

# **Recruitment, Training and Development**

## **Block**

# **3**

## **TRAINING**

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## Block 3

### Training

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The third block to the course on Recruitment, Training and Development gives an overview of the function of training and the training process. The block contains five units. The first unit gives an overview of employee training. The second unit deals with training needs assessment. The third unit touches on learning and program design. The fourth unit talks about implementation of training. The fifth unit explains Bloom's Taxonomy as a trainer's aid.

**Unit 8, *Introduction to Employee Training***, discusses the concept of employee training and the importance of training. The unit also deals with the need for training and the differences between education and training. It then discusses the objectives of training, principles of training, and areas of training. The unit also discusses the advantages of training.

**Unit 9, *Training Needs Assessment***, discusses how training needs are assessed, the participants in need assessment, and the assessment methods. It also discusses the process of needs assessment. It then examines the importance of competency models in training.

**Unit 10, *Learning and Program Design***, discusses the concept of learning, theories of learning, and the learning process. It also goes into what is involved in designing an effective training program. It discusses how transfer of training ensures that employees apply on the job what they have learned in training.

**Unit 11, *Training Methods***, discusses the training procedure. It also discusses traditional methods of training and online learning. It then takes a look at training content for different employee categories.

**Unit 12, *Trainer's Aid: Bloom's Taxonomy***, deals with the principles of adult learning and explains Bloom's Taxonomy as a trainer's aid. David Kolb's Experiential Learning Theory Model and Donald Kirkpatrick's four level evaluation models are also explained in this unit.

## Unit 8

### Introduction to Employee Training

#### Structure

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- 8.1 Introduction
- 8.2 Objectives
- 8.3 Concept of Employee Training
- 8.4 Importance of Training
- 8.5 Need for Training
- 8.6 Training and Education
- 8.7 Objectives of Training
- 8.8 Principles of Training
- 8.9 Areas of Training
- 8.10 Advantages of Training
- 8.11 Summary
- 8.12 Glossary
- 8.13 Self-Assessment Test
- 8.14 Suggested Readings/Reference Material
- 8.15 Answers to Check Your Progress Questions

*“An organization’s ability to learn and translate that learning into action rapidly is the ultimate competitive advantage.”*

- Jack Welch

#### 8.1 Introduction

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As has been propounded by Jack Welch, learning helps the organization in achieving sustainable competitive advantage and training is the method used for increasing the skills and abilities and make use of it under a variety of contexts. The previous unit dealt with induction programs and the importance of onboarding in the organizations.

Training is a continuous process of enhancing the skills, capabilities and knowledge of employees for doing a particular job. This unit focuses on objectives, principles and areas of employee training.

#### 8.2 Objectives

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By studying this unit, you should be able to:

- Understand the principles and importance of training to develop employees
- Analyze the need for training for organizational productivity and employee development
- Distinguish between training and education to impart necessary skills to employees for carrying out their work effectively

### Block 3: Training

- List out the objectives and advantages of training for realizing organizational goals

### 8.3 Concept of Employee Training

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Let us look at some of the definitions that have been propounded for training:

- Dale S Beach defined training as, “the organized procedure by which people learn knowledge and/or skill for a definite purpose.”
- According to Michael Armstrong, training is “the systematic development of the knowledge, skills, and attitudes required by an individual to perform adequately a given task or job.”

To sum up, training alters, molds and improves the knowledge, skill, behavior, attitude, and aptitude of employees to suit the requirements of the job and the organization.

#### Example

In order to provide training to its employees for upskilling and reskilling, Microsoft and Olive Group, an Irish Edtech company, jointly launched a virtual learning environment (VLE) app in Microsoft Team. The Olive app is an intuitive software platform that delivers a wide range of interactive digital content, enabling a more user-centric learning experience for the global Microsoft Teams daily active users.

*For more details, check out <https://olivegroup.io/> (accessed on 5/4/2022)*

### 8.4 Importance of Training

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The importance of human resource management depends largely on the development of human resources.

Employee training is important to make the employee suitable for the job role. The progress, efficiency, productivity, and development of an organization depend to a great degree on training.

The objectives of an organization such as growth, stability, and viability can also be attained through training. Employee upskilling and reskilling keeps the employees relevant and helps them to take up new challenges.

#### Example

Realizing the importance of training, despite the restrictions posed by the onset of Covid-19, The Foundation Training Course at Infosys went virtual, thanks to the technologies like Lex and Konnect that were used along with a mix of interactive techniques to build seamless connectivity and engagement.

*For more details, check out <https://www.infosys.com/newsroom/infytv/new-work-order/virtual-training.html> (accessed on 9/02/2022)*

Exhibit 8.1 illustrates the training initiatives at Amazon Inc.

### **Exhibit 8.1: Upskilling for Amazon Employees**

In September 2021, Amazon committed \$1.2 billion to provide 300,000 employees with access to education and skills training programs—including college tuition for front-line employees—through 2025 as part of Amazon’s Upskilling 2025 pledge.

The training programs of Amazon are enumerated below:

#### **AWS Grow Our Own Talent**

It offers on-the-job training and job placement opportunities to Amazon employees and entry-level candidates with non-traditional backgrounds.

#### **Surge2IT**

It is designed to help entry-level IT employees across Amazon’s operations network pursue careers in higher-paying technical roles through self-paced learning resources.

#### **User Experience Design and Research (UXDR) Apprenticeship**

This program combines instructor-led training and real-world experience in a one-year program that offers employees the opportunity to learn and develop skills in research and design on teams across Amazon, including Prime Video, Alexa, AWS, and Amazon Fashion.

#### **Career Choice**

It is Amazon’s pre-paid tuition program for operations employees looking to further their education.

#### **Amazon Technical Academy**

Amazon Technical Academy is a training and job-placement program that equips non-technical Amazon employees with the essential skills to transition into, and thrive in, software engineering careers.

#### **Amazon Technical Apprenticeship**

This is a program certified by the U.S. Department of Labor that offers paid and intensive classroom training along with apprenticeships with Amazon.

#### **AWS Training and Certification**

This program is administered to close the gap in cloud skills gap within the industry.

#### **Mechatronics and Robotics Apprenticeship**

This program gives employees the opportunity to learn skills and technical knowledge needed to fulfill a technical maintenance role.

Source: <https://www.aboutamazon.com/workplace/upskilling-commitments> (accessed on 9/2/2022)

**Check Your Progress - 1**

1. Employee up skilling and reskilling keeps the employees relevant and helps them to take up new challenges.
    - a. (True/False)
- 

**8.5 Need for Training**

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It is mandatory for all organizations to provide employee training. The training needs have to be assessed for designing effective training programs. The same are enumerated below:

- 1) Matching employee specifications with organizational needs and job requirements:

Whenever there are any sort of performance gaps, the reason for the deviation between the desired and actual performance has to be identified and suitable training needs to be administered to fill that gap.

- 2) Organizational viability and the transformation process:

The political, economic, social, technological, environmental and legal forces in the external environment call for organizational change. Appropriate training programs have to be designed and administered to cope up with these changes.

- 3) Technological advances:

In order to survive in the competitive environment, organizations adopt the latest technology, i.e. automation, mechanization, and computerization. Thus, organizations need to train their employees to adopt to technological changes.

- 4) Organizational complexity:

The advent of automation, diversified businesses, multiple products spread across the globe have increased the complexities of the business and calls for training the employees in the areas of integration, adoptability and coordination.

- 5) Human relations:

Training would improve the motivation and morale of the employees and would contribute to harmonious industrial relations in the organization.

- 6) Change in the job assignment:

Any shift in the job role, either horizontal or vertical, calls for appropriate training programs.

Thus training is essential for increasing organization productivity and effectiveness, preventing employee obsolescence and reducing resistance to changes.

Exhibit 8.2 talks about the Learning and Development Initiatives at Capgemini.

### Exhibit 8.2: Learning and Development Initiatives at Capgemini

Learning and Development undertakes an extensive range of structured learning programs, right from College Hires program to Upskilling program for laterals and Emerging Technologies to Managerial Development.

The various training programs initiated by Capgemini are:

**College Hires:** It is a 12-week program customized for the entry-level graduates on rigorous sets of technical modules.

**Jump Start:** This is the initiative to introduce the employees to the digital learning journey through their ten Corporate Open Online Courses (COOCs) across areas such as Big Data, Cloud, Security, Digital and more.

**Performance Consulting:** It trains them to measure performance improvements in individuals and in account metrics basis, a time bound intervention process in the engagement.

**Role Based Training:** This program familiarizes the employees to the basics of their individual role, its best practices, challenges and solutions.

**Upskilling Program:** For making the employees' future ready amidst technological innovation and rapidly changing business needs.

Source: <https://www.capgemini.com/in-en/careers/learning-development/> (accessed on 10/2/2022)

### Activity 8.1

XYZ Cosmetics Ltd. (XYZ), an India-based cosmetic company, is expanding its operations by starting a new subsidiary in China. The company is also planning to diversify its business into manufacturing leather goods. The existing employees have expertise only in making cosmetic products and no experience in manufacturing leather goods. The setting up of the new subsidiary is expected to cost the company a huge amount of money. Thus the company cannot afford to employ people who have experience in manufacturing leather goods. In this situation, how can the company help the employees develop new skills?

**Answer:**

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## 8.6 Training and Education

Training is concerned with increasing the operative and technical skills of the individuals to help them in carrying out their jobs in a better way. Let us now understand how it differs from education:

### Block 3: Training

- The scope of education is broader and is holistic as it includes technical skills as well as behavioral skills, social skills and general knowledge as well.
- Education aligns the individual with the components of the internal and external environment.
- Unlike training, education does not essentially deal with some specific purpose rather it serves a long run objective.

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#### Example

Kroger, an American retail company that operates supermarkets and multi-department stores throughout the United States along with its subsidiaries, offers up to \$3,500 annually per employee toward continuing education, including advanced degrees.

*For more details, check out <https://www.thekrogerco.com/about-kroger/> (accessed on 6/4/2022)*

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### Check Your Progress - 2

2. Which of the following refers to the organized procedure by which people learn knowledge and/or skill for a definite purpose?
    - a. Management development
    - b. Employee development
    - c. Executive development
    - d. Training
    - e. Organizational development
  3. The need for training arises due to which of the following reasons?
    - a. Matching employee specifications with organizational needs and job requirements
    - b. Change in the Geographical location
    - c. Growing competition
    - d. Industrial relations
    - e. Scarcity of resources
- 

### 8.7 Objectives of Training

The human resource manager formulates training objectives in line with the goals and objectives of the company. The same has been enlisted below:

- To prepare existing and new employees to meet the current and the changing job and organizational requirements.
- To impart basic knowledge and skills to new employees for successful performance on the job.

- To prevent obsolescence.
- To prepare employees to perform higher level tasks.
- To help employees function effectively in their current positions by exposing them to the latest techniques, information, and concepts and developing the skills required in various fields.
- To build a lineup of competent managers and prepare them for occupying responsible positions.
- To develop the potential of employees for carrying out jobs at the next level.
- To ensure the smooth functioning of a department.
- To ensure quality economic output.
- To promote a sense of responsibility, boost individual and collective morale, cooperative attitudes, and sound relations among employees for bringing in change or for change management.

### Example

To ensure continuous learning, Infosys has developed customizable learning tools such as Manager Quotient (MaQ), and initiatives such as MPACT, MSPEED and Pravesh, that focus on continuous learning, reskilling and refactoring of talent.

*For more details, check out <https://www.infosys.com/> (accessed on 6/4/2022)*

## 8.8 Principles of Training

Successful training programs are always built on certain principles for improving their effectiveness. The essentials of training program are enumerated below:

- **Training need assessment:** The training needs of the employees have to be assessed to identify the potential performance gaps and the training program should be designed so as to address the challenges or vulnerabilities faced.
- **Motivation:** The training program should be designed in a way that it boosts employee engagement and motivation. This would contribute to the organizational commitment and employee retention.
- **Load on working memory:** The training program should be so designed that there is no information overload or room for misinterpretation. Further the training program should be designed in a way that it reduces the cognitive load on the learner.
- **Goal-Setting:** The training program should focus on the defined goals for training and should drive the workflow of the overall program by creating benchmarks for success.
- **Creative Content:** The training program should be designed in a way that it attracts and retains the interests of the trainees. The methods and approaches used should be creative, innovative and modern.

### Block 3: Training

- **Reinforcement:** The trainee's effectiveness in learning a new skill or acquiring knowledge should be reinforced by means of rewards/punishments.
- **Individual differences:** The training program should be designed in a way that it meets the requirements of the trainees in terms of aptitude and ability.

#### Example

*Gamified learning* is a valued and creative practice at TCS Talent Development to enhance their learning quotient with fervent participation from their associates in the quarterly Global Hackathons. Associates from all the countries with TCS presence log in to a cloud-based hack platform anytime in the duration of the day or 2-day event to participate in solving the business challenges thrown at them using a particular tech stack.

For more details, check out <https://www.tcs.com/> (accessed on 9/2/2022)

#### Activity 8.2

Excel Candy Makers, a confectionery, offers training to its employees on a regular basis. The company rewards employees when they perform well and also punishes them if they are not effective in acquiring new skills through training. Identify the principle of training. Also discuss other principles of training.

**Answer:**

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### 8.9 Areas of Training

Depending on the type of business one runs and also the nature and quality of its employees, different areas of training need to be chosen. Some of the areas where training has to be imparted are enumerated below:

- **Company policies and procedures:** Organizations offer training to acquaint the new employee with the rules, practices, procedures, organization structure, culture and product/services of the company.
- **Training in specific skills:** Organizations provide training in this area to enable the employees to be more effective on the job. The trainer trains employees in skills necessary to perform the actual job.
- **Human relations training:** Training in human relations skills helps in better interpersonal relationships in the organization which would, in turn, improve communication and coordination and reduce dysfunctional conflicts.
- **Quality training:** Quality training familiarizes the employees with the means of preventing, detecting and eliminating non-adherence to quality

- commitment.
- **Soft skills training:** Soft skills training helps in better communication and negotiation and thereby improves customer service.
  - **Safety training:** Safety training aims at providing workers with the knowledge and skills to perform their duties safely and effectively in line with the regulations of the government.

**Example**

In its quest for greater productivity with utmost focus on safety in coal mines, the Singareni Collieries Company Limited conducted a training program in November 2020 for the safety committee members of two of their plants at Rudrampur near Kothagudem on the whole gamut of mines safety aspects including the regulations, risk assessment and management methods.

*For more details, check out <https://www.thehindu.com/news/national/telangana/sccl-sets-focus-on-safety-precautions> (accessed on 9/2/2022)*

**Activity 8.3**

Gallery Infrastructure Ltd., a leading construction company in India, employed around 500 employees. Due to the large employee strength, the company trained some supervisors to handle grievances and maintain sound labour-management relations. Identify the area of training. Also discuss other areas of training.

**Answer:**

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**8.10 Advantages of Training**

Training helps in acquisition of new skills and knowledge, thereby enhancing the productivity of the organizations. It is essential for all organizations to impart training to its new entrants as well as to the experienced employees to ensure upskilling and reskilling.

Advantages of training can be enumerated as:

- *Increased productivity:* An increase in skills results in an increase in the quantity and quality of output. Since modern jobs are becoming increasingly technical, systematic training is required to accomplish the tasks.
- *Heightened morale:* Training programs help in elevating the motivation and morale of the employees.
- *Reduced supervision:* Trained employees can work with less supervision

### Block 3: Training

- and greater independence. Training reduces damages and defects as well.
- *Reduced accidents:* Training provides the necessary orientation towards safety at the workplace and hence arrests accidents at the workplace.
  - *Increased organizational stability:* One of the determinants of organizational sustainability is training initiatives taken up by the organization to ensure that they have required manpower to suit the changing requirements of the industry.

Exhibits 8.3 illustrates training initiatives at Tata Consultancy Services.

