

Training and Development

Dr. Monica Shrivastava

Introduction to Training

- **Training is the systematic process of altering employee behavior in a way that will achieve organizational goals**
 - It should be related to present job skills and abilities
 - It helps employees master the specific skills and abilities needed to be successful

Introduction to Training

□ **A training program is an opportunity for employees to acquire skills, attitudes, and knowledge**

- Learning is the act by which an individual acquires skills, knowledge, and abilities that result in a relatively permanent change in behavior
- Any behavior that has been learned is a skill
- Motor, cognitive(The mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment, and interpersonal skills are training targets

Introduction

□ Training and development are processes that provide employees with:

- Information
- Skills
- An understanding of the organization and its goals
- The ability to make positive contributions in the form of good performance



Training & Development

- Training & development
 - Represents ongoing investment in employees, and recognition that employees are assets
- Importance of training & development
 - Rapid technological changes cause skill obsolescence
 - Redesign of work brings need for new skills
 - Mergers and acquisitions have increased need for integrating employees into different cultures
 - Globalization of business requires new knowledge and skills



Benefits of Training & Development

- Individual employee
 - Increased employee marketability
 - Increased employee employability security
- Organization
 - Improved bottom line, efficiency and profitability
 - Increased flexibility in employees who can assume different and varied responsibilities
 - Makes employees more accountable for results

Employee Training

Determining training needs

- Specific training goals should be based on:
 - organization's needs
 - type of work to be done
 - skills necessary to complete the work
- Indicators of need for more training:
 - drops in productivity
 - increased rejects
 - inadequate job performance
 - rise in the number of accidents



Principals of Learning

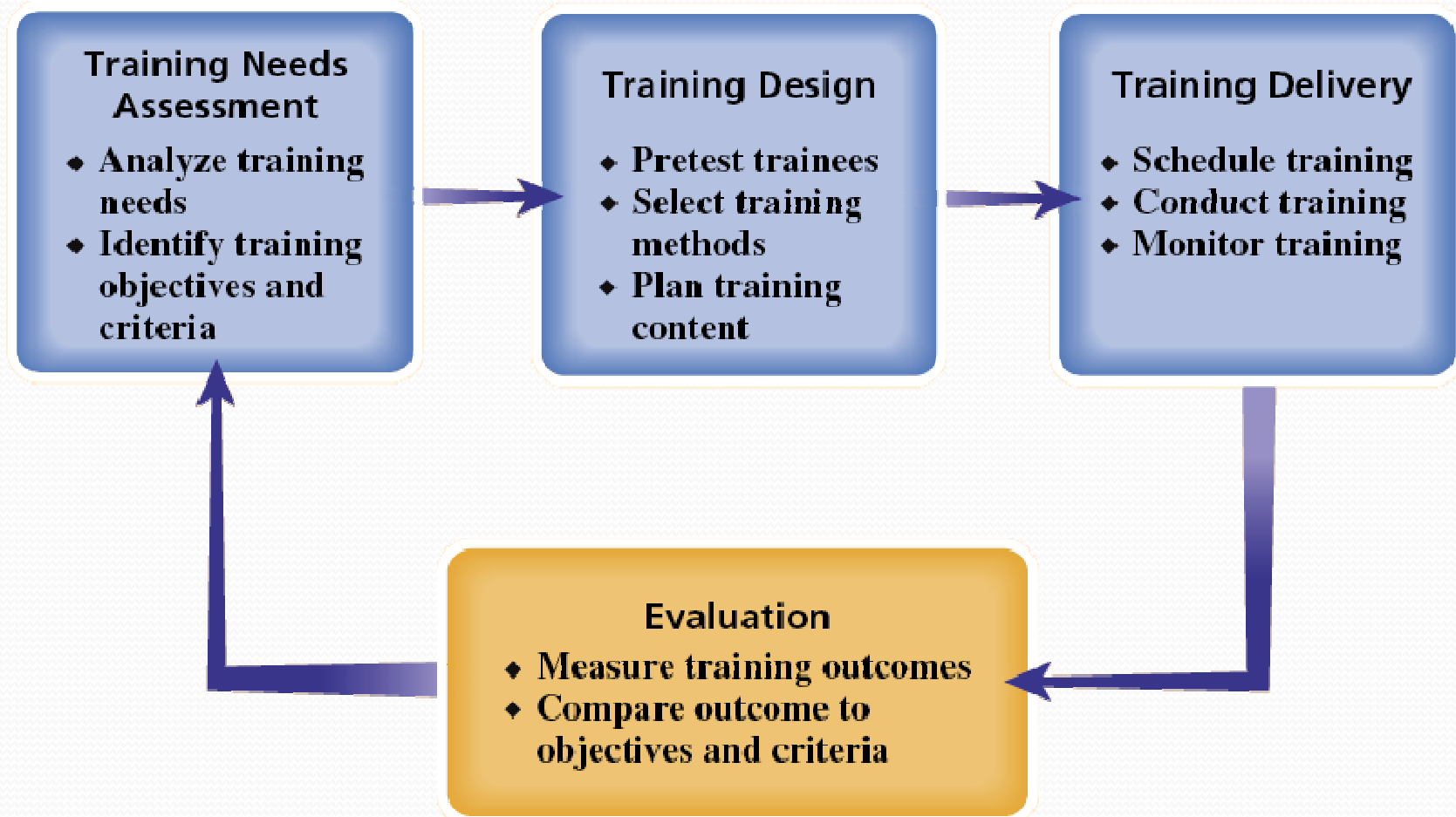
- ☐ Learner Attention
 - Importance/Relevance to job
- ☐ Positive Reinforcement/Corrective Feedback
- ☐ Transfer of Learning
- ☐ Knowledge of Progress
- ☐ Practice
 - Whole vs Part

