Recruitment, Training and Development

Block

5

Trainer and the Future of Training and Development

Block 5
Trainer and the Future of Training and Development

The fifth block to the course on Recruitment, Training, and Development gives an overview of training evaluation and the future of training and development. The block contains three units. The first unit gives an overview of training evaluation. The second unit explains the role of trainer and the third unit deals with the future of training and development.

Unit 16, *Training Evaluation,* discusses reasons for training evaluation. It then gives an overview of the evaluation process and the outcomes used in training evaluation program. It also determines whether training outcomes are good. The unit then discusses evaluation practices, types of evaluation designs, and how return on investment in training is determined.

Unit 17, *The Role of a Trainer,* discusses the required skills and competencies for trainers and explains different types of trainers. It also describes essential qualities of good trainers and the factors impacting trainers. The critical aspect in training is identifying the right type of trainers and evaluating their performance and hence this is elaborately discussed in the unit. The relationship between the trainer and trainee is also discussed.

Unit 18, *The Future of Training and Development,* deals with training goals, its importance and sustainability. It also discusses the designing of training needs analysis process and change management intervention models. The unit also elaborates on the current trends in training and the future of training and development. The unit ends with a discussion on challenges for the 21st century trainers.

Unit 16

Training Evaluation

Structure

"Evaluation is not an afterthought to training, but rather is meant to be integrated into the entire learning and development process."

- James D. Kirkpatrick

16.1   Introduction

As has been advocated by James D. Kirkpatrick, evaluation should be incorporated within the available framework of time and cost to understand the effectiveness of training programs. In the previous unit, we have discussed the concept of management development and its objectives along with the various techniques used and evaluation of the management development program.

The systematic evaluation of the training programs helps the organization to ascertain the accomplishment of the set objectives. Analysing the training event by using appropriate evaluation tools can improve the outcome of future training to a considerable extent. This unit would focus on Kirkpatrick's four levels of training evaluation and would examine the return on investment on training programs.

16.2   Objectives

After studying this unit, you should be able to:

● Understand how training evaluation helps organizations to gain competitive advantage

● Distinguish between formative evaluation and summative evaluation to measure the effectiveness of training programs

● Explain Kirkpatrick's four levels of training evaluation in relation to the outcomes of training

● Examine the return on investment on training programs in relation to the benefits derived out of the programs

16.3   Reasons for Evaluating Training

Organizations make investments in training programs in order to gain a competitive advantage.

● They invest in training because learning results in knowledge creation, which helps in differentiating organizations and employees who are successful from those who are not successful.

● Organizations expect the training benefits or outcomes to be measurable since they invest millions of dollars in training and education and also view training as a success strategy. Evaluation of training programs helps them in computing the return on investment on training.

● Training evaluation provides a way to understand investments made in training and offers information that helps improve future training process/programs to ensure that the return on investment on the training program is satisfactory.

Types of Evaluation

Evaluation can be categorized into two types:

Formative Evaluation: When the training program is evaluated during its design and development stage, it is referred to as formative evaluation.

Let us understand formative evaluation in detail:

● Formative evaluation ensures that the training program is properly planned.

● Formative evaluation can be conducted either individually or in groups.

● It involves eliciting information from the subject-matter experts, managers, employees and customers to design the training objective and content.

● It provides qualitative data such as beliefs, opinions and suggestions which can be incorporated as feasible to make the training program better.

- Trainers are also involved in measuring the program time requirements.

- The engagement of all the stakeholders while designing the training programs helps in obtaining the required buy-in for the program on one hand and provides a mechanism for addressing employee concerns on the other.

- It facilitates pilot testing wherein the process of previewing the training program with potential trainees and managers or with other customers is initiated.

Summative Evaluation

Summative evaluation refers to the evaluation conducted to determine the extent to which trainees have changed as a result of participating in the training program in terms of acquisition of skills, knowledge and behaviour.

Let us understand it in detail:

- Summative evaluation may include measuring the ROI or monetary benefits received by an organization from the program.

- It involves collecting quantitative data through behaviour ratings, tests, or objective measures of performance such as patents, sales volumes to name a few.

Thus formative and summative evaluations help the facilitator in measuring training effectiveness and can clearly show quantifiable metrics to measure the effectiveness of training programs. The same can help the organizations:

- To identify the strength and weakness of the program i.e. determine if the program is meeting learning objectives, if transfer of training is occurring, and if the learning environment quality is satisfactory.

- To assess whether the administration, organization, and content of the program are contributing to the use of training content and learning on the job.

- To identify the trainees benefiting the most or the least from learning on the job.

- To assist in marketing programs by collecting information from participants about why they attended the program, their satisfaction level and whether they would recommend the program to others.

- To determine the cost of the program and its financial benefits.

- To compare the benefits and costs of training to non-training investments such as a better employee selection system, work redesign, etc.

- To compare the costs and benefits of various training programs in order to choose the best program.

Example

Accenture is committed towards offering its people with opportunities to acquire new skills and strengthen their readiness to advance into new roles. Accenture invests nearly $900 million each year in continuous learning and professional development programs, delivering more than 31 million training hours every year in various programs like specialized certifications, deep tech training, workshops, online games, hackathons, and virtual reality and many more. It evaluates its training programs to ensure that its objectives are achieved given its investment of time, effort and money.

For more details, check out   https://www.accenture.com/   (accessed on 10/3/2022)

16.4   Overview of the Process of Evaluation

The process of training evaluation involves collecting and analysing information about the program's activities, characteristics, and outcomes. Let us understand the steps involved in the process of evaluation:

- The training evaluation process starts with determining training needs which would help in identification of skills, knowledge, behaviour, or other learned capabilities required in the organization. Needs assessment helps in program evaluation by recognizing the purpose of the program, the needed resources and the outcomes that prove the effectiveness of the program.

- The next step involves identifying measurable objectives that guide the program. Specific and measurable objectives help in identifying relevant outcomes for evaluation.

- The next step comprises work environment analysis for determining transfer of training to find out how the training content can be used on the job.

- Based on the learning objectives and transfer of training analysis, outcome measures are designed for evaluating the degree to which learning and transfer of training have occurred.

- After determining the outcomes, the next step involves determining an evaluation strategy. In choosing a design, factors such as organizational culture and how quickly the information is required, etc., should be considered.

- The final stage is planning and executing the evaluation where the program is previewed (formative evaluation) and the training outcomes are collected according to the evaluation design.

The evaluation results are used to change, gain additional support, or market the program. The results should also be used to encourage stake-holders in training such as employees, managers, and trainers to design and choose training that helps the employees and managers meet their goals and the organization meet its business strategy.

Example

LMS365 is the only learning platform built directly into Microsoft 365 and Teams, which can be used to manage and track online learning with all the information being uploaded to a single database, thus facilitating evaluation of program's activities and outcomes.

For more details, check out https://lms365.com/   (accessed on 10/3/2022)

Check Your Progress - 1

1. Which of the following refers to the process of collecting outcomes needed to determine whether training is effective?

   a. Training design

   b. Training implementation

   c. Training evaluation

   d. Training needs

   e. Training outcomes

2. Which of the following refers to the evaluation of training that takes place during the program design and development?

   a. Summative evaluation

   b. Formative evaluation

   c. Training evaluation

   d. Return on investment

   e. Informal evaluation

3. Which of the following refers to the process of previewing the training program with potential trainees and managers or with other customers?

   a. Pilot testing

   b. Training test

   c. Training evaluation

   d. Summative evaluation

   e. Formative evaluation

16.5   Outcomes used in the Training Evaluation Program

To evaluate a training program, an organization should decide how it will determine the effectiveness of the program i.e., it should identify what training criteria or outcomes it will measure.

According to Kirkpatrick's four levels of training evaluation, the criteria for level 1 and level 2 (reactions and learning) are collected prior to trainees returning to

their jobs. Level 3 and level 4 criteria (behaviour and results) measure the degree to which training content is used by trainees on the job i.e., it determines transfer of training.

Table 16.1 depicts the criteria for Kirkpatrick's four levels of training evaluation.

Table 16.1: Kirkpatrick's four levels of training evaluation

Level	Criteria	Focus
4	Results	Business results achieved by trainees
3	Behavior	Improvement of behavior on the job
2	Learning	Acquisition of knowledge, skills, attitudes, behaviour
1	Reactions	Trainee satisfaction

Implications of the Kirkpatrick's framework:

● Higher level outcomes should not be measured before a positive change takes place in the lower level outcomes.

● The framework also suggests that changes at a higher level (for instance, results) are more valuable than changes at a lower level (for instance, learning).

● Criticism of the Kirkpatrick's framework:

● Research has not found that each level is caused by the level preceding it nor is there any evidence to indicate that the level differs in importance.

● It does not take into account the evaluation purpose. The outcomes used in evaluation should relate to the strategic reasons for training, the training needs, and the program learning objectives.

In view of these criticisms, academic researchers and training practitioners have concluded that more comprehensive models for training criteria are required i.e. additional training outcomes are helpful for the evaluation of the training programs.

These outcomes comprise motivation, attitudes, and ROI. Training outcomes have been classified as cognitive outcomes, skill-based outcomes, affective outcomes, results, and ROI.

16.5.1 Cognitive Outcomes

Cognitive outcomes are helpful in determining the extent to which the trainees

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are familiar with the facts, techniques, principles, procedures or processes underlined in the training program. Cognitive outcomes measure the knowledge that is learned by trainees in the program. In Kirkpatrick's framework, cognitive outcomes are level 2 (learning) criteria.

16.5.2 Skill-based Outcomes

Skill-based outcomes help in evaluating the level of technical or motor skills and behaviors acquired or learned. They include acquiring or learning new skills (skill learning) and applying those skills on the job (skill transfer).

In Kirkpatrick's framework, skill-based outcomes relate to level 2 (learning) and level 3 (behavior). The degree to which trainees have acquired skills can be assessed by observing their performance in work samples.

16.5.3 Affective Outcomes

Affective outcomes consist of attitudes and motivation. A type of affective outcome is the reaction of the trainee toward the training program. Reaction outcomes, otherwise known as measures of creature comfort refer to trainees' perceptions of the program including the facilities, trainers, and content.

The following points would help us to understand outcomes better:

- They are also known as class or instructor evaluations.

- This information is gathered towards the completion of the program.

- In Kirkpatrick's framework, reaction outcomes are related to level 1 (reaction).

- Reaction outcomes are collected through questionnaires filled in by trainees. A reaction measure must comprise questions that are related to the training material, training administration, satisfaction of the trainee with the instructor, clarity of course objectives, and usefulness of the training content.

- An accurate evaluation should include all the aspects of a successful learning environment. Most class or instructor evaluations include items related to the trainer's preparation, ability to carry out a discussion, delivery, training material and content organization, use of visual aids, style of presentation, capability and eagerness to answer questions, and ability to stimulate the interest of trainees in the course.

- These items come from trainer certification programs, trainer's manuals, and by observing successful trainers.

- Other affective outcomes that may be accumulated in an evaluation include motivation to learn, customer service orientation, tolerance for diversity and safety attitudes. Surveys are usually used for measuring affective outcomes.

- In Kirkpatrick's framework, affective outcomes relate to level 2 (learning) or level 3 (behaviour) depending on how they are assessed.

16.5.4 Results

Results are used for finding out the payoff of the training program for the company. Result outcomes include increased production and reduced costs related to employee turnover, improvements in product quality or customer service, accidents, and equipment downtime. In Kirkpatrick's framework, results relate to level 4 (results) criteria.

16.5.5 Return on Investment

Return on investment or (ROI) refers to "comparing the training's monetary benefits with the cost of the training." ROI is not considered in Kirpatrick's frame-work and is referred to as level 5 evaluation.

Training costs can be categorized into:

- *Direct costs:* Direct costs include salaries, benefits for all employees involved in training including instructors, trainees, consultants, employees designing the program, program material and supplies, classroom rentals or purchases or equipment, and travel costs.

- *Indirect costs*: Indirect costs are not related directly to the design, delivery, and development of the program. They include equipment and related expenses, facilities, general office supplies; travel and expenses; staff salaries and administrative and staff support salaries.

Benefits refer to the value gained by the company from the training program.

Example

In 2021, Amazon announced committing more than $1.2 billion to provide free education and skills training opportunities to more than 300,000 of their own employees in the U.S. to help them secure new, high-growth jobs. Amazon is also investing hundreds of millions of dollars to provide free cloud computing skills training to 29 million people around the world with programs for the public. This is an instance of training costs.

For more details, check out   https://www.forbes.com/(accessed on 22/3/2022)

Activity 16.1

XYZ Ltd., a supermarket chain, hires over 1,000 employees every year. It offered training to its employees in scanning grocery items, checking for bar-codes on the products, and helping cashiers with food stamps and checks. After the training was conducted, the supermarket chain wanted to check to what extent the employees had acquired the skills and whether they were applying those skills on the job. Which training outcome is the company trying to evaluate? Also discuss other outcomes that help determine the effectiveness of the training program.

Contd. ……

Answer:

Check Your Progress - 2

4. In Kirkpatrick's four-level framework for evaluating training criteria, which of the following is the criterion for level 2?

   a. Learning

   b. Behavior

   c. Results

   d. Reaction

   e. Outcomes

5. In Kirkpatrick's four-level framework for evaluating training criteria, which among the following is the criterion for level 4?

   a. Results

   b. Reaction

   c. Behavior

   d. Learning

   e. Attitudes

16.6   Determining whether Training Outcomes are Good

One of the important parameters for measuring training effectiveness is training outcomes. Hence training outcomes need to be relevant, reliable, discriminative, and practical.

