

Principles of Human Resource Management
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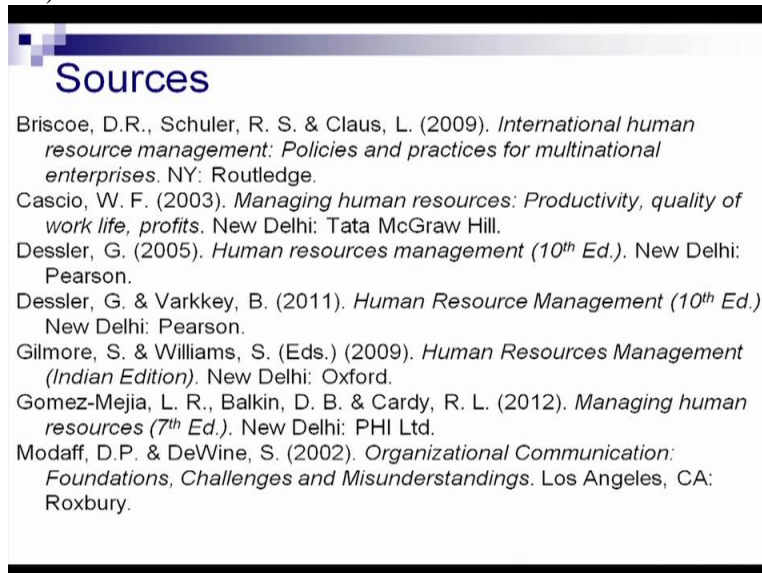
Module No. #03

Lecture No. #07

General and Specific Training and Evaluation of Training

Welcome back, to the next session on, Human Resources Management. Today, we will talk, more about, Training and Development. My name is Aradhna Malik. I am an assistant professor, in Vinod Gupta school of management, at IIT Kharagpur. So, in the last session, we were talking about training and development. And, we were talking about, various issues related to training of employees, in an organization. Today, we will talk more about, the specific training techniques, in an organization.

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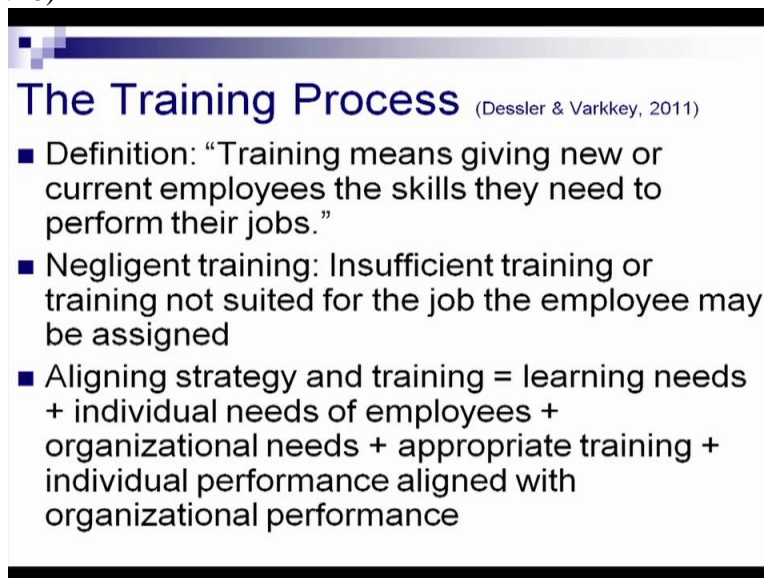


Sources, that I will be using, for the class today, are like, I have told you earlier, various sources, various books, that I have used, for making these slides.

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So, let us revise a little bit about, what we talked about yesterday. The training process. Like I told you, it means, giving new or current employees the skills, they need to perform their jobs. That is what training means. Negligent training. We had discussed, the definition of negligent training. And, we had also talked about, how one can align strategy and training.

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

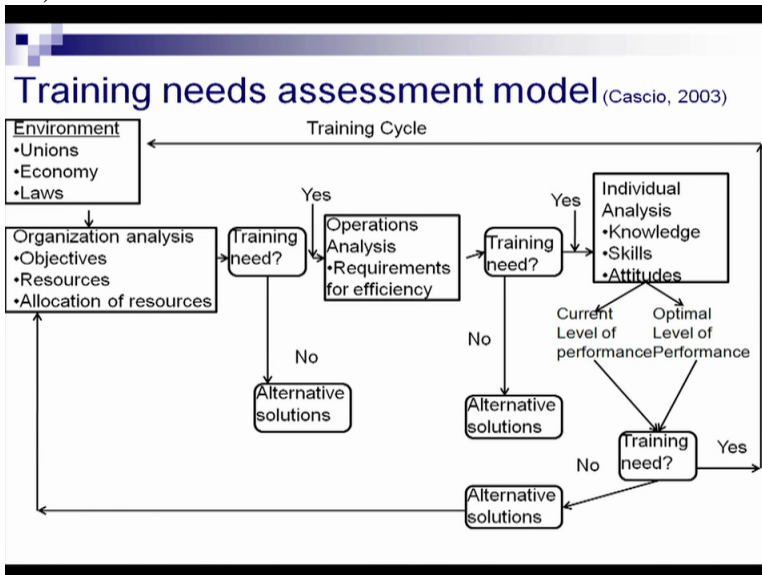
- Is training the solution to the problem?
- Are the goals of training clear and realistic?
- Is training a good investment?
 - Look inside & find trainers from within the organization
 - Focus training on what is needed
 - Give training a strategic alignment
 - Capitalize on reduced costs of online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

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

- Will the training work?

Challenges in training. We talked about some challenges, that one can face, in training the employees. And, we talked about money matters. We talked about, other challenges and confusion, trainers usually face, when they are training new employees, or re-training the current employees.

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And, I told you that, we will discuss, the training needs assessment model, in greater detail, today. So, let us, get on with this. Training needs assessment is the first step, towards delivering, any kind of

training, to the employees. And, in order to assess the needs of the employees, one needs to find out, in the environment. , the environment determines, sometimes indicates, the need for any kind of training, in an organization.

So, various forces within the environment, that can influence training needs, in an organization are unions. Which means, the employees get together, and , they have certain needs, that they communicate to the organization, to the senior management, in the organization. Then, the economy could determine, the need for more training. , we might need to hire more employees.

Or, , there could be a need to diversify, there could be a need to cut down resources, there could be a need to rotate jobs among various employees. So, that could be governed, by the economy. Then, laws, we have equal opportunity laws, we laws, that emphasized the need to mainstream the people, who are differently abled or people, who do not have access to very good resources, while growing up.

So, laws mandate that, equal opportunity be afforded to, or be given to, various categories of employees, various employees from various backgrounds. And, these laws, then mandates the need, for more training. Okay. This in turn, leads to a need to analyze our organizations. And, within the organizations, there is a need to, maybe, revisit our objectives. And, find out, what resources, we have. So, and whether these resources, can be reallocated, or re-assigned, to various groups of employees, etcetera. Then, this results in a training needs.

So, the requirements of the environment, and the analysis of the objectives, of the current objectives of the organization, in light of the changing, sociopolitical, or socio legal, or the illegal environment, or economic environment, these objectives need to be revisited. The resources need to be found out, as to a stock needs to be taken of the current resources. And, the resources may need to be allocated or reassigned. And, that results in a training need. And, if the training need, is found to be there, at that time, then one needs to analyze, the operations or the working, of the organization. And, one specific operation is requirement for efficiency.

If there is no training need, then one needs to find alternative solutions. So here, if the training need exists, then you move on to the next step. If it does not exist, then you move down to alternate solutions. Then, once the requirement for efficiency is assessed, and it is found to be there. Then, one needs to again, ask the question, whether there is really a need to train employees, or, whether alternative solutions can be used, in order to fix the problems, with efficiency. If, for example, if a

major reason for the organization, not performing up to its full potential, is deviant employees, or uncommitted employees, or employees, who are, or maybe a high turnover, then training may not solve the problem.

