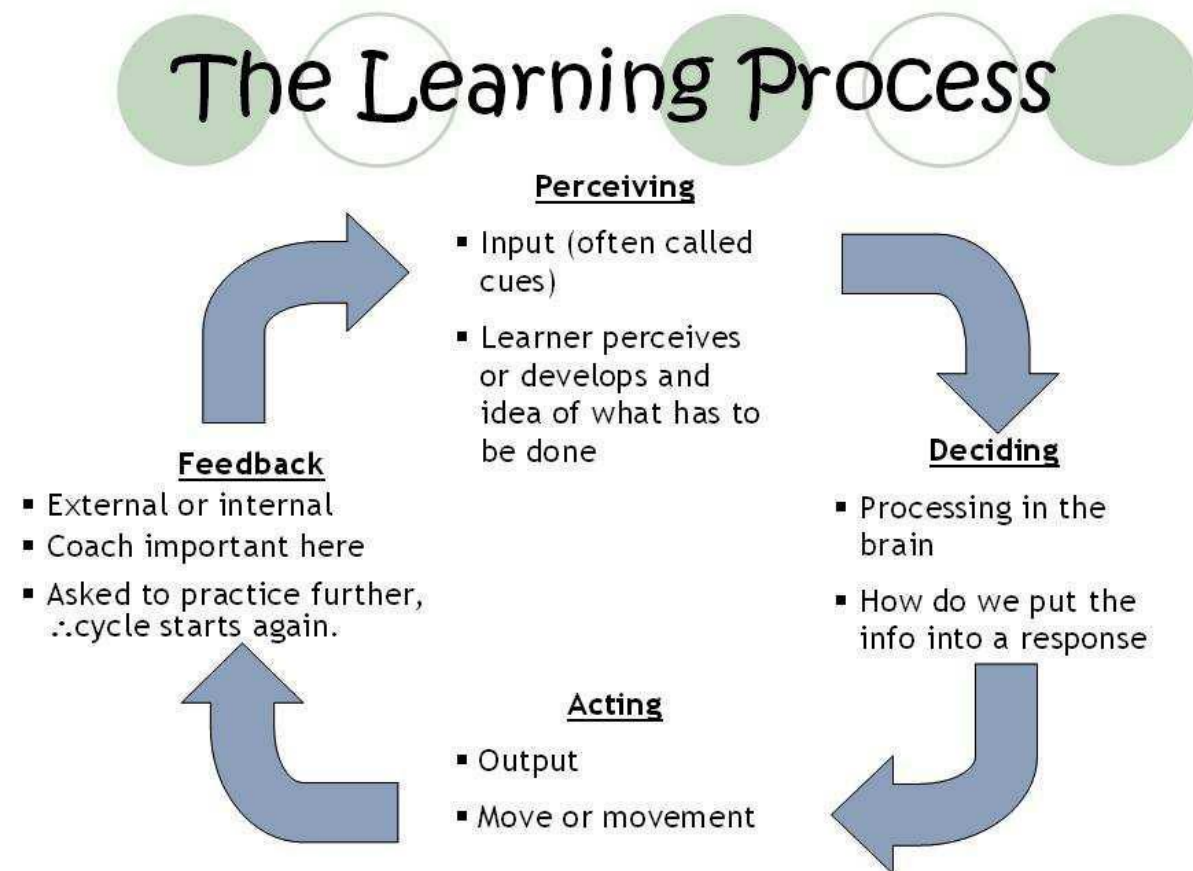
- Reducing absenteeism by rewarding employees for their fair attendance.
- Improving employee discipline by dealing with employee's undesirable behaviour, drinking at workplace, stealing, coming late, etc. by taking appropriate actions like oral reprimands, written warnings and suspension.
- Developing training programs more often so as to grab the trainees' attention provide required motivational properties etc.

LEARNING PROCESS

Living is learning. All living beings learn as they grow. Human beings learn more than any other creatures. A new-born human baby behaves like any other animal off spring. But he changes his behaviour very quickly and shows a kind of behaviour quite different from that of an adult. This difference in behaviour is due to learning.

An individual lives in the society. He interacts with the society. He influences his environment and the environment influences him. This is called interaction. The change of behaviour is the result of such interaction.

Learning is change. It is called modification of behaviour. All changes in knowledge, skills, habits, interests, attitudes and tastes are the product of learning. That is, consists of all changes in thinking feeling and doing in course of life.



LEARNING OUTCOMES

Think for a moment about a course or training session with which you are currently involved. Identify one skill that you think would be essential to know or do by the end of this learning period. If you were able to do this, then you are beginning to construct a learning outcome.

Definition of Learning Outcomes

Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.

Spady, (1994) , an educational researcher who spearheaded the development of outcomes based education, suggests that the ability demonstrate learning is the key point. This demonstration of learning involves a performance of some kind in order to show significant learning, or learning that matters. He claims that significant content is essential, but that content alone is insufficient as an outcome. Rather, knowledge of content must be manifested through a demonstration process of some kind.

An outcome statement that incorporates this knowledge within a performance demonstration might include:

- The learner will have demonstrated the ability to make engine repairs on a variety of automobiles.
- In the above statement, the ability to make engine repairs implies that the person has the requisite knowledge to do so.

Performance statements include higher level thinking skills as well as psychomotor skills.

Consider the following learning outcome statement:

The learner will have demonstrated the ability to analyze engines and make decisions regarding required repairs for a variety of automobiles.

Learning outcomes refer to observable and measurable

- Knowledge
- Skills
- attitudes

Characteristics of Learning Outcomes Statements

Learning outcomes should:

- Reflect broad conceptual knowledge and adaptive vocational and generic skills
- Reflect essential knowledge, skills or attitudes;
- Focus on results of the learning experiences;
- Reflect the desired end of the learning experience, not the means or the process;
- Represent the minimum performances that must be achieved to successfully complete a course or program;
- Answer the question, "Why should a student take this course anyway?"

Learning outcomes statements may be considered to be exit behaviors.

Because learning outcomes focus on the end result of learning, regardless of how or where that learning occurred, their development serves to offer the potential for increased access to learning opportunities through prior learning assessment.

Outcomes-based education is thought to provide greater:

- Consistency - in course offerings across the educational system
- Accountability - expectations for learning are clearly stated, and frequent assessment processes help both teacher and student identify progress toward meeting the outcomes
- Accessibility - clearly defined outcomes enable learners to demonstrate achievement of those outcomes through prior learning assessment processes.

DESIGNING EFFECTIVE TRAINING PROGRAMMES

Employee training programs often substantially improve employee performance, productivity and skills, and they can also help build your team's confidence and overall morale. If you're thinking of designing a new employee training program, there are a few foundational steps you can take to ensure your program effectively addresses organizational needs and goals.

What is training programme:

Training programs are specific development plans created to advance the skills of employees at an organization. While they come in many forms, training programs often include guided activities and educational instruction that can help bolster the performance and productivity of team members. Managers and HR professionals typically design training programs with particular organizational and development goals in mind. There are many advantages to implementing a training program for employees at your organization.

Process of Designing effective Training Program

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. So, how to create an effective training program for the employees? Below are the five steps that will help you to create a more effective training program:

Step 1: Perform a Training Needs Assessment:

The assessment of a training program has four-step to be followed:

- Identifying the business goal that can be supported by a training program.
- Determining the tasks that workers should perform to make the company reach its goals.
- Conducting the training activities that will help in enhancing the learning of the workers to perform the tasks more effectively.
- Determining the learning characteristics of the workers that will make the training effective.

Step 2: Develop Learning Objectives:

A learning objective address things that your employees can get to know like:

- What is the product flow?
- How to maintain the product flow cycle?
- Importance of good product lifecycle.



Step 3: Design Training Materials:

While designing your materials, keep the following points in mind:

- Focus on the learning needs of your employees.
- Create training assessments that can directly relate to the learning objectives.
- Remember the adult learning philosophies.
- Include more hands-on practice or simulation as possible.
- Put the employees in control of the learning process.
- Do possible thing to let the employees talk and interact with the trainer and with each other while attending the training.
- Make sure there is plenty of opportunity for opinions.
- Break your training materials into small pieces that are easier to understand.
- Use “blended learning” approach that includes training in various types.
- Appeal to your workers’ senses during the training.

Step 4: Implement the Training:

Implementation can take different forms by moving forward to the training. It can be classroom instructions, the completion of e-learning modules, or more.

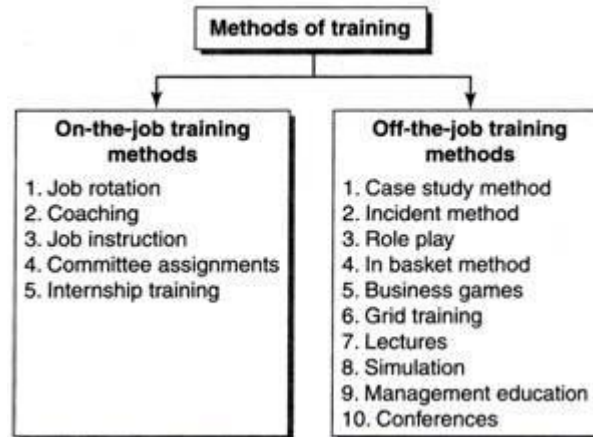
Step 5: Evaluate the Training:

This method involves evaluating the training at four levels. Those four levels of evaluation are:

- Employees’ reaction to training.
- Employees’ learning through the training.
- Employee’s job behaviour post-training.
- Beneficial business results.

TRAINING METHODS

TRADITIONAL TRAINING METHODS



Training methods broadly divided in to two types

- I. On-the-job Training Methods
- II. Off-the-Job Methods

Management development is a systematic process of growth and development by which the managers develop their abilities to manage. It is concerned with not only improving the performance of managers but also giving them opportunities for growth and development.