16.6.1 Relevance

Criteria relevance refers to the extent to which training outcomes are related to the learned capabilities that are emphasized in the training program. These learned capabilities should be the same as the ones needed to succeed on the job. i.e. the outcome must be valid learning measures.

The relevancy of the outcomes can be ensured by choosing outcomes based on the learning objectives of the training program. There are two ways in which the training outcomes may lack relevance:

- Criterion contamination refers to "the extent that training outcomes measure inappropriate capabilities or are affected by extraneous conditions."

- Criterion deficiency refers to "the failure to measure training outcomes that were emphasized in the training objectives."

16.6.2 Reliability

Reliability refers to the degree to which outcomes can be measured consistently over time. A reliable test includes items for which the interpretation or meaning does not change over time.

A reliable test gives trainers the confidence that any improvements in post-training test scores from pre-training levels is a consequence of the learning that takes place in the training program, not from the test environment or the training characteristics.

16.6.3 Discrimination

Discrimination refers to the degree to which the trainees' performances on the outcome actually reflect true differences in performance.

16.6.4 Practicality

Practicality refers to the ease with which the outcomes to be measured can be collected. Learning outcomes, rational thinking and ability to produce what is learnt in the program to name a few are some of the measures used by companies to test the trainees' capabilities.

Example

In 2019, Amazon announced that they would spend $700 million to upskill 100,000 of their US employees by 2025. Given the advent of machine learning and artificial intelligence at a fast pace, Amazon has decided to upskill its employees well in advance to plug in the gaps that may arise in the future, not to forget the benefits of engagement, morale and retention. This is an instance of training outcomes being relevant, reliable and practical.

For more details, check out https://gethownow.com/   (accessed on 10/03/2022)

16.7   Evaluation Practices

Evaluation of training programs ensure that the training programs are worth the money invested and the learning outcomes are achieved. Good evaluation practices help the organizations to determine the worth, value and usefulness of the training programs. The following points help us to understand the evaluation practices in detail:

- Surveys of evaluation practices of companies indicate that cognitive outcomes and reactions (affective outcome) are the most frequently used outcomes in the evaluation of training.

- Though the behavioural, results, and cognitive outcomes are less frequently used, research suggests that training can bring about a positive effect on these outcomes.

- Training programs have objectives related to both transfer and learning i.e., they want trainees to acquire cognitive skills and knowledge and demonstrate use of skills and knowledge in their on-the-job behaviour. Thus, companies should collect outcome measures related to transfer and learning in order to ensure an adequate evaluation of training.

- Both cognitive and reaction outcomes may have an influence on learning. Reaction outcomes provide information about the degree to which the facilities, trainer, or learning environment may have hampered learning. However, cognitive and reaction outcomes do not help determine how much trainees actually use the training content in their jobs.

- Evaluation should include affective, skill-based, or results outcomes to determine the degree to which transfer of training has happened.

- Positive transfer of training is exhibited when learning takes place and there are positive changes in affective, skill-based, or results outcomes.

- No transfer of training is exhibited if learning takes place but no changes are observed in affective, skill-based, or learning outcomes.

- Negative transfer of training is evident when learning takes place but affective outcomes, skills, or results are less compared to pre-training levels.

Example

TinyPulse, an employee engagement software platform, makes it easy to create employee pulse surveys so that you know exactly how engaged and happy the trainees are post the training sessions. The survey tool analyzes trainee responses, and the facilitators and leaders can pull insightful evaluation reports although employee feedback is presented anonymously. Both cognitive and affective outcomes can be evaluated by using TinyPulse.

For more details, check out https://www.tinypulse.com/(accessed on 10/3/2022)

16.8 Evaluation Designs

Design of training evaluation helps an organization understand to what extent training is responsible for changes in evaluation outcomes or whether training has failed to influence the outcomes.

Normally evaluation design cannot at all times ensure that the results obtained are entirely due to the impact of training. Evaluation design refers to from whom, what, when and how information is collected to determine the effectiveness of the training program.

16.8.1 Threats to Validity

Threats to validity are factors that guide an evaluator to question either (i) the believability of results from the evaluation study or (ii) the degree to which the results of evaluation can be generalized to other trainee groups or situations.

The believability of evaluation study results refers to internal validity. Let us discuss the same in detail:

- The internal threats to validity are concerned with company characteristics (history), the outcome measures (instrumentation, testing), and people in the evaluation study (maturation, attrition, initial group differences).

- These characteristics can lead the evaluator to arrive at wrong conclusions related to training effectiveness. An evaluation study requires internal validity to ensure that the evaluation results are due to the training program and not on account of other factors.

- The degree to which the results of evaluation can be generalized to other trainee groups or situations is referred to as external validity.

- Since the evaluation usually does not involve employees who have completed the training program, trainers want to be able to say that the program will be effective in future with similar groups.

Methods for controlling threats to validity

Threats to validity need to be minimized because trainers often use evaluation study results as a basis to demonstrate that training does work or for changing training programs. Threats to validity can be minimized in three ways – the use of pre-test and post-test in evaluation designs, comparison groups, and random assignment.

Pre-tests and Post-tests

A measure to improve the internal validity of the study results is to establish a baseline or pre-training measure. Another measure can be taken after training called the post-training measure. A comparison of pre-training and post-training measures helps in indicating the extent to which trainees have changed due to training.

Comparison Groups

A control or comparison group refers to a group of employees who participate in the evaluation study but do not attend the training program. The features of comparison groups are enumerated below:

- It can be used for improving internal validity.

- The employees in the comparison group have similar personal characteristics such as age, gender, education, tenure, skill level, etc. as the trainees.

- The use of a comparison group in training evaluation helps in ruling out the

possibility that changes found in outcome measures are due to factors other than training such as Hawthorne effect. The Hawthorne effect refers to "employees in an evaluation study performing at a high level simply because of the attention they are receiving".

- Comparison groups help to ensure that any effects observed are due to training as opposed to the attention received by the trainees.

- A comparison group also helps in controlling the effects of history, testing, instrumentation, and maturation because both the training group and comparison group are treated in the same way, receive the same measures, and have the same time to develop.

Random Assignment

Random assignment refers to assigning employees to the training or comparison group on the basis of chance. The following points would help in better understanding of the same:

- This means that employees are allocated to training programs without prior experiences or individual differences being taken into consideration.

- Random assignment ensures that trainees are similar in individual characteristics such as ability, motivation, age, and gender to the comparison group.

- Since it is impossible to measure all the individual characteristics that may affect outcome measures, random assignment can be done to ensure that these characteristics are distributed evenly among the training group and comparison group.

- Random assignment helps to lessen the consequences of employees dropping out of the study and the distinction between the comparison group and training group in skill, knowledge, ability, or other personal characteristics.

A solution to this problem is identifying factors in which the training group and comparison group differ and compensating for these factors in data analysis (a statistical procedure called analysis of covariance).

Another method involves determining the characteristics of trainees after they are assigned and ensuring that the comparison group includes employees having similar characteristics. Random assignment is, however, often considered impractical.

Organizations generally prefer to train only those employees who need training. Also, they may be reluctant to offer a comparison group.

16.8.2 Types of Evaluation Designs

There are a number of designs for evaluating training programs. The designs can be compared on the basis of who are involved (trainees, comparison group), when

the measures are collected (pre-training, post-training), the costs, the time taken to conduct the evaluation, and the strength of the design for excluding different reasons for the results.

In general, evaluation designs that use pre-training and post-training outcome measures and contain a comparison group reduce the risk of alternative factors other than training being responsible for the evaluation results.

Post-test Only

In post-test evaluation design, only post-training outcomes are gathered. A comparison group can be added to strengthen the design. This design is suitable when trainees are expected to have similar levels of knowledge, results, outcome, or behavior before the training as the comparison group.

Pre-test/post-test

The pre-test/post-test is an evaluation design in which both pre-training and post-training outcome measures are accumulated. Here, there is no comparison group and this makes it difficult to exclude the effects of business conditions or other factors as reasons for changes. This design is suitable for companies who want to evaluate their training program that intends to train a small group of employees or who are uncomfortable with excluding some employees.

Pre-test/Post-test with comparison group

The pre-test/post-test with comparison group is an evaluation design that includes a comparison group and trainees. The outcome measures of pre-training and post-training are collected from both the groups.

If there is a significant improvement in the training group as compared to the comparison group, it could be noted that training is responsible for the change. The pre-test/post-test with comparison group design controls most of the threats to validity.

Time series

The time series is an evaluation design where training outcomes are accumulated at periodic intervals before and after training. Reversal can be used to improve the strength of this design. Reversal refers to a time period in which the participants do not receive the training intervention.

With the time series design, a comparison group can be used. Advantages of using time series:

- A significant advantage of the time series is over time; it allows an analysis of stability of training outcomes.

- Another advantage is that using comparison groups and reversal together helps in ruling out different explanations for the results of the evaluation.

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- Time series design is used for evaluating training programs that focus on improving available observable outcomes (such as productivity, accident rates, absenteeism and so on) that differ over time.

Solomon four-group

The Solomon four-group design is a combination of the pre-test/post-test comparison group and the post-test-only control group design. Let us look into this in detail:

- This method makes use of a training group and a comparison group and the outcomes are measured before and after training.
- Another training group and control group is measured after training.
- This evaluation design controls most of the threats to internal and external validity.

Considerations in choosing an evaluation design

An evaluation design is chosen based on the evaluation of several factors such as importance, change potential, scale, purpose of training, cost, organization culture, expertise, and time frame. Less rigorous evaluation or no evaluation design may be more appropriate than a more rigorous design due to the following reasons:

- Random assignment, comparison group, or pre-training or post-training measures or any other reason.

- First, trainers and managers may not agree to devote a lot of time and effort to collecting training data.

- Second, trainers or managers may lack the expertise to carry out an evaluation study.

- Third, an organization may view training as an investment from which it anticipates little or no return.

Pre-test/post-test with comparison group (a more rigorous evaluation design) should be taken into consideration if any of the following conditions are true:

- The results of evaluation are taken to modify the program.

- The training program is enduring and has the potential to influence many employees and customers.

- The training program comprises trainees in large numbers and multiple classes.

- Training cost justification is based on numerical indicators.

- Trainers or other employees in an organization have the necessary expertise to design and assess data gathered from an evaluation study.

- The training costs create a need to demonstrate that it works.

- Sufficient time is available for conducting an evaluation. Here, information related to effectiveness of training is not required on an immediate basis.

- There is some interest in measuring change in skill, behaviour, knowledge, etc. in comparing two or more diverse programs or from pre-training levels.

- Evaluation designs without pre-test or comparison groups are helpful in situations where an organization wants to know whether a specific performance level has been achieved.

Exhibit 16.1 illustrates the impact of Artificial Intelligence on Training design evaluation

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Exhibit 16.1: Impact of Artificial Intelligence on Training Evaluation Design

The global predictive and prescriptive learning analytics market is projected to reach a value of $16.84 billion by the end of 2023 (Courtesy Reuters). Moving from conventional data analysis to advanced analytics will provide training organizations with much-needed speed and accuracy in decision-making.

Artificial Intelligence can come handy for the organizations using Kirkpatrick's model for training evaluation. One can gather data for the first level using feedback forms, surveys and "smile sheets," while the pre- and post-assessments can be used for the second level. It is the third and fourth levels where predictive and prescriptive analytics (backed by AI and automation) come in. AI and automation can minimize the amount of human intervention needed to analyze data and identify subsequent actions.

With AI, the machine gathers data over a period of time and from sources beyond the LMS, such as the human resources information system (HRIS), the enterprise resource planning (ERP) platform, 360-degree assessments and performance evaluations. Data gathered from these sources enables systems to make better predictions and recommendations.

AI-enabled analytics tools can also predict learners' future performance based on existing data about job roles, preferences, learning history and performance. This capability enables the organization to create necessary learning interventions and support for the areas where learners are likely to struggle.

In addition, with e-learning automation, algorithms offer detailed instructions that enable the LMS to determine business and individual needs in an organization. Regardless of the frequency of change, the system will continue to adjust learning initiatives automatically. As a result, instead of you trying to plan for every possibility, the automated LMS analyzes data.

Source: https://trainingindustry.com/(accessed on 11/3/2022)

Activity 16.2

ABC Clinics (ABC), a leading center for medical education and research in New York, started a new hospital in California. In the process, some of the employees were moved to management positions, which resulted in dissatisfaction among the employees and led to employee turnover. A needs assessment was conducted to know why employees left the organization. ABC decided to initiate a new training program which was designed to help the new managers enhance their skills. After conducting the training program, the management realized that employee dissatisfaction had gone down and that employees had developed the skills to occupy management positions. In view of these results, the management of ABC wanted to know whether training had contributed to the employee satisfaction and improved skills. How can the company evaluate whether training contributed to the changes in employees?

Also, discuss the factors to be considered by ABC in choosing an evaluation design.

Answer

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16.9 Determining Return on Investment

Return on investment (ROI) can be calculated through a cost-benefit analysis. Cost-benefit analysis is "the process of determining economic benefits of a training program using accounting methods that look at training costs and benefits." Training cost information is vital for several reasons:

- To understand total expenses for training.

- To compare the costs of different training programs.

- To assess the proportion of money spent on training administration, development, and evaluation of money spent on training for different employees for comparison.

- To control costs.

The process of determining ROI starts with an understanding of the training program objectives. Plans are developed to collect the data needed for measuring these objectives. The effects of training should be isolated from other factors that may have an effect on the data. The data is finally converted to a monetary value and ROI is calculated.

