LECTURE NOTES BHR 123: TRAINING AND DEVELOPMENT

Differences between Training and Development

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| S/NO | Training | Development |
| 1 | Training means learning skills and knowledge for doing a particular job and increases skills required for a job | Development refers to the growth of employee in all respects. It is more concerned with shaping the attitudes. |
| 2 | Training generally imparts specific skill of the employees | Development is more general in nature and aims at overall growth of the Executives. |
| 3 | Training is concerned with maintaining and improving current job performance. | . Development builds up competences for future performance |
| 4 | The role of trainer or supervisor is very important in training. | .All development is 'self-development' and the executive has to be internally motivated for the same. |
| 5 | Has a short-term perspective | Has a long-term perspective |
| 6. | Training is job centered in nature. | Development is career-centered in nature |

METHODS OF TRAINING

Methods of training are classified into to two broad ways:

1. On the job training
2. Off the job training

**"On-the-job training"** refers to learning new skills by performing actual work tasks in the workplace, w**hile "off-the-job training"** involves learning in a dedicated setting away from the worksite, usually focusing more on theoretical knowledge and development, with less immediate practical application; essentially, on-the-job training is "learning by doing" while off-the-job training is more classroom-based learning.

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| S/N |  | On the job training | Off the job training |
| 1 | Meaning | On the job training refers to a form of training which is provided at the work place during the performance of the actual job. | When the employees are given training outside the actual work location, such a type of training is termed as off the job training. |
| 2 | Location | On-the-job training happens at the actual worksite, | Off-the-job training occurs in a separate location like a training center or conference room. |
| 3 | Focus | On-the-job training is primarily focused on practical application of skills by performing real work tasks | Off-the-job training often focuses on theoretical concepts, broader knowledge, and developing specific skills through simulations or lectures. |
| 4 | Trainer | On-the-job training is usually conducted by a supervisor or experienced colleague within the workplace | Off-the-job training is typically delivered by a designated trainer or external consultant. |
| 5 | Disruption | On-the-job training can sometimes disrupt the workflow as the trainee learns alongside their regular duties | Off-the-job training minimizes disruption to the workplace as it happens outside of regular work hours. |
| 6 | Learning pace | On-the-job training may be impacted by work demands. | Off-the-job training can allow for a more focused learning experience with dedicated time |
| 7 | Cost effective | On-the-job training is often considered more cost-effective as it does not require dedicated training facilities or external trainers | Less cost effective as it requires training facilities and external trainers. |
| 8 | Suitable for | Manufacturing firms | Non-manufacturing firms |
| 9 | Carried out by | Experienced employees | Professionals or experts. |
| 10 | Principle | Learning by performing | Learning by acquiring knowledge |
| 11 | Approach | Practical | Theoretical |

On-the-job training Methods:

Under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behaviour.

These methods do not cost much and are less disruptive as employees are always on the job,

Training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning. Some of the commonly used methods are:

1.Coaching:

In Human Resource Management (HRM), the "coaching method of training" refers to a development approach where a more experienced individual (coach) provides personalized guidance and support to an employee to help them improve their skills, performance, and achieve specific career goals, often through active listening, feedback, and collaborative problem-solving.

Key aspects of coaching:

1. Individualized approach: Coaching is tailored to the specific needs and challenges of each employee.
2. Focus on development: The primary goal is to enhance an employee's capabilities and potential, not just address immediate performance issues.
3. Collaborative partnership: A strong relationship between the coach and employee is crucial for open communication and trust.
4. Feedback and reflection: Regular feedback is provided to help employees identify areas for improvement and track progress.

How coaching is used :

1. Leadership development: Coaching can be used to develop leadership skills in potential leaders within an organization.
2. Performance improvement: When an employee is underperforming, coaching can help them identify areas for improvement and develop strategies to reach performance goals.
3. Career planning: Coaches can assist employees in setting career goals, identifying development needs, and creating a career development plan.

TYPES OF COACHING

Business coaching

A business coach assists and guides business owners in running a company by helping them clarify the mission and vision of their company and how it fits with their personal goals. Business coaches may focus on the performance of a business, the structure of the organization an the behavior of business leaders. As a business coach, you may work to connect clients with professional development resources and analyze business information to identify trends and patterns.

Performance coaching

A performance coach helps employees better understand the requirements of their jobs, the competencies they need to meet to fulfill those requirements, issues in their current work performance and opportunities to improve performance. They closely work with employees, their supervisors and others in the workplace to help them improve work performance and develop with plans for further professional development. Performance coaches may work with employees on performance improvement plans or with successful employees who want to develop into new opportunities.

