



INTEGRATED INSTITUTE OF MANAGEMENT

TRAINING AND DEVELOPMENT PROFESSIONALS' COURSE

ACCREDITATIONS, PARTNERSHIPS AND APPROVALS



PECB

ATTENTION PLEASE!!!

► Kindly calculate, give the answer and tell us your method.

$$2+2\div 2\times 2-(2 \text{ of } 2) = ?$$

(BODMAS)



Training and development - Overview

- ▶ Introduction
- ▶ Views on Training and Development
- ▶ Training and Development Process
- ▶ Training Methods
- ▶ Categories of Training and Development
- ▶ Training and Development Skills and Competencies
- ▶ Class Activity
- ▶ Q&A
- ▶ Conclusion

Learning Objectives

- ▶ By the end of this session, participants will be able to;
 - ▶ review the concepts of training and development;
 - ▶ determine the essence of management development; and
 - ▶ justify training and development process for any organization.



Introduction

- ▶ Human capital and human resource development is the key factor for enterprise competitiveness and survival in market-oriented economies.
- ▶ An organization obtains results when every staff contributes his/her tasks, as component of its human capital/resource.
- ▶ Tasks vary in complexity and requirements across organization.
- ▶ Required competence to perform tasks forms the basis for recruitment, selection, placement and promotion.
- ▶ Training and Development are critical to get these done.
- ▶ The purpose of management training and development is to develop more competent and more effective managers/leaders.

Introduction Cont'd

- ▶ Training and Development is a structured program with different methods designed by professionals in particular job.
- ▶ It has become most common and continuous task in any organization for updating skills and knowledge of employees in accordance with changing environment.
- ▶ Optimization of cost with available resources has become pressing need for every organization which will be possible only by way of improving efficiency and productivity of employees, possible only by way of providing proper employee training and development conditioned to that it should be provided by professionals.





Definitions

- ▶ **Training and Development** is the continuous process of improving skills, gaining knowledge, clarifying concepts and changing attitude through structured and planned education by which the productivity and performance of the employees can be enhanced.
- ▶ **Training and Development** emphasize on the improvement of the performance of individuals as well as groups through a proper system within the organization which focuses on the skills, methodology and content required to achieve the objective.
- ▶ **Training needs analysis** is a systematic process of identifying which kind of training is required and provide the details related to training implementation.
- ▶ It is also known as a tool to identify the new skills, knowledge and attitudes which employees need to acquire in order to improve performance.
- ▶ An effective training & development initiative based on **training needs analysis** helps the company to enhance the skills of working manpower and improve productivity.

Training Vs Development

Training	Development
Short term with concrete goals	Long-term with open-ended and ongoing goals
Focuses on the role	Focuses on the person
Aims at a specific job or role requirements	More conceptual and focusses on the overall progression of the person
Revolve round immediate or present needs	Are futuristic
Focuses on knowledge and skills enhancements for a particular job or role	Focuses on career building and progression
Group focused eg. Workshops, seminars, classroom, etc	Personalized experience
Organization most often takes care of training.	Individuals take care of their development.



Need for Training and Development

- ▶ For effective change management
- ▶ Employee performance improvement
- ▶ Transfer of knowledge
- ▶ Enhancing Organizational Productivity
- ▶ Gain Strategic and competitive advantage
- ▶ Succession Planning



Benefits of Training and Development

- ▶ Offers optimum utilization of Human resources
- ▶ Enhances skill development
- ▶ Increases productivity
- ▶ Improves organizational culture
- ▶ Improve quality and safety
- ▶ Increase profitability
- ▶ Improves the company's morale and corporate image
- ▶ Boosts team trust and motivation