ROI measures are best for training programs that are expensive, are linked to a company-wide strategy, are focused on an operational issue, are highly visible, are attended by many employees, have management interest, and are of long term nature.

16.9.1 Determining Costs

The resource requirement model is a method that can be used for determining training cost by comparing the cost of alternative training programs. It compares personnel and materials costs, equipment, and facilities across different stages of the training process. All costs incurred during different stages of the training process can be compared across programs.

Training costs can also be calculated using accounting methods. It takes into consideration the cost sources and the time when they are incurred. The categories of the costs include:

- Costs related to instructional material for trainers and trainees
- Cost incurred for program development or purchase to facilities to salary of trainer and support staff
- Cost incurred on travel and lodging
- Cost of equipment and hardware
- Cost of lost productivity while trainees attend the training program
- Now let us understand the significance of each type of costs:
- One-time costs are related to needs assessment and program development.
- Cost per trainee includes materials, meals, lost productivity or expenses incurred on replacing the trainees while they are attending the training program
- Costs per offering relate to trainer salaries, rental fee for training site, and other costs that are incurred every time the program is conducted

16.9.2 Determining Benefits

The potential benefits of training can be identified by reviewing the original reasons for which training was conducted. Some of the ways in which the training benefits are determined have been described here:

- Academic, technical, and practitioner literature summarizes the benefits that are related to a specific training program.
- Observation of successful job performers helps an organization determine what these individuals do differently from unsuccessful job performers.
- Pilot training programs evaluate the benefits from a small group of trainees before more resources are committed by the company.

16.9.3 Return on Investment (ROI)

Return on Investment can be calculated to assess the benefits of training. ROI on training can be achieved by following these steps:

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- Identification of outcomes like incidence of accidents, improvement in quality to name a few.

- Determination of the change in performance post elimination of potential influences on training results.

- Determination of the total costs related to training which include direct, indirect, developmental and overhead costs incurred.

- Calculation of the savings by deducting training costs from operational benefits or results.

- Calculation of ROI by dividing operational results/benefits by costs. This would help the organization to appreciate the expected return from investments made.

Another method used for evaluation of the training method is utility analysis. Utility analysis refers to a specific tool designed to estimate the institutional gain or loss anticipated to a company by the training interventions designed to enhance the value of the workforce.

Let us understand the evaluation of the training program using utility analysis in detail:

- It is estimated by evaluating the monetary value of training based on estimates of the number of individuals trained, variability in job performance in the untrained group of employees.

- Utility analysis requires using a pretest/post-test design with a comparison group for arriving at an estimate of variations in job performances for trained employees versus untrained employees.

Example

Microsoft has flipped the traditional sales model over the past few years, from inside sales teams supporting field sales teams to those inside teams now outnumbering their field counterparts. In 2020, more than 2,500 digital sellers serve customers from eight sales centers around the world. So the sales training programs for the front line sales staff tends to be low on the value scale.

For more details, check out https://.microsoft.com   (accessed on 11/3/2022)

Check Your Progress - 3

6. Which of the following refers to the extent to which training outcomes are related to the   learned capabilities emphasized in the training program?

   a. Reliability

   b. Criteria relevance

   c. Practicality

   d. Discrimination

   e. Validity

7. Which of the following helps minimize threats to validity?
   a. The use of pretest and post-test in evaluation designs
   b. Training groups
   c. Learning group
   d Earning groups
   e. Behavioral groups

8. Which of the following refers to assigning employees to the training or comparison group on the basis of chance?
   a. Comparison group
   b. Random assignment
   c. Pretest
   d. Post-test
   e. Behavioral group

9. Which of the following is not a type of evaluation design?
   a. Pretest/post-test, time series
   b. Behavioral group
   c. Pretest/Post-test with comparison group, post-test only
   d. Random assignment
   e. Solomon four-group

10. Which of the following refers to the process of determining the economic benefits of a training program using accounting methods that look at training costs and benefits?
    a. Cost-benefit analysis
    b. Return on investment
    c. Ransom assignment
    d. Reversal
    e. Return on Investment

16.10 Summary

● Training evaluation refers to "the process of collecting outcomes needed to determine whether training is effective" and offers information that helps improve training. If the company does not receive adequate return on investment (ROI) in training, it may reduce its investment in training or hire outside consultants who can offer training that would result in improving performance, productivity, customer satisfaction, etc. Training evaluation provides data that demonstrates that training offers benefits to an organization.

● The evaluation process starts with determining training needs. The next step involves identifying measurable objectives that guide the program. This is

followed by developing outcome measures that are designed for evaluating the degree to which the learning and transfer of training has occurred. After determining the outcomes, the next step involves determining an evaluation strategy. The final stage is planning and executing the evaluation where the program is previewed (formative evaluation) and the training outcomes are collected according to the evaluation design.

● According to D L Kirkpatrick's four-level training evaluation model, criteria for level 1 and level 2 (reactions and learning) are collected prior to trainees returning to their jobs. Level 3 and level 4 criteria (behavior and results) measure the degree to which training content is used by trainees on the job i.e. they determine transfer of training.

● An important issue to be considered while choosing outcomes is to determine whether they are good i.e. they are the best that can be measured to determine the effectiveness of the training program. Good training outcomes need to be relevant, reliable, discriminative, and practical.

● Surveys of evaluation practices of companies indicate that cognitive outcomes and reactions (affective outcome) are the most frequently used outcomes in evaluation of training. Research suggests that training can bring about a positive effect on these outcomes.

● The design of evaluation helps an organization determine whether training has failed to influence the evaluation outcomes or is responsible for changes in outcomes.

● Threats to validity are factors that guide an evaluator to question either (i) the believability of results from the evaluation study or (ii) the degree to which the results of evaluation can be generalized to other trainee groups or situations.

● Threats to validity can be minimized in three ways – the use of pre-test and post-test in evaluation designs, comparison groups, and random assignment.

● There are a number of designs for evaluating training programs such as Post-test only, Pre-test/Post-test, Pre-test/Post-test with comparison group, Time series, and Solomon four-group.

● Return on investment (ROI) is a vital training outcome. ROI can be calculated through a cost-benefit analysis.

16.11 Glossary

Comparison group: A comparison group refers to a group of employees who participate in the evaluation study but do not attend the training program.

Cost-benefit analysis: Cost-benefit analysis is the process of determining the economic benefits of a training program using accounting methods that look at

training costs and benefits.

Formative evaluation: Formative evaluation refers to the evaluation of training that takes place during the program design and development.

Pilot testing: Pilot testing refers to the process of previewing the training program with potential trainees and managers or with other customers.

Random assignment: Random assignment refers to assigning employees to the training or comparison group on the basis of chance.

Return on investment: Return on investment or (ROI) refers to comparing the training's monetary benefits with the cost of the training.

Summative evaluation: Summative evaluation refers to evaluation conducted to determine the extent to which trainees have changed as a result of participating in the training program.

Training evaluation: Training evaluation refers to the process of collecting outcomes needed to determine whether training is effective.

16.12 Self-Assessment Test

1. Define training evaluation. Explain the reasons for training evaluation.

2. Give an overview of the evaluation process.

3. Explain Kirkpatrick's four-level framework for evaluating criteria.

4. Explain the training outcomes that determine the effectiveness of the training program.

5. Explain threats to validity with reference to the evaluation design. Also explain the ways in which these threats to validity can be minimized.

6. Describe the types of evaluation designs. Also state the factors to be considered while choosing an evaluation design.

7. Briefly describe the methods that determine the return on investment in training.

16.13   Suggested Readings/Reference Material

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

16.14 Answers to Check Your Progress Questions

1. (c) Training evaluation

Training evaluation refers to the process of collecting outcomes needed to determine whether training is effective.

2. (c) Formative evaluation

Formative evaluation refers to the evaluation of training that takes place during the program design and development.

3. (a) Pilot testing

Pilot testing refers to the process of previewing the training program with potential trainees and managers or with other customers.

4. (a) Learning

In Kirkpatrick's four-level framework for evaluating training criteria, the criterion for level 2 is learning.

5. (a) Results

In Kirkpatrick's four-level framework for evaluating training criteria, the criterion for level 4 is results.

6. (b) Criteria relevance

Criteria relevance refers to the extent to which training outcomes are related to the learned capabilities emphasized in the training program.

7. (a) The use of pretest and post-test in evaluation designs

Threats to validity can be minimized by the use of pretest and post-test in evaluation designs.

8. (b) Random assignment

Random assignment refers to assigning employees to the training or comparison group on the basis of chance.

9. (b) Behavioral group

Behavioral group is not a type of evaluation design. Evaluation designs include:

o Pre-test/post-test, Time series
o Pre-test/Post-test with comparison group
o Post-test only
o Solomon four-group

10. (a) Cost-benefit analysis

Cost-benefit analysis is the process of determining the economic benefits of a training program using accounting methods that look at training costs and benefits.

Unit 17

The Role of a Trainer

"When you don't learn the best, you will teach the worst."

- Israelmore Ayivor

17.1 Introduction

As has been popularized by motivational speaker and trainer Israelmore Avivor, the effectiveness of the training program is to a great extent dependent on the trainer. In the previous unit, an overview of the process of evaluation of the training program was discussed.

The trainer plays a pivotal role in developing employee skills and competencies which ultimately lead to efficiency and effectiveness in the organization. Organizations take special care to train the trainers so as to have effective training programs. The role of a trainer varies, depending upon the nature of learning and the type of learners. All these are discussed in this unit.

17.2 Objectives

By studying this unit, you will be able to:

- Analyze the role of a trainer in delivering successful training

- Assess the qualities and competencies of a trainer for transferring necessary skills to trainees

- Illustrate the importance of train the trainer in training the trainees effectively

- Evaluate the relationship between trainer and trainees for measuring the success of training programs

17.3 Competencies of a Trainer

The right kind of competencies possessed by trainers lead to successful training programs. A trainer must possess technical competencies- meaning functional knowledge and skills. The following are important competencies for a trainer:

- **Knowledge of adult learning principles:** The trainer needs to possess knowledge of adult learning principles as to how adults acquire and use knowledge.

- **Competency Identification skill**: He should meet the knowledge and skills requirements of jobs, tasks and roles.

- **Coaching skill**: He should be able to guide and help individuals recognize the needs and motivate them to learn. He should guide and mentor weak learners.

- **Feedback skill**: The trainer Should be able to analyze and provide appropriate feedback to enable the learner to improve.

- **Presentation and questioning skills**: Trainer needs to be an effective communicator through a variety of training aids along with ability to engage the learners and evoke discussion and participation.

- **Relationship Building Skill**: The trainer should make the participants feel at home and promote a conducive learning environment.

- *Personal skills:* Trainer's attitude, intellect, creativity, interpersonal skills and behavior influences the learning process indirectly, though the degree of influence varies between trainees.

- **Behavior:** What really matters is the perception that the learner has about the trainer. The trainer should possess a positive attitude and display a positive behavior. Trainer should feel accountable in the entire learning process.

- **Intellec**t: Trainer must have ability to effectively communicate ideas, make right decisions, and evaluate the learners. A trainer should possess a positive outlook towards the learner as a human being and have faith in the individual's ability to develop.

- **Interpersonal Behavior Understanding:** Effective interaction is necessary for a trainer with two-way communication for facilitating the exchange of ideas and skills. The trainer needs to have sensitivity and open mindedness towards the learners.

Other skills necessary for a trainer:

Besides the competencies mentioned above, there are some other skills required by trainers to train effectively. They are:

- Strong team building capabilities and ability to provide positive feedback
- Cultural sensitivity to cater to the needs of diverse group of learners
- Coaching, counseling and mentoring skills
- Computer awareness, expert knowledge and professional etiquettes
- Skills for identification and resolution of learning difficulties

Figure 17.1 explains the systematic training process.

Figure: 17.1   Systematic Training Process
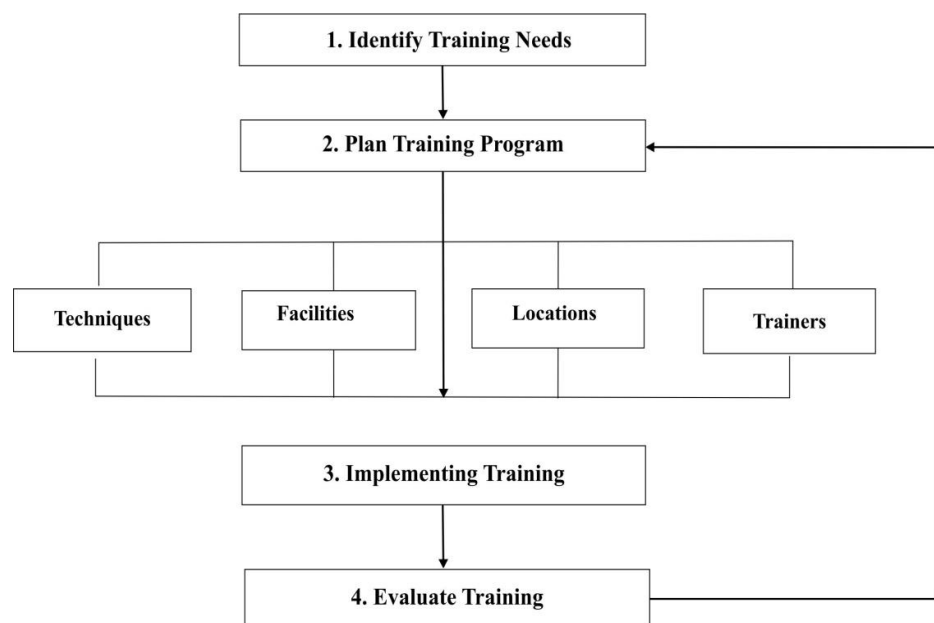
Source: Armstrong, Michael, a Handbook of Human Resource Management, Kogan Page, 2014

17.3.1 Learning Style and Trainer:

Implementing training successfully is the most critical task which needs the trainer's total involvement. Trainer needs to understand the learning process and style of adults to ensure learning.