Learning Theory and Training

□ **Learning principles can be applied to job training:**

- The trainee must be motivated to learn
- The trainee must be able to learn
- The learning must be reinforced
- The training must provide for practice of the material
- The material presented must be meaningful
- The material must be communicated effectively
- The training taught must transfer to the job

Systematic Training Process



Sources of the Information Used in Training Needs Assessment

Organizational Analyses

Organization-wide Sources

- ♦ Grievances
- ♦ Accidents
- ♦ Waste/scrap
- ♦ Training observations
- ♦ Observations
- ♦ Complaints
- ♦ Exit interviews
- ♦ Equipment use

Job/Task Analyses

Job/Task Sources

- ♦ Employee KSAs
- ♦ Job specifications

Individual Analyses

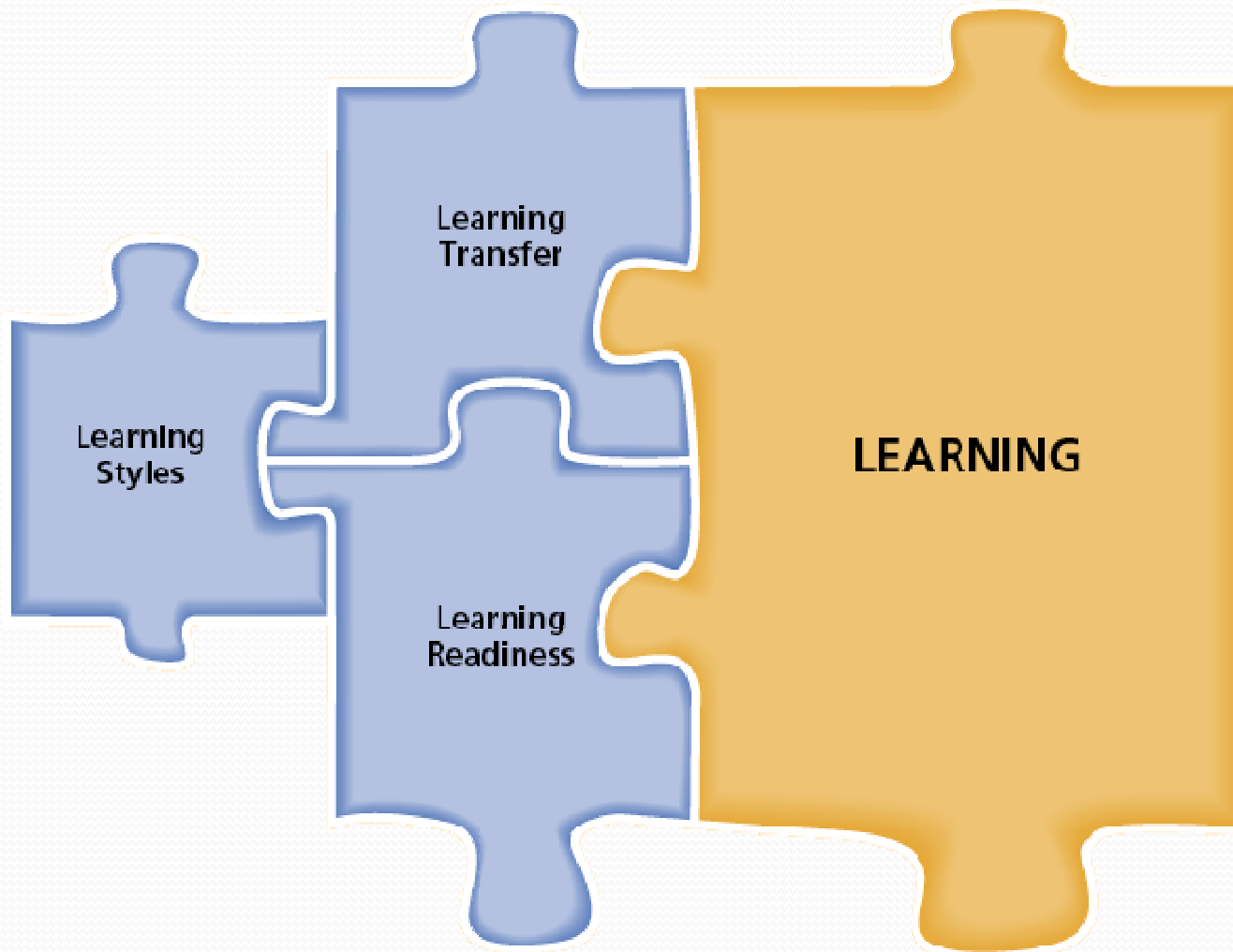
Individual Employee Sources

- ♦ Tests
- ♦ Records
- ♦ Assessment centers
- ♦ Questionnaires
- ♦ Surveys
- ♦ Job knowledge tools
- ♦ Performance appraisals

Establishing Training Objectives and Priorities

- Gap Analysis
 - The distance between where an organization is with its employee capabilities and where it needs to be.
- Types of Training Objectives
 - **Knowledge:** Impart cognitive information and details to trainees.
 - **Skill:** Develop behavior changes in how job and tasks are performed.
 - **Attitude:** Create interest and awareness of the training importance.

Elements of Training Design



Learning: The Focus of Training

- Learner Readiness
 - Ability to learn
 - Learners must possess basic skills (3Rs).
 - Motivation to learn
 - Learners must desire and value training.
- Self-efficacy
 - Learners must believe that they can successfully learn the training content.



Learning Styles

Adult Learning Principles

- Have need to know why they are learning something.
- Have need to be self-directed.
- Bring more work-related experiences into the process.
- Employ a problem-solving approach in the experience.
- Are motivated by both extrinsic and intrinsic factors.



Learning Styles (cont'd)

- Active Practice
 - The performance of job-related tasks and duties by trainees during training
- Spaced Practice
 - Several practice sessions spaced over a period of hours or days
- Massed practice
 - Performance of all the practice at once.