Related: Workplace Continuous Improvement Plan: Definitions, Techniques and Examples

Succession coaching

Succession coaches help companies assess potential candidates for senior management positions and prepare those candidates to transition to new roles. As a succession coach, you may work with the person currently working in a senior role to learn about their strategies and best practices, then collaborate with their successor to help with the transition of knowledge. Succession coaches identify the competencies a candidate needs to improve to meet expectations in a new role, then create a plan to develop those skills.

Life or personal coaching

Life coaches or personal coaches help people clarify their priorities and personal goals, develop self-awareness and improve life skills like communication, stress-management and emotional intelligence. People work with life coaches to gain insight into their ideal lifestyle and gain empowerment to make the best choices for a fulfilling life. Life coaches may assist with almost any subject including personal finances, relationships, mindfulness and hobbies.

1. Mentoring:

In Human Resource Management (HRM), "mentoring" refers to a training method where a more experienced employee (the mentor) provides guidance, support, and expertise to a less experienced employee (the mentee) to help them develop their career and skills within the organization; essentially, it's a one-on-one learning approach focused on building a personalized relationship between the two individuals.

Key points about mentoring as a training method:

1. Focus on development: The primary goal of mentoring is to foster the professional growth of the mentee by sharing knowledge, experiences, and career advice.
2. Relationship-based: Unlike other training methods, mentoring emphasizes the creation of a supportive and trusting relationship between the mentor and mentee.
3. Formal or informal: Mentoring can be structured through a formal program where mentors are assigned to mentees, or it can occur organically through informal relationships within the workplace.
4. Benefits for both parties: Mentors can benefit from reinforcing their own skills and knowledge by sharing them with others, while mentees gain valuable insights and career guidance.

3.Job Rotation:

Job rotation involve training the trainee from shifting from one job to the other, Job rotation is a job design approach widely used by many companies at various hierarchical levels. By adopting the human structure of the company with technical processes, Job rotation is the consequence of effort and determination.

Rotation not only makes a person well acquainted with different jobs, but it also alleviates boredom and allows to develop rapport with a number of people. Rotation must be logical.

The objective is to provide a consistent and systematic method of developing formal job rotations that are based on the requirements of the jobs being rotated.

Benefits of Job Rotation

1. Reduced exposure to focused physical demands of one job.
2. Reduced physiological stress, strain, and fatigue to muscle group used for one job.  Reduces employee exposure to high-risk job demands. 
3. Increased innovation and improved work process efficiency. 
4. Improves employee skill base and increases job assignment flexibility over time.  Reduced boredom and complacency. 
5. Increased productivity & quality. 
6. Reduced absenteeism & turnover.

Potential Barriers

There are several potential barriers and difficulties with implementing job rotation, the following are some of them:

1. Not all jobs and departments are a good fit for job rotation. 
2. Short-term productivity losses and product quality issues. 
3. Workers not wanting to rotate because they have an “easier job”. 
4. Workers not wanting to change jobs or learn new work tasks for a variety of reasons.
5. Workers not wanting to give up “their job” to others. 
6. Workers not qualified for some jobs due to restrictions or ability. 
7. Union or other workplace policies related to job bidding and compensation.  Supervisors are not convinced that the benefits are worth the perceived costs.  Supervisors perceive that implementation and management of job rotation is very difficult. 
8. Group leaders and trainers tend to focus on the short term costs rather than the longterm benefits, and perceive that the costs are too high for them verses the benefits. Supervisors and group leaders not wanting to “fight” employees who don’t want to rotate.

4.Job Instructional Technique (JIT):

Job Instruction Training (JIT) is a step-by-step, relatively simple technique used to train employees on the job. It is especially suitable for teaching manual skills or procedures; the trainer is usually an employee's supervisor but can be a co-worker. The JIT technique consists of a series of steps that a supervisor or other instructor follows when teaching an employee to do something.

The steps consist of the following:

1. get ready to instruct;
2. prepare the learner;
3. present the learning;
4. try out learner performance; and

(5) follow up. The steps are often summarized and printed on a small card that can be put in a worker's wallet or pocket. The worker can refer to the card when preparing to instruct or when instructing another employee.