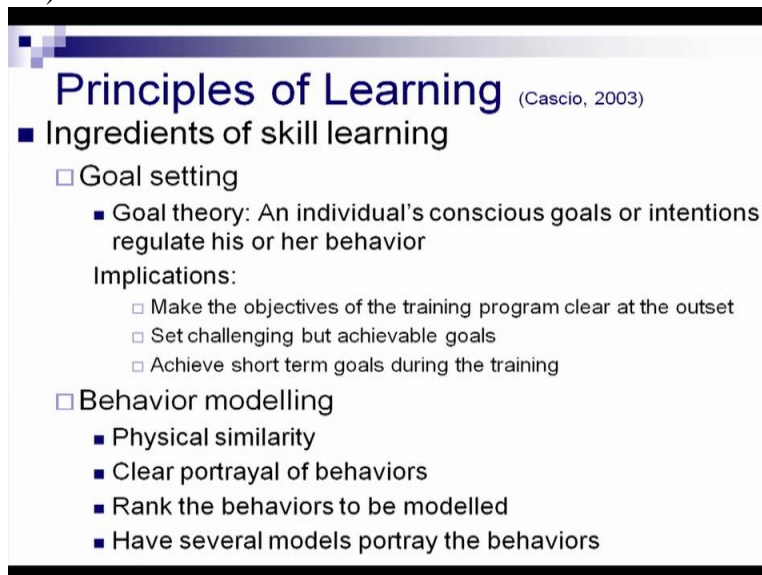
However, if the employees are committed, and they are satisfied with their work environment, and they are still not able to perform, to the best of their abilities; then, a need to re-train them, or to train them, in newer skills, and newer ways of doing things, may be there. And, if that need is found to be there, then the third level of analysis, needs to be taken up. Which is an analysis of, knowledge, skills, and attitude. So, employees are there. They are committed. They want to do their work. At that point, one needs to find out, what they know, and what they need to know, in order to satisfy the needs of the organization, or, in order to achieve the goals, that the organization has set.

So, there could be various reasons, why they are not able to perform to their best. They may not have the skills to do, what is required to be done. So, one needs to train them, in those skills, or, they may not have additional knowledge. They may not be updated with, whatever they know already. They may not know, how to apply, whatever they know. So, that may need to be enforced. Or, for some reason, they may not feel, , they may not be, in tune with the requirements of the, the changing requirements of the organization, at which point, those attitudes, will also need to be assessed.

And, , one will need to find out, what their current level of performance is, and what their optimal level of performance can be. And, once the difference is found out, once it is found out, , where one is in, where one needs to go, and what is the distance, qualitatively and quantitatively, that needs to be travelled. At that point, again, one needs to assess, whether there is really a need for training, or, whether the one can do without training, and give them, maybe, if they just need to be motivated. At that point, training will not help.

Whereas, if they are really, feeling limited, because of the lack of access to resources, or for whatever reason, they , they do not know enough, to perform their jobs, well. At that point, the training need may be there. And, at that point, the training should be given to them. And, that will then, feedback. If the training need is found to be there, then they have trained. And then, at every stage, one checks, whether, whatever has been given to them, is of any use, to them or not.

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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**

Then, we come to the principles of learning, how do employees learn. When they are being taught. Some ingredients of skill learning are, one is goal setting. So, when people are taught in organizations, they are taught primarily, they are taught skills. They are given additional knowledge. And, they are taught newer skills, for performing their work, as optimally as possible. And in this, they maybe, goal setting is one big ingredient of skill learning, where they are told, what they are expected to do.

So, once one knows, where one is going. Once the end-result is clear, then the steps, that are required to reach that, end-result also become clear. So, the goal theory, then comes into play. And, goal theory is an individual's conscious goals, or, it says that, an individual's conscious goals, or intentions, regulate his or her behavior. So, at that point of time, if the goals are set, in terms of personal goals, and in terms of the organizational goals, that need to be achieved.

That will really help, the employee learn, whatever one is being taught. Once their goals are clear, then the objectives of the training program, aligned with a person's personal and organizational goals, can be made clear, right in the beginning of the program. At which point, the employee can be alert to, whatever is about to come. Set challenging, but achievable goals. So, one can also use the goals, that

are defined by individual employees. To set goals, to set mini goals or steps, towards achieving, these larger goals. Achieve short-term goals, during the training. So, help the employees, achieve short-term goals, so that the person can develop, more confidence.

The second aspect of learning a skill, is behavior modelling. Which means, copying. Modelling is not exactly copying, but doing things, as a senior person, who has been doing them, does. And learning, how to do, or how to carry out a process, the way it is expected, to be carried out. So, when we talk about behavior modelling, we are talking about physical similarity of the behavior, that is expected of the employee. So, that is one component, the employee should be shown, what is expected, physically. Clear portrayal of behaviors should be there.

There should be some similarity, in the new behavior, with the old behaviors, that a person has been exhibiting. And, the new behavior should be very clearly displayed. And then, the behaviors to be modelled, should be ranked, in order of priority. And, this priority, should be made known, to the employee. And, have several models, portray the behavior. So, what happens is that, when an employee is being shown, what needs to be done. If the employee is not comfortable with the person, who is exhibiting these behaviors. Then, the employee can, maybe react, or, not really follow, what is being told.

At that point, or for whatever reason, being shown the behavior by one person, could somehow leads to an association in the trainee's mind, regarding the other characteristics of this person, who is modelling the behavior, and the actual modelled behavior. So, in order to break that association, it will help, if the employee is shown, or the trainee is shown, several instances of this new behavior, by people, who are in a position, to exhibit this new type of behavior. So, several models portraying the expected behaviors always helps.

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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

Meaningfulness of the material, is another aspect of, skill learning. Whenever we give any material to the trainee, it always helps, if the trainee can see meaning, can see value, in whatever has been given, to the trainee. So in order to give that, an overview should be given to the trainee, regarding the material, that is being shared with the trainee. And, examples should be shared with the new trainee, regarding the terms and concepts, that the trainee is familiar with. So, this process is called scaffolding. Now, what is a scaffolding. I mean, in general parlance, scaffolding is, what we call in construction terms are, shuttering.

So, scaffolding is the support, that one gives, in order to, stabilize a new structure. And, so this support is given, with the understanding that, it rests on an existing structure. And the strength of the existing structure is extended, by way of this additional support, that we call as, a scaffolding, to hold the new structure, that is coming up. So, scaffolding acts as a bridge, between the current structure and the new structure.

So, the strength, of the existing structure, is then extended by a way of, a scaffolding, in order to support, the new structure, that is coming up. (Refer Slide Time: 16:08) And, that is precisely, what we do, when we give trainees, new material. We show them, the value of the existing knowledge, that they have. And then, build the foundation for the new knowledge, that we are giving them, for the new training, that we are giving them, on this existing, strong, meaningful, material or knowledge, that they already are, familiar with.

Teach simpler skills, and then integrate them, into more complex skills. So, that is another way of increasing, the meaningfulness of the material. You teach them simpler skills, that they are able to master, very, very, quickly. Once, they are comfortable, with these simpler skills, then complex skills, which are nothing, but more advanced forms, of the existing skills, that they are familiar with, are taught to them. Then, they can relate to the existing skills, that they are familiar with. And, they can sort of, take it from there.

Practice is another aspect of skill learning. Where, we show our trainees, what is required to be done. We show them, why it is important. And then, we give them a chance, to practice it, actively. So, we give them a chance, to master their control, over the skill, or, their use of the skill, in controlled environments. Now, some aspects of practice are active practice. Over learning, could be harmful. Over learning means, you constantly teach them, something new. And, after a point, they somehow, lose touch with the foundation, that this new learning had been built on. So, that is over learning.

Length of practice session, distributed versus massed practice is again, another concern. Sometimes skill is taught in pieces. And sometimes, it is taught as a whole. So, in some cases, it may be better for a person, to be taught, the skill in pieces. For example, when you teach a person, driving. You cannot immediately, put a person, behind the wheel. The trainee cannot be immediately, put behind the wheel. Initially, the person needs to be taught, how to get comfortable, with moving the steering wheel, or with changing gears, or with understanding when to press the clutch, brake, and accelerator.

And then, slowly, the connection of the clutch, brake, and accelerator, with gear-change, is explained to them. So, clutch and gear-change and then, clutch, brake, and accelerator, at slow speed. And then or, maybe, turning and changing gears. So, all of that is taught. But then, the inter-relationship between, all of these activities. And then, also looking in the rearview mirror, when should, one look in the rearview mirror, when should one look at the road. I mean, all of these things are, it is a complex activity.