Views on Training and Development

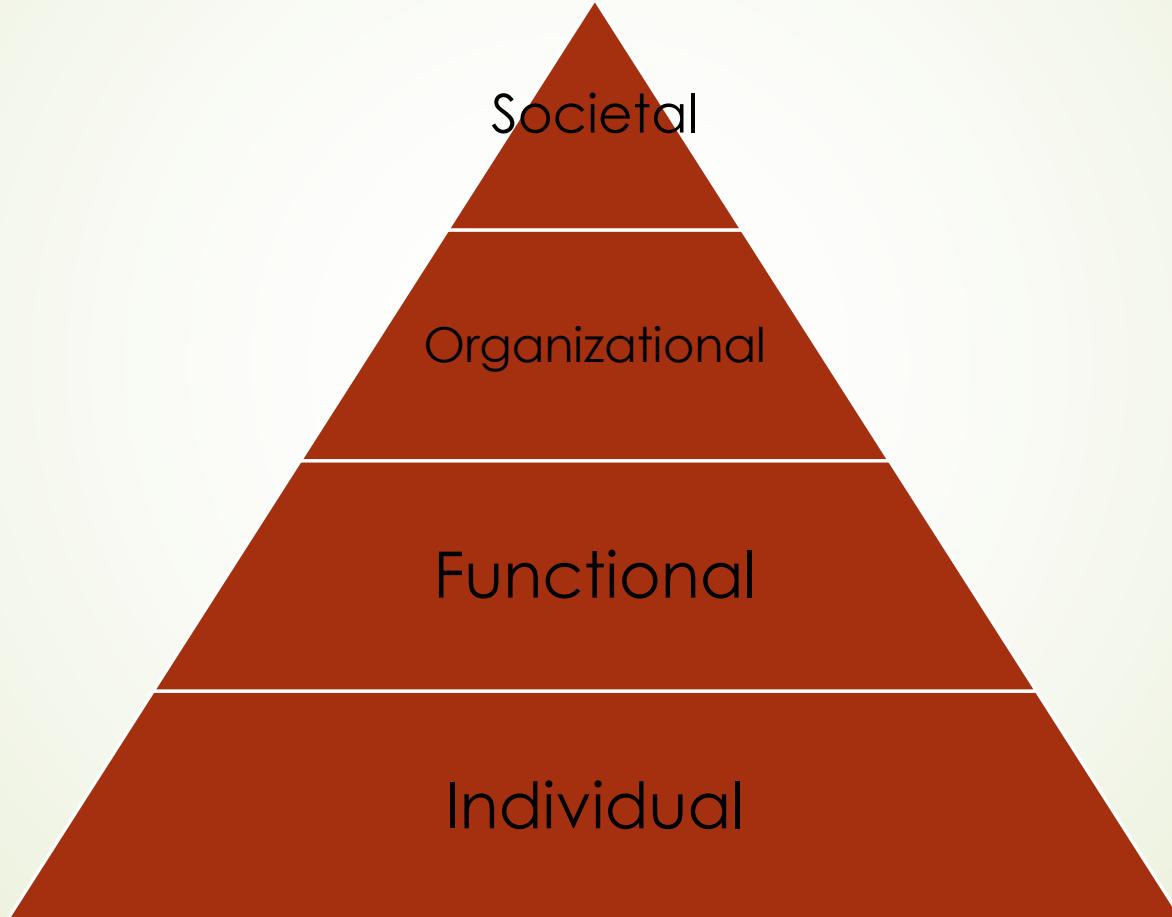
- ▶ **Traditional view –**

Most of the organizations before never used to believe in training. They were holding the traditional view that managers are born and not made.

There were also some views that training is a very costly affair and not worth.

- ▶ **Modern view -** training and development is the key factor for enterprise competitiveness and survival in market-oriented economies. Training is now considered as more of retention tool than a cost. The training system across the globe has been changed to create a smarter workforce and yield the best results.

Training Objectives



Training and Development Process



TNA – Training Needs Assessment

SO – Setting Objectives

TD – Training Design

TB – Training Budget

TE – Training Execution

TME – Training Monitoring and Evaluation

Training Methods

- ▶ On-the-job method
 - ▶ Apprenticeship
 - ▶ Job rotation
 - ▶ Orientation/Induction
- ▶ Off-the-job methods
 - ▶ Simulations
 - ▶ Case study
 - ▶ Games
 - ▶ Role play
 - ▶ Lecture
 - ▶ Discussions
- ▶ E-learning Methods
 - ▶ Programmed Instruction method
 - ▶ Livestream method
 - ▶ Interactive
 - ▶ Non-interactive

A good understanding of your target audience is needed before choosing a training method.

Training and Development Categories

- ▶ General Employee Training
- ▶ Sensitivity Training
- ▶ Management Development Training
- ▶ Executive Development Training



General Employee Training

- ▶ **Technical training** is a form of instruction that teaches new employees about the technology components of their jobs.
- ▶ **Quality training** is the process of familiarizing personnel with the methods for preventing, identifying, and removing non-quality goods in a manufacturing environment.
- ▶ **Skill Training** is the next type of training, which involves developing the ability to execute the job.
- ▶ **Soft skills training** is another form of training requires to improving the employee's soft skills that are personality traits, social graces, communication skills, and personal routines that are used to define interpersonal interactions.
- ▶ **Professional training** is the sort of professional education necessary to stay current in one's line of work.