In this method a suitable trainer

1. prepares a trainee with an overview of the job, its purpose, and the results desired,

(b) demonstrates the task or the skill to the trainee,

(c) allows the trainee to show the demonstration on his or her own, and

(d) follows up to provide feedback and help. The trainees are presented the learning material in written or by learning machines through a series called ‘frames’.

This method is a valuable tool for all educators (teachers and trainers). It helps us:

a.To deliver step-by-step instruction

b.To know when the learner has learned

c.To be due diligent (in many work-place environments)

Job instruction technique entails the following :

1. Breaking down the job:The task is carefully analyzed and divided into smaller, easily understandable steps.
2. Clear explanation:The instructor explains each step clearly, including the "what," "how," and "why" of each action.
3. Demonstration:The instructor demonstrates the task correctly, allowing the trainee to observe the proper technique.
4. Learner practice:The trainee attempts the task while the instructor provides feedback and guidance.
5. Continuous feedback:Regular checks are done to ensure the trainee is performing the task correctly and to address any issues.

5.Apprenticeship:

1. Apprenticeship is a workforce strategy to help individuals connect to a career pathway for many different occupations. It is a work-based learning model, commonly referred to as a “learn and earn” model, where on-the-job training is combined with relevant classroom instruction.
2. The apprentice progressively acquires new skills and applies these learned skills on the job under the supervision of a mentor. Upon completion of the program, the apprentice receives an industry recognized credential.
3. Apprenticeships are one solution to meet employers’ talent needs, while allowing apprentices to begin a solid career and grow their skills without taking on large amounts of college debt. Although apprenticeships have been traditionally associated with construction and the trades, apprenticeship programs are now within all industries, including healthcare, IT, advanced manufacturing, banking, insurance, and transportation, distribution, and logistics.
4. The apprenticeship model of learning is flexible; therefore, all programs are different. The length of an apprenticeship varies depending on the employer’s needs and the occupation. Apprenticeships can be time-based, competency-based, or a hybrid of time and competency-based. The related instruction piece can take place during work or after work hours and can be provided at a school, at the employer site, or even online. This related instruction can be “front-loaded” meaning most or all provided at the beginning of the program before on-the-job training begins, or it can be segmented or spread out over the life of the program as needed.
5. The apprenticeship program can be “sponsored” by an employer, an industry association, a community college, a labor union, or other entity. The sponsor can be an intermediary and ensures the apprentices are progressing through the program and meeting all of the requirements.
6. Apprenticeships help recruit and develop a highly skilled workforce; they improve productivity and the bottom-line; and they reduce turnover costs and increase employee retention. Apprenticeships are industry driven training solutions that meet the local employers’ needs.

6.Understudy:

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

OFF THE JOB TRAINING METHODS

Represent any training method that takes place outside the actual work environment, allowing for focused learning on specific skills or concepts without immediate work responsibilities.

When to use off-the-job training:

1. When intensive theoretical knowledge is required
2. For developing complex skills that may disrupt regular workflow if practiced on the job
3. To introduce new concepts or procedures before applying them in the actual work environment

Off-the-job training methods include: vestibule training, classroom lectures, simulations, role-playing, case studies, programmed instruction, management games, films/videos, and audiovisual presentations.

Vestibule Training:

"Vestibule training" refers to a type of off-the-job training method where employees are trained in a simulated work environment, using the same tools and equipment they will use in their actual job role, allowing them to practice skills in a safe and controlled setting before working on live tasks in the workplace; essentially, it's a replica of the real work environment designed for training purposes.

In vestibule training the following are key points ;

1. Simulates real work:The training environment closely mimics the actual workplace, including the tools, machines, and work processes.
2. Off-the-job training:This training happens away from the regular work area, providing a dedicated space for focused learning without interruptions.
3. Safe learning environment:Trainees can practice skills in a controlled setting without risking potential hazards present in the actual workplace.
4. Suitable for complex tasks:Particularly useful for jobs requiring specialized skills or where errors could have significant consequences.

Examples of vestibule training:

1. Airline pilots using flight simulators: to practice maneuvers before flying a real aircraft
2. Chefs training in a simulated kitchen: before working in a busy restaurant kitchen
3. Electricians practicing on mock electrical setups: before working with live wires

Role-Playing:

"Role playing training" refers to a training method where employees actively participate by acting out real-life work scenarios, simulating situations they might encounter on the job, to practice and develop necessary skills like communication, conflict resolution, customer service, or leadership, all while receiving feedback from a trainer or peers in a safe environment.