#### **Exhibit 8.3: Training Programs at Tata Consultancy Services**

Tata Consultancy Services, over the years, has successfully leveraged various global knowledge resources and has ensured that its workforce gets the best training and development opportunities.

Following are some of the training programs initiated at TCS:

**TCS Initial Learning Program (ILP):** The ILP aims to transform fresh engineering graduates from diverse disciplines into software professionals and to initiate them into the TCS way of life.

**TCS Ignite:** This intense learning program imparts technical skills by using technology-enabled learning tools.

**TCS Aspire:** It is an E-learning module for fresh recruits to enhance their programming, problem-solving and soft skills.

Source: <https://teqipgoodgovernance.in/TCS> (accessed on 9/2/2022)

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### **Check Your Progress - 3**

4. Which of the following includes not just acquiring technical skills and knowledge but also behavioral skills and knowledge, social knowledge, general knowledge?
  - a. Education
  - b. Recruitment
  - c. Training
  - d. Job analysis
  - e. Job description
5. Which of the following is not an objective of training?
  - a. To prevent obsolescence
  - b. To appraise employees
  - c. To build a line-up of competent managers and prepare them for occupying responsible positions
  - d. To ensure quality economic output
  - e. To upgrade the skills

6. Which of the following is not a principle of training?
    - a. Motivation
    - b. Setting organizational culture
    - c. Reinforcement
    - d. Practice
    - e. Progress information
  7. Which of the following comes within the purview of training?
    - a. Social responsibility
    - b. Organizational complexity
    - c. Managerial and supervisory training, apprentice training
    - d. Industrial conflicts
    - e. Organizational structure
  8. In which area of training, does the company acquaint the new employee with the rules, practices, procedures, management, company's tradition, organization structure, environment, and product/services offered by the company?
    - a. Human relations training
    - b. Apprentice training
    - c. Problem-solving training
    - d. Company policies and procedures
    - e. Rules and regulations of the company
  9. Which of the following comes within the area of training wherein an organization trains employees in interpersonal competence, self-learning, perception, leadership styles, group dynamics, motivation, grievance redressed, and disciplinary procedure?
    - a. Skills training
    - b. Managerial and supervisory training
    - c. Human relations training
    - d. Problem-solving training
    - e. Company policies and procedures
  10. Which of the following is not an advantage of training?
    - a. Increased productivity
    - b. Increased supervision
    - c. Heightened morale
    - d. Reduced accidents
    - e. Increased organizational stability
-

## Block 3: Training

### 8.11 Summary

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- Training is the systematic development of the knowledge, skills, and attitudes required by an individual to perform adequately a given task or job.
- Training is one of the most important functions of human resource development. No organization gets a candidate who exactly matches the job requirements. Therefore, training is vital to develop the employee and make him/her suitable for the job.
- The need for training arises due to reasons such as matching employee specifications with organizational needs and job requirements, organizational viability and the transformation process, technological advances, organizational complexity, human relations, and change in the job assignment.
- Training has to do with increasing the operative skills as well as technical skills and knowledge of employees in carrying out their jobs. Education includes not just acquiring technical skills and knowledge but also behavioral skills and knowledge, social knowledge, general knowledge, etc.
- The human resource manager formulates training objectives in line with the goals and objectives of the company.
- The principles of training include, motivation, progress information, reinforcement, practice, full vs part, and individual differences.
- The areas of training include, company policies and procedures, training in specific skills, human relations training, problem-solving training, managerial and supervisory training, and apprentice training.
- The advantages of training include, increased productivity, heightened morale, reduced supervision, reduced accidents, and increased organizational stability.

### 8.12 Glossary

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**Apprentice training:** The Apprentice Act, 1961, requires specified industries to offer training in basic skills and knowledge in specified trades to educated apprentices with a view to enhance their employment opportunities.

**Education:** Education includes not just acquiring technical skills and knowledge but also behavioral skills and knowledge, social knowledge, general knowledge, etc. In a nutshell, it aims at individual development and enhancing knowledge.

**Heightened morale:** Personnel and human relations programs contribute towards strengthening morale.

**Human relations training:** Organizations train employees under HR training in the areas of interpersonal competence, self-learning, perception, leadership

styles, group dynamics, motivation, grievance redressal, disciplinary procedure, etc.

**Increased organizational stability:** The organization can sustain itself despite losing its key personnel by maintaining a reservoir of employees developed through training.

**Individual differences:** As every individual differs from the other in terms of aptitude and intelligence. So, the trainer has to adjust the training program to suit the aptitude.

**Organizational Complexity:** The advent of automation and mechanization, diversified businesses, manufacturing of by-products and multiple products, and expansion of operations in different regions or countries has made the organization of most of the companies very complex.

**Progress information:** The trainer should offer the trainee the right information in the required amount.

**Reinforcement:** The trainee's effectiveness in learning a new skill or acquiring knowledge should be reinforced by means of rewards / punishments

**Training:** The organized procedure by which people learn knowledge and/or skill for a definite purpose is referred to as training.

### 8.13 Self-Assessment Test

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1. Define training and explain why it is important in organizations.
2. Explain why training is needed in organizations.
3. Compare and contrast training and education.
4. The human resource manager formulates training objectives in line with the goals and objectives of the company. State the objectives of training.
5. The training principles are followed as guidelines by organizations. Explain them in brief.
6. Organizations train employees in many areas. Explain in brief the areas of training.
7. State and explain the advantages of training.

### 8.14 Suggested Readings/ Reference Material

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1. K. Aswathappa, Sadhna Dash, Human Resource Management: Text and Cases, Ninth Edition, McGraw Hill, 2021
2. Carrie A. Picardi, Recruitment and Selection: Strategies for Workforce Planning and Assessment, Adopted Edition 1, SAGE Publications, 2020
3. Ira S Wolfe, Recruiting in the age of Googlization, Second edition, Authors Place Press, 2020

### **Block 3: Training**

4. Gary Dessler, Human Resource Management, Sixteenth edition, Pearson, 2020
5. Gerardus B, Recruitment Agency: A Complete Guide, Second Edition, 5 Starcooks, 2020

#### **8.15 Answers to Check Your Progress Questions**

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**1. True**

Employee upskilling and reskilling keeps the employees relevant and prepares them to take up new challenges.

**2. (d) Training**

The organized procedure by which people gain knowledge and/or skill for a definite purpose is referred to as training.

**3. (a) Matching employee specifications with organizational needs, and job requirements**

The need for training arises for matching employee specifications with organizational needs, and job requirements,

**4. (a) Education**

Education includes not just acquiring technical skills and knowledge but also behavioral skills and knowledge, social knowledge, general knowledge.

**5. (b) To appraise employees**

To appraise employees is not an objective of training.

**6. (b) Setting organizational culture**

Setting organizational culture is not a principle of training.

**7. (c) Managerial and supervisory training, and apprentice training**

The areas of training include managerial and supervisory training, and apprentice training.

**8. (d) Company policies and procedures**

Training in company policies and procedures acquaint the new employee with the rules, practices, procedures, management, company's tradition, organization structure, environment, and product/services offered by the company.

**9. (c) Human relations training**

In human relations training, the organization trains the employees in interpersonal competence, self-learning, perception, leadership styles, group dynamics, motivation, grievance redressal, and disciplinary procedure.

**10. (b) Increased supervision**

Increased supervision is not an advantage of training; training helps reduce supervision.

## Unit 9

# Training Needs Assessment

### Structure

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- 9.1 Introduction
- 9.2 Objectives
- 9.3 Assessment of Training Needs
- 9.4 Participants in Needs Assessment
- 9.5 Assessment Methods
- 9.6 The Process of Needs Assessment
- 9.7 Competency Models
- 9.8 Assessment and Need Analysis
- 9.9 Summary
- 9.10 Glossary
- 9.11 Self-Assessment Test
- 9.12 Suggested Readings/Reference Material
- 9.13 Answers to Check Your Progress Questions

*“In learning you will teach, and in teaching you will learn.”*

- Phil Collins

### 9.1 Introduction

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As has been propounded by Phil Collins, to teach, one must first have an understanding about the needs of the learners. This underlines the importance of training needs assessment in the organization.

In the previous unit, we discussed the concept of employee training and its importance. This unit discusses assessment of training needs along with the importance of competency models in training.

### 9.2 Objectives

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After studying this unit, you should be able to:

- Analyze the assessment of training needs to determine the nature, type and extent of training required to employees

### **Block 3: Training**

- Assess the role of participants in needs assessment for aligning organizational goals with business strategy
- Know how training needs are assessed using the methods of assessment to motivate employees for higher performance
- Interpret the linkage between assessment and need analysis for identifying the current and desired needs of training
- Examine the importance of competency models in training in imparting necessary skills and competencies for higher performance

### **9.3 Assessment of Training Needs**

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Training needs assessment is a process that identifies the present level of knowledge, skill, and competency and compares it with the required or established levels within an organization.

It involves three elements:

- **Organizational analysis:** Organizational analysis involves determining training appropriateness, given the business strategy of the company, resources available for training, and support by peers and managers in training activities
- **Person analysis:** Person analysis involves determining whether the performance gap is due to lack of knowledge, skill, or ability or from a work-design or motivational problem and then identifying the trainees and their readiness to undergo training.
- **Task analysis:** Task analysis identifies important tasks, knowledge, skills and behaviors.

Based on the above analysis, it is understood that training is essential in an organization:

- To help the employees to adopt to the introduction of new technology
- To help the employees adjust to the changes made during job redesign and business process reengineering
- To fill the performance gaps
- To comply with the legal requirements of providing with health and safety requirements

Needs assessment offers important inputs that form the basis for the remaining steps in the training design. It also helps determine whether a company will outsource its training function or develop it through internal sources.

**Example**

Accenture recently invested in and formed a strategic alliance with SkyHive, a Vancouver, British Columbia-based start-up that uses artificial intelligence technology and its proprietary quantum labor analysis methodology to facilitate labor market transformation, reskilling and learning. Together, SkyHive and Accenture help organizations in need assessment and re-align their workforce and position individuals to take on new roles through strategic reskilling.

*For more details, check out <https://www.skyhive.ai/> (accessed on 15/2/2022)*

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**Check Your Progress - 1**

1. Which of the following refers to the process used to determine whether training is necessary in the organization?
    - a. Needs assessment
    - b. Task analysis
    - c. Training content
    - d. Training context
    - e. Career analysis
  2. Which of the following elements along with organizational analysis and person analysis is involved in need assessment?
    - a. Culture analysis
    - b. Career analysis
    - c. Task analysis
    - d. Performance analysis
    - e. Training analysis
  3. Which of the following involves determining training appropriateness, resources available for training, and support by peers and managers in training activities?
    - a. Performance analysis
    - b. Task analysis
    - c. Organizational analysis
    - d. Person analysis
    - e. Culture analysis
-

### Block 3: Training

#### 9.4 Participants in Needs Assessment

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The basic goal of needs assessment is to determine whether training is needed, who should be trained, and tasks for which training is necessary. Thus it is important to include trainers, managers, and employees in the process of needs assessment.

Levels of management and need assessment are:

- The upper level managers view the needs assessment process from the broader organizational perspective and do not focus on specific jobs or functional areas rather they view it on the basis of the overall strategic organizational objectives
- Middle level managers determine how training will help in the attainment of the goals of the units supervised by them.
- The operational level managers look into the needs assessment to gain access to information they need in administering, developing, and supporting training programs for determining whether there should be in-house training or external trainers should be deployed.

The identification of which employees require training, tasks for which training is essential, and the skills and knowledge needed to complete those tasks is performed by Subject-Matter Experts (SMEs). SMEs are employees, managers, technical experts, academicians, trainers, and even suppliers or customers who are aware about:

- (i) Training issues including tasks to be performed
- (ii) Skills, knowledge and abilities needed to carry out the task successfully
- (iii) The equipment necessary
- (iv) The conditions under which the task needs to be carried out.

SMEs should also have relevant knowledge about the company's businesses and also an understanding of the company language, products, and tools.

#### **Example**

Fulcrum's Snapshot offers a simplified alternative to the conventional training needs assessment. This new product allows L&D departments to take a "snapshot" of their workforce's knowledge – pinpointing the depth and degree of what each employee knows down to a single competency or skill.

*For more details, check out <https://www.fulcrumlabs.ai/blog/training-needs-assessments/> (accessed on 18/2/2022)*

## 9.5 Assessment Methods

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Organizations from time to time conduct training needs assessment for determining whether training is required and if so what type of training and in which area. Training needs can be assessed using the following methods:

- **Identifying specific problems:** Problems related to productivity, poor material control, poor quality, excessive labor-management issues, high employee turnover, accidents, excessive grievances, delayed production suggest that training is essential.
- **Anticipating future problems:** Problems related to business expansion, introduction of new products, services, new designs, new technology, new plant, and organizational changes concerned with manpower inventory for present and future needs suggest that training is required.
- **Management's request:** Managers and supervisors make requests to set training programs.
- **Interviewing and observing personnel on the job:** Interviewing personnel and observing and undertaking direct questioning of employees by their supervisors may also reveal training needs.
- **Performance appraisal:** An analysis of the past performance records of the trainee and a comparison of the trainee's actual performance with the target performance may provide hints to specific interpersonal skills that may need training.
- **Questionnaire surveys:** Questionnaires are used to elicit opinions from employees on communication, job characteristics, satisfaction, pay, promotion, working conditions reveal information about where employee skills and knowledge are deficient.
- **Checklists:** Checklists are used as a supplement to interviews and observations. Checklists offer more reliable information and the data obtained can be quantified. This facilitates evaluation of the effectiveness of the training program.
- **Test or examinations:** Tests of interpersonal skills through handling of incidents may also reveal training needs.
- **Morale and attitude surveys:** Organizations conduct personnel audits occasionally to forecast skill requirements, future promotions, initiate informal discussions, and examine records and statistics related to personnel, wastages, production and cost. The surveys usually reveal the potential problems that can be tackled during the training program.

In addition, job specifications and employee specifications, organizational

### Block 3: Training

requirements/weaknesses, and departmental requirements/weaknesses also reveal training needs.

#### Example

AWS Learning Need Analysis is a self-assessment tool that helps the organizations to identify their cloud skills gaps. The participating employees can expediently complete an adaptive survey from any device. An AWS expert will review the survey results and suggest the areas that need training and would help the organization by providing them with a custom-made, cost-effective training and certification plan that would address the specific needs and improvement areas identified.

*For more details, check out <https://aws.amazon.com/training/enterprise/learning-needs-analysis/> (accessed on 15/2/2022)*

#### Activity 9.1

XYZ Rubber Ltd. (XYZ), a rubber manufacturing company, had received complaints from its clients that the quality of the rubber supplied by it was poor. Some of the clients had also threatened to cancel their orders if they were offered such poor quality of rubber. The management of XYZ called for a meeting and concluded that the workers had not received training for a very long period. This, it felt, was a major reason for the poor quality of its product. To avoid such situations in future, the management instructed the Personnel Manager at the plant to understand what kind of training the workers would require. If you were the Personnel Manager, how would you go about this assignment?

#### Answer:

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**Check Your Progress-2**

4. Subject matter experts are knowledgeable in which of the following areas?
    - a. Conducting surveys
    - b. Framing survey questionnaires
    - c. Anticipating future problems
    - d. Conditions under which the task needs to be carried out
    - e. Career management of employees
  5. Training needs can be assessed using which of these methods?
    - a. Selection
    - b. Management's request, interviewing and observing personnel on the job
    - c. Conducting market research
    - d. Compensation
    - e. Recruitment
- 

**9.6 The Process of Needs Assessment**

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An organization should carry out three types of analyses before taking the decision to design and implement training initiatives. Let us understand the elements of need assessment in detail.