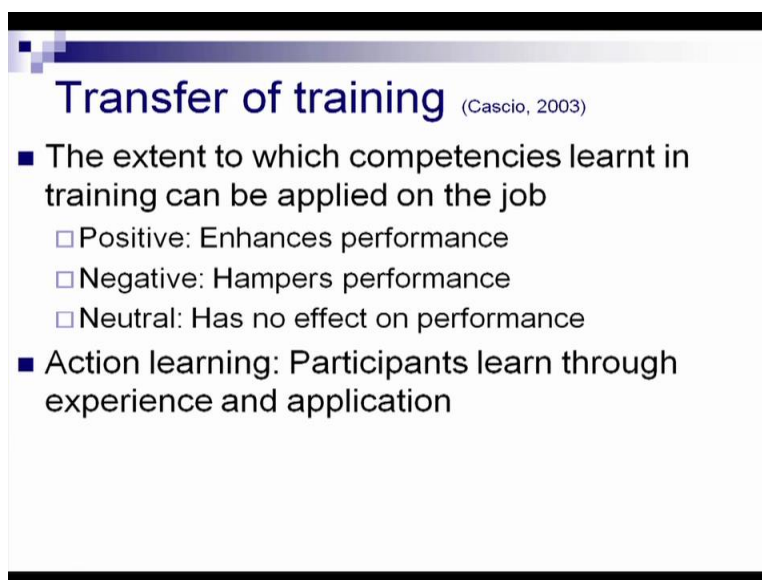
But, we cannot immediately put a person, behind the wheel, and say okay, now you go and learn, and hit, whatever you want to hit. That is not the way. So, only after a person gets comfortable with changing gears, and with controlling the foot pedals, and with controlling, what is in a person's hand. Do we start showing them, how to do, one or two things, one or two activities, in driving together. Similarly, when we are doing, some kind of a training, that point also, it is very important for us to

understand, whether the training, that we are imparting, can be given as a whole, or in parts.

So, that is another challenge. And whether, it should be practiced as a whole, or in parts. And, only the trainer can decide that, in conjunction, with the needs of the training program, in conjunction, in light of the complexity of the tasks involved, and the resources, that may be used, in practicing. For example when we are driving, one knows that, one may end up spending, a lot more fuel than one would, if one was driving normally. And, one has to be prepared, to make that extra payment.

One has to know, where one can go, if one accidentally hits somebody or something. Whenever, we learn driving, most of us make these mistakes. And, one should at least know, where one can draw the line, and how many resources, one has. So, a lot of things need to be thought about, before one can start delivering, the training program. And, the third, the last point here is, feedback. When a person is practicing. The whole idea behind practicing in a controlled environment, is to get feedback, is to be checked at different points. And then, learn from those mistakes.

So, feedback is an essential component of skill learning. If, you are not in a position as a trainer, if you are not in a position to give individual feedback, please do not undertake training. That is my advice to you. The people you are training, will need active feedback, in order to be, able to learn, whatever you are teaching them, well. In the absence of feedback, they will not be able to know where they are going right and where they are not going right. So, that is an essential component.



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

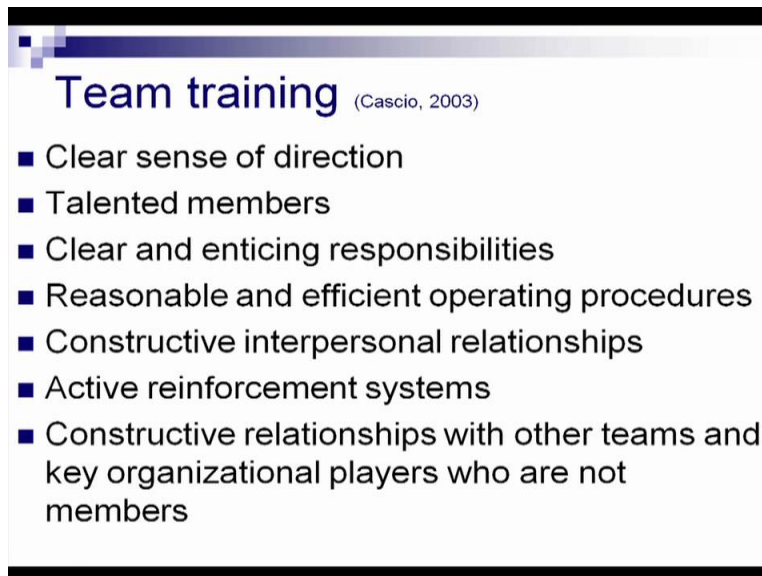
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Okay. Transfer of training. We touched upon this, very briefly in the previous class. Transfer of training

is, the extent to which, competencies learnt in training, can be applied on the jobs. So, some positive aspects, or positive ways, in which, training is transferred is, that it enhances performance. You learn something new, and it helps you do things better. One of the negative impacts of, training on performance is that, it hampers performance.

You learn new ways of doing something. And then, when you reach your job. You are not able to implement, whatever new, you have learnt for various reasons. The organization 's policies may not permitted. Too much of a difference from the routine, may result in, some breakages of process or some interruptions in the process. Or, people are not comfortable doing things the way you would need them to do things, after you had done the new thing, that you had learnt.

So, various ways in which, this can hamper performance. And, neutral is that, it has no effect on performance. You learn something new. But, you are not able to use it on the job. It does not hurt you. But, it is not also helping you. So, all of these are, different aspects of transfer of training. Action learning is, participants learned through experience, and application on the job.



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

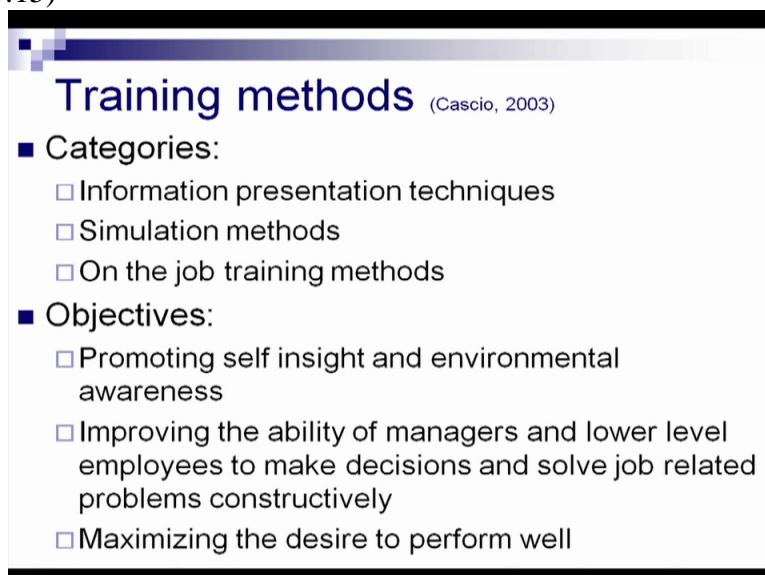
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Team training gives you a clear sense of direction. Team training is, training different teams, as a whole. So, various benefits. It gives you a clear sense of direction, because the whole team is moving, in the same direction. Talented members. Of course, member's, what they know, and what they can do, improves considerably. It leads to clear and enticing responsibilities, when you learn together as a team.

Reasonable and efficient operating procedures, again, are put in place, as a result of, team training. Constructive interpersonal relationships would be built, when you learn things together, as part of a team. It gives you a chance, to iron out the differences, between yourself and others, who you may or may not, have been able to work, with in the past. And, that in most cases, leads to the building of, very constructive, very solid, interpersonal relationships. It also leads to active reinforcement systems.

When large number of people, or more than one person, is involved, in undergoing training, then it becomes ; the organizations are less prone to avoiding reinforcement systems. So, they put reinforcement systems in place, because many people are involved. And, they positively reinforce you. Constructive relationships with other teams, and key organizational players, who are not the members.

