

Training & Development:

- Due to fast changing situations, skills and capabilities of human capital need to be continuously assessed and improved.
- Lower level employees, who need hands on skills, are usually considered as training.
- While, higher level employees, who need interpersonal, decision making, leadership and management skills are usually considered as development.
- It is the prime responsibility of HR people to identify the training and development needs of an organization, arrange seminars, workshops and programs to inculcate these skills in them and finally assess the effectiveness of these training and development programs.

What is Training and Development?

- Training and development consists of planned programs designed to improve performance at individual, group and organizational levels.
- Improved performance should bring measurable changes in knowledge, skills, attitudes and social behaviours.
- Training is a process that transforms environmental inputs into effective outputs to meet organizational needs and objectives. (It acts like a spring board or a box to boost up your skills and capabilities)
- Thus, training works like an open system due to its dynamic (dynamic means continuously changing and getting inputs from the environment) relationship with the environment.

Training Process model:

- An effective training system is a set of processes designed to transform human capabilities that meet organizational needs.
- Training process begins when actual organizational performance (AOP) is less than the expected organizational performance (EOP)

Analysis Phase:

- The analysis phase begins with the identification of organizational performance gap (EOP-AOP) in areas like profitability shortfalls, low customer satisfaction, less productivity etc
- Expected performance gaps for future growth and expansion should also be taken care in analysis phase.
- Causes of performance gap can be inadequate knowledge, skills and attitudes (KSAs).
- Other causes of performance gap can be faulty equipment or poor infrastructural facilities called non-KSAs.
- Thus, KSAs deficiencies must be separated from causes of non-KSAs.
- The performance gaps caused by KSAs deficiencies are identified as 'training needs' because training is a solution.
- The training needs are then prioritized according to their level of importance for the company.

Design Phase:

- Training needs in addition to resource constraints are inputs of design phase.
- Training objectives are defined in this phase to provide specific direction of what will be trained and how.
- These objectives specify the employee and organizational objectives that should be achieved as a result of training.
- They are sometimes called learning outcomes.

Development Phase:

- This phase is the formulation of instructional strategy to meet objectives of the design phase.
- It identifies topics, contents, methods of training, level of trainer, duration of training and other details.

Implementation Phase:

- It is the phase in which all outputs of analysis, design and development phase come into real implementation.
- The implementation phase should be flexible enough to accommodate any un-expected inputs due to dynamic external environment.

Evaluation Phase:

- Evaluation phase starts simultaneously along with development phase in the light of learning outcomes of the design phase.

- This phase is divided into two stages.
- During first stage, Process evaluation is done to judge whether instructional strategy is exactly followed or not.
- During second stage, outcome evaluation is done to determine the effects on trainee, job and organization.
- Outcome evaluation uses training objectives or learning outcomes of design phase as standard for comparison.
- Outcome evaluation can also be used as a feedback to improve training process for the future.

Elements of Training:

- Following are the basic elements of training for maximum learning.

Motivating the trainee:

- 'A person who wants to develop himself will do so while a person who wants to be developed rarely is'.
- 'To learn, one must want to learn'
- One of the most important ways to raise a trainee's motivation is by goal setting.
- On average, goal setting leads to 10 per cent improvement in productivity.
- Make the objectives of the training programs clear to trainees.
- Goals should be challenging enough to develop sense of achievement among trainees but not impossible to reach.
- Have higher expectations from trainees and they will perform.
(Pygmalion effect: Pygmalion, a king of Cyprus sculpted a statue named Galatea. He fell in love with statue and in answer to his prayers, Aphrodite, the goddess of love gave it life. His expectations came true.)

Contents of training:

- Training contents should be related with the job requirements of trainees.
- Initial overview of the training contents helps trainees to understand, how each unit of the program fits together.

- Mock practice sessions should also be included in the contents of training and trainer should be available with trainees to see their daily practices in these mock scenarios.
- Task is said to be 'overlearned' when trainees start performing task correctly due to lot of practice.
- For those tasks, which are to be performed infrequently and under great stress, overloading is critical. (Example, to kick a winning goal when few seconds left)
- Distributed practice sessions are better than mass practice sessions. (2 hours for six days is better than 6 hours for last two days to memorize a test)
- For these sessions, low instructor & trainee ratios are desirable.

Feedback:

- Feedback is an essential because it helps trainees to bring continuous improvement during their training.
- Feedback should be provided as soon as possible after the trainee demonstrates performance.
- Feedback need not to be always positive.
- True and honest feedback increases the motivation level of trainees.

Utility of training:

- It is the part of training in which trainees should be made clear how competencies learned can be applied on the job.
- For this, trainer must be aware about job descriptions of different participants.
- Utility of training can be positive, negative or neutral.
- In case of negative utility (two costs are involved; cost of training and cost of hampered performance).

Performance Management:

Performance management:

- Performance management should not be confused with performance appraisal; an exercise done once a year.

- Performance management is a continuous process of improvement over time and it demands daily based attention and not just annual attention.
- PM is the process of observing performance, making an appraisal and providing real time feedback to improve it at individual and team level every day. (example, compass that provides instantaneous and real time information for right direction, orientation and feedback)
- Good performance management means doing three things well:
 - Define performance
 - Facilitate performance
 - Encourage performance

What is performance?

Performance can be defined with the help of three things:

- To set goals/objectives
- To decide/devise how to measure accomplishments.
- To provide regular assessments of progress

Performance is the process of telling people what is expected of them, how it will be measured and where they stand at any given time.

- Careful attention should be paid on goals, measures and assessment.
- Goals improve focusing of efforts to accomplish higher levels of performance.
- Goals should be SMART (Specific, measurable, attainable, realistic or relevant, time bound)
- Some mechanism should be devised to measure the extent to which goals have been accomplished.
- Regular assessment of progress should be made to identify measurable goals.

Facilitate performance:

- First step in facilitating performance means to eliminate roadblocks to successful performance.

- Obstacles can be out dated or poorly designed equipment, delays in receiving supplies, in-efficient design of work spaces, in-effective work methods or in-efficient human resource
- Second step means to provide adequate resources to get the job done in a right way and on the right time.
- They can be capital resources, material resources or human resources.
- Otherwise, in absence of required resources employees may feel de-motivated and dis-interested.
- Third step is the optimal utilization of above mentioned resources.
- It means avoid over-staffing, reduce costs, increase productivity, arrange trainings, better supply chain, etc

Encourage performance:

- To encourage performance means to provide a sufficient number of rewards, which employees really value and do so in a timely and fair manner.
- Right kind of rewards can be determined by asking people directly and sometime indirectly.
- Avoid giving those rewards for which nobody cares about.
- Rewards can be given in a timely manner and preferably be awarded soon after major accomplishments.
- In case of excessive delay between effective performance and receiving of reward, the reward loses its potential to motivate subsequent high performance.
- Fairness means a comparison between rewards a person receives and his contribution for the organization and it should be same for all.