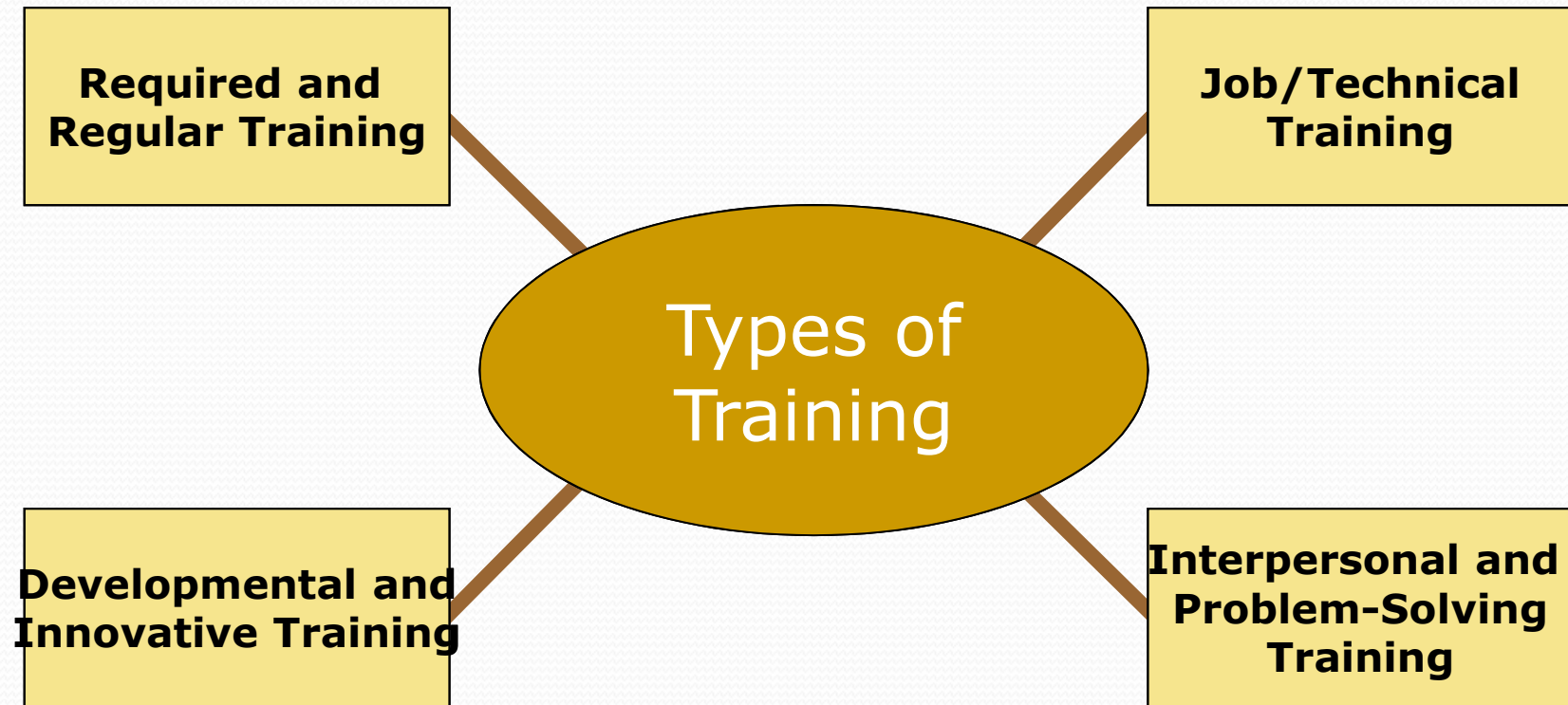
Learning Styles (cont'd)

- Behavior Modeling
 - Copying someone else's behavior by observing how another person deals with a problem.
- Reinforcement
 - Law of effect states that people tend to repeat behaviors that are rewarded and avoid behaviors that are punished.
- Immediate Confirmation
 - Reinforcement and feedback are most effective when given as soon as possible after training.

