

**HOLY CROSS HOME SCIENCE COLLEGE
THOOTHUKUDI**

Training and Development

DR. V. C. JEYARATHA, M.COM., PH.D
ASSISTANT PROFESSOR

DEPARTMENT OF COMMERCE

**HOLY CROSS HOME SCIENCE COLLEGE
THOOTHUKUDI**



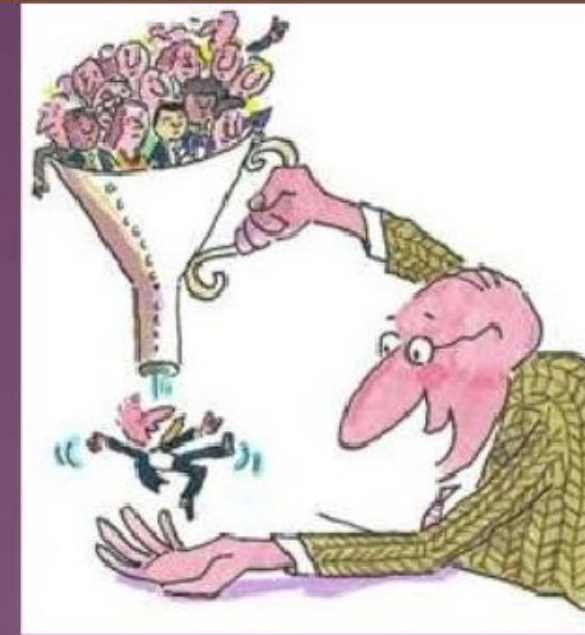
Outline

- Training and Development
 - Training
 - Development
- Difference Between Training and Development
- The Need for Training
- The Nature of Training
- The Importance of Training
- Types of Training
- The Training Process



Functions of HRM

- Recruitment and Selection
- Training and Development
- Compensation Management
- Performance Management



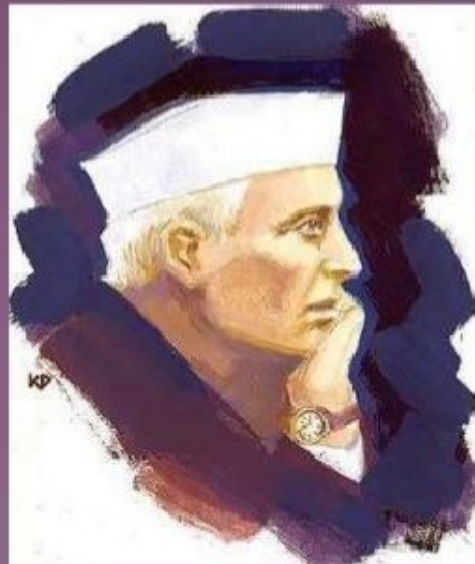
Compensation & Benefits





Training is expensive. Without training it is more expensive.

-Nehru



Training and Development

Training & Development is a continuous process in an organization to achieve its organizational goals by improving the skills and knowledge of the employees.

The training and development function in an organization has gained a lot of importance due to advancement in technology and changes in market force.

TRAINING DEFINITION



- A learning process and a task oriented activity.
- The process of teaching new employees the basic skills they need to perform their jobs.

Training

- Training is basically a systematic procedure for transferring technical know-how to the employees so as to increase their knowledge and skills for doing particular jobs.
- Training usually involves teaching operational or technical employees how to do their jobs more effectively and/or efficiently.
- Training is a process of teaching a new employees the basic skills to perform their jobs

- Garry Dessler



Why T&D ???

Training:

Helps employees to do their current jobs.

Development:

Helps the individual handle future responsibilities.



Why to Train ???

1. Does providing them training mean they are insufficient to perform well in the organization?

No

Yes

1. Training is about making them Company-Specific & Job-Specific?

No

Yes



Initial Training is all about. . .

- Orientation of the Company
- Telling them about:
“Who we are” (Company Knowledge)
& “What we do” (Product Knowledge)
- And Telling them “How YOU are going to do what we do” (Job Knowledge)

Training?



AIM OF TRAINING

- Aim is to develop the knowledge, skills and attitude necessary for effective performance of the work.