Key points about role playing training:

1. Experiential learning: Role playing is considered a form of experiential learning, allowing participants to "live" through a situation and learn from their actions and reactions.
2. Scenario-based:Trainers create specific scenarios relevant to the employee's role, including potential challenges, to test their ability to handle different situations.
3. Active participation:Unlike traditional lectures, role playing encourages active engagement from all participants, allowing them to practice skills in a controlled setting.
4. Feedback and debriefing:After each role play, the trainer facilitates a discussion to debrief the participants on their performance, providing constructive feedback and identifying areas for improvement.

Examples of role playing scenarios:

1. Handling a difficult customer complaint:An employee might role-play a situation where they need to address an upset customer regarding a product issue.
2. Conducting an employee performance review:A manager could practice delivering feedback to an employee on their performance during a role play.
3. Interviewing a potential candidate:A hiring manager might role play an interview scenario to practice asking relevant questions and evaluating candidate responses.

Benefits of role playing training in HRM:

1. Improved communication skills:Practice in role playing scenarios can enhance verbal and non-verbal communication skills.
2. Confidence building: Participants can gain confidence by practicing in a safe environment and receiving feedback.
3. Decision-making development: Role playing allows employees to practice making decisions in realistic scenarios, improving their judgment.
4. Enhanced situational awareness: By simulating real-world situations, employees can better understand potential challenges and how to respond effectively.

Case Studies:

The "case study method" of training involves presenting trainees with realistic, detailed scenarios (cases) that mimic real-life workplace situations, encouraging them to analyze the problem, consider different perspectives, and develop solutions, ultimately aiming to improve their decision-making, critical thinking, and problem-solving skills within an HR context.

Key aspects of the case study method:

1. Real-world scenarios: Cases are designed to mirror actual HR challenges like employee disciplinary issues, performance management problems, recruitment dilemmas, or workplace conflicts, providing a practical learning experience.
2. Active learning:Unlike traditional lectures, trainees actively engage with the case by analyzing information, discussing potential solutions with peers, and defending their choices.
3. Facilitator-led discussion: A trainer acts as a facilitator, guiding the discussion and prompting trainees to consider different viewpoints and potential consequences of their decisions.
4. Developing key HR skills: The case study method helps trainees develop skills like:
5. Decision-making: Evaluating information and choosing the most appropriate course of action
6. Critical thinking: Analyzing complex situations and identifying underlying issues
7. Communication: Articulating reasoning and perspectives clearly during group discussions
8. Teamwork: Collaborating with peers to reach consensus on solutions

Benefits of using the case study method :

1. Increased engagement: Real-life scenarios stimulate interest and encourage active participation from trainees.
2. Application to real-world situations: Learners can apply the knowledge gained from the case study directly to their own workplace challenges.
3. Development of diverse perspectives: Discussing different viewpoints within a group fosters understanding of various perspectives and potential solutions.
4. Improves decision-making skills: By grappling with complex scenarios, trainees build confidence in their ability to make informed decisions.

Example of an case study:

1. Scenario: A high-performing employee is requesting a significant salary increase that is significantly above the company's standard pay structure.
2. Questions for discussion: What information should the HR manager gather before making a decision? What are the potential risks and benefits of granting this request? How should the HR manager approach this conversation with the employee? What alternative solutions could be considered?

Lecture Method:

The "lecture method" of training refers to a traditional training approach where a trainer delivers information to a group of employees in a classroom setting, similar to a traditional lecture format, where the instructor primarily speaks while trainees listen and take notes, providing a structured way to impart knowledge on a topic to a large group at once.

Key points about the lecture method:

1. Delivery style: A trainer presents information verbally, often with visual aids like slides, to convey key concepts and details about a subject.
2. Efficient for large groups: Can deliver information quickly to a large number of trainees at once.
3. Cost-effective: Requires minimal resources compared to other training methods.
4. Structured learning: Provides a clear outline and organization of information.
5. Passive learning: May not encourage active engagement or critical thinking from trainees.
6. Limited interaction: Less opportunity for questions, discussion, and clarification.
7. May not suit all learning styles: May not be effective for learners who prefer hands-on or interactive approaches.

When to use the lecture method:

1. Basic knowledge transfer: When the primary goal is to convey foundational information on a topic to a large group of employees.
2. Policy updates: Sharing new company policies or procedures with a large workforce.
3. Introductory training: Providing an overview of a new subject area before deeper engagement with other training methods.