There are two methods through which managers can improve their knowledge and skills. One is through formal training and other is through on the job experiences. On the job training is very important since real learning takes place only when one practices what they have studied.

But it is also equally important in gaining knowledge through classroom learning. Learning becomes fruitful only when theory is combined with practice. Therefore on the job methods can be balanced with classroom training methods (off-the-job methods).

I. On-the-job Training (OJT) Methods:

This is the most common method of training in which a trainee is placed on a specific job and taught the skills and knowledge necessary to perform it.

The advantages of OJT are as follows:

- On the job method is a flexible method.
- It is a less expensive method.
- The trainee is highly motivated and encouraged to learn.
- Much arrangement for the training is not required.

On-the-job training methods are as follows:

1. Job rotation:

This training method involves movement of trainee from one job to another gain knowledge and experience from different job assignments. This method helps the trainee understand the problems of other employees.

2. Coaching:

Under this method, the trainee is placed under a particular supervisor who functions as a coach in training and provides feedback to the trainee. Sometimes the trainee may not get an opportunity to express his ideas.

3. Job instructions:

Also known as step-by-step training in which the trainer explains the way of doing the jobs to the trainee and in case of mistakes, corrects the trainee.

4. Committee assignments:

A group of trainees are asked to solve a given organizational problem by discussing the problem. This helps to improve team work.

5. Internship training:

Under this method, instructions through theoretical and practical aspects are provided to the trainees. Usually, students from the engineering and commerce colleges receive this type of training for a small stipend.

II. Off-the-job Methods:

On the job training methods have their own limitations, and in order to have the overall development of employee's off-the-job training can also be imparted. The methods of training which are adopted for the development of employees away from the field of the job are known as off-the-job methods.

The following are some of the off-the-job techniques:

1. Vestibule Training Method:

Vestibule Training Method is a very famous means of training the employees especially the manual workers. If the company starts to train the workers in the factory or the workplace itself then there are chances of miss happening with the machinery of the factory.

In this method, similar tools and machinery are arranged outside the organization. Hence, this allows the workers to enhance their skills by working with the same tools and machinery.

2. Case study method:

Usually case study deals with any problem confronted by a business which can be solved by an employee. The trainee is given an opportunity to analyse the case and come out with all possible solutions. This method can enhance analytic and critical thinking of an employee.

3. Incident method:

Incidents are prepared on the basis of actual situations which happened in different organizations and each employee in the training group is asked to make decisions as if it is a real-life situation. Later on, the entire group discusses the incident and takes decisions related to the incident on the basis of individual and group decisions.

4. Role play:

In this case also a problem situation is simulated asking the employee to assume the role of a particular person in the situation. The participant interacts with other participants assuming different roles. The whole play will be recorded and trainee gets an opportunity to examine their own performance.

5. In-basket method:

The employees are given information about an imaginary company, its activities and products, HR employed and all data related to the firm. The trainee (employee under training) has to make notes, delegate tasks and prepare schedules within a specified time. This can develop situational judgments and quick decision making skills of employees.

6. Business games:

According to this method the trainees are divided into groups and each group has to discuss about various activities and functions of an imaginary organization. They will discuss and decide about various subjects like production, promotion, pricing etc. This gives result in co-operative decision making process.

7. Grid training:

It is a continuous and phased programme lasting for six years. It includes phases of planning development, implementation and evaluation. The grid takes into consideration parameters like concern for people and concern for people.

8. Lectures:

This will be a suitable method when the numbers of trainees are quite large. Lectures can be very much helpful in explaining the concepts and principles very clearly, and face to face interaction is very much possible.

9. Simulation:

Under this method an imaginary situation is created and trainees are asked to act on it. For e.g., assuming the role of a marketing manager solving the marketing problems or creating a new strategy etc.

10. Management education:

At present universities and management institutes gives great emphasis on management education. For e.g., Mumbai University has started bachelors and postgraduate degree in Management. Many management Institutes provide not only degrees but also hands on experience having collaboration with business concerns.

11. Conferences:

A meeting of several people to discuss any subject is called conference. Each participant contributes by analysing and discussing various issues related to the topic. Everyone can express their own view point.

COMPUTER BASED TRAINING METHODS (CBT)

Introduction: Computer-Based Training (CBT) is any course of instruction whose primary means of delivery is a computer. A CBT course (sometimes called courseware) may be delivered via a software product installed on a single computer, through a corporate or educational intranet, or over the Internet as web-based training. CBT can be used to teach almost any conceivable subject, but it is especially popular for computer-related studies. It is also more popularly known as Computer-Assisted Instruction or Tutorials.

For example, a person would like to learn how to use image editing software so they purchase the computer-based training for that specific software application. They also purchase the actual software that they would like to program so become familiar with. While they are being trained with the computer-assisted instruction, they can simultaneously verify and put into practice all that they learn in the training, since they have the target software on-hand. The advantage of this kind of system is that all of the information is right there at their desktop in one place versus going to a class, having time lapse before they can get access to a computer.

Tools Used in CBT Computer-based training includes:

- **CD-ROMS, DVD, Laser Disc:** CD-ROMS and DVDs utilize a laser to read text, graphics, audio, and video off an aluminum disc. A laser disc uses a laser to provide high-quality video and sound. A laser disc can be used alone (as a source of video) or as part of a computer-based instruction delivery system.
- **Webinars:** Webinars are another popular form of computer-based training. Instructors use web rooms to teach students specific content. Students can log into a web room from their computer. Webinars begin at a designated time and therefore, are not as flexible as e-learning or other types of computer-based training. The instructor leads the students through the content and the students can ask questions via instant messaging. The instructor can give the students control of the web room so they can perform certain exercises. Workbooks can be created to accompany the training and be used for later reference.
- **Interactive Video:** Interactive video is a type of computer-based training that combines video programs (on video cassettes, laser discs, CD-ROMs, or computer discs) with a computer to provide self-paced, interactive instruction. Interaction may be accomplished using a computer keyboard but many modern interactive programs use touch screen monitors to receive trainee input and record trainee responses. Like other computer-based programs, interactive video programs may be capable of storing and evaluating training data to include dates and times of training sessions, test scores, learning rates, etc. A

shortcoming of interactive video is that hardware and software are relatively expensive, tending to limit its application to relatively small audiences and making it difficult to provide and maintain sufficient hardware to train large target audiences in a short time frame.

- **Online Learning:** Online learning is most frequently used to refer to computer-based training which incorporates technologies that support interactivity beyond that which would be provided by a single computer. Therefore, this is an approach to facilitate and enhance learning through and based on, both computer and communications technology. Such devices can include personal computers, CDROMs, Digital Television, PDAs and Mobile Phones. Communications technology enables the use of the Internet, e-mail, discussion forums, collaborative software, classroom management software and team learning systems.
- **Web Based Training:** Web-Based Training (WBT) is an innovative approach to distance learning in which Computer-Based Training (CBT) is transformed by the technologies and methodologies of the World Wide Web, the Internet, and intranets. Web-based training presents live content, as fresh as the moment and modified at will, in a structure allowing self-directed, self-paced instruction in any topic. WBT is media-rich training fully capable of evaluation, adaptation, and remediation, all independent of computer platform.

TRAINING TYPES

1. Induction training:

Also known as orientation training given for the new recruits in order to make them familiarize with the internal environment of an organization. It helps the employees to understand the procedures, code of conduct, policies existing in that organization.

2. Job instruction training:

This training provides an overview about the job and experienced trainers demonstrates the entire job. Addition training is offered to employees after evaluating their performance if necessary.

3. Vestibule training:

It is the training on actual work to be done by an employee but conducted away from the work place.

4. Refresher training:

This type of training is offered in order to incorporate the latest development in a particular field. This training is imparted to upgrade the skills of employees. This training can also be used for promoting an employee.

5. Apprenticeship training:

Apprentice is a worker who spends a prescribed period of time under a supervisor.

CHOOSING A TRAINING METHOD

Here are some things to consider when choosing appropriate training methods for employees: First, you need to identify the training needs of every employee. The learning style of each employee may be different.

Every employee should have their development plan in place to help them grow within the company and meet their career goals over time.

1. Identify the Training Needs of your Employees

First, conduct a skills gap analysis to identify any trends in what your employees need help with. A skills gap analysis is a process that examines the difference between what an employee knows and does not know and what they need to learn.

You can identify how well employees are using their current knowledge and skills to do their jobs effectively. You can do a skills gap analysis on any employee regardless of their experience to identify gaps in their competencies.

Create an employee training and development plan based on your evaluation and communicate this or agree with them individually.

What is an Employee Training Plan? The employee training and development plan is a document that outlines what the employees will need to do to be successful at their jobs.

It typically includes ongoing, mandatory training for all staff members who demonstrate a need for additional skill development.

2. Identify What Type of Learner Each Employee is

The learning style of each employee differs from person to person. This means it is essential to ensure that everyone has a chance at success. For this reason, the one-size-fits-all method of training will only produce limited returns on investment in employee development and performance.

Training should be personalized and aligned to an individual learning style as much as possible so each employee can quickly learn what they need.

Auditory Learners

Auditory learners learn best by listening. They can listen to a lecture, hear the information once again in their minds, and easily remember it all.

Auditory learners think in pictures, and they best understand concepts when they hear them explained verbally. Auditory learners may have difficulty when it comes to reading and writing but excel in listening and speaking.

Visual Learners

Visual learners learn best by seeing things presented before them either as diagrams or pictures with words next to them like PowerPoint slideshows or videos that demonstrate how something is step by step done. This allows for a more in-depth understanding of what they're learning.

Hands-on Learners

Hands-on learners learn best by doing — they want to get up close and personal with a problem or task so they can comprehend it better through trial and error.