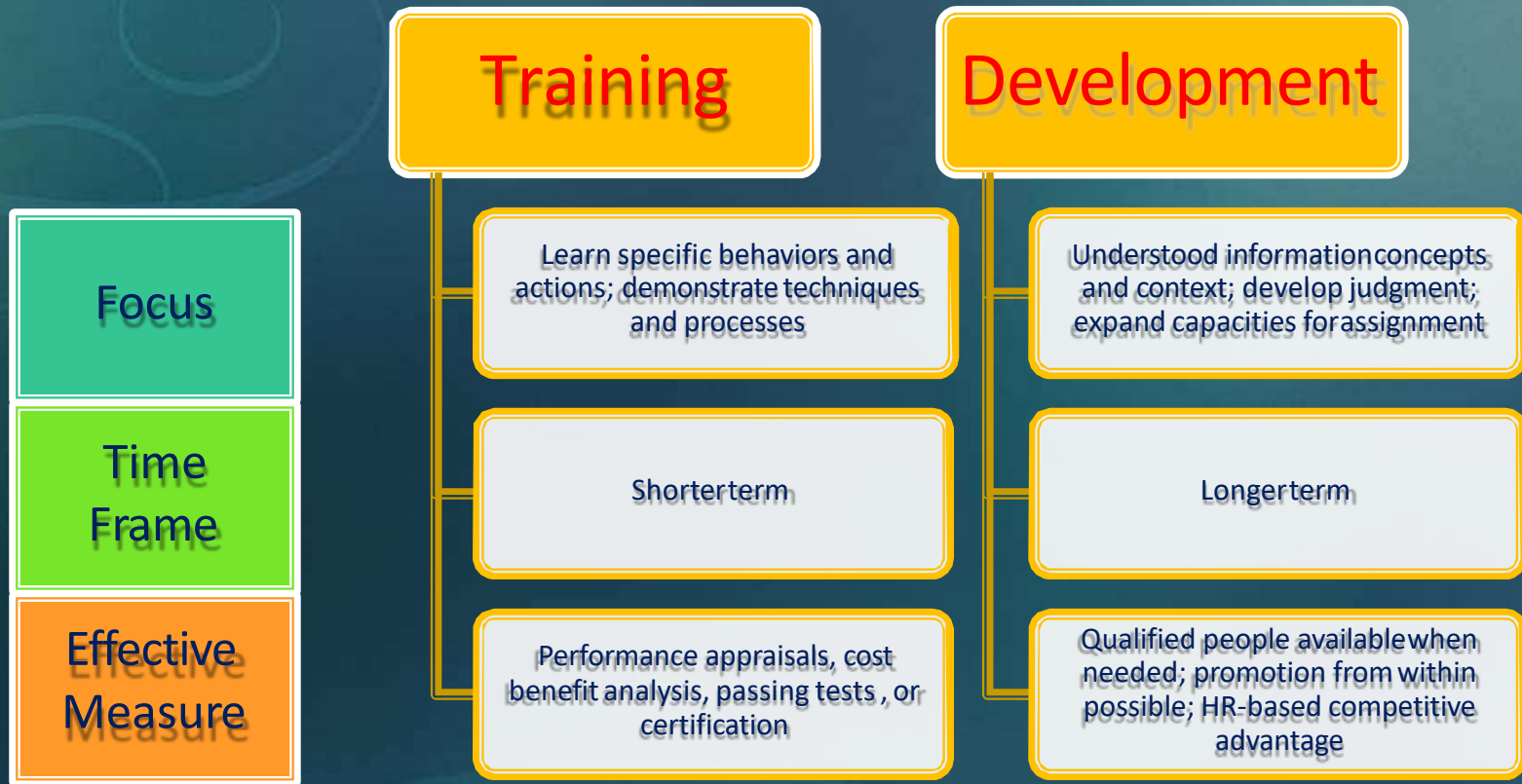
Development

- Efforts made to improve employee's ability to handle a variety of assignment.
- Development is a process of preparing employees for future position and improve their personal skills to handle the critical situations in an organization.
- Development is generally aimed at helping managers better understand and solve problems, make decisions, and capitalize on opportunities.
- Development is often considered a HR function.

DESIGNING OF TRAINING & DEVELOPMENT PROGRAM



Difference Between Training and Development



Development is broader in scope and focuses on individual's gaining new capabilities useful for both present and future jobs.