Sensitivity Training

- ▶ Sensitivity training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility.
- ▶ Social sensitivity in one word is empathy. It is ability of an individual to sense what others feel and think from their own point of view.
- ▶ Behavioral flexibility is ability to behave suitably in light of understanding.

Management Development Training

- ▶ **Management Development** is a systematic process of training and growth by which managerial personnel to gain and apply skill, knowledge, attitude and insights to manage the work in their organization effectively and efficiently.
 - ▶ Leadership Development
 - ▶ Management Consulting





Executive Development Training

- ▶ **Executive development** is the whole of activities aimed at developing the skills and competencies of those that (will) have executive positions in organizations.
- ▶ Executive development not only helps an organization execute its key strategies, it can also help provide input to the strategy creation process.
- ▶ In this way, executive development is much more strategic than typical corporate training & development which is used for most employees of an organization.
- ▶ Some examples are;
 - ▶ Corporate Governance training
 - ▶ Succession Planning
 - ▶ Strategic Planning
 - ▶ Board Management

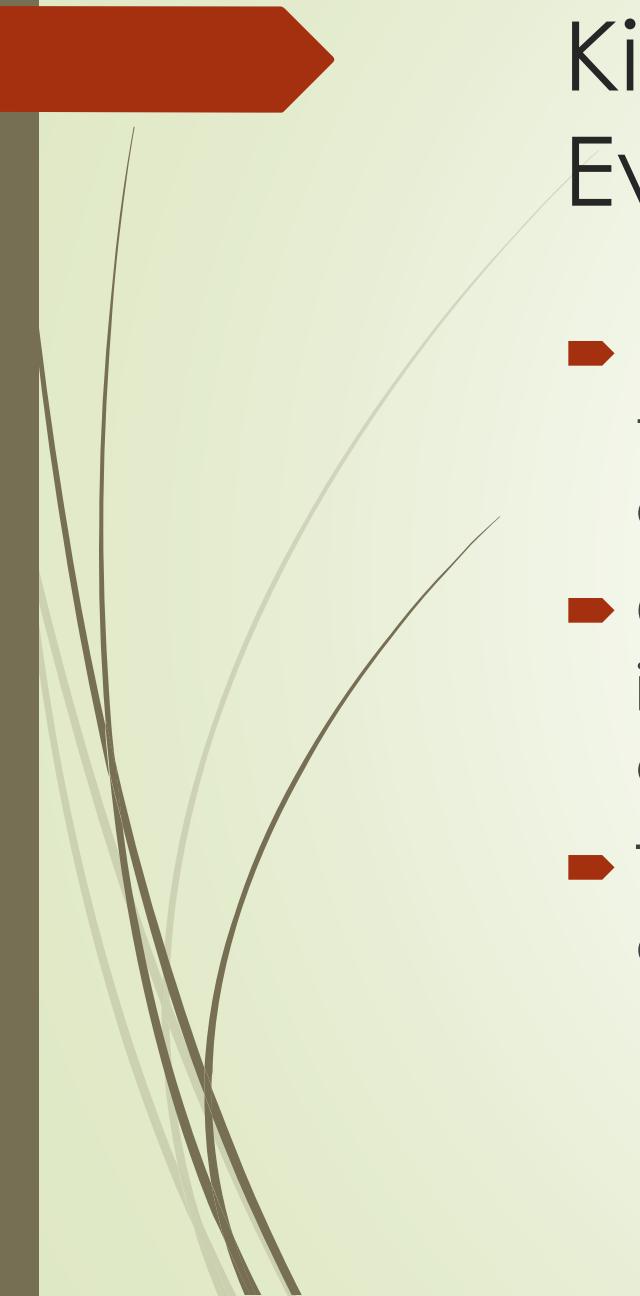
Training and Development Skills and Competencies

- ▶ Project Management
- ▶ Management Development
- ▶ Change Management
- ▶ Leadership
- ▶ Data-Driven Decision Making and Analysis
- ▶ Communication
- ▶ Strategic and Critical Thinking
- ▶ Business Management
- ▶ Relationship Building
- ▶ Teamwork and collaboration.