They prefer to explore, experiment or experience something firsthand, get their hands dirty, and test out the things on their own before they can fully understand it. They learn better when they can try new things rather than just be told in lecture learning.

Options for the Right Training Method

Evaluate and compare Different Methods of Training Available including, in-person, online, or blended learning.

In-Person Training Method

In-person training has several benefits. It is the best way to understand hands-on skills, and it allows for group discussions which are sometimes difficult with online courses.

With in-person training, you can ask questions and get answers from your instructors in person. You get to know other trainees with whom you will work together and learn from each other.

In-person training has many benefits that make it an excellent choice. But for it to be effective, you need to consider first:

- Training sessions need to be interactive with a variety of activities to keep your employees engaged. More importantly, you need an effective trainer who knows how to engage the trainee and make them feel not bored during the training session.

On-the-Job Training Method

On-the-job training is one of the most effective ways for employees to learn new skills. This type of training typically occurs on the job, with an experienced team member or supervisor, and can take as little time as a few hours depending on what needs learning.

In the on-job training method, employees learn by actively doing and participating in real activities that relate to their current or future jobs. For on-the-job training to be effective:

- Employees must have the opportunity to learn in their own time and at their own pace. You will have to give your employees a chance to practice new skills in a low-pressure environment before introducing them to challenging tasks

Interactive Training Method

Interactive training is one of the best methods to train employees because they engage in their own learning experiences.

When you use the interactive approach rather than the traditional lecture method to train employees, they are more likely to retain and apply what they learn on the job. For interactive training to be effective;

- It's important to have a clear understanding of what you want your employees to know, do, or feel after they complete the interactive training. Also, make sure the training is engaging by using a variety of teaching methods, including demonstrations, simulations, discussions, games, and activities.

Online Training Method for Employees

Unlike in-person or face-to-face, online training allows you to train employees on the go and at a time that is convenient for them. You can conduct training from the convenience of your office.

And employees don't need to take time off work to do job training. Besides, online training is portable. All the employee needs is a laptop and an internet connection, which means that you don't have to be in one location to do a training. Before opting for an online-training method, consider these few things first:

- Be sure that all materials are accessible before, during, and after the session. Consider whether you want them to have access to their own devices or if you'll provide laptops for them. Decide on a format: online, instructor-led, blended, or self-paced.

- **Conclusion:**

Choosing suitable training methods for personalities with different learning styles and preferences is not always an easy task. But it can be made much easier if you select a training program tailored to suit their needs.

- With so many options available out there, finding and choosing the necessary training method is critical to employee development success because not all will benefit them or your company objective.

COMPETENCIES OF TRAINER

1. Problem-Solving Skills:

Problem-solving is a trainer skill that enables your trainers to recognize issues and fix them with logical, timely, and appropriate solutions. With problem-solving skills, they'll be able to deal with a variety of obstacles or unpleasant circumstances during training sessions.

2. Communication Skills:

If there's one thing trainers can't be without, it's their ability to communicate. Good communication skills allow them to clearly express what they want to say and communicate with whomever, while also taking into account the proper tone and delivery. Being fluent, straightforward, and easy-to-understand in communicating helps them efficiently train their trainees, as well as avoid miscommunications.

3. Management Skills:

As training facilitators, your trainers need to continually develop their management and interpersonal skills to facilitate training properly and better support their trainees. Management skills help your trainers propel activities forward to achieve their training objectives and offer an overall better training experience. Without this trainer skill, your training activities can get out of hand, leave your team without any takeaways, and at worst, cause arguments among trainees.

4. Organizational Skills:

As instructors or trainers, they're tasked with coming up with an overall plan to conduct training programs. They're required to deal with the nitty-gritty details of their learners' training. They organize sessions, plan out activities, and search for courses that they could facilitate. Trainers mustn't only know how to structure the lessons in an interesting and practical manner.

5. Active Listening Skills:

Active listening is a trainer skill that allows your trainers to pay complete attention to listen to their trainees without interrupting them and to answer their questions and concerns more meaningfully.

6. Time Management Skills:

It can be easy to lose track of time when everyone's having fun. But as a consequence, not everything ends up getting tackled during training sessions, or your trainers may forget to highlight key points in the process. Developing their time management skills will help them prevent these things from happening.

7. Design Thinking Skills:

Design thinking is more than simply a skill–; it introduces a completely new way of thinking and provides a variety of hands-on ways to assist trainers in implementing this new attitude. At the core of it, design thinking helps them develop a deep understanding of the way people think and work, be empathetic to different parties, and encourage continuing experimentation. When your trainers are adept at design thinking, they can also pass this knowledge on to their trainees, improving how your organization works.

8. Emotional Intelligence Skills:

Trainers are often thrown into high-stress situations, which can lead them to lose control of their emotions and get into arguments with people who challenge them. Developing their emotional intelligence skills can help mitigate this problem.

9. Sensitivity Skills: When dealing with different types of people, it's important that your trainers are aware of how to properly interact with everyone, no matter their background or culture. Being a sensitive trainer means that they take into account the audience they're talking to and make sure everyone feels heard and attended to.

10. Adaptability Skills: Trainers are met with all kinds of unexpected challenges and problems during their training programs. But, trainers with adaptive mindset can easily adjust to changes or unforeseen events. Because every training session can be unpredictable, adaptability helps them be open to new or improved ideas, methods, and approaches.

TRAINERS SKILLS

1. Training Needs Analysis (TNA):

A professional trainer needs to be able to **identify training needs** successfully and carry out an accurate training needs analysis for clients and trainees.

2. Strong Organisational Skills:

Trainers must always be organised and **well-prepared** for training delivery.

Good organisational skills not only help you feel prepared, they also help you to **get back on track** when something unexpected occurs, such as a technical difficulty, or a challenging personality in the group.

3. Versatility:

No matter how organised you are, **unexpected circumstances** and challenges can always occur.

Be ready to **change and adapt** to working in different situations and environments.

4. Confident Delivery:

There are many aspects to successful training delivery. Professional trainers will have a **confident style** of training delivery that ticks all of these boxes.

5. Focus:

When you are training a group in any subject, you must have the ability to remain focused in order to **achieve your goals** and cover the planned material.

6. Training Design Skills:

Professional trainers should also know how to design **effective** and **engaging** training programmes.

7. Think on Your Feet:

Trainers need to be able to **handle difficult situations** and complex group dynamics to keep things running smoothly.

8. Subject Matter Expert:

Whatever you train, **you must understand well**.

In addition to being familiar with the delivery materials (slides, videos, exercises etc.), you must also have a strong enough comprehension to **answer questions** on the subject.

9. Excellent Communication:

Communication is at the core of **all training delivery**.

This incorporates spoken, written, **active listening**, and comprehension communication skills.

10. Patience:

People learn in **different ways** and at different speeds.

When training others, it is essential that you are **patient and inclusive**.

11. Time Management:

Good **time management habits** are the secret weapon of effective, efficient trainers.

12. Evaluation Techniques:

For your benefit and that of your trainees, you will need to understand how to **evaluate the outcome** of your training sessions.

During Training Delivery & Evaluation, we devote an entire module to **effective evaluation techniques** you can adopt to achieve this goal.

GATE

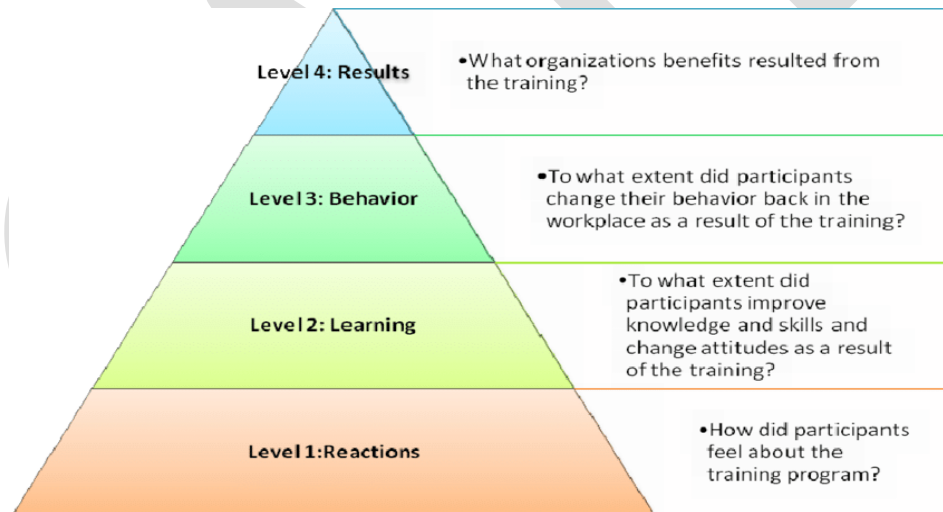
UNIT-IV
EVALUATION OF TRAINING

Training evaluation refers to the process of collecting the outcomes needed to determine if training is effective. The company constantly evaluates the effectiveness of training programs to find if the money they have invested has been spending properly or not. There are three types of criteria for evaluating training: internal, external, and participant's reaction. Most experts argue that it is more effective to use multiple criteria to evaluate training. One view of a multiple-evaluation system was developed by Kirkpatrick(1998).

Training programs can be evaluated by asking the following questions.

- Has change occurred after training?
- Is the change due to training?
- Is the change positive or negative?
- Will the change continue with every training program?

KIRKPATRICK'S MODEL OF TRAINING EVALUATION



The most common model for analyzing and evaluating the results of education training and development programs is the Kirkpatrick Model, developed by Donald Kirkpatrick in 1995 for his Ph.D. dissertation.^[1] The model consists of four levels, including the following:

- Level 1: Reaction—Measures how participants react to the training. A common method of determining this is a post-training survey.
- Level 2: Learning—Assess what the employee learned from the training. Learning can be evaluated by post-tests or demonstration of the knowledge, skill or ability.