Advantages of Training

- Leads to improved profitability and/or more positive attitudes toward profits orientation.
- Improves the job knowledge and skills at all levels of the organization.
- Improves the morale of the workforce.
- Helps people identify with organizational goals.
- Helps create a better corporate image.
- Fosters authenticity, openness and trust.
- Improves the relationship between boss and subordinate.
- Aids in organizational development.



Disadvantages of Training

- Can be a financial drain on resources; expensive development and testing, expensive to operate?
- Often takes people away from their job for varying periods of time;
- Equips staff to leave for a better job
- Bad habits passed on
- Narrow experience

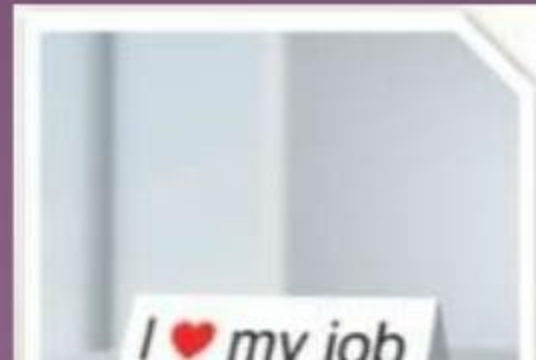
Objectives of Training and Development



Efficiency



Improves Quality



Importance of Training and Development



Benefits the Organization



Benefits the Individual





Inputs of Training and Development



Skills



Knowledge



Development





Assessment of Training Needs



Jobs and Related Tasks
that Need to be learned



Organization & Its Goals
and Objectives



Competencies & Skills that are
needed to Perform the Job



AREAS OF TRAINING

- Knowledge
- Technical skills
- Social skills
- Techniques





The NEED for Training

- Companies initially used to emphasize only on production process training i.e. teaching technical skill required to perform jobs, such as training assembles to solder wires or teachers to device lesson plans. however training and development programs and their objectives change in the 1980s and 1990s.
- Employers had to adapt to rapid technological changes, improve product and service quality, and boost productivity to stay competitive improving quality often requires remedial-education training, since quality-improvement programs assume employees can use critical thinking skills, produce charts and graphs and analyze data.

- Employees must also use or acquire skills in team building, decision making, and communication.
- As firms become more technologically advanced, employees require training in technological and computer skills (such as desktop publishing and computer aided design and manufacturing).
- As increased competition has put a premium on better service, employers have turned increasingly to customer-service training to provide employees with the tools and abilities they need to deal more effectively with customers, such as effective listening skills.

- More employers today are also taking advantage of the fact that training can strengthen employee commitment. This is one reason why high commitment firms like Toyota provide two weeks of training per year for all employees-about double the national average.



The Nature of Training

- Training usually involves teaching operational or technical employees how to do their jobs more effectively and/or efficiently.
- Responsibilities for training are generally assigned to the HR function.
- In general, training is intended to help the organization function more effectively.
- Managers must be sure that productivity can be increased through training and that productivity gains are possible with existing resources.

The Importance of Training

- Trained workers can work more efficiently.
- There will be fewer accidents. As training improves the knowledge of employees regarding the use of machines and equipment.
- Wastage is eliminated to a large extent as they use tools, machines in a proper way.
- Training helps an employee to move from one organization to another easily. He can be more mobile and pursue career goals easily.

- Training makes employees more loyal to an organization.
 - They will be less inclined to leave the unit where there are growth opportunities.
 - Training enables employees to secure promotions easily.
 - They can realize their career goals comfortably.
- Economical supervision-as there is less requirement for supervision for trained employees.

- Uniform procedures-with the help of training the best available methods can be standardized and made available to all employees



Types of Training

● Orientation Training or Induction Training

- to put the new recruits at ease and to make him introduced with key personnel and informed about company policies, procedures and benefits.

● Job-instruction Training

- Includes four steps:

1. Orient trainees to job situation by providing them with an overview of the job
2. Demonstrate the entire job
3. Ask trainees to do the job
4. Evaluate employee performance periodically and offer supplementary training if necessary

● Apprenticeship Training

- commonly found in industries such as carpentry and plumbing, apprentices are trainees here who spend a prescribed period of time working with an experienced, master worker.