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Training methods (Cascio, 2003)

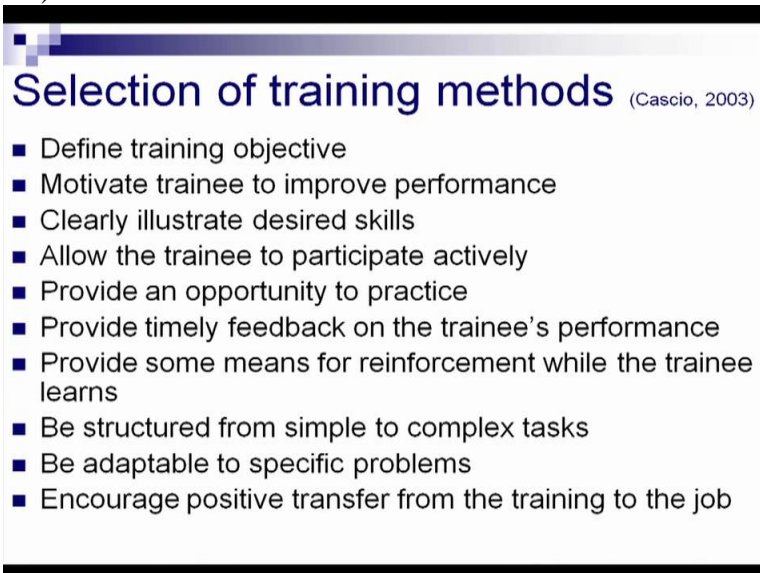
- **Categories:**
 - Information presentation techniques
 - Simulation methods
 - On the job training methods
- **Objectives:**
 - Promoting self insight and environmental awareness
 - Improving the ability of managers and lower level employees to make decisions and solve job related problems constructively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

Some training methods, various categories. One is the information presentation techniques. Other is simulation methods. And, the third type of training methods are, on-the-job training methods. The objectives of these training methods are, first is promoting, self-insight and environmental awareness. So, when we talk about self-insight in training; when we go through training, we realize, how much there is to learn.

It improves, the ability of managers, and lower-level employees, to make decisions, and solve job-related problems, constructively. So, when one is going through training, there is a phase in which, one learns new things. And, one realizes, how much one does not know. And, that in turn, improves the ability of people, undergoing training. And, I mean, that is one purpose of training ; to improve, whatever is going on currently to a different state.

Maximizing the desire to perform well. When, somebody teaches you something, the expectation is that, you will do things differently, after that training is over. So, if the training, is aligned with your goals and objectives. At that point, it will become easier for you, to start thinking of, how it will improve your contribution, to your organization also.

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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

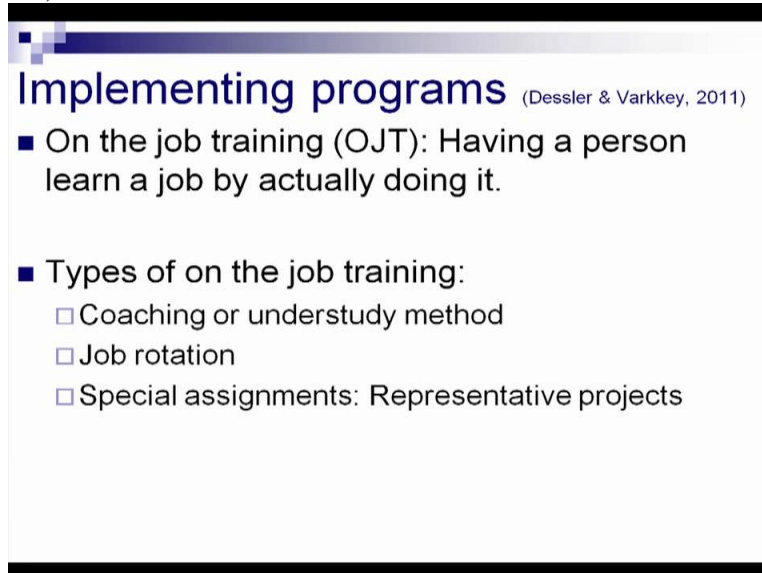
How do you select, training methods? You define, the training objectives. You motivate trainees, to improve performance. Define the training objectives, then encourage them to improve their performance. Clearly illustrate desired skills. Show them, what is required to be done. Allow the trainee to participate actively. So, in the training program, then, you give the trainee, a chance to participate, the way , you would want them to perform, after the training program was over. Provide timely feedback, on the trainee's performance.

It is very essential to give, feedback to the trainees. Provide some means for reinforcement, while the trainee learns. So, as the trainee is practicing, as the trainee is doing new things, it is always a good idea, to give the trainee, some ways, some method to improve upon the performance. Some feedback needs to be given to the trainee, regarding the performance of the trainee. Be structured, from simple to complex tasks.

In order to learn something new, it is very important to start with something that one knows. Something that one can gain control or mastery over, and then, move on to more difficult tasks. Be adaptable to specific problems. So, one should be able to modify, to apply, whatever one has learnt, in order to solve, simple day-to-day issues. Encourage positive transfer, from the training, to the job. So, one should be able to apply, constructively, what one has learnt, and be able to do the job at hand, more

efficiently.

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Implementing programs (Dessler & Varkkey, 2011)

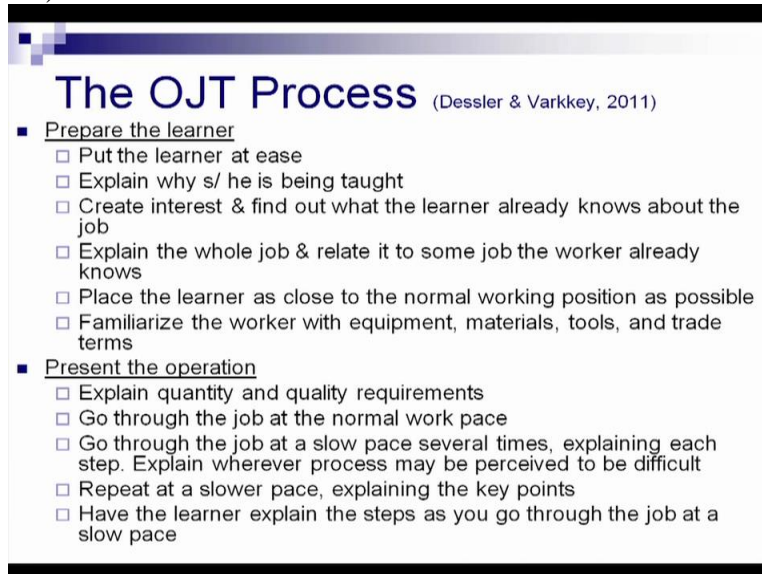
- On the job training (OJT): Having a person learn a job by actually doing it.

- Types of on the job training:
 - Coaching or understudy method
 - Job rotation
 - Special assignments: Representative projects

Implementing the programs. The first one is, on-the-job training, OJT. Having a person, learn a job, by actually doing it. So that is one, where you are actually put on the job, and asked to perform. Types of on-the-job training is, one is the coaching or understudy method, or apprenticeship, as we call it. Where, you are put under the guidance of a mentor, who helps you learn things on the job. You do things. But, there is somebody, who is constantly watching, what you are doing. And, this person slowly, and when the time is right, gives you feedback. Maybe once a day, maybe once a week, maybe once a month, etcetera.

The other part of, on-the-job training is, job rotation. Where you are expected, to perform in a different environment, by being actually put in a new environment, yourself. Special assignments or representative projects, can be given to an employee, where the employee learns something new, by engaging in something similar, not the actual job. But, a similar job, that is of lesser value. But, that is an accurate representative, of the task at hand.

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The OJT Process (Dessler & Varkkey, 2011)

- Prepare the learner
 - Put the learner at ease
 - Explain why s/ he is being taught
 - Create interest & find out what the learner already knows about the job
 - Explain the whole job & relate it to some job the worker already knows
 - Place the learner as close to the normal working position as possible
 - Familiarize the worker with equipment, materials, tools, and trade terms
- Present the operation
 - Explain quantity and quality requirements
 - Go through the job at the normal work pace
 - Go through the job at a slow pace several times, explaining each step. Explain wherever process may be perceived to be difficult
 - Repeat at a slower pace, explaining the key points
 - Have the learner explain the steps as you go through the job at a slow pace

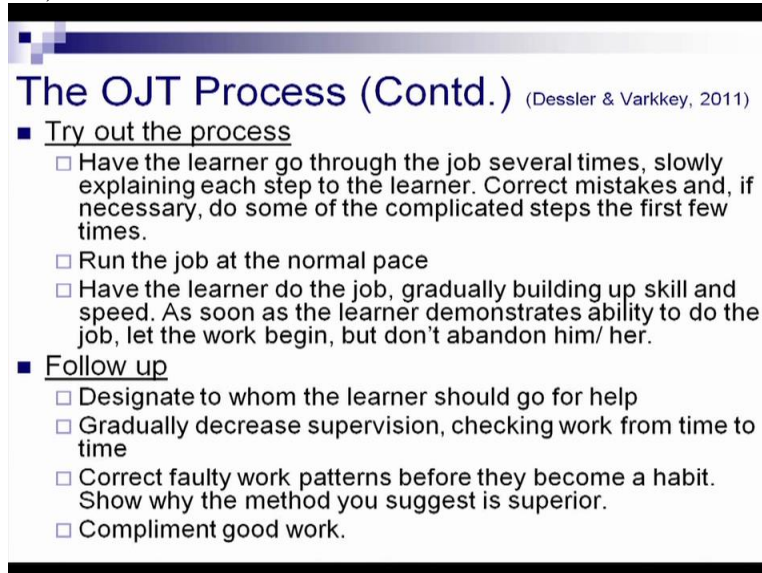
For on-the-job training, the first thing that one needs to do is, prepare the learner. So, one should put the learner at ease, and explain why, she or he is being taught. Then, you should also create an interest and find out, what the learner already knows about the job, and what the learner can learn from the job. The next part is, explain the whole job, and related to some job, the worker has already done, or some job that, the worker already knows. This is called scaffolding.