- Let us understand the Kolb Learning Cycle which propounds that learning can only take place when an individual completes a cycle of the following four stages:
- *Concrete experience*– A well planned learning effort or encountering a new situation/ reinterpreting an earlier experience.
- *Reflective observation*– When we experience something and find it good, we keep recalling it thus we learn by observation and experience.
- *Abstract conceptualization* –We generate concepts and ideas based on experiences which are generalized when a similar situation is faced.
- *Active experimentation*– When the concepts and ideas theorized are tested in a different situation which gives new experience then the learning cycle restarts.

Figure 17.2 depicts the four different stages of Kolb learning cycle.

Figure 17.2: The Kolb Learning Cycle
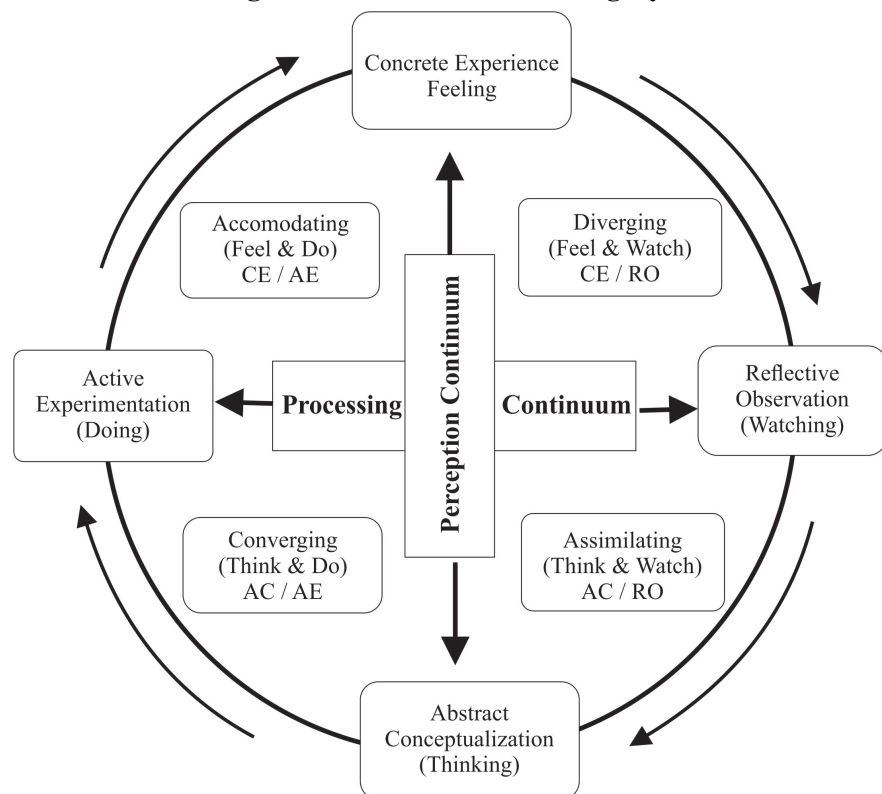
Source: Armstrong, Michael, A Handbook of Human Resource Management, Kogan Page, 2014

The basic concept of Kolb's model is to translate experience into a concept and use the concept in new situations.

Every individual has his own style of learning and the trainer has to adjust his training as per the style of trainee's learning instead of forcing his own style.

Kolb defined four learning styles the trainer must be aware of:

- *Accommodators:* Refers to the learners who learn using trial and error method and is a mix of concrete and experimentation stages of the Kolb's learning cycle. Such learners are intuitive.

- *Divergers:* Refers to the learners who prefer concrete over abstract learning and reflective observation over active involvement. These learners have good imaginative capability and thus use different views for a complete situation.

- *Convergers:* Refers to the learners who are practical and validate theory with action and who experiment with ideas. This is a combination of the abstract conceptualization and experimental stages of the learning cycle.

- *Assimilators:* Refers to the learners who create their own model of theories and assimilate a number of observations into a concise explanation.

In short the trainer has to adapt his delivery to suit the learner's learning style to ensure better understanding. Learning theories help the trainer in appropriate delivery depending on the Learner' style of learning.

17.3.2 Role of a Trainer

The five key roles of a trainer are:

- **The instructor:** This involves direct training to make people learn and provide necessary feedback.

- **The provider:** This involves designing, maintaining and delivery of the training programs by analyzing training needs, setting training objectives, designing and developing courses, and selecting appropriate training techniques or methods, testing and evaluating the designed programs.

- **The consultant:** This is basically concerned with analysis of business problems and recommending solutions. Training may be required on the implementation of few or all solutions so recommended. It involves coordination with the line managers to identify their performance issues, obtain training solutions, work with trainers to finalize the training programs, etc.

- **The innovator:** This part of the trainer's role is concerned with effective change management and acts as a change agent for solving performance problems by working with the senior and middle levels managers.

- **The manager:** This means involvement of the trainer in the functional part of training management i.e., setting training goals, making training plans and policies, liaising with related departments and senior management for improving the performance. He needs to ensure that appropriate training related activities are developed, designed, delivered, and evaluated by acquiring as well as developing training staff to name a few.

Core Competencies of a trainer: A professional trainer plays an important role in the organization. He should be able to:

● Anticipate training needs, design, organize and implement the training program.

● Implement training, its subjects and goals in terms of competencies in a pedagogical way.

Along with the instructional effectiveness three categories of skills are required as core competencies. The combination of these skills results in effectiveness of training programs:

1) Technical skills which include skills that are necessary for performing the job in a better way. These skills include:

   ● *Level of subject matter knowledge* – It helps the trainer in providing learning and giving answers to the learner's questions thus it increases trainer's confidence.

   ● *Effective Business Skills* – Trainer should be able to budget, manage time and negotiate effectively, etc.

   ● *Performance Ability* – The trainer should also be able to prove his skills on the job so that he can share tips and the best of practices with learners.

   ● *Rich Experience* – The trainer having rich experience on the subject can provide live examples to the learners.

   ● *Commitment to Learning* – Trainer needs to make extensive efforts to keep learning and updating himself. He should completely involve himself and possess the skills for assessing training needs, designing and evaluating training to develop a feeling of commitment towards learning.

   ● *Ability to* Teach – A trainer should possess the ability to clearly communicate and articulate the skills and knowledge to instruct learners using instructions. Trainer should have the patience to handle beginners and give them the feedback.

2) Professional skills: These skills emphasize on teaching, enhancing learning and educating the trainees. This can be successful only when the trainer is able to communicate clearly, has patience to listen and adaptability to changing educational practices leading to changes in subject matter. These skills include skills in developing effective content and facilitating learning:

   • *Effective Lesson Plans* – The trainer should take care that the content of the subject material, language, and timing is planned properly. He should have thorough knowledge of preparing lesson plans, graphics, layouts, etc.

- *Facilitate Learning*–The trainer should have awareness about human psychology and the right kind of attitude for facilitating learning. The trainer should be competent in understanding the learner's facial expressions, body language, queries and change his teaching as per the learning style of the group. He should creatively handle the learner's problems.

3) Change Management Skills**:** This deals with the transformation of individuals, team and organization from the present to a future state using a systematic change process. Under this situation, a trainer should be able do the following successfully:

- Manage resistance to change by training and take ownership to implement change
- Build learners' involvement and create a contract for change
- Provide feedback to learners on their adaptability
- Support strategic planning and change intervention
- Enforce the change in the organizational culture through training
- Evaluate results of change and evaluate self, keeping in mind the objective of change

4) Skills for improving performance: Trainer should be able to analyze performance gaps and ways to fill up these gaps. Under this situation a trainer should be able do the following successfully:

- Identify the bad performers and deficiencies and analyse performance
- Analyse the reasons of deficiencies; evaluate the training system and methodology
- Evaluate training results against organizational goals
- Monitor change in the learner's performance

5) Content Design Skills: The trainers have to design, develop the formal and informal solutions for learning by formulating and implementing different methods. Under this situation a trainer should be able do the following successfully:

- Assess needs and identify approach to learning keeping in mind learning theory
- Design a curriculum, method, program, instructional material, learning solution
- Select technology to use instructional materials
- Evaluate and review learning design

6) Content Delivery Skills: Trainer should be able to deliver effective formal and informal learning solutions. Under this situation a trainer should be able do the following successfully:

- Understand and create a positive climate of learning
- Deliver training according to the set objectives and needs identified
- Develop his credibility by being effective and updated
- Use different training methods
- Facilitate climate of learning by encouraging learner's participation and building their motivation
- Provide constructive performance feedback and comparing the same with the outcome of learning

6) Skills for using technology for learning: The trainer has to keep track of the latest trends in learning and development and should deploy technology for coming up with innovative content development and content delivery techniques.

7) Skills for analysing the impact of learning: Trainer should have the ability to use different ways to evaluate learning and measure the impact of the training methodology. Under this situation a trainer should be able do the following successfully:

- Anticipate expectations of customer
- Design methods to evaluate learning
- Analyse collected data
- Recommend improvements for suitable decision making

8) Skills for managing learning programs: Trainers should also be able to lead in executing the organization's people development policies through training and development activities. Under this situation a trainer should also be able do the following successfully:

- Implement plan of action and the project
- Create and maintain expenses within the budget
- Manage people and external resources
- Ensure adherence to legal and regulatory requirements

9) Ability to facilitate integrated talent management: The trainer has to integrate all talent management activities such as talent acquisition, talent development and talent retention. The trainer should:

- Relate development of talent to the objectives of the organization
- Train managers to enhance the skills of their people
- Arrange for developmental resources by creating highly performance oriented workplaces

10) Coaching skills: A trainer needs to be an effective coach who adopts a systematic and appropriate process to improve the learner's ability for setting goals, take proper action, and maximize their strengths. Under this situation, a trainer should also be able do the following successfully:

- To coach effectively, intimacy and trust has to be established with the trainee
- Listen effectively and actively
- Ask questions to explore deficiencies and guide accordingly
- Develop opportunities for learning by designing coaching plans and goals
- Monitor progress

11) Knowledge management skills: Trainer must acquire and develop intellectual capital by sharing knowledge and benchmark best practices for fostering knowledge culture which facilitates learning and collaboration supported by technology.

Example

The trainers at Wipro need to possess good communication and presentation skills with exceptionally good facilitation and influencing skills along with hands-on system and applications expertise, not to forget task management and problem-solving skills.

For more details, check out https://careers.wipro.com   (accessed on 15/3/2022)

Check Your Progress - 1

1. Which of the following competencies of the trainers would help him to guide and help individuals in recognizing their needs and motivating them to learn?

   a. Knowledge skills
   b. Coaching skills
   c. Personal skills
   d. Intellectual skills
   e. Relationship building skills

2. Which of the following refers to the generation of concepts and ideas based on experiences that are generalized when similar situations are perceived?

   a. Concrete experience
   b. Reflective observation
   c. Abstract conceptualization
   d. Active experimentation
   e. Accommodators

3. Which of the following refers to the learners who create their own model of theories and assimilate a number of observations into a concise explanation?
    a. Accommodators
    b. Divergers
    c. Convergers
    d. Assimilators
    e. Experimenters

17.4 Different Types of Trainers

The organization provides different types of training to keep the employee engaged and updated. Different types of training need a certain set of skills and competencies in the trainer. Trainers can be categorized depending on the area that they are focusing upon. Let us understand the classification of trainers in detail.

17.4.1 Communication Skills Trainer

Communications trainer focuses on improving the two-way interpersonal communication skills of learners including written, verbal (with appropriate tone and pitch level), listening, reading and kinesics for improved performance and also future requirements.

Methods used for the development of communication skills are group discussions, classroom sessions, workshops, seminars to name a few. The aim of developing communication skills is to develop public speaking abilities, cultural and cross cultural awareness, better customer service and communication systems for global businesses.

The requisite skills of communication skill trainer are:

- Knowledge of spoken language and communication methods is a prerequisite for a communication skill trainer.
- Sound awareness of general vocabulary, grammar and kinesics of language and knowledge of verbal interaction like discussions, debates and interviews is essential for a communication skills trainer.
- Understanding of para-linguistic characteristics of communication like voice quality, body language, facial expressions, postures and gestures is essential for a communication skills trainer.
- Communication skills trainers should have the knowledge to use communication aids like notes, and schemes for presentation
- They need to possess the knowledge necessary to differentiate relevant and irrelevant information to avoid communication barriers
- Communication skills trainers should also possess pedagogy skills to promote trainer learning.

17.4.2 Soft Skills Trainer

Soft skills are a cluster of personality traits, communication, socialization and personal habits of an individual used to build relationships with other people. Soft skills may include strong communication and listening abilities, customer services, body language, emotional intelligence, training to avoid sexual harassment, time – attitude- stress management, motivation and/ or ethical values.

Trainer should be well-versed with topics such as effective public speaking, presentation skills for technical and other audience, handling queries, team and individual presentations, telephone and business etiquette, tele and video conferencing, e-mail and online reporting, writing effective notes, reports, letters and proposals.

