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# JNTU (H) MBA

*II Year III Semester*

Latest 2021 Edition

## LEARNING AND DEVELOPMENT

- ☞ Study Manual
- ☞ FAQ's and Important Questions
- ☞ Short Question & Answers
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# JNTU(H) MBA

## *II Year III Semester*

# LEARNING AND DEVELOPMENT

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# LEARNING AND DEVELOPMENT

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## UNIT - I

**Introduction to Learning:** Concepts of Learning, Phases in Learning, Learning theories - Reinforcement theory, Social learning Theory, Goal theories, need theories, expectancy theory, Adult Learning theory Information Processing Theory, The Learning Process, The Learning Cycle, Instructional emphasis for learning outcomes.

## UNIT - II

**Training Strategy and Designing Training:** The evolution of Training's Role, Strategic Training and development Process, Training needs in different strategies, Models of Training Department. Training needs Assessment, Reasons for planned training. Designing the training program, developing the group and the climate, Trainers and training styles, Evaluating training and Follow-on support.

## UNIT - III

**Training methods :** Traditional methods- Presentation methods, Hands-on methods, Group Building Methods, e-learning and use of technology in training- Technology influence on training and learning, Technology and multimedia, computer- based training, developing effective online learning, blended learning, mobile technology and training methods, technologies for training Administration.

## UNIT - IV

**Development:** Employee development, Essential ingredients of Management Development, Strategy and Development, Approaches to Employee Development – Formal education, Assessment, Job experiences, Interpersonal Relationships, the development Planning Process, company's strategies for providing development, e-learning and employee development. Electronic MDPs.

## UNIT - V

**Contemporary issues in Training and Development:** Orientation training, diversity training, sexual harassment training, team-training, cross functional teams, cross cultural training, training for talent management and competency mapping. Career Management, career management systems, Career paths, Career Plateauing, Coping with career breaks, Training for virtual work arrangements.

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## *Frequently Asked & Important Questions*

### **UNIT - I**

**1. What are the various phases in learning ?**

*Ans :*

(Dec.-19, Imp.)

Refer Unit-I, Q.No. 4.

---

**2. Explain briefly about reinforcement theory.**

*Ans :*

(May-19)

Refer Unit-I, Q.No. 6.

---

**3. Explain briefly about social learning theory.**

*Ans :*

(Nov.-20, May-19, Imp.)

Refer Unit-I, Q.No. 7.

---

**4. Explain briefly about goal theories.**

*Ans :*

(May-19)

Refer Unit-I, Q.No. 8.

---

**5. Discuss the concept of need theories.**

*Ans :*

(May-19)

Refer Unit-I, Q.No. 9.

---

**6. Explain briefly about expectancy theory.**

*Ans :*

(Nov.-20, Dec.-18)

Refer Unit-I, Q.No. 10.

---

**7. Formulate the concept of adult learning theory.**

*Ans :*

(May - 19, Imp.)

Refer Unit-I, Q.No. 11.

---

**8. Explain briefly about information processing theory.**

*Ans :*

(Dec.-19)

Refer Unit-I, Q.No. 12.

---

**9. Discuss the learning process in an organization.**

*Ans :*

(Dec.-19, Imp.)

Refer Unit-I, Q.No. 13.

---



**10. Explain the concept of learning cycle.**

*Ans :* (May-19)

Refer Unit-I, Q.No. 14.

**11. How do instructional objectives help learning to occur.**

*Ans :* (May-19)

Refer Unit-I, Q.No. 16.

## UNIT - II

**1. Explain about strategic training and development process.**

*Ans :* (Dec.-18, Imp.)

Refer Unit-II, Q.No. 4.

**2. Explain the three basic phases in training strategy.**

*Ans :* (May-19)

Refer Unit-II, Q.No. 7.

**3. Explain need of training in different strategies.**

*Ans :* (Dec.-19)

Refer Unit-II, Q.No. 8.

**4. Which models is best for organizing the training function.**

*Ans :* (May-19, Dec.-19, Dec.-18, Imp.)

Refer Unit-II, Q.No. 9.

**5. Define assessment. Explain the need of assessment in training.**

*Ans :* (Nov.-20, Dec.-18, Imp.)

Refer Unit-II, Q.No. 10.

**6. Explain the process of training need assessment.**

*Ans :* (Dec.-18)

Refer Unit-II, Q.No. 13.

**7. Outline the process of person analysis.**

*Ans :* (Dec.-18)

Refer Unit-II, Q.No. 14.

**8. Explain the various reasons for planned training.**

*Ans :* (Dec.-19, Imp.)

Refer Unit-II, Q.No. 15.

9. How to design a training program.

*Ans :* (Dec.-19)

Refer Unit-II, Q.No. 16.

10. Summarize the trainers and training styles in designing strategy.

*Ans :* (May-19, Imp.)

Refer Unit-II, Q.No. 22.

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*Ans :* (Dec.-19,)

Refer Unit-III, Q.No. 2.

2. Explain briefly about hands-on methods of training.

*Ans :* (Nov.-20, Dec.-18)

Refer Unit-III, Q.No. 4.

3. Explain advantages and disadvantages of e-learning.

*Ans :* (Dec.-18)

Refer Unit-III, Q.No. 9.

4. Explain technology's influence on training and learning.

*Ans :* (Nov.-20, May-19, Dec.-19, Imp.)

Refer Unit-III, Q.No. 10.

5. Discuss briefly about computer - based training.

*Ans :* (Nov.-20)

Refer Unit-III, Q.No. 12.

6. How to develop effective online learning.

*Ans :* (May-19, Imp.)

Refer Unit-III, Q.No. 14.

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*Ans :* (Dec.-19)

Refer Unit-III, Q.No. 15.

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*Ans :* (May-19)

Refer Unit-III, Q.No. 16.

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*Ans :* (Dec.-19)

Refer Unit-IV, Q.No. 1.

**2. Discuss the essential ingredients of management development.**

*Ans :* (Dec.-18)

Refer Unit-IV, Q.No. 4.

**3. Explain the concept of formal education.**

*Ans :* (May-19, Dec.-18, Imp.)

Refer Unit-IV, Q.No. 7.

**4. Explain briefly about job experiences.**

*Ans :* (Nov.-20)

Refer Unit-IV, Q.No. 9.

**5. How job experiences are used for employee development.**

*Ans :* (Nov.-20, Dec.-18, Imp.)

Refer Unit-IV, Q.No. 10.

**6. Explain the concept of interpersonal relationships.**

*Ans :* (May-19, Dec.-19, Imp.)

Refer Unit-IV, Q.No. 11.

**7. Define mentoring ? Explain the parties involved in mentoring.**

*Ans :* (Dec.-19)

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**8. Explain briefly about the development planning process.**

*Ans :* (Dec.-19)

Refer Unit-IV, Q.No. 17.

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*Ans :* (May-19, Dec.-19, Imp.)

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**10. Discuss briefly about electronic MDP's?**

*Ans :* (Dec.-19, Dec.-18, Imp.)

Refer Unit-IV, Q.No. 20.

**UNIT - V**

1. Discuss briefly about Cross Functional Teams.

*Ans :* (May-19)

Refer Unit-V, Q.No. 9.

2. Explain briefly about Cross Cultural Training.

*Ans :* (May-19, Imp.)

Refer Unit-V, Q.No. 11.

3. Explain the steps Involved in Competency Mapping.

*Ans :* (May-19)

Refer Unit-V, Q.No. 18.

4. Discuss briefly about Career Paths.

*Ans :* (Nov.-20, Imp.)

Refer Unit-V, Q.No. 31.

5. Discuss briefly about dual career path.

*Ans :* (Nov.-20)

Refer Unit-V, Q.No. 32.

6. Discuss briefly about Career Plateauing.

*Ans :* (Dec.-18)

Refer Unit-V, Q.No. 33.

7. What are the strategies adopted by the organization to help employees to cope with career breaks ? Discuss.

*Ans :* (Dec.-19, Imp.)

Refer Unit-V, Q.No. 34.

8. How companies are training for virtual work arrangements.

*Ans :* (Dec.-19, Imp.)

Refer Unit-V, Q.No. 35.

# UNIT I

**Introduction to Learning:** Concepts of Learning, Phases in Learning, Learning theories - Reinforcement theory, Social learning Theory, Goal theories, need theories, expectancy theory, Adult Learning theory Information Processing Theory, The Learning Process, The Learning Cycle, Instructional emphasis for learning outcomes.

## 1.1 CONCEPTS OF LEARNING

**Q1. Explain briefly about learning.**

*Ans :*

**Learning** is the process of acquiring new or modifying existing knowledge, behaviors, skills, values, or preferences. The ability to learn is possessed by humans, animals, and some machines; there is also evidence for some kind of learning in some plants. Some learning is immediate, induced by a single event (e.g. being burned by a hot stove), but much skill and knowledge accumulates from repeated experiences. The changes induced by learning often last a lifetime, and it is hard to distinguish learned material that seems to be "lost" from that which cannot be retrieved.

Human learning begins before birth and continues until death as a consequence of ongoing interactions between person and environment. The nature and processes involved in learning are studied in many fields, including educational psychology, neuropsychology, experimental psychology, and pedagogy. Research in such fields has led to the identification of various sorts of learning. For example, learning may occur as a result of habituation, or classical conditioning, operant conditioning or as a result of more complex activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness. Learning that an aversive event can't be avoided nor escaped may result in a condition called learned helplessness. There is evidence for human behavioral learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that

the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development.

Understanding learning outcomes is crucial because they influence the characteristics of the training environment that are necessary for learning to occur.

Also, the design of the training program is important for learning to occur. This includes creating the program schedule, providing a physically comfortable training environment, and arranging the seating in the training environment to facilitate interaction among trainees and between trainer and trainees.

### Definitions

#### Gates and Others

Learning is the modification of behaviour through experience

#### Henry, P Smith

Learning is the acquisition of new behaviour or strengthening or weakening of old behaviour as a result of experience.

#### Crow and Crow

Learning is the acquisition of habits, knowledge and attitudes. It involves new ways of doing things, and it operates in an individual's attempt to overcome obstacles or to adjust to new situations.

#### Skinner

Learning is the process of progressive behaviour adaptation.

#### Munn

To learn is to modify behaviour and experience.

**M. L. Bigge**

Learning may be considered as change in insights, behaviour, perception, motivation or a combination of these.

**Concepts of Learning**

Learning is a relatively permanent change in human capabilities that is not a result of growth processes. These capabilities are related to specific learning outcomes, as Table shows.

Verbal information includes names or labels, facts, and bodies of knowledge. Verbal information includes specialized knowledge that employees need in their jobs.

Intellectual skills include concepts and rules. These concepts and rules are critical to solve problems, serve customers, and create products.

**Table : Learning Outcomes**

Type of Learning Outcome	Description of Capability	Example
Verbal Information	State, tell, or describe previously stored information	State three reasons for following company safety procedures
Intellectual Skills	Apply generalizable concepts and rules to solve problems and generate novel products.	Design and code a computer program that meets customer requirements
Motor Skills	Execute a physical action with precision and timing	Shoot a gun and consistently hit a small moving target
Attitudes	Choose a personal course of action	Choose to respond to all incoming mail within 24 hours
Cognitive Strategies	Manage one's own thinking and learning processes	Selectively use three different strategies to diagnose engine malfunctions

Motor skills include coordination of physical movements. For example, a telephone repair person must have the coordination and dexterity necessary to climb ladders and telephone poles.

Attitudes are a combination of beliefs and feelings that predispose a person to behave a certain way. Attitudes include a cognitive component (beliefs), an affective component (feeling), and an intentional component (the way a person intends to behave in regard to the subject of the attitude). Important work-related attitudes include job satisfaction, commitment to the organization, and job involvement.

Cognitive strategies regulate the processes of learning. They relate to the learner's decision regarding what information to attend to (i.e., pay attention to), how to remember, and how to solve problems concepts of learning.

**Q2. Explain the characteristics of learning.**

*Ans :*

- Learning is pervasive. It reaches into all aspects of human life.
- Learning involves the whole person, socially, emotionally & intellectually.
- Learning is often a change in the organisation of behaviour.

- (d) Learning is development. Time is one of its dimensions.
- (e) Learning is responsive to incentives. In most cases positive incentives such as rewards are most effective than negative incentives such as punishments.
- (f) Learning is always concerned with goals. These goals can be expressed in terms of observable behaviour.
- (g) Interest and learning are positively related. The individual learns best those things, which he is interested in learning. Most boys find learning to play football easier than learning to add fractions.
- (h) Learning depends on maturation and motivation.

---

**Q3. Explain the nature of learning.**

*Ans :*

**(a) Learning is Adaptation or Adjustment**

All persons continuously interact with their environment. We often make adjustment and adapt to our social environment. Through a process of continuous learning, the individual prepares himself for necessary adjustment or adaptation. That is why learning is also described as a process of progressive adjustment to ever changing conditions, which one encounters.

**(b) Learning is Improvement**

Learning is often considered as a process of improvement with practice or training. We learn many things, which help us to improve our performance.

**(c) Learning is Organizing Experience**

Learning is not mere addition of knowledge. It is the reorganization of experience.

**(d) Learning Brings Behavioural Changes**

Whatever the direction of the changes may be, learning brings progressive changes in the behaviour of an individual. That is why he is able to adjust to changing situations.

**(e) Learning is Active**

Learning does not take place without a purpose and self-activity. In any teaching learning process, the activity of the learner counts more than the activity of a teacher.

**(f) Learning is Goal Directed**

When the aim and purpose of learning is clear, an individual learns immediately. It is the purpose or goal, which determines what, the learner sees in the learning situations and how he acts. If there is no purpose or goal, learning can hardly be seen.

**(g) Learning is Universal and Continuous**

All living creatures learn. Every moment the individual engages himself to learn more and more. Right from the birth of a child till the death, learning continues.

---

**1.1.1 Phases in Learning****Q4. Discuss the various phases in learning.**

*Ans :*

(Dec.-19)

In the training world, the optimum number seems to be "four." There are four learning styles, four stages of competence, and a four-level evaluation model.

There is also a four-phase learning cycle.

According to Dave Meier, in *The Accelerated Learning Handbook*, here is what the cycle encompasses:

1. **Preparation** : Arousing Interest
2. **Presentation** : Encountering the New Knowledge or Skills
3. **Practice** : Integrating the New Knowledge or Skills
4. **Performance** : Applying the New Knowledge and Skills

## 1. Preparation

Adult learners need to be ready to engage in the learning process. Barriers are created when learners lack interest, don't see the benefit of learning, or have negative feelings about either the learning or the content.

The goal of the Preparation Phase is to give them positive feelings about the learning experience, and put them into an optimal state for learning. These are some ways to do this:

- Arouse the learners' curiosity by having them raise questions and pose problems for each other.
- Create a positive social environment incorporating collaborative activities
- Create a learning community by having everyone select and change learning partners throughout the program.
- Have learners define their main goals in attending the program and have them share them with other participants.
- Give each team a course objective and have them come up with as many benefits for that objective as they can.
- Remove learning barriers by having people write down their own barriers and, in teams, coming up with solutions for overcoming them.
- Provide positive suggestions by having a display of success stories of previous attendees.

## 2. Presentation

Unless adult learners are integrally involved in creating and adapting their own learning content, they don't learn. They need to initially encounter the new knowledge and skills in ways that are meaningful to them, and incorporating their own learning style, whether visual, auditory, intellectual, or kinesthetic.

The goal of the Presentation Phase is to help the learners encounter the new material in ways that are interesting, enjoyable, relevant, multisensory, and that appeal to all learning styles.

Here are some examples:

- Collaborative pretests and knowledge sharing
- Interactive presentations
- Variety to appeal to all learning styles
- Partner- and team-based learning projects
- Discovery exercises (personal, partnered, team-based)
- Real-world, contextual learning experiences
- Problem-solving exercises



### 3. Practice

Knowledge is not something a learner absorbs. It is something a learner creates, and it needs time for integration. Learners need to be given time to integrate the new knowledge and skills into their internal structure of self, meaning, beliefs, and skills.

The goal of the Practice Phase is to help learners integrate and incorporate the new knowledge or skill in a variety of ways:

- Hands-on trial/feedback/reflection/retrial
- Real-world simulations
- Learning games
- Action learning exercises
- Individual reflection and articulation
- Partner and team-based dialog
- Skill building practice activities

### 4. Performance

Learners need to have the opportunity to immediately apply what they've learned. Without immediate application to the real world, only 5% of the newly learned knowledge and skills is retained. With immediate application - and the proper coaching and support - learners typically retain 90% of the new knowledge and skills.

The goal of the Performance Phase is to help learners apply and extend their new knowledge or skill to the real world. This phase ensures integration of learning into the job as well as continuous performance improvement. These are some approaches:

- Immediate real world application
- Creating and executing action plans
- Follow through reinforcement activities
- Post session reinforcement materials
- Ongoing coaching
- Performance evaluation and feedback
- Peer support activities

Conventional learning has tended to emphasize the Presentation Phase over all other phases in the learning cycle. When designing a training program, developers put 80% or more money, effort, and time into creating presentation materials.

At best though, the Presentation Phase accounts for only 20% of the learning. And unless preceded by a Preparation Phase and followed by Practice and Performance phases, it is almost completely useless.

The Presentation Phase exists only to initiate the learning process, not to be the center of it. People learn more from experience than they do from presentations and training materials. For most adult learners, learning is a matter of trial, feedback, reflection, and retrial. The presentations and training materials are there simply to initiate and support active learning experiences, nothing more.

## 1.2 LEARNING THEORIES

### Q5. Explain learning theories.

*Ans :*

Learning theories are conceptual frameworks that describe the manner in which the information is absorbed, processed and retained during learning. Often, the same content can be presented in different ways. Learning Theories provide a framework for such learning solutions.

#### 1. Behaviourism

- Behaviourism is based on observable changes in behavioural patterns.
- It focuses on a new behavioural pattern being repeated until it becomes automatic.
- The learner depends on an instructor for acquisition of knowledge.

**Example:** In an on-line learning course that required learners to memorise the capital cities of states:

- Learning outcomes tested how effectively learners imbibed the information.
- Practice opportunities were provided to the learner using a simple game-based approach.
- Appropriate feedback was provided.

#### 2. Cognitivism

- Cognitivism is based on the change in behaviour through sequential development of an individual's cognitive abilities.
- It indicates the thought process inside the learner's mind.

**Example:** In an on-line learning course that involved two sets of audiences with varied knowledge levels taking the same application training:

- A pretest was used to define the appropriate learning path for each learner profile.
- A visual organiser was designed, which allowed the learners to explore the topics relevant to their knowledge levels.
- The cognitive flow was determined as per the existing skill-sets and the content was accordingly chunked into relevant topics/lessons.

#### 3. Constructivism

- Constructivism explains the manner in which knowledge is constructed.
- It focuses on construction of knowledge when the information obtained comes in contact with the knowledge acquired by experiences.

**Example:** In an online learning course for Instructional Designers on how to write effective storyboards:

- A real-life perspective was provided through the use of a character who is an ID.

- A “story” was created, and the character was placed in real-life situations where she had to understand and tackle different aspects of storyboarding.
- Practical tips and guidelines were provided to help learners apply their learning in actual work-environments.

### 1.2.1 Reinforcement theory

**Q6. Explain briefly about reinforcement theory.**

*Ans :*

**(May-19)**

Reinforcement theory emphasizes that people are motivated to perform or avoid certain behaviors because of past outcomes that have resulted from those behaviors. There are several processes in reinforcement theory. Positive reinforcement is a pleasurable outcome resulting from a behavior. Negative reinforcement is the removal of an unpleasant outcome.

The process of withdrawing positive or negative reinforcers to eliminate a behavior is known as extinction. Punishment is presenting an unpleasant outcome after a behavior, leading to a decrease in that behavior.

The benefits may include learning an easier or more interesting way to perform their job (job-related), meeting other employees who can serve as resources when problems occur (personal), or increasing opportunities to consider new positions in the company (career-related). According to reinforcement theory, trainers can withhold or provide these benefits to learners who master program content. The effectiveness of learning depends on the pattern or schedule for providing these reinforcers or benefits. Schedules of reinforcement.

Type of Schedule	Description	Effectiveness
<b>Ratio Schedules</b>		
Fixed-Ratio Schedule	Reinforcement whenever target behavior has taken place a given number of times	Rapid learning; frequent instances of target behavior; rapid extinction
Continuous Reinforcement	Reinforcement after each occurrence of target behavior	Same direction of behavior as with fixed ratio schedules but more extreme
Variable-Ratio Schedule	Reinforcement after several occurrences of target behavior; number of occurrences before reinforcement may differ each time	Target behavior less susceptible to extinction than with fixed-ratio schedules
<b>Interval Schedules</b>		
Fixed-Interval Schedule	Reinforcement at a given time interval after performance of target behavior	Lower performance of target behavior than with ratio schedules; lower effectiveness if time interval is long
Variable-Interval Schedule	Reinforcement occurring periodically after performance of target behavior; time intervals may differ each time	Target behavior less susceptible to extinction than with fixed-interval schedules; lower performance of target behavior than with ratio schedules

Behavior modification is a training method that is primarily based on reinforcement theory. For example, a training program in a bakery focused on eliminating unsafe behaviors such as climbing over conveyor belts (rather than walking around them) and sticking hands into equipment to dislodge jammed materials without turning off the equipment.

Employees' supervisors were also instructed to recognize the workers whenever they saw them perform a safe work behavior. In this example, the data of safe behavior posted in the work areas and supervisors' recognition of safe work behavior represent positive reinforcers.

### 1.2.2 Social learning Theory

**Q7. Explain briefly about social learning theory.**

*Ans :*

(Nov.-20, May-19)

Social learning theory emphasizes that people learn by observing other persons (models) whom they believe are credible and knowledgeable. Social learning theory also recognizes that behavior that is reinforced or rewarded tends to be repeated. The models' behavior or skill that is rewarded is adopted by the observer. According to social learning theory, learning new skills or behaviors comes from (1) directly experiencing the consequences of using that behavior or skill, or the process of observing others and seeing the consequences of their behavior.

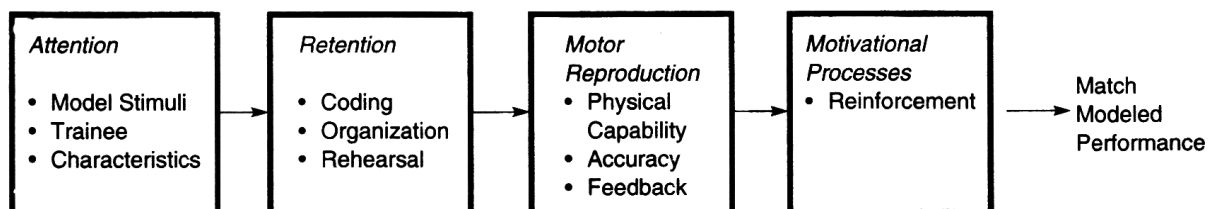
According to social learning theory, learning also is influenced by a person's self-efficacy. Self-efficacy is a person's judgment about whether he or she can successfully learn knowledge and skills. A trainee with high self-efficacy will put forth effort to learn in a training program and is most likely to persist in learning even if an environment is not conducive to learning (e.g., noisy training room).

A person's self-efficacy can be increased using several methods: verbal persuasion, logical verification, observation of others (modeling), and past accomplishments. Verbal persuasion means offering words of encouragement to convince others they can learn. Logical verification involves perceiving a relationship between a new task and a task already mastered. Modeling involves having employees who already have mastered the learning outcomes demonstrate them for trainees. Past accomplishments refers to allowing employees to build a history of successful accomplishments.

Social learning theory suggests that four processes are involved in learning: attention, retention, motor reproduction, and motivational processes.

Attention suggests that persons cannot learn by observation unless they are aware of the important aspects of a model's performance. Attention is influenced by characteristics of the model and the learner. Learners must be aware of the skills or behavior they are supposed to observe.

This is the role of retention. Learners have to code the observed behavior and skills in memory in an organized manner so they can recall them for the appropriate situation.



Motor reproduction involves trying out the observed behaviors to see if they result in the same reinforcement that the model received. The ability to reproduce the behaviors or skills depends on the extent to which the learner can recall the skills or behavior.

Learners are more likely to adopt a modeled behavior if it results in positive outcomes. Social learning theory emphasizes that behaviors that are reinforced (a motivational process) will be repeated in the future.

For example, in the training program called "Getting Your Ideas Across," trainees are first presented with the five key behaviors for getting their ideas across:

1. State the point and purpose of the message.
2. Present points to aid understanding.
3. Check the audience for reactions and understanding.
4. Handle reactions from the audience to what was presented. and
5. Summarize the main point.

### 1.2.3 Goal Theories

**Q8. Explain briefly about goal theories.**

*Ans :* (May-19)

Goal setting theory assumes that behavior results from a person's conscious goals and intentions. Goals influence a person's behavior by directing energy and attention, sustaining effort over time, and motivating the person to develop strategies for goal attainment. Research suggests that specific challenging goals result in better performance than vague, unchallenging goals. Goals have been shown to lead to high performance only if people are committed to the goal. Employees are less likely to be committed to a goal if they believe it is too difficult.

An example of how goal setting theory influences training methods is seen in a program designed to improve pizza deliverers' driving practices. The majority of pizza deliverers are young (age 18 to 24), inexperienced drivers, who are compensated based on the number of pizzas they can deliver. This creates a situation in which deliverers are rewarded for fast but unsafe driving practices for example, not wearing a safety belt, failing to use turn signals, and not coming to complete stops at intersections. These unsafe practices have resulted in a high driving accident rate.

Prior to goal setting, pizza deliverers were observed by their managers leaving the store and then returning from deliveries. The managers observed the number of complete stops at intersections over a one-week period. In the training session, managers and trainers presented the deliverers with a series of questions for discussion.

Goal setting theory also is used in training program design. Goal setting theory suggests that learning can be facilitated by providing trainees with specific challenging goals and objectives. Specifically, the influence of goal setting theory can be seen in the development of training lesson plans.

### Goal Orientation

Goal orientation refers to the goals held by a trainee in a learning situation. Goal orientation can include a learning orientation or a performance orientation. Learning orientation relates to trying to increase ability or competence in a task. Performance orientation refers to learners who focus on task performance and how they compare to outliers. Persons with a performance orientation define success as high performance relative to others, value high ability more than learning, and find that errors and mistakes cause anxiety and want to avoid them.