- Level 3: Behavior—Are participants using what they learned? This might be assessed by observation or management evaluations.
- Level 4: Results—What is the organizational impact? For example, was there an increase in productivity, in project management or management effectiveness?

RATIONAL AND RESISTANCE TO EVALUATION

Rationale for Evaluation:

- Organizational activities should be regularly examined to ensure they are occurring as planned and producing the intended results
- To correct things (people, processes, products or services) that deviate from their objectives

Training evaluation is a systematic process of collecting and analyzing information for and about a training programme which be used for planning and guiding decision making as well as assessing the relevance, effectiveness and the impact of various training components.

Resistance to training evaluation:

- There is nothing to evaluate.
- No one really cares about Evaluating Training.
- Evaluation is a threat to my job.

Different ways to overcome the resistance to training & development evaluation:

- The employees /trainees should be made aware that every training programme is designed with some goals or objectives in mind.
- And some type of knowledge, skill and attitude change is expected from the participants.
- While long term results are important in making business decisions, the day to day purpose of evaluation should be used as a feedback mechanism to guide efforts to reward success

EVALUATION PROCESS

Training evaluation is an important process in determining training effectiveness and in checking if training programs are indeed helping employees become good at what they do. Training evaluation can also be integrated as a feature of your learning management system.

Through strategic evaluation, businesses can find ways to improve the quality of training and achieve the learning goals set for employee success. There are 4 steps in evaluation process.

STEP 1: Choosing the appropriate model:

There are various types of training evaluation models available and each targets different area. So the first step to getting started in evaluating training programs is by choosing the best model that will fit the needs of your evaluation. Below are 3 of the commonly used training evaluation model:

1. Kirkpatrick's four-level Model:

This training evaluation process is used globally by businesses that aim to get a return on investment (ROI) through cost-effective and time-efficient training sessions. This model breaks down the evaluation process into 4 levels:

Level 1: Reaction – Assesses how the learner's responded to the training. This is commonly measured with the use of a survey form given to the participants to complete after the training program.

Level 2: Learning – This level measures what participants have learned from the training. Short quizzes and tests are used in this level to measure the changes in participant's knowledge and skills.

Level 3: Behaviour – This assesses behavioural change from the participants as a result of training. This is measured through workplace observations, comparing before and after training behaviours.

Level 4: Results – The final step measures and evaluates the result of the training program against the organization or stakeholder's expectations. It reviews whether participants of the training have met their learning objectives. Some metrics or factors organizations will be measuring are productivity, morale, quality, sales, efficiency, and customer satisfaction ratings.

2. The CIRO Model:

The CIRO (context, input, reaction, and output) model evaluates the effectiveness of management training courses. It focuses on measurements taken before and after carrying out the training program. Similar to the other models, the training evaluation process is also broken down to 4 stages:

- **Stage 1: Context** – This stage assesses the organization or business's operational situation to identify and evaluate the training needs and objectives. In this stage, a training needs analysis is conducted to see which area of operations the organization is lacking. Once training needs are defined they are set to the following 3 levels:
 - The ultimate objective – this objective aims to eliminate organizational deficiencies like poor performance, low profit, low productivity, or poor customer service.
 - Intermediate objectives – these objectives require changes in employee's work behavior in order to achieve the ultimate objective.
 - Immediate objectives – these objectives involve acquiring new skills and knowledge and even changing employee attitudes to change their behavior.
- **Stage 2: Input** – In this stage, practitioners of the training evaluation gather information by analyzing available resources in the organization to determine the best choice of training technique or method to achieve training objectives.

- **Stage 3: Reaction** – In this stage, feedback from the participants is collected. The information gathered from this stage is used to further improve the training program.
- **Stage 4: Outcome** – This stage evaluates the results of the training program. The outcome is measured on the following 4 levels:
 - The learner level
 - The workplace level
 - The team or department level
 - The business level

3. Phillips ROI Model:

The Phillips ROI model evaluates the training program's return on investment (ROI). This model basically emulates the scope and sequence of the Kirkpatrick's Model, but with an additional step. The five levels of the model are as follows:

- **Level 1: Reaction** – similar to the Kirkpatrick Model, the model starts with evaluating the participant's reaction and satisfaction to the training program.
- **Level 2: Learning** – this level measures the skills and knowledge gained by the participants
- **Level 3: Application and implementation** – similar to the Kirkpatrick Model, this level measures whether the participants of the training program learned anything from training upon returning to the workplace. However, it improves that scope by determining whether an issue (if any) resides with the application of the learning or its implementation.
- **Level 4: Impact** – in the Phillips model, instead of results it focuses on measuring the overall business impact of the training program. It is much broader compared to Kirkpatrick's model as it identifies whether other factors aside from training affected the outcome.
- **Level 5: Return on investment (ROI)** – This added level is designed to measure the ROI with the use of cost-benefit analysis to compare the monetary value of the business outcomes with the costs of the training program(s).

STEP 2: Determine indicators of training effectiveness:

To effectively evaluate training programs, practitioners of the training program must first define the indicators of "effectiveness." As a guide, practitioners or organizations should answer this guiding question: "In what sense will the training program be considered successful?" Below are some examples of factors or indicators that can help in measuring training effectiveness:

- New skills and knowledge
- Learning experience

- Employee happiness
- Cultural impact
- Efficiency impact
- Financial impact

STEP 3: Choosing the right method and collecting data:

Training evaluation methods refer to approaches in collecting the data. Once the training evaluation's purpose, technique, and measurements for training effectiveness are identified, the next step is to choose the right method or tools for collecting the needed information in regards to the training program.

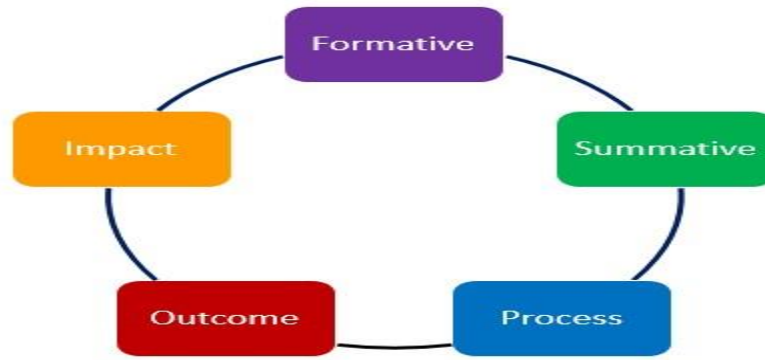
Below are some of the common training evaluation methods practitioners can use:

- **Questionnaires** – these are sets of questions commonly used for gathering statistical information from participants on a particular topic. This can be used as a tool when conducting surveys for trainees after the completion of the training program.
- **Interviews** – this can be conducted either face-to-face or online. This method allows practitioners to delve deeper into the responses of the participants. Interviews can help provide practitioners with more valuable and detailed information on the employee's experience with the training.
- **Focus groups** – these are facilitated discussions among a small group of participants who underwent the same training program. This is helpful if the goal of the practitioners is to explore the participant's insight and feelings towards the training and to gather some feedback on how the training can be improved.
- **Observation** – this method is done by observing the participant's behavioral change in a workplace setting. The practitioner or assigned evaluator will observe how they complete tasks or engage with processes and team activities. Once a method has been selected, practitioners can proceed with collecting the data.

STEP: 4. Analyse Data:

The final step is to analyze the data collected and to document the findings of the performed training evaluation. The record of the training evaluation will be a critical component for future improvements in the organization's approach to training programs.

TRAINING EVALUATION DESIGNS



An evaluation of a training program may focus on any of the following:

- Whether the participants benefited from the program.
- Whether the learning objectives of a training program were met.
- Whether new knowledge or skill was gained as a result of the training.
- What impact the training had on actual performance of the participants on the job.
- If the program actually meets the required business need.

Because there are various purposes for evaluating a program, there are different types of evaluation methods. It is important to understand the different types that are available and when each should be used.

In order to choose the best evaluation method for your situation, it is necessary to understand the difference between evaluation types. The main types of evaluations for training programs are:

- Formative
- Summative
- Process
- Outcomes
- Impact

1. Formative Evaluation: Evaluates a training program during its development stage in order to make modifications early on to help improve the program.

2. Summative Evaluation - Conducted after the training program has been designed in order to provide information on its effectiveness.

3. Process Evaluation - Focuses on the implementation of a training program to determine if specific strategies and activities were implemented as intended.

4. Outcomes Evaluation - Focuses on the changes in knowledge, attitudes, and behaviors that resulted from training activities.

5. Impact Evaluation - Focuses on long term, sustained changes on the job performance as a result of the delivery of a training program.

TRAINING AUDIT

Organizational transformation should indeed match the rate of ongoing change within organizations. Therefore, L&D teams should always coordinate, adjust, and acknowledge this change. Auditing your organization's training program is the best way to adapt to constantly changing performance and productivity requirements. This process helps to:

- Compare the company's performance to L&D benchmarks in the industry.
- Assess the efficiency of the current L&D strategies & making suggestions for improvement areas.
- Ensure that training programs align with the objectives of your organization.
- Highlight learning and performance gaps through employee training.
- Identify and understand your learner's preferences.

How to audit a training program

Step 1: Create a list of training programs

Make a list of the training programs you've established and those programs that learners can access through your learning platforms. This list will help you audit each training program to guarantee its relevance and effectiveness.

Step 2: Examine data and learners' feedback.

Analyzing student feedback and statistics may enhance your audit for future training programs. For instance, when performing your audit, take note of:

- Which training programs do learners attend the most
- How well learners perform in each one.

It's necessary to alter a training program if most of your staff are struggling with it. In this manner, you can establish a better L&D audit for highly-skilled staff and the workplace.

Step 3: Examine the performance of your staff members.