● Required and regular training

- company with various mandated legal requirements (e.g., occupational safety, EEO) and serves as training for all employees (new employee orientation)

The Training Process



Training Needs Analysis

The first step in training is to determine what training is required, thus assessing the training needs of the new employees is important. This is the diagnostic phase of setting training objectives.

The manager must carefully assess the company's:

- Strategy
- Resources available for training
- General philosophy regarding training and development

Techniques for Identifying Needs

There are two types of techniques to identify

NEEDS:

1. TASK ANALYSIS
2. PERFORMANCE ANALYSIS

Task Analysis

An analysis of the job's requirements to determine the *training required*.

It is done by *TASK ANALYSIS RECORD FORM* (tabular structure) this consolidates information regarding the job's required tasks and skills which are helpful in determining training requirements.

Techniques for Identifying Needs

Performance Analysis

Verifies performance deficiency and determine whether that deficiency should be rectified through training or some other means.

The first step is to appraise employees' performance, since to improve it, first determine person's current performance compared to what it should be.

To distinguish between *can't do* and *won't do* problems, their specific causes and solutions.

Developing Training Objectives

- After analyzing training needs, concrete measurable training objectives should be set.
- Training objective is defined as “*A description of performance you want learners to be able to exhibit before you consider them competent*”.
- Objectives specify what the trainee should be able to accomplish after training.
- Goals should be objective, verifiable, and specific.

Types of Training Objectives

Training objectives are of three types and can be set as:

- **Knowledge** - Impart cognitive information and details to trainees.
- **Skill** - Develop behavior changes in how jobs and task requirement are performed.
- **Attitude** - Create interest in and awareness of the importance of training.

The success of training should be measured in terms of **objectives set**. Objectives serve as a check on internationalization, or whether the person is able to use the training.

METHODS OF TRAINING

on the job

ORIENTATION
TRAINING

JOB-INSTRUCTION
TRAINING

APPRENTICE
TRAINING

INTERNSHIP &
ASSISTANTSHIP

JOB ROTATION

COACHING

OFF THE JOB

LECTURE & SPECIAL
STUDY

CONFERENCE OR
DISCUSSION

CASE STUDY

ROLE PLAYING

SIMULATION

PROGRAMMED
INSTRUCTION

LABORATORY
TRAINING

OTHERS

COMPUTER BASED
TRAINING

DISTANCE &
INTERNET BASED
TRAINING

ACTION LEARNING

JOB ROTATION

MANAGEMENT
GAMES

UNIVERSITY
RELATED
PROGRAMS

OUTSIDE SEMINARS

Design and Select Training Methods

Work-based Programs

Tie the training and development activities directly to the performance of the task.

On the Job Training

- Having employees learn their job while they are actually performing it

Apprenticeship

- A combination of on-the-job and classroom instruction

Work-based Programs

Vestibule Training

- A work-simulation situation in which the job is performed under a condition that closely simulates the real work environment

Systematic Job Rotation and Transfer

- Systematically rotating or transferring the employee from one job to another

Instructional-based Programs

Approach training and development from a teaching and learning perspective

Lecture or discussion approach

- A trainer presents the material to those attending the program in a descriptive fashion