You, explain the new job and help the worker figure out, how one can take the learnings, from the previous job, and apply them, to the new job. Then, you place the learner, as close to the normal working position, as possible. And, let them see, let them observe, let them respond, to the new working environment. Place the learner, familiarize the worker, with equipment, materials, tools, and trade terms. Then, you present the operation. At this point you explain, quantify or qualify requirements. You explain to the worker, what is required.

Then, you go through the job, at normal workplace, at a normal speed. You go through the job, at a slow pace, several times, explaining each step. Explain whatever process, may be perceived to be difficult. And explain, how it can be made simpler. Repeat the process, at a slower pace, and at a slower speed, and explain the key points. Have the learner explain the steps, as you go through the job, at a slower pace. So, let the learner also, give you feedback about, how much the learner is learning and

how much the learner is absorbing, etcetera.

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The OJT Process (Contd.) (Dessler & Varkkey, 2011)

- Try out the process
 - Have the learner go through the job several times, slowly explaining each step to the learner. Correct mistakes and, if necessary, do some of the complicated steps the first few times.
 - Run the job at the normal pace
 - Have the learner do the job, gradually building up skill and speed. As soon as the learner demonstrates ability to do the job, let the work begin, but don't abandon him/ her.
- Follow up
 - Designate to whom the learner should go for help
 - Gradually decrease supervision, checking work from time to time
 - Correct faulty work patterns before they become a habit. Show why the method you suggest is superior.
 - Compliment good work.

The next part is, in the OJT process is, try out the process. So, have the learner, go through the job, several times. Slowly explaining each step to the learner. Correct the mistakes. And, if necessary, do some complicated steps, the first few times. Show the learner, what is required. And at that point, if the learner makes mistakes, then help the learner, correct these mistakes. And, if required, then help the learner, understand or repeat some of the complicated steps, the first few times. Then, run the job, at a normal pace.

So, let the learner absorb, the needs of the job, at a slow pace, and or, at a normal pace, at his or her own speed. Have the learner, do the job gradually, building up skill and speed. So, have the learner, or give the learner, a chance to learn something new, at a slow speed. And, but just give the learner, enough opportunity, to learn things on his or her own. Gradually building up, skill and speed, as soon as, the learner demonstrates the ability to do the job, let the work begin. But, do not abandon him or her, till the learner has learnt whatever there is to learn, in order to do the job as well as possible.

Then, follow-up. Designate to whom, the learner should go to help. So, the learner has learnt, something new. And, it is now time for you, to let the learner understand, what the learner can do next. So do not abandon the learner. Let the learner do the job. Let the learner understand, what needs to be done next. And then, assign somebody, give the job to, or let one person figure out, how the learner can do the job well. Or a person, who the learner can go to if the learner has any problems.

So, there should be some mentor assigned. Gradually, decrease supervision checking work, from time to time. At that point, slowly give up your control, over the process. And, check the work of the learner, from time to time. Check the work slowly. And, keep an eye on, what is going on. But, do not try and interfere, too much. Check faulty work patterns, before they become a habit. So, identify faulty work patterns. Identify, where the learner is making mistakes. Control them and inform the learner, about these faulty work patterns, before the learner gets into the habit of doing them. Show, why the method you suggest is superior. And then, complement the good work of the learner.

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Apprenticeship training (Dessler & Varkkey, 2011)

- Process by which people become skilled workers, usually through a combination of formal learning and long-term on-the-job training.
- Apprenticeship in India: Apprentices Act 1961: http://mhrd.gov.in/sites/upload_files/mhrd/files/ApprenticeAct1961.pdf

Objectives:

- Promotion of new skills
- Improvement/ refinement of old skills through theoretical and practical training in a number of trades and occupations.

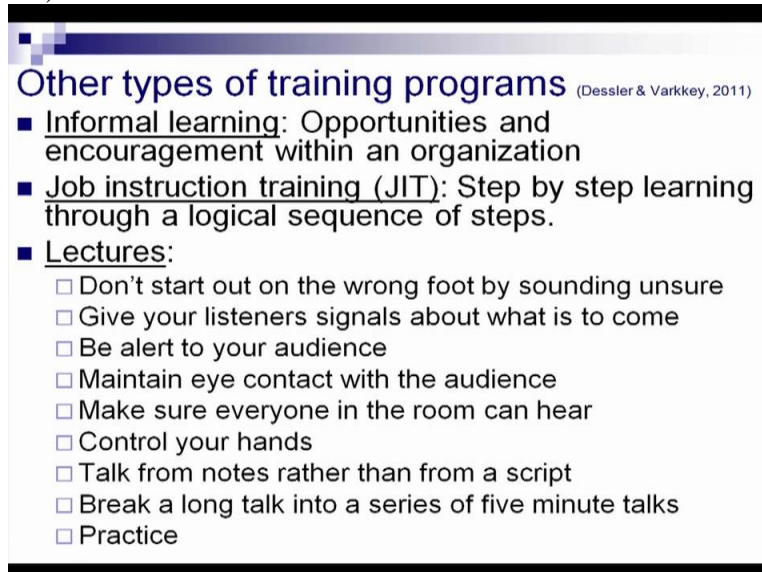
Apprenticeship training, is the process by which people become skilled workers, usually through a combination of, formal learning procedures. So formal learning, and long-term on-the-job training. Apprenticeship means, that you let people do, what the new thing, that you are teaching them, to do. And you are constantly monitoring the work, that they are doing. It is more, it is of a longer duration.

So, it is, on-the-job training. But, it is more spread out. Apprenticeship in India. Apprenticeship is a formal term. And, apprentices act 1961, gives an idea of, how the apprentices should be treated what they should learn and, what the mentor should be doing. So, one can go through this act. The link is given. The objectives of apprenticeship are, first is promotion of new skills. So, the person who is learning a new skill needs to know how to use this new skill, in the actual work environment.

And, this opportunity, gives the person to try, the new skill in a monitored, supervised, new environment. It also gives the trainee an avenue to improve and refine old skills, through theoretical and practical training, in a number of trades and occupations. So, they take their old skills and they help

them apply these old skills to new situations, and under of course the guidance of a mentor.

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Other types of training programs (Dessler & Varkkey, 2011)

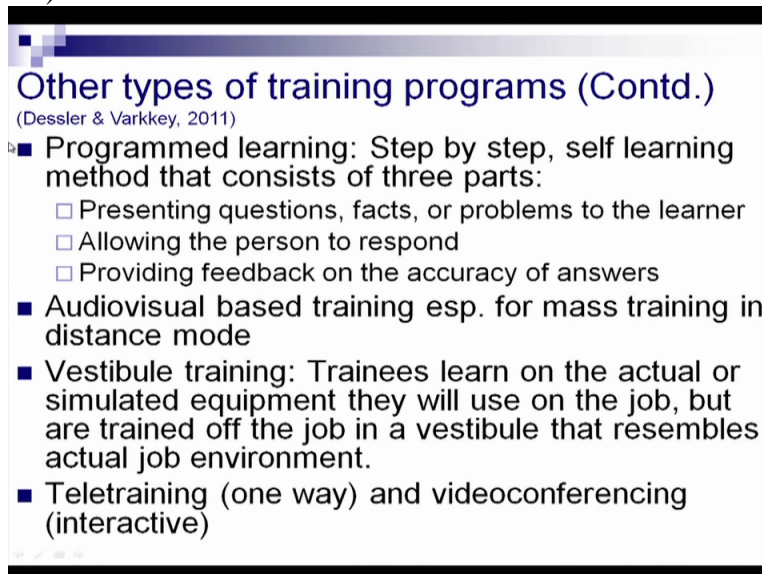
- **Informal learning:** Opportunities and encouragement within an organization
- **Job instruction training (JIT):** Step by step learning through a logical sequence of steps.
- **Lectures:**
 - Don't start out on the wrong foot by sounding unsure
 - Give your listeners signals about what is to come
 - Be alert to your audience
 - Maintain eye contact with the audience
 - Make sure everyone in the room can hear
 - Control your hands
 - Talk from notes rather than from a script
 - Break a long talk into a series of five minute talks
 - Practice

Other types of training programs are, first is, informal learning. The opportunities and encouragement, within an organization, constitute informal learning. We see people. We observe people. We see our seniors, and we observe them. And, that results in us, learning new skills. Job instruction training, is a step-by-step learning process, through a logical sequence of steps. So for example when we are talking about, job instruction training, on-the-job training is different from, job instruction training.