### 1.2.4 Need Theories

**Q9. Discuss the concept of need theories.**

*Ans :* (May-19)

Need theories help to explain the value that a person places on certain outcomes. A need is a deficiency that a person is experiencing at any point in time. A need motivates a person to behave in a manner to satisfy the deficiency. Maslow's and Alderfer's need theories focused on physiological needs, relatedness needs (needs to interact with other persons), and growth needs (self-esteem, self-actualization). Both Maslow and Alderfer believed that persons start by trying to satisfy needs at the lowest level, then progress up the hierarchy as lower-level needs are satisfied. That is, if physiological needs are not met, a person's behavior will focus first on satisfying these needs before relatedness or growth needs receive attention. The major difference between Alderfer's and Maslow's hierarchies of needs is that Alderfer allows the possibility that if higher-level needs are not satisfied, employees will refocus on lower-level needs.

McClelland's need theory focused primarily on needs for achievement, affiliation, and power. According to McClelland, these needs can be learned. Need for achievement relates to a concern for attaining and maintaining self-set standards of

excellence. Need for affiliation involves concern for building and maintaining relationships with other people and for being accepted by others. The need for power is a concern for obtaining responsibility, influence, and reputation.

Need theories suggest that to motivate learning, trainers should identify trainees' needs and communicate how training program content relates to fulfilling these needs. Also, if certain basic needs of trainees (e.g., physiological and safety needs) are not met, they are unlikely to be motivated to learn.

Another implication of need theory relates to providing employees with a choice of training programs to attend. The giving employees a choice of which training course to attend can increase their motivation to learn. This occurs because trainees are able to choose programs that best match their needs.

### 1.2.5 Expectancy Theory

**Q10. Explain briefly about expectancy theory.**

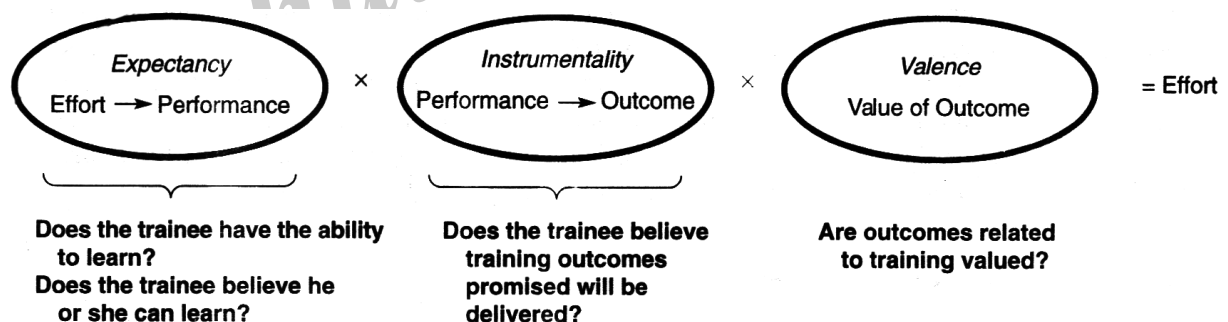
*Ans :*

(Nov.-20, Dec.-18)

Expectancy theory suggests that a person's behavior is based on three factors: expectancy, instrumentality, and valence. Beliefs about the link between trying to perform a behavior and actually performing well are called expectancies. Expectancy is similar to self-efficacy. In expectancy theory, a belief that performing a given behavior (e.g., attending a training program) is associated with a particular outcome (e.g., being able to better perform your job) is called instrumentality. Valence is the value that a person places on an outcome (e.g., how important it is to perform better on the job).

According to expectancy theory, various choices of behavior are evaluated according to their expectancy, instrumentality, and valence. Figure shows how behavior is determined based on finding the mathematical product of expectancy, instrumentality, and valence. People choose the behavior with the highest value.

Learning is linked to outcomes such as better job performance, a salary increase, or peer recognition (Instrumentality); and employees value these outcomes (valence).



### 1.2.6 Adult Learning Theory

**Q11. Explain briefly about adult learning theory.**

*Ans :*

(May - 19)

Adult learning theory was developed out of a need for a specific theory of how adults learn. Most educational theories as well as formal educational institutions have been developed exclusively to educate children and youth. Pedagogy gives the instructor major responsibility for making decisions about learning content, method; and evaluation. Students are generally seen as (1) being passive recipients of directions and content and (2) bringing few experiences that may serve as resources to the learning environment.

Malcolm Knowles is most frequently associated with adult learning theory. Knowles's model is based on several assumptions:

1. Adults have the need to know why they are learning something.
2. Adults have a need to be self-directed.
3. Adults bring more work-related experiences into the learning situation.
4. Adults enter into a learning experience with a problem-centered approach to learning.
5. Adults are motivated to learn by both extrinsic and intrinsic motivators.

**Table: Implications of Adult Learning Theory for Training**

Design Issue	Implications
Self-Concept	Mutual planning and collaboration in instruction
Experience	Use learner experience as basis for examples and applications
Readiness	Develop instruction based on the learner's interests and competencies
Time Perspective	Immediate application of content
Orientation to Learning	Problem-centered instead of subject-centered

Adult learning theory is especially important to consider in developing training programs because the audience for many such programs tends to be adults, most of whom have not spent a majority of their time in a formal education setting. Table shows implications of adult learning theory for learning. For example, many adults are intimidated by math and finance. As a result, trainers need to provide opportunities for trainees to experience something new and discuss it or review training materials based on their experience.

Note that a common theme in these applications is mutuality. That is, the learner and the trainer are both involved in creating the learning experience and making sure that learning occurs.

### 1.2.7 Information Processing Theory

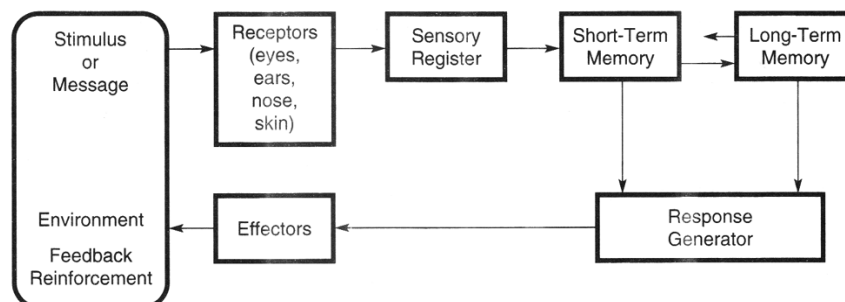
**Q12. Explain briefly about information processing theory.**

*Ans :*

(Dec.-19)

Compared to other learning theories, information processing theories give more emphasis to the internal processes that occur when training content is learned and retained.

Information processing begins when a message or stimuli (which could be sound, smell, touch, or pictures) from the environment is received by receptors (ears, nose, skin, eyes). The message is registered in the senses and stored in short-term memory. The message is then transformed or coded for storage in long-term memory. A search process occurs in memory during which time a response to the message or stimulus is organized.



Besides emphasizing the internal processes needed to capture, store, retrieve, and respond to messages, the information processing model highlights how external events influence learning. These events include:

1. Changes in the intensity or frequency of the stimulus that affect attention.
2. Informing the learner of the objectives to establish an expectation.
3. Enhancing perceptual features of the material (stimulus), drawing the attention of the learner to certain features.
4. Verbal instructions, pictures, diagrams, and maps suggesting ways to code the training content so that it can be stored in memory.
5. Meaningful learning context (examples, problems) creating cues that facilitate coding.
6. Demonstration or verbal instructions helping to organize the learner's response as well as facilitating the selection of the correct response.

### 1.3 THE LEARNING PROCESS

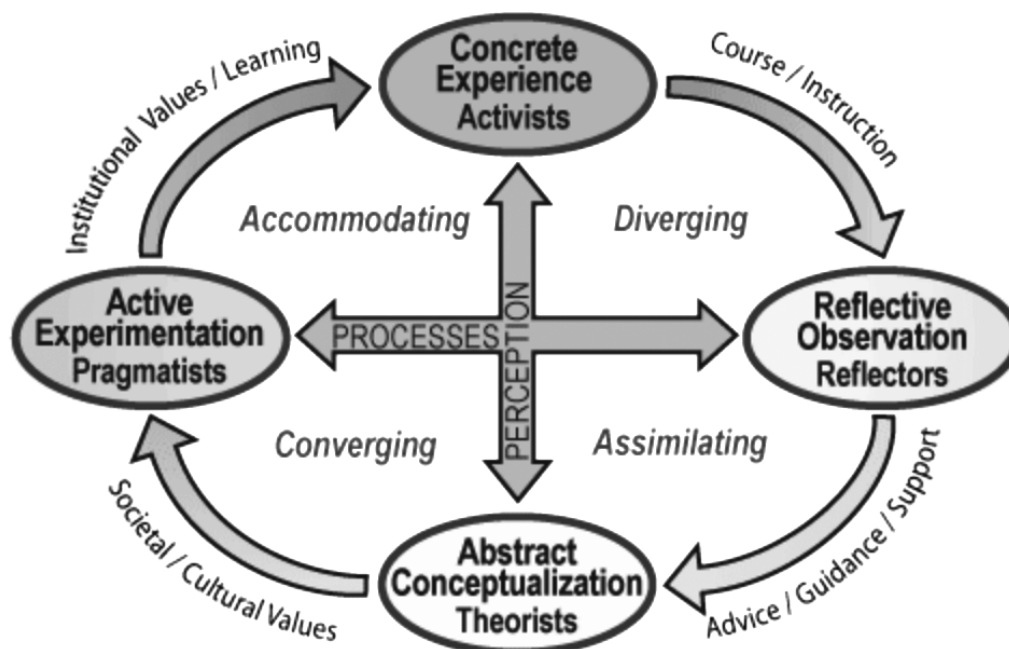
**Q13. Outline the process of learning.**

*Ans :*

(Dec.-19)

There are many different learning types and approaches to learning. To learn effectively it is important to tailor your study habits to your own needs and approach, this often means choosing techniques that work for you and evaluating them from time to time to determine if you need to try something new.

The model used to inform the self assessment survey was based on the work of David Kolb (1984). Click on the image to enlarge it.



**Fig.: Learning Process**



**Learning Process**

Kolb's model (based on experiential learning theory) identifies four modes in the learning cycle:

1. Concrete Experimentation
2. Reflection
3. Abstract Conceptualization
4. Active Experimentation.

Basically, this is a fancy way of saying that we learn by:

1. **Concrete Experimentation** - Doing something
2. **Reflection** - Thinking about it
3. **Abstract Conceptualization**- Talking with others and applying what we already know to the situation
4. **Active Experimentation** - Doing something new or doing the same thing in a more sophisticated way based on our learning.

Kolb's holistic model builds on the earlier work of prominent scholars on human learning and development, but it doesn't say much about the value of social connection and the possibilities for more of these connections made available through online technologies. We have expanded on it to include some of the "big picture" influences that are important in the learning process. These include your values and cultural influences, the values of the institution and the learning community created by the instructor, your peers and your support network.

Kolb identified two separate learning activities that occur in the learning cycle:

- (i) **Perception** (the way we take in information) and
- (ii) **Processing** (how we deal with information).

This is represented on the diagram as two axis dividing the cycle into four quadrants.

Each quadrant represents different learning processes as follows:

- (a) **Converging** processes relate to bringing a number of perspectives to finding a single answer usually right or wrong. You may use this way of thinking in a scientific context.
- (b) **Diverging** processes are about generating a number of accounts of different experiences. Typically, these are more creative processes.
- (c) **Assimilating** processes describe (roughly) the taking in of new knowledge.
- (d) **Accommodating** processes describe (again, roughly) the related of the new knowledge to our prior experiences and beliefs.

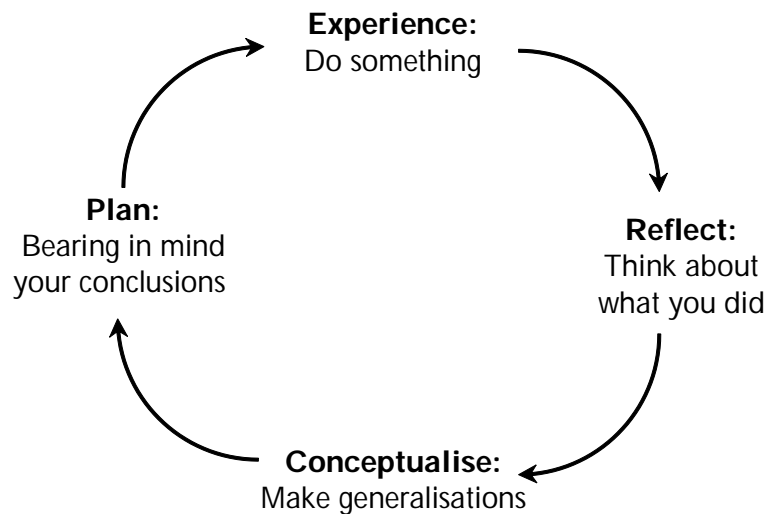
**1.4 THE LEARNING CYCLE**

**Q14. Explain the concept of learning cycle.**

*Ans :*

**(May-19)**

Kolb's Learning Cycle is a well-known theory which argues we learn from our experiences of life, even on an everyday basis. It also treats reflection as an integral part of such learning. According to Kolb (1984), the process of learning follows a pattern or cycle consisting of four stages, one of which involves what Kolb refers to as 'reflective observation.



**Stage 1: Experience:** Life is full of experiences we can learn from. Whether at home or at work or out and about, there are countless opportunities for us to 'kick-start' the learning cycle.

**Stage 2: Reflect:** Reflection involves thinking about what we have done and experienced. Some people are naturally good at this. Others train themselves to be more deliberate about reviewing their experiences and recording them.

**Stage 3: Conceptualise:** When we pass from thinking about our experiences to interpreting them we enter into the realm of what Kolb termed 'conceptualization'. To conceptualize is to generate a hypothesis about the meaning of our experiences.

**Stage 4: Plan:** In the active experimentation stage of the learning cycle we effectively 'test' the hypotheses we have adopted. Our new experiences will either support or challenge these hypotheses.

To learn from our experiences it is not sufficient just to have them. This will only take us into stage 1 of the cycle. Rather, any experience has the potential to yield learning, but only if we pass through all Kolb's stages by reflecting on our experiences, interpreting them and testing our interpretations.

**Q15. Discuss briefly about learning styles.**

*Ans :*

Trainers who are aware of trainees' learning styles can try to customize instruction to match their preferences. If a group of trainees tends to prefer hands-on learning, trying to teach the mechanics of a technical application online by having them read it will not result in learning. They need applications and the ability to get feedback from an instructor.

Learning Style Type	Dominant Learning Abilities	Learning Characteristics
1. Diverge	<ul style="list-style-type: none"> <li>➤ Concrete experience</li> <li>➤ Reflective observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is good at generating ideas, seeing a situation from multiple perspectives, and being aware of meaning and value</li> <li>➤ Tends to be interested in people, culture, and the arts</li> </ul>

<b>2. Assimilator</b>	<ul style="list-style-type: none"> <li>➤ Abstract conceptualization</li> <li>➤ Reflective observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is good at inductive reasoning, creating theoretical models, and combining disparate observations into an integrated explanation</li> <li>➤ Tends to be less concerned with people than with ideas and abstract concepts</li> </ul>
<b>3. Converger</b>	<ul style="list-style-type: none"> <li>➤ Abstract conceptualization</li> <li>➤ Active experimentation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is good at decisiveness, practical application of ideas, and hypothetical deductive reasoning</li> <li>➤ Prefers dealing with technical tasks rather than interpersonal issues</li> </ul>
<b>4. Accommodator</b>	<ul style="list-style-type: none"> <li>➤ Concrete experience</li> <li>➤ Active experimentation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is good at implementing decisions, carrying out plans, and getting involved in new experiences</li> <li>➤ Tends to be at ease with people but may be seen as impatient or pushy</li> </ul>

### 1.5 INSTRUCTIONAL EMPHASIS FOR LEARNING OUTCOMES

**Q16. How do instructional objectives help learning to occur.**

*Ans :*

**(May-19)**

The discussion of the implications of the learning process for instruction provide general principles regarding how to facilitate learning. However, you should understand the relationship between these general principles and the learning process. Different internal and external conditions are necessary for learning each outcome. Internal conditions refer to processes within the learner that must be present for learning to occur. These processes include how information is registered, stored in memory, and recalled. External conditions refer to processes in the learning environment that facilitate learning. These conditions include the physical learning environment as well as opportunities to practice and receive feedback and reinforcement. The external conditions should directly influence the design or form of instruction. Table shows what is needed during instruction at each step of the learning process. For example, during the process of committing training content to memory, verbal cues, verbal links to a meaningful context, and diagrams and models are necessary. If training content is not coded (or is incorrectly coded), learning will be inhibited.

#### Selecting and Preparing the Training Site

The training site refers to the room where training will be conducted. A good training site offers the following features:

1. It is comfortable and accessible.
2. It is quiet, private, and free from interruptions.

Learning Outcome	Internal Conditions	External Conditions
<b>1. Verbal Information</b> Labels, facts, and propositions  <b>2. Intellectual Skills</b> Knowing how  <b>3. Cognitive Strategies</b> Process of thinking and learning  <b>4. Attitudes</b> Choice of persona; action Cognitive dissonance  <b>5. Motor Skills</b> Muscular actions Coordination program	Previously learned knowledge and verbal information Strategies for coding information into memory  previously learned knowledge  Recall of prerequisites, similar tasks, and strategies Practice with feedback Variety of tasks that provide opportunity to apply strategy  Mastery of prerequisites Identification with model Strong message from credible source Reinforcement  Recall of part skills Demonstration Gradual decrease of external feedback	Repeated practice Meaningful chunks Advance organizers Recall cues  Link between new and  Verbal description of strategy Strategy demonstration  Demonstration by a model Positive learning environment  Practice

3. It has sufficient space for trainees to move easily around in, offers enough room for trainees to have adequate work space, and has good visibility for trainees to see each other, the trainer, and any visual displays or examples that will be used in training (e.g., videos, product samples, charts, slides).

## Short Question and Answers

### 1. Learning

*Ans :*

Learning is the process of acquiring new or modifying existing knowledge, behaviors, skills, values, or preferences. The ability to learn is possessed by humans, animals, and some machines; there is also evidence for some kind of learning in some plants. Some learning is immediate, induced by a single event (e.g. being burned by a hot stove), but much skill and knowledge accumulates from repeated experiences. The changes induced by learning often last a lifetime, and it is hard to distinguish learned material that seems to be "lost" from that which cannot be retrieved.

#### Definitions

#### Gates and Others

Learning is the modification of behaviour through experience

#### Henry, P Smith

Learning is the acquisition of new behaviour or strengthening or weakening of old behaviour as a result of experience.

#### Crow and Crow

Learning is the acquisition of habits, knowledge and attitudes. It involves new ways of doing things, and it operates in an individual's attempt to overcome obstacles or to adjust to new situations.

### 2. Characteristics of learning

*Ans :*

- (a) Learning is pervasive. It reaches into all aspects of human life.
- (b) Learning involves the whole person, socially, emotionally & intellectually.
- (c) Learning is often a change in the organisation of behaviour.
- (d) Learning is development. Time is one of its dimensions.

(e) Learning is responsive to incentives. In most cases positive incentives such as rewards are most effective than negative incentives such as punishments.

(f) Learning is always concerned with goals. These goals can be expressed in terms of observable behaviour.

### 3. Nature of learning

*Ans :*

#### (a) Learning is Adaptation or Adjustment

All persons continuously interact with their environment. We often make adjustment and adapt to our social environment. Through a process of continuous learning, the individual prepares himself for necessary adjustment or adaptation. That is why learning is also described as a process of progressive adjustment to ever changing conditions, which one encounters.

#### (b) Learning is Improvement

Learning is often considered as a process of improvement with practice or training. We learn many things, which help us to improve our performance.

#### (c) Learning is Organizing Experience

Learning is not mere addition of knowledge. It is the reorganization of experience.

#### (d) Learning Brings Behavioural Changes

Whatever the direction of the changes may be, learning brings progressive changes in the behaviour of an individual. That is why he is able to adjust to changing situations.

#### (e) Learning is Active

Learning does not take place without a purpose and self-activity. In any teaching learning process, the activity of the learner counts more than the activity of a teacher.

#### 4. Reinforcement theory

*Ans :*

Reinforcement theory emphasizes that people are motivated to perform or avoid certain behaviors because of past outcomes that have resulted from those behaviors. There are several processes in reinforcement theory. Positive reinforcement is a pleasurable outcome resulting from a behavior. Negative reinforcement is the removal of an unpleasant outcome.

The process of withdrawing positive or negative reinforcers to eliminate a behavior is known as extinction. Punishment is presenting an unpleasant outcome after a behavior, leading to a decrease in that behavior.

The benefits may include learning an easier or more interesting way to perform their job (job-related), meeting other employees who can serve as resources when problems occur (personal), or increasing opportunities to consider new positions in the company (career-related). According to reinforcement theory, trainers can withhold or provide these benefits to learners who master program content. The effectiveness of learning depends on the pattern or schedule for providing these reinforcers or benefits. Schedules of reinforcement.

#### 5. Social learning theory

*Ans :*

Social learning theory emphasizes that people learn by observing other persons (models) whom they believe are credible and knowledgeable. Social learning theory also recognizes that behavior that is reinforced or rewarded tends to be repeated. The models' behavior or skill that is rewarded is adopted by the observer. According to social learning theory, learning new skills or behaviors comes from (1) directly experiencing the consequences of using that behavior or skill, or the process of observing others and seeing the consequences of their behavior.

According to social learning theory, learning also is influenced by a person's self-efficacy. Self-efficacy is a person's judgment about whether he or she can successfully learn knowledge and skills. A trainee with high self-efficacy will put forth effort

to learn in a training program and is most likely to persist in learning even if an environment is not conducive to learning (e.g., noisy training room).

A person's self-efficacy can be increased using several methods: verbal persuasion, logical verification, observation of others (modeling), and past accomplishments. Verbal persuasion means offering words of encouragement to convince others they can learn. Logical verification involves perceiving a relationship between a new task and a task already mastered. Modeling involves having employees who already have mastered the learning outcomes demonstrate them for trainees. Past accomplishments refers to allowing employees to build a history of successful accomplishments.

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deliverers are rewarded for fast but unsafe driving practices for example, not wearing a safety belt, failing to use turn signals, and not coming to complete stops at intersections. These unsafe practices have resulted in a high driving accident rate.

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Expectancy theory suggests that a person's behavior is based on three factors: expectancy, instrumentality, and valence. Beliefs about the link between trying to perform a behavior and actually performing well are called expectancies. Expectancy is similar to self-efficacy. In expectancy theory, a belief that performing a given behavior (e.g., attending a training program) is associated with a particular outcome (e.g., being able to better perform your job) is called instrumentality. Valence is the value that a person places on an outcome (e.g., how important it is to perform better on the job).

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5. Adults are motivated to learn by both extrinsic and intrinsic motivators.

## UNIT II

**Training Strategy and Designing Training:** The evolution of Training's Role, Strategic Training and development Process, Training needs in different strategies, Models of Training Department. Training needs Assessment, Reasons for planned training. Designing the training program, developing the group and the climate, Trainers and training styles, Evaluating training and Follow-on support.

### 2.1 THE EVOLUTION OF TRAINING'S ROLE

**Q1. Discuss evolution of training.**

*Ans :*

Training will continue to focus on developing programs to teach specific skills however, to better relate to improving employees' performance and to help meet business needs and challenges (and be considered strategic), training's role has to evolve to include an emphasis on learning and creating and sharing knowledge.



Evolution of Training's Role

1. **Learning** refers to the acquisition of knowledge by individual employees or groups of employees who are willing to apply that knowledge in their jobs in making decisions and accomplishing tasks for the company.'
2. **Knowledge** refers to what individuals or teams of employees know or know how to do (human and social knowledge) as well as company rules, processes, tools, and routines (structured knowledge). Knowledge is either tacit knowledge or explicit knowledge.

- a) **Explicit knowledge** refers to knowledge that can be formalized, codified, and communicated. That is, it can be found in manuals, formulas, and specifications.

- b) **Tacit knowledge** refers to personal knowledge based on individual experience that is difficult to explain to others. Because tacit knowledge is difficult to communicate, it is passed along to others through direct experience (e.g., interacting with other employees, watching other employees).

In traditional approaches to training, training is seen as a series of programs or events that employees attend. After attending the training program, employees are responsible for using what they learned in training on the job, and any support they might receive is based on the whims of their manager.

The role of training as a program or event will continue into the future because employees will always need to be taught specific knowledge and skills. This approach assumes that business conditions are predictable, they can be controlled by the company, and the company can control and predict the knowledge and skills that employees need in the future.

**Q2. Define training. Explain the purpose of training.**

*Ans :*

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training differs from exercise in that people may dabble in exercise as an occasional activity for fun. Training has specific goals of improving one's capability, capacity, and performance.



**Definitions of Training**

"Training is an organized procedure by which people learn knowledge and skill for a definite purpose".

– Dale S Beach

"Training is any attempt to improve employee performance on a currently held job or one related to it".

– John Bernardin

"Training is a process which enables the trainees to achieve the goals and objectives of their organization".

– Chowdhry D.P

"Training is a set of activities that provides the opportunity to acquire and improve job-related skills".

– Schermerhorn, Hunt and Obsorn

"Training is the process of acquiring the skills necessary to do the job".

– Robert N. Lussier

"Training is the continuous, systematic development among all levels of employees of that knowledge and their skills and attitude which contribute to their welfare and that of the company".

– Planting, Cord and Efferson

**Features of Training**

- Increase knowledge and skill for doing a job.
- Bridge the gap between job needs and employee skills.
- Job oriented process, vocational in nature.
- Short-term activity designed especially for operatives.

**Purpose of Training****1. To improve Productivity**

Training leads to increased operational productivity and increased company profit.

**2. To improve Quality**

Better trained workers are less likely to make operational mistakes.

**3. To improve Organizational Climate**

Training leads to improved production and product quality which enhances financial incentives. This in turn increases the overall morale of the organization.

**4. To increase Health and Safety**

Proper training prevents industrial accidents.

**5. Personal Growth**

Training gives employees a wider awareness, an enlarged skill base and that leads to enhanced personal growth.

**Q3. Explain importance of training.**

*Ans :*

Training plays an important role in the organization, which can be understood from the following points given below :

**1. Increase in Efficiency / Productivity**

Training brings about increase in quantity and quality of goods produced resulting in high productivity. A well-trained employee makes better and economical use of available resources (materials, machines, and equipment). Optimum utilization of resources results in reduced cost on production and higher profits.