Don't forget to assess staff members' performance before enrolling them in training sessions. You should evaluate how their present training compares to their historical performance.

Step 4: Connect your training initiatives with the company's objectives.

Ensure your training program is tied to the organization's goals for increased productivity, profitability, and employee upskilling/reskilling.

E-LEARNING

E-Learning, or electronic learning, is the delivery of learning and training through digital resources. Although eLearning is based on formalized learning, it is provided through electronic devices such as computers, tablets and even cellular phones that are connected to the internet. This makes it easy for users to learn anytime, anywhere, with few, if any, restrictions. Basically, eLearning is training, learning, or education delivered online through a computer or any other digital device.

The History of eLearning:

To better understand how eLearning benefits organizations today, it's helpful to look at its past. Elliott Maisie coined the term "eLearning" in 1999, marking the first time the phrase was used professionally. In the years since, eLearning's reputation has gone from strength to strength. But what factors have facilitated eLearning in becoming the most popular way to deliver training today? Some of these factors include:

- **The Internet** – Prior to the rise of the internet, many relied on printed manuals, CD-ROMS and other restrictive methods for learning and training. The rise of the internet allowed organizations to abandon one-dimensional practices and utilize the flexibility of eLearning.
- **Development of Multimedia** – As eLearning progressed, the ability to integrate elements such as images, videos, audio and graphics proved to be a more reliable way of keeping learners engaged compared to traditional learning.
- **Affordable Digital Devices** – Considering the first IBM computer cost the equivalent of almost \$5000 today, it's understandable that eLearning popularity rose as digital devices became more affordable. Mobile learning also hugely facilitated the growth of eLearning.
- **Well-Built Learning Management Systems** – LMS's have become more sophisticated, moving from locally installed to cloud-based systems, with organizations increasingly applying them to execute many forms of training. There are many things to consider when choosing an LMS; at a minimum ensure it has the functionality and support you need to meet your objectives and those of your learners.

USES OF TECHNOLOGY IN E-LEARNING

1. Convenient and flexible access

One of the key advantages of eLearning in the corporate training environment is the flexibility learners get. They can **access courses anytime, from anywhere, and from any device**, whether it's a laptop, tablet, or desktop.

This means that employees can learn while they commute, during their lunch break, or on a comfy couch. It also means that not everyone has to learn at the same time. Everyone has their own busy schedules, so employees can access their learning when they have time, and when their energy levels and focus are maximized for retention.

2. Easy on the budget

The word “*cost-effective*” might not be first to mind when thinking about the benefits of eLearning. This is because setting up an online training program for the first time can be quite costly, depending on how complex it needs to be. But it's an investment that saves you money down the line.

Online training means that you can **cut out the costs** of travel expenses, catering and venue hire — not to mention the costs of facilitators and physical training materials, like stationary. And it gets better. eLearning courses can be re-used and updated without much expense or time so that one online training program can reach far more learners than a classroom workshop.

3. Serving different learning styles

Not every person learns the same way. Some might retain knowledge through videos, others might prefer written notes, and some might need realistic opportunities for practice before they truly grasp a new skill.

One of the greatest benefits of eLearning for employee training and development is that you have a world of content formats at your fingertips. Videos, notes, infographics, games, and other content types **make eLearning engaging** for everyone.

Plus, by having a variety of different types of assessments, like quizzes and case studies, you can engage learners as they progress through the training. And more engagement is a sure sign that employees will want to complete their course!

4. Self-driven and self-paced

At the start of a training program, the chances are slim that everyone will have the same level of knowledge, skill, or experience. Some employees might learn quicker or slower than others.

Some might already be familiar with certain parts of their training that they don't want to waste time repeating, while others might be completely new to certain concepts.

The benefit of eLearning for a business is that employees can learn at their own pace, **according to their own learning needs**. This means that employees aren't put under unnecessary pressure, or painted with the one-size-fits-all training brush.

5. Measurable results and reporting

Knowing how effective training has been, is the question that every organization should be asking. Because an investment is only well made if it helped to achieve business goals.

When training takes place online, it's quick and easy to pull the data you need to **measure its effectiveness**. Information like course completion rates, forum engagement, assessment grades, and the time it takes to complete a course can all be gathered in the form of reports, directly from the Learning Management System (LMS).

6. Digital record-keeping and administration

This is one of the major benefits of online training when it comes to business value. Training, especially in large corporations, usually means hours of hair-grasping administrative work. Someone must keep track of which employee has been allocated to each training program, who has completed, who is still busy, who has even registered... and the list goes on.

With online training, employees register directly on the LMS, and everything is a breeze from there. No pens, papers, and bursting ring-back folders. At any time, admin staff can log on and pull reports to identify which employees have started or finished their training, and who still needs a little nudge.

7. Aligned to 21st-century business

The simple fact that eLearning is technology-based is one of the advantages of online training for employees. Why? People today spend the majority of their time on their phones, computers, or other technology. This is what they are comfortable with. And that's particularly true for the younger generations that have entered the workplace, namely **millennials** and **Gen Z employees**. Given that most jobs require employees to leverage technology, why should their training be any different? That's why eLearning is relevant to modern day businesses and jobs, and placing training on the platforms that employees are already using is bound to increase user adoption.

8. Interactivity and gamification

Some new skills just need more than simple notes and videos. Sometimes, learning requires active participation from employees. Think pilots, machine operators, and senior decision-makers. Once again, eLearning has the solution.

A powerful, feature-rich LMS that supports gamification, **branching scenarios**, and simulations can provide the ultimate level of interactivity and practice.

Interactive eLearning courses allow employees to practice new skills in a safe place, so when it comes to real-life implementation, they're set up for success.

9. Accessible support from experts

Almost all training can be delivered digitally, but sometimes there is still a need for live facilitation and expert support. No problem! One of the benefits of online training for employees is that they can learn in their own time, at their own pace, while still having access to subject matter experts.

Question and answer features, chat forums, and webinars are just a few of the ways that employees can get access to the live, personable guidance that they need. Plus, features that allow recording webinars and live tutorials ensure that no one misses out.

10. Collaboration and community building

Learning can be lonely, but it should be a social exercise. Because employees often learn more through interactions with their peers than they do from reading a book. Bringing employees together could lead to debates and discussions that, in turn, lead to innovation.

The good news is that **eLearning doesn't have to be an individual journey**. Because community and collaboration are actually benefits of online training. Through features like discussion forums and live tutorials employees can have access to others in the learning community. Engagement with other employees fosters collaboration and team culture, which has benefits beyond the training environment.

11. Immediate feedback and recognition

When online training incorporates interactive elements like quizzes and scenario-based activities, employees have access to immediate feedback. Yet another one of the benefits of eLearning in the workplace.

Immediate results from online assessments help employees gauge how well they are doing, and what sections of learning material they might need to revise before they move on. In addition, **gamification features** that incorporate leaderboards, badges, and certificates provide employees with a sense of recognition and achievement that motivates them to learn.

Timely and automated feedback is valuable not just for employees, but for their managers and the business, too. This is because it reduces the need for manual feedback and grading.

12. Widespread connection and standardization

Organizations with multiple teams, departments, and offices, geographically dispersed teams, or remote workers, often struggle to connect employees through a standardized training program. Luckily, this is one of the benefits of training and development through an online learning environment.

With an eLearning program, organizations can deliver the same content, in the same way, to all of their employees around the world. Not only will employees attend the same live sessions and watch the same videos, but they will be able to interact with other team members that they do not have access to in the physical office.

UNIT-VMANAGEMENT DEVELOPMENT**Training and Development Comparison:**

	Training	Development
Focus	Current	Future
Use of work Experience	Low	High
Goal	Preparation for current job	Preparation for Changes
Participation	Required	Voluntary

Management development is a process of improving employees' existing competencies and skills and developing newer ones to support the organization's goals. Individuals in an organization form its vital resource and must be valued, nurtured and retained. Employees are the most valuable assets and truly the backbone of an organization. Every employee in his/her own way contributes towards the success or failure of an organization. Without employees in an organization, even the most powerful machinery with the latest technology would not function. Employees should not treat their organization as a mere source of earning money. Remember, your job is not just to come in the morning, leave in the evening and receive your pay check. On the other hand employers should not treat their employees as slaves. Employers must invest their time and resources in training and developing their workforce for them to become indispensable resources later on. Employees should be developed and prepared to face even the worst situations.

What is management Development?

Employee development is a joint initiative of the employee as well as the employer to upgrade the existing skills and knowledge of an individual. It is of utmost importance for employees to keep themselves abreast with the latest developments in the industry to survive the fierce competition. Believe me, if you are not aware of what is happening around you, even before you realize you would be out of the game. As they say there is really no age limit for education. Upgrading knowledge is essential to live with the changes of time. Employee development goes a long way in training, sharpening the skills of an employee and upgrading his/her existing knowledge and abilities. In a layman's language, employee development helps in developing and nurturing employees for them to become reliable resources and eventually benefit the organization. Employees also develop a sense of attachment towards the organization as a result of employee development activities.

Organizations must encourage their employees to participate in employee development activities. Employees also must take skill enhancement or employee development activities seriously. Do not attend trainings or other employee development activities just because your Boss has asked you to do so. Don't just attend trainings to mark your attendance. You just cannot use same ideas or concepts everywhere.

It is excellent if you know Microsoft Excel or for that matter Microsoft Word. Remember simply knowing few basic functions of MS excel would not help you in the long run. It might help you in the short run. Excel is not just to store your required data. There are many other formulae and advanced applications which one should be aware of.

Enhance your skills with time. Employee development can also be defined as a process where the employee with the support of his/her employer undergoes various training programs to enhance his/her skills and acquire new knowledge and learnings. Every organization follows certain processes which not only help in the professional but also personal growth of an employee. Employee development activities help an employee to work hard and produce quality work.