Job instruction training is an awareness of, or training people about the steps involved, in doing a job, without actually having them or giving them a chance to do these jobs on their own. Lectures is another way of, on-the-job of training program. When, we talk about lectures some tips here, for using lectures, as on-the-job training, or lectures as a tool of training, or one is do not start out on the wrong foot by sounding unsure. So, give your listeners signals about, what is to come. So be alert to your audience. Maintain eye contact with the audience. Then, make sure that, everybody in the room can hear, what you are saying.

One should control, one's hands. Talk from notes, rather than from a script. So, let the audience take down notes, and you also read from your, I mean, know your material well. And, do not read things from them from your notes or, from your slides. Then, you should, at this point, you should be able to make eye contact with the audience, and talk in a manner, that they feel that, you are actually speaking with them, instead of reading things out. Break a long talk in to series of five minute talks, and practice.

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Other types of training programs (Contd.)
(Dessler & Varkkey, 2011)

- **Programmed learning: Step by step, self learning method that consists of three parts:**
 - Presenting questions, facts, or problems to the learner
 - Allowing the person to respond
 - Providing feedback on the accuracy of answers
- **Audiovisual based training esp. for mass training in distance mode**
- **Vestibule training: Trainees learn on the actual or simulated equipment they will use on the job, but are trained off the job in a vestibule that resembles actual job environment.**
- **Teletraining (one way) and videoconferencing (interactive)**

Some other types of training programs are, programmed learning, which is step-by-step, self-learning method, that consists of the various parts. The first one is, presenting questions, facts, or problems, to the learner. So, programmed learning means that you are giving the learner a chance to think critically, about the issue at hand. So, you present questions facts or problems to the learner, when you allow the person to respond. So ask them questions, and give them a chance to respond. And then, give feedback to the learner. And, this way we can teach people new skills.

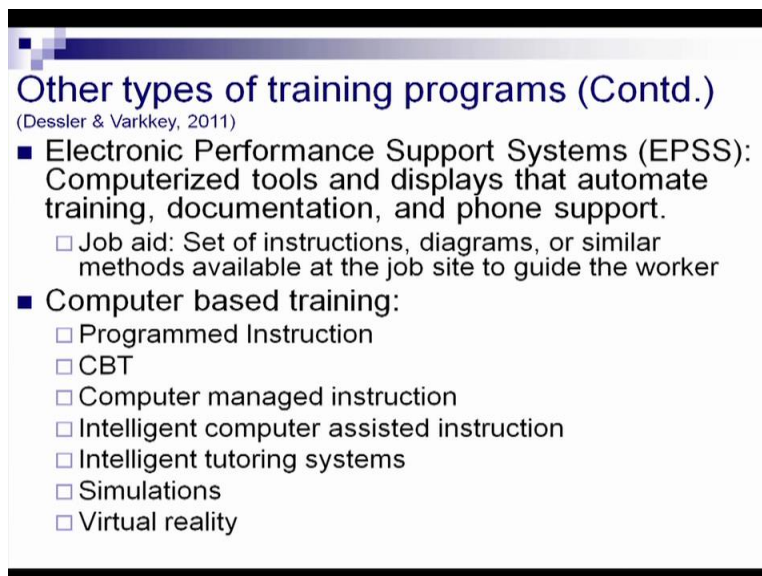
The other type of learning is, audiovisual based training. Especially, for mass training in distance mode. So you can have videos, you can have slides, you can have computer programs, you can have examples. But anything that involves, the use of more than one sense, in terms of, the person being able to see, what is going on the computer screen, and also being able to hear, and maybe even be able to engage, in some sort of activity. Then, we have vestibule training. Trainees, learn on the actual or simulated equipment, they will use on-the-job.

So, it is like, I told you yesterday, that in order to when people are being taught, how to fly planes. They are put in a vestibule. Sometimes one part of it is learning, how to manoeuvre the plane, by using something, similar to a computer video game. And, the other part is that, they are put in a physical chamber, that moves, like a real aeroplane would move. That moves like a real space shuttle, would move. Especially for astronauts, vestibule training is an important component of their training.

So they need to learn, how to deal with less gravity. They need to learn, how to deal with, no gravity situations. So, they are actually put in a room, or in an enclosed space, that behaves physically, or that gives them the physical experience, of being in a similar enclosed space. But, in a place, where nobody will be able to help them. So, that helps them, get familiar. So, that is vestibule training. Teletraining, which is one way and, video conferencing, which is interactive, is another way of training employees.

So, telly training is that whatever we are going to have, through this program. Where, I am speaking, and you are listening. Video conferencing would happen, from time to time, where, I will be online, to answer your queries.

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Other types of training programs (Contd.)
(Dessler & Varkkey, 2011)

- **Electronic Performance Support Systems (EPSS):**
Computerized tools and displays that automate training, documentation, and phone support.
 - Job aid: Set of instructions, diagrams, or similar methods available at the job site to guide the worker
- **Computer based training:**
 - Programmed Instruction
 - CBT
 - Computer managed instruction
 - Intelligent computer assisted instruction
 - Intelligent tutoring systems
 - Simulations
 - Virtual reality

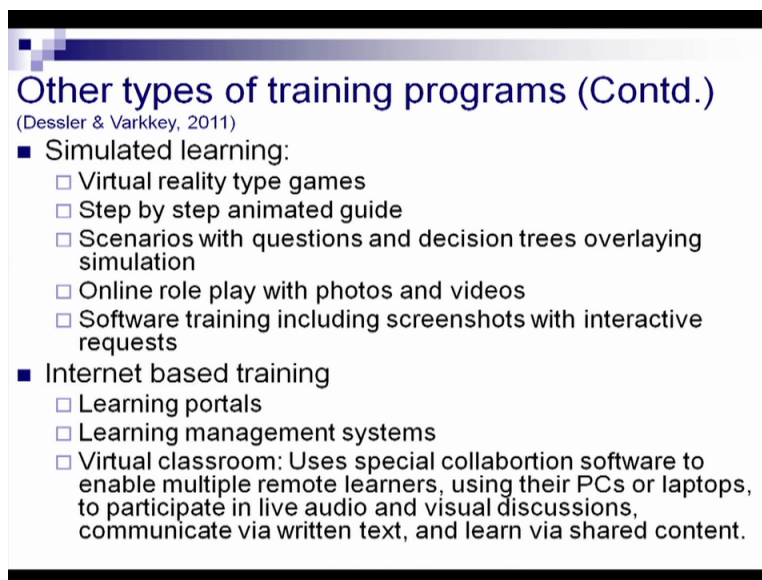
So, other types of training programs would be, the electronic performance support system, which is computerized tools, and displays, that automate, training documentation, and phone support. So, that is another type of training program. This is a complex, a sort of mix of computer, and this hard documents, and reading material. And, there is somebody on the phone, to answer your questions. Part of or one method, of a the EPSS, is the job aid, which is set of instructions diagrams, or similar methods, available at the job site, to guide the workers.

So, that is the another type of, electronic performance support system. Where you have, all of this material, sent to you ahead of time. And, you can go through it, whenever you need to. The other type of training program is, computer-based training. Which is programmed instruction. Computer managed instruction. The computer tells you that you are not doing things, right. So, that it is built, in to the

program, in the computer. And, the program itself, guides you.

Intelligent computer assisted instruction, is another method of computer-based training. intelligent tutoring system is, another method of computer-based training, where the system itself, tutors you, and helps you get through, your program. Simulations, like I told you, similar environment is generated. And, virtual reality is again, you are given a similar environment online. And, you experiment with various scenarios. And, that is virtual reality training.