**9.6.1 Organizational Analysis**

Organizational analysis being the first element of need assessment involves the following identification of the following determinants:

- Support of peers and managers
- There needs to be a conducive culture where there is willingness and support from the peers and managers to provide information about the type of skills, knowledge and behavior learnt during on-the job training and the scope of making use of the learnt behavior at workplace.
- Strategic direction of the company
- The strategic role of training has an influence on the frequency and type of training and how training is organized in the company.
- Training resources
- It is important to find out whether a company has the time, budget, and expertise to carry out training. It has to plan whether the training would be provided by the in-house team or an external agency would be hired for the same.

### Block 3: Training

#### 9.6.2 Person Analysis

Person analysis identifies employees who need training. The need may arise either due to poor performance or due to changes in the processes, structure or technology.

Person analysis describes a process that analyzes the factors that influence performance and learning. The process also determines an employee's readiness for training and ability to apply the new knowledge to the job and work environment. This process evaluates:

- Personal characteristics: These which refer to the skill, knowledge, attitudes, and abilities of employees.
- Input: These are the instructions given to the employees on what, how, and when to perform. Input may also include resources given to employees such as time, equipment, or budget.
- Output: This refers to the performance standards of the job.
- Consequences: This refers to the incentives that employees receive for their performance.
- Feedback: It is the information employees receive during their performance.

Interviews or questionnaires can be used to measure personal characteristics, input, output, consequences, and feedback.

#### 9.6.3 Task analysis

Task analysis describes the tasks to be performed by the employee and the skills, knowledge, and abilities needed to complete the tasks and is undertaken only after the organizational analysis which approves the need for investment in training initiatives.

##### Example

Tata Consultancy Services (TCS) leverages Nuvepro, the leader in Hands-On Labs provider to help its employees get practical experience on real-world environments, accurately assess their technical skill and reskill/upskill them for future projects.

*For more details, check out <https://nuvepro.com/> (accessed on 14/2/2022)*

### 9.7 Competency Models

In today's competitive and global business environment, organizations find it difficult to determine whether employees have the competence required to be successful or not. A competency refers to "areas of personal capability that enable employees to successfully perform their jobs by achieving outcomes or

accomplishing tasks.” The competencies required may vary from one business unit to another and even across different roles performed by the employees in the same business unit.

A competency model helps in identifying competencies for each job, in addition to the skills, knowledge, personal characteristics, and behavior underlying each competency.

Thus, organizations are increasingly making use of competency models in order to identify the skills, knowledge, personality, and attitudes required for successful job performance. Competency models also ensure that the training systems contribute to the development of such skills, knowledge, personality, and attitudes.

To identify competencies and develop competency models, organizations should:

- Identify the job or position to be analyzed.
- Identify changes in business strategy.
- Identify effective and ineffective performers.
- Identify the competencies responsible for effective and ineffective performance.
- Validate the competency model.

Competency models are useful in training in several ways, as listed here:

- They help in the identification of behaviors needed for effective job performance.
- They provide a tool to determine the skills necessary to meet today’s needs and future skills needed by an organization.
- They determine which skills are required at different career points.
- They offer a framework for coaching and feedback for developing employees for current and future roles.
- They help identify and develop employees who may be suitable to occupy managerial positions.

Exhibit 9.1 illustrates one of the eLearning companies that specializes in competency-based training.

**Exhibit 9.1: Competency-Based Training by Obsidian Learning**

Obsidian Learning is one of the best eLearning companies for competency training. It helps its clients to steer through the competition by identifying the competencies that are required for up-skilling and reskilling the employees in line with the business strategy.

*Contd. ....*

### Block 3: Training

Obsidian Learning facilitates:

- *Faster ROI*: As the impetus is on identifying the most impactful competencies first, they guide clients proficiently from competency mapping through training development to delivery of training.
- *Aim where you are going, Not Where You've Been*: Obsidian's learning strategists guide clients to map competencies for emerging business needs so as to help their clients to be future ready and thus have a competitive advantage.
- *Learner-Centric Approach*: The organization of courses and its learning map is such that the complexities of competency-based learning are reduced and become simple for the end users to navigate.

With the advent of digitalization, Obsidian Learning maps emerging competencies and develops targeted training for the existing employees to preserve their deep knowledge and simultaneously foster new skills and behaviors.

Source: <https://elearningindustry.com/competency-based-training-content-providers-top-list> (accessed on 16/2/2022)

#### Activity 9.2

ABC Advertising Ltd., a leading advertising agency, is known for its innovative advertisements and catchy punch lines in TV, print, and online media. Much of its success is attributed to the training the agency provides to its employees. Since the job requires the employees to be creative, it trains employees to identify whether they have the required skills and behavior to deliver effective performance on the job. The needs assessment by the agency is focusing on which aspect? Also explain how organizations can develop their employees based on this on-going trend.

**Answer:**

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**Check Your Progress-3**

6. Which of the following ensures that the training systems contribute to the development of such skills, knowledge, personality, and attitudes?
    - a. Human resource management
    - b. Needs assessment
    - c. Person analysis
    - d. Competency model
    - e. Task analysis
  7. Which of the following refers to areas of personal capability that enable employees to successfully perform their jobs by achieving outcomes or accomplishing tasks?
    - a. Skill
    - b. Behavior
    - c. Competency
    - d. Knowledge
    - e. Attitude
  8. Which element of needs assessment is carried out first by organizations while determining the need for training?
    - a. Job analysis
    - b. Task analysis
    - c. Organizational analysis
    - d. Person analysis
    - e. Business analysis
  9. Which of the following describes the tasks to be performed by the employee and the skills, knowledge, and abilities needed to complete the tasks?
    - a. Organizational analysis
    - b. Person analysis
    - c. Job analysis
    - d. Task analysis
    - e. Business analysis
-

### **Block 3: Training**

## **9.8 Assessment and Need Analysis**

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Needs assessment is done for identifying gaps between actual and desired performance. There are various methods to identify these gaps. Once needs are identified, analysis of these needs is to be conducted in order of priority and cost effectiveness.

### **9.8.1 Assessment Phase**

The need for training arises from performance gaps that are identified and there needs to be a mechanism to diagnose them so as to decide the type of training program required. In addition, training programs also need to be implemented for improving the motivation and morale of the employees.

### **9.8.2 Organization Support for Need Analysis**

The commitment of the top management for improving the training initiatives in the organization would contribute to the success of the same. There should be a conducive organizational culture that supports training and needs analysis.

### **9.8.3 Training Needs Analysis**

The training needs analysis calls for identification and analysis of the determinants of poor performance. In order to do so, the organization is subjected to in-depth analysis. Some of these are listed down.

- a. Organizational Analysis:** In this analysis, the goals of organization are studied vis-a-vis, the organizational culture and philosophy. This will establish a frame- work on which training needs can be identified.
- b. Operational analysis:** Here focus would be on different jobs in order to determine knowledge, skill and abilities required by a person for discharging the work
- c. Man analysis:** Here, the analysis focuses on the individual who is employed in each job. The abilities, skill, attitude and knowledge of the person is studied and compared with those of the job. This comparison clearly gives rise to the mismatch or gap between the two.

### **9.8.4 Diagnostic Need Analysis**

One of the models for diagnostic need analysis is Donald Ford's Analysis Process Model. Let us understand it in detail.

**Donald Ford's Analysis Process Model:** According to this model, need analysis consists of a simple process involving the following four phases:

**Surveillance:** It is an over review of strategy, structure and culture of an organization to get vital information on the context of the working environment. This is obtained through visual recording at work-place.

**Investigation:** This phase starts with the problem identification of poor performance. In this phase, both primary and secondary data is collected.

**Analysis:** Here Data is analyzed based on the most appropriate research methodology to find out the causes and formalize the recommendations.

**Action:** Implementation of recommendation through time based action plan which must specify authority and responsibility for faithful implementation of such recommendations.

### 9.8.5 Approaches

Let us understand the approaches to organizational training. The same is discussed below.

1. **Negative Approach:** In the negative approach, organizations consider training to be a wasteful exercise involving wastage of time, effort and money. The reasons for this belief are enumerated below:
  - Since organizations need to provide training in some select areas/functions in the organization to comply with the legislations in force, they fail to internalize the importance of the same and rather perceive it to be a coercive move.
  - The management philosophy of some organizations may lack the commitment of providing opportunities of growth and development for the employees as they fail to realize the importance of training in achieving the organizational objectives.
2. **Positive Approach:** This approach is based on an assumption that training is a necessity for an organization. The organization puts the impetus on training to fill the performance gaps and to improve productivity as well as enhance engagement and motivational levels.

### 9.8.6 Superior's feedback

Performance appraisal of employees is conducted by the immediate superior after completion of training program to understand the effectiveness of training program. Similarly the progress is monitored after periodic intervals through observation, time measurement and deliverables.

### 9.8.7 Performance evaluation of training

Performance evaluation of training is intended to serve the following objectives:

1. To check effectiveness of the training to improve performance of employees

### **Block 3: Training**

2. To ascertain how far training is useful to improve career prospects of the individual
3. To identify deficiencies of the training program
4. To improve cost effectiveness of the program

#### **9.8.8 Evaluation methods**

The popular methods identified for training evaluation are:

- a. **Factor comparison method:** According to this method, there is an evaluation of the determinants of effectiveness of the training program. The determinants that are evaluated are:
  - Reaction: The reaction to the program which is obtained by opinion surveys is a subjective evaluation which reveals the attitude of the trainee towards the training program.
  - Learning assessment: This is an attempt to assess whether trainees have learned the skills and knowledge intended to be imparted through the training program.
  - Behavior: Primarily related to interpersonal skills, the trainees' behavior pattern is examined carefully after the training program for the purpose of evaluating change in the behavior of employees towards the job.
  - Result: This involves evaluating quantifiable indices or attributes of performance which can be directly related to the result of training.
- b. **Test-retest method:** In this method, the trainees are given a test before they start the training program to ascertain the level of knowledge before the commencement of the program and then a similar retest is administered upon completion of the training program to measure its effectiveness.
- c. **Pre-post performance tests:** This method which directly deals with job performance is based on evaluation of each trainee's performance "on the job" before and after the training program to measure its effectiveness.
- d. **Experimental–Control Group-Testing method:** This is the most accurate out of all the methods. Let us understand it in detail:
  - Two groups viz. Experimental Group and Control Group are identified.
  - The groups should be identical in skill, knowledge and job performance.
  - Both the groups work on the job.
  - Experimental group is administered training while the control group continues to work on the job without any formal training intervention.

## Unit 9: Training Needs Assessment

- At the end of training for the experimental group, the two groups are evaluated again.
- The evaluation is through three types of tests namely, simple post design test, pre-post design and Solomon Four group design.

### 9.8.9 Supervisor Training

Supervisors should possess the necessary human relation skills for effective communication as well as for management of conflicts. Moreover, they need to possess the desired technical skills. The objectives of supervisor training are two-fold:

- To improve the performance of supervisor on the job
- To prepare the supervisor to take up higher responsibilities

### 9.8.10 Employee Needs and Motivation

Motivation is the willingness to exert high levels of effort towards organizational goals. Motivation can be:

- Intrinsic Motivation: The urge to accomplish the task comes from within without any obvious external reward.
- Extrinsic Motivation: The urge to accomplish the task is created by organizational initiatives and perceived benefits.

It is important to identify the needs of the employees and align the individual needs to the organization goals. When the individual needs are identified and fulfilled, it enhances the motivation and morale of the employees.

#### Example

Infosys launched Infosys Wingspan, a next-gen learning platform to help employees enrich their knowledge of emerging skills, customize their goals, measure progress and interact with peers. As of 2020, the program sees almost 10,000 employees logging on daily.

*For more details, check out <https://www.hrdiver.com/news/how-infosys-trains-employees-to-keep-up-with-the-market/> (accessed on 17/2/2022)*

**Check Your Progress - 3**

10. Which evaluation method assesses reaction, learning assessment, behavior and results of training program for evaluating its effectiveness?
- Factor comparison method
  - Test-retest method
  - Pre-post performance tests
  - Experimental group-testing method
  - Post design test
- 

**9.9 Summary**

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- Needs assessment determines whether training is essential in an organization. It involves organizational analysis, person analysis, and task analysis.
- Traditionally, the needs assessment process included only trainers. But as training helps the organization achieve its strategic goals, both upper and lower level managers are involved in the process of needs assessment.
- Training needs can be assessed using methods such as identifying specific problems, anticipating future problems, management's request, interviewing and observing personnel on the job, performance appraisal, questionnaire surveys, checklists, test or examinations, morale and attitude surveys. In addition, job specifications and employee specifications, organizational requirements / weaknesses and departmental requirements/ weaknesses also reveal training needs.
- Organizational analysis involves identifying whether employees, peers, and managers support training activity, whether training supports the strategic direction of the company, and what training resources are available.
- Person analysis identifies employees who need training. The need for training arises from problems in performance, use of new technology, or changes in the job.
- Task analysis describes the tasks to be performed by the employee and the skills, knowledge, and abilities needed to complete the tasks.
- Organizations are increasingly making use of competency models in order to identify the skills, knowledge, behaviors, and attitudes required for successful job performance. Competency models also ensure that the training systems contribute to the development of such skills, knowledge, behaviors, and attitudes.

- The main goal of training needs assessment is to identify what knowledge, skills and ability employees need in the future and this assessment is closely related to how well employees are motivated.

### 9.10 Glossary

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**Competency:** A competency refers to areas of personal capability that enable employees to successfully perform their jobs by achieving the required outcomes or accomplishing tasks.

**Factor comparison method:** According to this method, evaluation of factors like Reaction, Learning, Behavior and Results are essential to determine effectiveness of training programs.

**Learning assessment** is an attempt to assess whether trainees have learned the skills and knowledge intended to be imparted through the training program. The assessment is made through tests, retests, pre and post-performance evaluation methods.

**Man analysis:** Here, the analysis focuses on the individual who is employed in each job. The abilities, skill, attitude and knowledge of the person is studied and compared with those of the job.

**Motivation:** Motivation is willingness to exert high levels of effort toward organizational goals.

**Needs assessment:** Needs assessment refers to the process used to determine whether training is necessary.

**Operational analysis:** Here focus will be on various jobs in order to determine knowledge, skill and abilities of a person who is most suitable to discharge the work.

**Organizational analysis:** In this analysis, the goals of organization are studied vis-a vis, the organizational culture and philosophy

**Pre-Post Performance Tests:** In this method, each trainee is evaluated on his performance “on the job” before and after the training program.

**Reaction to a program** is a subjective evaluation. But it reveals the attitude of the trainee to the training program. Reaction is obtained by opinion surveys and taking majority views.

**Request for Proposal (RFP):** Request for Proposal is a document that outlines for potential consultants and vendors the type of service the company is looking for, number of employees to be trained, funding of the project, follow-up process for determining level of service and satisfaction, date of project completion, and

### **Block 3: Training**

date when the proposals should be received by the company.

**Test-Test Method:** In this method, the trainees are given a test before they start the training program. The test is given to ascertain the level of knowledge before commencement of the program.

#### **9.11. Self-Assessment Test**

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1. Explain why organizations assess training needs. Also explain the three elements of needs assessment.
2. Describe the role of participants in needs assessment in an organization.
3. Describe the methods used by organizations in the assessment of training needs.
4. Briefly explain the process of needs assessment.
5. Organizations are increasingly making use of competency models to identify the skills, knowledge, behaviors, and attitudes required for successful job performance. In this context, explain what organizations should do to develop competency models. Also explain how competency models are useful in training.

#### **9.12. Suggested Readings / Reference Material**

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1. K. Aswathappa, Sadhna Dash, Human Resource Management: Text and Cases, Ninth Edition, McGraw Hill, 2021
2. Carrie A. Picardi, Recruitment and Selection: Strategies for Workforce Planning and Assessment, Adopted Edition 1, SAGE Publications, 2020
3. Ira S Wolfe, Recruiting in the age of Googlization, Second edition, Authors Place Press, 2020
4. Gary Dessler, Human Resource Management, Sixteenth edition, Pearson, 2020
5. Gerardus B, Recruitment Agency: A Complete Guide, Second Edition, 5 Starcooks, 2020

#### **9.13. Answers to Check Your Progress Questions**

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##### **1. (a) Needs assessment**

Needs assessment determines whether training is essential in an organization.