**2. Heightened Morale**

Training results in increased morale of employees because of reduction in dissatisfaction at work, reduced complaints, and reduced absenteeism, and increased interest in work during the post-training period. Heightened morale results in increased loyalty to the organization.

**3. Better Industrial Relations**

Training provides a platform for maintaining smooth industrial relations. Employees develop a feeling that organization is taking care and interest in them through training programs.

**4. Reduced Supervision and Direction**

A trained employee knows what job he has to do and how to do that job and requires no guidance and supervision. Supervisors can devote their time to solve more important problems rather than concentrating on constant and regular supervision.

**5. Increasing Organizational Stability and Flexibility**

Training provides opportunities for the employees to learn and acquire skills to work in several departments in an organization. Training also results in low rate of labor turnover which means high consistency in organizations in retaining people for long period of time. Low labor turnover means high organizational stability. Flexibility is ensured because employees may be placed in several departments over a period of time as they acquire multiplicity of skills through adequate training.

**6. Technical Advances**

The pace of the technological advancement is another reason why training is necessary. The technology is changing so fast that, if a company wants to stay in the competition it must develop the technical knowledge of its employees through continuous training.

**7. Organizational Complexity**

With the emergence of automation and mechanization, manufacturing of multiple products and by-products, etc., most of the companies have become complex. This calls for training in the skills of co-ordination, integration and adaptabilities to the requirements of growth and expansions.

**8. Standardization**

The methods of production are standardized through training. All trained employees follow same methods and techniques of production and hence there can be little variation in output and standards produced by different employees. By using standardized methods, the quality of output would be increased.

**9. Future Manpower Needs**

Through proper training employees become eligible for promotion handling more responsibility. An expanding and growing organization wishes to train the existing employees so as to place them in higher positions in future.

**10. Reduced Accidents at Workplace**

Untrained people are bound to commit errors while handling machinery and equipment resulting in incidents at workplace. Training eliminates (reduces) the possibility of incident due to mishandling of equipment, machinery, and other resources of the organization. Proper training and development programs ensure safety in handling the organization's resources which results in reduction in the accident rates.

**11. Reduced Learning Time**

An untrained worker consumes a lot of time to learn the methods, technique of doing the work. Skilled and trained employees reach the acceptable level of performance within no time. Therefore, training results in reduced learning time.

**12. Confidence**

Training creates a feeling of confidence in the minds of workers. It gives safety and security to them at the workplace.

**13. New Skills**

Training develops skills which serve as a valuable personal asset of a worker. It remains permanently with the worker himself.

**14. Promotion**

Training provides opportunity for quick promotion and self development.

**15. Better Management**

A manager can make use of training to manage in a better way. To him, training the employees, can assist improve his planning, organizing, directing, and controlling.

## 2.2 STRATEGIC TRAINING AND DEVELOPMENT PROCESS

**Q4. Explain about strategic training and development process.**

*Ans :*

**(Dec.-18)**

Strategic training and development initiatives are learning-related actions that a company should take to help it achieve its business strategy. The strategic training and development initiatives vary by company depending on a company's industry, goals, resources, and capabilities. The initiatives are based on the business environment, an understanding of the company's goals and resources, and insight regarding potential training and development options. They provide the company with a road map to guide specific training and development activities. They also show how the training function will help the company reach its goals (and in doing so, show how the training function will add value).

There is a tendency to have a disconnect between strategy and execution of the strategy. To avoid this, learning professionals need to reach out to managers to ensure that the strategic training initiatives and training activities are aligned with the business strategy and the necessary financial resources and support are provided to carry out the training activities. This requires consideration of people and cultural issues that might inhibit execution of training initiatives. In addition, the success or failure of previous training activities should be identified and addressed to ensure that future training activities support strategic training initiatives and are successfully implemented.

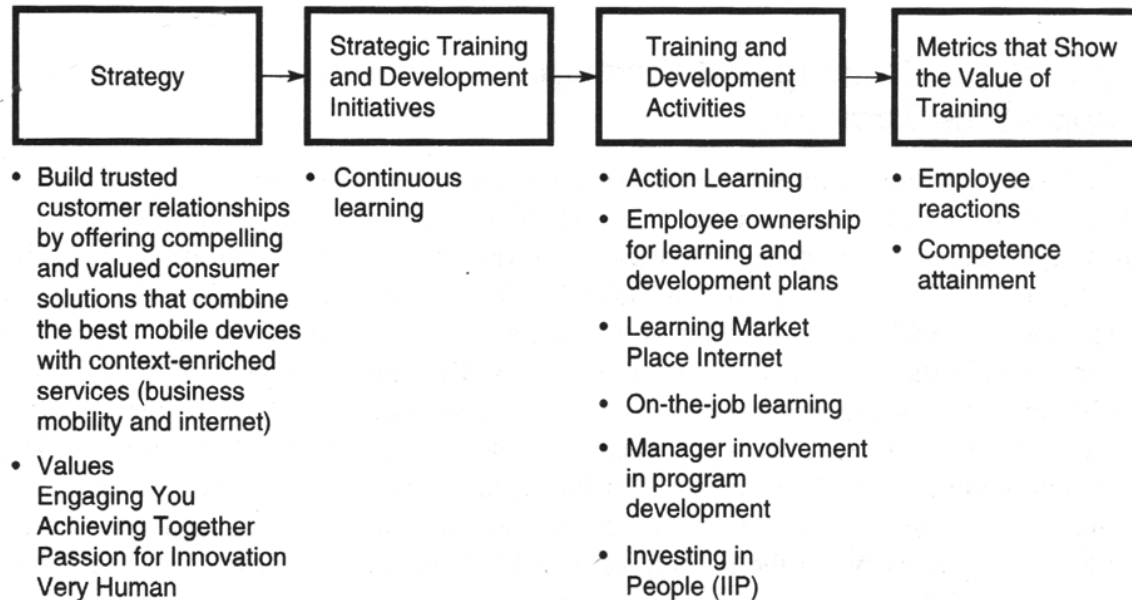
A model of the strategic training and development process with examples of strategic initiatives, training activities, and metrics.

The Strategic Training and Development Process



Three factors influence the company's business strategy. The mission is the company's reason for existing. It may specify the customers served, why the company exists, what the company does, or the values received by the customer. The vision is the picture of the future that the company wants to achieve. Values are what the company stands for. Second, a SWOT analysis (strengths, weaknesses, opportunities, threats) involves an analysis of the company's operating environment (e.g., product markets, new technologies) to identify opportunities and threats as well as an internal analysis of the company's strengths and weaknesses including people, technology, and financial resources. The business challenges identified in Chapter may also represent an opportunity (or threat) to the company.

Nokia's top management is committed to continuous learning. Figure shows how Nokia links training and development to its business strategy.



How Nokia Corporation Links Training and Development to Business Strategy.

**Q5. Explain the effective training strategies.**

*Ans :*

Training is a vital part of effective working conditions. A company needs valid training strategies so that its workers are prepared to handle their job after a training course. Information technology, or IT, jobs require specific training strategies because information technology is a field that is constantly changing and growing. An productive training strategy keeps workers up to date and able to handle any situation.

**1. One-on-One Strategy**

A one-on-one strategy provides training for the new employee under the guidance of one experienced employee. An older IT employee would show the company computer system and teach the new employee how to use the system. This training strategy allows the new employee to ask questions, become familiar with the specific system that a company uses and avoid mistakes by constant supervision for a specific period. The training time will differ based on the specific system and the estimated time the average IT professional requires to learn the basics.

**2. Lecture Strategy**

A lecture strategy is a training strategy where the basics are provided in a series of lectures. The new employees are taken to a room and one IT professional explains the basic knowledge in a manner similar to school classes. In some companies, a lecture strategy is combined with a one-on-one strategy, with the lecture giving the basic knowledge and the one-on-one strategy giving supervised hands-on experience.

### 3. Group Strategy

Companies that hire several IT employees at the same time might employ a group training strategy. In this strategy, the new IT employees are broken into small groups and taught the company systems in the group. The group is able to ask questions and learns to work as a team in this strategy, which is ideal for companies that need strong team work.

### 4. Computer-Based Strategy

A computer-based training strategy uses a computer program or a computer system to train the new employees. Although IT professionals have specific computer skills, they do not necessarily have all of the skills necessary for the job. The computer-based strategy sets the new employee at the computer, where he.

### Q6. Explain the corporate training strategies and practices.

*Ans :*

A corporate training strategy is both an objective-based training policy and an integrated practical operational policy. This approach to planning is synthesized from a strategically planned assessment of productivity and corporate needs. This is a critically important process for medium to large corporations. Each phase of corporate training is integrated into the strategic blueprint.

#### 1. The Strategic Decision Process

Strategic planning for corporate training practices is based on a range of measurable parameters. It may include quantified future requirements for productivity in terms of business goals. The decision process is systematic and creative, identifying areas and training needs, and creating an integrated picture of the organization's needs.

Typical planning may need to include a gamut of types of training. Leadership training, team building, management training, customer service training and performance training are common strategic staff development areas.

Training requirements need to achieve measurable results. Many organizations prefer professional external training methods, because these can be measured at recognized industry standard levels. These types of training initiative are also very beneficial for staff, and act as positive reinforcement in terms of employment values. (Staff invariably respond very well to this type of training, which is valuable in its own right and acts as a true motivation and incentive.)

#### 2. Creating the strategic training policy

A strategic training policy must have:

- **Clearly defined goals:** Productivity, skills upgrades, process efficiencies, time management, net costs relative to profit, etc. Goals must be defined as working concepts in relation to the corporation's operations. Goals will set targets for improvements in operations, which is the basis of defining training needs.
- **Clear structures:** These are organizational contexts of training programs in terms of corporate goals. A business will typically run structured training programs in core operations as a basic strategic approach, and develop its strategies on this basis. Linked to this structure clear expectations also have to be formalized, so that trainees not only understand the goal but also the guidelines for achieving the goal.
- **Clear methodologies:** This is the phase of planning in which the required form(s) of training and use of budget and resources are decided. A strategic training policy like "All our sales people should receive formal sales training" naturally requires thorough costing, a clear set of priorities for types of training, and time frames for completion.

### 3. Implementing strategic corporate training

Implementation of corporate training policies involves:

- The selected training organization provides consultation regarding the actual training processes to ensure proper implementation of the training strategy and provision of facilities, scheduling, time frames and other basic requirements.
- A training plan is formulated in accordance with the organization's goals.
- As part of the training implementation the client organisation's senior management should be supportive of the entire training process to encourage the buy-in from the participants
- The training program's progress is periodically reviewed by senior management, to monitor progress and to ensure they are providing the appropriate support.
- The training organization provides feedback to the client in terms of successful completion of goals.
- Final review and evaluation of measurable performance of the training initiative.

The strategic training process is now the preferred training methodology for the world's major corporations. It ensures training quality, defines corporate goals accurately, and provides cost effective benefits to employers and employees alike. This is the major league standard of training, and it shows.

#### Q7. Explain the three basic phases in training strategy.

*Ans :* (May-19)

The unfreeze/refreeze model is one of the simplest models for understanding organizational or social change. It was developed by Kurt Lewin, a physicist turned social scientist. Because of his professional background, he used physical science analogies to help explain social phenomenon.

The three stages he went through are unfreezing, change and refreezing. You can use the same three stages to describe any change in an organization, especially social changes. The problem is, in an organization, we often forget one of the three steps. Typically, we forget step one, or step three. We do step two -- we make the change -- but we're never really successful because there are three stages to consider, not one.

#### 1. Step One: Unfreezing Process

How do you unfreeze an organization so that it will accept change? In other words, how do you make the system receptive to change? How can the system be made to want to change if you are trying to install change in your organization -- for example a non-smoking policy or an affirmative action program. The first thing you have to do is get the organization receptive to change, otherwise your organization will be like that block of ice. It will naturally resist change.

Feeding back people's opinions is one good way to begin the unfreezing process. The survey feedback technique makes the organization aware that there are problems, that people are upset, that morale is low, or that work attitudes and performance are not what they ought to be. That's a form of unfreezing. For an individual, a doctor's report could be an unfreezing motivator. You refuse to accept the fact that there is any pressing need to diet until you get feedback from a doctor who tells you that if you don't diet you'll be dead in six months. That may unfreeze your feelings towards making a change in eating habits.

#### 2. Step Two: Making the Change

In step two you actually make the change. You propose the solution to the problem that you may have identified or highlighted in step one. Then you get people doing it. You start your diet. You learn new skills, etc. You make the change. Installing this change will be discussed in detail in the next section of this book.

**3. Step Three: Refreezing**

This step is often missed. We get an employee to change his/her work habits but then don't refreeze that change. We put in a new system in an organization and we don't refreeze the change.

This step is usually missed in management training programs. We teach people skills; we hope they will use them back on the job but we don't build the use of these skills into the standard operating procedures of the organization. Suppose your organization wanted to implement Affirmative Action. How do you make the basic concepts and practices of Affirmative Action a permanent part of the organization's work patterns? If you have a zero defects manufacturing program that you want to implement in your manufacturing plant, how do you make that change of focus in production, a permanent part of the way things are done.

**2.2.1 Training Needs Assessment****Q8. Explain need of training in different strategies.**

*Ans :* (Dec.-19)

Any company delving into training and development of its workforce should first learn how to properly identify and assess training needs. This is the single most important thing that helps executives to address the gaps between the existing training and training which will be required in the future. Here's a brief overview of three different needs managers should look at and three assessment methods for identifying key training needs at any organization.

**i) Industry-related Needs**

Those are quite simple, but it can still be challenging to narrow them down when formulating your training program. There surely exists certain pieces of industry knowledge that employees should have. This need essentially derives from how the organization fits into the industry.

For example, a manufacturing group which creates parts for high-tech appliances may require the knowledge about where those parts go, what kind of appliances they structure, and how the manufacturing of those appliances coordinated by other companies affects the industry as a whole. When assessing this need, know how to differentiate what needs to be known from what would be nice to know.

**ii) Job-related Needs**

Job related needs are those that relate directly to jobs which are part of the organization. How to look for job-related needs? By researching whether there's training available for certain jobs. If not, organizations might create a complete training program for a job.

The purpose of job-related needs is to improve the final output of the job itself. It can be building an error-free part for a technological appliance or a completed call with a customer. The key is to identify which aspects of the job belong to executive positions and which ones are related to on-the-job training.

**iii) Task-related Needs**

A task-related need usually comes in the form of a requirement in a particular part or output within a job or job family. Just consider your own job – it's a combination of different tasks and processes that create your job on a daily to yearly basis. This is something that all jobs share.

Sometimes one or more aspects of a job aren't working and affect the overall productivity of a worker. Consider this example – a customer service representative performs well in sales and customer satisfaction, but when it comes to data inputs into the CRM system, they're pretty hopeless. This problem might affect contact with the customers or even the number of closed sales.

**iv) Assessment Methods**

Organizational perspective: This kind of assessment is focused on the effectiveness of the enterprise as a whole. It aims to identify any discrepancies, revealing the knowledge

and skills required to bridge gaps. Organizational assessments analyze factors like the economy, new environmental policies and changing workforce demographics. These assessments determine which parts of the organization require training and whether it will fill the gaps when implemented.

**Task-related perspective:** Task assessments compile information about a particular job function. It's an analysis that identifies key tasks, competencies and skills that are required to perform the job efficiently. It's based on detailed job descriptions, skill analyses and inventory questionnaires which is how key training needs can be pinpointed. Enterprises undergoing restructuring or taking on a new direction can greatly benefit from this assessment. It basically determines whether there are any gaps between existing competencies and those required for improved performance.

#### v) Individual Assessment

The individual assessment looks at particular employees to discover their level of performance. This analysis identifies the existing skills and qualifications, as well as capacity for learning. Individual assessment will show who needs training and what kind of training is needed most. It uncovers the strengths of employees and areas for competency improvement.

Focus on each kind of training need before moving forward and determining the best course of action for the enterprise. Each assessment will help you improve different aspects of the organization and build specific training programs to address important gaps and boost the effectiveness of the company.

### 2.3 MODELS OF TRAINING DEPARTMENT

#### Q9. Which models is best for organizing the training function.

*Ans :*

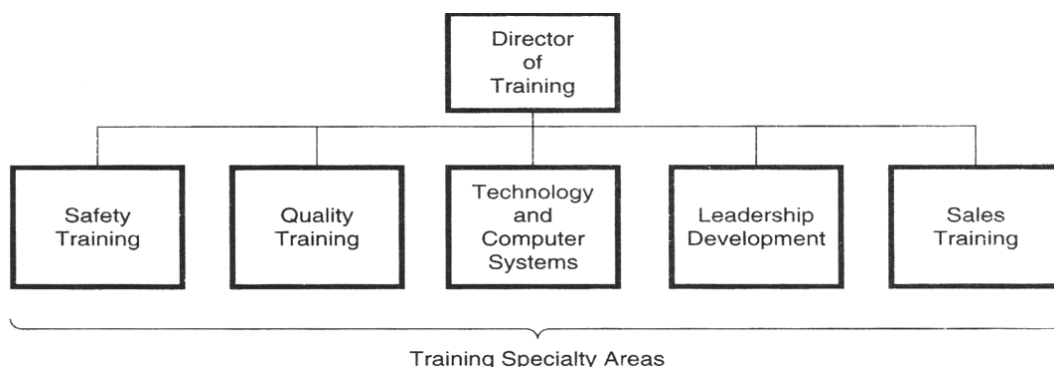
(May-19, Dec.-19, Dec.-18)

This section discusses five models that are used to organize the training department: faculty model, customer model, matrix model, corporate university model, and business-embedded model.

Many companies, including Boeing, Cingular Wireless, and Harley-Davidson have centralized their training departments.

#### 1. Faculty Model

Training departments organized by the **faculty model** look a lot like the structure of a college. Figure shows the faculty model. The training department is headed by a director with a staff of experts who have specialized knowledge of a particular topic or skill area. These experts develop, administer, and update training programs. For example, sales trainers are responsible for sales skills training (cultivating clients, negotiating a sale, closing a sale), and computer experts provide training on topics such as using e-mail and the World Wide Web as well as software design language.

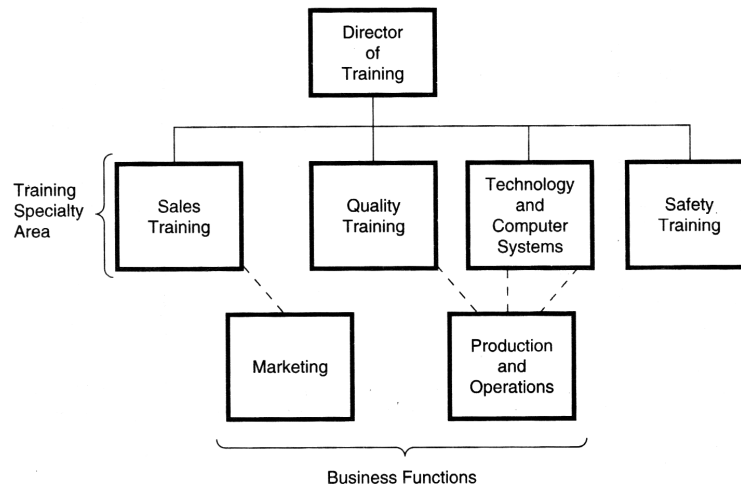




## 2. Customer Model

Training departments organized according to the **customer model** are responsible for the training needs of one division or function of the company. For example, trainers might be responsible for programs related to information systems, marketing, or operations. The trainers might also be human resource generalists whose job responsibilities include a broad range of human resource functions such as training, performance management, hiring, and benefits.

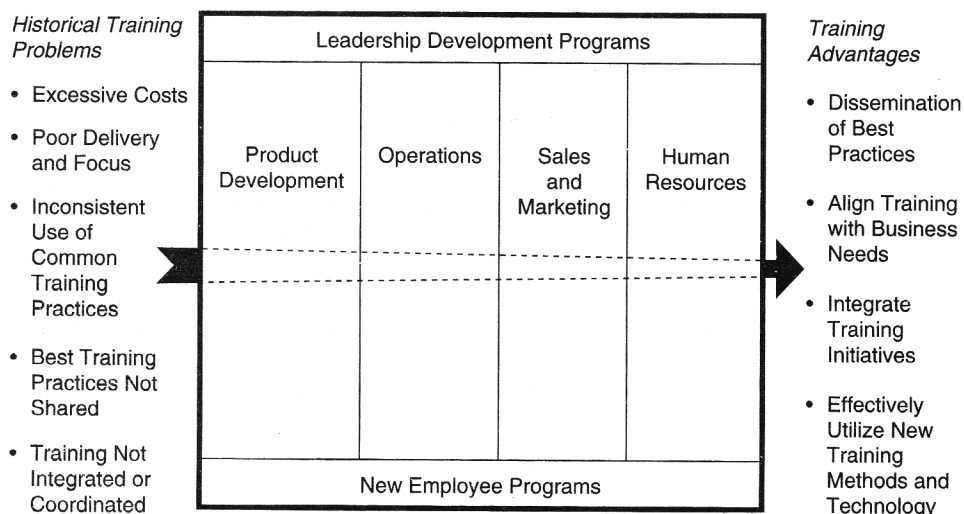
Trainers likely will have more time demands and conflicts because they report to two managers: a functional manager and a training director.



## Marix Model

## 3. Corporate University Model (Corporate Training Universities)

Because of the trend to centralize training, many companies use the corporate university model, as shown in Figure. The **corporate university model** differs from the other models in that the client group includes not only employees and managers but also stakeholders outside the company, including community colleges, universities, high schools, and grade schools. The university model centralizes training to make sure that "best training practices" that may be used in one unit of the company are disseminated across the company.



Corporate universities also can help effectively utilize new technology. The University of Toyota, a division of Toyota Motor Sales, oversees external vendors' development of classroom and e-learning training for employees and dealerships. Trainees were frustrated because there was considerable variability in course navigation and quality. The group responsible for uploading courses to the company's learning management system and distributing the courses to learners was also frustrated because it had difficulties integrating different software and explaining to users why courses coming from the university had different bandwidth requirements. To ensure that courses meet minimum standards for quality and usability, the University of Toyota has developed a single set of development standards, benchmarks, purchasing specifications, and best practices.

The **business-embedded (BE) model** is characterized by five competencies: strategic direction, product design, structural versatility, product delivery, and accountability for results

A business-embedded (BE) training function not only views trainees as customers but also views managers as customers who make decisions to send employees to training and views senior-level managers as customers who allocate money for training.

The most noticeable difference between a BE function and a traditional training department is its structure. The traditional training organization tends to operate with a fixed staff of trainers and administrators who perform very specific functions such as instructional design. In traditional training departments developers and instructors often take a "silo" approach, focusing only on their particular responsibilities.

## 2.4 TRAINING NEEDS ASSESSMENT

**Q10. Define assessment. Explain the need of assessment in training.**

*Ans :* (Nov.-20, Dec.-18)

An assessment process that serves as a diagnostic tool for determining what training needs to take place. This survey gathers data to determine what training needs to be developed to help individuals and the organization accomplish their

goals and objectives. This is an assessment that looks at employee and organizational knowledge, skills, and abilities, to identify any gaps or areas of need. Once the training needs are identified, then you need to determine/develop objectives to be accomplished by the training. These objectives will form criteria for measures of success and utility.

This analysis can be performed by managers who are able to observe their staff and make recommendations for training based on performance issues or gaps between performance and objectives. This analysis can also be performed on an organization-wide level by Training and Development managers who survey the organization to identify needs.

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

Needs assessment typically involves organizational analysis, person analysis, and task analysis. An organizational analysis considers the context in which training will occur. That is, **organizational analysis** involves determining the appropriateness of training, given the company's business strategy, its resources available for training, and support by managers and peers for training activities. You are already familiar with one aspect of organizational analysis.

Person analysis helps to identify who needs training. **Person analysis** involves (1) determining whether performance deficiencies result from a lack of knowledge, skill, or ability (a training issue) or from a motivational or work-design problem, (2) identifying who needs training, and (3) determining employees' readiness for training. **Task analysis** identifies the important tasks and knowledge, skills, and behaviors that need to be emphasized in training for employees to complete their tasks.

- Training may be incorrectly used as a solution to a performance problem (when the solution should deal with employee motivation, job design, or a better communication of performance expectations).
- Training programs may have the wrong content, objectives, or methods.
- Trainees may be sent to training programs for which they do not have the basic skills, prerequisite skills, or confidence needed to learn.

- Training will not deliver the expected learning, behavior change, or financial results that the company expects.
- Money will be spent on training programs that are unnecessary because they are unrelated to the company's business strategy.

**Q11. Explain the participants in need assessment.**

*Ans :*

Traditionally, only trainers were concerned with the needs assessment process as training increasingly becomes used to help the company achieve its strategic goals, both upper- and top-level managers are involved in the needs assessment process.

Table shows the questions that upper-level managers, mid-level managers, and trainers are interested in answering for organizational analysis, person analysis, and task analysis. Upper-level managers include directors, chief executive officers (CEOs), and vice presidents. Upper-level managers view the needs assessment process from the broader company perspective. They do not focus on specific jobs. Upper-level managers are involved in the needs assessment process to identify the role of training in relation to other human resource practices in the company (e.g., selection, compensation). That is, upper-level managers help to determine if training is related to the company's business strategy and if so, what type of training is required. Upper-level managers are also involved in identifying what business functions or units need training (person analysis) and in determining if the company has the knowledge, skills, and abilities in the work force that are necessary to meet its strategy and be competitive in the marketplace. Mid-level managers are more concerned with how training may affect the attainment of financial goals for the units they supervise. As a result, for mid-level managers, organizational analysis focuses on identifying (1) how much of their budgets they want to devote to training, (2) the types of employees who should receive training (e.g., engineers, or core employees who are directly involved in producing goods or providing services), and (3) for what jobs training can make a difference in terms of improving products or customer service.

**Table : Key Concerns of Upper-level and Mid-level Managers and Trainers in Needs Assessment**

Upper-Level	Managers	Mid-Level Managers	Trainers
1. Organizational Analysis	Is training important to achieve our business objectives? How does training support our business strategy? What are the threats to our talent base?	Do I want to spend money on training? How much? How will training and development help meet my business goals? Are we retaining top talent	Do I have the budget to buy training services? will onagers support training?
2. Person Analysis	What functions or business units need training? What do employees need to do to accomplish	Who should be trained? Managers? Professionals? Core employees? our business objectives?	How will I identify which employees need training?
3. Task Analysis	Does the company have people with the knowledge, skills, and abilities or competencies needed to compete in the marketplace?	For what jobs can training make the biggest difference in product quality or customer service?	For what tasks should employees be trained? What knowledge, skills, ability, or other characteristics are necessary?