A trainer should also be well versed with interpersonal communication and able to instill OCTAPACE culture i.e., a culture of openness, confrontation, trust, authenticity, being proactive, autonomy, collaboration, and experimentation among trainers.

17.4.3 Leadership Trainer

Leadership trainers are expected to train supervisors and managers at the work-place. Trainer should be well acquainted with skills required by a leader like group cohesiveness, process of team formation, common mistakes made by leaders, best practices, change management, cultural management, avoiding glass ceiling effect, empowerment and joint decision-making

Objectives of a leadership trainer are to acquaint learners with how

- To improve interpersonal communication and create an enjoyable work-place

- To keep the team motivated and ensure harmonious interpersonal relations

- To target goal-setting and making team members aware of self-regulation strategies

- To analyse individual team member's strengths and weaknesses

- To improve productivity of team and develop collaboration amongst team members

17.4.4 Process and Safety Trainer

Process Trainers meet customized training requirements for specific equipment or projects. Process training is practical training for technicians and process operators. It can be on-the-job training or can be vestibule training.

Safety Trainer ensures that the employees use protective clothing to safeguard themselves from work-related injuries and accidents and is an essential function for hazardous manufacturing units. Safety trainers should train employees on evacuation and exit plans, mock fire drills, and violence at the workplace.

Safety trainers should also possess complete knowledge and usage of first aid, eye safety equipment, hearing protection, safety equipment related to different body parts. In-house process training should also include safety training.

17.4.5 Technical Trainer

Technical trainers use common training methods to provide technical and factual information, processes, principles and procedures. Technical trainer trains the new employee about the technological aspects of the job. Mostly technical training is conducted in-house, but a host of other techniques like simulation, vestibule training and apprenticeship are also used.

Quality Training: In production oriented businesses, a technical trainer should also be competent in providing training on quality. A quality trainer trains employees on methods of avoiding and preventing errors, detecting, eliminating and quantifying defective items. They also train the employees on ISO standards to gain competitive advantage. Quality training is generally conducted in-house.

Competencies for Technology Trainers

- Technology trainers must understand why the training is important for them and how the training will help them in the job by acquiring technical competencies. Competencies required for technology trainers are:

- In technology training, the classroom instruction methods are used by a skilled and knowledgeable trainer to enhance learning

- Technology trainers need to develop innovative, clear and easy training methods and tools

- They should be able to provide technical training to professionally and technically educated personnel

- Technology trainers need to meet organizational technical training needs

- They need to possess necessary skills to design training programs and develop training material in consultation with technical experts

17.4.6 Management Trainer

Management trainers are responsible for training managers and supervisors. They are trained to provide training in developing managerial, behavioral and leadership skills. Management trainers help managers in learning skills that are necessary to develop their subordinates to learn, accept change and prepare them for future positions.

Management trainers focus mainly on development of skills related to decision-making, team-building, goal setting, resource allocation, budgeting, business planning, appraisals, documentation and reporting.

17.4.7 Coach and Mentor

Coaching is a training method used personally by the coach to bridge the employee performance gaps. A manager or supervisor or a co-employee can serve as the coach. The trainer should know the stages involved in acquiring new skills, knowledge, and how and when to adopt coaching and mentoring.

The trainer should plan mentoring and coaching content of quality and use strategies accordingly to train the employees, manage groups and transfer learning. Mentoring is normally used for managers and supervisors and is basically aimed at identifying weaknesses and areas for improvement.

Example
Professional Scrum Trainers (PSTs) are professionals licensed by Scrum.org to teach the official Scrum.org curriculum. They are skilled in software development and/or product management. They are experts in Scrum and have extensive experience applying, leading, teaching, and coaching it. They have been servant-leaders at an organizational level. They are active in local agile and/or software development communities, as well as the broader global agile and Scrum movements.
For more details, check out https://www.scrum.org   (accessed on 15/3/2022)

17.5 Qualities of a Good Trainer

A good trainer should possess excellent conceptual and subject area knowledge, good presentation, teaching skills, and ability to recognize training needs of groups and individuals in the group. The trainer should aim at the group's thinking, focusing on shaping attitudes along with providing new knowledge. An effective trainer should possess the following qualities:

- *Excellent Knowledge of Product*: Trainers should have good learning skills and abilities to understand the company's products and services to ensure effective delivery of training and confident response to questions during training sessions.

- *Designing the Course*: The trainer must select the right design to deliver the training and should use the right technique of training like workshops, classroom instructions and lectures, videos or audio presentations, online-offline learning, training documents and manuals, one-to-one coaching, group discussions and role-play sessions.

- *Collaboration*: This quality is important for a trainer in order to develop a comprehensive training program by assessing the training needs in consultation with the superiors and the departmental heads. Trainers also need excellent collaboration with technical staff, product managers, and subject experts and know about the training objectives of the company.

- *Quality Delivery*: Trainers must possess excellent communication and presentation skills for effective delivery of training. They should be competent at using interactive methods for training. They must also obtain critical

feedback on their own performance either by asking groups or monitoring the result of training sessions

- *Retain Interest:* A trainer should be able to divide training sessions and keep the trainees involved and attentive by including quizzes, group discussions, case studies, summaries, question-answer sessions, and role-plays.

Example

Trainers at Amazon need to model their "Learn to be Curious" initiative and learn about new products, services and processes as needed. They need to possess the skills necessary for using e-learning software and conferencing tools. They need to possess the requisite skills for identifying knowledge gaps by going through the deliverables of observation, focus groups, quality check and data analyses and tailor fit their training contents based upon the said observation.

For more details, check out https://www.amazon.jobs   (accessed on 16/3/2022)

Check Your Progress - 2

4. Sound awareness of general vocabulary, grammar and kinesics of language and knowledge of verbal interaction like discussions, debates and interviews is essential for which type of trainers?

   a. Communication skills trainer

   b. Leadership trainer

   c. Technical trainer

   d. Process and quality trainer

   e. Coach and mentor

5. Which among the following trainers should impart managerial, leadership and behavioral skills to the managers?

   a. Communication skills trainer

   b. Leadership trainer

   c. Technical trainer

   d. Process and quality trainer

   e. Soft skills trainer

17.6 Factors Impacting Trainer

Getting a right trainer is influenced by many factors internal and external to the organization. Organizations are keen on getting a trainer who will   be able to provide benefits in terms of enhanced productivity and cost efficiency.

The factors that influence a trainer's efficiency are as follows:

Training Goals: These goals or reasons of training may be to:

- Acquire New skills

- Replace old skills with new techniques

- Develop appropriate behavior at the workplace

- Develop a safe workplace

- Create a workplace that is free of any discrimination and employee harassment

Target Trainee Level: Which includes trainees who may be newly-employed, seasoned employees or top management

Training Resource Allocation: Training budget affects trainer's style and use of methods for training. The factors that influence him are:

- Duration of time allocated for training within or outside the organization

- Resources, materials provided by organization to deliver training

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Example

Amidst the COVID-19 pandemic in 2020, Microsoft launched an initiative to help up to 25 million people across the globe to help them acquire digital skills. The global skills initiative combines existing and new in-house resources, along with resources from GitHub and LinkedIn to help individuals to use data and identify the skills required to fill in-demand jobs and provide free access to learning paths and content for upskilling. Such training resource allocation improves the efficiency of the trainers as well.

For more details, check out https://microsoft.com/   (accessed on 16/3/2022)

17.7 Identifying the Right Trainer

Imparting knowledge and new skills and reinforcing learning in the constantly changing environments need proper identification of a trainer. Factors that help an organization to identify right trainers are given below:

- *Training needs:* What kind of trainer is needed is largely dependent on the training needs. The trainers should at the first instance possess the skills and competencies that an organization wants to impart to its employees

- *Specialization areas*: Specialists in different kinds of training is the deciding factor for the trainer's identification.

- *Training parameters:* What parameters the organization has set for the training of employees will influence the skill levels of the trainer.

- *Corporate goal relevance*: Selection of trainers should be relevant to the accomplishment of the organizational and training goals.

- *Cost benefits*: Hiring cost and cost of conduct of training will also influence the trainer's identification.

- *Expertise*: The kind of expertise of a trainer is critical for effective training. Trainer's expertise is decided by factors like:

    o   Reputation: The reputation of a trainer in an organization or in the market (in case of external trainer) decides his expertise.

    o   Track record: The achievements of a trainer in the past, track record, companies and clients etc.

Example

For technical and instructional expertise in Microsoft Technologies, Microsoft Certificate Trainers (MCT) are professionals who instruct employees who want to become Microsoft Certified Professionals (MCPs). Microsoft Certified Trainers are the only authorized individuals to provide official training for Microsoft Certificate exams.

For more details, check out https://www.techopedia.com/definition/8276/microsoft-certified-trainer-mct   (accessed on 15/3/2022)

Activity 17.1

Which type of training do you think is most important for an administrative assistant? What about for a restaurant server? Explain your answer.

_____

_____

_____

_____

_____

17.8 Trainer Performance Evaluation

Criteria for evaluating performance of a trainer depends on the objectives of the training, organization's expectation from the trainer and trainer's commitment. Productivity of an employee and of the organization is the benchmark of a trainer's success. Trainers performance is evaluated on the basis of the following two aspects:

1. **Evaluation of the Course**

    Evaluation of the course is done by assessing the reactions of the trainees, trainees' learning, their behavior and the learning outcomes.

    Evaluating reaction of the trainees: Involves finding answers for the following questions:

    - Did the trainees enjoy the session?

    - How well the trainees understood, particularly the training session or the course as a whole?

Evaluating learning: Involves finding answers for the following questions:

- What did trainees learn and how did they implement it at the workplace?
- What facts, skills and techniques were learned? This can be done through written tests, feedback session, skill tests etc.

Evaluating behavior: Involves observing for changes in the job behavior post training.

Evaluating results: Involves finding out the visible results i.e the extent of improvement in employees' job performance. This type of assessment is found to be useful in knowing the training outcomes.

2. **Evaluation of the Trainer i.e. Self-evaluation**

Another important way of performance evaluation of trainers is their self-assessment before training and after the training**.**

Pre training Preparation: This stage involves finding answers for the following questions:

- Are the notes prepared clear and as per the requirement of the training session?
- Are the necessary equipment, materials and aids to be used for teaching arranged?
- Will the material generate interest?
- Will the need for training be satisfied?
- Is revision material adequate to recapitulate what is learned?
- Are the instructions perfectly planned to provide maximum participation of trainees?
- Will I be audible to all or do I need a sound support system?
- If you are conducting a lecture as an expert, do you possess the credentials?
- *Post training evaluation:* This stage involves finding answers for the following questions:
- Was I audible and seen by all participants in the room?
- Was there any disturbance to irritate trainees?
- Was there proper variation in the speed, volume, pitch, and tone to keep trainees active?
- Was I enthusiastic in delivering instructions?
- Did I control all the trainees when necessary?
- Were my questions enough and understood well by trainees?

- Was my response to trainees' queries adequate or unsatisfactory?
- Did the trainees and I enjoy the session?
- What did the trainees gain from this session?
- What have I learned by leading this session?

Example

iSpring Suite is an easy-to-use cloud-based platform that helps the trainer to build high-end interactive eLearning with advanced assessments, video lectures, and communication simulations. The output can be uploaded to the system directly from the editor in two clicks. And since the platform and the authoring toolkit were initially developed to naturally complement one another, one gets the extended reports on content and users. This would help in evaluation of the performance of the trainer along with the effectiveness of the training program.

For more details, check out https://www.ispringsolutions.com/ispring-suite (accessed on 15/3/2022)

17.9 Train the Trainer

Train the trainer is a learning technique that is intended to impart training skills to the new trainers so as to enable them to handle training sessions effectively and become proficient in providing training to a large number of trainees.

Moreover, this process helps in building a pool of professional trainers who can be of immense value to organizations. Using ice-breakers helps a trainer to understand the learner's interest in the training program and involves him through active participation. An ice-breaker helps participants to meet each other, clear inhibitions, encourage group work, and encourage open communication.

The main objectives of training the trainer program are to:

- Provide tips on delivering the training programme
- Explain to the trainer about their role in the training
- Help trainer to develop activities for effective training delivery
- Inculcate confidence amongst trainers

Guidelines to train the trainers: Train the trainer process enables an experienced trainer to guide and coach a less experienced trainer or instructor for the delivery of training programs, seminars or workshops. It increases the knowledge and skill-set from concept building to effective delivery of an individual trainer.

It covers skills from training need analysis, to content building, to delivery, measuring learning of the target audience and to gathering the feedback, its analysis and to evaluate the trainer's performance.

Figure 17.3 gives the details of the guidelines to trainers.

Figure 17.3: Guidelines to Trainers

Exhibit 17.1 illustrates the "Training of Master Trainer" program offered by National Skill Development in collaboration with Management Sector Skill Council (MEPSC).

Exhibit 17.1: Training of Master Trainer

To meet the challenges of capacity building of trainers in the skill eco-system, National Skill Development Corporation in collaboration with Management Sector Skill Council (MEPSC) runs a special training program for Master Trainers to help them enhance their delivery skill in a learner centric platform where the trainer is no longer a mere provider. He is rather a facilitator and a change agent.

Objective:

The training program aims to achieve the following learning outcomes:

Develop and enhance own training, facilitation and learning practices

Prepare to facilitate learning sessions and help reflect and improve practice through appropriate evaluation

Facilitate learning sessions using appropriate training methods, learning enabling techniques and use of ICT

Through these training programs, a cadre of Certified Master Trainers (domain & training delivery skills) shall be developed to cater to the skilling ecosystem.

