

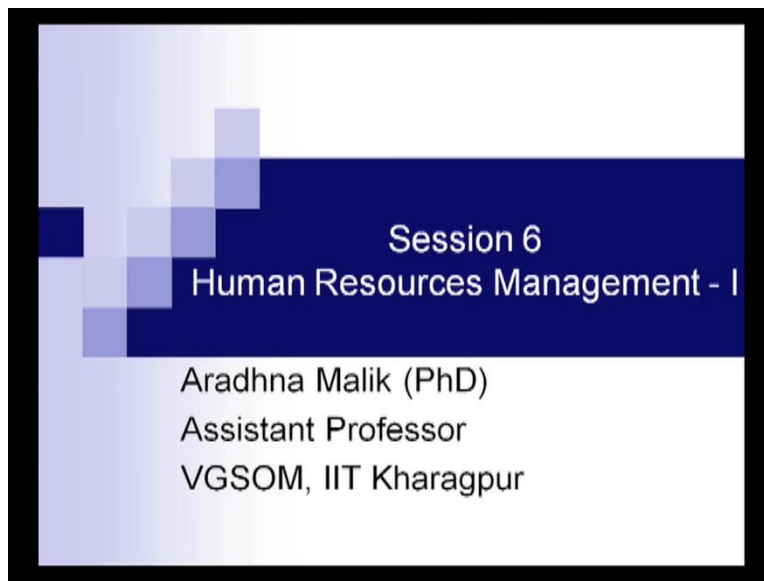
Principles of Human Resource Management
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Module No. #02
Lecture No. #06

The Training Process: Assessment of Training Needs and Training Methods

Welcome back, to the next session on, Human Resources Management. In which, today, we will revise a little bit of, what we did last time.

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And, we will also start with, the discussion on training and development. So, thank you very much, for being here, and listening patiently to the lecture. Let us, straight away move on to, what I intend to cover for today.

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These are some of the sources, that I will be using. I like to start, the class with. You should know, where I have got the information from.

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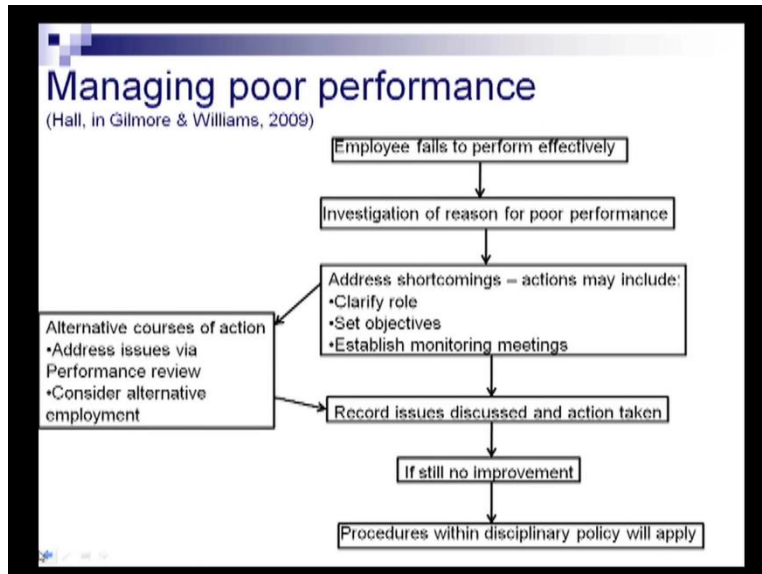
Feedback on performance

(Hall, in Gilmore & Williams, 2009)

- Purpose: To provide an opportunity for communication between managers and employees that specifically addresses performance issues.
- Methods:
 - Top down feedback & upward feedback – unidirectional and hence flawed
 - 360 degree is best: feedback from suppliers, customers, peers, subordinates, supervisors
 - Self appraisal

And, a little bit of revision. I was unable to finish, what I planned, to cover last time. So, I will quickly go through the slides. We were talking about, the feedback on performance. What per performance appraisals are? We discussed very hurriedly. We discussed the balanced scorecard. And, I was telling you, about the purpose of, the feedback on performance. Purpose of feedback on performance is to provide, an opportunity for communication, for a two-way dialogue between, the supervisor and the subordinate. Various methods were discussed.

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Now, the one point that, I was unable to cover, last time was, how do you manage poor performance? How do you, what you do with employees, who do not do, what they are expected to do. So, the first part of this discussion is that, the employee fails to perform effectively.

When, we are trying to manage poor performance, the first thing, we notice is that, the person does not do, what they are expected to do. And then, once you notice this, then please investigate, the reasons for poor performance. Find out, why the employee has not been able to perform, why the employee has not been able to do, what he or she was expected to do. And then, once you have found out the reasons, the reasons could be several.

There could be, the employee may not be trained, the employee may not be qualified, the employee may not be feeling comfortable, the employee may be just plain lazy, reasons could be inside the person, could be outside the person. Anyway, so find out these reasons. And then, address the shortcomings of the situation. Could be shortcomings of the employee, if the employee, sometimes employees do not perform. Because, they do not know, what they are allowed to do, and what they are not allowed to do. There is some role confusion, as we call it.

So, find out, what the person wants, and what the person thinks about, what he or she is permitted to doing, or permitted to do. And clarify, the expectations of the role, that the employee is supposed to be in. And then, set objectives in consultation with the employee. Please find out, what the employee can and cannot do. What the employee would be able to do. And

then, set the objectives accordingly. Establish monitoring meetings, is especially, if a person has not been performing to the level, that you would expect them to do, perform.

It will always be a good idea, to meet them more often, than you would meet the other employees. And, keep a watch over, what is going on with them, as far as their work environment is concerned, as far as their output is concerned. Sometimes people feel more comfortable, when they have somebody to go to whenever they are confused about doing a piece of work, that they are not very comfortable doing. So, these monitoring meetings give them, a chance to open up, to discuss their concerns, to discuss their limitations, with the supervisor.

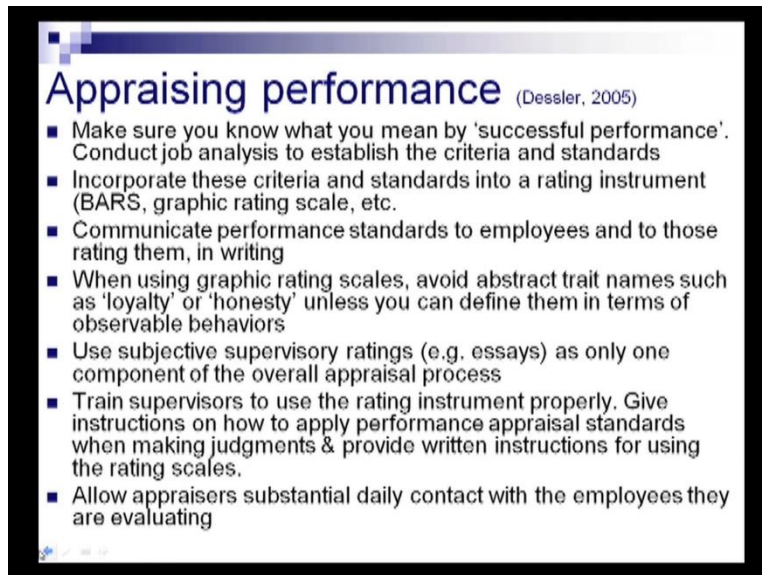
Then, through these meetings, alternative courses of actions can be set. If the employee, still continues to perform poorly, then you may want to address these issues, via a performance review. Try to find out, note and down, put it down in writing. Record, what you expect from the employee, and record what the employees output was. Consider alternative employment, if the employee's performance continues to not be up to the mark. It may not be a bad idea, to suggest to the employee, that that this may not be the right place for him or her, and to give them suggestions, regarding alternative courses.

Record the issues discussed, and the action taken. But, definitely stay in touch, with the concerned employee. And, in the first instance, help them succeed. Give them, as much support and help, and as many resources as possible, to help them succeed. And then, that does not happen, then maybe this, you can suggest that, this is not a very good fit. Do not punish employees, till you have given them enough support, till you have given them enough chances, to succeed. If you punish them up front, then you could be setting a bad example.

You could end up de-motivating, a lot of other employees. If there is still, no improvement, you suggested to the employee, you given them enough support. You have had constant review meetings with the employee, and there is still, no improvement, or very little minor insignificant improvement. At that point, you might want to resort to procedures, within the disciplinary policy. That should be declared earlier, to the employee. The employee should know, what is

coming. Please do not inflict punishment, on any employee, without giving them, enough number of warnings, recorded warnings, and opportunities to succeed.