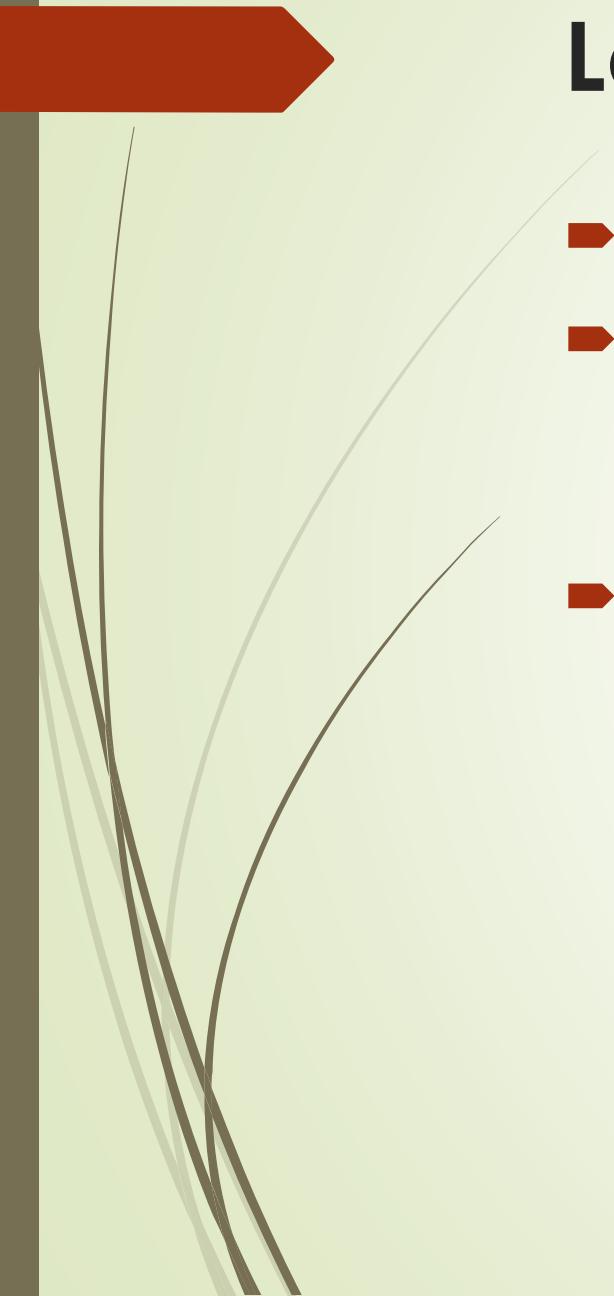
Training Evaluation

- ▶ Training evaluation is the systematic process of collecting information and using that information to improve your training.
- ▶ Evaluation provides feedback to help you identify if your training achieved your intended outcomes, and helps you make decisions about future trainings.
- ▶ Any time you deliver training to your audience, you need to know how effective it's been.
- ▶ Are your people putting their learning into practice?
- ▶ And, is it positively impacting their role and the wider organization?



Kirkpatrick's Four-Level Training Evaluation Model

- ▶ It can be used to objectively analyze the impact of training, to work out how well your participants learned, and to improve their learning in the future.
- ▶ One of the main additions is an emphasis on the importance of making training relevant to people's everyday jobs.
- ▶ The four levels are **Reaction**, **Learning**, **Behavior**, and **Results**.



Level 1: Reaction

- ▶ You want people to feel that training is valuable.
- ▶ Measuring how engaged they were, how actively they contributed, and how they reacted to the training helps you to understand how well they received it.
- ▶ It also enables you to make improvements to future programs, by identifying important topics that might have been missing.

Level 1: Reaction Cont'd

Questions to ask trainees include:

- ▶ Did you feel that the training was worth your time?
- ▶ Did you think that it was successful?
- ▶ What were the biggest strengths and weaknesses of the training?
- ▶ Did you like the venue and presentation style?
- ▶ Were the training activities engaging?
- ▶ What are the three most important things that you learned from this training?
- ▶ From what you learned, what do you plan to apply in your job?
- ▶ What support might you need to apply what you learned?
- ▶ Did the training session accommodate your personal learning style?