Features of the training program:

An opportunity for eligible domain experts (eligibility criteria as defined by SSCs) to undertake advanced training delivery skills by industry veterans and highly qualified professionals, leading to certification of Master Trainers.

Certified Training delivery skills expands scope of engagement for certified Master Trainers in respective domain areas.

Contd. .....

> Each participant shall be closely observed on a daily basis along with formative assessment. At the end of the program, each participant shall be provided with inputs on Areas of Excellence and Areas of Improvement.
>
> On successful assessment, participants shall be certified through a joint certificate by Management SSC and NSDC. Thereby becoming eligible to conduct batches for other trainers in the area of expertise.

Source: https://nsdcindia.org/training-master-trainer (accessed on 15/3/2022)

17.10 Relationship between Trainer and Trainees

An important measure for the success of the trainer is the development of a harmonious relationship between trainer and trainees and a mutual trust and respect.

The expectations from trainers can be enumerated as follows:

- To devote sufficient energy and time for trainee's development and independence
- To make the resources available
- To provide professional opportunities for networking
- To provide direct as well as indirect training ensuring socialization
- To identify strengths and weaknesses of trainee
- Help the trainee to achieve professional milestones
- Expectations from Trainees can be enumerated as:
- To assume self-directed learning under trainer's guidance
- To meet deadlines for tasks and activities

Benefits to both the trainers and trainees are enlisted as follows:

- They get intensive development of /skill, mentoring and collaborative skills with exhaustive socialization opportunities.
- The trainer-trainee relationship is intense and complicated. Trainees and trainers can reduce the chances of conflict by frequent and open, direct communication.

Example

Talent LMS's gamification engine allows the trainer to add gaming and competition elements in the proper places, and configure it to meet particular use cases like creating some hidden bonus content that is only available to learners who have reached a certain level.

For more details, check out https://www.talentlms.com/   (accessed on 15/3/2022)

17.11 Training Executives in different Sectors

Training varies from sector to sector and group to group. Let us now discuss training in marketing, banking, BPOs, information technology, knowledge process outsourcing and manufacturing.

17.11.1 Marketing

Training of marketing personnel involves on the job techniques. Hence there is a need for identification of training needs, choosing the right technique or mix of techniques for meeting the objectives of training.

Objectives of Training in Marketing

The objective of training the marketing personnel is to improve productivity, enhancement of customer relations skills and elevation of motivation and morale of the employees

Contents of marketing training: The training program in marketing should be more of a problem-solving or experience sharing activity. The contents include training on the industry or market orientation, selling skills, territory management, rational decision-making, understanding competitors' products and strategies, market research, assessment of market needs and legal and ethical issues involved in marketing.

Let us understand the training of marketing personnel in detail. The marketing personnel need to be trained on the following dimensions:

Product:

- To decide upon the products that appeal the customers
- Finding out of similar items are made, priced and sold and the customer reviews for the same
- For quality improvements in the product

Distribution:

- Effective Who you should sell your product to?
- Whether to use a retailer or sell directly?
- Getting your product to the market or customer
- Type and cost of transportation
- Cooperation with other business people
- Where to sell: house to house, markets, shops etc.?
- Methods of storage and the costs involved

Price:

- Setting your price, margin of profit over costs
- Prices of competitor's products and special prices for quick sales
- Special prices to entice customers into the shop
- Deciding whether customer purchases are based on price or quality
- Price changes in different seasons of the year

Promotion:
- To persuade the customer to buy
- To create a perception in the minds of customers
- To demonstrate the use of the product

17.11.2 Banking

In the banking sector, apart from induction programs at the time of entry into the organization, various training programs are extended to the staff.

The focus of the training programs would be in the areas of credit management, asset validity management, foreign exchange management, financial planning, banking operations, wealth management, customer relationship management and leadership development programs.

17.11.3 Business Process Outsourcing (BPO)

BPO involves customer care services, tele-sales and technical support. The major focus in case of training the BPO executives include:

1 **Communication skills:** These skills include the training on effective listening, speaking and writing skills.
2 **Flexibility skills:** These skills include the training on developing the ability to perform multiple tasks and assignments and prioritizing them.
3 **Cross cultural adjustment:** This would help the employees to work with a diverse group of people.
4 **Problem-solving skills:** These skills would help the individuals to have better interpersonal relations, to manage conflicts, to troubleshoot unexpected deviations in processes and schedules.
5 **Team-building skills:** Such skills promote effective communication, better planning, time management and goal setting, and elevates employee motivation and collaboration.

17.11.4 Information Technology (IT)

Employees in the IT sector need training for improving efficiency, productivity and continuous upskilling and reskilling. The focus areas for training IT executives are electronic data processing, software engineering, enterprise resource planning, data warehousing and mining, product quality control and reliability testing

The methods used for training can be e-learning, lectures, on-the-job training, e-books, coaching and mentoring.

17.11.5 Knowledge Process Outsourcing (KPO)

Knowledge Process Outsourcing (KPO) means outsourcing the core information related to specific business activity. KPO executives need effective technical and analytical skills and expertise in their respective specialized fields with quality in the delivery and willingness to learn being the prerequisites of KPO.

Systematic, well-planned and comprehensive training programs on processes are the core activities of KPO industry as it requires high-level of functional and domain know-how. Since this sector involves working during odd hours, hence training on management of stress is equally important.

The specialized fields for training KPO executives include animation and design, network management, Intellectual Property Research, learning solutions, writing and content development, legal services, pharmaceuticals and biotechnology, business, market and technical analysis, advanced web applications and data analytics, research and development.

17.11.6 Manufacturing

Manufacturers find it difficult to acquire people for skilled production jobs. In-house training is expensive and diverts attention from core activities. Most of the companies have been outsourcing the same.

Firms should consider training people to develop the ability to innovate and grow. It will help the manufacturing teams to:

- Create consistency in implementation

- Ensure safety at workplace

- Enhance employee's loyalty, productivity, and boost morale

- Impart the ability to recognize improvement opportunities

- Increase employee confidence

- Help attract and retain employees

Such training programs should cover the areas like Six Sigma, Total Quality Management, manufacturing engineering, production planning and operations management, supply chain management, team building, communication and skills.

Example

Edcast Talent Experience Platform (TXP) unifies learning, skill building and career development in the flow of work. From communications and productivity apps in everyday use to functional specific systems, Edcast is an Artificial Intelligence-first and mobile-first learning ecosystem that takes a strong focus on performance improvement by training employees, customers and partners with engaging anytime, anywhere learning tool.

For more details, check out https://www.edcast.com/ (accessed on 15/3/2022)

Check Your Progress-3

6. Which of the following is done by assessing the reactions of the trainees, trainees' learning, their behavior and the learning outcomes?

    a. Evaluation of the training program

    b. Identification of training needs

    c. Creating a workplace free from discrimination

    d. Motivating the learners to learn

    e. Determine the knowledge of the products

7. The competency of the trainer for using interactive methods for training would help him in which of the following functions?

    a. Collaboration
    b. Quality delivery
    c. Goal setting
    d. Evaluation of the training program
    e. Developing leadership skills

8. The parameters that the organization has set for the training of employees will influence which of the following aspects of the trainer?

    a. Collaboration

    b. Skill level

    c. Specialization area

    d. Cost-Benefit

    e. Goal setting

9. Which of the following refers to a learning technique that is intended to impart training skills to the new trainers so as to enable them to handle training sessions effectively and become proficient in providing training to a large number of trainees?

    a. Training on information technology

    b. Business Process Outsourcing

    c. Train the trainer

    d. Knowledge process outsourcing

    e. Self-evaluation

10. The training on the industry or market orientation, selling skills, territory management, rational decision-making, understanding competitors' products and strategies, market research, assessment of market need is the objective of training in which area?

a. Marketing area

b. Business Process Outsourcing

c. Information technology

d. Knowledge process outsourcing

e. Manufacturing

17.12 Summary

- Attracting and retaining good employees, providing quality customer service and increasing productivity and profitability are some of the issues of concern for corporates of all sizes and thus influence the training programs and practices.

- Every organization wishes to provide employees with the opportunities to optimize their performance to achieve the goals of the organization.

- Thus the trainer(s) should be able to deliver the best, and the trainee(s) should be able to realize maximum benefit from it.

- There are different types of trainers such as Communication Skills Trainer, Soft Skills Trainer, Leadership Trainer, Process and Safety Trainer and Technical Trainer.

- The qualities of a good trainer are excellent knowledge of product, abilities to design the course, collaborative skills and abilities to deliver quality training.

- Prior to undertaking training, the trainers themselves need to undergo training called 'train the trainer'

- This training would include planning the program, presentation skills and other aspects to ensure that learning occurs.

- Organizations need to plan effectively the module to train wherein the trainer is given exposure to various training skills like presentation skills/ learner centric training methods/ exercises etc., for trainers.

17.13 Glossary

E-Commerce: A technology enabling business transactions and relationships to be handled electronically.

Empowerment: Giving employees responsibility and authority to make decisions.

High-leverage training: Training that uses an instructional design process to ensure that it is effective and that compares or benchmarks the company's training programs against other companies.

Internet: A global collection of computer networks that allows users to exchange data and information; a communications tool for sending and receiving messages quickly and inexpensively; a means of locating and gathering resources.

Knowledge workers: Employees such as data analysts, product developers, planners, programmers, and researchers who are engaged primarily in acquisition, analysis, and manipulation of information as opposed to in production of goods or services.

Learning organization: A company that has an enhanced capacity to learn, adapt, and change; an organization whose employees continuously attempt to learn new things and then apply what they have learned to improve product or service quality.

Outsourcing: The acquisition of training and development activities from outside the company.

Six Sigma process: A process of measuring, analyzing, improving, and then controlling processes once they have been brought within the Six Sigma quality tolerances or standards.

Total quality management (TQM): A style of doing business that relies on the talents and capabilities of both labour and management to build and provide high-quality products and services and continuously improve them.

Training: A company's planned effort to facilitate employees' acquisition of job-related competencies.

Training design process: This training would include planning the program, presentation skills and other aspects to ensure that learning occurs.

17.14 Self-Assessment Test

1. Describe the factors affecting learning at the workplace and the usage of training to deal with these forces.
2. Discuss the steps involved in the model of training design. Which is the most significant step and why?
3. Who is most responsible for training within an organization? Why?
4. How does technology influence the role of training professionals?

17.15 Suggested Readings/Reference Material

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

17.16 Answers to Check Your Progress

1. (b) Coaching skills

Coaching skills help the trainer to guide and help individuals in recognizing their needs and motivating them to learn.

2. (c) Abstract conceptualization

The generation of concepts and ideas based on experiences that are generalized when similar situations are perceived is called abstract conceptualization

3. (d) Assimilators

The learners who create their own model of theories and assimilate a number of observations into a concise explanation are called assimilators

4. (a) Communication skills trainer

Sound awareness of general vocabulary, grammar and kinesics of language and knowledge of verbal interaction like discussions, debates and interviews is essential for communication skills trainer

5. (b) Leadership trainer

Leadership trainer imparts behavioral, managerial and leadership skills to the managers and supervisors

6. (a) Evaluation of training program

Evaluation of the training program is done by assessing the reactions of the trainees, trainees' learning, their behavior and the learning outcomes

7. (b) Quality delivery

The competency of the trainer for using interactive methods for training would help him in improving the quality of his delivery

8. (b) Skill level

The parameters that the organization has set for the training of employees will influence their skill levels

9. (c) Train the trainer

Train the trainer refers to learning technique that is intended to impart training skills to the new trainers so as to enable them to handle training

sessions effectively and become proficient in providing training to a large number of trainees

10. (a) Marketing

The training on the industry or market orientation, selling skills, territory management, rational decision-making, understanding competitors' products and strategies, market research, assessment of market need is the objective of training programs in marketing area

Unit 18
The Future of Training and Development

Structure

> *"I am always ready to learn, although I do not always like being taught."*
> - Winston Churchill

18.1 Introduction

As has been put forth by Winston Churchill, a learning platform should be such that it is entertaining to internalize the contents. In the previous unit, the role of a trainer in designing and implementing effective training programs and the need for training the trainers for making training programs effective are discussed.

The advent of new technologies, data analytics and social networks calls for novel and innovative methods of training to meet the needs of the employees and employers.

Organizations need to be aware of the changing trends in training and development. This unit focuses on the sustainability goals of training and the

change management intervention models for business enhancement. It also focuses on the challenges faced by the trainers while innovating the training programs.

18.2 Objectives

After reading this unit, you should be should be able to

- Identify the purpose and goals of training for ensuring training sustainability

- Understand the use of new technologies for training delivery to enhance learning outcomes

- Analyse change management intervention models for business enhancement

- Assess current trends and special issues in training for maximizing effectiveness of training programs

- Identify the challenges that confront 21st century trainers to make training programs innovative and efficient.

18.3   Training Goals

The training and development function focuses on the larger workforce for equipping them to handle their roles effectively by aligning it with the business strategy. The broader goals of training may be defined as follows: -

- **New employees Induction/On boarding**: Help new employees gain the required skills and knowledge to undertake their jobs effectively through various orientation and induction programs

- **Growth Goals:** Enhance the knowledge and skills of employees and thus enable them to accept higher responsibilities.

- **Performance Goals:** Training helps in bridging the gap between employees' current performance and the required level.

- **Skill Up-gradation Goals:** Induction of new equipment or technologies necessitates training of the workforce for up-gradation of their skills and knowledge.