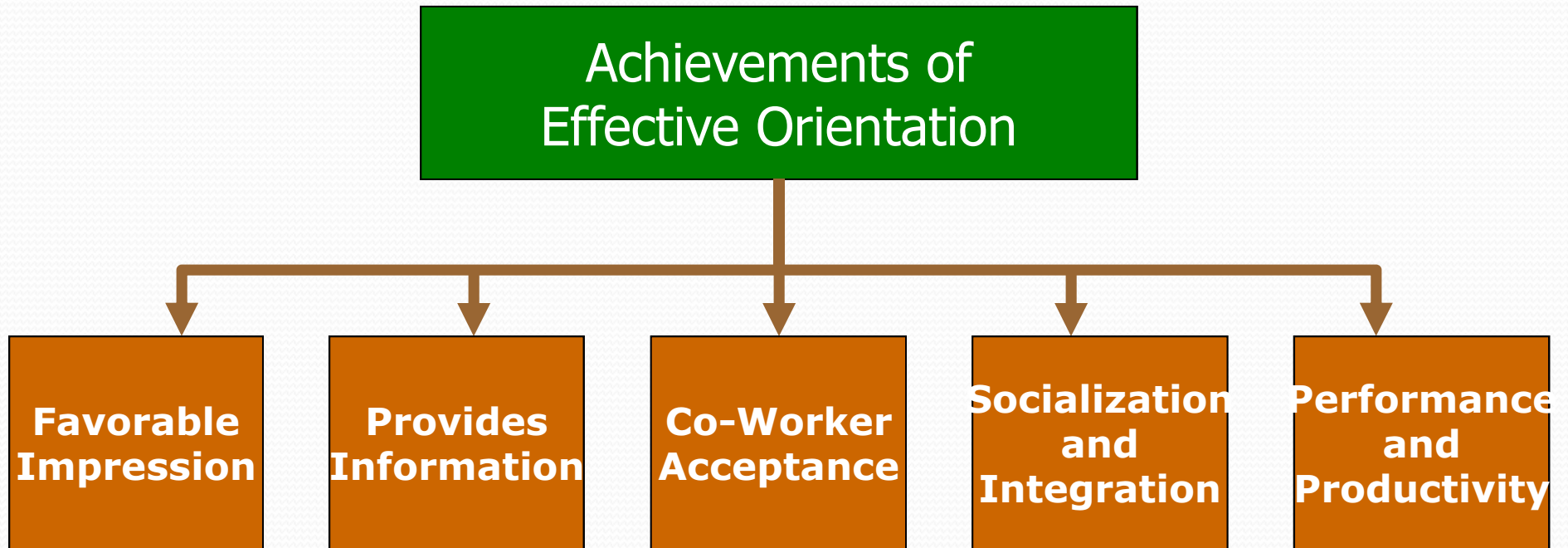
Learning Styles (cont'd)

- Transfer of Training
 - Effective transfer occurs when trainees actually use on the job what they learned in training.
 - Trainees take what was learned in training and apply it to the job context in which they work.
 - Employees maintain use of the learned material over time.
- Increasing the transfer of training
 - Offering trainees an overview of training content and process before the actual training helps with both short-term and longer-term training transfer.
 - Ensuring that the training mirrors the job context as much as possible.

Learning: Types of Training



Orientation: Training for New Employees



Effective New Employee Orientation

Prepare New Employee



Consider “buddy” mentors



Use an orientation checklist



Cover needed information



Present information effectively



Avoid information overload



Evaluation and follow-up

Training Delivery: Considerations

- Nature of training
- Subject matter
- Number of trainees
- Individual vs. team
- Self-paced vs. guided
- Training resources
- Costs
- Geographic locations
- Time allotted
- Completion timeline





Internal Training

- Informal Training
 - Training that occurs through interactions and feedback among employees.
- On-the-Job Training (OJT)
 - Based on a guided form of training known as *job instruction training (JIT)*
 - Problems with OJT
 - Poorly-qualified or indifferent trainers
 - Disruption of regular work
 - Bad or incorrect habits are passed on

Stages for On-the-Job Training (OJT)

Prepare the Trainees

- ♦ Put them at ease
- ♦ Find out what they know
- ♦ Get them interested

Present the Information

- ♦ Tell, show, question
- ♦ Present one point at a time
- ♦ Make sure the trainees know

Have the Trainees Practice

- ♦ Have the trainees perform the tasks
- ♦ Ask questions
- ♦ Observe and correct
- ♦ Evaluate mastery