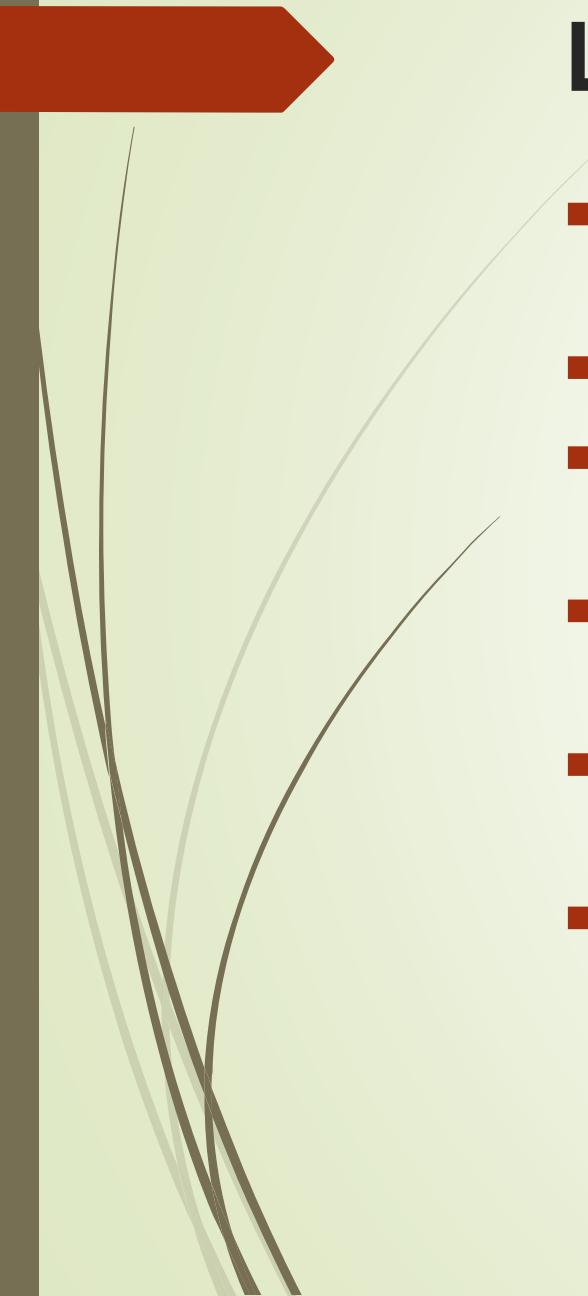
Level 2: Learning

- ▶ Level 2 focuses on measuring what your trainees have and haven't learned. In the New World version of the tool, Level 2 also measures what they think they'll be able to do differently as a result, how confident they are that they can do it, and how motivated they are to make changes.
- ▶ This demonstrates how training has developed their skills, attitudes and knowledge, as well as their confidence and commitment.
- ▶ To measure how much your trainees have learned, start by identifying what you want to evaluate.
- ▶ Training sessions should have specific learning objectives so make those your starting point.
- ▶ You can measure learning in different ways, depending on the objectives.
- ▶ But it's helpful to measure these areas both before and after training.