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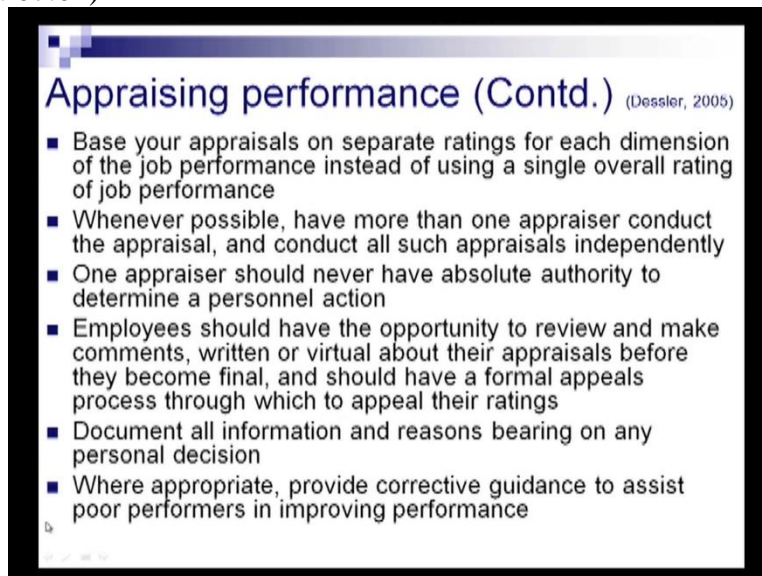


Appraising performance (Dessler, 2005)

- Make sure you know what you mean by 'successful performance'. Conduct job analysis to establish the criteria and standards
- Incorporate these criteria and standards into a rating instrument (BARS, graphic rating scale, etc.)
- Communicate performance standards to employees and to those rating them, in writing
- When using graphic rating scales, avoid abstract trait names such as 'loyalty' or 'honesty' unless you can define them in terms of observable behaviors
- Use subjective supervisory ratings (e.g. essays) as only one component of the overall appraisal process
- Train supervisors to use the rating instrument properly. Give instructions on how to apply performance appraisal standards when making judgments & provide written instructions for using the rating scales.
- Allow appraisers substantial daily contact with the employees they are evaluating

We talked about, appraising performance. We talked about, being clear on, what performance appraisal meant.

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Appraising performance (Contd.) (Dessler, 2005)

- Base your appraisals on separate ratings for each dimension of the job performance instead of using a single overall rating of job performance
- Whenever possible, have more than one appraiser conduct the appraisal, and conduct all such appraisals independently
- One appraiser should never have absolute authority to determine a personnel action
- Employees should have the opportunity to review and make comments, written or virtual about their appraisals before they become final, and should have a formal appeals process through which to appeal their ratings
- Document all information and reasons bearing on any personnel decision
- Where appropriate, provide corrective guidance to assist poor performers in improving performance

We also talked about, objectivity in performance appraisals.

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Appraisal interviews (Dessler, 2005)

- Discussion after the appraisal between supervisor and subordinate to review the appraisal and make plans to remedy deficiencies and reinforce strengths
- Types of appraisal interviews:
 - Satisfactory - Promotable
 - Satisfactory - Not promotable
 - Unsatisfactory but correctable
 - Unsatisfactory and uncorrectable

We did not get a chance, to talk about, appraisal interviews. So, I will go through this, very quickly. An appraisal interview is the discussion, after the formal recorded appraisal, by using various instruments, has been done. And, there are various types of appraisal interviews. The outcomes can vary, from these appraisal interviews. The outcomes could be, satisfactory and promotable, satisfactory not promotable yet, unsatisfactory but correctable, and unsatisfactory and uncorrectable. So, various types of outcomes could be there. They can be categorized into, most of these in to, these four outcomes.

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How to conduct the appraisal interview (Dessler, 2005)

- Conducting the interview
 - Talk in terms of objective work data
 - Don't get personal
 - Encourage the person to talk
 - Don't tiptoe around
- How to handle a defensive subordinate:
 - Recognize that defensive behavior is normal
 - Never attack a person's defenses and try to explain someone to themselves, e.g. statements like, "You know the real reason you are using that excuse is that you cannot bear to be blamed for anything"
 - Postpone action
 - Recognize your own limitations
- How to criticize a subordinate: Praise in public, punish in private
- How to ensure that the interview leads to performance
 - Ensure that the subordinate does not feel threatened during the interview
 - Ensure that the subordinate has the opportunity to present his/her ideas and feelings and has a chance to influence the course of the interview
 - Be helpful and supportive to the subordinate & help him/ her succeed

How do you conduct the appraisal interview? Talk, in terms of, objective work data. Please do not make personal comments. Encourage the person to talk. It is an interview. It is supposed to be a dialogue. There should be free open communication. Do not tip toe around issues. Come

straight to the point. Address only the issues. Do not say, oh! but you do not dress up very well, you spent too much time dressing up, you spent too much time playing with your, playing games on your computer. No, just address the issue. Your output has not been up to the mark.

Do not say, You are arrogant. You are timid. You cannot talk. I mean, do not make such comments. Or, you are too loud, or whatever, that is not right.

How do you handle a defensive subordinate? So, recognize that, the defensive behavior is normal. Especially, when you are pointing out, somebody's mistakes, people will, it is natural for anyone, to get defensive, to shrug off the responsibility, to pin the blame, on the organization. It is very natural. It will come in most cases. That is how, people will react, especially, when you tell them, that they are not doing, what the organization, or they have not been able to perform, as well as the, organization expected them to perform.

Never act a person's defenses, and try to explain, someone to themselves. For example, you know, the real reason, you are using, that excuse is that, you cannot bear to be blamed for anything. Do not ever get personal in these interviews. Do not say, I know you, better than you know, yourself. I have heard this, so many times. I knew, people will say, no- no, I am doing this for your benefit. Come on, nobody does anything, for anyone else's benefit. There is always a hidden agenda. So, you use this kind of a statement, and people will immediately, shut up, themselves, shut you out. And, you do not want that to happen.

You want your employees to trust you. A postpone action. If you see an employee, getting defensive. Then definitely, let time take its own course. Give the employee, some time to absorb, what has been said. And then, maybe in a second meeting, you can inform the person, that some action will be taken. Recognize your own limitations. As a supervisor, you are not perfect. Please admit, that you are not perfect. You may like to believe, that you are. But, nobody is perfect. Admit your own limitations. Maybe, you become progressive, maybe you become too personal, maybe, you have not been sensitive, to this employee's needs.

So, admit your own limitations. You may not, want to do that, in front of a subordinate. That is perfectly fine. But, admit them to yourself, and act accordingly. How do you criticize a subordinate? One formula, that fauji's is that, that the people in the armed forces, have taught me is, praise in public, punish in private. Always, like we say, in communication, parlance always try and maintain face. Maintain a public impression, that the person is set for himself or herself. Please, do not attack the public impression, the public image of an employee, in public. That is just not done.

So, praise in public, and punish in private. Scold them, tell them, what they did not do right. But, do it in private. And, give them enough opportunity, to succeed. I cannot emphasize on that enough. You do that, you give them, opportunity to succeed. You respect them, you treat them with respect. You do not get personal, 9 times out of 10. You will have an employee, who will be committed, and loyal to you, for life. How to ensure, that the interview leads to performance. Ensure, that the subordinate, does not feel threatened, during the interview.

There is a way of telling a person, that they are not doing their work. Do not get personal. Do not attack. Do not ask them, to get out. Do not ask them, to shut up. Do not get violent, do not get aggressive, be as respectful as possible. And, respect the other person, and the other person, will respect you. And, people should not feel scared to perform. They should feel motivated to perform.

So, do not scare them. Motivate them. Encourage them. Ensure, that the subordinate has the opportunity, to present his or her ideas and feelings, and has a chance to influence the course of the interview. This is not, a one-way information giving session. It is supposed to be a dialogue. Please give them a chance to present their point of view also. Be helpful and supportive to the subordinate, and help him or her to succeed.

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Effective performance feedback interviews

(Cascio, 2003)

- Before the interview:
 - Communicate frequently
 - Get training in performance appraisal interviewing
 - Plan to use a problem solving approach rather than “tell and sell”
 - Encourage subordinates to prepare for performance feedback interviews

Okay. So, (Refer Slide Time: 12:57)

Effective performance feedback interviews (Contd)

(Cascio, 2003)

- During the appraisal interview:
 - Encourage subordinates to participate
 - Judge performance, not personality and mannerisms
 - Be specific
 - Be an active listener:
 - Take the time to listen – hold all phone calls and do not allow interruptions
 - Communicate verbally and non-verbally that you genuinely want to help
 - As the subordinate begins to tell his or her side of the story, do not interrupt and do not argue
 - Watch for verbal as well as nonverbal cues regarding the subordinate's agreement or disagreement with your message
 - Summarize what was said and what was agreed to
 - Avoid destructive criticism because:
 - It produces negative feelings among recipients and can initiate or intensify conflict
 - It reduces the preference of individuals for handling future disagreements with the giver of the feedback in a conciliatory manner (e.g. collaboration and compromise)
 - It has negative effects on self-set goals and on feelings of self confidence
 - Set mutually agreeable goals for future improvements

Again, this is just a repetition. You should avoid, destructive criticism. Because, it produces negative feelings, among recipients. And, can initiate or intensify conflict. And, that can be detrimental to the organization. It reduces the preference of individuals, for handling future disagreements.