Examples of management Development Activities

Professional Growth

Employee development activities must be defined keeping in mind an employee's current stage and desired stage. Knowing an employee's current and desired stage helps you find the gaps and in which all genres he/she needs to be trained on. Human resource professionals must encourage employees to participate in internal or external trainings, get enrolled in online courses to increase their professional knowledge and contribute effectively.

Personal Growth

Employees start taking their work as a burden only when an organization does not provide any added benefits or advantages which would help in their personal growth. Soft skills classes, fitness sessions, loans with lower interest rates are certain initiatives which not only motivate an

employee to do quality work but also help in employee development. Employee development not only helps in enhancing knowledge of employees but also increases the productivity of organizations. Employees, as a result of employee development activities are better trained and equipped and work harder to yield higher profits.

IMPORTANCE OF MANAGEMENT DEVELOPMENT

1. Performance Improvement

For companies to remain competitive in their niche, the organization must continue to outperform the competition. Employee development can help the organization meet – and even exceed – performance expectations.

2. Better handle unexpected situations

Today's business environment is all about constant change. And that change not only brings challenges (for the workforce), but if handled properly, it also opens previously unexpected opportunities. It is therefore vital for the workforce to be able to handle ever-evolving situations quickly and effectively.

3. Learning culture inside an organization help attract new employees and improve loyalty

HR professionals can attest to the fact that it's not just enough to advertise job vacancies – it's equally important for prospective employees to want to apply for those posts. If the latter is absent, companies will not attract the best and the brightest to help them remain competitive.

4. Save money via retaining employees

Investing in in-house employee skills development programs is important to ensure that the workforce can do what they must do to “keep the ship afloat”. However, employee development can also be a big money-saver in the longer-term.

5. Help grow potentially good employees into great leaders

If an organization is to grow, survive and thrive in the long-term, it needs to build a continuous stream of would-be-leaders. Unfortunately, leadership skills rarely come from attending Ivy League institutions or going on weekend leadership workouts – though that helps.

6. Improve employee engagement and motivation with good training

Having a workforce that's fully committed and engaged with the organization at every level is vital for success. Driving employee engagement, so that they remain motivated to the company's mission, is a function of various factors, such as a good working environment, employee recognition and appreciation, frequent communication and great training.

7. This gives the company flexibility to expand, innovate and compete more robustly within its niche

To be a true market leader in one's niche, it is important for companies to be nimble, flexible and accommodative to the needs of their customers and partners. Having a well-balanced workforce, that has the skills to innovate and compete for new business opportunities, is one benefit that robust employee development plans offer to organizations. Such programs not only develop

existing skills but can be used to deliver longer-term competitiveness by instilling new skills that might be needed in the future.

APPROACHES TO DEVELOPMENT

Employee development focused. on individual, team and/or organization-wide performance. Each year companies focus time and resources internally to deliver performance reviews, set goals and finalize development plans. For most this is an annual exercise, but the best keep the conversation going throughout the year and emphasize the importance of development by providing real opportunities to grow their teams.

Employee development has always been a foundational component of my leadership style. I learned very early in my career that if you take the time to develop your people, they're more engaged, and in return they will take care of the bottom line. Over the years, Gallup researchers have studied the performance differences between engaged and actively disengaged employees.

4 Approaches are used to developed employees

1. Formal education programs include:

- Off-site and on-site programs designed. Specifically for the company's employees.
- Short courses offered by consultants or universities.
- Executive MBA programs.
- University programs in which participants actually live at the university while taking classes.

2. Assessment:

Assessment involves collecting information. and providing feedback to employees about their behavior, communication style, or skills. Used most frequently to:

- Identify employees with managerial potential.
- Measure current managers' strengths and weakness.
- Identify managers with potential to move into higher-level executive positions.
- Work with teams to identify members' strengths and weaknesses, and factors that inhibit productivity.

3. Job experience:

Job experiences refer to relationships, problems, demands, tasks, or other features that employees face in their jobs. Most employee development occurs through job experiences. A major assumption is that development is most likely to occur when there is a mismatch between the employee's skills and past experiences and the skills required for the job. To be successful in their jobs, employees must stretch their skills. They must be forced to learn new skills, apply their skills and knowledge in a new way, and master new experiences.

4. Interpersonal Relationships:

Employees can also develop skills and increase their knowledge about the company and its customers by interacting with a more experienced organizational member. Importance of

Interpersonal Relationship at Workplace. Interpersonal relationship refers to a strong association among individuals working together in the same organization. Employees working together ought to share a special bond for them to deliver their level best.

Two types of interpersonal relationships used to develop employees:

- Mentoring
- Coaching

5. Stretch assignments and projects. Think about what special assignments might exist in the coming months and who on your team would benefit from serving on a cross-functional team while developing additional skills.

6. Job Enrichment: These opportunities typically exist internally that will benefit an employee's current role, while creating additional ways to develop. Examples could include presentations at team meetings, joining a diversity committee or volunteering.

7. Mentoring or Coaching: Whether or not your company has a formal mentoring program, start small. Mentoring and coaching provides demonstrated benefits around quality of work, problem solving and communication skills.

8. Job Shadowing: Job shadowing can be a great way for your employees to learn critical elements of other jobs, while further developing in their own. It is also a great way for employees to more formally explore potential career opportunities internally, yet outside of their current job.

9. Job Rotation: Providing an opportunity for your team to move and rotate through one or more positions is another great strategy in employee development. Rotations can last for days, months, or even a year or two.

10. Lateral move: Typically with a lateral move an employee takes on a different position with the same salary grade and similar level of responsibilities. In addition to retaining employees longer, the real benefit of a lateral move provides new challenges and skill development.

11. Promotions: When executed with the right plan, promoting your employees into a new position is another way to reward great performance, develop skills and increase motivations.

THE DEVELOPMENT PLANNING PROCESS

1. Start with a skills gap analysis:

The first step in creating an employee development plan is to figure out where you need to upskill employees. A training needs analysis can help you determine not only what skills are missing (or underdeveloped) but also which employees need training first. This training needs analysis puts your organizational goals at the center of anything that comes next. By identifying what you're already doing well (and what needs work), all training efforts can be streamlined for maximum benefit.

2. Identify employees for career and leadership growth

Identify those employees who are eager to learn and looking for growth potential. Focus your initial efforts on those employees, not only building current skills but also investing in leadership and management training when they are ready. Another bonus? Employees who are on the fence about staying with your company may be more motivated to stay when they realize that you are committed to helping them develop their personal career goals. This helps you retain your most talented employees!

3. Align with employee and company goals

Once you have identified areas of need and employees interested in growth, make sure your goals for both are connected. An employee development plan can only go so far if the employees aren't involved. Consider not only your employees' career goals in general but also those specific to your company to strengthen career succession plans.

Discussions are the best way to measure employee satisfaction in their job. This also works best to determine what training employees need, what they want to learn, and how they want to receive it.

4. Help them grow with you

An employee development plan shouldn't only look at growing edges within your company that are present right now. It should also consider the ways in which your company and your industry is growing.

Where is your company headed in the next five years?

Ten? Twenty? If you plan on huge growth in the next few years, how many leaders will you need to train? Are you exploring new industries or service offerings? Are there people in place now who might be ready to take your company to that next level?

Take steps today to put those wheels in motion.

5. Use employee development plan templates to help

The good news about employee development plans is that you don't have to reinvent the wheel to make a good one. Once you've decided to move forward, there are a variety of templates that can make your job easier.

There are two main types of employee development plan templates:

1. Consider an individual employee development plan template in the early stages of your organization's process. This helps employees reflect on their personal career goals and how they might align with your organization.
2. A succession planning template helps your organization look towards the future to figure out where the company needs to hire or expand. It also articulates what resources are already present (and if they need to be developed further).

Use these as a guide to help you customize both your individual employee growth plan and the plan for your company.

6. Fit the learning opportunity to the training

Now that you've decided to create a career development plan for employees, make sure the type of employee training fits the task. Consider different methods of delivery for different goals.

For example, leadership training might focus on the following approaches:

- Coaching
- Mentorships
- Cross training
- Job shadowing

In contrast, upskilling uses different tools to expand your employees' current skills and knowledge. For these direct, skills-based learning opportunities, consider:

- Micro learning
- On-the-job training
- Augmented reality

Once you have good data about where your company is headed and which employees are coming with you, use the right training tool for the best results.

7. Track results and use data to inform your decisions

You've spent ample time coming up with an employee development plan. How will you know it's working? Take time to monitor the success of your efforts and make a plan to remedy any trouble spots.

Meet regularly with employees to see how it's going and to get their feedback on what they would like more (or less) of. Identify what obstacles make it hard to follow through, like not enough hours in the workday or interruptions. Identify ways to make their training time available, easier, and more effective.

As a company, make sure you have a person or team dedicated to monitoring the success of the employee development plan. If you are a small company without the ability to have a full-time employee development person, HR professionals can help, as can managers when they report on productivity levels or team wins.

COACHING

Coaching is more suited to employees who already have the knowledge and skills, but are encountering issues or barriers which are preventing them from utilising them to full effect and achieving their maximum potential in the workplace for the company. Rather than teaching them new things as would be the case with training, coaching and in particular business coaching sessions are primarily led by the worker themselves who use the knowledge and experience of the business coach to largely come up with the solutions to problems by themselves. There is a need for both theoretical as well as practical development of the worker in any organization. In order to do so, most of the organizations opt for this method of training. In this method, the company provides the worker with a coach who trains him. Also, the trainer provides him regular feedbacks.

Coaching, on the other hand, is a development strategy that relies on having one-on-one access to a person with experience—in other words, a coach. Coaching connects subject matter experts with beginners. Coaching takes into account the specific performance of the individual being

coached and then provides tailored direction. Coaching is about listening, suggesting, and working together on a plan that provides accountability and tailored direction. Often, coaching is a post-training follow up strategy. Coaching helps quickly troubleshoot and overcome the nuanced variables that present themselves once you get into the weeds and start applying what you've learned from training. It's not practical to design a training to address every single edge case that may come up, and that's where coaching comes in.