**Q12. Explain the training need assessment techniques.***Ans :*

Several methods are used to conduct needs assessment, including observing employees performing the job, utilizing online technology, reading technical manuals and other documentation, interviewing SMEs, conducting focus groups with SMEs, and asking SMEs to complete questionnaires designed to identify tasks and knowledge, skills, abilities, and other characteristics required for a job. Table presents advantages and disadvantages of each method. Texas Instruments was trying to determine how to train engineering experts to become trainers for new engineers. All the engineers had technical expertise. The problem was that their level of instructional expertise varied. Some had no experience teaching, whereas others taught courses at local colleges.

**Advantages and Disadvantages of Needs Assessment Techniques**

Technique	Advantages	Disadvantages
1. Observation	<ul style="list-style-type: none"> <li>➤ Generates data relevant to work environment</li> <li>➤ Minimizes interruption of work</li> </ul>	<ul style="list-style-type: none"> <li>➤ Needs skilled observer</li> <li>➤ Employees' behavior may be affected by being observed</li> </ul>
2. Questionnaires	<ul style="list-style-type: none"> <li>➤ Inexpensive</li> <li>➤ Can collect data from a large number of persons</li> <li>➤ Data easily summarized</li> </ul>	<ul style="list-style-type: none"> <li>➤ Requires time</li> <li>➤ Possible low return rates, inappropriate responses</li> <li>➤ Lacks detail</li> <li>➤ Only provides information directly related to questions asked.</li> </ul>
3. Interviews	<ul style="list-style-type: none"> <li>➤ Good at uncovering details of training needs as well as causes of and solutions to problems</li> <li>➤ Can explore unanticipated issues that come up</li> <li>➤ Questions can be modified think you want to hear</li> </ul>	<ul style="list-style-type: none"> <li>➤ Time consuming</li> <li>➤ Difficult to analyze</li> <li>➤ Needs skilled interviewer</li> <li>➤ Can be threatening to SMEs</li> <li>➤ Difficult to schedule</li> <li>➤ SMEs only provide information they</li> </ul>
4. Focus Groups	<ul style="list-style-type: none"> <li>➤ Useful with complex or controversial issues that one person may be unable or unwilling to explore</li> <li>➤ Questions can be modified to explore unanticipated issues</li> </ul>	<ul style="list-style-type: none"> <li>➤ Time-consuming to organize</li> <li>➤ Group members only provide information they think you want to hear</li> <li>➤ Group members may be reluctant to participate if status or position differences exist among members</li> </ul>
5. Documentation (Technical Manuals, Records)	<ul style="list-style-type: none"> <li>➤ Good source of information on procedure</li> <li>➤ Objective</li> <li>➤ Good source of task information for new jobs and jobs in the process of being created.</li> </ul>	<ul style="list-style-type: none"> <li>➤ You may be unable to understand technical language.</li> <li>➤ Materials may be obsolete</li> </ul>
6. Online Technology (Software)	<ul style="list-style-type: none"> <li>➤ Objective</li> <li>➤ Minimizes interruption of work</li> <li>➤ Requires limited human involvement</li> </ul>	<ul style="list-style-type: none"> <li>➤ May threaten employees</li> <li>➤ Manager may use information to punish rather than train</li> <li>➤ Limited to jobs requiring interaction with customers via computer or phone.</li> </ul>

When new engineers became inexperienced instructors, both the trainees and the instructors were frustrated. In assessing the engineers' training needs, training and development specialists used five of the six methods shown in Table they collected information that was useful for organization and task analysis.

Training course listings and mission statements were used to identify the engineering department mission, and current and previous course offerings were used to develop engineers. Competency studies and project checklists were used to identify relevant tasks. Classroom observation of new and experienced instructors was used to identify strengths and weaknesses of instructors' presentations (person analysis). Both instructors and noninstructors were interviewed to validate the information gathered through the written documentation and surveys.

Another example is Boeing, which uses a process borrowed from the field of artificial intelligence. Experts are observed and interviewed to identify their thinking processes for solving problems, dealing with uncertainty, and minimizing risks. The expert practices that are uncovered are then included in the training curriculum.

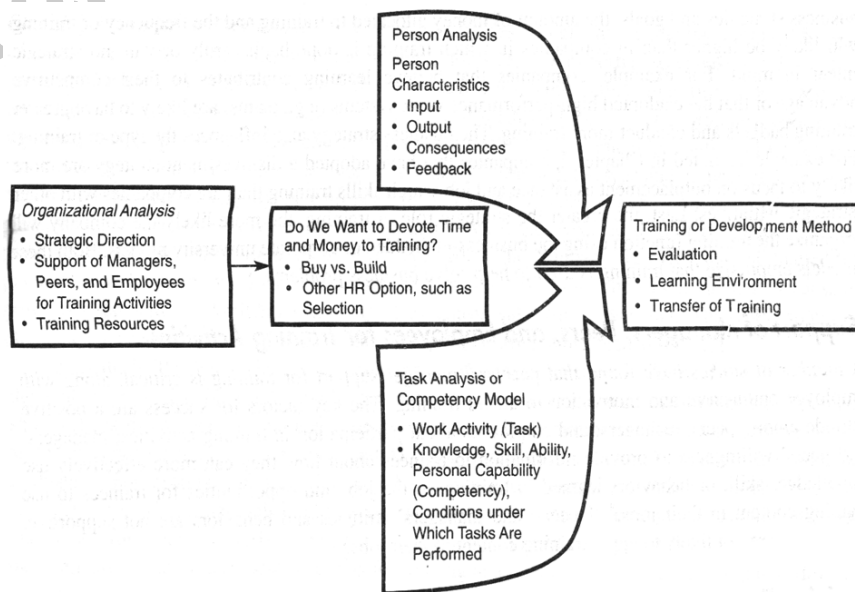
**Q13. Explain the process of training need assessment.**

*Ans :*

**(Dec.-18)**

This section examines the three elements of needs assessment: organizational analysis, person analysis, and task analysis. Figure illustrates the needs assessment process. In practice, organizational analysis, person analysis, and task analysis are not conducted in any order. Whether time and money are devoted to training is contingent on the results of organizational, person, and task analyses. While any one analysis can indicate the need for training, companies need to consider the information from all three types of analysis before the decision is made to devote time and money to training. Because organizational analysis is concerned with identifying whether training fits with the company's strategic objectives and whether the company has the budget, time, and expertise for training (the context for training), it is usually conducted first.

Person analysis and task analysis are often conducted at the same time because it is difficult to determine whether performance deficiencies are a training problem without understanding the tasks and the work environment. An initial organizational analysis may suggest that a company does not want to spend financial resources on training. However, if person analysis reveals that a large number of employees lack a skill in an important area that is related to the company's business objectives (such as customer service), upper-level managers may decide to reallocate financial resources for training.



**Need Assessment Process**

### 1. Organizational Analysis

Organizational analysis involves identifying whether training supports the company's strategic direction; whether managers, peers, and employees support training activity; and what training resources are available. Table provides questions that trainers should answer in an organizational analysis. Some combination of documentation, interviews, or focus groups of managers and individuals in the training function should be used to answer these questions.

### 2. Company's Strategic Direction

The strategic role of training influences the frequency and type of training and how the training function is organized in the company. In companies in which training is expected to contribute to the achievement of business strategies and goals, the amount of money allocated to training and the frequency of training will likely be higher than in companies in which training is done haphazardly or with no strategic intent in mind. For example, companies that believe learning contributes to their competitive advantage or that have adopted high-performance work systems (e.g., teams) are likely to have greater training budgets and conduct more training. The business strategy also influences the type of training. Companies that have adopted a disinvestment strategy are more likely to focus on outplacement assistance and job search skills training than are companies with other strategic initiatives. Last, the greater the strategic role of training, the more likely the company will organize the training function using the business-embedded or corporate university models. Both these models emphasize that training is used to help solve business problems.

A number of studies have found that peer and manager support for training is critical, along with employee enthusiasm and motivation to attend training. The key factors for success are a positive attitude among peers, managers, and employees about participation in training activities; managers' and peers' willingness to provide information to trainees about how they can more effectively use knowledge, skill, or behaviors learned in training on the job; and opportunities for trainees to use training content in their jobs. If peers' and managers' attitudes and behaviors are not supportive, employees are not likely to apply training content to their jobs.

### 3. Training Resources

It is necessary to identify whether the company has the budget, time, and expertise for training. For example, if the company is installing computer-based manufacturing equipment in one of its plants, it has three possible strategies for dealing with the need to have computer-literate employees. First, the company can decide that, given its staff expertise and budget, it can use internal consultants to train all affected employees. Second, the company may decide that it is more cost-effective to identify employees who are computer-literate by using tests and work samples. Employees who fail the test or perform below standards on the work sample can be reassigned to other jobs. Choosing this strategy suggests that the company has decided to devote resources to selection and placement rather than training. Third, because it lacks time or expertise, the company may decide to purchase training from a consultant.

Person analysis helps to identify employees who need training, that is, whether employees' current performance or expected performance indicates a need for training. The need for training may result from the pressure points in Figure including performance problems, changes in the job, or use of new technology. Person analysis also helps determining employees' readiness for training. **Readiness for training** refers to whether (1) employees have the personal characteristics (ability, attitudes, beliefs, and motivation) necessary to learn program content and apply it on the job and (2) the work environment will facilitate learning and not interfere with performance. This process includes evaluating person characteristics, input, output, consequences, and feedback.

A major pressure point for training is poor or substandard performance. Poor performance is indicated by customer complaints, low performance ratings, or on-the-job incidents such as accidents and unsafe behavior. Another potential indicator of the need for training is if the job changes such that current levels of performance need to be improved or employees must be able to complete new tasks.

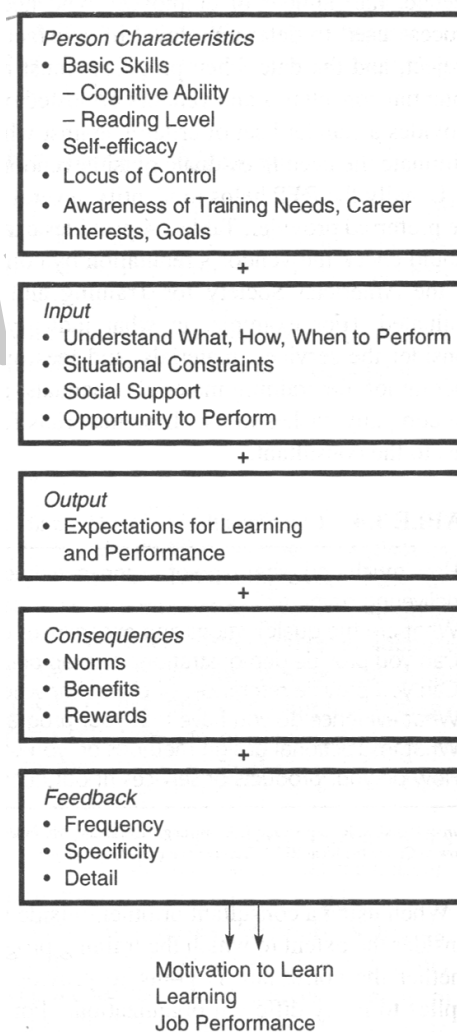
#### 4. Task Analysis

Task analysis results in a description of work activities, including tasks performed by the employee and the knowledge, skills, and abilities required to complete the tasks. A **job** is a specific position requiring the-completion of certain tasks. A **task** is the employee's work activity in a specific job. Table shows several tasks for the electrical maintenance worker job. These tasks include replacing light bulbs, electrical outlets, and light switches. To complete tasks, employees must have specific levels of knowledge, skill, ability, and other considerations (KSAOs). **Knowledge** includes facts or procedures (e.g., the chemical properties of gold). **Skill** indicates competency in performing a task (e.g., negotiation skill, a skill in getting another person to agree to take a certain course of action). **Ability** includes the physical and mental capacities to perform a task (e.g., spatial ability, the ability to see the relationship between objects in physical space). **Other** refers to the conditions under which tasks are performed. These conditions include identifying the equipment and environment that the employee works in (e.g., the need to wear an oxygen mask, work in extremely hot conditions), time constraints for a task (e.g., ceadlines), safety considerations, or performance standards.

**Q14. Outline the process of person analysis.**

*Ans :*

(Dec.-18)



## 1. Person Characteristics

Basic skills refer to skills that are necessary for employees to successfully perform on the job and learn the content of training programs. Basic skills include cognitive ability and reading and writing skills. For example, one assumption that your professor is making in this course is that you have the necessary reading level to comprehend this textbook and the other course materials such as overhead transparencies, videos, or readings. If you lacked the necessary reading level, you likely would not learn much about training in this course. In recent forecasts of skill levels of the U.S. work force indicate that managers will likely have to work with employees who lack basic skills. A literacy audit can be used to determine employees' basic skill levels. The activities involved in conducting a literacy audits.

### Steps in Performing a Literacy Audit

#### Step 1

Observe employees to determine the basic skills they need to be successful in their job. Note the materials the employee uses on the job, the tasks performed, and the reading, writing, and computations completed by the employee.

#### Step 2

Collect all materials that are written and read on the job and identify computations that must be performed to determine the necessary level of basic skill proficiency. Materials include bills, memos, and forms such as inventory lists and requisition sheets.

#### Step 3

Interview employees to determine the basic skills they believe are needed to do the job.

Consider the basic skill requirements of the job yourself.

#### Step 4

Determine whether employees have the basic skills needed to successfully perform the job. Combine the information gathered by observing and interviewing employees and evaluating materials they use on their job. Write a description of each job in terms of the reading, writing, and computation skills needed to perform the job successfully.

#### Step 5

Develop or buy tests that ask questions relating specifically to the employees' job. Ask employees to complete the tests.

#### Step 6

Compare test results (from step 5) with the description of the basic skills required for the job (from step 4). If the level of the employees' reading, writing, and computation skills does not match the basic skills required by the job, then a basic skills problem exists.

#### a) Reading Ability

Lack of the appropriate reading level can impede performance and learning in training programs. Material used in training should be evaluated to ensure that its reading level does not exceed that required by the job. **Readability** refers to the difficulty level of written materials. A readability assessment usually involves analysis of sentence length and word difficulty.

If trainees' reading level does not match the level needed for the training materials, four options are available. First, trainers can determine whether it is feasible to lower the reading level of training materials or use video or on-the-job training, which involves learning by watching and practicing rather than by reading. Second, employees without the necessary reading level could be identified through reading tests and reassigned to other positions more congruent with their skill levels. Third, again using reading tests, trainers can identify employees who lack the necessary reading skills and provide them with remedial training. Fourth, trainers can consider whether the job can be redesigned to accommodate employees' reading levels. The fourth option is certainly the most costly and least practical. Therefore, alternative training methods need to be considered, or managers can elect a nontraining option. Nontraining options include selecting employees for jobs and training opportunities on the basis of reading, computation, writing, and other basic skill requirements.

#### b) Self-Efficacy

Self-efficacy is employees' belief that they can successfully perform their job or learn the content of the training program. The job environment can



be threatening to many employees who may not have been successful performers in the past. For example, as you will see in Chapter 10, people who are hired through a welfare-to-work program a program designed to help find jobs for welfare recipients may lack self-efficacy. The training environment can also be threatening to people who have not received training or formal education for some length of time, lack education, or are not experienced in the training program's subject matter. For example, training employees to use equipment for computer-based manufacturing may represent a potential threat, especially if they are intimidated by new technology and lack confidence in their ability to master the skills needed to use a computer. Research has demonstrated that self-efficacy is related to performance in training programs. Employees' self-efficacy level can be increased by

1. Letting employees know that the purpose of training is to try to improve performance rather than to identify areas in which employees are incompetent.
2. Providing as much information as possible about the training program and the purpose of training prior to the actual training.
3. Showing employees the training success of their peers who are now in similar jobs.
4. Providing employees with feedback that learning is under their control and they have the ability and the responsibility to overcome any learning difficulties they experience in the program.

**c) Awareness of Training Needs, Career Interests, and Goals**

To be motivated to learn in training programs, employees must be aware of their skill strengths and weaknesses and of the link between the training program and improvement of their weaknesses. Managers should make sure that employees understand why they have been asked to attend training programs, and they should communicate the link between training and improvement of skill weaknesses or knowledge deficiencies. This can be accomplished by sharing performance feedback with employees, holding career development discussions, or having employees complete a self-evaluation of their skill strengths and weaknesses as well as career

interests and goals. For example, Reynolds and Reynolds, an Ohio information services company, uses surveys to obtain sales employees' opinions about what kinds of training they want. The survey asks questions about what additional training the company could provide to improve sales effectiveness and productivity and how employees want to receive training. Sixty percent of the employees felt they needed more training on how to create and present credible estimates of return on investments for each solution they offer customers. Time management training, working in a virtual environment, problem-solving decision making, and listening skills were personal development areas identified by the employees as needing improvement. Most employees preferred classroom training but they also mentioned webcasts, on-the-job training, or CDs. The internal training director shares the results with the sales leadership teams, including vice presidents and service directors. The results are being used as part of the process for setting goals for the training department.

**2. Input**

Employees' perceptions of two characteristics of the work environment situational constraints and social support are determinants of performance and motivation to learn. **Situational constraints** include lack of proper tools and equipment, materials and supplies, budgetary support, and time. **Social support** refers to managers' and peers' willingness to provide feedback and reinforcement. If employees have the knowledge, skills, attitudes, and behavior needed to perform but do not have the proper tools and equipment needed, their performance will be inadequate.

To ensure that the work environment enhances trainees' motivation to learn, managers should take the following steps:

1. Provide materials, time, job-related information, and other work aids necessary for employees to use new skills or behavior before participating in training programs.
2. Speak positively about the company's training programs to employees.
3. Let employees know they are doing a good job when they are using training content in their work.

4. Encourage work-group members to involve each other in trying to use new skills on the job by soliciting feedback and sharing training experiences and situations in which training content has been helpful.
5. Provide employees with time and opportunities to practice and apply new skills or behaviors to their work.

### 3. Output

Poor or substandard performance can occur on the job because employees do not know at what level they are expected to perform. For example, they may not be aware of quality standards related to speed or the degree of personalization of service that is expected. Employees may have the knowledge, skill, and attitudes necessary to perform and yet fail to perform because they are not aware of the performance standards. Lack of awareness of the performance standards is a communications problem, but it is not a problem that training can "fix."

### 4. Consequences

If employees do not believe that rewards or incentives for performance are adequate, they will be unlikely to meet performance standards even if they have the necessary knowledge, behavior, skill, or attitudes. Also, work-group norms may encourage employees not to meet performance standards. **Norms** refer to accepted standards of behavior for work-group members. For example, during labor contract negotiations baggage handlers for Northwest Airlines worked slowly loading and unloading baggage from airplanes. As a result, many passenger departures and arrivals were delayed. The baggage handlers had the knowledge, skills, and behaviors necessary to unload the planes more quickly, but they worked slowly because they were trying to send a message to management that the airlines could not perform effectively if their contract demands were not met.

### 5. Feedback

Performance problems can result when employees do not receive feedback regarding the extent to which they are meeting performance standards. Training may not be the best solution to this type of problem if employees know what they

are supposed to do (output), but do not understand how close their performance is to the standard. Employees need to be given specific, detailed feedback of effective and ineffective performance. For employees to perform to standard, feedback needs to be given frequently, not just during a yearly performance evaluation.

### 2.4.1 Reasons for Planned Training

**Q15. Explain the various reasons for planned training.**

*Ans :*

(Dec.-19)

#### Gathering Employee Opinions for Training Needs

Schedule a meeting with employees in a particular department or job classification. During the meeting, gather ideas from the employees about their needs and areas for professional development. Determine common themes and topics.

Ask the employees to review the information gathered and determine which areas/needs are most important to receive training.

Then determine the desired outcomes from the training to address these needs. These outcomes could serve as measures of success (validation) of the training.

Your employees are your biggest asset since they get the required work done so your organization can meet its business objectives. Effective training designed specifically for your organization can provide your employees with essential next-generation skills while bringing with it a host of business benefits.

Here we outline some critical reasons why you need to invest in employee training:

#### 1. Support Succession Planning

Providing ongoing employee training and development supports succession planning by increasing the availability of experienced and capable employees to assume senior roles as they become available. Increasing your talent pool reduces the inherent risk of employees perceived as "irreplaceable" leaving the organization. Areas of training that support succession planning include leadership,

strategic decision making, effective people management, and role-specific skills.

## 2. Increase Employee Value

Effective training can be used to “up-skill” or “multi-skill” your employees. Up-skilling involves extending an employee’s knowledge of an existing skill, providing more experts within a subject area. Multi-skilling is the process of training employees in new or related work areas to increase their usability within the organization. Employees with diverse skill sets can perform a variety of tasks and transition more easily into other roles within the organization.

## 3. Reduce Attrition Rates

Investing in the development of your employees can reduce attrition rates. Well-planned training can provide career pathways for employees making retention within the organization rather than seeing them seeking next-level opportunities elsewhere. Another positive is a reduction in recruitment costs.

## 4. Enhance Operational Efficiency

Training your employees can increase their efficiency and productivity in completing their daily work tasks. Training can also help your organization achieve greater consistency in process adherence, making it easier to project outcomes and meet organizational goals and targets.

### Exceed Industry Standards

Training your employees in industry-standard best practices could also assist you in building your reputation, giving your competitors a run for their money! Many businesses operate in saturated markets, so often it’s the small things that will set your business apart from the rest.

## 2.5 DESIGNING THE TRAINING PROGRAM

### Q16. How to design a training program.

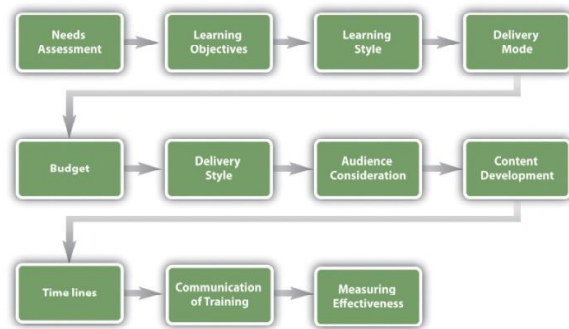
*Ans :* (Dec.-19)

The next step in the training process is to create a training framework that will help guide you as you set up a training program. Information on how to use the framework is included in this section.

### Training Program Framework Development

When developing your training plan, there are a number of considerations. Training is something that should be planned and developed in advance.

### Training Program Development Model



The considerations for developing a training program are as follows:

#### 1. Needs Assessment and Learning Objectives

This part of the framework development asks you to consider what kind of training is needed in your organization. Once you have determined the training needed, you can set learning objectives to measure at the end of the training.

#### 2. Consideration of Learning Styles

Making sure to teach to a variety of learning styles is important to development of training programs.

#### 3. Delivery Mode

What is the best way to get your message across? Is web-based training more appropriate, or should monitoring be used? Can vestibule training be used for a portion of the training while job shadowing be used for some of the training, too? Most training programs will include a variety of delivery methods.

#### 4. Budget

How much money do you have to spend on this training?

**5. Delivery Style**

Will the training be self-paced or instructor led? What kinds of discussions and interactivity can be developed in conjunction with this training?

**6. Audience**

Who will be part of this training? Do you have a mix of roles, such as accounting people and marketing people? What are the job responsibilities of these individuals, and how can you make the training relevant to their individual jobs?

**7. Content**

What needs to be taught? How will you sequence the information?

**8. Timelines**

How long will it take to develop the training? Is there a deadline for training to be completed?

**9. Communication**

How will employees know the training is available to them?

**10. Measuring effectiveness of training**

How will you know if your training worked? What ways will you use to measure this?

**2.6 DEVELOPING THE GROUP AND THE CLIMATE****Q17. Explain the indicators of group development.**

*Ans :*

The development of common tasks, group standards, relationships, and roles are all aspects of the same social process. We have separated them here only for the sake of clarity. Sad to say, trainers face the entire complex process, indeed its trickiest states, right from the beginning of the program, at a time when they know the participants least, both individually and as a group.

They see facial expressions, ways of sitting, who sits by whom. They can hear not only words, but the feelings they convey. Before long, patterns emerge: which participants speak frequently and

which are listened to, which seem to rub everyone the wrong way. Individual preferences also emerge.

The trainers own interventions evoke answers, or silence, or argument. There are masses of data for the trainers to attend to, as well as they are able. They can see that a direction or evaluation from them will shift the participants' attention away from the group and the task.

Evaluations, especially if unexplained, tend to make participants close ranks. They cover up for each other and seem to pit their wits against the trainers rather than work with them. Presenting the group with a problem produces quite different results. The problem may consist of a description of what participants or someone else set out to achieve, how they set about the task, and the extent to which performance fell short of goals. Attention then focuses on consequences and finding ways to do better next time.

Sometimes the indications are clear, sometimes quite obscure. But each stage does have characteristic indications for the trainer to note. Blaming others for shortcomings is characteristic of an early stage. Blaming oneself comes next. The third stage is characterized by disregard for scapegoats and more attention to learning how errors occurred and how to avoid them in the future. By this stage the group is fairly far along in working out initial relationships. But often the trainers' role has still not been resolved.