Important considerations:

1. Engaging delivery: Even with a lecture format, trainers should use varied techniques to keep trainees engaged, like stories, examples, and questions to stimulate participation.
2. Follow-up activities: Incorporate interactive exercises, quizzes, or group discussions to reinforce learning after a lecture.

Simulations:

Simulation training method" refers to a training approach where employees are placed in realistic, replicated work scenarios to practice specific skills and decision-making abilities in a safe environment, essentially mimicking real-world situations without the risks, allowing them to learn and improve their performance through hands-on experience.

Key points about simulation training:

1. Realistic scenarios: Simulations aim to closely resemble real-life work situations, including challenges, customer interactions, or complex decision-making scenarios.
2. Experiential learning: This method promotes learning by doing, enabling employees to apply theoretical knowledge in a practical setting.
3. Safe environment: Employees can make mistakes without real-world consequences, allowing them to learn from errors and improve their skills.
4. Skill development: Simulations can be used to practice a wide range of skills, including problem-solving, critical thinking, communication, leadership, and customer service.
5. Assessment tool: Simulations can also be used as an assessment tool to evaluate a candidate's abilities during the hiring process.

Examples of simulation training:

1. Customer service simulations: Role-playing scenarios where trainees interact with simulated customers facing various issues to practice conflict resolution and customer service techniques.
2. Interview simulations: Candidates participate in mock interviews with simulated interviewers to assess their communication, presentation, and response to questions.
3. Teamwork simulations: Employees work together in simulated scenarios to solve problems and make decisions as a team, evaluating their collaboration skills.
4. Emergency response simulations: Practicing responses to crisis situations like safety incidents or customer complaints to enhance preparedness.

Benefits of simulation training:

1. Improved skills and knowledge retention: Hands-on experience in a simulated environment can lead to better learning outcomes and skill application.
2. Enhanced decision-making abilities: Employees can practice making decisions in complex situations without real-world repercussions.
3. Increased employee engagement: Interactive simulations can make training more engaging and enjoyable for employees.
4. Cost-effective training: Simulations can be used to train large numbers of employees efficiently.

Programmed Instruction:

"Programmed instruction" refers to a training method where learning material is presented in small, sequential steps, allowing trainees to progress at their own pace while receiving immediate feedback after each step, essentially providing a self-paced, individualized learning experience based on the principles of behavioral psychology.

Key points about programmed instruction:

1. Structured learning: The material is broken down into small, manageable units, with each step building upon the previous one.
2. Self-paced learning: Learners can progress through the material at their own speed, revisiting sections as needed.
3. Immediate feedback: Learners receive immediate feedback on their responses to questions or exercises, allowing for immediate reinforcement and correction.
4. How it can be used in HRM: Basic skills training:
5. For teaching foundational skills like computer literacy, data entry, or basic safety procedures.
6. Compliance training: Delivering mandatory compliance training modules with built-in quizzes to ensure understanding.
7. Onboarding new employees: Providing a structured learning path for new hires to quickly grasp key company procedures and policies.

Advantages of programmed instruction:

1. Individualized learning: Adapts to each learner's pace and understanding.
2. Increased engagement: Immediate feedback keeps learners motivated and actively involved.
3. Effective knowledge retention: Breaking down complex information into smaller chunks improves knowledge retention.

Management Games:

"Management Games" method of training involves using simulated business scenarios presented as games where participants, usually divided into teams, make decisions and manage virtual companies to develop critical management skills like decision-making, teamwork, leadership, and resource allocation, all while experiencing the consequences of their choices in a non-threatening environment; essentially, learning by playing a business-like game.

Key points about Management Games in training:

1. Interactive learning: Participants actively engage in the game, making decisions and experiencing the results, promoting deeper learning compared to passive lectures.
2. Real-world simulation: Games often mimic real business situations, allowing trainees to apply their knowledge to realistic scenarios.
3. Team building: By working together to achieve goals within the game, teams can develop collaboration and communication skills.
4. Feedback and debriefing: After the game, trainers facilitate discussions to analyze decisions made, identify strengths and weaknesses, and extract key learnings.

Examples of Management Games:

1. Production planning game: Teams manage a production line, deciding on resource allocation, inventory levels, and production schedules to meet customer demand.
2. Marketing simulation: Teams develop marketing strategies, set pricing, and manage advertising campaigns to compete in a simulated market.
3. Budgeting exercise: Teams create and manage a budget for a fictional company, making decisions about spending in different departments.