So, if people feel uncomfortable around you, they have been treated, unfairly. They will not come to you, with their problems. And, that will show in their performance. It has negative effects, on self-set goals and, on feelings of self-confidence.

You could undermine the confidence of the employees, and it will definitely bring down their performance, and that, you do not want.

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Effective performance feedback interviews (Contd) (Cascio, 2003)

- After the appraisal interview
 - Communicate frequently about performance and assess progress towards goals regularly because:
 - It helps keep behavior on target
 - It provides a better understanding of the reasons behind a given level of performance
 - It enhances the subordinate's commitment to perform effectively
 - Make organizational rewards contingent on performance

After the interview, communicate frequently about performance. And again, check on them, and find out, if they are doing, okay, and if they need anything else. And, make organizational rewards, contingent on performance. So, the organizational rewards should be tied with the performance. (Refer Slide Time: 14:08)

Contemporary issues in managing performance

(Hall, in Gilmore & Williams, 2009)

- Human capital management: Management of measurable contribution by the people in the organization
- Governance: Combination of conformance or compliance and performance
- Future of managing performance
 - Increasing importance due to increasing competition
 - Effective reporting and management of performance
 - Need for uniformity in reporting of performance
 - Need for conformity of reporting of performance

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Training & Development

Now, let us move on to the topic, that I decided for today. It has taken up sometime. But anyway, so about 12 minutes later, we are back on track. And, I hope to finish this part, at least half of training and development today. And then, we will move on to the next part, in the next class.

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The Training Process (Dessler & Varkkey, 2011)

- Definition: "Training means giving new or current employees the skills they need to perform their jobs."
- Negligent training: Insufficient training or training not suited for the job the employee may be assigned
- Aligning strategy and training = learning needs + individual needs of employees + organizational needs + appropriate training + individual performance aligned with organizational performance

Training process. You have taken an employee. The employees has been appraised. The employee has, spent one year in your organization. You hired the employee. Put them through the initial orientation phase. You assessed their performance. And, you have decided to keep them. Now, what do you do with them.

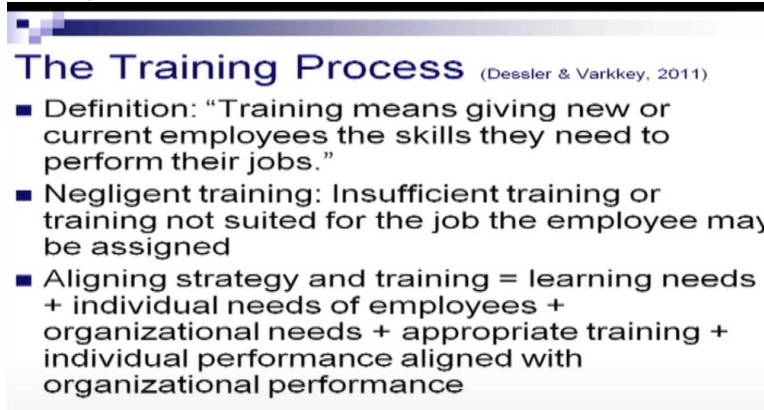
Training process. The definition is, training means, giving new or current employees, the skills they need, to perform their jobs. Some concepts here. Negligent training is insufficient training, or training not suited for the job, the employee may be assigned. Many times, we give them training. We put them through training modules, just for the heck of it. That is all. Just because, everybody else around us is doing it. They may or may not need, that kind of training. So, that is called negligent training

In order to align, strategy and training, learning needs to be combined with, individual needs of employees, which needs to be combined with organizational needs, which needs to be combined with appropriate training. Which in turn, needs to be combined with, individual performance, which should be aligned with organizational performance. So, it is a combination of, a large number of things, that are interconnected. We need to find out, what the organization is, what the organization can do, what the organization is going towards.

We talked about a balanced scorecard. Training is also, supposed to be in line with, or aligned with the balanced, with the vision and strategy, and performance, and finances, and customers,

and all of this. And, the needs of, each one of these aspects, have to be taken into account. And, they have to be aligned, with the strategy of the organization, with whatever the organization, is heading towards. And, this whole chaotic complex relationship, they needs to be seen in toto. And, it needs to be assessed, as a whole. And then, the training needs, need to be figured out.

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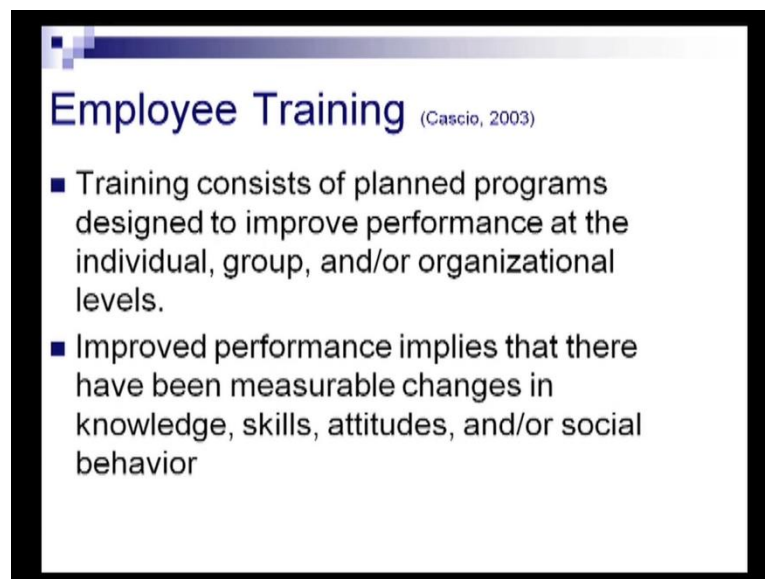


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So, that is what, this is.

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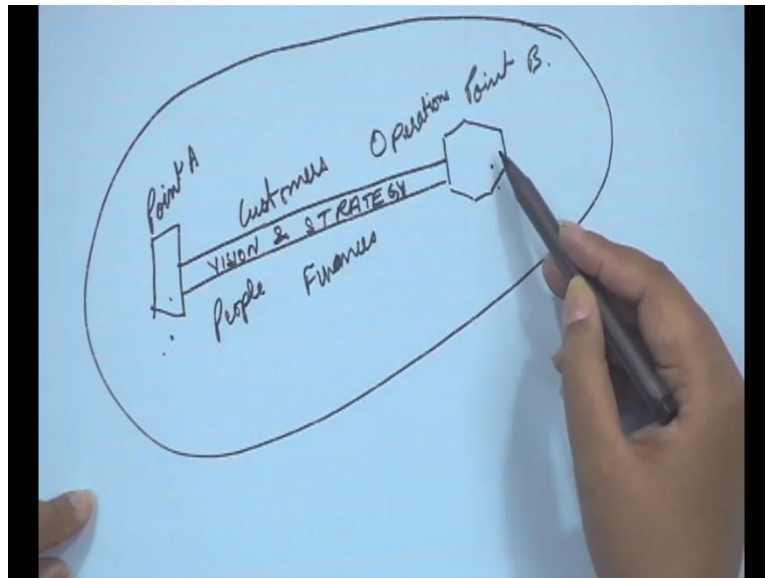
Employee Training (Cascio, 2003)

- Training consists of planned programs designed to improve performance at the individual, group, and/or organizational levels.
- Improved performance implies that there have been measurable changes in knowledge, skills, attitudes, and/or social behavior

Employee training. Training consists of planned programs, at the very core. Training is a, step by step process, in which, it consists of planned programs. The programs are planned. They are thought of earlier.

Designed to improve performance, at the individual group, and or organizational levels. Improved performance implies that, they may have been measurable changes in, knowledge, skills, attitudes, and or behavior. So, we start from point A. And we say, we need to go to point B. And, what do we need in order to get to point B. So, I will just draw this out for you.

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This is point A. And, I need the shape of my organization, to be something like. My drawing is pretty bad. So, I apologize to you, maybe it has to be this. So, what do I need to take my organization, from here to here. And, whatever happens, I may have some skills here. This is point B, to make my organization from this to this. So, we have people, we have customers, we have finances, we have operations, and we have the vision and strategy.