Example

Career Choice is Amazon's prepaid tuition program for operations employees looking to further their education. Under this initiative, Amazon pre-pays full college tuition at hundreds of education partners across the country. In addition to funding associate and bachelor's degrees, Amazon's Career Choice also funds proficiency certifications.

https://www.amazoncareerchoice.com/   (accessed on 16/3/2022)

18.3.1 Training for Sustainability

Sustainability of training or learning covers an overall assessment of the training programs and learning material of an organization. To ensure that the training is sustainable, the programs and learning material need to be assessed for their efficacy, relevance, and correctness in terms of meeting the skill, knowledge and performance needs of the organization.

The main steps involved in ensuring sustainability are:

- **Categorization of deliverables according to importance -**Categorization depends on the importance of the material/programs and how often they have to be updated or revised. Some may require regular revision while others may need changes only over an extended period.

- **Creating an Inventory-** An inventory of all training and development programs and material provides the details of relevance and need for revision.

- **Collecting feedback for Updating -** The feedback for updating the programs and material can be sought from trainees or this can be done proactively by seeking opinions from users/managers/experts.

Exhibit 18.1 illustrates the upskilling commitments of Amazon.

Exhibit 18.1: Upskilling 2025: Program for Amazon Employees

To make it easy for the people to have access to the skills that they need to grow their careers, Amazon has committed to make two big investments by 2025 - committing more than $1.2 billion to provide free education and skills training opportunities to more than 300,000 of their own employees in the U.S. to help them secure new, high-growth jobs and secondly investing hundreds of millions of dollars to provide free cloud computing skills training to 29 million people around the world with programs for the public.

Some of the programs as a part of Upskilling 2025 are enumerated below:

- **AWS Grow Our Own Talent - NEW**

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

- **Surge2IT-NEW**

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

- **User Experience Design and Research (UXDR) Apprenticeship-NEW**

  It 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 to name a few.

Contd. .....

> ● **Machine Learning University (MLU)**
>
> It is an initiative that helps Amazon employees, with background in technology and coding, gain skills in machine learning.

Source: https://www.aboutamazon.com/news/workplace/our-upskilling-2025-programs (accessed on 17/3/2022)

18.4 Training and Development: Purpose

Training has been defined as planned interventions undertaken formally to improve employee knowledge, skills and behaviors to enhance productivity of the employee and the organization in a measurable manner.

It assumed more importance due to changing technologies, competition and rising expectations of the customers.

18.4.1 Purpose of Training

The essential purpose of training is to increase productivity and facilitate learning and development of employees. The purpose of training and development can be explained as follows:

● **Improving the Quality of Workforce-** Helps businesses to improve the quality of the work done by the employees. Regular training aids in quality improvement of the product or service.

● **Employee Growth -**Helps employees refine their skills and gain more knowledge. It helps them in improving their career and provides opportunities for shouldering more responsibilities as they move up the hierarchy.

● **Preventing Skill Obsolescence -**The rapid improvements in technology change work methods and skill requirements. Training ensures that the skills of the employees remain relevant and meet the new and emerging requirements thus overcoming obsolescence.

● **Assisting New Employees -** New entrants require familiarization with the company's policies, practices and behaviors. In addition they require being equipped with the skills and knowledge needed to perform their jobs. Training helps the entrants to settle down in their new role smoothly and meet the performance standards.

● **Implementation of Strategy -** Implementing a business strategy may need new skills and knowledge. Training helps bridge this gap between planning and implementation.

● **Health and Safety -** Training and development programs acquaint employees with the safety requirements at the workplace. Safety training ensures that employees are equipped to tackle unforeseen occurrences and problems thereby ensuring their safety and good health.

Example

Google spends upwards of two weeks immersing new hires in the culture, and Google-specific theory such as 'the life of a query' and 'the life of an ad'. This educational approach and fast-response onboarding helps the new employees to get to work on important projects and key features of the Google architecture.

https://www.google.com/about/careers/applications/u/0/onboarding/ (accessed on 16/3/2022)

Check Your Progress - 1

1. Which of the following is an important goal of training?

    a.   Training managers

    b.   Improving attendance

    c.   Helping HR in implementing policies

    d.   Improving skill levels of employees and on boarding training

    e.   Keeping employees happy

2. What is the purpose of training?

    a.   Imparting language skills

    b.   Getting all employees together

    c.   Improving quality of workforce and develop employee capabilities

    d.   Playing management games

    e.   Assessing employees

18.5 Use of New Technologies for Training Delivery

Personal development is a continuous process and unique to each individual, which is why an adaptive technology-driven learning experience is essential for training delivery. Let us understand the same in detail.

18.5.1 Blended Learning

It is an acknowledged fact that when it comes to training, one size does not fit all. Each trainee has a unique learning style. Blended learning is a common sensual approach that uses more than one method while training on a subject. Characteristics of blended learning:

● Blended learning reduces the cost and time of a program

● The blended approach is how trainees learn in actual practice.

In fact, most training programs use a combination of methods to ensure that the trainees have assimilated the content. The aim is to use the best method for each aspect of the subject from the point of view of trainee's ease of understanding.

The most common methods used for blended learning may be as follows:

● Using a PowerPoint presentation along with quizzes, small group discussions, role plays at different times during the session.

● A complex subject being broken down into parts and different methods used for each of the parts.

● Hands on training or live demonstrations alongside normal lecture methods.

● Using CD-ROM or online subject matter for own time refresher training.

Example

Infosys education portal supports omni-channel learning and provides blended learning experience by synchronizing the learning experience across real-world and virtual classrooms by developing an interactive web application with a rich user interface and integrated the same with a third-party learning platform and digital classroom aids such as a discussion board and assessment modules.

www.infosys.com/ (accessed on 17/3/2022)

18.6 Capturing and Sharing of Intellectual Capital

The benefits of a democratized knowledge sharing platform are obvious to its users. But how does it benefit the entire organization? [1]The following points help us to understand the same:

Peer-to-peer support at scale

The value of knowledge workers doesn't derive only from what they produce in isolation. It also derives from the way in which their work helps the whole organization advance. Knowledge sharing is peer-to-peer support at scale.

Less pressure on valuable employees

Success in the workplace can be a double-edged sword: The better we perform, the more is asked of us. This is particularly true in knowledge-intensive areas, such as IT and HR. These employees benefit enormously from a knowledge sharing platform—especially in a project's earliest stages, when they can answer the most commonly asked questions once, and for everyone. Not only are they saving time, but they're finding relief from the burden of being the "resident expert," which can be a stressful thing to be.

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1 https://www.forbes.com/sites/stack-overflow-for-teams/2021/07/16/how-tech-knowledge-sharing-and-knowledge-reuse-benefit-your-entire-organization/?sh=2e4b93707108 (accessed on 17/3/2022)

Procedurally preserved knowledge

Knowledge sharing can make off-boarding better, too, enabling the more efficient capture of the departing employee's knowledge. When a subject matter expert moves on and leaves behind gigantic exercises in written documentation, the same can be made less overwhelming by breaking it down into digestible specific answers, allowing the inheritor to "build on" the knowledge left behind.

New ways to reward top talent

The knowledge reuse metrics which measures how often someone visits a piece of content helps in assigning specific value to expertise and reward the person. The persons sharing the most knowledge can be recognized and rewarded.

Fostering diversity and democratization

Knowledge sharing and reuse are about positive company culture. A great knowledge platform fosters democratization by making information accessible and breaks the barriers of hierarchies, thus making better teams with higher levels of internal trust and cohesion. Diversity is valued and employees feel that they are listened to.

Example

At Google, most of the tracked trainings are run through an employee-to-employee network called "g2g" (Googler-to-Googler). This volunteer teaching network of over 7,000+ Google employees dedicates a portion of their time to helping their peers learn and grow. Volunteers — known internally as "g2g'ers'" — can participate in a variety of ways, such as teaching courses, providing 1:1 mentoring, and designing learning materials to name a few.

https://www.linkedin.com (accessed on 17/3/2022)

Check Your Progress - 2

3. Which of the following methods is defined as a common sensual approach that uses more than one method while training on a subject?

    a. Blended learning

    b. Virtual learning

    c. Mobile learning

    d. Peer learning

    e. Productivity learning

4. Which of the following resources play a vital role in the development of training and development in an organization?

    a. Assets.

    b. Profits

     c.   Customers

     d.   Shareholders

     e.   Human Resources.

5. Which of the following is the process of determining why training is required in an organization?

     a.   Product Needs Assessment

     b.   Profit Needs Assessment

     c.   Process Needs Assessment

     d.   Training Needs Assessment

     e.   Organizational Needs Assessment.

18.7 Training and Learning for Business Enhancement

With knowledge becoming a source of competitive advantage, training and learning have become an essential means of business enhancement. Creating a learning culture which encourages knowledge enhancement of an individual and the organization creates opportunities to transform the business and its functions. This may be through cost control or reduction, more efficiency, better management of the value chain and creating an engaged workforce. The main advantages of a learning culture are:

- Increased productivity leading to higher profits
- Enhanced employee engagement leading to lower attrition
- Building up of a talent pool for succession/transition
- Ability of workforce to adapt to external change
- Building up a work culture aligned with organizational goals.

18.7.1 Building a Learning Organization

Some of the steps in creating and sustaining a learning organization are:

- **Create training and development plans.** A formal training and development plan helps employees take training and development seriously.

- **Support and recognition for learning.** Learning must be supported by the top management and suitably rewarded.

- **Feedback on Training.** Training needs to meet the needs of the employees and thus to keep the programs relevant and productive, there is a need for feedback to improve and refine the learning process.

- **Internal Promotions.** One of the advantages of a learning culture is that a talent pool is developed within the organization and this makes it easy for internal promotions. It also acts as a motivator.

- **Develop Means for Knowledge sharing.** Provide means for sharing knowledge and experience through social networks or forums on the company intranet.

Example

Google encourages micro learning by running courses with bitesized lessons called "Whisper Courses". These courses are used for training in functional areas as well as management development programs.

https://training.google.com/ (accessed on 17/3/2022)

18.8 Training Partnerships and Outsourcing

Training outsourcing is a business strategy in which a company utilizes an external supplier for the management of training processes and activities. Training outsourcing is the broader term – encompassing multiple forms and strategies – for utilizing external resources, including contracting, licensing, selecting outsourcing, and comprehensive outsourcing and business process outsourcing.

These companies provide a combination of training processes such as training delivery, content development, administrative services and technology management. These outsourcing relationships may be initiative based or ongoing.

[2]Top 20 training outsourcing companies are selected annually by trainingindustry.com for their high-quality services and comprehensive capabilities. Selection to the Top 20 list is based on industry visibility, innovation and impact, capability to deliver multiple types of training services, company size and growth potential, strength of clients, and geographic reach.

The companies so selected include Tata Interactive Systems (TIS), InfoPro Learning, Conduent Learning, GP Strategies, Cognizant, NIIT, IBM, Pearson, APTARA, Microtech, Cegos, among others.

Example

The training outsourcing solutions provided by NIIT for Corporates are a suite of best-in-class training processes that enable customers to reduce costs, sharpen their business focus and obtain quantifiable results. These Corporate Learning Solutions leverage NIIT's in-depth knowledge and widespread experience in Technology Training, Induction Training, Product/Application Roll-out Training, making the company a preferred training services partner.

https://www.niit.com   (accessed on 17/3/2022)

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2 https://trainingindustry.com/top-training-companies/outsourcing/2021-top-training-outsourcing-companies/ (accessed on 17/3/2022)

18.9   Current Trends in Training and Development

The digitization of learning and development (L&D) went into overdrive when the pandemic hit in 2020, and corporate L&D hurled to the top of the business agenda. In light of the accelerated transformation of learning, these are the five trends to look out for[3]:

1. Rapid Reskilling

The calamitous shift to remote work called for the immediate upskilling and reskilling of entire workforces, often disparately located and speaking multiple languages calling for agility in learning with methodologies focusing on speed, flexibility and collaboration, thus bridging the skill gaps by reskilling and upskilling.

2. Performance Over Skills

There is a continued rise in L&D initiatives focusing on overall business performance with programs being redesigned to drive performance ahead of skills.

3. Corporate Learning is a Routine Activity

There is a marked increase in learning on the job or in the flow of work with integrating learning into people's everyday work as a means of developing applicable skills. It is the beginning of L&D becoming an everyday activity where people are actively engaged in searching for the trusted answers and knowledge they need to satisfy their curiosity and perform better at work.

4. Assimilating Virtual with Digital

Simply switching to a virtual classroom is not the solution. There should be an amalgamation of the best of a reimagined virtual L&D with the best of digital learning and striking a judicious balance in line with business priorities underpinned by learning in context and inflow to support remote learners' heightened demand for value and social interaction.

5. Data-driven Learning

Progressive companies have already started mainstream adoption of data in corporate learning design and this trend is going to stay and become the standard approach with learning solutions designed with both learner and organizational outcomes in mind characterized by active engagement, a self-perpetuating cycle of continuous learning for the benefit of all concerned.

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3 https://www.forbes.com/sites/forbeshumanresourcescouncil/2020/12/23/five-learning-and-development-trends-to-watch-for-in-2021/?sh=f134e4e4d2f1 (accessed on 17/3/2022)

What has become popular in organizations is:

- *Bite-sized learning*: It enables the learners to have the flexibility to access knowledge in small doses in a manner that is easy to assimilate and recall and that too at their convenience.

- *Mobile Learning*: Making personalized training programs available on mobiles can help individuals to access them wherever and whenever required.

- *Access to the Qualified Trainers/Instructors*: Online teaching or virtual classrooms can help access world class learning material as also access to highly qualified trainers and tutors to meet the needs of diverse and geographically dispersed workforce.