Instructional-based Programs

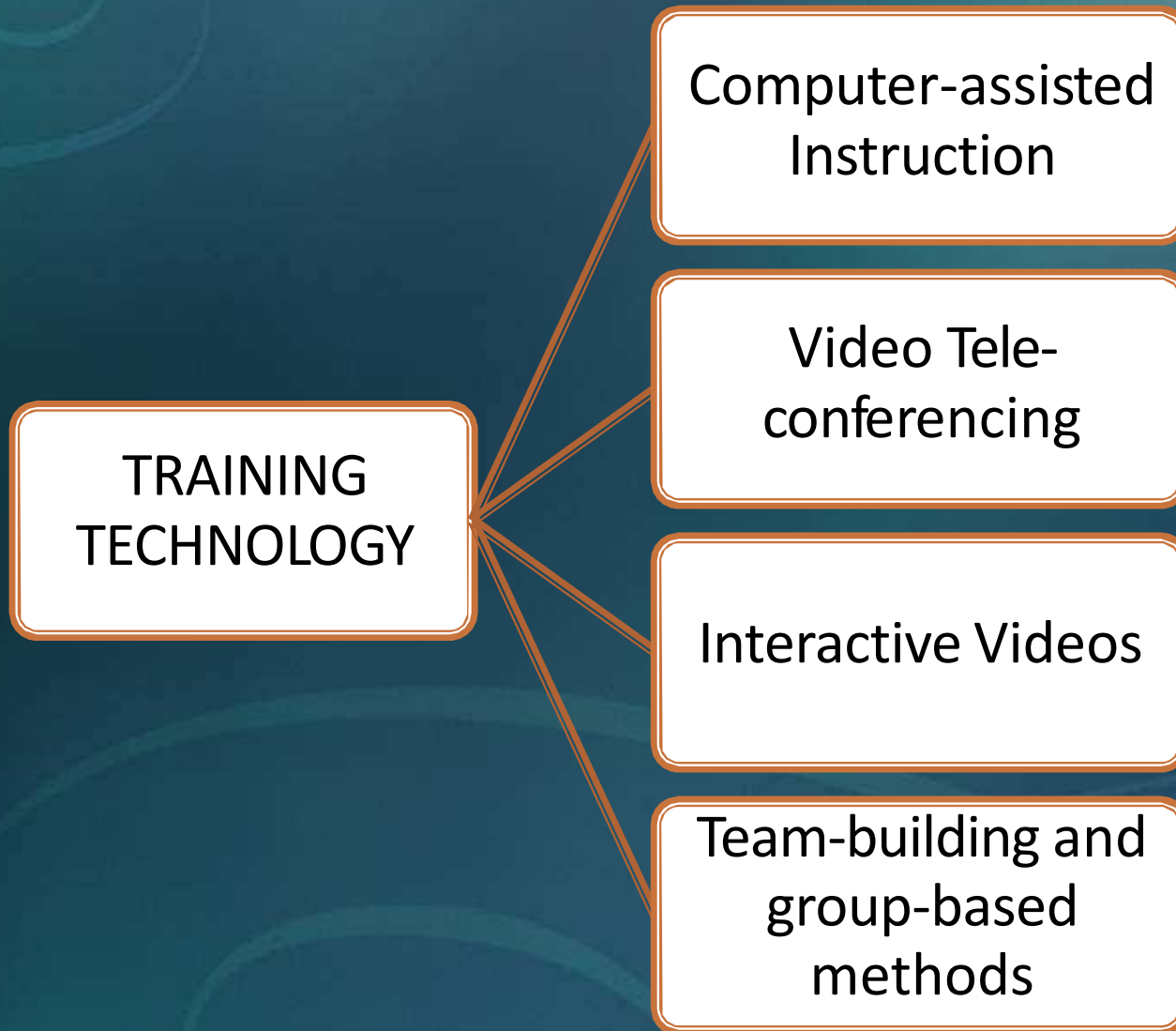
Computer Assisted Instruction

- A trainee sits at a personal computer and operates software that has been developed specifically to impart certain information to the individual

Programmed Instruction

- The material to be learned is prepared in a manual or training booklet, which the individual studies at his or her pace

Different Methods of Training



TECHNIQUES OF TRAINING

Ice breakers

Leadership games

Skill games

Communication games

Team- building games

Role reversal

Doubling

Tag teams

Mirroring

Shifting physical positions

Structured role playing

Built- in tensions

Shadowing

Outward- bound training

Lateral thinking

Cross- cultural training

CONDUCT OF TRAINING

- At the job itself
- On site but not the job
- Off the site



IMPLEMENTATION OF TRAINING PROGRAMS



- Deciding the location and organizing training and other facilities
- Scheduling the training programs
- Conducting the program
- Monitoring the progress of trainees

Implement Training

Preparation of the Learner

- Put the learner at ease - relieve the tension.
- Explain why he/she is being taught.
- Create interest, encourage questions, find out about the knowledge of the learner.
- Explain the why of the job, relate it to some job the worker already knows.
- Place the learner as close to normal working position as possible.
- Familiarize the worker with equipment, materials, tools, trade terms

Presentation of the Operation

- Explain quantity and quality requirements.
- Go through the job at the normal work pace.
- Explain each step between operations, difficult parts or those in which errors are likely to be made.
- Explain the key points several times.
- Make the learner explain the steps.