How do we get from here to here, through this whole chaos. And, what do we need? We may have a set of skills here. We may need a different set of skills here. We may have some money here. We may need different kinds, everything is sort of interrelated. And, it is very important to have, a clear picture regarding, what we are heading towards. And, what do our employees need to get from point A to point B. And, still stay in touch with the vision and strategy of the organization.

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Key issues in training (Gomez-Mejia, Balkin & Cardy, 2012)

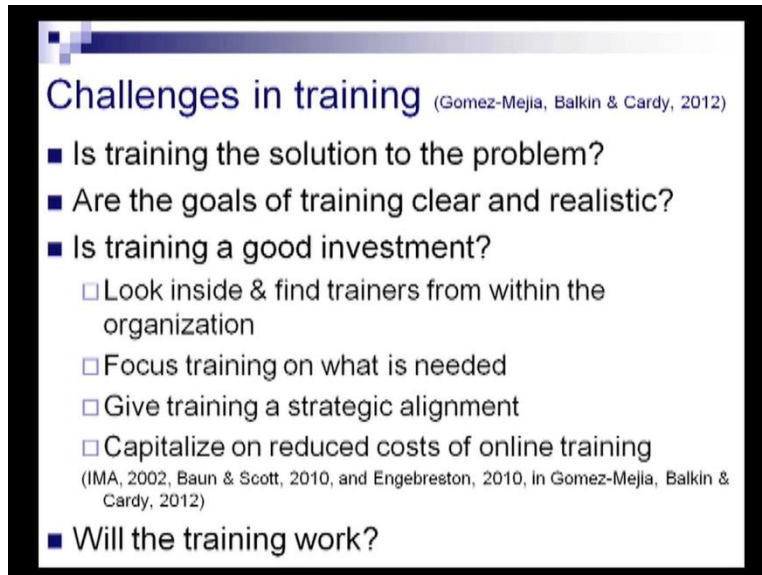
- How can training keep pace with a changing organizational environment?
- Should training take place in a classroom setting or on the job?
- How can training be effectively delivered worldwide?
- How can training be delivered so that trainees are motivated to learn?

So, the differences between, where we want to go, and where we are today need to be very-very clear. Key issues and training. How can training keep pace with the changing organizational environment, some concerns. The organizations are influenced, by a lot of things, in their environments. They are influenced by their competitors. They are influenced by the political environment. They are influenced by the social environment, by the exposure of their employees, from within the organization, by the connections employees have with their counterparts in other organizations.

So, everything is putting a pressure on the organization. And, that in turn, that generates needs, which are constantly changing. And, how can organizations keep pace with this, very fast, very quick, changing environment. That is one big concern. I may need one set of skills today. By the time, I am able to organize those skills, and deliver them, give them to my employees. Suddenly, something happens, and things change. So, how do, I keep up with that.

Should training take place, in a classroom setting, or on the job. Again, depends on, what you are trying to give people, training in. How can training be effectively delivered worldwide. If you have a multinational organization, how do you deliver training to the different parts of your organization, to the different subsidiaries of your organization. How can training be delivered. So, that trainees are motivated to learn.

Where do you give the training? Physical location. How do you motivate people? How do you make their trainings stick? Imparting training is just one aspect. But, making the training stick, is a totally different ball game. So, that is a big challenge for people, for the trainers. And, that needs to be considered, very-very seriously



Challenges in training (Gomez-Mejia, Balkin & Cardy, 2012)

- Is training the solution to the problem?
- Are the goals of training clear and realistic?
- Is training a good investment?
 - Look inside & find trainers from within the organization
 - Focus training on what is needed
 - Give training a strategic alignment
 - Capitalize on reduced costs of online training

(IMA, 2002, Baun & Scott, 2010, and Engebreston, 2010, in Gomez-Mejia, Balkin & Cardy, 2012)

- Will the training work?

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Some more challenges. Is training, the solution to the problem? We have. See, the reason, we decide to come up with a training, is this. We need to go from point A to point B and, that is why, we need training. We need to find out, what all of these people know, and how can they align themselves, with the vision and strategy. Now, is training, going to help, or does something else, need to be changed.

Is it the only solution, to the problem? Are the goals of training, clear and realistic? Will training change everything? Or, will it only start a process, that will have to be pushed and motivated, by something else. Is training, a good investment? that is another question, people have. I am going to spend, so much money. But, if it does not stay, if it becomes irrelevant, if it becomes invalid, after a while. Then, what is the point of spending, so much money on it. So, some solutions have been suggested, by various people. That have been recorded in this book So, I have given you the reference.

One solution is, to look inside and find trainers, from within the organization. You train one person. Invest in one person. Who goes out, and then comes back, and trains the rest of the organization. So, you do not end up spending, so much money. Focus training on, what is needed today. So, that is a patchwork. That is a SOS, a sort of solution to a problem, that you may be facing today, that you may not face tomorrow. But at least, things are covered for today. Give training, a strategic alignment. May be, in line with, what you have trained your people. And maybe, you can diversify. Maybe, you can add on, more offerings to your basket of offerings, so all that.

Capitalize on reduced costs of online training. Now, with the course, that we are doing now. This, the national program on, technology enhanced learning, and freeware, and development of course material. What are we doing sitting here, what am I doing, sitting here, talking to you. And, this class is being recorded on the, 29th September 2015, in a studio in IIT, Kharagpur. And, I am sitting here. And, there is somebody at the backend, who is recording these lectures. There is nobody. There are no students in this classroom. I am just talking to a video camera. And, we are creating a resource, that will be, hopefully be used for, some time to come.

And, so, this kind of activities going on, in a lot of different countries, in a lot of different universities, why are we doing all this. We are doing all this, so that, this training is available to you, free of cost, whenever you wanted. We are doing this, so that, people are able to make use of the knowledge, that we are sharing here, for a long time to come. People do not have to spend, even one paisa to buy a book. They can login wherever, if they have access to an internet connection. I do not know, how this will be made available.

But, it will certainly not be available, for a fee, that is my understanding. Eventually, this will all become free, if it is not already. So, these kinds of initiatives, help people, who want to know, learn about different things, learn at their own pace. And, that is one opportunity, that organizations can make use of. What I am talking to you, is very-very, basic human resources stuff. But then, technical training is also available online.

So, if you have access to the internet, you can very easily go online, and find out, how to say, build an Airplane, or fix your car, or fix a dent in your car, I mean different things. Building an Airplane is big. But then, just taking care of little things in the house. And, you can use that. And, you can experiment. And then, you can go and start your own business. So, you do not really need to spend too much time. That is what, most of us do now, if we are in a fix.

If something happens to my laptop. And, I am not able to, login or, if I am not able to find a solution, may be add page numbers to slides. I do not actually pick up a book and check, vague to check out a book from the library. I just go online. And say, how will I add page numbers to slides, in say, PowerPoint 2010 or whatever. And immediately, the solution comes up. There is a video, that shows me. Okay. Click on this. And then, go here. And then, click on this, and go here. And, you will be able to add page numbers, to your slides.

So, this is the kind of training, I am talking about. So, unless the training is highly specialized, and requires some sort of certification, for quick fixes. Organizations do not, they no longer need, specialized trainers to come in, and talk to their people. And, this online courseware, online training, authentic online training, is also available for people, who want to use it. This is what organizations, are now doing.

They are capitalizing on, reduced costs of online training. The one big challenge in training is, will the training work. Big-big question. You have the right intention. You are trying to, give people, what you think, they need most. You have given them, all the resources. You have encouraged them. They have learnt. How long will, whatever you have taught them, stay. And, will it really, result in enhanced profits. That is what, most organizations are working for.

Most organizations, or most businesses, I think, all businesses are. The first priority for any business, is to make lots of money. And, you get your salary, out of that lots of money. So, why do they invest in training. Because, they want to make, even more money. Why do they invest in training? Because, they do not want to make mistakes, that are going to cost them money.

Will the training in future, will people who undergo this training, be able to use that training, and prevent the organization, from making the mistakes, it used to earlier. Or, will they be able to help the organization, use whatever, through whatever, they have learnt. Will they be able to help the organization, make even more money than, it is making currently. That is one big concern.

Making the learning meaningful
(Dessler & Varkkey, 2011)

- Overview at the beginning of training to help trainees assess the value of training program
- Inclusion of a "... variety of familiar examples"
- Logical organization of information
- Use of familiar terms & concepts to sustain the interest of trainees and to give them a feeling of success during and after training
- Use of visual aids
- Creation and sustenance of training need

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Making the learning meaningful. How do you make any type of learning or training meaningful? Provide an overview, at the beginning of training, to help trainees, assess the value of a training program. Tell your trainees, why the training is being conducted. Be very honest with them. Tell them, why you are doing, what you are doing. Tell them, encourage them, to make a list of takeaways, in every session of the training program. Include a variety of familiar examples. Talk to them in a language, that they will understand.