**Q18. Discuss briefly about training climate.**

*Ans :*

**Training Climate**

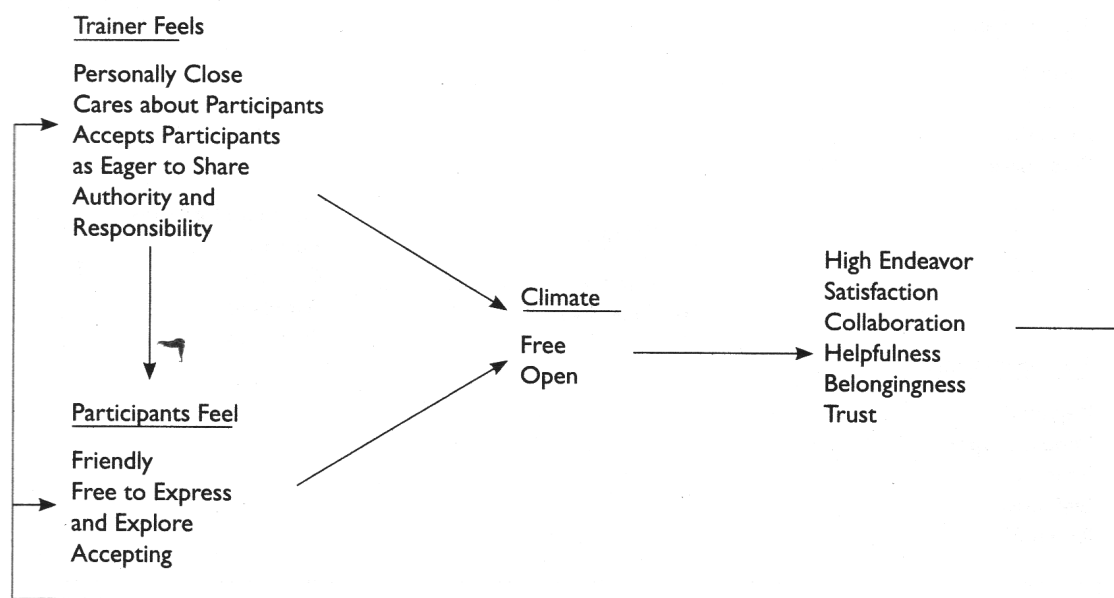
Out of the detailed training situations and interactions grows a general training climate, an ambience, a tone. This general pervasive phenomenon can greatly affect the rate of progress toward program objectives and also the satisfaction trainers and participants feel in the process. The matching climate may pervade the entire system and all aspects of the program; we shall return to this important dimension in the last part of the book. Whatever the system-wide climate may be, trainers

are responsible for creating, insofar as they are able, a favorable training climate for their own part of the program. This, in fact, is also their continuous contribution to the climate of the system as a whole.

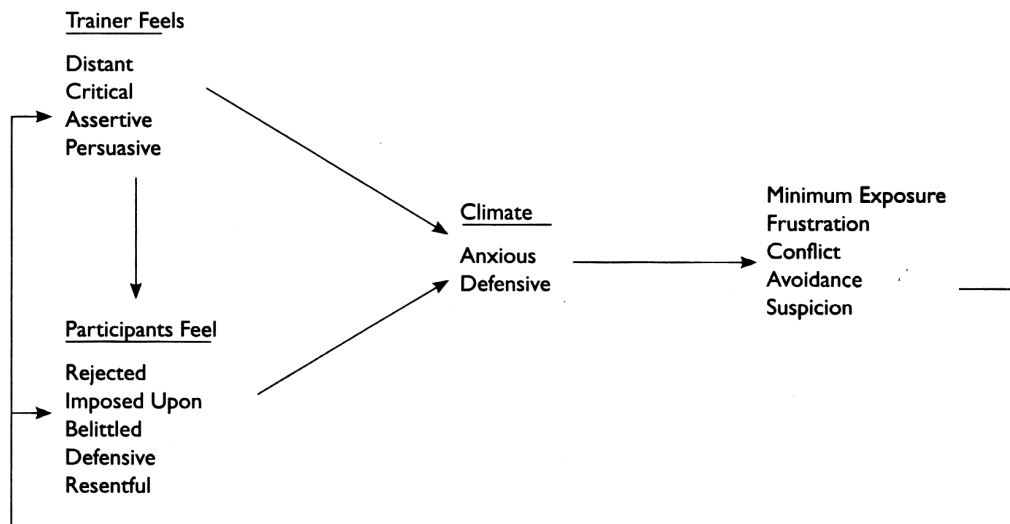
Climate, ambience, tone whichever the word, the phenomenon it labels, is pervasive. Also, it tends to perpetuate itself, carrying the quality of the relationships forward in the program. The group accepts it eagerly, perhaps as a challenge, and works hard. Another trainer sets the same task. The group resists it, quotes the timetable against her, and appeals to the principal. One trainer makes a mistake, but is liked the better for it; he is human and accessible. Another trainer makes the same mistake and he is ostracized. When the climate is favorable, nothing goes wrong in the program; when the climate is sullen, it is almost impossible to do anything right. Unless something extraordinary interrupts the cycle, fair or vicious, it goes on and on, self-fulfilling and self-enforcing. To the degree the climate becomes "institutionalized" and is supported by enduring procedural and physical arrangements, it is the training *culture*, at least in that particular system (or part of it).

Actually, the training climate is shaped more by the feelings that underlie behavior. The participants' feelings influence their understanding of the trainers' behavior and the meanings they attach to their actions. Feelings are expressed in many "languages" behavior, words, actions, gestures, omissions and tend to persist because they are deeply rooted in experiences preceding training. To mark this deeper understanding we will therefore continue the discussion in terms of feelings: the feelings the trainers express, the feelings they evoke in participants, the climate that results from their interplay, and the feelings carried forward to the next situation.

A favorable climate develops when a trainer moves close to participants as a person, cares about their needs and difficulties, accepts them as valued people, and is eager to share the tasks of constructing and running the best possible program. Participants respond to this with friendly feelings, feel free to express themselves openly and to explore new directions, and accept difficulties and errors as unintended.



**Favorable Training Climate : Roors and Effects**



### Unfavorable Training Climate : Roots and Effect

## 2.7 TRAINERS AND TRAINING STYLES

**Q19. Explain the personal needs of trainers.**

*Ans :*

The kinds of feelings trainers must have to induce a favorable climate include an absorbing interest and excitement in the subject and work, eagerness to share the task and help participants grow into taking more responsibility for it; acceptance of participants as people with differing needs and personalities and empathy toward them and finally, self-trust and confidence in others. As skill increases with experience and practice.

Trainers communicate these positive feelings more effectively. But all the skill in the world is no substitute for the feelings-themselves. If a trainer's interests and concerns lie in other directions in research for instance or in promotion or power any training will be unmasked. Devoid of personal roots, his training skill will soon be experienced by participants as manipulative, calling for submission or opposition, and as increasing their dependence on the trainer. At issue does the development of a personal understand and trust between trainers and participants; and this is a matter primarily of feelings.

In an atmosphere of trust even an outrageous piece of behavior on the part of the trainee may "cany" the participants. A genuine gaff may even offer a bonus, increasing participant acceptance of the trainer as a fallible person doing her very best but not always succeeding. Trainer's choice of events and methods in their work tell more about the people they are than about their intellectual assessment of the effectiveness of some events and methods compared to others. They settle on those that "suit" them, that they are more apt to be "good" at. Trainers who rely on lecturing tend to feel a need to talk, like order and neatness, both in their sessions and generally, are afraid they might lose control or show up unfavorably under questioning.

Probably in no other dimension do training methods differ more and more importantly, than in the degree of control trainers feel they need over participants. To this need is bent the traditional deference to the scholar, the wise elder, the priestly teacher. Trainers who set themselves up as the authority figure in control of a training event assume such deference is due them.

The next step of this kind of trainer is to insist that his controlling is a necessary condition of effective training. Many trainers support this assertion in such vigorous terms that their underlying personal needs

become plain. Others do not state it; they behave it. Their "discussions" tend to be series of dialogues between themselves and one participant at a time. When participants have to struggle with a difficult learning task, they fall to lengthy explanations or shift to something else to restore comfort, often their own, at the cost of participant learning. When trainers have become accustomed to gratifying their personal needs through maintaining a central, controlling, dominating, distant role, they all too easily seek and find evidence to support their stance. If, as a matter of fact, participants do not take responsibility for improving the training situation, the trainers conclude there is no alternate method "whatever theory may say."

**Q20. Explain the behaviours of trainers.**

*Ans :*

**1. The Trainers' Behavior When the Task is Not Clear to Participants**

Even in a well-prepared program the training task is not clear on two occasions, as we have already seen: right at the beginning of the program, when expectations remain to be sorted and common tasks established; and again from time to time thereafter, when the task goes out of focus because it looks too taxing, or because it cannot be achieved at this time for some reason or the other. In these situations participants are likely to develop great dependence on the trainers.

Trainers can find many reasons to justify their inclination to exercise direct influence at these times. The participants want it; they obviously do not know what to do or how to proceed. The temptation then is to restate the task for them or give them "a little guidance." Or, trainers may succumb to the same temptation, but from a conviction that the participants do not like the task and will have to be forced to do it, or that they are incompetent, lazy, and contrary people. Without thinking further, the direct approach of simply giving the assignment or "telling them what do" looks very appropriate.

Irrespective of their motivation, trainers may at times get caught in the following sequence:

(1) decide that participants are confused; (2) guess at the cause of their confusion; (3) then, acting on this diagnosis. Proceed to give information, direction, and perhaps criticism. They expect that this direction will help the participants get on with the work. In fact, what they have done is strengthen participants' habits of looking to authority figures for indications of whether they are doing well or badly, and their expectation that they will be told what to do the next time, too, and the time after; and suppress their imagination and initiative for seeking solutions to problems themselves. The reaction of participants to this tripartite sequence of trainer-behavior would be directly contrary to some increasingly common and important training objectives: skill in situations of increasing complexity; independent operation; and initiative, imagination, and flexibility.

**2. The Trainers' Behavior When the Task Is Clear and Attractive**

This is the situation that all trainers try to set up and maintain. The participants work and see themselves advancing toward the objective. No problem arises, so long as the trainers' behavior is perceived by the participants as helping them with the task. They may influence directly through giving information, directions, and criticisms, or indirectly by asking questions or expanding a participant's idea. The trainers have the opportunity to help broaden the participants' perspective of a problem, challenge their understanding, help them evaluate their procedures, and get the most out of this particular task. When the task is clear and attractive, the effects of direct and indirect influence are quite different from the effects in the other situation, when the task is in question.

**3. The trainers' Behavior When the Task Is Clear but Unattractive**

Most trainers see this as a standard situation for direct action. Trainers in that situation use their authority "to see the task through." The tools for this are rewards and punishments. The rewards can take several forms. They can

break the unattractive task into pieces and intersperse them from time to time with other tasks that are attractive, with rest periods, or with jokes. This is a kind of sugar coating; the task remains bitter. Moreover, even if accomplished in using these tools, by doing so they increase participants' dependence on them. Even if they manage to jolly the majority of participants along somehow, usually a few remain who resent the task, resent the trainers for imposing it, and resent them even more for their attempts to lighten it. By tuning into the underlying anger, these participants often acquire sufficient influence to spoil the task and any learning from it.

**Q21. Explain the role of trainers in training.**

*Ans :*

Training oriented is here incorporates three functions in the trainers' role in addition to the well-recognized one of conducting training sessions. Each of these functions is complex and none fits readily with the others. They are: providing guidance and support to individual participants - mentoring; designing and helping to implement organizational change strategies to provide scope for trained personnel intervention and preparing and running an entire training program a managerial function.

The mentoring function has been neglected recent years, even denied, on the grounds that it tends to confirm participants in their dependencies on the trainer. So trainers would rather not risk incurring this price plus the certainty of heavy additional work. But there are usually some participants in programs who feel drawn to establish a special relationship with a particular trainer, as a means toward greater exploration and learning. This can be a legitimate and healthy dependence and the chosen trainer can participate in it with excellent results.

First of all, trainers need not fear that all participants will want mentoring, an over-whelming task indeed, only just a few.

Secondly, they can ensure that the dependency is not unduly prolonged. With wise handling, parties, mentor as well as participant, can benefit from this special relationship, which is

honored throughout history and in every land. Sufficient caring is a trainer's basic qualification for this function, expressed in part in a careful preparation and review, perhaps with collegiate help. Certainly, the mentoring function in training deserves renewed attention today.

Today, if the trainers' help in this direction is rejected, their training system ought to reconsider future admission of people from that work organization for training. Conversely, in the course of their work with participant organizations, trainers also learn what to incorporate in order to make training even more effective.

The third additional function, at least of fully competent trainers, is to plan, organize, and run effective training programs. Staff, materials, facilities; participants have to come together on schedule and within budget limits. There may be fieldwork to arrange and support staff to super-vise work preparatory to future programs, even while current programs are under way. These "housekeeping" chores are often belittled and left to others while trainers seek to concentrate on "more creative" tasks. They may begrudge the time spent on management.

**Q22. Explain briefly about trainers styles.**

*Ans :*

(May-19)

**Trainers Style: Unique, Appropriate, and Flexible**

Training have the personal task of dovetailing very diverse functions and making them distinctively their own. In carrying this out, they develop their own style, one that suits them, one that they find effective. Lists of discrete behaviors of more or less effective trainers until recently the preoccupation of researchers describe the essence of style no better than assorted notes convey the nature of a song. Two general points emerge from these studies. First, training goals and the styles through which trainers promote learning vary widely. Some trainers state their primary goal in terms of developing self-awareness; others in relating the subject to practical problems; and others again in increasing the participants' urge to study. The trainers' primary direction of interest varies, accordingly, toward the participants, the subject, and the process of training.



In action, some trainers express their opinions, others don't. Some address the participants as a group, others address mainly individuals. Some address the participants as a group, others address mainly individuals. Some exercise much control, others little. Though it all, participants may or may not learn what is intended.

But diversity of goals notwithstanding, uniformities in style are quite striking. In a study comparing seven training styles of "effective trainers," the word "responsive" accompanied every mention of control or control sequences. All the trainers studied were "relaxed, accepting," even the "businesslike" ones. The businesslike trainers, just like the others, presented differed in frequency of interaction but all interacted in an indirect manner. All these trainers, regardless of their style, were very flexible and able to vary their roles and methods to suit changing needs. Such flexibility derives from feeling at home in both one's personal style and the situation. To summarize, effective trainers range markedly in style and behave far more flexibly than ineffective trainers.

"Realness", that a trainer's style rings true, or fits, is therefore the basic hallmark of an effective style. That trainer, to use a contemporary idiom, "has their act together" makes them credible to participants in what they say and do across different concrete situations, and hence also makes them reliable and trustworthy as instigators of new thoughts and as guides. "Unreal" trainers, on the other hand, no matter how clear their exposition of a topic, leave participants floundering unsure what to believe or disbelieve, to try or not to try. Hence participants often settle for similar make-believe behavior, or simply tuning out. Explorations and development of one's style is a slow, maturing process, which begs trainers to come to grips with the personal dimensions of their needs for power and influence and determines the extent they will or will not exercise those needs in the role of trainer. Helping younger colleagues make progress along this difficult path may be the richest contribution experienced trainers can make to them, to a system, and to the profession.

The second general point emerging from studies on trainer behavior pertains to varying specific behavior to suit different situations. This is

the contingency approach to the matter of appropriateness. For instance, emphasis on task performance is often appropriate when the situation is confusing prior to mastery of some concept or skill, while emphasis on process learning is usually more appropriate when the situation is otherwise structured and/or the participants have matured as a group. Experienced trainers will deliberately use both sequentially in order to move the group in a desired direction.

## 2.8 EVALUATING TRAINING AND FOLLOW-ON SUPPORT

### Q23. Discuss about evaluation of training.

*Ans :*

To contribute significantly to a better fit between training and the realization of its goals, evaluation should be addressed to two kinds of issues. Practical measures are needed for assessing the effectiveness of training and for assessing the commitment particular constituencies intimately involved in the training enterprise make to it, each and together.

### Measuring Training Effectiveness and Identifying Constituencies

Training aims at definite changes on the job in an organization, then, two criticisms must be leveled against the evaluations of training. First, the usual rough and ready "measures" of training simply do not suffice. One, the "number trained," tells nothing at all, even about the participants' learning. If training experience has done damage, and the participants may have carried away a pessimistic view of future training opportunities for themselves and others and a negative appreciation of the training institution and its course. Other issue of training as length of training, session time for certain topics, categorical or total expenditures, likewise tells next to nothing about the value of training. Such parameters merely justify faculty strengths and training budgets; they do not measure the effectiveness of training.

To round out the list, a third common parameter should be mentioned and peremptorily thrown out: those participants praised the course and were tearful at parting. Emotional partings are

quite common. Feelings expressed there have many sources, and cannot be reliably traced to satisfaction with the quality of the program. Furthermore, current satisfaction is no guide to the effectiveness of the training back on the job.

A second line of thought also flows readily from our understanding of the aims of training: evaluation and ensuring consequent action can-not be the training system's task alone. The effectiveness of training is determined by all three parts the participants, the system, and the work organization, just as the strength of a chain is determined by its weakest link, so the least contribution from any one partner becomes the maximum overall level of effectiveness possible. By no means can every weakness or failure in training be attributed to the system, nor assessed or removed by improvements in its program. Perhaps a participant was simply not up to the challenge, albeit his organization is itself too weak to use well-trained participants. Possible causes of failure of training are numerous.

Starting with the training program itself as the most obvious and also accessible component to evaluate, the following sections focus in turn on issues and practical ways of evaluating the more basic dimensions of participant learning, the training objectives themselves and the worth while ness of the whole training effort. In this sequence the organization's role in evaluation escalates and with it also the quality of collaboration required between the system and the organization.

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**Q24. Explain the techniques evaluating training.**

*Ans :*

**Evaluating Training****1. Evaluating Programs**

The System's Particular responsibility First we concern ourselves with questions that most directly call for evaluation and action by the training system. They comprise two categories. One: What can the system team about the effectiveness of that central phase in the change process in which its responsibility is largest, namely the training program? Two: How can the system best help the other partners evaluate their parts and improve them, so that the training process *as a whole* becomes more effective? An example of the second would be inadequacies in the participants, which may be remedied by renewed attention by the organization to selection procedures and to preparing candidates for training. Even these two sets of questions can only be explored adequately if the system collaborates closely with participants and their organizations.

**2. Evaluating Participants**

A Primary Responsibility of the Work Organization When training objectives have been clearly formulated in terms of changes to be effected at work, the work organization is in the best position to evaluate the effects of training on individual participants. The question remains, what is such evaluation for? The organization may use it for the same legitimate purposes that trainers did during the training program itself: to provide participants and trainers with information about progress toward various training objectives and about any difficulties that require attention on the way. This involves feeding the evaluation results in the first place back to the participants, and proceeding together with them in the implementation of any requisite action. An increasing number of organizations have set up individual evaluation procedures for these purposes and in this manner. Regular personnel evaluation and merit rating schemes are examples, especially when coupled with personal and career counseling.

For these purposes the system can help the organization develop regular rigorous procedures for collecting data from participants and from their superiors, colleagues, and subordinates. It can also help in analyzing the results.

**Q25. Explain the models of training evaluation?***Ans :***Models of Training Evaluation**

The most well known frame for classifying the area of evaluation was development by Kirkpatrick's and this model contains four levels of evaluation.

Levels	Posers
a) Reaction of trainee	What they thought and felt about the training.
b) Learning	The resultant increase in knowledge or capability.
c) Behaviour	Extent of behaviour and capability improvement and implementation/ application.
d) Results	The effects on the business or environment resulting from the trainee's performance.

**Table : Kirkpatrick's four levels of Evaluation of Training Impact**

**a) Reaction**

Reaction is impression of the trainees about the programme, materials, instructors, infrastructure, methodology, content, etc. This happens to be a critical factor for continuance of the training programme.

**b) Learning**

The level measures the learning of principles, facts, techniques and skills imparted in a programme. These measures are to be objective and quantifiable. There are many ways of measuring this learning through paper and pencil tests, skill tests and job simulations.

**c) Behaviour**

The extent to which skills and knowledge learnt in the training programmes are translated as job performance is measured at this level. Observations by the supervisors or peers, before and after training comparisons, self-assessments are the ways in which evaluation takes place.

**d) Results**

Evaluation of results involves monitoring organisational effectiveness factors such as cost reduction, output quality and quality of the product.

## Short Question and Answers

### 1. Purpose of Training

*Ans :*

#### 1. To improve Productivity

Training leads to increased operational productivity and increased company profit.

#### 2. To improve Quality

Better trained workers are less likely to make operational mistakes.

#### 3. To improve Organizational Climate

Training leads to improved production and product quality which enhances financial incentives. This in turn increases the overall morale of the organization.

#### 4. To increase Health and Safety

Proper training prevents industrial accidents.

#### 5. Personal Growth

Training gives employees a wider awareness, an enlarged skill base and that leads to enhanced personal growth.

### 2. Importance of training.

*Ans :*

#### 1. Increase in Efficiency / Productivity

Training brings about increase in quantity and quality of goods produced resulting in high productivity. A well-trained employee makes better and economical use of available resources (materials, machines, and equipment). Optimum utilization of resources results in reduced cost on production and higher profits.

#### 2. Heightened Morale

Training results in increased morale of employees because of reduction in dissatisfaction at work, reduced complaints, and reduced absenteeism, and increased interest in work during the post-training period. Heightened morale results in increased loyalty to the organization.

### 3. Better Industrial Relations

Training provides a platform for maintaining smooth industrial relations. Employees develop a feeling that organization is taking care and interest in them through training programs.

### 3. Effective training strategies.

*Ans :*

#### 1. One-on-One Strategy

A one-on-one strategy provides training for the new employee under the guidance of one experienced employee. An older IT employee would show the company computer system and teach the new employee how to use the system. This training strategy allows the new employee to ask questions, become familiar with the specific system that a company uses and avoid mistakes by constant supervision for a specific period. The training time will differ based on the specific system and the estimated time the average IT professional requires to learn the basics.

#### 2. Lecture Strategy

A lecture strategy is a training strategy where the basics are provided in a series of lectures. The new employees are taken to a room and one IT professional explains the basic knowledge in a manner similar to school classes. In some companies, a lecture strategy is combined with a one-on-one strategy, with the lecture giving the basic knowledge and the one-on-one strategy giving supervised hands-on experience.

#### 3. Group Strategy

Companies that hire several IT employees at the same time might employ a group training strategy. In this strategy, the new IT employees are broken into small groups and taught the company systems in the group. The group is able to ask questions and learns to work as a team in this strategy, which is ideal for companies that need strong team work.

#### 4. Computer-Based Strategy

A computer-based training strategy uses a computer program or a computer system to train the new employees. Although IT professionals have specific computer skills, they do not necessarily have all of the skills necessary for the job. The computer-based strategy sets the new employee at the computer, where he.

#### 4. Faculty Model

*Ans :*

Training departments organized by the **faculty model** look a lot like the structure of a college. Figure shows the faculty model. The training department is headed by a director with a staff of experts who have specialized knowledge of a particular topic or skill area. These experts develop, administer, and update training programs. For example, sales trainers are responsible for sales skills training (cultivating clients, negotiating a sale, closing a sale), and computer experts provide training on topics such as using e-mail and the World Wide Web as well as software design language.

#### 5 Need of assessment in training

*Ans :*

An assessment process that serves as a diagnostic tool for determining what training needs to take place. This survey gathers data to determine what training needs to be developed to help individuals and the organization accomplish their goals and objectives. This is an assessment that looks at employee and organizational knowledge, skills, and abilities, to identify any gaps or areas of need. Once the training needs are identified, then you need to determine/develop objectives to be accomplished by the training. These objectives will form criteria for measures of success and utility.

This analysis can be performed by managers who are able to observe their staff and make recommendations for training based on performance issues or gaps between performance and objectives. This analysis can also be performed on an organization-wide level by Training and Development managers who survey the organization to identify needs.

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

Needs assessment typically involves organizational analysis, person analysis, and task analysis. An organizational analysis considers the context in which training will occur. That is, **organizational analysis** involves determining the appropriateness of training, given the company's business strategy, its resources available for training, and support by managers and peers for training activities. You are already familiar with one aspect of organizational analysis.

#### 6. Steps in Performing a Literacy Audit

*Ans :*

##### Step 1

Observe employees to determine the basic skills they need to be successful in their job. Note the materials the employee uses on the job, the tasks performed, and the reading, writing, and computations completed by the employee.

##### Step 2

Collect all materials that are written and read on the job and identify computations that must be performed to determine the necessary level of basic skill proficiency. Materials include bills, memos, and forms such as inventory lists and requisition sheets.

##### Step 3

Interview employees to determine the basic skills they believe are needed to do the job.

Consider the basic skill requirements of the job yourself.

##### Step 4

Determine whether employees have the basic skills needed to successfully perform the job. Combine the information gathered by observing and interviewing employees and evaluating materials they use on their job. Write a description of each job in terms of the reading, writing, and computation skills needed to perform the job successfully.

##### Step 5

Develop or buy tests that ask questions relating specifically to the employees' job. Ask employees to complete the tests.

**Step 6**

Compare test results (from step 5) with the description of the basic skills required for the job (from step 4). If the level of the employees' reading, writing, and computation skills does not match the basic skills required by the job, then a basic skills problem exists.

**7. Various reasons for planned training.**

*Ans :*

**1. Support Succession Planning**

Providing ongoing employee training and development supports succession planning by increasing the availability of experienced and capable employees to assume senior roles as they become available. Increasing your talent pool reduces the inherent risk of employees perceived as "irreplaceable" leaving the organization. Areas of training that support succession planning include leadership, strategic decision making, effective people management, and role-specific skills.

**2. Increase Employee Value**

Effective training can be used to "up-skill" or "multi-skill" your employees. Up-skilling involves extending an employee's knowledge of an existing skill, providing more experts within a subject area. Multi-skilling is the process of training employees in new or related work areas to increase their usability within the organization. Employees with diverse skill sets can perform a variety of tasks and transition more easily into other roles within the organization.

**3. Reduce Attrition Rates**

Investing in the development of your employees can reduce attrition rates. Well-planned training can provide career pathways for employees making retention within the organization rather than seeing them seeking next-level opportunities elsewhere. Another positive is a reduction in recruitment costs.

**8. Training climate**

*Ans :*

Out of the detailed training situations and interactions grows a general training climate, an ambience, a tone. This general pervasive phenomenon can greatly affect the rate of progress toward program objectives and also the satisfaction trainers and participants feel in the process. The matching climate may pervade the entire system and all aspects of the program; we shall return to this important dimension in the last part of the book. Whatever the system-wide climate may be, trainers are responsible for creating, insofar as they are able, a favorable training climate for their own part of the program. This, in fact, is also their continuous contribution to the climate of the system as a whole.

Climate, ambience, tone whichever the word, the phenomenon it labels, is pervasive. Also, it tends to perpetuate itself, carrying the quality of the relationships forward in the program. The group accepts it eagerly, perhaps as a challenge, and works hard. Another trainer sets the same task. The group resists it, quotes the timetable against her, and appeals to the principal. One trainer makes a mistake, but is liked the better for it; he is human and accessible. Another trainer makes the same mistake and he is ostracized. When the climate is favorable, nothing goes wrong in the program; when the climate is sullen, it is almost impossible to do anything right. Unless something extraordinary interrupts the cycle, fair or vicious, it goes on and on, self-fulfilling and self-enforcing. To the degree the climate becomes "institutionalized" and is supported by enduring procedural and physical arrangements, it is the training *culture*, at least in that particular system (or part of it).