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Other types of training programs (Contd.)
(Dessler & Varkkey, 2011)

- Simulated learning:
 - Virtual reality type games
 - Step by step animated guide
 - Scenarios with questions and decision trees overlaying simulation
 - Online role play with photos and videos
 - Software training including screenshots with interactive requests
- Internet based training
 - Learning portals
 - Learning management systems
 - Virtual classroom: Uses special collaboration software to enable multiple remote learners, using their PCs or laptops, to participate in live audio and visual discussions, communicate via written text, and learn via shared content.

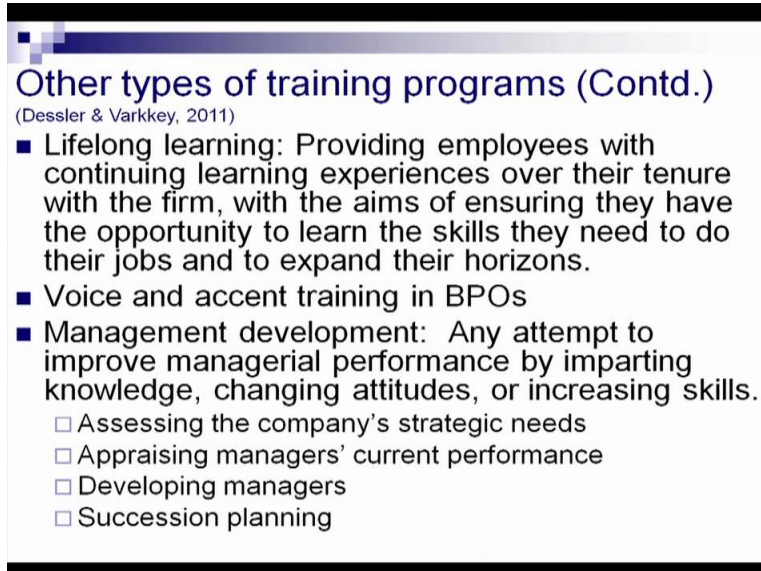
Simulated learning is again could be of various types. You could have, virtual reality type games. You could have, step-by-step, animated guide. You could have, a scenarios with questions and decision trees, overlaying simulation. So, there is simulation. And, there is various scenarios, related to that simulation. Online role-play, with photos and videos, could be there. So you are given, you put in different roles, within the organization. And, you could have photographs. And, you could have videos, that help you figure out what you need to do next.

Software training, including screenshots, with interactive requests, could be there. Then, internet based training, could be there. In which, you could have learning portals. You could have learning management systems. You could also have a virtual classroom, which uses special collaboration software, to enable multiple remote learners, using their PC's or laptops, to participate in, live audio and visual discussions. And, you can communicate via written test, and learn via shared content.

So, various types of training methods. Even on the internet, you have various portals ,you have various

websites, you have systems. For example, in India, we have, or we use to have, use something called as, into know in the west. You have something called as blackboard. That is another learning management system, where part of the information is given to you, by the teacher concerned, through the material, that is uploaded. Then there could be a video component. You could upload your responses. You could ask questions, either via blogs, or, whatever, etcetera. So various ways in which, we can train our employees.

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Other types of training programs (Contd.)
(Dessler & Varkkey, 2011)

- **Lifelong learning:** Providing employees with continuing learning experiences over their tenure with the firm, with the aims of ensuring they have the opportunity to learn the skills they need to do their jobs and to expand their horizons.
- **Voice and accent training in BPOs**
- **Management development:** Any attempt to improve managerial performance by imparting knowledge, changing attitudes, or increasing skills.
 - Assessing the company's strategic needs
 - Appraising managers' current performance
 - Developing managers
 - Succession planning

Lifelong learning is another system, that a lot of organizations have just started, sometime back. And, they are focusing on this, a lot. They are emphasizing, the need for lifelong learning, quite a bit. Through lifelong learning opportunities, they provide their employees, with continued learning experiences, over the tenure, with the firm. With the aim of ensuring, they have the opportunity, to learn the skills, they need, to do their jobs, and expand their horizons.

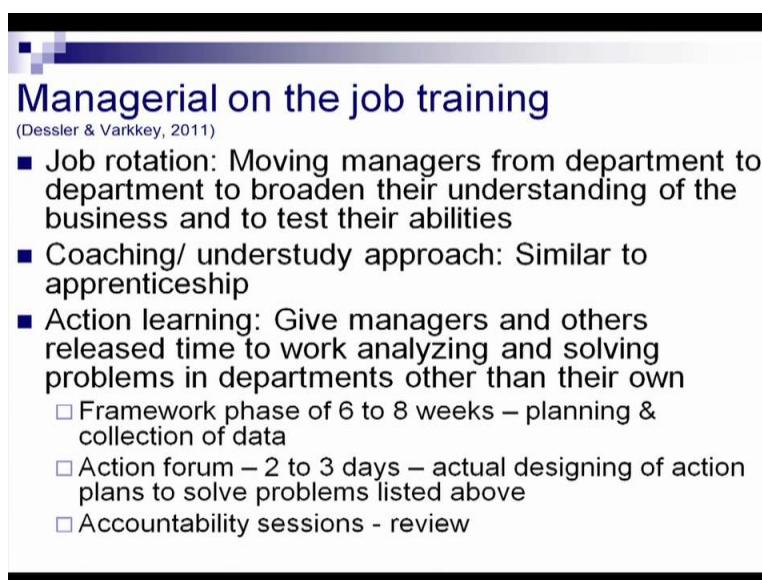
So, if an organization is committed, to lifelong learning, then they ensure that, some training program, some refresher course, is always going on. And, people are always trying to learn new things, or, they are given the opportunity to learn new things. And, it is available. People are encouraged, to go and participate, in these programs, after a certain duration of time. Maybe once a year or maybe twice a year. So, that the people keep themselves motivated, through the efforts of the organization. Then, we have voice and accent training, in business process outsourcing companies. That is another type of training program.

The big benefit of voice and accent training is that, one is able to learn how to speak in a manner that

one can be understood, by a larger population of people. I went through a similar, very short not really a course, but, a discussion with one of my professors, who taught me, how to slow down, while talking. And, that has helped me considerably with my teaching. Now, one will say, why should we change our voice or accent. It helps, when you are dealing with people. It helps to be, able to speak in a manner, that one can be understood by, as many people as possible.

So, you are taught things like, completing the words, that you begin speaking. In, voice and accent training, or, speaking with an accent or in a manner that one can be understood, by most people. So, if you start a word and you end the word properly and you talk slowly enough, as far as the English language is concerned. We actually can see if we have never heard a word before, we feel like spelling it out in our minds. And, that point one realizes, how important it is to pronounce words properly. So, that can be taken over or that is done through the organizations.

Then, we have management development programs, which are the attempts, to improve managerial performance, by imparting knowledge, changing attitudes, and increasing skills. And, in this, what do we do. We assess the company's strategic needs. We appraise the manager's current performance. And, we develop managers. And, we planned for the successive roles, or the people, who will come and take on the roles, that are being played, by the current managerial staff.



Managerial on the job training
(Dessler & Varkkey, 2011)

- **Job rotation:** Moving managers from department to department to broaden their understanding of the business and to test their abilities
- **Coaching/ understudy approach:** Similar to apprenticeship
- **Action learning:** Give managers and others released time to work analyzing and solving problems in departments other than their own
 - Framework phase of 6 to 8 weeks – planning & collection of data
 - Action forum – 2 to 3 days – actual designing of action plans to solve problems listed above
 - Accountability sessions - review

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Another managerial on-the-job training is, by job rotation. Like, I told you earlier, job rotation is moving people from, department to department, to broaden their understanding of the business, and to

test their abilities. We are all trained in various functions. Now, what happens in job rotation is that, after a certain period of time, some employees are taken to a new part, or a different department, within the same organization. And, are given a chance to perform, within that department, in that organization. And, at this point, their skills it is accepted that, they may not be able to perform, as well as, the current employees are performing.

Because they may not have, similar kind of training or orientation. But, at that point, it is seen, or they are given a chance to prove themselves, through the use of sheer common-sense and application of whatever, they already know. And, that helps people learn quite a bit. So, that is job rotation. Coaching and understudy approach, is similar to apprenticeship, where one is connected with, or put in touch with, a senior mentor. And, one is given the opportunity, to speak to this mentor, as and when, one needs to speak to this mentor. So, that is another way.

Then, we have action learning. Action learning gives, managers and others, released time to work, analyzing and solving their problems, and departments other than their own. So, action learning is similar to job rotation. But, slightly different in the sense that, job rotation means, you are moved from one point to another. In action learning, you are given a chance to understand, another working, the working of another department, and then give suggestions.