Do Follow-up

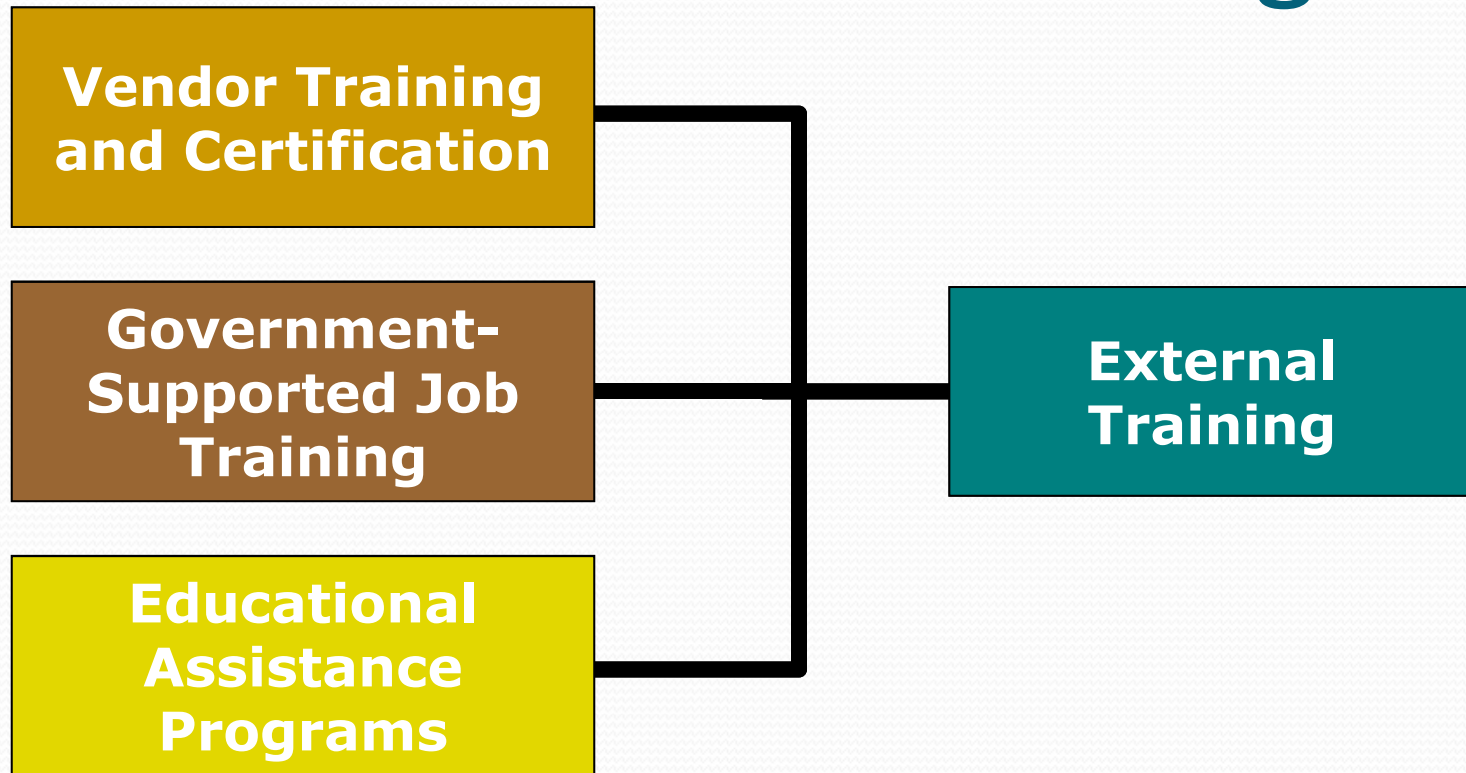
- ♦ Put the trainees on their own
- ♦ Check frequently
- ♦ Reduce follow-up as performance improves



External Training

- Reasons for External Training
 - May be less expensive to outsource training
 - Insufficient time to develop training
 - Lack of expertise
 - Advantages of interacting with outsiders
- Outsourcing of Training
 - Declining due to cost concerns, a greater emphasis on internal linking of training to organizational strategies, and other issues.
 - Training and certification by vendors is increasing in popularity.