So, you must have realized that, I am referring to a lot of books, written by foreign authors. By authors, who are not Indian. The way, we do things, is very similar in organizations, in most parts of the world. But, as far as possible, I try and bring up examples, from Indian organizations. So that, you sitting in your homes, when you are listening to this set of lectures, you will be able to apply, whatever I am telling you, to your daily lives, as far as possible.

And, transfer the training, you are getting through this set of lectures, to your work, which is the goal of this set of lectures. Right. So, inclusion of a variety of familiar examples, especially, when the training is very focused and very detailed, at that point of time. Or, when an organization, tries to train its current employees, it is very essential to show people, immediately show them, how they will be able to use, what they have been taught.

Logical organization of information. The information, if it is in a logical order, it will be absorbed much faster, and it will be remembered more. If the information is in bits and pieces, that are not connected to each other, then people will not be able to remember it. So, that is very essential. Use of familiar terms and concepts, to sustain the interest of trainees, and to give them, a feeling of success, during and after training. Break up the training. Training is also a very difficult activity. Training is also a very, it requires work, it requires effort, to train people.

If you help the employees, break up this goal, of going through their training, into smaller parts. They will be able to feel motivated, to go from one part to another. So, that is essential use of visual aids, which is something, I am not done, very much in these lectures. But, it always adds a lot of value, to your training. Creation and sustenance of training needs. You show people, how they can use the training. And, then motivates them to keep going, through the or to keep learning, more and more about, whatever they are doing currently.

So that, the need for training is sustained. They should know that, things are going to change with time. And, they need to do this, on their own. Either with the help of this, the organization, or on their own. They have to keep learning, more and more, about their own work. And, how do you do that, by constantly developing the processes within your organization. If your organization is constantly evolving, and constantly improving itself, the employees will also not become complacent.

The employees will also, not sit down and feel bored, with whatever they have been doing. They will be encouraged to improve, what they have been, or to improve upon, what they have been doing, till that time.

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Making skills transfer easy (Dessler & Varkkey, 2011)

- "Maximize similarity between training situation & work situation
- Provide adequate practice
- Label or identify each feature of the machine and / or step in the process
- Direct the trainees' attention to important aspects of the job
- Provide "heads-up" (advance) information regarding potential stressful conditions"
- Allow and facilitate trainees to learn at their own pace
- Reinforce learning by encouraging correct responses and correcting the incorrect ones immediately after occurrence.
- Be sensitive to the impact the time of the day/duration of program/ office activities and culture, etc. can have on the learning curve.

Making skills transfer easy. Maximize, how do you help the skills transfer? refers to being, able to use the skills, that one has learnt, in real life situations? Being able to apply the skills, that one has learnt to real life situations. So, how do you make this transfer easy. By maximizing, similarity between training situation and work situation. Show them, how it can be applied. Simulate, if you are imparting training in a classroom. Then, simulate the real-life situation, within the classroom situation.

Provide adequate practice, especially, if it is hands-on training. Then, you must provide, adequate practice for the employees. Give them a chance to repeat, to watch you. And then, to repeat whatever, you have been. Whatever they need to do, whatever new thing, that is being done. Should be practiced by them, in the presence of a person, who knows enough about the new skills that they are learning. Direct the trainees, label or I, it should not be label of identify, I am sorry for the mistake. It should be, label or identify, each feature of the machine, and or step in the process.

So, give names clearly. Demarcate different steps of the process. Direct the trainee's attention, to important aspects of the job. Provide heads up information regarding potential, stressful conditions. So, tell them about, the ins and outs. Tell them that, whatever they are learning, or, the problems, they could face, in this new skill that, they are learning. Allow and facilitate

trainees, to learn at their own pace. So, help them learn at a speed, that they feel, most comfortable with.

Reinforce learning, by encouraging autocorrect responses, and correcting the incorrect ones, immediately after occurrence. Correct them, whenever they make mistakes, so that, they do not make. They are able to understand, where they are going wrong. And, they are able to prevent them. Monitor their own work, as they do it. Be sensitive to the impact, the time of the day, or duration of the program, office activities and culture, etcetera, can have on the learning curve.

Again, there is a lot of debate going on, about this. Some people say that, we learn best in the morning. Some people say that, the learning curve goes down, after lunch. Some people say that, after you had a full meal, one should not be asked to. The performance of people goes down, after a full meal. There is no scientific evidence to prove any of this.

But, in places like India, I can tell you from personal experience. When it is very hot outside, our energy levels do go down. There is a physiological reason for it. If, we are not consuming enough water, or if we are not taking in enough carbohydrates, we do tend to feel, depleted of energy. Why because, we have been sweating too much. And, I mean, it is just a physiological fact. And, at that time, or if we eat something very heavy, then the body's energy is directed towards digesting.

Whatever, we have eaten, and enough blood is not going to the brain, so one feels sleepy. After, one has consumed, certain food items like, rice or potatoes or whatever. And it stays, the effect stays only for a little while. But, it does affect our interest in, and our energy levels with whatever we are doing. So, as a teacher, I know that, afternoon classes are very difficult for me. And, for my students, specially the post lunch sessions. And, we have to struggle extra hard, to stay awake, and to keep our students awake. All of us face this problem.

Time of day also has, and not only the time of the day, it is a lot of things, combined with the time of the day, that may have an impact, on the learning curve. So, one may want to increase the activity-based training, when people's energy levels are perceived to be a little lower, just to get

them more involvement, just to wake them up, and that may help them, learn more. But, these things, should be taken into account.

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Training trends. The challenges again are, social pressures. When we talk about training, from the perspective of the employees, some challenges, that employees face are, social pressures. Pressure to perform in a highly-specialized environment. Maintenance of quality, in the face of ever increasing awareness, and subsequent expectations of customers. As employees, we are constantly trying to please our customers. Constantly trying to maintain our networks. And, that is where, we feel, anxious about, what we should learn, and how we should learn, it better.

Management of interpersonal expectations and intercultural environments. Again, I cannot stress on this enough. Intercultural environments can place, a lot of stress, on our performance. So, how do we deal with a variety of people, who are sitting in different parts of the world. That is another big concern. Off shoring and management, in a multi-continent environment. My god, this is such a difficult aspect, as far as training is concerned. How do you maintain parity between the performance of employees, who are sitting on two different continents, or three different continents, multinational companies are doing.

The human resources managers of multinational companies are doing, such a difficult job. We do not even realize it. How do you find out, who is capable, or how people are going to react, or what they might need sitting in a safe? If, one part of a team is sitting in Africa, the other is

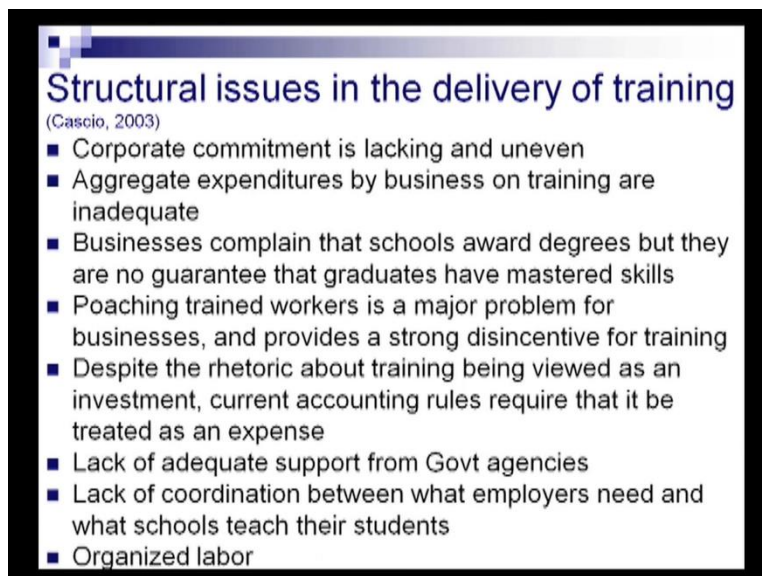
sitting in Europe, and the third part of that team is sitting in India. And, how do we draw parallels. And, their supervisor is sitting in the united states. So, and their customers are sitting in japan. Just imagine, there are organizations like these.

So, customers are in Japan and Russia and the Middle East. And, the team is, people are sitting here in India. And, may be, some may be South Africa and Argentina, and the company is based in the united states. So, what do you do? How do you decide? Can a person sitting in the united states know, what a person sitting in Brazil, will be able to do or not? They may visit, but they will probably, not be able to find out, how they will perform. And, will a person sitting in Brazil, be able to perform, in the exact same manner in India.