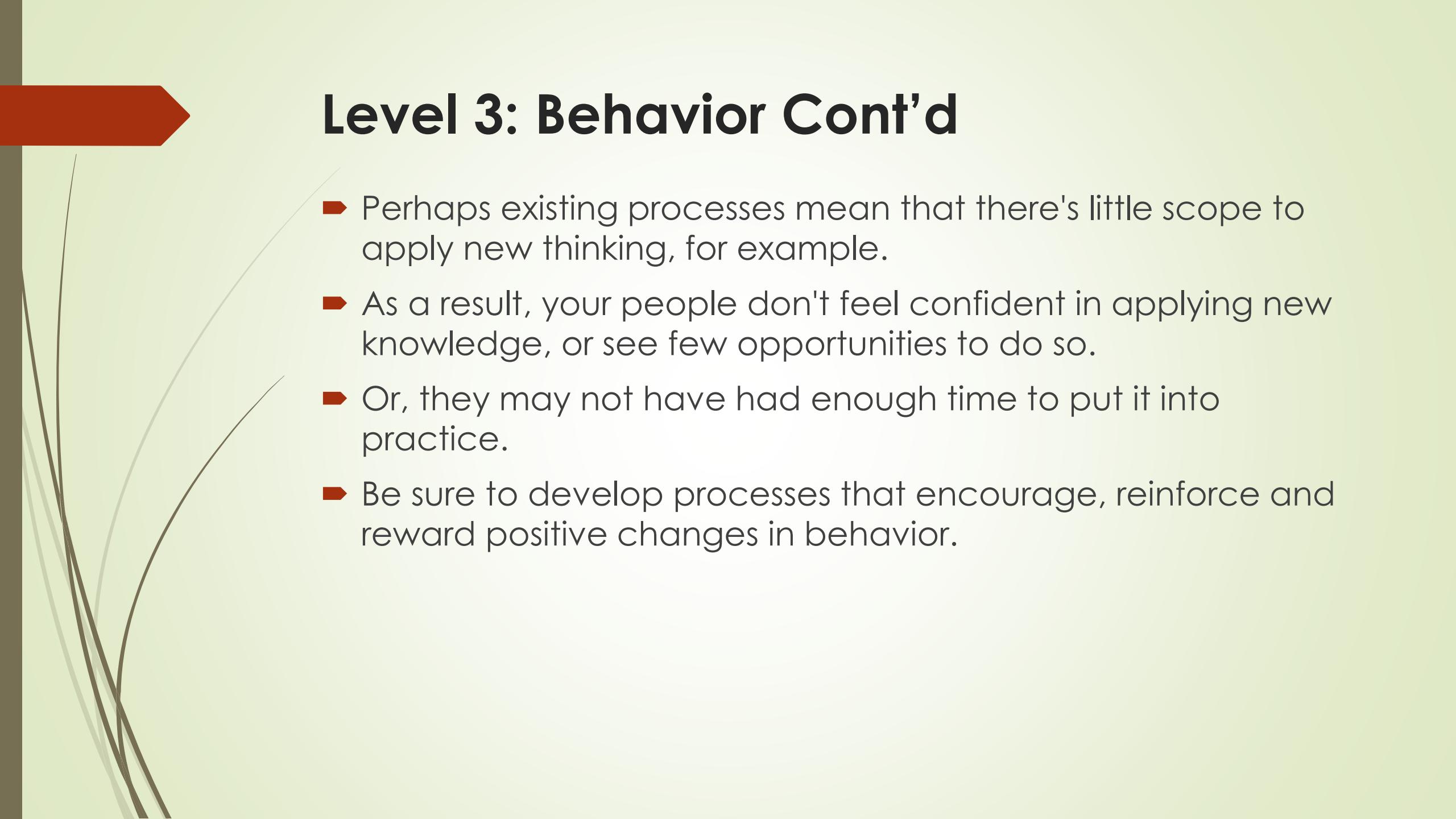
Level 2: Learning Cont'd

- ▶ Before the training begins, test your trainees to determine their knowledge, skill levels and attitudes.
- ▶ Then, when the training is finished, test your trainees a second time to measure what they have learned, or measure their learning with interviews or verbal assessments.