##### **2. (c) Task analysis**

Needs assessment involves organizational analysis, person analysis, and task analysis.

**3. (c) Organizational analysis**

Organizational analysis involves determining training appropriateness, given the business strategy of the company, resources available for training, and support of peers and managers in training activities.

**4. (d) Conditions under which the task needs to be carried out**

Subject matter experts are knowledgeable in (i) training issues including tasks to be performed, skills, (ii) knowledge, and abilities to carry out the task successfully, (iii) necessary equipment, and (iv) conditions under which the task needs to be carried out.

**5. (b) Management's request, interviewing and observing personnel on the job**

Training needs can be assessed by using methods such as Management's request, interviewing and observing personnel on the job

**6. (d) Competency model**

A competency model ensures that the training systems contribute to the development of skills, knowledge, personality, and attitudes.

**7. (c) Competency**

Competency refers to areas of personal capability that enable employees to successfully perform their jobs by achieving outcomes or accomplishing tasks.

**8. (c) Organizational analysis**

Organizational analysis is carried out first by organizations while determining the need for training.

**9. (d) Task analysis**

Task analysis describes the tasks to be performed by the employee and the skills, knowledge, and abilities needed to complete the tasks.

**10. (a) Factor comparison method**

Factor comparison method assesses reaction, learning assessment, behavior and results of training program for evaluating its effectiveness.

## Unit 10

# Learning and Program Design

### Structure

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- 10.1. Introduction
- 10.2. Objectives
- 10.3. Concept of Learning
- 10.4. Theories of Learning
- 10.5. The Learning Process
- 10.6. Designing an Effective Training Program
- 10.7. Transfer of Training
- 10.8. Summary
- 10.9. Glossary
- 10.10. Self-Assessment Test
- 10.11. Suggested Readings / Reference Material
- 10.12. Answers to Check Your Progress Questions

*“Learn continually. There’s always one more thing to learn.”*

- Steve Jobs

### 10.1 Introduction

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Steve Jobs reiterated the fact that learning is a continuous process and a learning culture in an organization facilitates employee upskilling, knowledge-sharing and improvement.

The previous unit discussed the process of needs assessment and the importance of competency models in training. In this unit, we would discuss the theories of learning and the learning process.

### 10.2 Objectives

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After studying this unit, you should be able to:

- Analyze the process of learning in relation to learning outcomes
- Understand the theories of learning. for transfer of learning
- Discuss how an effective training program is designed for effective implementation
- Analyze how transfer of training ensures that employees apply their learning on the job.

### 10.3 Concept of Learning

Learning is defined as “a relatively permanent change in human capabilities that is not a result of growth processes.” Following are the learning capabilities that are associated with the learning outcomes:

- Verbal information includes names, facts, and knowledge that is required for performing a job.
- Intellectual skills include concepts and rules, which are vital in problem-solving, serving customers, and creating products.
- Motor skills include coordination of physical movements.
- Attitudes are the pre dispositions that influence employee behavior. Work-related attitudes include job involvement, commitment, and job satisfaction. Attitudes comprise the following components:
  - Attitudes have an affective component (feeling)
  - Attitudes have a cognitive component (beliefs)
  - Attitudes have an intentional component (the way person is intended to behave regarding the subject of the attitude)
- Cognitive strategies help in regulating the learning process. They are associated with the learner’s decision regarding what information needs attention, how to remember, and how to solve problems.

#### Example

Accenture invests nearly \$900 million each year in continuous learning and professional development programs, delivering more than 31 million training hours every year. Their programs include specialized certifications, deep technology training, workshops, hackathons, virtual reality and more.

*For more details, check out <https://www.accenture.com/> (accessed on 18/2/2022)*

#### Activity10.1

Galaxy Ltd., a consumer appliances company, trained some of its managers in the process of performance appraisal. After the training was completed, the management planned to test the managers on skills they had learned during training. The managers were tested on the concepts and rules of performance appraisal and how it was to be conducted. Identify the learning outcome on which the managers were tested. Also discuss other learning outcomes.

*Contd. ....*

### Block 3: Training

**Answer:**

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### **Check Your Progress - 1**

1. Which of the following is defined as a relatively permanent change in human capabilities that is not a result of growth processes?
  - a. Training
  - b. Transfer of training
  - c. Cognitive theory
  - d. Learning
  - e. Cognitive strategy
2. Which of the following is the outcome of learning?
  - a. Verbal information
  - b. Cognitive theory
  - c. Logical reasoning
  - d. Aptitudes
  - e. Interpersonal skills
3. Which of the following includes concepts and rules, which are vital in problem-solving, serving customers, and creating products.
  - a. Verbal information
  - b. Cognitive strategies
  - c. Attitudes
  - d. Intellectual skills
  - e. Motor skills

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### **10.4 Theories of Learning**

Learning theories<sup>1</sup> are an organized set of principles explaining how individuals acquire, retain, and recall knowledge. Let us discuss the various theories of learning:

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<sup>1</sup>[thepeakperformancecenter.com/educational-learning/learning/theories/](https://thepeakperformancecenter.com/educational-learning/learning/theories/)(accessed on 17/2/2022)

### **10.4.1 Reinforcement Theory**

The reinforcement theory states that people are motivated to perform or circumvent certain behaviors due to past outcomes resulting from those behaviors. The reinforcement theory includes several processes which can be outlined as:

- A pleasant outcome that results from certain behavior is called positive reinforcement.
- The removal of the pleasant outcome is referred to as negative reinforcement.
- Extinction is the elimination of behavior that is caused by positive or negative reinforcement.
- The presentation of an unpleasant outcome that leads to a decrease in that behavior is punishment.

From the perspective of training, the reinforcement theory suggests that:

- For learners to change behavior, modify skills, or acquire knowledge, the trainer has to identify the outcomes termed as positive or negative by the learner.
- The trainers link these outcomes to learner's changing behaviors or acquiring knowledge or skills.
- The learners benefit from participating in training programs including meeting new employees who act as resources when a problem occurs, learning an innovative or easy way to perform the job, or increasing opportunities for considering new positions in the organization.

### **10.4.2 Social Learning Theory**

The social learning theory states that people learn by observing others whom they believe are knowledgeable and credible. The theory recognizes that behaviors that are reinforced or rewarded tend to repeat themselves.

According to it, learning new behaviors or skills comes from:

- (1) Experiencing the consequences of that skill or behavior
- (2) Observing others and the consequences of their behavior

The theory suggests that learning is also influenced by the self-efficacy of a person. Self-efficacy is a judgment of a person about whether he/she can learn new skills and knowledge successfully. It can be improved by using the following methods:

- *Verbal persuasion:* Refers to persuading a person verbally that he/she can learn.

### **Block 3: Training**

- *Modelling*: Involves making employees who have already mastered the outcomes of learning perform the tasks for trainees.
- *Logical verification*: Involves perceiving an association between the new task and an already mastered task.
- *Past accomplishments*: Allows employees to build a history of accomplishments.

#### **Processes of learning:**

The social learning theory suggests that learning involves four processes. These processes are enumerated below:

- **Attention**: It suggests that people cannot learn only by observation unless they are aware of the vital aspects of a model's performance. Learners should know the skills or behavior they are supposed to observe.
- **Retention**: Remembering the behaviors and skills observed is the role of retention. Behaviors or skills can be coded as verbal statements or visual images.
- **Motivational processes**: The social learning theory emphasizes that reinforced behaviors (motivational process) will be repeated in future.
- **Motor reproduction**: It involves trying the behaviors observed in order to see if it results in the same reinforcement received by the model.

### **10.4.3 Goal Theories**

#### **Goal Setting Theory**

According to goal setting theory, behavior results from the conscious intentions and goals of a person by directing attention, sustaining effort, and motivating the person to develop strategies for the attainment of goals.

The goal setting theory suggests that learning can be facilitated by providing challenging goals and objectives to the trainees.

#### **Goal Orientation**

In a learning situation, the goals held by a trainee are referred to as goal orientation. Goal orientation includes:

- 1) **Learning Orientation**: Learning orientation refers to making an effort to increase competence or ability required for a task.

Essentials of learning orientation:

- People with a learning orientation believe that success in training refers to progressing and showing improvement.
- They prefer trainers who focus on how the trainees are learning rather than focusing on how they are performing, and view mistakes as being part of the learning process.

- Learners with a high learning orientation pay a lot of attention to the task and focus on learning.

2) Performance orientation: It refers to focusing on how learners perform the tasks and how they compare with others.

Essentials of performance orientation:

- They define success as valuing ability more than learning, performing better than others, and finding out their errors and making efforts to avoid them.
- Learners with a high performance orientation will pay more attention to performing the task with less effort given to learning.

#### **10.4.4 Need Theories**

Need theories suggest that in order to motivate learning, the trainers should identify the training needs and communicate how the content of the training program will fulfill those needs. Let us look into some of the need theories.

- 1) Maslow's and Alderfer's need theories focus on psychological needs, growth needs (self-esteem, self-actualization), and relatedness needs (needs to communicate with other people).
  - Both the theories suggest that people satisfy the lowest level need and then move up the hierarchy to satisfy a higher level need.
  - The major difference between Maslow's and Alderfer's theories is that Alderfer's theory states that if higher level needs are not satisfied, people will refocus on the lower level needs.
- 2) McClelland's need theory focuses on the need for achievement, affiliation, and power which according to him are the needs that can be learned.

#### **10.4.5 Expectancy Theory**

According to the expectancy theory, the behavior of people is based on factors such as:

- Expectancy: Beliefs about the association between trying to perform a behavior and actually performing it are called expectancies
- Instrumentality: A belief that performing a given behavior is linked with a particular outcome is called instrumentality
- Valence: Valence is the value placed by a person on an outcome

From the perspective of training, the expectancy theory suggests that learning is likely to occur when employees believe that the content of the program can be learned and the learner values the learning outcomes which can be salary increase, promotion, recognition, to name a few.

### **Block 3: Training**

#### **10.4.6 Adult Learning Theory**

Educational psychologists developed andragogy, the theory of adult learning to show how adults learn. This model is based on the following assumptions:

- Adults have the need to know why they are learning
- Adults have the need to be self-directed
- Adults bring work-related experiences into the situation of learning
- Adults enter a learning experience with a problem-centered learning approach
- Adults are motivated to learn by intrinsic as well as extrinsic behaviors

It is important to consider the adult learning theory in developing training programs because the audience for such programs are adults. Care should be taken to provide opportunities to the trainees to learn by experience.

#### **10.4.7 Information Processing Theory**

Information processing theories emphasize internal processes that occur when the training content is learned and retained, which requires various transformations in the human brain. Let us understand the process involved in the same:

- Information processing commences when a message or stimulus from the environment is received by the receptors.
- The message is stored in the short-term memory and is registered in the senses.
- The message is then transferred for storage in long-term memory.
- A search process takes place in the memory during which a response to the message is organized.
- The response is related to one of these outcomes – verbal information, cognitive skills, motor skills, intellectual skills, or attitudes. The learner also gets feedback on the response.

#### **Example**

To reskill its employees, Infosys, in 2019, has identified 36 key areas and created learning pathways on Lex, which is a mobile-first learning platform that can be accessed anytime, anywhere, and suggests appropriate learning paths based on employees' skills.

*For more details, check out <https://lex.infosysapps.com/en/public/about> (accessed on 18/2/2022)*

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**Check Your Progress - 2**

4. Which theory states that people are motivated to perform or circumvent certain behaviors due to past outcomes resulting from those behaviors?
    - a. Goal theory
    - b. Social learning theory
    - c. Reinforcement theory
    - d. Expectancy theory
    - e. Needs theory
  5. Which of the following refers to the judgment of a person about whether he/she can learn new skills and knowledge successfully?
    - a. Verbal information
    - b. Verbal persuasion
    - c. Modeling
    - d. Self-efficacy
    - e. Logical verification
  6. Which of the following involves making employees who have already mastered the outcomes of learning perform the tasks for trainees?
    - a. Logical verification
    - b. Modeling
    - c. Self-efficacy
    - d. Verbal persuasion
    - e. Verbal information
  7. Which of the following refers to the goals held by a trainee in a learning situation?
    - a. Goal setting
    - b. Goal orientation
    - c. Goal conflict
    - d. Employee orientation
    - e. Learning orientation
-

### **Block 3: Training**

## **10.5 The Learning Process**

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Understanding the learning process is a key element of learning theories and provides a framework for trainers to plan, create and deliver effective training, and assess each trainee's learning.

### **10.5.1 Mental and Physical Processes**

The mental and physical processes involved in learning include:

- **Expectancy:** This refers to the mental state brought by the learner to the instructional process and includes factors such as readiness for training, understanding the purpose of instruction, benefits resulting from learning, and applying the learned capabilities on the job.
- **Perception:** It refers to the capability for organizing the message from the environment so that it can be processed and implemented.
- **Short-term memory:** This comprises working storage where the rehearsal and repetition of information takes place, allowing material to be coded for storage in memory and semantic coding which relates to coding of incoming messages.
- **Retrieval:** This involves recognizing learned material in long-term memory and using it for influencing the performance.
- **Generalization:** An important part of the learning process is not only reproducing exactly what has been learned but also adapting the learning to similar but not identical situations which is referred to as generalizing.
- **Gratifying:** This refers to the feedback received by the learner as a result of using learning content.

### **10.5.2 The Learning Cycle**

The learning cycle consists of four stages:

- **Concrete experience:** Initially, the trainee comes across a concrete experience which is a work-related problem.
- **Reflective observation:** Concrete experience is followed by thinking and reflective observation about the problem which is referred to as reflective observation.
- **Abstract conceptualization:** Reflective observation further leads to idea generation of how to solve the problem. This is known as abstract conceptualization.
- **Active experimentation:** Finally, there is implementation of the ideas to solve the problem which results in feedback related to their effectiveness. This is referred to as active experimentation.

The learner after viewing these results can start the learning process all over again. Trainees develop concepts, translate them into ideas, implement them, and adapt them.

**Example**

Microsoft provides access to the GitHub Learning Lab, a bot-based learning tool that uses repositories to teach technology, coding, via real-life, demo-based modules. This means that employees can engage in learning paths, they will have the opportunity to practice newly acquired skills by completing realistic projects in a personalized GitHub repository.

*For more details, check out <https://lab.github.com/> (accessed on 17/2/2022)*

## 10.6 Designing an Effective Training Program

Designing a training program requires a careful and systematic step by step process. Before designing a training program, it is essential to find out the organizational needs, employee needs and the cost feasibility of the program. Designing an effective training program involves selecting and preparing a training site and program design.

### 10.6.1 Selecting and Preparing a Training Site

A training site is the room where training is conducted. A good training site should have certain features:

- It should be comfortable and accessible.
- It should be private, quiet, and free from interruptions.
- It should have sufficient space to enable the trainees to move around easily.

A manager, trainer, or a program designer should take care of certain things while evaluating a training site. They are described here:

- *Noise:* There should be checks done for noise from air-conditioning and heating systems, corridors, adjacent rooms, and outside the building.
- *Colors:* Light pastel colors should be used. Dark colors often make the room fatiguing and will also close it psychologically.
- *Room structure:* Usually square-shaped rooms are chosen. Long narrow rooms make it difficult for trainees to see and hear the discussion.
- *Lighting:* Fluorescent lights should be the major source of lighting. Incandescent lights should be spread throughout the room. Dimmers should be used when needed.
- *Wall and floor covering:* The meeting area should be carpeted. Only training related material should be pasted on the walls.

### Block 3: Training

- *Meeting room chairs:* Chairs should have swivels, wheels, and backs for supporting the lower lumbar region.
- *Glare:* The glare from TV monitors, metal surfaces, and mirrors should be eliminated.
- *Ceiling:* Ceilings should be at least ten feet high.
- *Electrical outlets:* Outlets should be available every six feet in the room.
- *Acoustics:* A check should be done for bounce or sound absorption from walls, ceiling, floor, and furniture.