The same person may have trouble in India, and say in South Africa. But, may be very comfortable in Brazil. And, Indian may be more comfortable in Brazil than, he may be in India. So, an interesting TV show, that sort of sums up, a lot of intercultural infusions, and needs for training and human resources challenges is. I do not even know, if I am supposed to say, tell you about. It is outsourced. It is a very interesting TV show. Again, I am not trying to publicize it. I just think that, it is very relevant to the discussion, that we are having right now.

So, off shoring and management, in a multi-continent environment, can be a nightmare. Can also be full of, a lot of opportunities, in terms of training. Once you have got, that makes the right, you can never go wrong, anywhere else.

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Structural issues in the delivery of training
(Cascio, 2003)

- Corporate commitment is lacking and uneven
- Aggregate expenditures by business on training are inadequate
- Businesses complain that schools award degrees but they are no guarantee that graduates have mastered skills
- Poaching trained workers is a major problem for businesses, and provides a strong disincentive for training
- Despite the rhetoric about training being viewed as an investment, current accounting rules require that it be treated as an expense
- Lack of adequate support from Govt agencies
- Lack of coordination between what employers need and what schools teach their students
- Organized labor

Structural issues in the delivery of training. Some more challenges, regarding the structure. Corporate commitment is lacking and uneven. This is a perception, may be lacking and uneven. Aggregate expenditures, by business on training, may be inadequate. People may perceive, these to be inadequate. But, where do you draw the line. Businesses complain that, schools award degrees. But, they are no guarantee that, graduates have mastered skills. This is one big, this point has been brought up, by various organizations, through various studies that, whatever we are teaching in schools and colleges, is probably not enough.

But, my question as an academician is, how do we figure out, what is enough. As a teacher, I can be as informed as possible. And, I can still not come up with, the entire gamut of situations, that my student will face in her life.

So, I can only make them sensitive to the environment, and help them devise their own ways, of dealing with specific environments. And, that is what, we try very-very, hard to do. You know, sitting in a place, where I have access to, the best resources in the world. I am still facing this problem of giving the industry, what I think, it needs. So, I can see things from the perspective of the industry. But, I can also see things from the perspective of the service provider, who is readying a product, called the student, for the industry. This is the constant struggle, that colleges and schools face.

And, this is a constant struggle, that trainers, in-house trainers in organizations, also face. How do we ready our employees for different situations? And, how long will the training, we give them be valid. And, the duration and the validity is a big concern. Poaching trained workers is a major problem for businesses. And, provides a strong disincentive for training. This is what, I was talking about, in the last class. We were talking about training paradox.

So, you know, or I think, I mentioned in this class only. But, training paradox is, we train employees, in order to help them, perform better. And, but at the same time, when we train them, the number of resources they have, at their disposal increases. So, we run the risk of losing these trained employees. And, so where does one draw the line. Despite the rhetoric about training, being viewed as an investment.

Current accounting rules require that, it be treated as an expense. Lack of adequate support from government agencies, lack of coordination between, what employers need, and what schools teach their students, and organized labors. These are some of the concerns, that an organized labor, unionization and all of that, definitely brings another angle, to what, how we train our employees. And, what we give them and, what we are not able to give them.

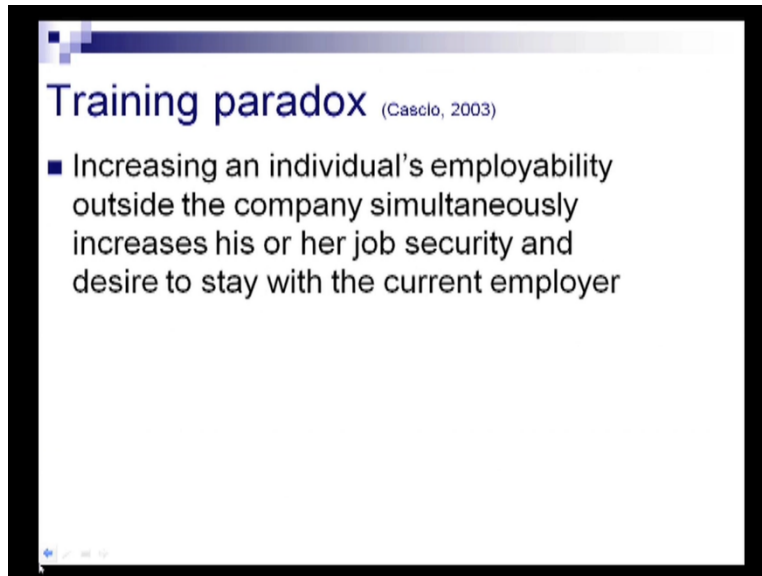
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Characteristics of effective training practice. Effective training can happen, when the top management is committed to training. Effective training can happen, only when the business strategy and training are intertwined, when training is carried out, in line with the business strategy, in line with the goals of the organization. Training can be effective, only when it is comprehensive, and systematic, and continuous.

So, you cannot, just train employees, one day and leave them. To fend for themselves, after that. It has to be continuous. It has to be systematic. It has to be planned properly. Training can be very effective, if the top management commits, to invest the resources necessary, to provide adequate and timely training. It has to be timely. It has to be adequate. It has to be enough, not very little, not too much. But, the top management has to be personally involved in deciding, what the employees need to be trained in, and how.

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I told you about the training paradox. It is increasing, an individual's employability, outside the company, simultaneously, increasing his or her job security, and desire to stay with the current employer. Where do we, and we have to achieve this delicate balance. We invest in the training of an employee. But, at the same time, we have to give the employee, a chance to use the training, that we have given the employee.

Because, we do not, do that. Investing in the training of an employee, will definitely increase the commitment, from the employee. But, only up to a point. If opportunity for growth is not given, along with that training, then the employee will feel, disheartened, demotivated. And, because this employee, has this new set of training, they will become more employable, outside the organization. So, that can put, that can be difficult for the organization.

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Designing training programs (Dessler & Varkkey, 2011)

- **Needs analysis:** "... identify the specific knowledge & skills the job requires & compare these with the prospective trainees' knowledge & skills
- **Instructional design:** "... formulate specific, measurable knowledge & performance training objectives, review possible training program content (including workbooks, exercises, and activities), and estimate a budget for the training program
- **Implementation:** "... by actually training the targeted employee group using methods such as on the job or online training"
- **Evaluation:** "... assess the program's success or failures"

How do we design, training programs? This happens through various steps. The first step here is needs analysis. You identify, the specific knowledge and skills of the job, requires. And, compare these, with the prospective trainee's knowledge and skills. So, find out, what is required to be done. And, find out, how the employees can teach there.

Instructional design. After, what is required is narrowed down. Then, one formulate, specific measurable knowledge and performance training objectives. Review possible training program content. And, estimate a budget for the training program. Decide on, how the training will be imparted. And then, implemented. And then, review it.

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Designing training programs (Contd.)

(Cascio, 2003)

■ Assessment phase

- Organization analysis
- Operations analysis:
 - Systematic collection of information that describes how work is done
 - Determination of standards of performance
 - Determination of how tasks are to be performed to meet the standards
 - Determination of the competencies necessary for effective task performance
- Individual analysis
- Derivation of Objectives

The assessment phase of a training program. First part of this is, organization analysis. What is my vision? What is my mission? What am I going to do? That is very important. After that, comes the operations analysis. Operations analysis refers to, a systematic collection of information, that describes, how work is done. I told you in the very beginning, we were talking about job analysis, and task analysis.

There is a systematic collection of information. We break the work, that is required to be done, into smaller steps. And, we analyze each step, in as much detail as possible. And, then find out, what we will need the employees involved in that to do. How will we need them to perform? And then determine, how tasks are to be performed, to meet these standards. So, what do we need them to do, how do we need them to do. Determination of the competencies, necessary for effective task performance.

What kind the skills do we need them to have, in order to achieve the goals, that we set for them. And then, we have individual analysis. So, this is the operations analysis, has to the processes. Then, analysis of individual employees. What are the skills, they have? What kinds of skills, will they need? And then, derivation of objectives. Measurable outcomes, that the employees will eventually, use as anchors, for all their future work.