**9. techniques evaluating training.**

*Ans :*

**Evaluating Training****1. Evaluating Programs**

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about the effectiveness of that central phase in the change process in which its responsibility is largest, namely the training program? Two: How can the system best help the other partners evaluate their parts and improve them, so that the training process as a whole becomes more effective? An example of the second would be inadequacies in the participants, which may be remedied by renewed attention by the organization to selection procedures and to preparing candidates for training. Even these two sets of questions can only be explored adequately if the system collaborates closely with participants and their organizations.

## 2. Evaluating Participants

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## 10. Training Evaluation

*Ans :*

### a) Reaction

Reaction is impression of the trainees about the programme, materials, instructors,

infrastructure, methodology, content, etc. This happens to be a critical factor for continuance of the training programme.

### b) Learning

The level measures the learning of principles, facts, techniques and skills imparted in a programme. These measures are to be objective and quantifiable. There are many ways of measuring this learning through paper and pencil tests, skill tests and job simulations.

### c) Behaviour

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### d) Results

Evaluation of results involves monitoring organisational effectiveness factors such as cost reduction, output quality and quality of the product.

## UNIT III

**Training methods** - Traditional methods - Presentation methods, Hands-on methods, Group Building Methods, e-learning and use of technology in training - Technology influence on training and learning, Technology and multimedia, computer - based training, developing effective online learning, blended learning, mobile technology and training methods, technologies for training Administration

### 3.1 TRAINING METHODS

**Q1. Discuss briefly about training methods.**

*Ans :*

A training method can be understood as an instrument or technique that a trainer employs for delivering training content or for facilitating the learning process, in pursuance of predetermined learning objectives. Training method can also be viewed as a means communicating with a particular group of participants or reaching out to them in the context of a training program with the express purpose of enhancing learning. Training methods have a lot of variations. Some are relatively low risk methods and demand little involvement from the participants.

On the other hand, there are those whose success depends on active participation of the group. Some training methods need minimal preparations but some others require elaborate preparatory work. Some tests the level of the expertise of the trainers while others require a low level of expertise.

#### 3.1.1 Traditional Methods

**Q2. Explain briefly about traditional methods.**

*Ans :*

(Dec.-19)

Traditional training methods for human resources have proven successful for many years. These techniques are useful and are used by many companies. These techniques require an experienced and dedicated human resource

professionals to conduct them and make the tools useful for your trainees. To ensure complete success, a thorough and complete tracking system is very useful.

#### a) Presentation Methods

One of the oldest and most traditional training methods is the lecture. Many of us are familiar with this form of learning, since it is a very common way to teach in today's school systems. Various support tools are used, from charts and blackboards to PowerPoint slides and virtual meetings. Human resource associates learn and take notes while instructors present information and administer examinations. Materials are provided for reference, and students often learn in traditional classroom settings.

#### b) Hands-On Methods

Hands-on methods require trainees to be actively involved in their own learning. Examples of hands-on techniques are role playing, on-the-job training, case studies, simulations, games and behavior modeling. With these methods, the student learns from following or watching the trainer and then performs the role play or simulation while the instructor observes. Immediate feedback and advice is given to the trainee and any corrective action is taken at that time. Participants ask questions at the end of the simulation and can immediately use their new skills.

#### c) Team-Building Methods

Team-building methods also are traditional



training techniques for human resource associates. The goal of these methods is to build team relationships, ensuring greater success for the department and the trainee. Activities include games, simulations and challenges created for group interaction. Using a skilled facilitator, participants learn and interact together, forging important and lasting relationships. Associates learn how to work in teams and transfer this knowledge back to the workplace. Variations of team-building methods also extend to outdoor wilderness adventures and trust-building games.

### Selecting a Method

Choosing a traditional training method requires weighing several options. Cost, of course, determines many decisions. Travel expenses and time away from the job are among the greatest expenses to consider when choosing a training method. Expected outcomes for the training are also important to consider. If greater team effectiveness is a goal, then team-building training is the best choice. If speed of learning is critical, then hands-on learning is the method which delivers. Weigh your options and choose the learning method that most closely meets your needs.

#### 3.1.1.1 Presentation Methods

**Q3. Explain briefly about presentation methods.**

*Ans :*

Presentation methods are methods in which trainees are passive recipients of information. This information may include facts, processes, and problem solving methods. Lectures and audiovisual techniques are presentation methods. It is important to note that instructor-led classroom presentation methods may include lectures, video, workbooks and manuals, CD-ROMs, and games. That is, a mix of methods can actively engage trainees in learning and can help transfer of training to occur.

#### 1. Lecture

- i) In a lecture, trainers communicate through spoken words what they want the trainees to learn.
- ii) The communication of learned capabilities is primarily one-way from the trainer to the audience.
- iii) It shows, instructor-led classroom presentation remains a popular training method despite new technologies such as interactive video and computer-assisted instruction.
- iv) A lecture is one of the least expensive, least time-consuming ways to present a large amount of information efficiently in an organized manner.
- v) The lecture format is also useful because it is easily employed with large groups of trainees. Besides being the primary means to communicate large amounts of information, lectures are also used to support other training methods such as behavior modeling and technology-based techniques.

**Example :** A lecture may be used to communicate information regarding the purpose of the training program, conceptual models, or key behaviors to trainees prior to their receiving training that is more interactive and customized to their specific needs).

Method	Description
Standard Lecture	Trainer talks while trainees listen and absorb information.
Team Teaching	Two or more trainers present different topics or alternative views of the same topic.
Guest Speakers	Speaker visits the session for a predetermined time period. Primary instruction is conducted by the instructor.
Panels	Two or more speakers present information and ask questions.
Student Presentations	Groups of trainees present topics to the class.

**Disadvantages of Lecture Method**

1. Lectures tend to lack participant involvement, feedback, and meaningful connection to the work environment all of which inhibit learning and transfer of training.
2. Lectures appeal to few of the trainees' senses because trainees focus primarily on hearing information.
3. Lectures also make it difficult for the trainer to judge quickly and efficiently the learners' level of understanding.

To overcome these problems, the lecture is often supplemented with question-and-answer periods, discussion, video, games, or case studies. These techniques allow the trainer to build into the lecture more active participation, job-related examples, and exercises, which facilitate learning and transfer of training.

**2. Audiovisual Techniques**

- i) Audiovisual instruction includes overheads, slides, and video.
- ii) Video is a popular instructional method. It has been used for improving communications skills, interviewing skills, and customer- service skills and for illustrating how procedures (e.g., welding) should be followed.
- iii) Video is, however, rarely used alone. It is usually used in conjunction with lectures to show trainees real-life experiences.

Example Here is how one company is using video in its training program.

The company produces training videos that are presented by mentor-drivers. The mentor-driver's job is to select the weekly video, schedule viewing sessions, keep attendance records, and guide a wrap-up discussion following each video. The mentor-drivers are trained to call attention to key learning points covered in the video and relate the topic to issues the drivers deal with on the job. Because training sessions are scheduled early in the morning at the beginning of the drivers' shift, time is limited.

Video is also a major component of behavior modeling and, naturally, interactive video instruction.

**Advantages of Video Training**

1. Trainers can review, slow down, or speed up the lesson, which gives them flexibility in customizing the session depending on trainees' expertise.
2. Trainees can watch the video multiple times if they have access to it during and after the training session. This gives them control over their learning.
3. Trainees can be exposed to equipment, problems, and events that cannot be easily demonstrated, such as equipment malfunctions, angry customers, or emergencies.
4. Trainees are provided with consistent instruction. Program content is not affected by the interests and goals of a particular trainer.
5. Videotaping trainees allows them to see and hear their own performance without the interpretation of the trainer.
6. Video provides immediate objective feedback.

As a result, trainees cannot attribute poor performance to the bias of external evaluators such as the trainer or peers. Sixth, video requires minimal knowledge of technology and equipment. Most trainers and trainees can easily use a VCR or DVD player.

These problems include too much content for the trainee to learn, poor dialogue between the actors (which hinders the credibility and clarity of the message), overuse of humor or music, and drama that makes it confusing for the trainee to understand the important learning points emphasized in the video.

### 3.1.1.2 Hands-on Methods

**Q4. Explain briefly about hands-on methods.**

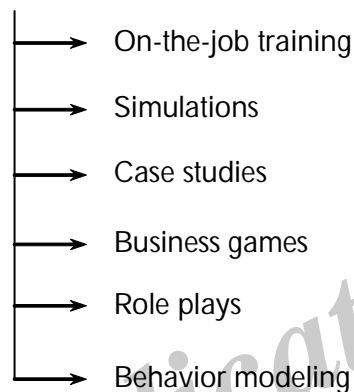
*Ans :*

(Nov.-20, Dec.-18)

#### Hands-on Methods

Hands-on methods are training methods that require the trainee to be actively involved in learning. Following methods are given below.

#### Hands-on-Methods



#### 1. On the-Job Training (OJT)

- i) On-the-job training (OJT) refers to new or inexperienced employees learning in the work setting and during work by observing peers or managers performing the job and trying to imitate their behavior.
- ii) OJT is one of the oldest and most used types of informal training.<sup>12</sup> It is considered informal because it does not necessarily occur as part of a training program and because managers, peers, or mentors serve as trainers.
- iii) If OJT is too informal, learning will not occur. OJT can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced, cross-training employees within a department or work unit, and orienting transferred or promoted employees to their new jobs.
- iv) OJT takes various forms, including apprenticeships and self-directed learning programs.
- v) OJT has several advantages over other training methods. It can be customized to the experiences and abilities of trainees.
- vi) Training is immediately applicable to the job because OJT occurs on the job using actual tools and equipment. As a result, trainees are highly motivated to learn.
- vii) Both trainees and trainers are at the job site and continue to work while training occurs. This means that companies save the costs related to bringing trainees to a central location, hiring trainers, and renting training facilities.
- viii) OJT can be offered at any time, and trainers will be available because they are peers or managers.

- ix) Finally, OJT uses actual job tasks and occurs at work. As a result, skills learned in OJT more easily transfer to the job.
- x) "OJT is an attractive training method because compared to other methods, it needs less investment in time or money for materials, the trainer's salary, or instructional design.
- xi) Managers or peers who are job knowledge experts are used as instructors.
- xii) As a result, it may be tempting to let them conduct the training as they believe it should be done.

There are several disadvantages to this unstructured approach to OJT. Managers and peers may not use the same process to complete a task. They may pass on bad habits as well as useful skills. Also, they may not understand that demonstration, practice, and feedback are important conditions for effective on-the-job training.)

#### Preparing for Instruction

- i) Break down the job into important steps.
- ii) Prepare the necessary equipment, materials, and supplies.
- iii) Decide how much time you will devote to OJT and when you expect the employees to be competent in skill areas.

#### Actual Instruction

- i) Tell the trainees the objective of the task and ask them to watch you demonstrate it.
- ii) Show the trainees how to do it without saying anything.
- iii) Explain the key points or behaviors. (Write out the key points for the trainees, if possible.)
- iv) Show the trainees how to do it again.
- v) Have the trainees do one or more single parts of the task and praise them for correct reproduction (optional).
- vi) Have the trainees do the entire task and praise them for correct reproduction.

- vii) If mistakes are made, have the trainees practice until accurate reproduction is achieved.
- viii) Praise the trainees for their success in learning the task.

#### Regardless of the specific type, effective OJT programs include :

- i) A policy statement that describes the purpose of OJT and emphasizes the company's support for it.
- ii) A clear specification of who is accountable for conducting OJT. If managers conduct OJT, this is mentioned in their job descriptions and is part of their performance evaluations.
- iii) A thorough review of OJT practices (program content, types of jobs, length of program, cost savings) at other companies in similar industries.
- iv) Training of managers and peers in the principles of structured OJT
- v) Availability of lesson plans, checklists, procedure manuals, training manuals, learning contracts, and progress report forms for use by employees who conduct OJT.
- vi) Evaluation of employees' levels of basic skills (reading, computation, writing) before OJT.

#### 2. Self-Directed Learning

- i) Self-directed learning has employees take responsibility for all aspects of learning—including when it is conducted and who will be involved.
- ii) Trainees master predetermined training content at their own pace without an instructor. Trainers may serve as facilitators.
- iii) The trainer does not control or disseminate instruction. The learning process is controlled by the trainee.
- iv) Self-directed learning for salespersons could involve reading newspapers or trade publications, talking to experts, or surfing the Internet to find new ideas related to the salesperson industry.

- v) Self-directed learning could involve the company providing salespersons with information such as databases, training courses, and seminars while still holding the employees responsible for taking the initiative to learn. Because the effectiveness of self-directed learning is based on an employee's motivation to learn, companies may want to provide seminars on the self-directed learning process, self-management, and how to adapt to the environment, customers, and technology.

#### **Advantages of Self - Directed Learning**

- i) It allows trainees to learn at their : when pace and receive feedback about the learning performance.
- ii) For the company, self-directed learning requires fewer trainers, reduces costs associated with travel and meeting rooms, and makes multiple-site training more realistic.
- iii) Self-directed learning provides consistent training content that captures the knowledge of experts.
- iv) Self-directed learning also makes it easier for shift employees to gain access to training materials.

#### **Disadvantages of Self - Directed Learning**

- i) A major disadvantage of self-directed learning is that trainees must be willing to learn on their own and feel comfortable doing. That is, trainees must be motivated to learn.
- ii) From the company perspective, self-directed learning results in higher development costs, and development time is longer than with other types of training programs.

#### **Several steps are Necessary to Develop Effective Self-directed Learning**

- i) Conduct a job analysis to identify the tasks that must be covered.
- ii) Write trainee-centered learning objectives directly related to the tasks. Because the objectives take the place of the instructor, they must indicate what information is important, what actions the trainee should take, and what the trainee should master.

- iii) Develop the content for the learning package. This involves developing scripts (for video) or text screens (for computer-based training). The content should be based on the trainee-centered learning objectives. Another consideration in developing the content is the media (e.g., paper, video, computer, Web site) that will be used to communicate the content.

- iv) Break the content into smaller pieces ("chunks"). The chunks should always begin with the objectives that will be covered and include a method for trainees to evaluate their learning. Practice exercises should also appear in each chunk.

- v) Develop an evaluation package that includes evaluation of the trainee and evaluation of the self-directed learning package. Trainee evaluation should be based on the objectives (a process known as criterion referencing). That is, questions should be developed that are written directly from the objectives and can be answered directly from the materials. Evaluation of the self-directed learning package should involve determining ease of use, how up-to-date the material is, whether the package is being used as intended, and whether trainees are mastering the objectives.

Self-directed learning is likely to become more common in the future as companies seek to train staff flexibly, take advantage of technology, and encourage employees to be proactive in their learning rather than driven by the employer.

### **3. Simulations**

A simulation is a training method that represents a real-life situation, with trainees' decisions resulting in outcomes that mirror what would happen if they were on the job. A common example of the use of simulators for training is flight simulators for pilots. Simulations, which allow trainees to see the impact of their decisions in an artificial, risk-free environment, are used to teach production and process skills as well as management and interpersonal skills.

Simulations are also used to develop managerial skills. Looking Glass is a simulation designed to develop both teamwork and individual management skills. In this program, participants are assigned different roles in a glass company.

A key aspect of simulators is the degree to which they are similar to the equipment and situations that the trainee will encounter on the job.

#### 4. Case Studies

- i) A case study is a description about how employees or an organization dealt with a difficult situation.
- ii) Trainees are required to analyze and critique the actions taken, indicating the appropriate actions and suggesting what might have been done differently.
- iii) A major assumption of the case study approach is that employees are most likely to recall and use knowledge and skills if they learn through a process of discovery.
- iv) Cases may be especially appropriate for developing higher order intellectual skills such as analysis, synthesis, and evaluation.
- v) These skills are often required by managers, physicians, and other professional employees.
- vi) Cases also help trainees develop the willingness to take risks given uncertain outcomes, based on their analysis of the situation.
- vii) Business games require trainees to gather information, analyze it, and make decisions.
- viii) Business games are primarily used for management skill development.
- ix) Games stimulate learning because participants are actively involved and because games mimic the competitive nature of business.
- x) The types of decisions that participants make in games include all aspects of management practice: labor relations (agreement in contract negotiations), ethics, marketing (the price to charge for a new product), and finance (financing the purchase of new technology).

The game is designed to demonstrate an understanding of or application of a knowledge, skill, or behavior. Several alternative courses of action are available to trainees, and trainees can estimate the consequences of each alternative, but only with some uncertainty.

#### 5. Role Plays

- i) Role plays have trainees act out characters assigned to them. Information regarding the situation (e.g., work or interpersonal problem) is provided to the trainees.
- ii) Role plays differ from simulations on the basis of response choices available to the trainees and the level of detail of the situation given to trainees.
- iii) Role plays may provide limited information regarding the situation, whereas the information provided for simulation is usually quite detailed.
- iv) For role plays to be effective, trainers need to engage in several activities before, during, and after the role play.
- v) Before the role play, it is critical to explain the purpose of the activity to the trainees.
- vi) This increases the chances that they will find the activity meaningful and be motivated to learn.
- vii) Second, the trainer needs to clearly explain the role play, the characters' roles, and the time allotted for the activity.

#### 6. Behavior Modeling

- i) Behavior modeling presents trainees with a model who demonstrates key behaviors to replicate and provides trainees with the opportunity to practice the key behaviors.
- ii) Behavior modeling is based on the principles of social learning theory which emphasize that learning occurs by
  - (a) Observation of behaviors demonstrated by a model.
  - (b) Vicarious reinforcement.

- iii) Vicarious reinforcement occurs when a trainee sees a model receiving reinforcement for using certain behaviors.
- iv) Behavior modeling is more appropriate for teaching skills and behaviors than for teaching factual information.
- v) Research suggests that behavior modeling is one of the most effective techniques for teaching interpersonal and computer skills.

#### Get all Relevant Information

- Rephrasing the question or problem to see if new issues emerge.
- Listing the key problem issues.
- Considering other possible sources of information.

#### Identify Possible Causes

- If necessary, obtain additional information.
- Evaluate the information to ensure that all essential criteria are met.
- Restate the problem considering new information.
- Determine what criteria indicate that the problem or issue has been resolved. Add : 278 to 289.

#### 3.1.1.3 Group Building Methods

##### Q5. Explain briefly about group building methods.

*Ans :*

**Group building methods** are training methods designed to improve team or group effectiveness. Training is directed at improving the trainees' skills as well as team effectiveness. In group building methods, trainees share ideas and experiences, build group identity, understand the dynamics of inter-personal relationships, and get to know their own strengths and weaknesses and those of their co-workers. Group techniques focus on helping teams increase their skills for effective teamwork. A number of training techniques are available to improve work group or team performance, to establish a new team, or to improve interactions among different teams'.

Group building methods often involve experiential learning.

#### 1. Experiential Learning

Training programs have four stages:

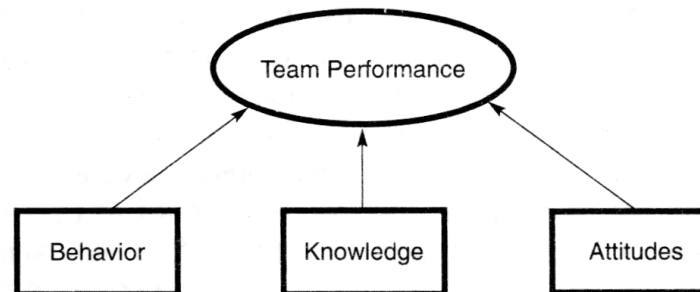
- i) Gain conceptual knowledge and theory.
- ii) Take part in a behavioral simulation.
- iii) Analyze the activity.
- iv) Connect the theory and activity with on-the-job or real-life situations.

#### 2. Adventure Learning

- i) Adventure learning focuses on the development of teamwork and leadership skills through structured activities.
- ii) Adventure learning includes wilderness training, outdoor training, drum circles, and even cooking classes.
- iii) Adventure learning appears to be best suited for developing skills related to group effectiveness such as self-awareness, problem solving, conflict management, and risk taking.
- iv) Adventure learning may involve strenuous, challenging physical activities such as dogsledding or mountain climbing.
- v) Adventure learning can also use structured individual and group outdoor activities such as wall climbing, rope courses, trust falls, ladder climbing, and traveling from one tower to another using a device attached to a wire that connects the two towers.
- vi) For adventure learning programs to be successful, exercises should relate to the types of skills that participants are expected to develop.
- vii) Adventure learning allows trainees to interact interpersonally in a situation not governed by formal business rules.
- vii) This type of environment may be important for employees to mold themselves into a cohesive work team.
- viii) Adventure learning exercises allow trainees to share a strong emotional experience. Significant emotional experiences can help trainees break difficult behavior patterns and open trainees to change their behaviors.

### 3. Team Training

Team training coordinates the performance of individuals who work together to achieve a common goal. Figure below shows the three components of team performance.



**Fig. : Components of Team Performance**

#### i) Behavior

The behavioral requirement means that team members must perform actions that allow them to communicate, coordinate, adapt, and complete complex tasks to accomplish their objective.

#### ii) Knowledge

The knowledge component requires team members to have mental models or memory structures that allow them to function effectively in unanticipated or new situations.

#### iii) Attitudes

Team members' beliefs about the task and feelings toward each other relate to the attitude component. Team morale, cohesion, and identity are related to team performance. For example, in the military as well as the private sector (e.g., nuclear power plants, commercial airlines), much work is performed by crews, groups, or teams. Successful performance depends on coordination of individual activities to make decisions, on team performance, and on readiness to deal with potentially dangerous situations (e.g., an overheating nuclear reactor). Research suggests that teams that are effectively trained develop procedures to identify and resolve errors, coordinate information gathering, and reinforce each other.

#### Strategies of Adventure Learning

The strategies include cross training, coordination training, and team leader training.

##### (a) Cross Training

Cross training has team members understand and practice each other's skills so that members are prepared to step in and take the place of a member who may temporarily or permanently leave the team. Research suggests that most work teams would benefit from providing members with at least enough understanding of teammates' roles to discuss trade-offs of various strategies and behaviors that affect team performance.

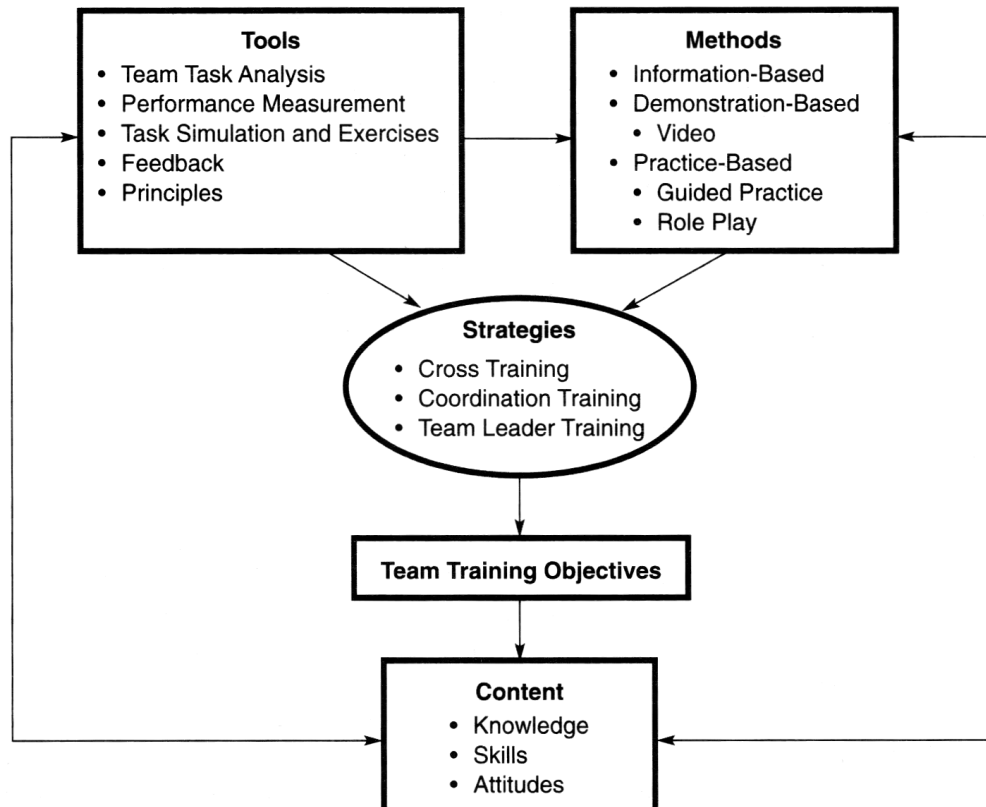
##### (b) Coordination Training

Coordination training instructs the team in how to share information and decision-making responsibilities to maximize team performance. Coordination training is especially important for commercial aviation or surgical teams who are in charge of monitoring different aspects of equipment and the environment but who must share information to make the most effective decisions regarding patient care or aircraft safety and performance.



**(c) Team Leader Training**

Team leader training refers to training that the team manager or facilitator receives. This may involve training the manager on how to resolve conflict within the team or helping the team coordinate activities or other team skills.

**4. Action Learning**

Action learning gives teams or work groups an actual problem, has them work on solving it and committing to an action plan, and then holds them accountable for carrying out the plan. Companies use action learning to solve important problems, develop leaders, quickly build high-performance teams, and transform the organizational culture.

- i) Identification of the sponsors of action learning, including CEOs and top managers.
- ii) Identification of the problem or issue.
- iii) Identification and selection of the group who can address the problem.
- iv) Identification of coaches who can help the group reframe the problem and improve its problem solving by listening, giving feedback, offering assumptions, and so on.
- v) Presentation of the problem to the group.
- vi) Group discussion that includes reframing the problem and agreement on what the problem is, what the group should do to solve the problem, and how the group should proceed.
- vii) Data gathering and analysis relevant to solving the problem, done by the group as a whole as well as by individual members.

- viii) Group presentation on how to solve the problem, with the goal of securing a commitment from the sponsors to act on the group's recommendations.
- ix) Self-reflection and debriefing (e.g., What have the group and group members learned What might they have done differently.)
- v) **Six Sigma and Black Belt Training**
  - i) Six Sigma and black belt training programs involve principles of action learning.
  - ii) Six Sigma provides employees with measurement and statistical tools to help reduce defects and to cut costs.
  - iii) Six Sigma is a quality standard with a goal of only 3.4 defects per million processes. Six Sigma was born at Motorola. It has saved the company an estimated \$15 billion since the early 1990s.
  - iv) There are several levels of Six Sigma training, resulting in employees becoming certified as green belts, champions, or black belts.
  - v) To become black belts, trainees must participate in workshops and written assignments coached by Expert instructors.
  - vi) The training involves four 4-day sessions over about 16 weeks. Between training sessions, candidates apply what they learn to assigned projects and then use them in the next training session.
  - vii) Trainees are also required to complete not only oral and written exams but also two or more projects that have a significant impact on the company's bottom line.
  - viii) After completing black belt training, employees are able to develop, coach, and lead Six Sigma teams; mentor and advise management on determining Six Sigma projects; and provide Six Sigma tools and statistical methods to team members.
  - ix) After black belts lead several project teams, they can take additional training and be certified as master black belts.
  - x) Master black belts can teach other black belts and help senior managers integrate Six Sigma into the company's business goals.