### Seating Arrangement

At the training site, seating arrangements should be made based on an understanding of the desired type of trainee interaction and trainer-trainee interaction. Different types of seating arrangements are described here:

- Fan-type seating allows trainees to see each other from any point in the room. This is effective for training that includes trainees working in a team or groups for analyzing problems and synthesizing information.
- Classroom type seating is used when the trainer is giving a lecture using audio-visual aids. While this arrangement enables the trainee to interact with the trainer, it does not allow trainees to work in a group (especially if the seats cannot be moved to other places in the room).
- A conference type arrangement is used when total group interaction is required with limited presentation.
- A horseshoe arrangement is used if the training requires both the interaction of the group as well as presentations.

#### Activity 10.2

XYZ Media Ltd., a content development company, publishes management magazines and journals. The company offers training regularly to its employees on current trends in management. The company has a conference room where it conducts training for its employees. The training session requires interaction from the trainees in addition to a presentation of PowerPoint slides on the projector. Which type of seating arrangement would be suitable for the company? Also discuss other types of seating arrangements.

**Answer:**

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### 10.6.2 Selecting Trainers

Organizations should select trainers based on their experience in training or their expertise in the topic. The following points need to be kept in mind while selecting trainers:

- Train-the-trainer programs are necessary for managers, experts, and employees who might be knowledgeable content-wise but might need to improve communication and presentation skills, learn to develop lesson plans, and understand key components of the learning process.
- The managers, experts, or employees undergoing this program earn a certificate for verifying that they have the skills needed to become effective trainers.
- New trainers should be observed and receive coaching and feedback from experienced trainers.
- When organizations use in-house training experts, it is crucial to emphasize that the experts deliver training in a concrete manner like using examples, especially when the audience is unfamiliar with the content.
- Using employees and managers as trainers helps in increasing the meaning of the training content since they are aware of the company's business.
- They also reduce the dependency of the company on outside training experts and consultants.

#### Example

As of 2020, Infosys has about 700 courses on Lex-mobile friendly learning platform in addition to over 1,500 courses in instructor-led training mode. Here, the managers can create their own learning path and goals while also sharing with their teams.

*For more details, check out <https://lex.infosysapps.com/en/public/about> (accessed on 18/2/2022)*

### 10.6.3 Making the Training Site and Instruction Conducive to Learning

The trainer can take several steps to make the training site and instruction conducive to learning.

#### Create a learning site

- Before selecting a room for training, the trainers should identify how trainees will learn.
- This means that they should determine whether trainees will decide when, where, and how they will learn (self-direction), and whether they will learn by interacting with others (collaboration).

### **Block 3: Training**

- The trainer should use mental as well as physical rehearsals to build confidence and evaluate the pace and timing of the material.
- The training should be designed from the perspective of the audience.
- In case of incorporation of technology in the training program, backup needs to be ensured to avoid technical glitches.
- The trainer should arrive at the training room at least 15minutes before the training starts to check if the room has been set up correctly, the materials are available, and that the technology is functioning.

### **Classroom Management**

- The room should be monitored for extra chairs and any leftover material from previous training sessions.
- A messy, disorganized training room disrupts the learning environment.
- The trainees should be given breaks in between so that they can leave the room and return with a readiness to learn.

### **Engaging Trainees**

- The trainers can engage the trainees by interacting closely with them and using gestures and movements in order to draw their attention.
- The attention of the trainee can be gained by facilitating the discussion from different places in the room.
- The trainees should be able to develop their own answers, use reference materials, and apply tools and techniques to arrive at solutions that make the training effective.
- The trainers should also create a training environment where the trainees can learn from each other.
- The trainer can listen to trainees, summarize points, and then provide feedback.

### **Managing Group Dynamics**

Trainers manage group dynamics by ensuring the right mix of novices, experienced, and expert trainees to facilitate even distribution of knowledge among the groups. The trainer should see to it that everyone in the group has something to contribute.

#### **10.6.4 Program Design**

Learning takes place when training programs have clear objectives, meaningful content and opportunities for practice and feedback. Program design refers “to the organization and coordination of the training program.”

## Unit 10: Learning and Program Design

In addition to the instructional designer, human resource professionals or managers, and clients of the program should also be involved in program design for reviewing prototypes of the program, providing program content and participating as instructors in the program.

Program design includes considering the program's purpose and designing specific lessons within the program.

Exhibit 10.1 illustrates the program design of "The Global 100 Program" at Wipro for developing the leadership pipeline.

### **Exhibit 10.1: Program Design of "The Global 100 Program" at Wipro**

Wipro aims to compete in the marketplace by developing a leadership pipeline of diverse and globally-minded individuals. The Global 100 program provides business management graduates with a global perspective and dynamic experience to develop them into the next generation of leaders at Wipro. The rotational leadership program focuses on cultivating a diverse and customized experience during its 15-month duration with three rotations across various business units.

Program Design of "The Global 100 Program":

- As Global Business Manager, the trainee would experience three rotational assignments in delivery, sales and digital consulting business which vary between 3-6 months in home country and international locations.
- On-the-job learning is complemented by a two-week learning and development summit covering business fundamentals as well as interpersonal and leadership skills at Wipro headquarters.
- Based on the business interests, career goals and performance, each global business manager is deployed to the leadership role in sales, program management or consulting at the end of the program.

Wipro looks for diverse candidates with leadership skills and openness to new challenges coupled with the ability to navigate ambiguity. The competencies that they look for are agility, adaptability along with innovative collaboration.

Source: <https://www.wipro.com/> (accessed on 18/2/2022)

An effective program design includes the following elements:

- **Course Parameters**

Course parameters include general information about the training program such as course title, audience description, and statement of purpose, course goals, location, prerequisites, time, and name of the trainer based on information obtained from the needs assessment.

### **Block 3: Training**

- Objectives

Summary statements of purpose of the program are program objectives. Lesson or course objectives refer to the course goals. These are more specific than the program objectives in terms of content, standards, conditions, and expected behaviors.

- Lesson plan overview

The lesson plan overview matches primary activities of the training program and specific time intervals. A lesson plan overview enables the trainer to determine the amount of time required to be allocated for each topic covered in the training program, and opportunities for practice and feedback.

- Detailed Lesson Plan

A detailed lesson plan translates the sequence of training activities and content into a guide that can be used by the trainer for delivering training and contains a table of contents for the training activity in line with the program objectives.

## **10.7 Transfer of Training**

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Transfer of training refers to trainees effectively and continually applying what they learned during training (skills, knowledge, behaviors, and cognitive strategies) to their jobs.

### **10.7.1 Applications of Transfer of Training Theory**

The transfer of training theories has implications for training design. Let us discuss the training theories in detail:

#### **1) Theory of identical elements**

The theory of identical elements states that transfer of training takes place when what is being learned in the training session is identical to what the trainee performs on the job.

Near transfer refers to the ability of the trainees to apply learned capabilities to the work situation. Programs emphasizing near transfer should include the following designs:

- The program should teach specific procedures and concepts.
- Trainees should be told the differences between training tasks and work tasks.
- Trainees should focus only on the important differences between training tasks and work tasks.
- Skills or behaviors that trainees learn should contribute to effective performance.

Transfer of training is maximized to the extent that the equipment, materials, tasks, and other characteristics of the learning environment are similar to the ones in the work environment, failing which theory of identical elements does not work.

## **2) Stimulus generalization approach**

According to the stimulus generalization approach, the issue of transfer of training can be understood by designing training programs by identifying the range of work situations in which the general principles can be applied with the emphasis on far transfer.

Far transfer refers to the ability of a trainee to apply learned capabilities to the work environment though the work environment is not the same as the training session. Programs emphasizing far transfers should include the following training designs:

- The program should teach broad principles and general concepts
- Trainees should be made aware of instances from their own experiences that are similar to the ones emphasized in training
- The program should emphasize that the general principles can be applied to contexts than the ones presented in the training setting.

Stimulus generalization approach is seen in the design of behavioral modeling training for identifying key behaviors required in a particular situation based on social learning theory applying the key behavior in varied situations.

## **3) Cognitive theory of transfer**

The cognitive theory of transfer is based on the information processing model of learning. According to this theory, the likelihood of transfer is based on the abilities of trainees to retrieve learned capabilities. The following points would help us to understand the theory better:

- The trainees should be offered meaningful material so that they link what they come across in the work environment to the learned capabilities.
- The trainee should be provided with cognitive strategies to code learned capabilities in memory to make them easily retrievable.
- The cognitive theory encourages trainees to consider potential applications of the training content to their jobs.
- Application assignments are work situations in which trainees are asked to apply the training content and the use of the same enables the trainee to recall what is learnt and link the capability with the real world.

### Block 3: Training

#### Example

Project Readiness Program [PRP] is a 68-day structured induction training program offered to all campus recruits coming from varied backgrounds (Engineers + Non-engineers) to be trained on essential behavioral and technical skills that prepare them to work in live customer projects.

*For more details, check out <https://www.wipro.com/newsroom/> (accessed on 17/2/2022)*

#### 10.7.2 Self-Management Strategies

Self-management refers “to a person’s attempt to control certain aspects of decision making and behavior.” Training programs help in preparing employees to self-manage their newly acquired behaviors and skills on the job. Self-management involves:

- Determining the extent of support and negative consequences in the work
- Setting to use newly acquired abilities
- Setting goals to use learned capabilities
- Applying learned capabilities on the job
- Monitoring the use of learned capabilities on the job
- Engaging in self-reinforcement

Research suggests that trainees exhibit higher levels of transfer of skills and behavior when they are exposed to self-management strategies than those trainees who are not exposed to self-management strategies.

Self-management is crucial because the trainee faces several obstacles in the work environment that hinders transfer of training. The obstacles include:

- (i) Lack of support from peers and managers
- (ii) Work-related factors like time pressure

These obstacles hinder transfer of training since they cause lapses where the trainees do not apply the capability learned in the training program. Trainees can be prepared to deal with these obstacles by being offered instruction in self-management techniques at the end of the training program.

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#### **Check Your Progress - 3**

8. Which of the following refers to focusing on how learners perform the tasks and how they compare to others?
  - a. Goal setting
  - b. Performance orientation

- c. Performance management
  - d. Learning orientation
  - e. Goal orientation
9. Which theory proposes that information or messages taken in by the learner undergo various transformations in the human brain?
- a. Adult Learning Theory
  - b. Reinforcement Theory
  - c. Information Processing Theory
  - d. Needs Theory
  - e. Achievement Orientation Theory
10. Which of the following refers to the organization and coordination of the training program?
- a. Transfer of training
  - b. Program design
  - c. Learning cycle
  - d. Learning theory
  - e. Learning outcome

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### **10.8 Summary**

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- Learning is defined as “a relatively permanent change in human capabilities that is not a result of growth processes.” These capabilities are associated with the learning outcomes such as verbal information, intellectual skills, motor skills, attitudes, and cognitive strategies.
- The learning theories relate to different aspects of the learning process. Some of the theories also relate to the trainee’s motivation to learn. The learning theories include the reinforcement theory, social learning theory, goal theories, need theories, expectancy theory, adult learning theories, and information processing theory.
- The mental and physical processes involved in learning include expectancy perception, working storage, semantic encoding, long-term storage, retrieving, generalizing, and gratification.
- The learning cycle consists of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation.
- Designing an effective training program involves selecting and preparing a training site and program design.

### Block 3: Training

- An effective program design includes course parameters, objectives, an overview of a lesson plan, and a detailed lesson plan.
- The transfer of training theories has implications for training design. These theories include the theory of identical elements, the stimulus generalization approach, and the cognitive theory.
- Training programs help in preparing employees to self-manage their use of new behaviors and skills on the job.

## 10.9 Glossary

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**Andragogy:** Andragogy, also known as the adult learning theory, is the art and science of enabling adults to learn. It comprises learning stages that are focused on adults.

**Cognitive theory of transfer:** According to the cognitive theory of transfer, the likelihood of transfer is based on the abilities of trainees to retrieve learned capabilities.

**Expectancies:** Beliefs about the association between trying to perform a behavior and actually performing it are called expectancies.

**Far transfer:** Far transfer refers to the ability of a trainee to apply learned capabilities to the work environment though the work environment is not the same as the training session.

**Information Processing Theory:** Information theory proposes that information or messages taken in by the learner undergo various transformations in the human brain.

**Instrumentality:** A belief that performing a given behavior is linked with a particular outcome is called instrumentality.

**Learning:** Learning is defined as “a relatively permanent change in human capabilities that is not a result of growth processes.”

**Program design:** Program design refers to the organization and coordination of the training program.

**Self-management:** It refers to a person’s attempt to control certain aspects of decision making and behavior

**The learning cycle:** The learning cycle consists of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation

**Theory of identical elements:** The theory of identical elements states that transfer of training takes place when what is being learned in the training session is identical to what the trainee performs on the job.

**Transfer of training:** Transfer of training refers to trainees effectively and continually applying what they learned in training (skills, knowledge, behaviors, and cognitive strategies) to their jobs.

**Valence:** Valence is the value placed by a person on an outcome.

#### 10.10 Self-Assessment Test

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1. Define learning. Explain the capabilities that are associated with the learning outcomes.
2. Explain in brief the learning theories that relate to different aspects of the learning process.
3. The mental and physical processes involved in learning include, expectancy perception, working storage, semantic encoding, long-term storage, retrieving, generalizing, and gratification. Explain them in brief.
4. Describe the stages in the learning cycle.
5. Briefly explain how trainers select and prepare a training site.
6. An effective program design includes course parameters, objectives, an overview of a lesson plan, and a detailed lesson plan. Explain them in brief.
7. Explain in brief the applications of the transfer of training theory.
8. Training programs help in preparing employees to self-manage their use of new behaviors and skills on the job. In this context, define self-management and explain its importance in transfer of training.

#### 10.11 Suggested Readings / Reference Material

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1. K. Aswathappa, Sadhna Dash, Human Resource Management: Text and Cases, Ninth Edition, McGraw Hill, 2021
2. Carrie A. Picardi, Recruitment and Selection: Strategies for Workforce Planning and Assessment, Adopted Edition 1, SAGE Publications, 2020
3. Ira S Wolfe, Recruiting in the age of Googlization, Second edition, Authors Place Press, 2020
4. Gary Dessler, Human Resource Management, Sixteenth edition, Pearson, 2020
5. Gerardus B, Recruitment Agency: A Complete Guide, Second Edition, 5 Starcooks, 2020

#### 10.12 Answers to Check Your Progress Questions

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##### 1. (d) Learning

Learning is defined as a relatively permanent change in human capabilities that is not a result of growth processes.

### **Block 3: Training**

#### **2. (a) Verbal information**

Learning outcomes include verbal information, intellectual skills, motor skills, attitudes, and cognitive strategies.

#### **3. (d) Intellectual skills**

Intellectual skills include concepts and rules, which are vital in problem-solving, serving customers, and creating products.

#### **4. (c) Reinforcement theory**

The reinforcement theory states that people are motivated to perform or circumvent certain behaviors due to past outcomes resulting from those behaviors.

#### **5. (d) Self-efficacy**

Self-efficacy is a judgment of a person about whether he/she can learn new skills and knowledge successfully.

#### **6. (b) Modelling**

Modelling involves making employees who have already mastered the outcomes of learning perform the tasks for trainees.

#### **7. (c) Goal orientation**

In a learning situation, the goals held by a trainee are referred to as goal orientation.

#### **8. (b) Performance orientation**

Performance orientation refers to focusing on how learners perform the tasks and how they compare with others.

#### **9. (c) Information processing theory**

The information processing theory proposes that information or messages taken in by the learner undergo various transformations in the human brain

#### **10. (b) Program design**

Program design refers to the organization and coordination of the training program.