BENEFITS OF COACHING

The Personal Benefits of Coaching

The personal benefits of coaching are as wide-ranging as the individuals involved. Numerous clients report that coaching positively impacted their careers as well as their lives by helping them to:

- Establish and take action towards achieving goals
- Become more self-reliant
- Gain more job and life satisfaction
- Contribute more effectively to the team and the organization
- Take greater responsibility and accountability for actions and commitments
- Work more easily and productively with others (boss, direct reports, peers)
- Communicate more effectively

Coaching in organization and leadership settings is also an invaluable tool for developing people across a wide range of needs. The benefits of coaching are many; 80% of people who receive coaching report increased self-confidence, and over 70% benefit from improved work performance, relationships, and more effective communication skills. 86% of companies report that they recouped their investment on coaching and more (source: ICF 2009).

Coaching provides an invaluable space for personal development. For example, managers are frequently presented with employees struggling with low confidence. The traditional approach would be to send them to an assertiveness course and hope this addresses the issue. In the short-term, the employee learns new strategies for communicating which may improve confidence. Unfortunately, in isolation these courses rarely produce a sustained increase in confidence. Although external behavior may change; it needs to be supported by changes in their internal thought processes. This is often where coaching is most effective.

Managers should not underestimate the impact of coaching on their people as it frequently creates a fundamental shift in their approach to their work. For example, increased self-confidence enables employees to bring more of themselves into the workplace. This results in employees being more resilient and assertive.

The Benefits of Coaching in Organizations:

- Empowers individuals and encourages them to take responsibility
- Increases employee and staff engagement
- Improves individual performance
- Helps identify and develop high potential employees
- Helps identify both organizational and individual strengths and development opportunities
- Helps to motivate and empower individuals to excel
- Demonstrates organizational commitment to human resource development

NEED OF COACHING

The need for coaching in the workplace extends down to your bottom line. That's right, coaching your employees will increase productivity and profits.

Organizations should create and foster a coaching culture because it benefits individual employees, which benefits the entire company.

- Engages employees
- Decreases employee turnover
- Increases productivity
- Benefits your bottom line

Each one of these benefits build off one another in a positive way. Here's a more in-depth look at these advantages of coaching in the workplace and how they work together.

1. Engages Employees

Right off the bat, coaching employees is an excellent way to engage them. You could almost use "coaching" and "engaging" interchangeably.

Engaged employees are better for your organization than unengaged ones. A study by Gallup revealed that organizations with highly engaged employees reported.

- 41% lower absenteeism
- 10% higher customer metrics
- 20% more sales
- 21% greater profitability

Coaching allows you the opportunity to enter in with and engage your employees in a meaningful way. It makes them feel more connected to you and the company, which builds a sense of trust and loyalty

2. Decreases Employee Turnover:

As you engage your employees through coaching, you'll slowly realize that engaged employees stick around longer. The same Gallup study mentioned above indicates that engaged employees (coachees) are more likely to stay with their employers. Some organizations reported that they saw 59% less turnover in engaged employees! Regularly coaching employees shows them that you care about them. It makes them feel necessary and valuable. Employees who feel valued have a greater desire to stay.

3. Increases Productivity:

When you coach employees, they'll feel engaged, satisfied, and less likely to leave for other opportunities. Engaged employees and lower attrition rates lead to increased productivity—both individually and corporately. Engaging employees gives them direction, purpose, and goals to work towards. As you help them reach their goals, they'll become more confident and willing to set loftier goals. Goal accomplishment equals greater productivity. At the same time, employees who stick around for many years become more comfortable and competent in their roles. This increase in employee responsibility allows you to focus energy and resources on building them up instead of looking for, hiring, and training new employees.

Coaching is a powerful tool that engages employees, decreases turnover, and increases overall productivity.

4. Benefits Your Bottom Line:

One of the primary purposes of coaching employees is that it benefits your bottom line.

Together, the first three benefits all work up to generating greater revenue and profits for you and your organization.

- Coaching engages employees
- Engaged employees are loyal to your organization
- Loyal employees increase individual and organizational productivity

It sounds simple, and that's because it is. Companies don't invest in coaching or leadership development because they don't think it has a high ROI. However, coaching can be a driving factor behind a healthier bottom line.

TYPES OF COACHING

1. Executive Coaching
2. Career Coaching
3. Skills Coaching
4. Relationship Coaching
5. Personal Life Coaching

While the focus behind the coaching differs, all coaching is typically reflective rather than directive in manner. The Business coaching category includes executive, career and skills coaching. Relationship coaching focuses on everything from communication through to stress management and emotional wellness, such that it is a mix between personal and work life. And life coaching focuses on personal outcomes.

1. Executive Coaching:

Those in leadership positions are targeted by executive coaching, such as senior managers and directors, where performance development is a key concern. It is also called leadership or performance coaching.

The focus of Executive Coaching is:

- Enhancing performance
- Taking talents and abilities to a new level
- Helping someone to adjust to new situations or a transition

Within one-on-one sessions, clients are afforded an opportunity to reflect and develop a personal awareness of their strengths and work on weaknesses or specific issues they find challenging. This process can be a powerful platform for improving performance in work environments.

2. Career Coaching:

Career coaching is for anyone who is just starting out on a career or years into one and wants to advance or make changes in their career.

The focus of Career Coaching is:

- Skills assessment
- Understanding the job market
- Understanding organizational processes
- Identifying opportunities and career-based roles that are "good fits"
- Developing career transition plans

The career coaching process helps clients understand the world of work and their own personal development. Within this space, coaches assist clients in establishing a career action plan with the intent of enhancing employability.

3. Skills Coaching:

Aiding the enhancement of existing performance through attaining set deliverables and goals, Skills Coaching focuses on:

- Identifying and refining career goals
- Flagging objectives within existing roles
- Recognizing personal and career development needs.
- Up skilling to enable better performance linked to achieving specific tasks

Skills coaching sessions involve one-on-one programmes, which are tailored to a specific individual's knowledge, experience, maturity and ambition. The focus is on achieving both individual and company objectives. The coaches who run these programmes, typically possess qualifications and experience in the areas in which the skills-transfer coaching is offered.

4. Relationship Coaching:

Relationship coaching aims to assist individuals, couples and groups build healthier and more fulfilling relationships. The focus of Relationship Coaching is to address existing or potential challenges in relationships by:

- Questioning assumptions
- Identifying behavioural pattern
- Setting clear and healthy relationship boundaries
- Uncovering new listening mechanisms
- Assisting with ways to better express feelings and views

Those embarking on this type of coaching will work through conflict resolution and effective communication techniques, stress management and ways to augment their emotional wellness.

5. Personal Life Coaching:

This type of coaching intends to support individuals who wish to make some form of significant change happen in their lives.

Personal Life coaches help clients to:

- Explore what they want in life
- Define attainable dreams and aspirations
- Find answers and ways to achieve their goals
- Highlight and understand their own potential, skills and talents.

MENTORING

Meaning:

Mentoring is a process of using specially selected and trained individuals to provide guidance, pragmatic advice, and continuing support that will help the people in their learning and development process. The best example of a mentor is Mr. N. R. Narayan Murthy of Infosys. Mentoring is a method of helping people acquire skills and knowledge from experienced managers who are wise in the way of the organization.

Mentors provide people with:

- Advice in drawing up self-development programmes.
- Guidance on how to acquire the necessary knowledge and skills to do a new job.
- Information on corporate culture.
- Help in the right direction.
- Coaching in specific skills.

Mentors are a parental figure with whom individuals can discuss their aspirations, and who will lend a sympathetic ear to their problems.

Definitions:

1. According to David Clutterbuck, 'mentoring involves primarily listening with empathy, sharing experience, professional friendship, developing insight through reflection, being a sounding board, encouraging'.
2. According to Jacobi, 'mentoring is a one to one helping relationship or nurturing process.
3. According to Vickie L. Nadolski, 'mentoring is linking an experienced person (mentor) with a less experience person (mentee) to help their personal and professional growth'.

Characteristics of Mentoring:

- Mentoring requires a high degree of mutual trust between the mentor and the mentee.
- Effective communication is the key to the mentoring programmes.
- The success of mentoring depends on the availability of the mentor and predictability.
- It is a systematic process of building a partnership.
- Self-esteem and confidence is necessary for effective mentoring.
- Mutual respect between each other is also required.

Importance of Mentoring:

1. Recruitment:

Mentoring helps an organization in identifying suitable candidates from internal sources of recruitment as well as from outside.

2. Building relationships:

It helps in building the structure of the organization.

3. Motivation to employees:

It also helps the employees acquire motivational trends from the mentors.

4. Securing knowledge capital:

Mentoring assists in securing knowledge capital apart from physical capital.

Nature of mentoring:

- Mentoring is often longer-term with some mentoring relationships lasting 6+ months and in several cases mentoring can last years or even decades. In fact, some famous mentors and mentees cite lifelong mentoring relationships.
- No qualifications are required for mentoring, which means that it is easy for organisations to start mentoring programmes quickly. Yes, mentoring training is often recommended but it certainly isn't required and in fact there are very few mentoring qualifications offered, compared with that of coaching qualifications.
- As mentioned, mentoring is a lot more directive. It is about the mentor sharing their knowledge, experience and skills, telling the mentee and guiding them through direction.
- Typically, mentoring is less structured than coaching and whilst having a mentoring meeting agenda and goals is recommended, it will be up to the mentee to put this together, compared with coaching which typically follows a more rigorous structure.
- Finally, mentoring is mainly development driven and looks to the mentee to decide what they wish to achieve and which goals they have for their mentoring relationships.