### 3.2 E-LEARNING AND USE OF TECHNOLOGY IN TRAINING

**Q6. Discuss briefly about e-learning.**

*Ans :*

1. E-learning emphasizes learning through interaction with training content, sharing with other trainees, and using Internet resources.
2. More sophisticated technologies that are just beginning to be marketed commercially for training delivery (expert systems, virtual reality, virtual worlds, intelligent tutoring systems) are introduced.
3. The use of expert systems and groupware exemplifies how technology supports training through its role as a storage place for intellectual capital (information and learned capabilities), which facilitates access to information and communication of knowledge among employees.

**Q7. Discuss the classification of e-learning.**

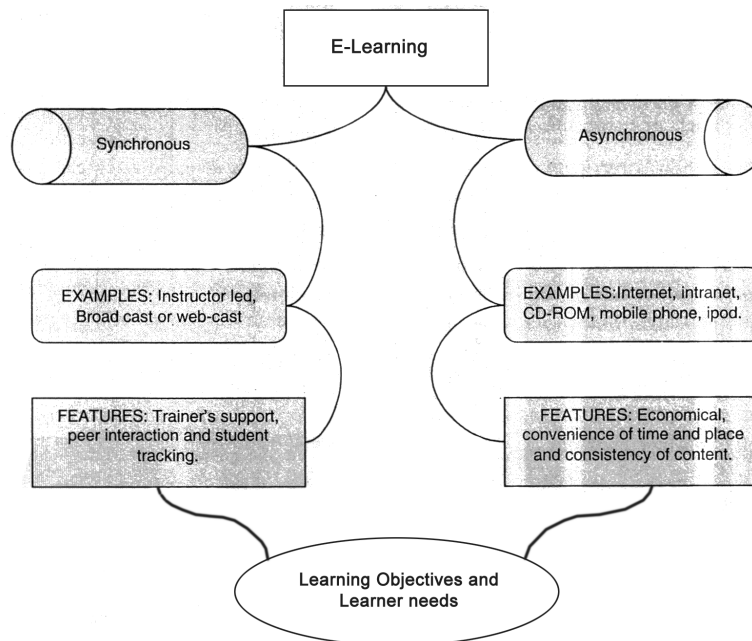
*Ans :*

E-learning can be classified as

1. Synchronous
2. Asynchronous learning

#### **1. Synchronous**

The synchronous approach, learning and teaching takes place in real time (same time) even though the trainer and learners are physically separated from each other (place shift). Examples of synchronous learning include; listening to a live radio broadcast, watching live a television broadcast, audio/video conferencing, internet telephony, online lectures and two-way live satellite broadcast. Here the trainer will be delivering a live (but not pre-recorded) lecture or demonstration and the learners spread across different geographies will be listening and/or watching the same, asking/answering questions, or interacting with the trainer and other learners instantly with the help of communication technologies like conference calls, world wide web, video conferencing etc.



**Fig.: The major types of e-learning**

### Advantage

Learning from anywhere without having to travel to a farther distance to reach a training centre and the convenience of interacting with the trainer and other learners instantly.

### Disadvantage

The disadvantages of synchronous learning are that learner has to find time to attend the classes in keeping the appointed time and without having the option to learn whenever he wants or finds time.

## 2. Asynchronous Learning

In the asynchronous approach, the learning takes place with time delay (time shift) as well as the trainer and learner are physically separated from each other (place shift).

### Examples

- i) Self-paced courses taken via Internet or CD-ROM, videotaped classes, stored audio/video, web presentations, recorded audio tapes, and reading e-mail messages.
- ii) In this approach, the trainer prepares the courseware material before the course takes place. The learner is free to decide when and where he wants to study the courseware.

### Advantages

- i) The learner not only can learn from any place of his choice but also at a time of his own convenience.
- ii) The cost of asynchronous learning is quite lower than synchronous learning.
- iii) The learning material is prepared, corrected and validated in advance for quality and consistency.

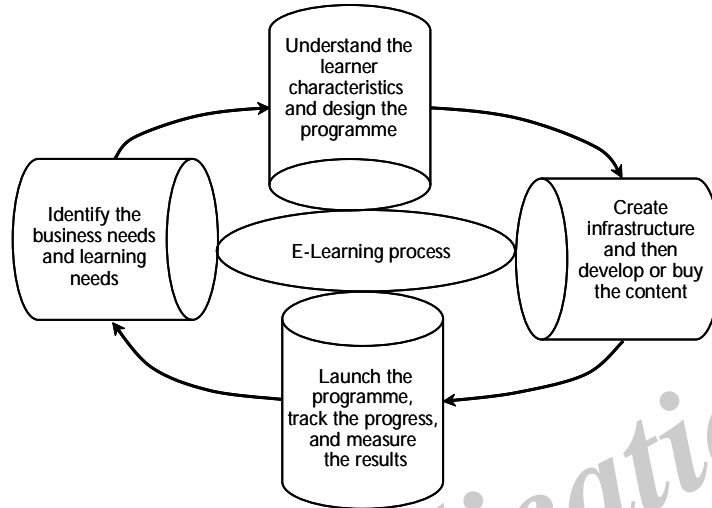
### Disadvantages

- i) There is no scope for an instant question-answer session and listening to the perspectives of other learners.
- ii) The learner is cut-off from other learners and the trainer, at the time of learning. This brings a big challenge of understanding the content of learning mainly by self-perception without having an instant opportunity to question, challenge or listen to others. In the absence of human interaction it is likely to cause boredom to the learners.

**Q8. Explain e-learning process.**

*Ans :*

There are a series of activities involved in the successful implementation of e-learning programmes which can together be termed as e-learning programme process. E-learning programme process is by and large similar to traditional training process with minor changes. It is shown in Figure.

**Step 1 : Needs Identification**

Needs identification will have to look at the business case for investment in e-learning as well as the need and comfort level of employees with specific reference to e-learning. Similarly, if most of the employees are illiterate or manual labourers there would be little logic to initiate a proposal for asynchronous learning.

**Step 2 : Design the Programme**

Management accepts the proposal for investment to develop e-learning programmes, then the training managers have to look for designing appropriate programmes based on the nature of learning as well, as the characteristics of the learners. Designers may also examine whether it should be a totally e-learning approach or should it be blended with other traditional methods of training.

**Step 3 : E-learning Infrastructure**

It includes computers, broad band connectivity, video conferencing and other devices. The other functionaries like finance managers, facilities managers and technology managers have to be involved at this stage because of the costs to be incurred, facilities to be developed and specifications to be determined. Simultaneously, decisions have to be made about the programmes to be developed in-house and those which are required to be purchased.

**Step 4 : Pilot Programmes**

To test the suitability and understand the bottlenecks, if any. Once the programmes pass through successfully at the pilot stage the full scale programmes can be launched. Remember to include employees from the top first if the programmes have got to be made popular among lower rung employees. There would be initial resistance by many of the employees to learn by interacting with machines. After some time the employees start liking it. But for continuity, e-learning outcomes should be appropriately recognised and be linked to career progression. Keep measuring the periodical progress of learners and finally evaluate the programme outcomes against the programme goals.

**Q9. Explain advantages and disadvantages of e-learning.***Ans :* (Dec.-18)**Advantages**

1. Reduced cost and saved revenues: This is the single most influential factor in adopting e-learning. The elimination of costs associated with instructor's salaries, meeting room rentals, and student travel, lodging, and meals are directly quantifiable. The reduction of time spent away from the job by employees may be the most positive offshoot.
2. Learning times can be reduced, an average of 40 to 60%, as found by Hall (1997).
3. Increased retention and application to the job averages an increase of 25% over traditional methods, according to an independent study by Fletcher (1991).
4. Consistent delivery of content is possible with the asynchronous, self-paced e-learning.
5. Expert knowledge is communicated, but more importantly captured, with good e-learning and knowledge management systems.
6. On-demand availability enables students to complete training conveniently at off-hours or from home.
7. Self-pacing for slow or quick learners reduces stress and increases satisfaction.
8. Interactivity engages users, pushing them rather than pulling them through training.
9. Confidence that refresher or quick reference materials are available reduces burden of responsibility of mastery.

**Disadvantages****1. Learner Capabilities**

Learner capabilities matter a lot in the use of e-learning techniques (particularly of asynchronous learning. For example, we cannot expect an illiterate employee to operate computer and the Internet for learning.

**2. Nature of Learning**

E-learning is appropriate for the surface level learning like acquisition of knowledge and skills. If the objective of learning relates to advanced topics like attitude, motivation, and other self-exploration issues, then it may not work.

**3. Cultural Barriers**

There are still people in this world, particularly among the working classes, who believe that use of computer and communication technology at work renders thousands of people jobless. Such unfounded beliefs may really work as stumbling blocks for the penetration of e-learning across larger population.

**Q10. Explain technology's influence on training and learning.***Ans :* (Nov.-20, May-19, Dec.-19)

1. Training and development should play in helping companies to execute their business strategy and deal with forces influencing the workplace.
2. For training to help a company gain a competitive advantage, it needs to support business goals and be delivered as needed to geographically dispersed employees who may be working at home or in another country.
3. Training costs (such as travel costs) should be minimized and maximum benefits gained, including learning and transfer of training.
4. For learning and transfer to occur (i.e., for the benefits of training to be realized), the training environment must include learning principles such as practice, feedback, meaningful material, and the ability to learn by interacting with others.)
5. New technologies have made it possible to reduce the-costs associated with delivering training to employees, to increase the effectiveness of the learning environment, and to help training contribute to business goals.

6. New training delivery and instructional methods include online learning (also called e-learning), distance learning, simulations, virtual reality, expert systems, electronic support systems, and learning management systems.
7. New technologies have influenced the delivery of training, training administration, and training support. Technology has made several benefits possible:
  - Employees can gain control over when and where they receive training.
  - Employees can access knowledge and expert systems on an as-needed basis.
  - Through the use of avatars, virtual reality, and simulations, the learning environment can look, feel, and sound just like the work environment.
  - Employees can choose the type of media (print, sound, video) they want to use in a training program.
  - Course enrollment, testing, and training records can be handled electronically, reducing the paperwork and time needed for administrative activities.
  - Employees' accomplishments during training can be monitored.
  - Traditional training methods such as classroom instruction and behavior modeling can be delivered to trainees rather than requiring them to come to a central training location.

### 1. Digital Collaboration

- i) Technology allows digital collaboration to occur. **Digital collaboration** is the use of technology to enhance and extend employees' abilities to work together regardless of their geographic proximity.
- ii) Digital collaboration includes electronic messaging systems, electronic meeting systems, online communities of learning organized by subject where employees can access interactive discussion areas and share training content and Web links, and document-handling systems with collaboration technologies that allow interpersonal interaction.

#### Example

- a) [www.buzzsaw.com](http://www.buzzsaw.com). contractors, suppliers, and engineers can buy and sell products and services as well as exchange blueprints, designs, and other data to cut building time.
- b) Digital collaboration requires a computer, but collaborative applications for hand held devices and personal digital assistants are becoming available that will allow employees to collaborate anytime or anywhere.

### 2. Synchronous Communication

Trainers, experts, and learners interact with each other live and in real time the same way they would in face-to-face classroom instruction. Technologies such as video teleconferencing and live online courses (virtual classrooms) make synchronous communication possible.

### 3. Asynchronous communication

Refers to non-real-time interactions. That is, persons are not online and cannot communicate with each other without a time delay, but learners can still access information resources when they desire them. E-mail, self-paced courses on the Web or on **CD-ROM**, discussion groups, and virtual libraries allow asynchronous communication.

### Technology and Learning Environment

The Internet is primarily responsible for creating our revolution in learning. Internet technology has permitted the development of electronic networks that integrate voice, video, and data connections among learners, instructors, and experts.

Figure shows three different types of learning environments. Learning used to be a very linear process. That is, instructors presented information to the learners; practice and applications then occurred after instruction was completed (see the classroom learning environment in Figure). Traditionally, the learning environment included only the instructor or trainer and the learners.

The trainer was responsible for delivering content, answering questions, and testing learning. Trainees played a passive role in learning. Communication on course content was one-way: from the instructor to the learner. Experts and resource materials were separate from the learning environment. Contact with resource materials and experts beyond the instructor and course materials assigned for the course required learners to go outside the formal learning environment.

Also, learners had to wait to access resource materials and experts until instruction was completed. Interaction among learners occurred primarily outside the training room and tended to be limited to those who worked in the same geographic area.

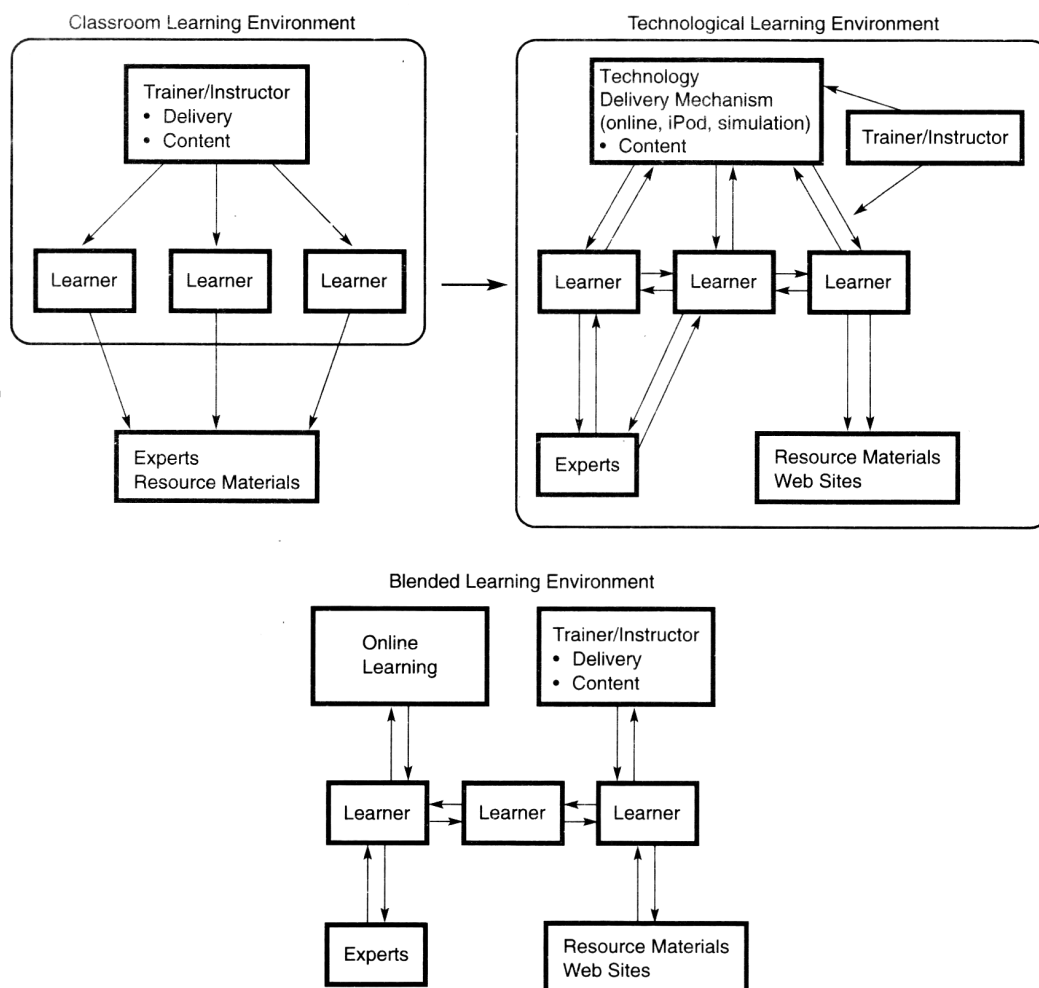


Fig. : Types of Learning Environments

**(i) Technological Learning Environment**

Technology has allowed learning to become a more dynamic process. As shown on the right side of Figure, the learning environment can be expanded to include greater interaction between learners and the training content as well as between learners and the instructor. The trainer may help design the instruction, but the instruction is primarily delivered to the learners through technology such as online learning, simulations, or iPods.

**(ii) Class Room Learning Environment**

The instructor becomes more of a coach and resource person to answer students' questions and is less involved in delivery of training content. Learning occurs primarily through communicating with other learners, working on virtual team projects, participating in games, listening, exchanging ideas, interacting with experts (engineers, managers, etc.), and discovering ideas and applications using hyperlinks that take the learner to other Web sites. Experts and resource materials may be part of the learning environment. While learners interact with the training content through exercises, applications, and simulations, they can discuss what they are learning with other learners or access experts or resource materials available on the Internet.

**(iii) Blended Learning Environment**

Training delivery and administration (e.g., tracking learner progress) is all done by the computer. In the blended learning environment, shown at the bottom of trainees have access to a blended training curriculum that consists of both online and classroom instruction.

Collaboration can occur between learners, between learners and instructors, and between learners and experts.

Although new technologies allow for the creation of a dynamic learning environment, it is important to include collaboration, active learner involvement, and access to other resources in the design and development of the training program. Use of new technology requires building these capabilities into the training program.

**Example**

Web 2.0 refers to user-created social networking features on the Internet, including blogs, wikis, and Twitter. Qualcomm's initiative, Learning 2.0, involves the use of Web 2.0 technologies such as social bookmarking/tagging, blogs, and tools similar to those found on Facebook and YouTube to build relationships between trainees and between trainees and training content.

Technology has enabled training to be delivered to different geographical locations, to accompany trainees whether they are at work or at home (mobile technology), and to be completed online using a personal computer. Many of the training methods discussed in this chapter have these features.

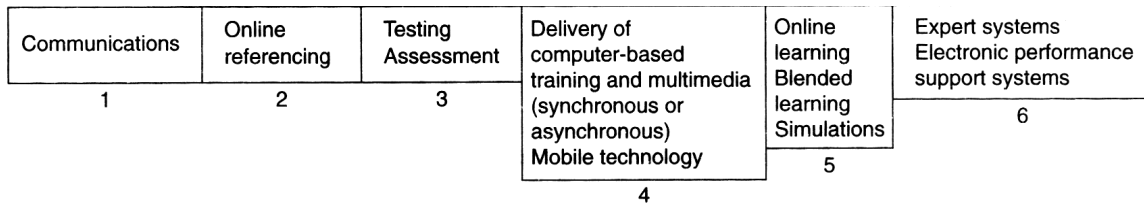
**Example**

Online learning, or e-learning, includes instruction and delivery of training using the Internet or Web. Distance learning typically involves video conferencing and/or computers for delivery of instruction from a trainer to trainees who are not in the same location as the trainer. Mobile technologies allow training to be delivered through iPods, personal data assistants (PDAs), and handheld computers that allow trainees to tune in to training programs at any time or place.

Web-based training and e-learning support virtual reality, animation, interactions, communications among trainees and real-time audio and video. As figure shows, there are six levels of technology-based



training. The difference between the highest and lowest levels is that at the higher levels, technology methods allow learning to become more job-related and directly meet a business need. For example, employees can access expert systems while they work. The simplest level facilitates communications among trainers and trainees. More complex uses of technology involve the actual delivery of training, and trainees are very actively involved in learning. Sound, automation, and video are used in Web-based training. In addition, trainees are linked to other resources on the Web. They are also required to share information with other trainees and to deposit knowledge and their insights from the training (such as potential applications of the training content) into a database that is accessible to other.



### 3.2.1 Technology and Multimedia

**Q11. Discuss briefly about multimedia training.**

*Ans :*

Technology developments allow the use of a number of different media for training. **Multimedia training** combines audiovisual training methods with computer-based training. Multimedia training methods include computer-based training, CD-ROM, e-interactive video, the Internet, video, virtual reality, and simulations. Multimedia training integrates text, graphics, animation, video, and audio, and often the trainee can interact with the content.

According to a survey by Training magazine, 54 percent of companies report they often or always use the Internet or intranet, 37 percent use CD-ROMS, 43 percent use Web-based self study, 10 percent use computer-based games, and 2 percent use virtual reality programs.

Medtronic is a 12,000-employee company based in Minneapolis, Minnesota, that specializes in developing and selling medical technology. Multimedia was first used at Medtronic purely for marketing purposes. Salespeople used a laptop personal computer equipped with a CD player to show physicians the benefits and correct usage of heart valves. When the interactive program was introduced at a national sales meeting, demand for the CD exceeded supply.

Medtronic is now using multimedia for training as well as marketing. Medtronic extensively uses Classroom-based training for salespeople. Although the product CDs are being used as a learning tool by staff preparing for sales presentations, the CDs are only one step the company is taking toward the goal of enhancing learning. The manager of sales training has expanded use of multimedia training because it cuts salespeople's time in the classroom.

The manager believes that multimedia training has increased the consistency and efficiency of training and has provided salespeople with feedback regarding which dimensions of the product they "know." CD-based product programs work best for experienced salespeople who already are familiar with the product. New salespeople need feedback and help screens, available from multimedia applications. New salespeople need to be able to interact with the product at their own pace, so that they are comfortable explaining and demonstrating all aspects of the product to physicians. Salespeople's time is also in great demand. Multimedia provides accessibility to training wherever and whenever salespeople can access their laptop computer. Multimedia also has helped the entire sales force learn about new products as quickly as possible.

### 3.2.2 Computer - Based Training

**Q12. Discuss briefly about computer - based training.**

*Ans :* (Nov.-20)

**Computer-based training (CBT)** is an interactive training experience in which the computer provides the learning stimulus, the trainee must respond, and the computer analyzes the responses and provides feedback to the trainee. CBT includes interactive video, CD-ROM, and other systems when they are computer-driven. The most common CBT programs consist of software on a floppy disk that runs on a personal computer. CBT, one of the first new technologies to be used in training, has become more sophisticated with the development of laser disks, DVDs, and CD-ROMs and with increasing use of the Internet. These technologies allow greater use of video and audio than do technologies that rely solely on the computer.

Computer-based training can also involve simulations. For example, during training needs assessment, Bayer Pharmaceuticals discovered that its technical experts needed new skills to manage large projects. These skills related to keeping project managers focused on the task, managing competing priorities, managing large cross-functional teams, and supervising employees who did not report to them. These skills are important to reduce the time needed to bring research discoveries to the marketplace.

To train in these skills, Bayer used a computer-based simulation that requires teams of trainees to manage a large-scale project. The management decisions they make impact their odds of being successful. A computer calculates each team's probability of succeeding. The simulation includes obstacles that can negatively impact a project such as unmotivated employees, absenteeism, and projects being completed late. The simulation also includes online work that trainees complete prior to training. The prework provides trainees with an overview of the steps involved in project management.

### 3.3 DEVELOPING EFFECTIVE ONLINE LEARNING

**Q13. Discuss briefly about online learning.**

*Ans :*

1. The Internet is a widely used tool for communications, a method for sending and receiving communications quickly and inexpensively, and a way to locate and gather resources such as software and reports.
2. To gain access to the Internet, you need a personal computer with a direct connection via an existing network or a modem to dial into the Internet.
3. Educational institutions, government agencies, and commercial service providers such as Microsoft and America Online provide access to the Internet.
4. Employees can communicate with managers nearby or across-the globe, can leave messages or documents, and can gain access to "rooms" designated for conversation on certain topics.

#### Example

Various newsgroups, bulletin boards, and discussion groups are dedicated to areas of interest. There you can read, post, and respond to messages and articles. Internet sites can have home pages-mailboxes that identify the person or company and , contain text, images, sounds, or even video.

#### WWW

The World Wide Web (WWW) is a user-friendly service on the Internet. The Web provides browser software (e.g., Microsoft Internet Explorer, Netscape) that enables you to explore the Web. Besides browser software, you also need a search engine (e.g., Yahoo, Google) to find information on topics of your choice. Every home page on the Web has a uniform resource locator (URL), or Web address.

**Online learning**, or **e-learning**, refers to instruction and delivery of training by computer online through the Internet or the Web. Online learning includes Web-based training, distance learning, and virtual classrooms; it may involve a CD-ROM. Online learning can include task-based support, simulation-based training, distance learning, and learning portals. There are three important characteristics of online learning. First, online learning involves electronic networks that enable information and instruction to be delivered, shared, and updated instantly. Second, online learning is delivered to the trainee using computers with Internet technology. Third, it focuses on learning solutions that go beyond traditional training by including the delivery of information and tools that improve performance.

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**Q14. How to develop effective online learning.**

*Ans :*

(May-19)

**Developing Effective Online Learning**

The information technology department needs to be involved in the design of any Web-based program to ensure that the technology capabilities of the company network are understood, to guarantee that trainees can get access to the browsers and connections they need to participate in e-learning and utilize all of the tools (e.g., e-mail, chat rooms, hyperlinks) that may accompany it, and to get technical support when needed. Online tutorials may be needed to acquaint trainees with the capabilities of the e-learning system and how to navigate through the Web.

- i) Needs assessment**
  - Identify the connection between online learning and the business's needs. Get management to buy in.
  - Make sure employees have access to technology and technology support. Consult with information technology experts about system requirements. Identify specific training needs (knowledge, skills, competencies, behaviors).
  - If needed, train learners on computer and Internet basics.
- ii) Design/Method**
  - Incorporate learning principles (practice, feedback, meaningful material, an appeal to active learner involvement, an appeal to multiple senses).
  - Design the course for the available bandwidth or increase the bandwidth. Consider blended instruction.
  - Use games and simulations, which are attractive to learners.
  - Structure materials properly.
  - Allow trainees the opportunity to communicate and collaborate with each other and with the trainer, experts, or facilitators.
  - Make the program user-friendly: Learning modules should be kept short, the content should not overload trainees, and Web pages should not be confusing.
  - Keep each instructional segment self-contained.
  - Create smooth transitions between instructional segments.
  - Provide learners with control, including the opportunity to skip sections or modules and the ability to pause, bookmark, review, and return to where they left off. Learners often need to deal with interruptions and distractions. Any audio, video, or animation should be useful to the learner, otherwise it is a waste of time and bandwidth.
  - Provide the developer/producer with clear specifications regarding required file formats, maximum file sizes, window and image dimensions, navigation, and screen fonts.
  - Provide writers and instructional designers with clear guidelines for the maximum number of words per screen, how many interactive exercises to include, and which exercises are best suited for the content.
- iii) Evaluation**
  - Make trainees and managers accountable for course completion and learning. Conduct a formative evaluation (pilot test) before large-scale use of online learning.