# Unit 11

## Training Methods

### Structure

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- 11.1 Introduction
- 11.2 Objectives
- 11.3 Training Procedure
- 11.4 Traditional Training Methods
- 11.5 Online Learning
- 11.6 Training Content for Different Employee Categories
- 11.7 Summary
- 11.8 Glossary
- 11.9 Self-Assessment Test
- 11.10 Suggested Readings/Reference Material
- 11.11 Answers to Check Your Progress Questions

*“Where my reason, imagination or interest were not engaged, I would not or I could not learn.”*

- Sir Winston Churchill

### 11.1 Introduction

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As has been rightly said by Sir Winston Churchill, a suitable method should be employed while administering training, failing which learning initiative may not be effective.

In the previous unit, we discussed the concept of learning and learning theories along with the process of learning. This unit focuses on the training methods used in the organization. Further the impact of technology on training would be discussed in this unit.

### 11.2 Objectives

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After studying this unit, you should be able to:

- Explain how the training procedure will help the training effectiveness
- Distinguish between on- the job and off-the job training methods and their application to meet up the needs of the trainees

### **Block 3: Training**

- Evaluate the methods in online learning to know the impact of technology on training methods
- Differentiate the training content for different employee categories in order to deliver training in different areas

### **11.3 Training Procedure**

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Every training program in order to be effective has to follow certain prescribed procedures. These procedures include preparation of the instructor, preparation of the trainee, and other operational procedures. These are discussed here:

*Preparing the Instructor:* The instructor offering training should know the content to be delivered and the way it needs to be administered. The entire content needs to be divided into logical parts and has to be administered at appropriate time.

A committed instructor should:

- Know the subject that he/she is attempting to impart
- Have the right kind of attitude and aptitude to deliver
- Willingly perform the job
- Have sufficient knowledge of training principles and methods
- Equip himself/herself with the latest technologies and concepts

*Preparing the trainee:* The first step in training is to put the trainee at ease. The trainer should be empathetic towards the needs of the trainee and prepare the trainee to ensure engagement with the program.

*Getting ready to teach:* This stage involves activities such as:

- Planning the program
- Preparing the outline for the instructor
- Plan to deliver the nature of content to be delivered
- Making the session move logically
- Discussing each item in depth
- Developing course content from standardized material
- Developing the program and content through a group approach. The group consists of skilled employees, employer, supervisors, trade unions, and others who are familiar with the job requirements
- Discussing the standards related to quality, quantity, ability to work without supervision, safety rules, knowledge or procedure, human relations, etc.
- Remembering the standard before teaching
- Checking on the progress of trainees periodically

*Training Presentation:* The training can be carried out in various ways such as be presented in many ways such as through explanations by making use of pictures, diagrams, charts and other training aids or the trainer may use demonstration method where the instructor explains the sequence of the job by performing it step-by-step and explaining the entire job to the trainee.

*Try out the trainee's performance:* Once the necessary skills are imparted, the trainee is asked to start the job or operative procedure. Some instructors prefer that the trainee should explain every step before doing it, particularly if the operation involves some risks. The trainee after repetitively performing the procedure would acquire the required skill to perform the job independently.

*Follow-up:* This is the final step in most of the training procedures. The follow-up system provides feedback on the effectiveness of the training program.

### Example

Orblogic is an enterprise LMS that helps the trainers to build courses in the platform using a variety of content, including videos, PDFs, and PowerPoint presentations. It also includes a compliance option to train the employees on the regulatory requirements.

For more details, check out <https://www.orblogic.com/> (accessed on 22/2/2022)

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### **Check Your Progress - 1**

1. Which of the following are the traits of a committed instructor?
  - a. Knowing the experiences of trainee
  - b. Willingly performing the job. Should have a capacity for leadership and a pleasing personality
  - c. Keen to know the feedback
  - d. Knowledge of training evaluation
  - e. Being equipped with the latest technologies and concepts
2. Which is the first step in training?
  - a. Putting the trainee at ease
  - b. Getting ready to teach
  - c. Presenting the operation
  - d. Following up
  - e. Evaluating the training program

### **Block 3: Training**

3. Which of the following does an instructor in a presentation make use of in addition to pictures, diagrams, charts, and training aids?
- a. Explanations
  - b. Automation
  - c. Learning
  - d. Education
  - e. Magazines
- 

## **11.4 Traditional Training Methods**

---

Different categories of employees require different methods of training. Some require training on technological aspects, some require training to adapt to the new job, some others require training for skill upgradation and some require training for conceptual understanding.

Further, a choice has to be made whether the training would be imparted by the in-house team or it needs to be arranged outside the organization in a conducive environment. So different methods of training need to be adapted by trainers to suit the needs of the employees and organizations.

The training programs used for training operative and supervisory personnel are divided into two types – on-the-job training and off-the-job training methods. Let us understand the same in detail.

### **11.4.1 On-the-job Training Methods**

On-the-job training, also known as job instruction training, is a commonly used method. In this method, an employee learns the basic skills needed to perform the job while performing the job under the guidance and supervision of a qualified instructor.

The advantage of on-the-job training is that the employee gains firsthand experience and knowledge since he/she works in the actual workplace in the real environment.

On-the-job training includes training methods such as job rotation, coaching, job instruction or training through step-by-step, and committee assignments. These methods are described in detail here:

*Job rotation:* In this method, the trainee is moved from one job to another at the same horizontal level. In each of the different job assignments, he/she gains experience and acquires job knowledge from his/her trainer or supervisor.

*Coaching:* In this method, a supervisor trains an individual and functions as a coach and provides feedback to the individual for improvements.

*Job instruction:* Also known as training through step-by-step method, job instruction method is a systematic, fast, and effective method for training the workers to do a job by a simple breakdown of steps which are easy to understand as well as complete and providing feedback as necessary.

*Committee assignments:* In this method, the trainees are asked to solve an actual organizational problem. The trainees work together as a team and provide solutions to the said problem.

**Activity 11.1**

KP Software Solutions (KSS), a software company, offers training to its new recruits. The training method involves the trainer explaining to the trainees how to develop a software program and about the skill and knowledge required to write a software program. The trainee is then asked to write a software program. Soon after, the trainer checks the program and provides feedback to the trainee. Which method of training is used by the trainer at KSS? Also discuss other methods of training.

**Answer:**


**11.4.2 Off-the-job Training Methods**

In this method of training, the trainee is separated from the actual job situation and is made to focus on learning the material related to his/her job performance, thus improving concentration and retention.

Off-the-job training includes methods such as vestibule training, role playing, lecture method, conference or discussion, and programmed instruction. The same are discussed below:

- *Vestibule training:* In this method, the trainer creates a simulated environment that replicates the real working conditions in the workplace. Using this method helps in eliminating hindrance to the production process and both theoretical and practical training are provided.

### Block 3: Training

- *Role playing:* Role playing is a method of training whereby the trainees are provided with a hypothetical situation and are asked to enact their response in the given situation. This method involves action, responsibility, and practice and helps in improving communication and interpersonal skills.
- *Lecture method:* In this method, the learning material is organized by the instructor and is delivered to a group of trainees through a lecture through innovative ways to generate interest and improve retention. This method is economical in terms of time, effort and money.
- *Conference or discussion:* In this method, a group of people present, share and examine ideas, test assumptions, appraise the feasibility of implementation of concepts and ideas and draw conclusions. Advantage of this method is that it facilitates two-way communication and incorporates feedback mechanisms as well.
- *Programmed instruction:* In this method, the subject matter to be learned by the trainees is provided in a series of planned sequential units arranged from simple to complex levels. The trainees go through formative assessments while walking through the course.

#### Example

The Foundation Program is the hallmark program of Infosys Global Education Center that enables fresh graduates to become corporate professionals. The program curriculum comprises over 45 variants of new technology streams including user interface, user experience, big data, Internet of Things and blockchain, in addition to the traditional streams like Mainframe, Open Systems, Java, and Microsoft. The program is closely monitored by top minds at Infosys to improve effectiveness and constantly keep learners on the edge of next. It uses a combination of lecture method, discussion and programmed instructions method.

*For more details, check out <https://www.infosys.com/careers/graduates/global-education-center.html> (accessed on 22/2/2022)*

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### Check Your Progress – 2

4. Which of the following is also called job instruction training?
  - a. On-the-job training
  - b. Off-the-job training
  - c. Training procedure
  - d. Modern training
  - e. Traditional training

5. In which of the following training methods, an employee is placed on the job and the basic skills needed to perform the job are taught to him/her?
    - a. Off-the-job training
    - b. Modern training
    - c. On-the-job training
    - d. Traditional training
    - e. Training procedure
  6. In which method is the trainee moved from one job to another?
    - a. Training through step by step
    - b. Job rotation
    - c. Coaching
    - d. Job instruction
    - e. Vestibule training
  7. In which method does a supervisor who trains an individual function as a teacher?
    - a. Vestibule training
    - b. Job rotation
    - c. Coaching
    - d. Training through step by step
    - e. Committee assignments
  8. Which method is also referred to as training through step by step?
    - a. Committee assignments
    - b. Lecture method
    - c. Job rotation
    - d. Job instruction
    - e. Vestibule training
  9. In which of these training methods is a group of trainees given an organizational problem to solve?
    - a. Role playing
    - b. Committee assignments
    - c. Conference or discussion
    - d. Job rotation
    - e. Lecture method
-

### **Block 3: Training**

#### **11.5 Online Learning**

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Online learning has revealed momentous evolution over the last decade, as the internet and education groups provide people with the opportunity to acquire new skills.

Research and Markets forecasts the online education market as \$350 billion by 2025. But with the advent of Covid-19, online learning has become more centric in people's lives. The pandemic has forced schools, universities, and companies to remote working and this booms the usage of online learning. Hence the statistics might be updated in line with the analysis of the impact of Covid-19 on the online learning market.

There are abundant online learning platforms in the market such as Udemy, Coursera, Lynda, Skillshare, Udacity to name a few which have been serving millions of people worldwide. These platforms are getting shaped by different user verticals - while Skillshare is mostly for creative people such as giving courses on animation, photography, lifestyle, Coursera is mostly academic with giving access to university courses.

Further, top tier universities are also democratizing the learning by making courses across all the disciplines accessible via online.

#### **Advantages of Online Learning**

Online learning would be the future, thanks to the mobile platforms that have provided the necessary access to a huge segment of people to benefit from learning online. Following are the advantages of online learning:

- The huge user data enables the learning platforms to deploy machine learning algorithms for enhancing the patterns of learning by diverse sections of people and personalize the content accordingly in line with the understanding of the learner.
- The immediate feedback loops within the learning platform helps improve the learning curve. Further, the online platform provides opportunity to the reticent learners to participate in discussion forums.
- The economy in terms of time and cost is one of the major advantages of online learning. It helps the learners to scale better as they have the convenience of time and place. Further it is cost-effective as compared to conventional learning.
- Incorporation of elements like virtual reality and augmented reality and artificial intelligence algorithms have made learning all the more feasible.

Companies have been using E-learning for training their employees. The following are the key features of incorporation of technology in training:

- 1) *Connecting employees through an LMS:* Learning Management System refers to the software application or web-based technology used to plan, implement and assess a specific learning process. The buddy system can be very effective when it comes to training and reaching professional goals.
- 2) *Making training effective with micro learning:* Through micro learning, smaller modules completed over several minutes helps in improving retention.
- 3) *Gamification:* Using gamification to create a clear path would elevate the level of engagement to LMS platforms in a professional environment.
- 4) *Adopting with skill assessments:* LMS allows businesses to remain adoptable and dynamic. It helps in identification of performance gaps and providing the suitable solutions.

Exhibit 11.1 illustrates the online learning initiatives at Tesco PLC.

**Exhibit 11.1: Online Learning Initiatives at Tesco PLC**

Tesco PLC is a British multinational groceries and general merchandise retailer headquartered in England. As their business is evolving, Tesco is striving to meet their customer needs by ensuring that their employees have the necessary skills to succeed in the competitive environments.

As part of their people's priorities, they have recognized the importance of deploying the right technology to deliver an engaging and accessible learner experience to help their employees to develop their long-term careers and support a continuous lifelong learning mindset to help them serve their customers better.

**Training initiatives at Tesco:**

**1) Online Learning Platforms**

With the advent of Covid-19, many of their face-to-face workshops have moved to a virtual mode with employees having access to e-learning modules and the same is supported by library of articles and videos from their learning partners.

Employees at Tesco have access to online learning platforms, giving them the opportunity to gain the knowledge and skills to support them to get on and be at their best. It brings together all our resources that make up the elements which shape opportunity at Tesco: Performance, Careers and Learning.

The training programs are designed to support colleagues to take ownership of their career, either to develop personally, build confidence in an existing role or to grow their career.

*Contd. ....*

### Block 3: Training

#### 2) Manager Capability (Line manager training)

In 2020, the development programs at Tesco equipped their managers with the necessary skills and behaviors for managing diverse teams during crisis and uncertainties. The learning covered a range of skills, such as agility and adaptive mindsets equipping the managers to build inclusive cultures.

#### 3) Continuous, lifelong learning (Digital skills)

Following the virtual onboarding of 400 Future skills partners, employees in Tesco stores were helped to move to Work & Pay. They've done this by:

- Coaching and supporting wage admin colleagues to build confidence using the new system through running a targeted learning day.
- Identifying colleagues who need support with digital skills with managers in store. Following up with bespoke coaching (running over 19,000 sessions)
- Achieved 99% completion rate of learning modules in stores where each colleague/manager had one hour dedicated to Work & Pay and digital skills learning
- Encouraging colleagues and managers to self-serve learning and interact with digital tools such as Colleague Help to support their learning.

The programme continued with approximately 600 Future Skills Partners throughout 2021.

Source: <https://www.tescopl.com/sustainability/taking-action/looking-after-colleagues/job-creation-and-skills/skills-and-training/> (accessed on 23/2/2022)

#### Activity 11.2

ABC Sports Ltd., a sports and apparel company in India, planned to expand its business in the country. The company offered training to its salespeople but continued to use different traditional methods of training. This resulted in the company wasting a lot of time in training the salespeople. Moreover, it also added to the costs of the company. In this situation, what method of training should the company adopt to save time and reduce training costs and why?

**Answer:**


## **11.6 Training Content for Different Employee Categories**

---

Training content and the methods used for training different categories of employees should be designed in line with the deliverables of job analysis. Let us take a look at training methods used in case of different job profiles.

### **11.6.1 Supervisory Training**

The supervisory training makes use of on-the-job training methods along with some off-the-job training methods. The following points would help us to understand the supervisory training better:

- The supervisor needs to be trained on the personnel policies, company policies and practices, procedures, programs, subordinate training, grievance handling, disciplinary procedure, performance appraisal, communication, labor turnover, industrial and labor laws.
- Further, the content for supervisory training includes production control, work/activity control, time study, motion study, organization methods, job evaluation.
- Supervisory training helps in improving the interpersonal, planning, communication and problem-solving skills of the supervisors.

### **11.6.2 Sales Training**

The emphasis in case of training the sales personnel should be on both on-the-job as well as off-the-job training methods. The following points would help us to understand the same in detail:

- The sales personnel need to be provided training on job knowledge, knowledge about the organization, knowledge about the company's products, sales administration procedures, customers, competitors, laws concerning sales, special skills like making presentations, handling objections to name a few.
- Further the sales people need to be provided with inputs to develop the right kind of attitude for handling potential and existing customers.

### **11.6.3 Clerical Training**

On-the-job training method is used for training clerical personnel. The training content includes company policies, procedures, and programs, background knowledge of the company, report-preparation, clerical aptitude, written communication and maintenance of records, logs to name a few.

### Block 3: Training

#### Example

EdApp is a mobile Learning Management System that provides the necessary support and facilitation for creating engaging training content by offering over 80 free, ready-made learning templates including games, multiple-choice questions, number-based questions, surveys, and many more. These can be incorporated into the training program content which is completely editable to suit the individual needs of each organization.