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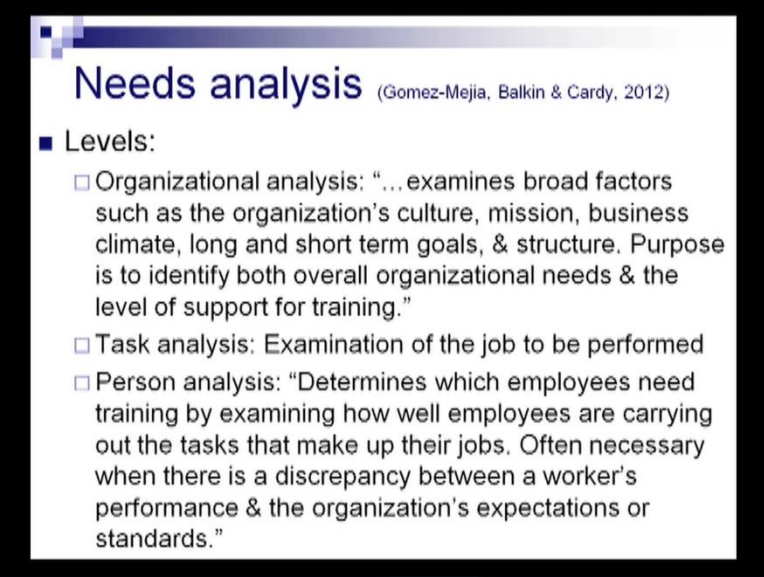


The second phase would be, training and development phase. In which, we select the media and learning principles. We evaluate transfer of skills. And then, we move on to the evaluation phase,

in which, we develop criteria for assessment, for evaluation. We pretest trainees. So, even before we start imparting the training, we should have, a very systematic plan in place, for reviewing, whatever we are going to give our trainees.

Monitoring training. How do we monitor the training, when it is going on? How do we evaluate training, just after it has been imparted? How do we evaluate the transfer of training? How do we decide, whether this training is helping people in the jobs, that they are doing or not? How will we evaluate this? That is again very essential for us, to find out, and put in place, before they even start the training. And, that will help us tweak.

Pre-testing trainees will help us tweak, whatever we are giving to the employees. If anything needs to be changed, we can change it, before we actually start investing in this, very heavy duty training program. Then, feedback. We discuss this one-on-one with the people, who have been through the training. And then decide, whether we can do anything differently, to make it more worthwhile for them.



Needs analysis (Gomez-Mejia, Balkin & Cardy, 2012)

- Levels:
 - Organizational analysis: "...examines broad factors such as the organization's culture, mission, business climate, long and short term goals, & structure. Purpose is to identify both overall organizational needs & the level of support for training."
 - Task analysis: Examination of the job to be performed
 - Person analysis: "Determines which employees need training by examining how well employees are carrying out the tasks that make up their jobs. Often necessary when there is a discrepancy between a worker's performance & the organization's expectations or standards."

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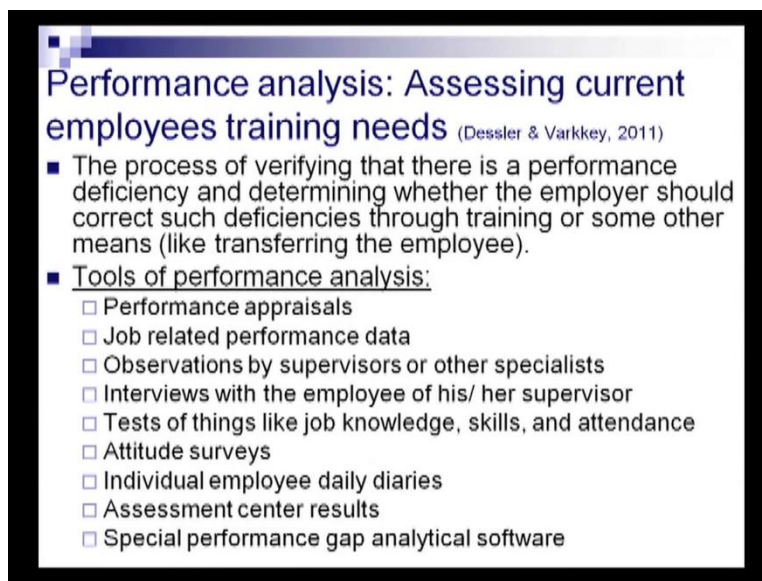
Needs analysis. Various levels of needs analysis. The first is organizational analysis. Which examines, broad factors such as the organization's culture, mission, business, climate, long and short term goals and structure. The purpose of organization analysis, is to identify both overall organizational needs and the level of support of training. From the organization's point of view,

what kind of training is required. And, what the organization can do, in order to support this training.

The second part is task analysis, which refers to the examination of the job, to be performed. So, you note down, what needs to be done, and how. What are the smaller steps.

The third part of this is, person analysis, which determines, which employees need training, by examining, how well employees are carrying out the tasks, that make up their jobs.

What they are doing. Are they doing it right. Are they not doing it right. What do they need, to perform their jobs better? Often necessary, when there is a discrepancy between a worker's performance, and the organization's expectation or standards. I told you right in the beginning. I showed, you need to know, where we are headed. Unless, we know, what we want. We cannot decide, what we need to get to where we want to be. So, I need to reach point B. And, I need these different skills, in order to reach, go from point A to point B.



Performance analysis: Assessing current employees training needs (Dessler & Varkkey, 2011)

- The process of verifying that there is a performance deficiency and determining whether the employer should correct such deficiencies through training or some other means (like transferring the employee).
- Tools of performance analysis:
 - Performance appraisals
 - Job related performance data
 - Observations by supervisors or other specialists
 - Interviews with the employee of his/ her supervisor
 - Tests of things like job knowledge, skills, and attendance
 - Attitude surveys
 - Individual employee daily diaries
 - Assessment center results
 - Special performance gap analytical software

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Performance analysis. Assessing, current employees training needs, is another aspect of needs analysis. It is the process of verifying that, there is a performance deficiency, and determining, whether the employer should correct, such deficiencies through training, or some other means

like, transferring the employee. So, performance analysis is finding out, what the employee is currently doing, and what the employee can do later and what will be required.

Some tools of performance analysis. We have performance appraisals. We have data related to, what the person has been doing. Observations. interviews with the employee, of his or her supervisor. Tests of things like, job, knowledge, and all. Give them actual tasks. Attitudes surveys. Individual employee daily diaries. Assessment center results. Special performance gap analytical software. There are programs, that can map the gaps, in expected and actual performance. And, that can also be used here.

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Needs analysis (Contd.) (Dessler & Varkkey, 2011)

- Task analysis: detailed study of the job to determine what specific skills the job requires.

Task analysis record form: Form that consolidates information regarding required tasks and skills in a form that is especially helpful for determining training requirements. May include parameters like when and how often specific tasks are performed, quantity and quality of performance, conditions under which specific tasks are performed, skills or knowledge required, and where (or during which activity) tasks are best learnt in the organization.

Differentiate between job description, job specifications and task analysis

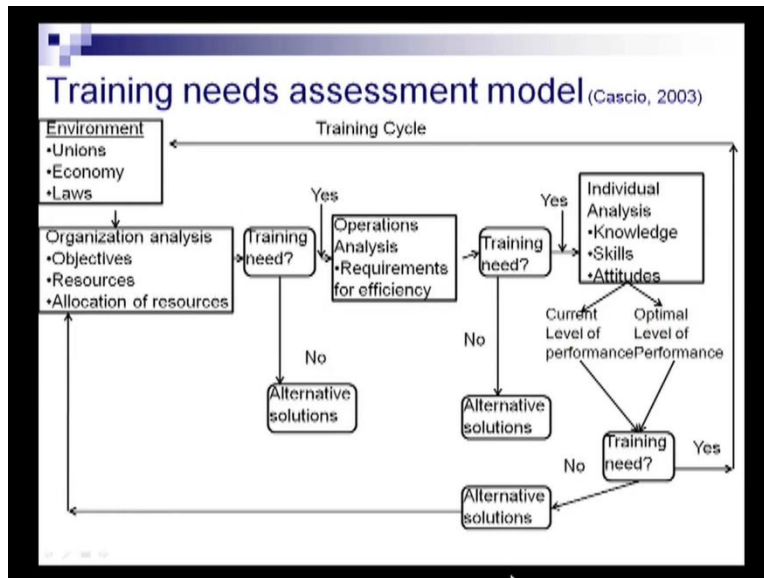
- Competency model: Consolidates usually in one diagram, a precise overview of the competencies someone would need to do a job well, with foundation competencies (Personal, interpersonal, job related) at the base, followed by areas of expertise, and roles at the top of the pyramidal model.

Task analysis, record form is another tool. It is a form that, consolidates information, regarding required tasks and skills in a form, that is especially helpful for determining training requirements. Which may include parameters like, when and how often, specific tasks are performed. What kind of performance is required or expected?) Conditions under which, the specific tasks are performed. The skills, that are required. And, where these tasks are best learnt in the organization.

Competency model usually consolidates in one diagram, a precise overview of the competencies, that someone would need, to do a job well. So, this is again a part of personal analysis, where the competencies, the skills, behaviors, everything is sort of brought together. And, it is a list of,

what the tools required within a person. The competency, the capability of a person, in order to perform the job, that he or she has been assigned.

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This is the training needs assessment model. I will go through this model, in greater detail, the next time. It just talks about, how the environment affects the analysis. And, how that affects needs. And that, how that in turn, again affects analysis, and how that affects needs. And, how the training need is, sort of being affected, at every stage of assessment. And, how feedback needs to be taken, at every stage of assessment, in order to come up with solutions. But, we will talk more about this, in the next class.