Performance Tryout

- Correct the mistakes and if necessary, repeat few complicated steps.
- Make the trainer run the job at normal pace.
- Have the learner do the job gradually building up skill and speed.
- As soon as learner demonstrate ability to do the job, let the work begin.



Follow-Up

- Designate to whom the learner should go for help.
- Gradually decrease supervision.
- Correct faulty work patterns that begin to creep in.
- Compliment good work, encourage the worker to meet quality/quantity standard.



NEED FOR EVALUATION

- To identify the program's strengths and weaknesses.
 - To assess the content, organization, and administration of the program.
 - To identify which trainees benefited most or least from the program.
 - To gather data.
 - To determine the financial benefits and costs of the programs.
 - To compare the costs and benefits..
- 
- A black pen is positioned diagonally from the top right, pointing towards a checklist on a white surface. The checklist consists of several squares. The second square from the left has a checkmark inside it. The pen is positioned just above the top-right corner of this checked square. To the left of the checked square is an unchecked square. To the right is another unchecked square. Further right and slightly below are two more unchecked squares. The background is a light blue gradient at the top, transitioning to white where the checklist is, and then back to a dark blue gradient at the bottom.

PRINCIPLES OF EVALUATION

- Goals and purpose of evaluation must be clear.
 - Evaluation must be continuous.
 - Evaluation must be specific.
 - Must provide means and focus for trainers to appraise themselves, their practices and their products.
 - Must be based on objective methods and standards.
 - Realistic target dates.
- 

Evaluate Training

The penultimate stage in the training strategy is the evaluation and monitoring of training. It is the most important and often the most neglected or least adequately carried out part of the training process.

It is both ***Simplistic*** and ***Complicated***.

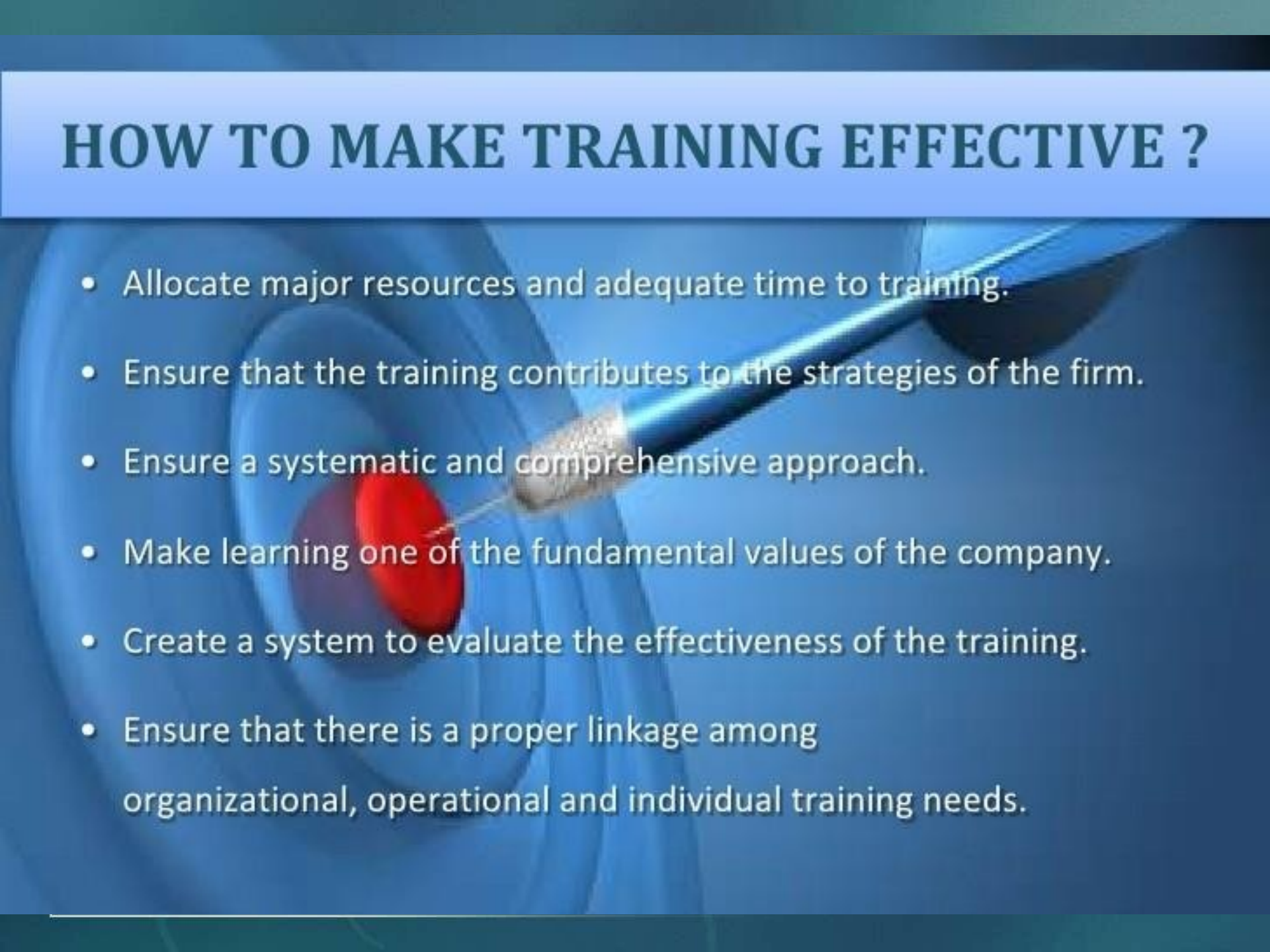
- ***Simplistic*** because monitoring is a process whereby information is gleaned from trainee and then the course and the program are amended in the light of these comments.
- ***Complicated*** because there are other 'stakeholders' in the process besides the trainees, i.e. designers of the courses, the trainers and the sponsors.