*For more details, check out <https://www.edapp.com/> (accessed on 22/2/2022)*

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### Check Your Progress - 3

10. Which of the following refers to the software application or web-based technology used to plan, implement and assess a specific learning process?
- Learning Management System
  - Lean Management System
  - Learning Module Scale
  - Learning Measuring Scale
  - Learning Metric Solutions

---

### 11.7 Summary

- The training procedure includes some important steps such as preparing the instructor, preparing the trainee, getting ready to teach, presenting the operation, trying out the trainee's performance, and following up.
- On-the-job training includes training methods such as job rotation, coaching, job instruction or training through step-by-step, and committee assignments.
- Off-the-job training includes methods such as vestibule training, role playing, lecture method, conference or discussion, and programmed instruction.
- Online learning or e-learning services are offered through the Internet. Online learning includes distance learning, virtual classrooms, and web-based learning.
- Training methods and content are not the same for different categories of employees. Thus the management has to train the different employee categories in diverse areas through different methods based on job analysis.
- In supervisory training, the emphasis is on on-the-job training methods.
- For training sales personnel, the emphasis should be on on-the-job as well as off-the-job training methods.
- For training clerical personnel, the emphasis is on on-the-job training methods.

## 11.8 Glossary

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**Committee assignments:** In this method, a group of trainees are given an organizational problem to solve. The trainees solve the problem together

**E-learning:** E-learning refers to instruction and delivery of training by computers online through the Internet or the Web.

**Internet-based training:** Internet-based or web-based training refers to training that is delivered on public or private computer networks and displayed by a Web browser.

**Intranet-based training:** Intranet-based training refers to training that uses the company's own network.

**Job rotation:** In this method, the trainee is moved from one job to another.

**Off-the-job training:** Training is imparted away from the employee's immediate work area.

**On-the-job training:** Training takes place in a real job environment where the trainee gets exposure to an actual work situation.

**Programed instruction:** In this method, the subject matter to be learned by the trainees is provided in a series of planned sequential units.

**Role playing:** Role playing is defined as a method of human interaction where realistic behavior is entailed in imaginary situations

**Vestibule training:** In this method, the trainer creates a simulated environment of real working conditions in a classroom. The equipment, files, and material actually used on the job are used in training.

## 11.9 Self-Assessment Test

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1. Briefly explain the steps in the training procedure.
2. Define on-the-job training. Briefly explain on-the job training methods.
3. Define off-the-job training. Briefly explain off-the-job training methods.
4. Define e-learning, Internet-based learning, and Intranet-based learning. Also state the characteristics of online learning.
5. The management has to train the different employee categories in diverse areas through different methods based on job analysis. In this context, explain the training content for different categories of employees.

### **Block 3: Training**

#### **11.10 Suggested Readings / Reference Material**

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1. K. Aswathappa, Sadhna Dash, Human Resource Management: Text and Cases, Ninth Edition, McGraw Hill, 2021
2. Carrie A. Picardi, Recruitment and Selection: Strategies for Workforce Planning and Assessment, Adopted Edition 1, SAGE Publications, 2020
3. Ira S Wolfe, Recruiting in the age of Googlization, Second edition, Authors Place Press, 2020
4. Gary Dessler, Human Resource Management, Sixteenth edition, Pearson, 2020
5. Gerardus B, Recruitment Agency: A Complete Guide, Second Edition, 5 Starcooks, 2020

#### **11.11 Answers to Check Your Progress Questions**

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1. (b) **Willingly perform the job. Should have a capacity for leadership and a pleasing personality**

A committed instructor should:

- Know the subject that he/she is attempting to teach, have the attitude and aptitude to teach
- Willingly perform the job. Should have a capacity for leadership and a pleasing personality

2. (a) **Put the trainee at ease**

The first step in training is to put the trainee at ease.

3. (a) **Explanation**

An instructor in a presentation makes use of explanations, in addition to pictures, diagrams, charts, and training aids.

4. (a) **On-the-job training**

On-the-job training method is also called job instruction training.

5. (c) **On-the-job training**

In on-the-job training method, an employee is placed in the job and basic skills needed to perform the job are taught to him/her.

6. (b) **Job rotation**

In job rotation, a trainee is moved from one job to another.

**7. (c) Coaching**

In coaching, a supervisor who trains an individual functions as a coach.

**8. (d) Job instruction**

Job instruction training is also called as training through step-by-step.

**9. (b) Committee assignments**

In the committee assignments method, a group of trainees is given an organizational problem to solve.

**10. (a) Learning Management System**

A learning management system (LMS) is a software application or web-based technology used to plan, implement and assess a specific learning process.

## Unit 12

# Trainers' Aid: Bloom's Taxonomy

### Structure

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- 12.1 Introduction
- 12.2 Objectives
- 12.3 Principles of Adult Learning
- 12.4 Bloom's Taxonomy as Trainer Aid
- 12.5 Learning Styles and Experiential Learning Theory (ELT)
- 12.6. Training & Learning Evaluation
- 12.7 Summary
- 12.8 Glossary
- 12.9 Self-Assessment Test
- 12.10 Suggested Readings/Reference Material
- 12.11 Answers to Check Your Progress Questions

*"Learning is the relatively permanent change in a person's knowledge or behavior due to experience."*

- Richard.E. Mayer

### 12.1 Introduction

---

As has been propounded by Richard Mayer, learning contributes to the enduring change in behavior that is brought about by practice or other forms of experience.

In the previous unit, we have discussed the traditional and online training methods along with the training programs that are designed for diverse categories of employees. This unit deals with adult learning and the experiential learning theory along with the Bloom's taxonomy that is used as trainers' aid.

### 12.2 Objectives

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After studying this unit, you should be able to:

- Differentiate between pedagogy and andragogy to understand the differences between teacher-centric and learner-centric learning
- Explain and use Bloom's taxonomy for categorization of educational goals
- Interpret Kolb's Experiential Learning Model to assess the different learning styles
- Analyze Donald Kirkpatrick Four Level Evaluation Models for the assessment of training programs

### 12.3 Principles of Adult Learning

---

Malcolm Knowles (1970) is known as the father of adult education theory. He identified the six principles of adult learning outlined below:

- Adults are internally motivated and self-directed- take responsibility for their learning.
- Adults bring life experiences and knowledge to learning experiences- their own experience teaches a lot of lessons in life.
- Adults are goal oriented- need clear learning goals.
- Adults are relevancy oriented- the new learning should be relevant to their situations.
- Adults are practical- they prefer hands-on problem solving methods rather than theories.
- Adult learners like to be respected- since they have an experience pool they expect to be respected.

#### 12.3.1 Andragogy vs. Pedagogy

Pedagogy is a term derived from the Greek words *paid* (meaning "child") and *agogus* (meaning "leading") and refers to the art and science of teaching children. It is based on the premise that the purpose of education is transmittal of knowledge and skills. It is a teacher-centric approach.

Andragogy is derived from the Greek word 'andra' meaning adult and 'agogus' meaning "leader of." Originated in 1950 and later developed into theory and model in the 1970s by Malcolm Knowles, Andragogy is the study of adult learning and is defined as the art and science of helping adults learn. It is an adult focused teaching approach and is a powerful motivational method of learning.

#### Example

OSG's Tools and Techniques for Adult Learning is tailored specifically for those who develop or deliver training to adults in a variety of work environments. Created by Instructional Designers and Adult Educators, this course uniquely combines research-informed practices and emerging learning best-practices which would help in improving on-the-job performance and provides a tool for evaluating the learning effectiveness.

*For more details, check out <https://osg.ca/products/adult-learning/> (accessed on 24/2/2022)*

### 12.4 Bloom's Taxonomy

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A trainer requires pitching instruction at the appropriate level for the student or trainee to derive full benefit. If the rigor is too high, the trainee will not understand

### Block 3: Training

anything and if it is too low, the trainee's interest or motivation to learn will suffer.

A guide that has helped educators and trainers across the spectrum is to understand the needs of the learner and deliver value is the acclaimed classification called Bloom's Taxonomy that was propounded by Dr. Benjamin Bloom, an education psychologist for inculcating higher forms of thinking in education and making learning a rewarding experience by focus on concepts and principles rather than rote learning.

#### Three Domains of Learning

The three domains of learning are categorized into:

- *Knowledge* which is cognitive and relates to mental process/abilities
- *Skills* that are psychomotor and relates to physical dexterity/physical skills
- *Attitudes* that are affective and relates to behaviour /growth in feelings or emotional areas

The learning process is described as an instructional process. The instructional designer should take the above KSA into account while designing the course structure and teaching methodology.

KSA should be thought of as "the goals of the learning process." Hence, after the learning process is completed, the learner should have acquired a new skill, knowledge, and/or attitude.

#### Bloom's Revised Taxonomy

The original taxonomy of Bloom was revisited by Bloom's former student, Lorin Andersson in 1990s and certain modifications were made to the original taxonomy and the six categories were renamed from noun to verb forms and rearranged them as given in Table 12.1.

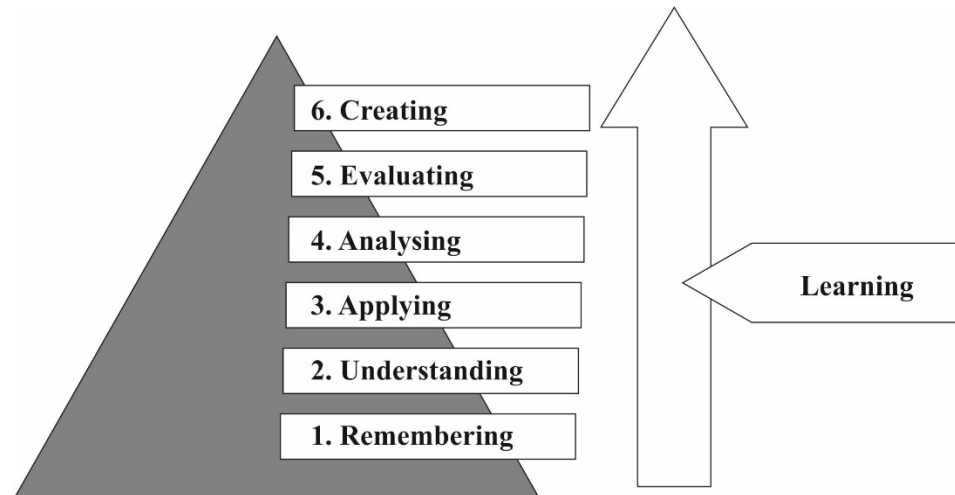
**Table 12.1: Bloom's Revised Taxonomy**

Original Version		Modified Version	
Evaluation		Creating	
Synthesis		Evaluation	
Analysis		Analyzing	
Application		Applying	
Comprehension		Understanding	
Knowledge		Remembering	

Source: ICFAI Research Center

Figure 12.1 illustrates the revised model of the six categories of Bloom's Taxonomy.

**Figure 12.1: Six Categories of Bloom's Taxonomy – Revised Model**



Source: ICFAI Research Center

Let us understand it in detail:

- Remembering: Recalls or retrieves previous learned information. It is considered very low order learning.

*Key words:* Defines, describes, identifies- Example: Recite the company policy on manpower.

- Understanding: Comprehends the meaning and interpretation of problems. This is one level higher learning than remembering.

*Key words:* Comprehend, distinguish, explain, infer. Example: Explain in one's own words the steps for performing a complex task.

- Applying: Uses a concept in a new situation or ability of abstraction. Applies what was theoretically learned in the classroom into new situations in the workplace.

*Key Words:* Applies, computes, constructs, demonstrates, modifies, and operates, produces. Example: Apply laws of statistics to evaluate the reliability of a written test.

- Analyzing: Separates material or concepts into different components. Distinguishes between facts and inferences.

*Key Words:* Analyzes, compares, deconstructs, differentiates, distinguishes, identifies, illustrates.

*Examples:* Troubleshoot a piece of equipment by using logical deduction.

### **Block 3: Training**

- Evaluating: Make judgments about the value of ideas or materials.

*Key Words:* Appraises, compares, concludes, evaluates, explains, justifies, relates, summarizes.

*Examples:* Hire the most qualified candidate. Explain and justify the new budget presented by the finance minister.

- Creating: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.

*Key Words:* Categorizes, combines, composes, creates, designs, modifies, reconstructs, relates, reorganizes, revises, rewrites, summarizes.

*Examples:* Write a company operations or process manual. Design a machine to perform a specific task.

### **Use of Bloom's Taxonomy for Training at Workplace**

Bloom's Taxonomy represents different levels of learning and should be utilized when training objectives are developed to understand how to train the task, how much time the training will take, and how to measure successful learning when the training is complete.

The following points would help us to understand the use of Bloom's Taxonomy for training at the workplace:

- Bloom's taxonomy may be looked at as a teaching philosophy which attempts to develop skill in the trainee alongside providing knowledge.
- It helps the trainer to focus on developing skills such as analysis, evaluation of information (comparison with other sources), synthesis (combining with other inputs) and finally leading on to creative ideas. These skills are also referred to as Higher Order Thinking (HOT) skills.
- The type of questions asked and the method, by which information is provided by the trainer, helps the trainee to think and develop their HOT skills.
- The stepwise approach ensures that learning the higher level of skills is dependent on having acquired the requisite knowledge/information, which is at the lower stages of the classification.
- The aim of training is not only to remember or recall facts and procedures but to be able to apply these at the actual workplace to improve on the job performance. This implies that training must bridge the gap between learning and its application.
- The taxonomy can be useful during the planning and design of the program and to assess the effectiveness of the training. During training, using

appropriate questions in accordance with the taxonomy can help in better understanding, recall and applicability of learning.

- Moving up the levels of the taxonomy and the answers from the trainees can also indicate the level of effectiveness of the training/ instruction.

A sample of questions to ask and the indicators of the level of achievement on the taxonomy are given below in Table 12.2 below. These questions support Bloom's Taxonomy model.

**Table 12.2: Using Questions That Support Bloom's Taxonomy**

Level	Questions
<b>Remember</b>	List three procedures to ensure safety. Describe what happened after... Can you name...?
<b>Understand</b>	Explain the safety procedure in your own words. Can you explain why...? How do you use the fire extinguisher?
<b>Apply</b>	Do you know another place where to use ...? How is this different from what you were doing? What will you do if it does not start?
<b>Analyze</b>	Which are the most risky tasks that you do? How can you avoid ... happening? Will you follow the same procedure when you do...?
<b>Evaluate</b>	Which is the best safety procedure in the store room? Why? Do you think it is correct to do .... Before ....? Why ? Which extinguisher is better to use in case of fire at..?
<b>Create</b>	Make a checklist for a new operator for your job? What safety measures will you tell the new operator? Make a checklist for operating the new machine that is being installed? Write the emergency procedure for the operator.

### Example

EdApp, a Mobile Learning Management System (LMS), enhances corporate & retail training by using a variety of ready-made templates that are completely content neutral which ensures that one can upload images, text, videos, and accompanying narration in a way that aids the learners in progressing through content using Bloom's Taxonomy of educational objectives.

*For more details, check out <https://www.edapp.com/> (accessed on 24/2/2022)*

### Block 3: Training

#### Characteristics of an ideal learner:

Effective and motivated learners generally possess the following qualities and characteristics:

1. Seeks and accepts responsibility for his/her own learning.
2. Actively participates and has unadulterated enthusiasm for learning.
3. Constantly looks for collaboration with other learners to enhance peer learning.
4. Exhibits a sense of accomplishment and achievement and celebrates his learning.
5. Demonstrates learning curiosity as his driving force.
6. Conducts and engages in safe, responsible and ethical practices.

#### Activity 12.1

##### **Key words**

Applies, computes, constructs, demonstrates, modifies, and operates, produces

Using the key words given, write one example in a subject you are familiar with.

**Example:** Apply laws of statistics to evaluate the reliability of a written test.


#### Check Your Progress - 1

1. Learning is an active process which requires that the learner acquire new knowledge and skill and is able to connect to his existing experience.