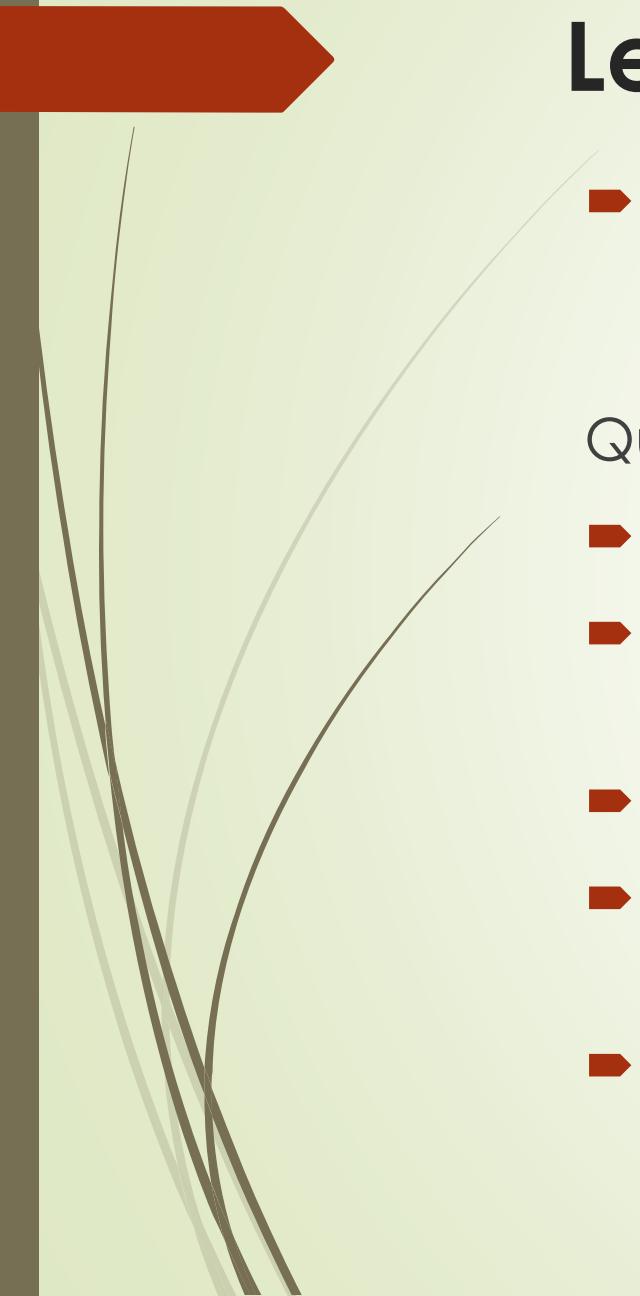
Level 3: Behavior

- ▶ This level helps you to understand how well people apply their training.
- ▶ It can also reveal where people might need help.
- ▶ But behavior can only change when conditions are favorable.
- ▶ Imagine that you're assessing your team members after a training session.
- ▶ You can see little change, and you conclude that they learned nothing, and that the training was ineffective.
- ▶ It's possible, however, that they actually learned a lot, but that the organizational or team culture obstructs behavioral change.



Level 3: Behavior Cont'd

- ▶ Perhaps existing processes mean that there's little scope to apply new thinking, for example.
- ▶ As a result, your people don't feel confident in applying new knowledge, or see few opportunities to do so.
- ▶ Or, they may not have had enough time to put it into practice.
- ▶ Be sure to develop processes that encourage, reinforce and reward positive changes in behavior.