And, there are three phases to this. We have the framework phase of 6 to 8 weeks, in which the work is planned, and data is collected. Then, we have the action forum of 2 to 3 days, where the actual designing, or action plans, to solve the problems, listed above are undertaken. And then, we have the accountability sessions, in which a review is conducted of all the work, that had been done.

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Off the job management training & development techniques

(Dessler & Varkkey, 2011)

- Case study method: Presents a trainee with a written description of an organizational problem. Trainee analyzes the case, diagnoses the problem, & presents findings & solutions in a discussion with other trainees.
- Management games: Simulated marketplace situation.
- Outside seminars
- University related programs: In house training programs by Institutes of Higher Education
- Role playing: Creation of realistic situations and have trainees assume the parts of specific persons in that situation
- Behavior modelling:
 - Modelling: Trainer models
 - Role playing: Trainees try
 - Social reinforcement: Reinforcement & feedback to trainees
 - Transfer of training: Trainees apply training to real life
- Corporate Universities: In house development centres
- Executive coaches: Outside consultant
- Professional associations: All India Management Association, Institution of Engineers

Off the Job Management Training and Development Programs or Techniques. So, various ways in which, we can learn more about, new jobs by being away, from these jobs are, first is case study method. Which presents a trainee, with the written description of an organizational problem. And, the trainees analyze the situation, and analyze the case, diagnose the problem, and present the findings and solutions, in discussion with other trainees. So, case studies are written. Then, these case studies are shared with the trainees. And, the trainees present their solutions, and their understanding of these cases.

The other is management games, which are nothing but, simulated marketplace situations, that are available online. Then, trainees may be sent, outside the organization, for seminars and lectures. Or, we could also have, university-related programs, in-house training programs, by institutes of higher education. This is something that, we here at IIT do, from time to time. We have continuing education programs. We also go to different organizations, and deliver specialized programs, for their specific needs, to cater to their specific needs.

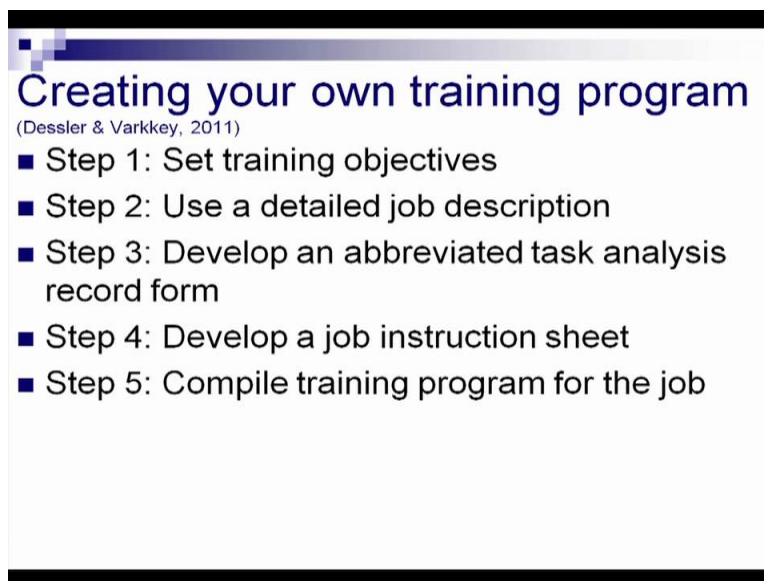
We also have a role playing. Role-playing is the creation of realistic situations, where trainees assume the parts of specific persons in that situation, and then solve problems, from the perspective of different players, in specific situations. We have behavior modelling. So, modelling means, trying to see things from different perspectives. Trainer models. We have role-playing the trainee's when we talk about, modelling the trainer, shows the trainees, what needs to be done.

Role-playing is, the trainees are given a chance to actually do, what they have been asked to do. Social

reinforcement is a reinforcement and feedback to the trainees. So, the trainees have already played the role, or they have copied their practice. And then, they get feedback, not only from the trainer, but also from their peers. Transfer of training is, where trainees apply the training, to real life. So, that is, they are given a chance to apply, whatever they have learned, to real life. And then, their understanding of whatever they have learnt, is tested.

Corporate universities. We have in-house development centers. For example, Tata has, Tata management training center. So, TMTTC. So they have their own training centers, for their own employees. We have executive coaches, which are outside consultants. We have professional associations, that help people with, on-the-job management training and development, like the All India Management Association, Institution of Engineer's, etcetera.

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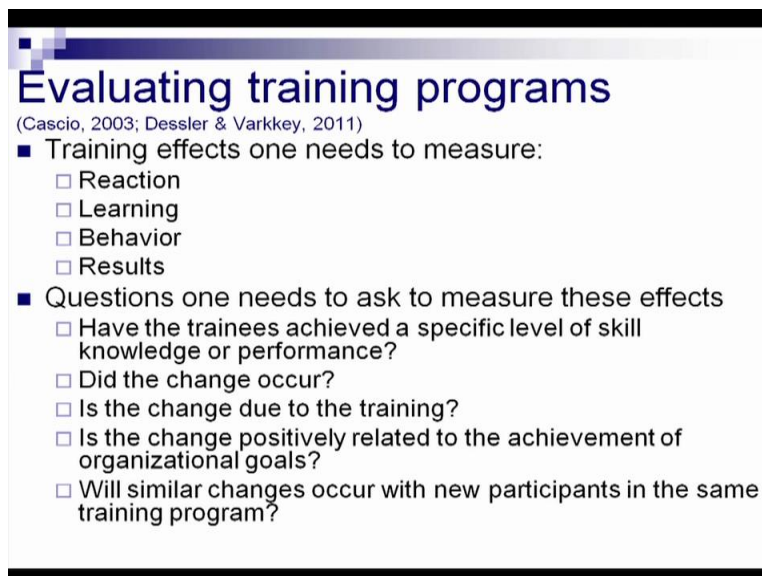
Creating your own training program
(Dessler & Varkkey, 2011)

- Step 1: Set training objectives
- Step 2: Use a detailed job description
- Step 3: Develop an abbreviated task analysis record form
- Step 4: Develop a job instruction sheet
- Step 5: Compile training program for the job

How do you create your own training program? You come up, the first step here is, to set training objectives. The second step is to, use detailed job descriptions. Like, I told you, a needs analysis is important. Coming up with objectives is important. Using, then you take detailed job description, and try and cater to the needs, of these job descriptions. Then, you develop an abbreviated task analysis record form, where you list, whatever needs to be done, in order to make the organization more, or in order to, make the trainees more effective, or to help them, improve their performance.

Develop a job instruction sheet. And, then compile, the training program for the jobs. So, these are some of the steps, that one needs to take care of. And, as you can see, it is very important to know

exactly, what needs to be done. So, needs analysis is very important as, is the planning and scheduling of, and detailing the plan of action, for the actual training program.



Evaluating training programs
(Cascio, 2003; Dessler & Varkkey, 2011)

- Training effects one needs to measure:
 - Reaction
 - Learning
 - Behavior
 - Results
- Questions one needs to ask to measure these effects
 - Have the trainees achieved a specific level of skill knowledge or performance?
 - Did the change occur?
 - Is the change due to the training?
 - Is the change positively related to the achievement of organizational goals?
 - Will similar changes occur with new participants in the same training program?

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How do you evaluate, training programs? You made a training program. You delivered it. Now, how do you evaluate, training programs. You must realize, we need to list the training effects, that we can measure. The first is reaction. What is the reaction of the employees, to the training, that has been given

to them? The other is learning. How much have they learned? So, how will you assess this. Then, change in behavior. And, the ultimate results, in terms of the revenue, that is generated after the, whatever the trainees have learnt, has been used in the organization.

Some questions, that one needs to ask, to measure these effects are, have the trainees achieve the specific level of skill, knowledge, or performance. Did the change really occur? If yes, if it occurred, what did you see. How do you know that change occurred? Is the change, due to the training, or is it, due to something else? Is the change, positively related to the achievement, of organizational goals? If yes, how do you know? Are they really contributing? Is the output commensurate with or in line with the training, that had been provided?

Will similar changes occur, with the new participants, in the same training program? If you get new people, are they going to show you the same results? Yes or no. And then, one can decide, whether the training has been effective or not. So, we will end today's lecture here. Thank you very much for listening to me. And, we will take on a different topic in the next class. Thank you.