The Skills Required for Mentoring:

For mentoring, whilst qualifications aren't required, there are lots of skills that are recommended for someone to be an effective mentor. Here are just some of them:

- A keen interest in helping others is a given but we hope you'll have that – it's a key place to start when mentoring people.
- First-hand experience, knowledge, and insights in the area in which you're providing mentoring – because mentoring should be built on solid and concrete advice and guidance.
- Relationship building and interpersonal skills are crucial for mentoring – they're also important for coaching.
- Dedicated long-term time commitment whilst not potentially considered a 'skill' is important because if you start a mentoring journey with someone, it's vital to see it through.
- Motivating, encouraging, and inspiring energy throughout all mentoring meetings.
- Helping to identify the mentee's goals is crucial. This can take some self-reflection from the mentor, in order to help the mentee and work out where their goals should be.

Types of mentoring:

Traditional One-on-one Mentoring: A mentee and mentor are matched, either through a program or on their own. Mentee-mentor partners participate in a mentoring relationship with structure and timeframe of their making or as established by a formal mentoring program.

Distance Mentoring: A mentoring relationship in which the two parties (or group) are in different locations. Sometimes called "virtual" mentoring.

Group Mentoring: A single mentor is matched with a cohort of mentees. Initial program structure is provided while allowing mentor to direct progress, pace and activities.

CONTEMPORARY ISSUES IN TRAINING AND DEVELOPMENT

1. Dealing with Change
2. Developing Leaders
3. Engaging Learners
4. Delivering Training on a Consistent Basis
5. Tracking Skills Application
6. Instilling Conflict-Management Skills
7. Demonstrating Value to Leadership
8. Quantifying Training Effectiveness
9. Improving Learning Effectiveness
10. Adapting Training to a Varied Audience

1. Dealing with Change

Organizational change is common and more challenging than ever. Navigating through changes related to mergers, acquisitions, technology, budgets, and staffing is the top challenge cited by L&D professionals.

2. Developing Leaders

Many work environments face leadership-development challenges. It is crucial for organizations to develop leaders at every level—from team leads on the front lines all the way up to the CEO—to support their success and ensure that the business will be successful in the short and long term.

3. Engaging Learners

L&D professionals must communicate the value of learning and development. Too often, other urgent tasks seem to take priority while learning and development falls by the wayside. It's a challenge to get learners to attend, actively participate, and follow through on their development assignments, and without clear prioritization or accountability measures in place, this is likely to continue.

4. Delivering Consistent Training

When a company is global or geographically dispersed, it increases the difficulty of providing consistent training. The most common challenges of training and development include geographic limitations, increased costs, language barriers, translation issues, and virtual training needs.

5. Tracking Skills Application

Demonstrating a training program's "stickiness" or sustainability is challenging at best. L&D professionals must find an effective way to ensure skills are learned and applied in the real work environment—and that they are implemented over the long term.

6. Instilling Conflict Management Skills

Successfully handling conflict can be difficult, even for seasoned professionals, but conflict management is a critical skill that simply cannot be overlooked. 85% of team members experience conflict in the workplace. If left unresolved, conflict can increase turnover, decrease employee morale, and impact the longevity and well-being of a business.

7. Demonstrating Value to Leadership

Keeping employee training and development a top priority in an organization is challenging. It is often left to a few stakeholders and key leaders to determine how much learning is to be conducted, who gets the learning, and how much funding is granted for development purposes. Because of this, it is the responsibility of the training-function leader and team to have a long-term direction that will lead the training function into the future. This strategy should outline why the training function exists, who it serves, the value proposition it offers, and how it will create value over the next 2–4 years.

8. Quantifying Training Effectiveness

Many L&D professionals must demonstrate how training programs are making a quantifiable impact for the organization. By conducting quantitative assessments and linking metrics and measures to learning initiatives, L&D leaders can demonstrate a return on investment. For some organizations that have not established this practice, it can be quite challenging to begin measuring the return on investment in an effective way.

9. Demonstrating Value to Leadership

Ensuring that learning is effective, retained, and used can be one of the most difficult responsibilities of an L&D professional. There are often many topics that need to be covered in a limited amount of time. Likewise, there are numerous topics that may require extra creativity or unique delivery methods so that skill development can occur.

10. Adapting Training to a Varied Audience

As an L&D professional, you must anticipate that your training will be delivered to a diverse, multigenerational workforce. As such, it is essential that you take the needs, learning styles, experiences, worldviews, and preferences of your audience into consideration when designing training modules and development assignments.

WORK LIFE BALANCE

What is Work Life Balance?

Work life balance is a method which helps employees of an organization to balance their personal and professional lives. Work life balance encourages employees to divide their time on the basis on priorities and maintain a balance by devoting time to family, health, vacations etc. along with making a career, business travel etc.

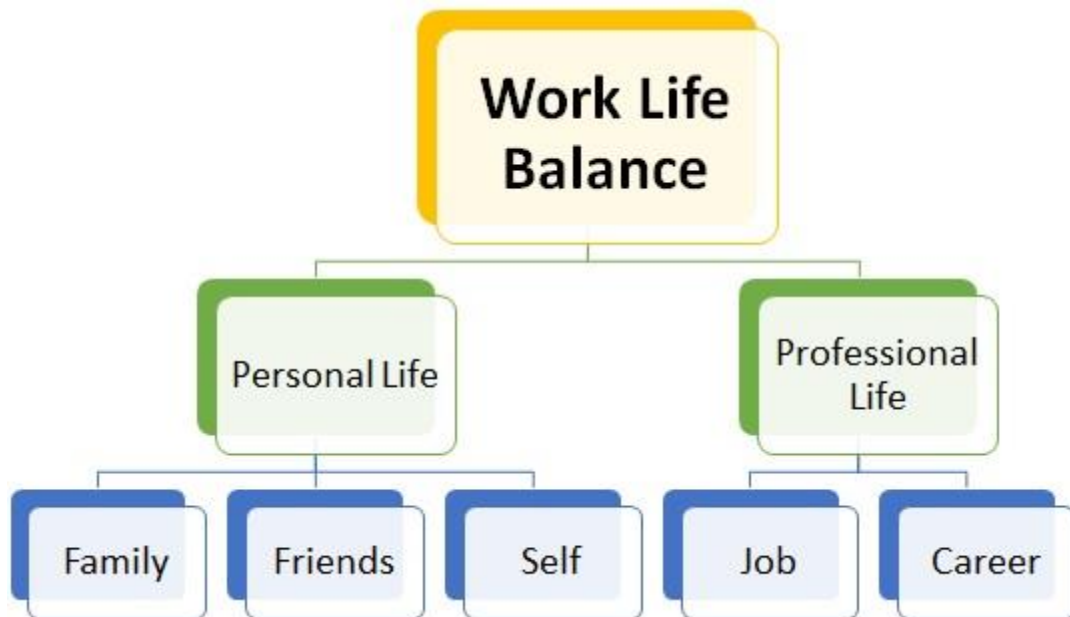
It is an important concept in the world of business as it helps to motivate the employees and increases their loyalty towards the company.

Importance of work life balance

Working on a job for a company and making a career can be an extremely time consuming duty for any employee. Employees are busy at their offices throughout the day and sometimes even on weekends. This gives them very little time to interact with their family. Because of high pressure of work, often family members get neglected. Also, stressful jobs cause the health of employees to deteriorate. This is where work life balance come into the picture. Work life balance concept allows an employee to maintain a fine balance in the time he or she gives to work as well as to personal matters. By having a good balance, people can have a quality of work life.

This helps to increase productivity at workplace as the employee is relaxed about his personal commitments. It also allows the employee to give quality time with family to spend vacations, leisure time, work on his/her health etc. Hence work life balance is extremely important for employees and increases their motivation to work for the company.

The below image depicts a work life balance scenario, where an employee has to balance his/her life between personal (family, friends & self) and professional (job, career) commitments.



5 Steps to improve work life balance

There are specific guidelines to how an individual can maintain a proper work life balance, some of which are:

1. Creating a work leisure plan

Where an individual has to schedule his tasks, and divide time appropriately so that he has allocated appropriate time to his work and his career development goals and at the same time allotted time for leisure and personal development. Employees also use a compressed work week plan to build a balance.

2. Leaving out activities that waste time and energy

Individual should judiciously avoid wasteful activities which demand large time and energy and in return not produce output for either the work life or the leisure life.

Effective time management can help an employee be less stressed.

3. Outsourcing and Delegating work

Delegate or outsource time consuming work to other individuals. It serves two purposes, first the work gets done and the other is person can focus on other things which may align more with skills and knowledge and may be less stressful.

It also helps grooming the other employees.

4. Set enough time for relaxation

Relaxation provides better work life balance, and tends to improve productivity on the professional or the work front along with providing ample scope to develop the life part of the balance.

5. Prioritizing work

Often employees do not give priority to work and end up doing a lot of work at the last minute. Better planning can help employees save unnecessary time delays, which can be utilized by employees for personal work.

Benefits of work life balance

There are several advantages of work life balance. Some of them are listed below:

1. Work life balance increases the motivation of employees and helps them perform better at job
2. It helps people to relieve their stress as they can spend leisure time with their near and dear ones
3. Companies can maximise productivity from an employee who is rejuvenated and refreshed as compared to a over worked employee
4. Healthy lifestyles can be maintained by having a work life balance. This includes a good diet, regular exercises etc.
5. Employees who are highly motivated can help the business grow as they are more attached to their job and careers

Work life Balance Examples

These days many companies and people prioritize work life balance. Some of the examples through which this is happening is Work from Home, flexible work timings, sufficient leaves for vacation and family care. Also sabbatical leaves are offered these days.

Another example is offering people option to move in a different career path which aligns more with the skills and aspirations.

----THANK YOU----