Sources of External Training

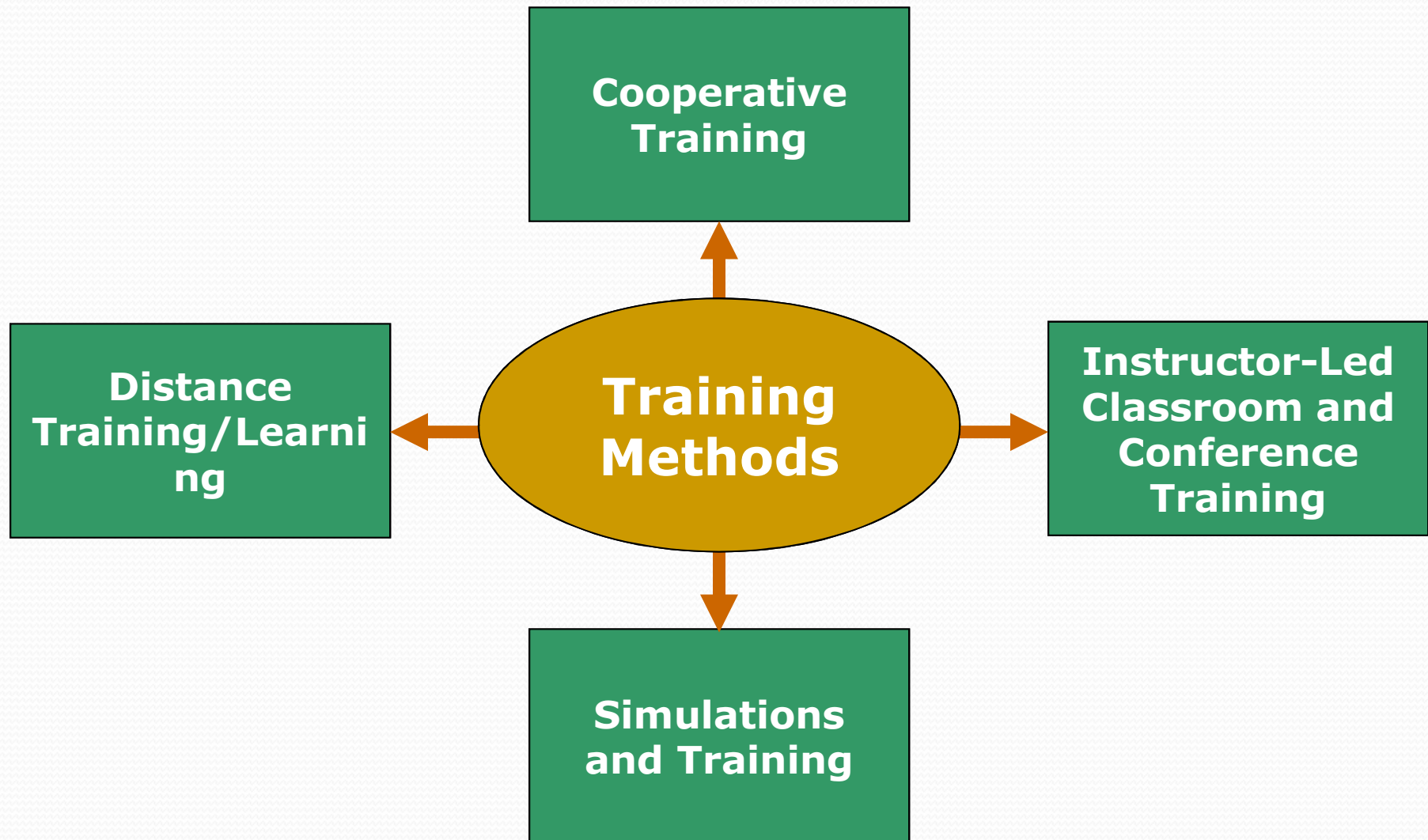




E-Learning: Online Training

- E-Learning: Training Online
 - The using the Internet or an organizational intranet to conduct training online.
- Criteria for adopting e-learning:
 - Sufficient top management support and funding
 - Accepting the idea of decentralized and individualized training
 - Current training methods not meeting needs
 - Computer literacy and access to computers
 - Time and travel cost concerns for trainees
 - The number and self-motivation of trainees

Training Approaches



Training Evaluation (cont'd)

- Cost-Benefit Analyses
 - A comparison of costs and benefits associated with organizational training efforts
 - Measurement of both the costs and the benefits may be difficult.
- Return on Investment (ROI) Analysis
- Benchmarking
 - Comparison of internal training with training done in other organizations