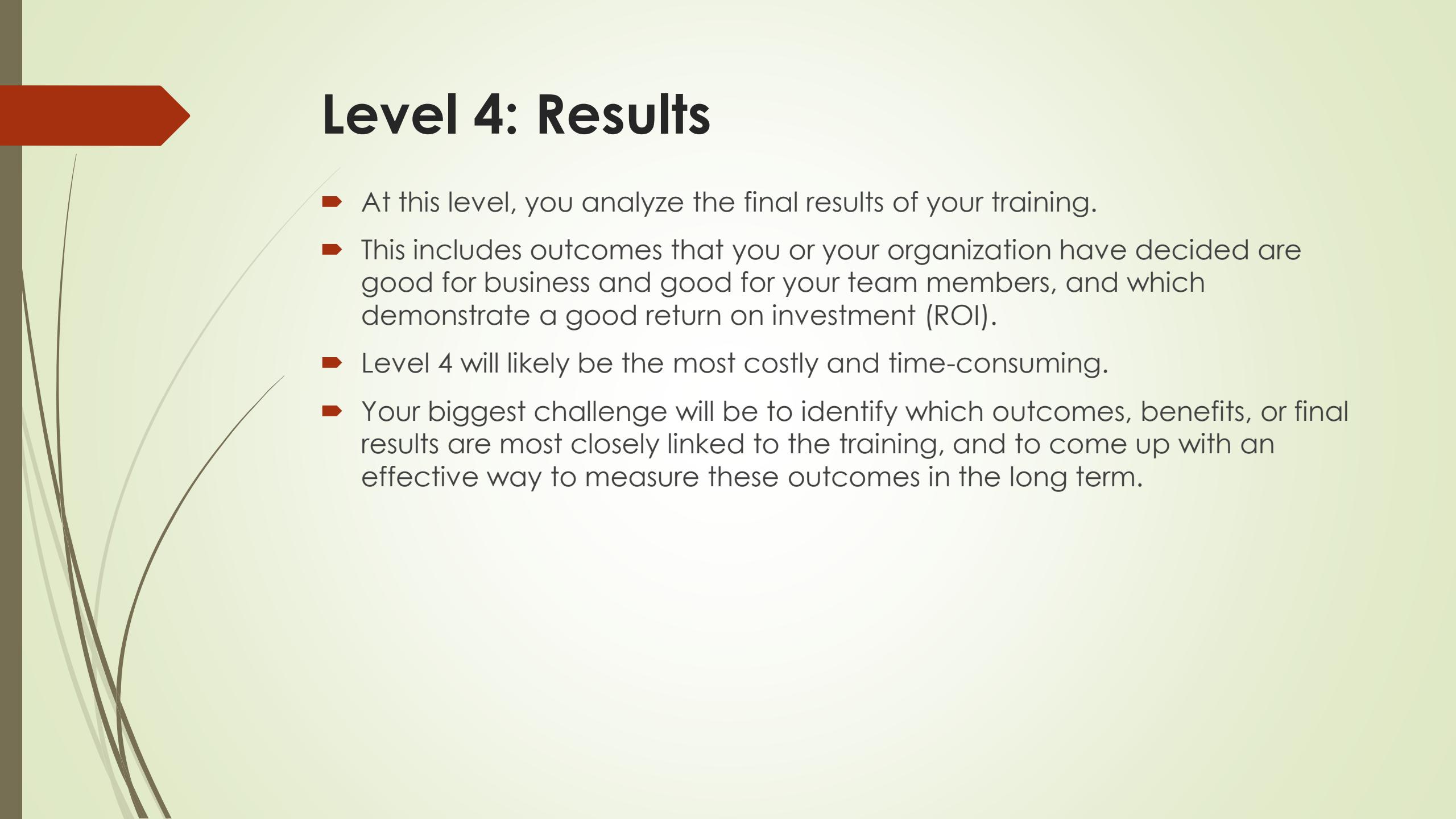


Level 3: Behavior Cont'd

- ▶ Effectively measuring behavior is a longer-term process that should take place over weeks or months following the initial training.

Questions to ask include:

- ▶ Did the trainees put any of their learning to use?
- ▶ Are trainees able to teach their new knowledge, skills or attitudes to other people?
- ▶ Are trainees aware that they've changed their behavior?
- ▶ One of the best ways to measure behavior is to conduct observations and interviews.
- ▶ Another is to integrate the use of new skills into the tasks that you set your team, so that people have the chance to demonstrate what they know.



Level 4: Results

- ▶ At this level, you analyze the final results of your training.
- ▶ This includes outcomes that you or your organization have decided are good for business and good for your team members, and which demonstrate a good return on investment (ROI).
- ▶ Level 4 will likely be the most costly and time-consuming.
- ▶ Your biggest challenge will be to identify which outcomes, benefits, or final results are most closely linked to the training, and to come up with an effective way to measure these outcomes in the long term.



Level 4: Results Cont'd

Here are some outcomes to consider, depending on the objectives of your training:

- ▶ Increased employee retention.
- ▶ Increased production.
- ▶ Higher morale.
- ▶ Reduced waste.
- ▶ Increased sales.
- ▶ Higher quality ratings.
- ▶ Increased customer satisfaction.
- ▶ Fewer staff complaints.



Level 4: Results Cont'd

Make a series of short-term observations and measurements to check that changes in behavior due to training are making a worthwhile difference to your team's performance – **Leading Indicators**.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
I. Learning objectives					
(a) I understood the learning objectives					
(b) I obtained knowledge and skills that are consistent with the learning objectives					
(c) I am clear about what is expected of me as a VAO as result of taking this training course					
II. Course materials					
(a) I found the course materials (e.g., slides, handouts, and other VAO resources) easy to follow or navigate					
(b) I found the complexity and level of detail of the material appropriate to my background and experience					
(c) I believe that the course materials, including resources, will be essential to my success as a VAO					
III. Content relevance					
(a) I believe that I will be able to apply what I learned today in my role as a VAO					
(b) I believe that I have obtained the necessary knowledge and skills to be a successful VAO					
(c) I am clear about where to find answers to the questions that will arise in my role as a VAO					
IV. Facilitator knowledge					
(a) My learning was enriched by the facilitator's knowledge					
(b) My learning was enriched by the experiences and examples that the facilitator shared					
V. Facilitator delivery and style					
(a) I was well engaged during the training session					
(b) I found it easy to be actively involved during the session					
(c) I had ample opportunity to ask questions and receive answers to my questions during the session					
(d) I had ample opportunity to practice or demonstrate the skills that I was asked to learn during the session					
(e) I was comfortable with the pace of the session					
(f) I was comfortable with the length of the session					
VI. Facility and environment					
I found the room and set up to be comfortable, free of distractions, and conducive to learning					

Using the space on the back of this form, please:

- (1) Explain any items rated as "Disagree" or "Strongly Disagree."
- (2) List the three most important things you learned from this training course.
- (3) Tell us how we can strengthen or improve the training course.

SOURCE: Developed by RAND staff, based on J. Kirkpatrick, undated.

RAND RR882-F1

Class Activity

- ▶ Assume you have been consulted to develop and administer a training programme to a company' employees. (Assume any training topic of your choice):
 - ▶ Design the training objectives and curriculum content.
 - ▶ Which learning methodologies would you use?
 - ▶ Time: 20mins



Q&A

Conclusion

- ▶ Training and development offers required mechanism to build competitive organizations.
- ▶ Management development process across the spectrum can be utilized as appropriate.
- ▶ Competence can be honed and harnessed with focus on organization's goals and objectives tracked by set of performance criteria/range of indicators.
- ▶ Training and Development Process can be explored effectively.