- *Gamification:* Gamification uses tools and techniques based on 'games' to motivate and engage learners in a competitive environment with feedback and rewards incorporated into it.

Example

The Microsoft Enterprise Skills Initiative (ESI) provides hands-on training for learning and enhancing technical skills and knowledge of Microsoft and Azure technologies accessible via a mobile platform for ensuring continuity to utilize the exceptionally helpful information when on the go.

https://esi.microsoft.com (accessed on 18/3/2022)

Activity 18.2
Create a game to engage and motivate employees in a training scenario:

Answer:

_____

_____

_____

_____

18.10 Focus of training and development initiatives

A learning organization has a competitive advantage, thanks to its highly knowledgeable and skilled workforce. Replacing the traditional methods of learning with incorporation of technology-based methods make learning personalized and effective. The focus of the training and development programs should be on:

- Prioritizing the Individual: Training and development initiatives need to be more learner-centric and should offer personalized solutions in terms of preferred methods of learning and choice of content type which would make learning more effective.

- Mobile Based Training: Leveraging mobile based learning would expand the reach, improve adoption of learning and better engage users in the learning process.

- Social Media: Social media has changed the way we interact with each other and is likely to make a big impact on the way we learn in future. With advantages such as informality, empowerment and ability to interact with a community, social media can help in information sharing and collaboration.

- Adaptive Learning: Adaptive learning where the employees can be monitored in real time to find out what needs to be done would improve learners' experience.

- Collaborative Learning: Collaborative learning would help businesses in resolving time and place barriers in learning and improve productivity.

Aligning training and development with business strategies and exploiting technology for innovative solutions to meet the workforce needs for learning will see many changes in the training function in coming years. Selecting the right trainers, collaboration, outsourcing some specialized programs and putting the individual first would be the main areas of focus.

Example

LinkedIn Learning provides access to more than 13,000 high-quality on-demand courses with personalized course recommendations based on unique, data-driven insights from millions of professionals on the worldwide LinkedIn network.

https://linkedin.com/   (accessed on 18/3/2022)

18.11 Management Development Programs

Management development programs aim to provide the company's managers and potential managers with opportunities to learn, grow and gain managerial, behavioural and leadership skills.

[4]The following are few tips for effective management development programs:

1. Offer mentorship programs

Company-supported mentorship programs and formal management and leadership educational training will help new managers gain critical skills for managing and empowering people. The "learn on the job" approach risks alienating reports from inexperienced managers and increases the potential of a turnover.

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4 https://www.forbes.com/sites/forbeshumanresourcescouncil/2021/11/05/10-best-ways-to-make-new-manager-training-more-effective/?sh=6ab6348c2931 (accessed on 17/3/2022)

2. **Practice change management leadership**

Managing change is a critical leadership skill that impacts every market, industry and team. Change leadership teaches influence, agility, empathy, communication and strategy. Change is complex and impacts us all in unique ways. It teaches us a great deal about ourselves and helps us understand our teams' unique abilities.

3. **Training managers on building high-performance teams**

HR should consider incorporating training on how to build and lead high-performing teams by learning to be an effective coach, promoting diverse and inclusive teams and leveraging strengths and managing opportunities.

4. **Promote empathetic leadership**

Leading with empathy is something that is often neglected in development programs. We often forget when it comes to new manager training. In a modern world, managers should be expected to be empathetic leaders.

5. **Share best practices on time management**

As a manager, time management skills take on a whole new meaning. It's essential for new managers to understand that the needs of their direct reports have to come before their managers and even their own needs. A successful manager onboarding should include training as well as tips and tricks on how new managers can prioritize their management tasks to ensure they are being set up for success in their new role.

6. **Show the benefits of allyship**

In line with the diversity and inclusion commitments of the organizations, it is important to know the importance of being an ally and advocate by seeking understanding and active listening.

7. **Instill mental well-being and empowerment**

In todays' hybrid workplace, management development programs should encompass mental well-being and should be more human-centric in addition to being enabling and empowering.

8. **Provide a digital fluency course**

One of the important aspects that needs to be incorporated in the management development programs is digital fluency course that reviews concepts such as ethical AI, applied statistics for non-engineers and machine learning along with technology trends, data privacy and cybersecurity.

9. **Focus on people management skills**

People management should be a component of a management development program as it is not sufficient to be good at managing projects and programs, it requires very different skill sets to manage people.

10. Help them identify team training needs

The manager should be able to identify roadblocks in the team as well as see the potential within the members and propose ways how they can grow.

Example

To help them in their diversity and inclusion commitment, the "Microsoft Allyship Program" consists of 10 segments using various media to appeal to different learning styles. Employees can take online, self-paced classes, watch video scenarios with actors portraying and discussing various work situations and participate in facilitated sessions focused on building skills and behaviors. The program teaches that there's no limit to who can benefit from a focus on greater inclusion — everyone has an opportunity to be an ally, and everyone needs allyship in some form.

https://news.microsoft.com/   (accessed on 17/3/2022)

Check Your Progress - 3

6. Which of the following refers to gamification?

   a. Playing games on computers
   b. Designing computer games
   c. Using games as a tool for learning
   d. Using games at office
   e. Relaxation during office by playing games.

7. Which of the following refers to adaptive learning?

   a. Adapting lessons
   b. Books written for particular individuals
   c. Learning using tools
   d. Teaching adapted to specific needs of an individual
   e. Adapting technology for teaching

8. Which of the following refers to the new trend that will bring in technology, new delivery methods, application and reinforcement?

   a. Classroom training
   b. Blended workflow learning
   c. Process training
   d. On-the-job training
   e. System training

9. In successful companies, which of the following will play a strategic role by aligning training with business objectives?

    a.   Sales & Marketing

    b.   Finance & Accounts

    c.   Learning & Development

    d.   Supply Chain Management

    e.   Information Technology

18.12 Challenges for Trainers

In the modern times, companies require being innovative and efficient by leveraging learning and development to contain attrition costs, increase revenue and retain talent. For global companies with dispersed and diverse workforce, learning plays a strategic role of aligning training and development initiatives with the business objectives.

The challenges for trainers are:

- Leveraging technology
- Learning to support critical tasks
- Short or bite sized amount of learning
- Delivery to suit mixed generations
- Collaborative learning
- Training that reinforces new skills
- Reduced time spent on travel for training

The future trends which trainers need to get used are discussed below:

18.12.1 Blended Workflow Learning

To meet the above mentioned challenges, organizations seek to blend innovative training methods with daily work. 'Blended workflow learning' is the new trend that will bring in technology, new delivery methods, application and reinforcement.

Blended workflow learning brings together two or more ways of learning and provides opportunities to use the new skill or concept on the job.

In a typical case, there may be 3 to 4 hours per week of training with training spread over a period of 6 to 8 weeks involving:

- A short online or face-to-face group event.
- Using media and other methods such as discussion forums
- Apply the learning immediately on the job.

18.12.2 Flexible Learning

Flexible learning is learner-centric where the learners have many options to choose from and are provided with the freedom on how, what, when and where to learn. Flexible learning helps learners to improve their knowledge and qualifications to meet the diverse needs at the workplace along with balancing their work, life and other commitments. The solutions for flexible learning involve:

- *Live online sessions:* Technologies like Live Meeting, WebEx offer real-time voice interaction and visual aids such as PowerPoint slides and virtual white boards.

- *Live face-to-face sessions:* Classrooms will continue to play a big role in the case of local trainees.

- *e-Learning:* Learning material with online assignments with a mix of modes of delivery.

- *On streaming:* On streaming video and online audio which learners can view and hear as a substitute for reading.

- *Online learning portals*: Websites that offer learners interaction and collaboration on eLearning content like courses, presentations, podcasts and tests as well as content management.

- *Coaching*: Reinforcement may involve coaching by managers, peers or real time/ email instructor led learning

18.12.3 Future of Training and Development

Rapid technological advancements coupled with globalization have brought immense transformation in the way training programs are organized and structured resulting in new models of learning and new methodologies of training. The future of training and development may consist some of the following aspects:

- Greater use of new technologies for training delivery

- Collaborative learning using technology

- Increase in demand for training for virtual work arrangements

- Increase in emphasis on speed in design, focus in content, and use of multiple delivery methods

- Increase in emphasis on capturing and sharing intellectual capital

- Increase in use of training partnerships and outsourcing training

- Appearance of a change model perspective to training and development.

- Increase in emphasis on performance analysis and learning for business enhancement
- Active Instructor/Trainer Support
- Reduction in out-dated content, technologies, methods and models

By harnessing technology to facilitate training and development activities, it is hoped that the future would see innovative solutions for skill upgradation and knowledge development.

Example

KITABOO, a cloud based eLearning development platform helps firms to differentiate the design and delivery of their training content. It facilitates training users on any device with interactive content that can be seamlessly integrated with the learning management system and provides the benefit of tracking learners, not to forget the benefit of delivering personalized training.

https://kitaboo.com   *(accessed on 18/2/2022)*

Check Your Progress - 4

10. Which of the following types of learning provides content in small doses that is easy to retain?

   a. Byte sized learning
   b. Content learning
   c. Collaborative learning
   d. Classroom learning
   e. On-the-job learning

18.13 Summary

- This unit discussed future trends that are likely to influence training and development. These trends relate to training delivery and structure of the training function.

- Training goals include on boarding of new comers, growth, performance and skill up gradation goals. The broad purpose of training is to improve the quality of the workforce, develop employee capabilities, prevent skill obsolescence and promote health and safety. Trainers will be asked to design focused content more quickly and to deliver training using multiple methods.

- Current trends in training and development include bite sized learning, mobile learning, gamification and language training. Future trends in this regard would be prioritizing the individual, using social media and adaptive and collaborative learning. Measuring the effectiveness of training and aligning it with business objectives would also be the focus in the future.

- Management Development Programs aim to provide the company's managers and potential managers with opportunities to learn, grow and gain knowledge to produce a cadre of managers to function effectively in the organization. MDPs can be conducted in house, at universities/ Colleges or on the job. The new model would involve identifying the company's unique requirements for the managerial roles and designing a program around them.

- The challenges for 21st century trainers would be leveraging technology, followed by blended workflow learning and flexible learning.

18.14 Glossary

Adaptive Learning: The teacher gathers information about the students to learn what is needed to improve their learning and this is used in designing the lessons and teaching techniques thereby improving the learning outcomes.

Bite-sized learning: Knowledge and information in small packets which can be read and understood in short periods of time.

Blended Workflow Learning: Blended workflow learning' is the new trend that will bring in technology, new delivery methods, application and reinforcement to blend innovative training methods with daily work.

Collaborative learning: Technology enabled platforms where a large number of people can connect   and learn from each other in real time.

E-Learning: It is the use of electronic media, educational technology and information and communication technologies in education.

Management Development Programs: this aim to provide the company's managers and potential managers with opportunities to learn, grow and gain knowledge to produce a cadre of managers to function effectively in the organization

Mobile Learning: Use of mobile phones to impart knowledge.

18.15 Suggested Readings / Reference materials

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

18.16 Self-Assessment Test

1. Explain the importance of training needs analysis.
2. Explain the purpose of training.
3. What is Change Intervention? Explain one model.
4. What is meant by Blended Workflow Learning?

18.17 Answers to Check Your Progress Questions

1. (d) Improving skill levels of employees and on boarding training

The broad goals of training are employee on boarding, performance goals, growth goals and skill upgradation goals.

2. (c) Improving quality of workforce and develop employee capabilities

The purpose of training is to improve the quality of workforce, employee growth, help implement strategy, health and safety, prevent skill obsolescence.

3. (a) Blended learning

A common sensual approach that uses more than one method while training on a subject is defined as blended learning.

4. (e) Human Resources

Human resources plays a vital role in the development of training and development in an organization.

5. (d) Training Needs Assessment

The process of determining why training is required is called Training Needs Assessment (TNA).

6. (c) Small sized packets of learning

Small bits of learning that can be read/seen at any time.

7. (d) Teaching adapted to specific needs of an individual

In this the teacher gathers information about the students to learn what is needed to improve their learning. This in turn helps the teacher in designing the lessons and teaching techniques thus improving the learning outcomes.

8. (b) 'Blended workflow learning'

'Blended workflow learning' is the new trend that will bring in technology, new delivery methods, application and reinforcement.

9. (c) **Learning and development**

    In successful companies learning and development will play a strategic role by aligning training with business objectives.

10. (a) **Byte-sized learning**

    Byte-sized learning provides content in small doses that is easy to retain.

Recruitment, Training and Development
Course Structure

BLOCK 1: Recruitment

Unit 1	Recruitment: An Overview
Unit 2	Recruitment Process
Unit 3	Sources and Techniques of Recruitment
Unit 4	Hiring Trends

BLOCK 2: Selection, Placement and Induction

Unit 5	Selection Process: An Overview
Unit 6	Modern Employee Selection Procedures
Unit 7	New Employee Induction Trends

BLOCK 3: Training

Unit 8	Introduction to Employee Training
Unit 9	Training Needs Assessment
Unit 10	Learning and Program Design
Unit 11	Training Methods
Unit 12	Trainer's Aid: Bloom's Taxonomy

BLOCK 4: Development Aspects of Employees and Management

Unit 13	Career Planning, Development and Management
Unit 14	Employee Development
Unit 15	Management Development

BLOCK 5: Trainer and the Future of Training and Development

Unit 16	Training Evaluation
Unit 17	The Role of a Trainer
Unit 18	The Future of Training and Development