Some Typical Costs and Benefits of Training

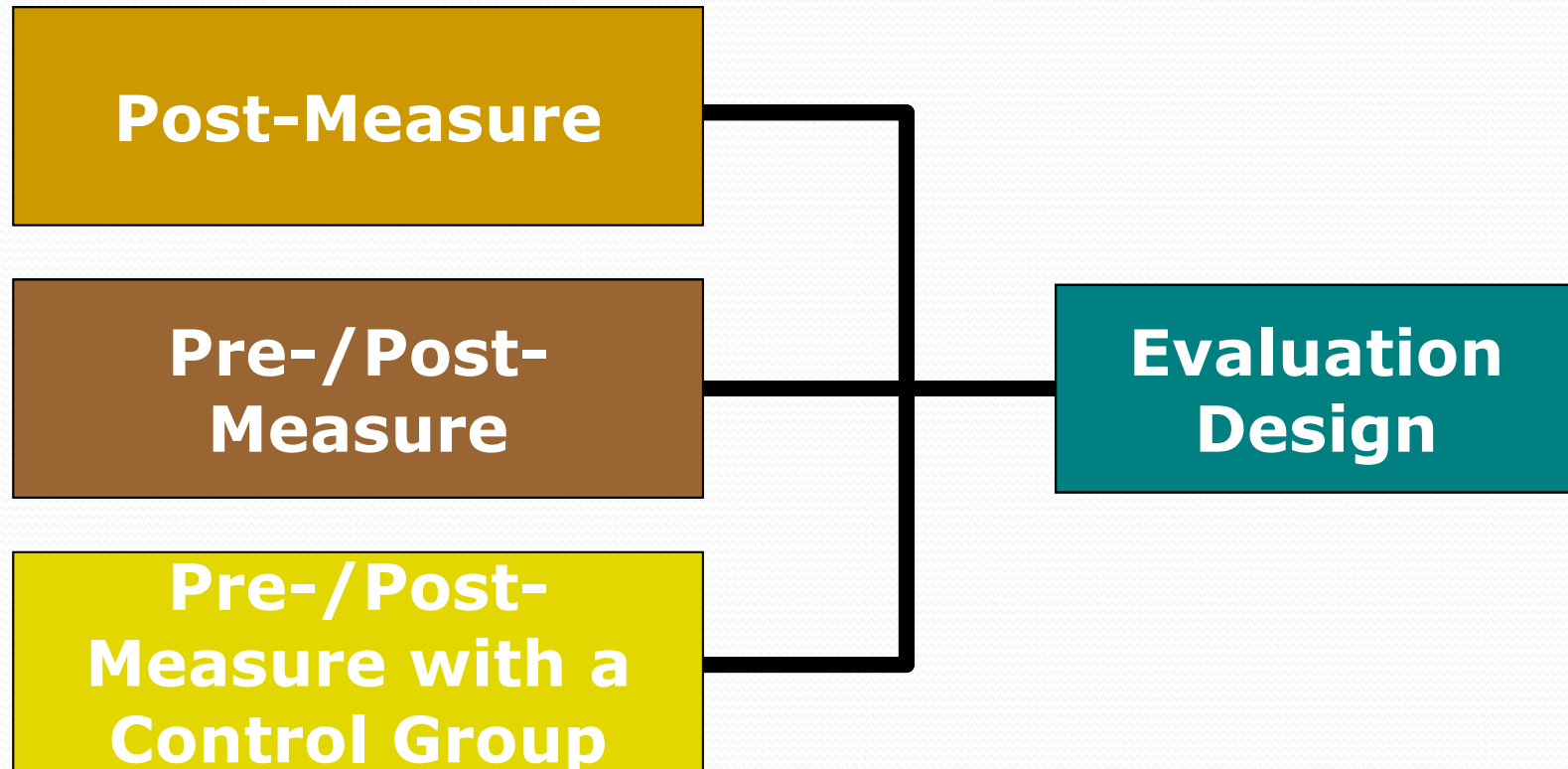
Typical Costs

- ♦ **Trainer's salary and time**
- ♦ **Trainee's salaries and time**
- ♦ **Materials for training**
- ♦ **Expenses for trainer and trainees**
- ♦ **Cost of facilities and equipment**
- ♦ **Lost productivity (opportunity cost)**

Typical Benefits

- ♦ **Increase in production**
- ♦ **Reduction in errors and accidents**
- ♦ **Reduction in turnover**
- ♦ **Less supervision necessary**
- ♦ **Ability to use new capabilities**
- ♦ **Attitude changes**

Evaluation Designs



Impediments to Effective T & D

- ❑ Commitment lacking
- ❑ Inadequate budget allocation
- ❑ Universities award only degrees, not skills
- ❑ Poaching of trained workers