##### **True/False**

2. Which of the following is not an adult learning principle?
  - a. Adults are internally motivated and self-directed.
  - b. Adults bring life experiences and knowledge to learning experiences.
  - c. Adults are goal oriented.
  - d. Adults are relevancy oriented.
  - e. Adults are not capable of learning

3. Which of the following Bloom's taxonomy verbs is used for enlisting the concepts learnt?
    - a. Remember
    - b. Understand
    - c. Apply
    - d. Analyze
    - e. Evaluate
  4. Which of the following approaches is applicable to pedagogy?
    - a. Teacher-centric
    - b. Student-centric
    - c. Environment-centric
    - d. Organization-centric
    - e. Course-centric
- 

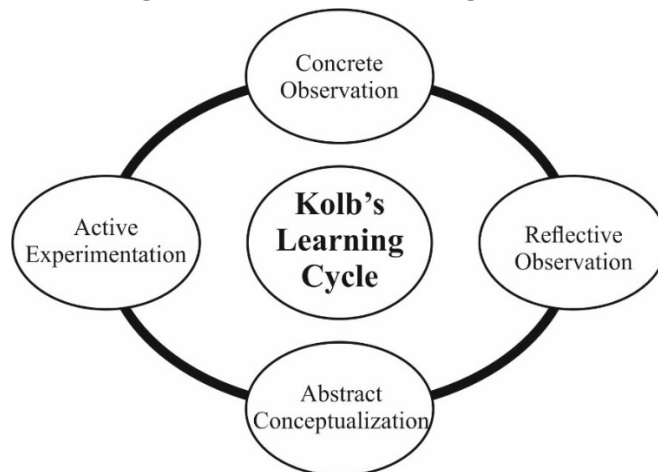
### **12.5 Learning Styles and Experiential Learning Theory (ELT)**

Individuals differ in absorbing, comprehending and retaining information and so in their style of learning. David A. Kolb, an exponent in explaining learning styles propounded Experiential Learning Theory. Let us understand it in detail.

#### **12.5.1 David Kolb's ELT Model**

David A. Kolb, Professor of organizational behavior has been honored for his pioneering contribution to experiential learning theory. His Experiential Learning Model is based on the following four learning abilities (Refer Figure 12.2).

**Figure 12.2: Kolb's Learning Model**



*Source: ICFAI Research Center*

### Block 3: Training

To understand learning dimensions, it is essential to know learning characteristics (Refer Table 12.3).

**Table 12.3: Learning Dimensions and Characteristics**

Learning Dimension	Learning Characteristic
1. Concrete experience	Refers to being involved in a new experience
2. Reflective observation	Refers to watching others or developing observations about own experience
3. Abstract conceptualization	Refers to creating theories to explain observations
4. Active experimentation	Refers to using theories to solve problems, make decisions

#### 12.5.2 Learning styles

Based on his experiential learning model, Kolb derived the following four learning styles.

- 1) *Divergers*: These relate to concrete experience/reflective observation.  
Divergers try to internalize experiences. They diverge from a single experience to multiple possibilities in terms of what the experience implies and are influenced by other people and accept constructive feedback.
- 2) *Convergers*: These relate to abstract conceptualization/active experimentation.  
Convergers try to put their ideas into practice. They like to know the facts and figures of a particular situation and prefer independent thinking for seeking solutions.
- 3) *Accommodators*: These relate to concrete experience/active experimentation.  
Accommodators have a dominant hands-on approach, with a strong orientation for doing rather than thinking. They do not like routine and will take creative risks to discover new results. They like to ask 'what if?' and 'why not?' to support their action-first approach.
- 4) *Assimilators* relate to abstract conceptualization/reflective observation.  
Assimilators have an intellectual and cognitive approach, preferring to think than to act. They prefer lectures for learning, and will respect the knowledge of experts. They tend to analyze using a top-down approach and go down to detailing with clinical precision.

**Example**

IBM uses a single, seamless end-to-end approach called the IBM Garage Methodology that integrates the practices that are grounded in experience from implementation at a global scale through culture changes. This methodology drives Enterprise Design Thinking (EDT) at scale and is built on agile principles for distributed teams, leverages DevOps tools like GitLab, Xcode to name a few for continued delivery and operations, fosters digital talent and culture changes and enables Site Reliability Engineering.

For more details, check out <https://www.ibm.com/garage/method/> (accessed on 24/2/2022)

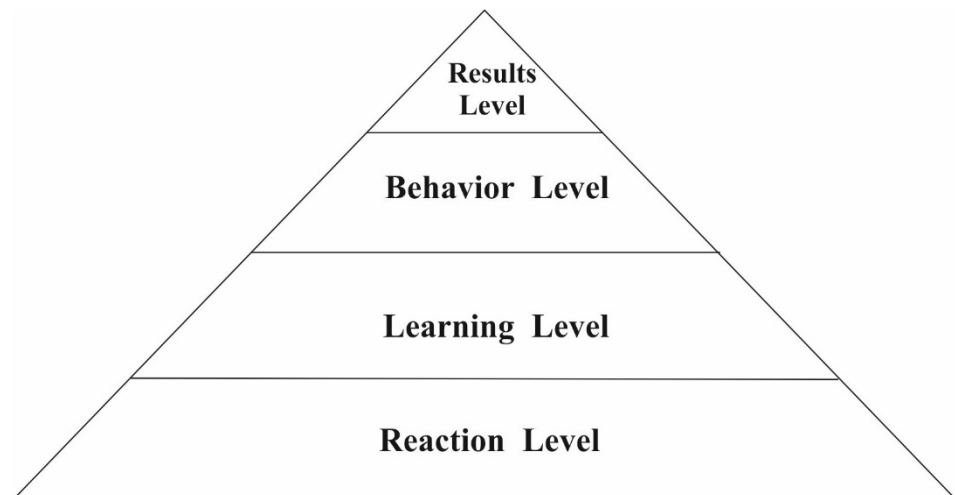
## 12.6 Training and Learning Evaluation

Evaluation of the impact of learning is important to determine whether the learning objectives were achieved or not and also the justification for incurring the training costs. One of the best known and widely accepted evaluation model is discussed below:

### 12.6.1 Donald Kirkpatrick four-level evaluation model

The widely accepted evaluation methodology for judging learning processes is Donald Kirkpatrick's Four Level Evaluation Model that was published as *Evaluating Training Programs* (1975). The model is given below in Figure 12.3.

**Figure 12.3: Donald Kirkpatrick Four-level Evaluation Model**



Source: ICFAI Research Center

Kirkpatrick's training evaluation is universally acclaimed and is considered as the cornerstone in the training industry. The four levels of evaluation in Kirkpatrick's model are described below:

### Block 3: Training

- *Level 1: Reaction* - How well did the learners like the learning process?

This evaluation is usually done immediately after the training program where the participants are administered questionnaires to elicit information about the learning process.

- *Level 2: Learning* - What did they learn?

The extent to which the learners gain knowledge and skills is assessed after the completion of learning by making use of a combination of pre and posttests with or without control group.

- *Level 3: Behavior* - What changes in job performance resulted from the learning process?

The capability to perform the newly learned skills while on the job is evaluated.

- *Level 4: Results* - What are the tangible results of the learning process?

The same is evaluated in terms of reduced cost, improved quality, increased production, efficiency to name a few

Exhibit 12.1 illustrates a cloud-based training evaluation tool - Kitaboo Insight.

#### **Exhibit 12.1: Kitaboo Insight - Cloud-based Training Evaluation Tool**

Kitaboo Insight is a cloud-based training evaluation tool that allows the company to track the effectiveness of learning and training by assessing the courseware utilization through its robust in-built analytics tool. It offers visual reports and centralized dashboards containing in-depth real-time analytics to help personalize the content and redesign employee training material based on the expected learning outcomes.

Advantages of using Kitaboo Insight:

- Since Kitaboo Insight is cloud-based, it will not have device incompatibility issues.
- Further the Learning Tool Interoperability (LTI) compatibility of Kitaboo Insight supports integrations by providing single sign-on portal built right into the LMS, so that the learners and admins don't have to manage separate logins to access different learning tools outside of the LMS as all of the content is kept in one place, and data and results are synced to the LMS.
- xAPI compliant features of Kitaboo Insight helps in storing and retrieving records about learners and sharing these data across platforms. These records can be captured in a consistent format from any number of sources and are aggregated in a learning record store (LRS).

*Contd. ....*

- It helps to monitor learner progress and identify trends across teams, thanks to the reporting dashboard.
- The Digital Rights Management (DRM) protection helps in delivering content securely with giving access to authorized users only.
- Kitaboo Insight allows the firms to track the courseware consumption and delivery patterns through the in-built analytics tool. L&D professionals can improvise and personalize the content based on the interest levels and the progress of the readers.

Source: <https://kitaboo.com/insight> (accessed on 24/2/2022)

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### **Check Your Progress - 2**

5. Which of the following learning abilities is from David A. Kolb's Experiential Learning Model?
  - a. Concrete experience
  - b. Conflict experience
  - c. Research experience
  - d. Testing experience
  - e. Teaching experience
6. Which of the following refers to watching others or developing observations about one's own experience?
  - a. Concrete experience
  - b. Reflective observation
  - c. Abstract conceptualization
  - d. Active experimentation
  - e. None of the above
7. Which of the following are generally influenced by other people and like to receive constructive feedback?
  - a. Divergers
  - b. Assimilators
  - c. Accommodators
  - d. Convergers
  - e. Clinical

**Block 3: Training**

8. Which of the following levels refers to how well do the learners like the learning process?
    - a. Results level
    - b. Learning level
    - c. Reaction level
    - d. Behavior level
    - e. Teaching level
  9. The extent to which the learners gain knowledge and skills is assessed at which of the following levels?
    - a. Results level
    - b. Learning level
    - c. Reaction level
    - d. Behavior level
    - e. Teaching level
  10. Which of the following levels refers to the tangible results of the learning process for the organization in terms of reduced cost, improved quality, increased production, efficiency?
    - a. Results level
    - b. Learning level
    - c. Reaction level
    - d. Behavior level
    - e. Teaching level
- 

**12.7 Summary**

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- Learning is defined as the relatively permanent change in a person's knowledge or behavior due to experience and new learning sources like observation.
- Learning is an active process which requires that the learner acquire new knowledge and skill and is able to connect these to his existing knowledge.
- Adult learners are internally motivated and self-directed- take responsibility for their learning and use their life experiences and knowledge.
- Bloom's taxonomy is widely used in designing several training and learning processes as it promotes higher levels of learning through Knowledge, Skill and Attitude (KSA).

- David A. Kolb is known for his contribution to experiential learning theory. His Experiential Learning Model is based on - Concrete experience --> observation and experience--> forming abstract concepts--> testing in new situations.
- Evaluation of the impact of learning is important because it tells whether the learning objectives were achieved or not and also the justification for incurring the training costs.
- The best known and widely accepted evaluation methodology for judging learning processes is Donald Kirkpatrick's Four Level Evaluation Model comprising Reaction, Learning, Behavior and Results.

## 12.8 Glossary

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**Accommodators:** According to Kolb's learning style, accommodators have a dominant hands-on approach, with a strong orientation for doing rather than thinking. They like to ask 'what if?' and 'why not?' to support their action-first approach. They do not like routine and will take creative risks to discover new results.

**Active experimentation** refers to using theories to solve problems, make decisions.

**Andragogy:** Andragogy is based on the Greek word 'aner' with the stem 'andra' meaning "man, not boy" or adult, and 'agogus' meaning "leader of." Andragogy as a study of adult learning originated in Europe in the 1950's. So, "andragogy" means "the art and science of helping adults learn".

**Experiential learning theory:** Based on the idea that 'learning is a process whereby knowledge is created through transformation of experience'.

**Pedagogy:** Pedagogy is a term derived from the Greek words *paid* (meaning "child") and *agogus* (meaning "leading"). So "pedagogy" means, literally, the art and science of teaching children (Knowles, 1973).

**Rote learning** is a memorization technique based on repetition where the student remembers the information but may not understand its meaning. Repetition leads to quickly recall the points even though one may not understand it.

**Teacher centric:** A teaching method where the focus is the teacher's teaching methods.

**Training costs:** Comprises direct and indirect training expenses related to the training program.

### **Block 3: Training**

**Transmittal of knowledge:** Transmitting of knowledge/skill from one person to another.

**Understanding:** Comprehends the meaning and interpretation of problems. This is one level higher learning than remembering.

#### **12.9 Self-Assessment Test**

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1. Explain briefly the principles of adult learning.
2. Distinguish knowledge, skill and attitude in Bloom's taxonomy.
3. Analyze the four steps in Kolb's learning cycle.
4. Describe the four phases of Kirkpatrick's training evaluation model.

#### **12.10 Suggested Readings/Reference Material**

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1. K. Aswathappa, Sadhna Dash, Human Resource Management: Text and Cases, Ninth Edition, McGraw Hill, 2021
2. Carrie A. Picardi, Recruitment and Selection: Strategies for Workforce Planning and Assessment, Adopted Edition 1, SAGE Publications, 2020
3. Ira S Wolfe, Recruiting in the age of Googlization, Second edition, Authors Place Press, 2020
4. Gary Dessler, Human Resource Management, Sixteenth edition, Pearson, 2020
5. Gerardus B, Recruitment Agency: A Complete Guide, Second Edition, 5 Starcooks, 2020

#### **12.11 Answers to Check Your Progress Questions**

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##### **1. True**

Learning is an active process which requires that the learner acquire new knowledge and skill and is able to connect to his existing experiences.

##### **2. (e) Adults are not capable of learning**

Except option e, all are adult learning principles.

##### **3. (a) Remember**

In Bloom's taxonomy remember uses the keywords list, enlist, enumerate, identify, describe and define.

##### **4. (a) Teacher-centric**

Pedagogy is based on the premise that the purpose of education is transmittal of knowledge and skills and is teacher-centric.

**5. (a) Concrete experience**

Concrete experience is one of the components of David Kolb's model

**6. (b) Reflective observation**

Watching others or developing observations about own experience is Reflective observation

**7. (a) Divergers**

Divergers are generally influenced by other people and like to receive constructive feedback.

**8. (a) Reaction level**

Reaction level talks about how well the learners liked the training process.

**9. (b) Learning level**

The extent to which the learners gain knowledge and skills is assessed at learning level.

**10. (a) Results level**

The tangible results of the learning process for the organization in terms of reduced cost, improved quality, increased production, efficiency is results level evaluation.

<b>Recruitment, Training and Development</b> <b>Course Components</b>	
<b>BLOCK 1: Recruitment</b>	
<b>Unit 1</b>	Recruitment: An Overview
<b>Unit 2</b>	Recruitment Process
<b>Unit 3</b>	Sources and Techniques of Recruitment
<b>Unit 4</b>	Hiring Trends
<b>BLOCK 2: Selection, Placement and Induction</b>	
<b>Unit 5</b>	Selection Process: An Overview
<b>Unit 6</b>	Modern Employee Selection Procedures
<b>Unit 7</b>	New Employee Induction Trends
<b>BLOCK 3: Training</b>	
<b>Unit 8</b>	Introduction to Employee Training
<b>Unit 9</b>	Training Needs Assessment
<b>Unit 10</b>	Learning and Program Design
<b>Unit 11</b>	Training Methods
<b>Unit 12</b>	Trainers' Aid: Bloom's Taxonomy
<b>BLOCK 4: Development Aspects of Employees and Management</b>	
<b>Unit 13</b>	Career Planning, Development and Management
<b>Unit 14</b>	Employee Development
<b>Unit 15</b>	Management Development
<b>BLOCK 5: Trainer and the Future of Training and Development</b>	
<b>Unit 16</b>	Training Evaluation
<b>Unit 17</b>	The Role of a Trainer
<b>Unit 18</b>	The Future of Training and Development