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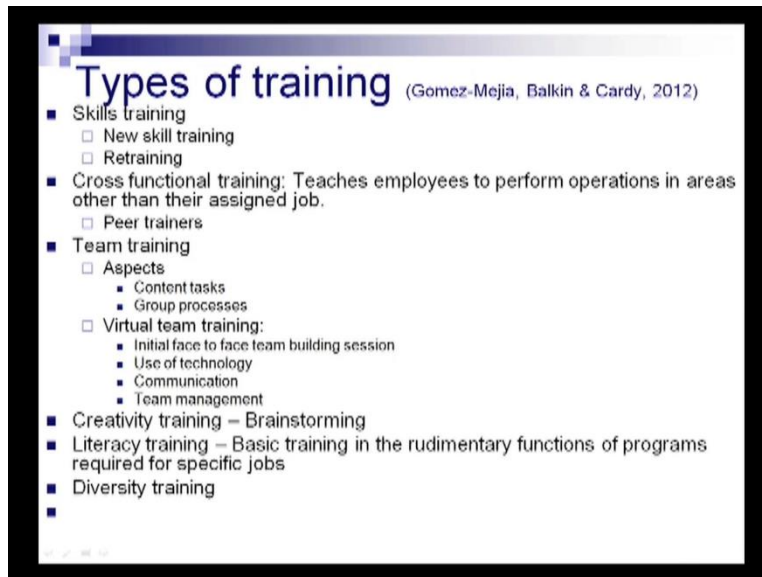


Design and development of training programs. I really wanted to cover this today. So, once we have assessed the training needs, then we need to find out, where we need to deliver them. Location, on the job training, of the job training, should be hands-on, should be of presentation. How do we present the training? So, will it be through telly training, where many trainees, many locations are given. In sitting, in many locations are given, training at the same time, either online or over television, or by some way of connecting them together.

It could even be through computer based training. Training at one's own time and pace. So, you could have CD's DVD's. You could have programs like the one, that I am delivering now. Simulations are devices or situations, that replicate job demands, at an off the job site. You have these, something similar to video games, that I used to teach people, how to drive an, or how to fly an Airplane.

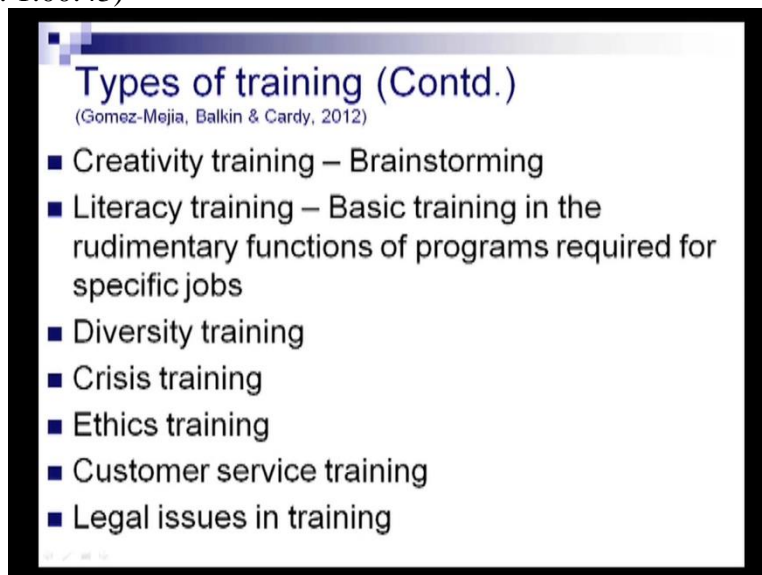
And then, you have the actual simulators, virtual realities, where people are actually put in. They are not put in an Airplane on the airstrip. They are actually put in, something that looks like a cockpit. And, they put in a room, they actually, that the cockpit itself moves. And, they physically feel, whatever is going on. And, another way of presenting is, the typical classroom instruction and role-plays.

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Various types of training. Skills training is one. New skills training or retraining. Then, we have cross functional training, where we teach employees, to perform operations in areas, other than their assigned job. And, this can be done, with the help of peer trainers. We have team training. we can have virtuality in training also, where people, you know, have teams online.

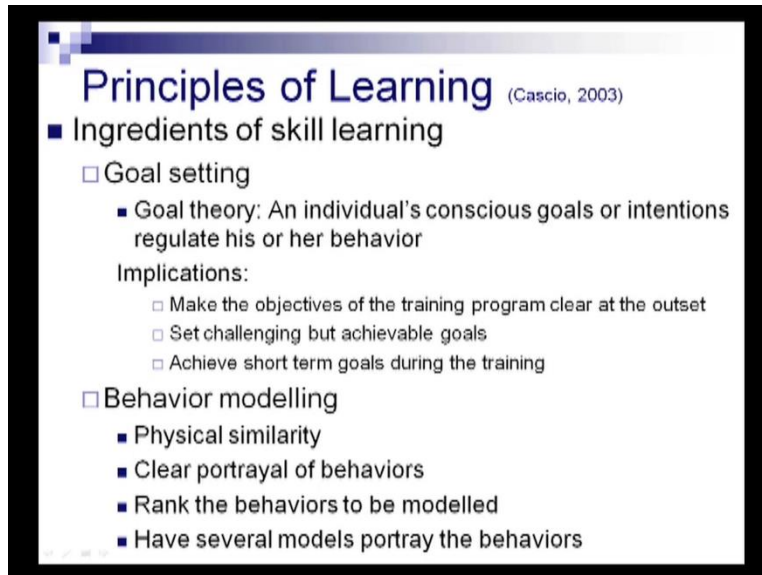
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And, we can have creativity training, which can be done through brainstorming. We can have literacy training, which refers to basic training, in the rudimentary functions of programs, required for specific jobs. We can have diversity training. We can have crisis training. We can

have ethics training, in an ethical practice. We can have customer service training. And, we can also discuss the legal issues and training, which is an essential part of training, these days.

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Principles of Learning (Cascio, 2003)

- **Ingredients of skill learning**
 - **Goal setting**
 - **Goal theory:** An individual's conscious goals or intentions regulate his or her behavior
 - Implications:
 - Make the objectives of the training program clear at the outset
 - Set challenging but achievable goals
 - Achieve short term goals during the training
 - **Behavior modelling**
 - **Physical similarity**
 - **Clear portrayal of behaviors**
 - **Rank the behaviors to be modelled**
 - **Have several models portray the behaviors**

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Ingredients of skill learning (Contd.)
(Cascio, 2003)

- **Meaningfulness of the material**
 - Provide trainees with overview of material
 - Use examples, terms and concepts that trainees are familiar with – scaffolding
 - Teach simpler skills and then integrate them into more complex skills
- **Practice**
 - Active practice
 - Overlearning
 - Length of practice session: Distributed vs. massed practice
 - Feedback

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Transfer of training (Cascio, 2003)

- The extent to which competencies learnt in training can be applied on the job
 - Positive: Enhances performance
 - Negative: Hampers performance
 - Neutral: Has no effect on performance
- Action learning: Participants learn through experience and application

We will cover this tomorrow. I would like you to go through, the transfer of training, which is the extent to which, competencies learnt in training, can be applied on the job. This can be positive, negative, or neutral. And, we can have action learning, where participants learned through, experience and applications.

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Team training (Cascio, 2003)

- Clear sense of direction
- Talented members
- Clear and enticing responsibilities
- Reasonable and efficient operating procedures
- Constructive interpersonal relationships
- Active reinforcement systems
- Constructive relationships with other teams and key organizational players who are not members

So, we will cover all of these things, tomorrow.

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Training methods (Cascio, 2003)

- Categories:
 - Information presentation techniques
 - Simulation methods
 - On the job training methods
- Objectives:
 - Promoting self insight and environmental awareness
 - Improving the ability of managers and lower level employees to make decisions and solve job related problems constructively
 - Maximizing the desire to perform well

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Selection of training methods (Cascio, 2003)

- Define training objective
- Motivate trainee to improve performance
- Clearly illustrate desired skills
- Allow the trainee to participate actively
- Provide an opportunity to practice
- Provide timely feedback on the trainee's performance
- Provide some means for reinforcement while the trainee learns
- Be structured from simple to complex tasks
- Be adaptable to specific problems
- Encourage positive transfer from the training to the job

But, I would suggest that, you go through, whatever has been taught today. And, come tomorrow, with some ideas, regarding the parameters, we can use to select, different kinds of training methods. And, we will get into the, actual specific training methods, in the next class. So, thank you very much, for listening. And, I hope to have a more interactive session, with you tomorrow. Thank you.