Benefits of using Management Games in training:

1. Increased engagement: The game-like format can be more engaging and enjoyable for participants compared to traditional training methods.
2. Practical application: Trainees can practice decision-making skills in a safe environment, applying knowledge to real-world scenarios.
3. Develops critical thinking: Participants need to analyze information, evaluate options, and consider potential consequences of their decisions.
4. Promotes collaboration: Teams must work together to achieve success within the game, fostering teamwork and communication skills.

Important considerations when using Management Games:

1. Clear learning objectives: Define what specific skills and knowledge participants should gain from the game.
2. Appropriate game design: Choose a game that aligns with the training goals and is relevant to the participants' roles.
3. Effective debriefing: Ensure the post-game discussion focuses on key learnings and actionable insights.

TRAINING NEEDS ANALYSIS

A training needs analysis (TNA) in HRM involves a systematic process of identifying gaps between current employee performance and required performance levels, by examining organizational goals, job requirements, and individual employee skills, to determine necessary training programs and development areas within a company; typically including steps like defining the problem, collecting data through various methods, analyzing the data to identify training needs, developing a training plan, implementing the training, and evaluating its effectiveness.

Training Needs Analysis entails:

1. Organizational Analysis: Assess overall business strategy and objectives. Identify areas where training could contribute to achieving strategic goals. Analyze market trends and industry changes that might require new skills.
2. Job/Task Analysis: Break down job roles into individual tasks and responsibilities. Identify the knowledge, skills, and abilities (KSAs) required for each task. Evaluate current employee proficiency on each task.
3. Person Analysis: Assess individual employee performance through performance reviews, assessments, and feedback. Identify individual skill gaps and training needs. Consider employee learning styles and preferences.

Data Collection Methods:

1. Interviews with employees, managers, and subject matter experts
2. Surveys and questionnaires
3. Performance reviews
4. Observation of employees on the job
5. Work samples and skills tests

Gap Analysis:

A "gap analysis" refers to a process where an organization assesses the difference between its current workforce capabilities (skills, knowledge, etc.) and the capabilities needed to achieve its strategic goals, identifying areas where improvements are required in recruitment, training, development, or other HR practices to bridge the gap and meet future needs.

Key points about gap analysis in HRM:

1. Focus on skills and competencies: A major aspect of HR gap analysis is identifying "skills gaps" - where the current employee skillset falls short of what is necessary for the organization to succeed.
2. Comparison with desired state: The analysis involves comparing the current HR situation (like employee performance, workforce demographics) with the desired future state to pinpoint areas for improvement.

How to conduct a gap analysis in HRM:

1. Gather data: Collect information through employee surveys, performance evaluations, job analysis, market research, and industry benchmarks to understand the current state of the workforce.
2. Identify required skills: Define the skills and competencies needed for future business goals and strategic initiatives.
3. Analyze gaps: Compare the collected data with the required skills to identify areas where there are significant discrepancies.
4. Develop action plan: Based on the identified gaps, create a plan to address the issues through targeted training programs, recruitment strategies, succession planning, or policy adjustments.

Benefits of gap analysis in HRM:

1. Improved workforce performance: By identifying and addressing skill gaps, organizations can improve overall employee productivity and effectiveness.
2. Strategic alignment: Ensures that HR practices are aligned with the company's strategic goals by proactively addressing future workforce needs.
3. Enhanced decision-making: Provides valuable insights to guide HR decision-making regarding recruitment, training, and development initiatives.
4. Prioritization of Training Needs: Evaluate the severity of performance gaps and their impact on business objectives. Determine which training needs are most critical to address first.

Designing of training programme

1. Design Training Programs:Design training programs based on identified needs.
2. Set clear learning objectives: Define specific, measurable, achievable, relevant, and time-bound (SMART) learning outcomes for each training program.
3. Choose appropriate training methods: Select the most effective delivery methods based on the identified gaps, such as classroom training, e-learning modules, on-the-job training, mentoring, or simulations.
4. Develop Training Content: Align content with identified needs: Ensure the training materials directly address the skill gaps and learning objectives identified in the analysis.
5. Incorporate diverse learning styles: Design content to cater to different learning preferences, including visual, auditory, and kinesthetic.

Implement Training Programs:

1. Select trainers: Choose qualified trainers with expertise in the subject matter and effective delivery techniques.
2. Communicate effectively: Clearly communicate the training purpose, objectives, and expectations to all employees.
3. Provide ongoing support: Offer opportunities for practice, feedback, and reinforcement after the training.