Methods of Evaluation

- **Questionnaires** (Feedback forms) or 'happiness sheets' are common way of eliciting trainee response programs.
- **Tests or examinations** are common on formal courses which provide a certificate, e.g. diploma in word processing skills although end-of-course tests can be provided after short courses to check the progress of trainees.
- **Projects** initially seen as learning methods but they can also be provide valuable information to instructors.
- **Structured exercises and case studies** are opportunities to apply learned skills and techniques under the observation of tutors and evaluators.

- **Tutor reports.** It is important to have the opinions of those who deliver the training. This gives a valuable assessment from a different perspective.
- **Interviews of trainees** post course or instruction period. These can be informal or formal, individual or group or by telephone.
- **Observation of courses and training** by those devising training strategies in the training department is very useful and information from these observations can be compared with trainee responses.
- **Participation and discussion** during training needs people who are adept at intercepting responses as this can be highly subjective.

HOW TO MAKE TRAINING EFFECTIVE ?

- 
- A blue target with a red bullseye and a blue dart hitting the center. The target is set against a dark blue background. The dart is positioned diagonally from the top right towards the center of the target.
- Allocate major resources and adequate time to training.
 - Ensure that the training contributes to the strategies of the firm.
 - Ensure a systematic and comprehensive approach.
 - Make learning one of the fundamental values of the company.
 - Create a system to evaluate the effectiveness of the training.
 - Ensure that there is a proper linkage among organizational, operational and individual training needs.

Performance Measurement

There are three basic categories of performance information and its measurement:

1. **Trait-based** assessment systems assesses or identifies the abilities or a subjective character trait of employee such as-attitude, initiative or creativity.
2. **Behavior-based** systems measures the extent to which an employee engages in specific, relatively well defined behaviors while at the job, which leads to success.
3. **Results-based** systems measures the bottom line associated with an employees work and his/her accomplishments.



Conclusion

- Training and development is a necessity for both the **trainer** and the **trainee**.
- **The trainer (the company)** would want to make its staff more efficient in this highly competitive world. It would want its employees to know the latest trends and technologies and use them according to the company's principles and objectives.
- **The trainees (staff)** view training and development as a stepping stone for enriching their career and fulfilling their personal needs. Training and development is another round of education for them, the knowledge from which is to be applied later. So, it's more of mutual necessity and agreement between the companies and their respective employees when it comes to training and development.

***“Remember, training is
not what is ultimately
important...
performance is.”***

Marc Rosenberg

Any questions?

Thank
You!