### Design of E-Learning

1. E-learning should be designed to minimize content or work that is not related to the learning objectives. Extraneous content or work may take up trainees' limited cognitive processing resources, resulting in less learning.
2. It provides several design principles that should be considered in the design of e-learning. These design principles are based on research regarding multimedia learning—that is, learning that involves words (whether printed or audio text) and pictures (charts, diagrams, photographs, animation, or video).
3. Remember that just putting text online isn't necessarily an effective way to learn. **Kepurposing** refers to directly translating an instructor-led face-to-face training program to an online format. Online learning that involves merely reproposing an ineffective training program will still result in ineffective training.

### Principles of Designing e-Learning

1. Online learning blurs the distinction between training and work.
2. Expectations that trainees will be motivated and able to complete Web-based training during breaks in their normal workday or on their personal time are unrealistic.
3. Companies need to ensure that employees are given time and space for e-learning to occur. That is, employees need dedicated time, protected from work tasks, for learning to occur.
3. As with other training programs, employees need to understand why they should attend e-learning and the benefits they will receive so as to enhance their motivation to learn.
4. Managers need to give employees time in their schedules, and employees need to schedule "training Time" to complete training and avoid interruptions that can interfere with learning.
5. Some companies are moving away from their initial expectation that online learning can be completed at the employee's desktop without

time away from the job; instead they are setting up learning labs for online learning to occur without the distractions of the workplace.

6. Training can also be more easily integrated into the typical workday.
7. Trainees can devote one to two hours to a learning session from their office and then return to their work responsibilities.
8. Using formative evaluation of prototypes of Web training can be helpful in identifying the appropriate length and time of modules.

### 3.4 BLENDED LEARNING

**Q15. Discuss briefly about blended learning.**

*Ans :* (Dec.-19)

Blended learning courses provide learners with the positive feature of both face-to-face instruction and technology-based delivery and instructional methods (such as online learning, distanced learning, or mobile technologies like iPods and PDAs) while minimizing the negative features of each in comparison to classroom delivery, blended learning provides increases learner control, allows for self-directedness, and requires learners to take more responsibility for their learning - all factors consistent with the recommendations of adult learning theory.

1. In comparison to pure online learning, blended learning provides more face-to-face social interaction and ensures that at least some of the instruction is presented in a dedicated learning environment.
2. Blended learning uses the classroom to allow learners to learn together and to discuss and share insights, which helps bring learning to life and make it meaningful. Live feedback from peers is preferable to feedback received online.
3. Blended learning has been found to be more effective than face-to-face instruction for motivating trainees to learn and for teaching declarative knowledge or information about ideas or topics. It appears that blended

learning capitalizes on the positive learning features inherent in both face and Web-based instruction.

4. Interestingly, learners react more favorably toward classroom instruction than blended learning. This may be because blended learning courses are more demanding, requiring a greater time commitment because of the use of two learning approaches.
5. Research suggests that the most significant issues or problems with blended learning are fast-changing technology, insufficient management support and commitment to blended learning, and a lack of understanding of what blended learning really is and how to implement it.

### 3.5 MOBILE TECHNOLOGY AND TRAINING METHODS

**Q16. Explain the mobile technology and training methods.**

*Ans :* (May-19)

Mobile technology allows learning to occur anywhere at anytime. Mobile technology consists of

- Wireless transmission systems such as Wi-Fi and Bluetooth that allow transmission of data without the need for physical connections between devices or between a device and an Internet connection.
- Mobile devices such as personal digital assistants (PDAs), MP3 players, portable computers, iPods, global positioning system (GPS) devices, and radio frequency identification chips (RFID).
- Software applications related 'processing audio files, word processing, spreadsheets, Internet,

PS and RFID devices are use for tracking customers, employees, and property. For example, many cars and trucks are equipped with GPS devices to allow operators to locate drivers. Trucking

companies use GPS devices to track loads and to determine expected arrival times. RFID chips are embedded in products to track their movement and to help in inventory control. Hotels are providing mobile devices such as PDAs to allow customers to access information about guest services, dining, entertainment, and accommodations anywhere on the hotel property.

PDAs, MP3 players, portable computers, and iPods are just starting to be used for training, for needs analysis, or as job aids that employees can access on an as-needed basis. Through mobile technologies, training and learning can occur naturally throughout the work day or at home, employees can be connected to communities of learning, and employees are given the ability to learn at their own pace by reviewing material or skipping over content they know. The typical users for mobile learning include employees who spend most of their time traveling—visiting customers, clients, or various company locations (such as sales people, security officers, executives, or inspectors)—and have limited time available to spend in traditional training activities or e-learning.

Some companies are using PDAs as their primary method for delivering training or as a follow-up to training programs delivered face-to-face or online. At Tyco International Ltd., a safety products producer, service technicians use PDAs to manage service orders, conduct inspections, and generate quotes for customers.

### 3.6 TECHNOLOGIES FOR TRAINING ADMINISTRATION

**Q17. How can interactive voice technology and imaging help with training administration.**

*Ans :*

New technology is making training administration more efficient and effective. Training administration includes record keeping, employee enrollment in courses, and testing and certification. Interactive voice technology, imaging, and software applications have made it easier to track training information. They also provide easy access to training information for trainers to use in decision making.

### 1. Interactive Voice Technology

Interactive voice technology uses a conventional personal computer to create an automated phone response system. This technology is especially useful for benefits administration.

### 2. Imaging

Imaging refers to scanning documents, storing them electronically, and retrieving them. Imaging is particularly useful because paper files take a large volume of space and are difficult to access. Training records can be scanned and stored in a database for access at a later date. Some software applications allow the user to scan documents based on key words such as *job history*, *education*, and *experience*. This is a valuable feature when answering managers' and other customers' questions regarding employees' training and skills.

### 3. Training Software Applications

- i) Training software applications can be used to track information related to training administration (e.g., course enrollments, tuition reimbursement summaries, and training costs), employee skills, employees' training activities, online learning, and transfer of training.
- ii) Important database elements for training administration include training courses completed, certified skills, and educational experience. Georgia Power uses a database system that tracks internal training classes, available classroom space, instructor availability, costs, and the salaries of training class members.
- iii) Software applications can be useful for decision making. Companies are showing increased interest in skills databases that can be used to track employee talent and identify skill shortages.
- iv) These databases keep track of the skills and credentials of each employee, such as prior jobs, training, technical certification, geographical and cultural experiences, spoken languages, and career interests.
- v) Managers and trainers can use the database to identify strengths and weaknesses of the company's work force.
- vi) Using skill inventories, managers can determine which employees need training and can suggest training programs to them that are appropriate for their job and skill levels. Skill inventories are also useful for identifying employees who are qualified for promotions and transfers.
- vii) Software known as authoring tools can also be useful for developing online learning programs. Authoring tools are used to create presentations, surveys, quizzes, animation, and graphics and to provide sound, video, and text for online learning.

## Short Question and Answers

### 1. Training methods.

*Ans :*

A training method can be understood as an instrument or technique that a trainer employs for delivering training content or for facilitating the learning process, in pursuance of predetermined learning objectives. Training method can also be viewed as a means communicating with a particular group of participants or reaching out to them in the context of a training program with the express purpose of enhancing learning. Training methods have a lot of variations. Some are relatively low risk methods and demand little involvement from the participants.

On the other hand, there are those whose success depends on active participation of the group. Some training methods need minimal preparations but some others require elaborate preparatory work. Some tests the level of the expertise of the trainers while others require a low level of expertise.

### 2. Disadvantages of Lecture Method

*Ans :*

1. Lectures tend to lack participant involvement, feedback, and meaningful connection to the work environment all of which inhibit learning and transfer of training.
2. Lectures appeal to few of the trainees' senses because trainees focus primarily on hearing information.
3. Lectures also make it difficult for the trainer to judge quickly and efficiently the learners' level of understanding.

### 3. Advantages of Video Training

*Ans :*

1. Trainers can review, slow down, or speed up the lesson, which gives them flexibility in customizing the session depending on trainees' expertise.

2. Trainees can watch the video multiple times if they have access to it during and after the training session. This gives them control over their learning.
3. Trainees can be exposed to equipment, problems, and events that cannot be easily demonstrated, such as equipment malfunctions, angry customers, or emergencies.
4. Trainees are provided with consistent instruction. Program content is not affected by the interests and goals of a particular trainer.
5. Videotaping trainees allows them to see and hear their own performance without the interpretation of the trainer.

### 4. On the-Job Training (OJT)

*Ans :*

- i) On-the-job training (OJT) refers to new or inexperienced employees learning in the work setting and during work by observing peers or managers performing the job and trying to imitate their behavior.
- ii) OJT is one of the oldest and most used types of informal training. It is considered informal because it does not necessarily occur as part of a training program and because managers, peers, or mentors serve as trainers.
- iii) If OJT is too informal, learning will not occur. OJT can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced, cross-training employees, within a department or work unit, and orienting transferred or promoted employees to their new jobs.
- iv) OJT takes various forms, including apprenticeships and self-directed learning programs.
- v) OJT has several advantages over other training methods. It can be customized to the experiences and abilities of trainees.

- vi) Training is immediately applicable to the job because OJT occurs on the job using actual tools and equipment. As a result, trainees are highly motivated to learn.
- vii) Both trainees and trainers are at the job site and continue to work while training occurs. This means that companies save the costs related to bringing trainees to a central location, hiring trainers, and renting training facilities.

### 5. Self-Directed Learning

*Ans :*

- i) Self-directed learning has employees take responsibility for all aspects of learning—including when it is conducted and who will be involved.
- ii) Trainees master predetermined training content at their own pace without an instructor. Trainers may serve as facilitators.
- iii) The trainer does not control or disseminate instruction. The learning process is controlled by the trainee.
- iv) Self-directed learning for salespersons could involve reading newspapers or trade publications, talking to experts, or surfing the Internet to find new ideas related to the salesperson industry.
- v) Self-directed learning could involve the company providing salespersons with information such as databases, training courses, and seminars while still holding the employees responsible for taking the initiative to learn. Because the effectiveness of self-directed learning is based on an employee's motivation to learn, companies may want to provide seminars on the self-directed learning process, self-management, and how to adapt to the environment, customers, and technology.

### 6. Simulations

*Ans :*

A simulation is a training method that represents a real-life situation, with trainees' decisions

resulting in outcomes that mirror what would happen if they were on the job. A common example of the use of simulators for training is flight simulators for pilots. Simulations, which allow trainees to see the impact of their decisions in an artificial, risk-free environment, are used to teach production and process skills as well as management and interpersonal skills.

### 7. Role Plays

*Ans :*

- i) Role plays have trainees act out characters assigned to them. Information regarding the situation (e.g., work or interpersonal problem) is provided to the trainees.
- ii) Role plays differ from simulations on the basis of response choices available to the trainees and the level of detail of the situation given to trainees.
- iii) Role plays may provide limited information regarding the situation, whereas the information provided for simulation is usually quite detailed.
- iv) For role plays to be effective, trainers need to engage in several activities before, during, and after the role play.
- v) Before the role play, it is critical to explain the purpose of the activity to the trainees.
- vi) This increases the chances that they will find the activity meaningful and be motivated to learn.

### 8. Group building methods.

*Ans :*

**Group building methods** are training methods designed to improve team or group effectiveness. Training is directed at improving the trainees' skills as well as team effectiveness. In group building methods, trainees share ideas and experiences, build group identity, understand the dynamics of inter-personal relationships, and get to know their own strengths and weaknesses and those of their co-workers. Group techniques focus on



helping teams increase their skills for effective teamwork. A number of training techniques are available to improve work group or team performance, to establish a new team, or to improve interactions among different teams'.

Group building methods often involve experiential learning.

### 9. Adventure Learning

*Ans :*

- i) Adventure learning focuses on the development of teamwork and leadership skills through structured activities.
- ii) Adventure learning includes wilderness training, outdoor training, drum circles, and even cooking classes.
- iii) Adventure learning appears to be best suited for developing skills related to group effectiveness such as self-awareness, problem solving, conflict management, and risk taking.
- iv) Adventure learning may involve strenuous, challenging physical activities such as dogsledding or mountain climbing.
- v) Adventure learning can also use structured individual and group outdoor activities such as wall climbing, rope courses, trust falls, ladder climbing, and traveling from one tower to another using a device attached to a wire that connects the two towers.
- vi) For adventure learning programs to be successful, exercises should relate to the types of skills that participants are expected to develop.

### 10. Strategies of Adventure Learning

*Ans :*

The strategies include cross training, coordination training, and team leader training.

#### (a) Cross Training

Cross training has team members understand and practice each other's skills so that members are prepared to step in and take the place of a member who may temporarily or permanently leave the team. Research suggests that most work teams would benefit

from providing members with at least enough understanding of teammates' roles to discuss trade-offs of various strategies and behaviors that affect team performance.

#### (b) Coordination Training

Coordination training instructs the team in how to share information and decision-making responsibilities to maximize team performance. Coordination training is especially important for commercial aviation or surgical teams who are in charge of monitoring different aspects of equipment and the environment but who must share information to make the most effective decisions regarding patient care or aircraft safety and performance.

#### (c) Team Leader Training

Team leader training refers to training that the team manager or facilitator receives. This may involve training the manager on how to resolve conflict within the team or helping the team coordinate activities or other team skills.

### 11. Action Learning

*Ans :*

Action learning gives teams or work groups an actual problem, has them work on solving it and committing to an action plan, and then holds them accountable for carrying out the plan. Companies use action learning to solve important problems, develop leaders, quickly build high-performance teams, and transform the organizational culture.

- i) Identification of the sponsors of action learning, including CEOs and top managers.
- ii) Identification of the problem or issue.
- iii) Identification and selection of the group who can address the problem.
- iv) Identification of coaches who can help the group reframe the problem and improve its problem solving by listening, giving feedback, offering assumptions, and so on.

- v) Presentation of the problem to the group.
- vi) Group discussion that includes reframing the problem and agreement on what the problem is, what the group should do to solve the problem, and how the group should proceed.
- vii) Data gathering and analysis relevant to solving the problem, done by the group as a whole as well as by individual members.

### 12. e-learning.

*Ans :*

1. E-learning emphasizes learning through interaction with training content, sharing with other trainees, and using Internet resources.
2. More sophisticated technologies that are just beginning to be marketed commercially for training delivery (expert systems, virtual reality, virtual worlds, intelligent tutoring systems) are introduced.
3. The use of expert systems and groupware exemplifies how technology supports training through its role as a storage place for intellectual capital (information and learned capabilities), which facilitates access to information and communication of knowledge among employees.

### 13. e-learning process.

*Ans :*

There are a series of activities involved in the successful implementation of e-learning programmes which can together be termed as e-learning programme process. E-learning programme process is by and large similar to traditional training process with minor changes. It is shown in Figure.

#### Step 1 : Needs Identification

Needs identification will have to look at the business case for investment in e-learning as well as the need and comfort level of employees with specific reference to e-learning. Similarly, if most of the employees are illiterate or manual labourers there would be little logic to initiate a proposal for asynchronous learning.

#### Step 2 : Design the Programme

Management accepts the proposal for investment to develop e-learning programmes, then the training managers have to look for designing appropriate programmes based on the nature of learning as well, as the characteristics of the learners. Designers may also examine whether it should be a totally e-learning approach or should it be blended with other traditional methods of training.

#### Step 3 : E-learning Infrastructure

It includes computers, broad band connectivity, video conferencing and other devices. The other functionaries like finance managers, facilities managers and technology managers have to be involved at this stage because of the costs to be incurred, facilities to be developed and specifications to be determined. Simultaneously, decisions have to be made about the programmes to be developed in-house and rhnsp which are required to be purchased.

#### Step 4 : Pilot Programmes

To test the suitability and understand the bottlenecks, if any. Once the programmes pass through successfully at the pilot stage the full scale programmes can be launched. Remember to include employees from the top first if the programmes have got to be made popular among lower rung employees. There would be initial resistance by many of the employees to learn by interacting with machines. After some time the employees start liking it. But for continuity, e-learning outcomes should be appropriately recognised and be linked to career progression. Keep measuring the periodical progress of learners and finally evaluate the programme outcomes against the programme goals.

### 14. Computer - based training.

*Ans :*

**Computer-based training (CBT)** is an interactive training experience in which the computer provides the learning stimulus, the trainee must respond, and the computer analyzes the responses and provides feedback to the trainee. CBT includes interactive video, CD-ROM, and other

systems when they are computer-driven. The most common CBT programs consist of software on a floppy disk that runs on a personal computer. CBT, one of the first new technologies to be used in training, has become more sophisticated with the development of laser disks, DVDs, and CD-ROMs and with increasing use of the Internet. These technologies allow greater use of video and audio than do technologies that rely solely on the computer.

Computer-based training can also involve simulations. For example, during training needs assessment, Bayer Pharmaceuticals discovered that its technical experts needed new skills to manage large projects. These skills related to keeping project managers focused on the task, managing competing priorities, managing large cross-functional teams, and supervising employees who did not report to them. These skills are important to reduce the time needed to bring research discoveries to the marketplace.

#### 15. Online learning.

*Ans :*

1. The Internet is a widely used tool for communications, a method for sending and receiving communications quickly and inexpensively, and a way to locate and gather resources such as software and reports.
2. To gain access to the Internet, you need a personal computer with a direct connection via an existing network or a modem to dial into the Internet.
3. Educational institutions, government agencies, and commercial service providers such as Microsoft and America Online provide access to the Internet.
4. Employees can communicate with managers nearby or across-the globe, can leave messages or documents, and can gain access to "rooms" designated for conversation on certain topics.

#### 16. Blended learning.

*Ans :*

Blended learning courses provide learners with the positive feature of both face-to-face instruction and technology-based delivery and instructional methods (such as online learning,

distanced learning, or mobile technologies like iPods and PDAs) while minimizing the negative features of each uncomparison to classroom delivery, blended learning provides increases learner control, allows for self-directedness, and requires learners to take more responsibility for their learning - all factors consistent with the recommendations of adult learning theory.

1. In comparison to pure online learning, blended learning provides more face-to-face social interaction and ensures that at least some of the instruction is presented in a dedicated learning environment.
2. Blended learning uses the classroom to allow learners to learn together and to discuss and share insights, which helps bring learning to life and make it meaningful. Live feedback from peers is preferable to feedback received online.
3. Blended learning has been found to be more effective than face-to-face instruction for motivating trainees to learn and for teaching declarative knowledge or information about ideas or topics. It appears that blended learning capitalizes on the positive learning features inherent in both face and Web-based instruction.
4. Interestingly, learners react more favorably toward classroom instruction than blended learning. This may be because blended learning courses are more demanding, requiring a greater time commitment because of the use of two learning approaches.

## UNIT IV

**Development:** Employee development, Essential ingredients of Management Development, Strategy and Development, Approaches to Employee Development – Formal education, Assessment, Job experiences, Interpersonal Relationships, the development Planning Process, company's strategies for providing development, e-learning and employee development. Electronic MDPs.

### 4.1 EMPLOYEE DEVELOPMENT

**Q1. Discuss briefly about employee development.**

*Ans :* (Dec.-19)

Development refers to formal education, job experiences, relationships, and assessments of personality and abilities that help employees perform effectively in their current or future job and company. Many companies use a combination of development activities

An important focus in the company's employee development program is training in management skills such as controlling costs and time management. Also, technical training is combined with job experiences to help employees better understand construction projects. One project manager worked on the construction of six auto plants, which helps him better understand each stage of the project. Several times each year managers are invited to the company's Leaders Forum. At the Leaders Forum, executives present current business challenges that the company is facing and ask participants to work in teams to generate solutions

Employee development is defined as a process where the employee with the support of his/her employer undergoes various training programs to enhance his/her skills and acquire new knowledge and skills.

### Importance

#### 1. Helps attract and retain Good employees

Employee retention as well as the hiring process is a huge challenge for a lot of employers. There are a lot of highly qualified and experienced people applying for the little jobs available. This challenge can be greatly reduced by having a solid employee development program.

Most employees nowadays take the employee development seriously and it is one of the factors they take into consideration when looking for a job, therefore, providing employee development as part of the hiring package gives your company a very competitive advantage over other organizations advertising for the same vacancy.

Employee development also builds and fosters loyalty among employees. Loyal employees are not prone to quitting which is what employee retention is all about. Employees are human beings and as such need to feel important and needed.

#### 2. Helps Create Promotable Employees

A proper and solid employee development and training plan will create a pool of capable workers, create workers ready for promotion and help identify the weaknesses and strengths of your employees.

Employee development both trains and equips your current crop of employees for possible future promotion from daily worker to management as well as shows you which employees have the aptitude for such a promotion. It is very common to see companies advertising to the public the top positions such as managers and other top-level employees.

### 3. Keeps Employees Engaged at Work

The employees will easily take on negative attitudes, sloppy work habits including reporting late for work and may even cause damage to relationships with other employees, customers and even the employer.

Employee development is a sure way to keep the employees in check and even stop these problems from even arising. Through the development and training activities, employees will be engaged at all times thereby preventing the destructive kind of boredom from setting in.

### 4. Helps To Save and Earn Money

Investment is all about saving today so as to get a better return on your capital tomorrow. The same can be said of employee development and training. It is said that a good employee is like money in the bank, he/she will come in handy at one point in time. A well trained, confident and engaged employee is going to deliver better work for the company in the long.

### Q2. Differences between training and development.

Ans :

BASIS FOR COMPARISON	TRAINING	DEVELOPMENT
Meaning	Training is a learning process in which employees get an opportunity to develop skill, competency and knowledge as per the job requirement.	Development is an educational process which is concerned with the overall growth of the employees.
Term	Short Term	Long Term
Focus on	Present	Future
Orientation	Job oriented	Career oriented
Motivation	Trainer	Self
Objective	To improve the work performances of the employees.	To prepare employees for future challenges.
Number of Individuals	Many	Only one
Aim	Specific job related	Conceptual and general knowledge

**Q3. Explain the benefits of employee development.**

*Ans :*

**Benefits of Employee Development**

- **Keep up with industry changes:** Industries are constantly changing and so it is important for a business to develop to avoid being left behind. It's also important to make sure your business is complying with any industry regulations, which can be achieved through ongoing training, making sure your staff's skills and knowledge are up-to-date.
- **Be in touch with all the latest technology developments:** New technology is being developed all the time and so it is not sufficient to run a one-off training session. Regular training needs to take place to ensure that staff are using all the latest technology comfortably and to its full potential. This can be achieved through implementing a customized staff IT training program, and by integrating employee training with IT support.
- **Stay ahead of competitors:** Standing still can kill your business, so by making sure your staff are constantly advancing, you will continue to move forward and remain competitive within the marketplace.
- **Be able to see weaknesses and skill gaps:** With regular training, a business can more easily identify any gaps in the market and skill gaps within the existing workforce. By identifying these gaps early, there is time to train staff in these required areas so they can fulfill the role effectively.
- **Maintain knowledge and skill:** Although one off training may be provided to new starters, or other employees, it's important that training schemes are put in place to help develop skills throughout their job. To retain knowledge, skills need to be practiced and refreshed on a regular basis so elements aren't forgotten.
- **Advance employee skills:** Once a business has spent money on providing basic level skills, these can easily be built upon and improved to provide much more benefit to the business. Staff that know more can bring more to the table, and your business will reap the rewards.
- **Provide an incentive to learn:** If training is provided as part of a longer development pathway, employees will have much more incentive to learn, participate in the session and put their new skills into practice.
- **Increase job satisfaction levels:** Through continued investment from the business, staff can have a much higher sense of job satisfaction, which can improve their motivation towards their work. This reduces employee turnover and increases productivity, which directly improves the profitability. It also prevents competitors from taking away your best employees by offering training incentives.
- **Provide internal promotion opportunities:** Employing new staff involves high recruitment costs and hiring fees. However, with ongoing training, your existing staff can become more eligible for internal promotions. Unlike new staff, you can guarantee they have a complete knowledge of your business, the correct skill set and are people that you know and trust.
- **Attract new talent:** All businesses want to have the best employees and so with ongoing training, this will not only mean better staff retention, but the business may also attract better talent from the start, as this gives the business a good image and is a key feature many people look for within their job search.

## 4.2 ESSENTIAL INGREDIENTS OF MANAGEMENT DEVELOPMENT

**Q4. Discuss the essential ingredients of management development.**

*Ans :* (Dec.-18)

The important steps or ingredients of a management development programs are:

**1. Analysis of Organizational Present and development Needs:**

The decision to launch a management development programs having been made, the next thing to do is the close and critical examination of organizational present and future developmental needs. We should know how many and what type of managers are required to meet the present and future needs. An examination of the organizational structure in the light of the future plans of the organization should help one know what the organization requires in terms of functions, departments and executive positions.

Having got the above the information it is easy to prepare the descriptions and specifications for all management positions which in turn, gives us the information as to the kind of education, experience, training, special knowledge, skills and personal traits required for each job.

A comparison of the existing talents plus those that can be developed from within those required to meet the projected needs will help the top management make a policy decision as to whether it wishes to fill those positions from within the organization or from outside sources.

**2. Appraisal of Present Management Talent:**

In order to make the above suggested comparison, a qualitative assessment of the existing management talent should be made and an estimate of their potential for

development should be added to that. Only then can it be compared with the projected required talent.

**3. Inventory of Management Manpower:**

This is prepared to have complete information about each executive in each position. For each member of the management team, a card is prepared listing such data as name, age, length of service, education, work experience, training courses completed, health record, psychological test results and performance appraisal data etc. The selection of the individuals for the management development programs is made on the basis of the kind of background they possess. The management may set certain standards in terms of each of the above factors mentioned on the cards to qualify for the management development programs.

**4. Planning of Individual development Program:**

Guided by the results of the performance appraisal which indicate the strengths and weaknesses of each of his subordinates the executive performs this activity of planning of individual development programs. Each of us has unique set of physical, intellectual, emotional characteristics. Therefore, a development plan should be tailor-made for each individual.

**5. Establishment of Development Program:**

It is the duty of the HR department to establish the well-conceived development opportunities.

The HR department has to identify the existing level of skills, knowledge etc, of various executives and compares them with their respective job requirements. Thus, it identifies developmental needs and will establish specific development programs like leadership courses, Management games, and Sensitivity training. The department may not be in a position to organize development

programs for executives at the top level as could be organized by reputed institutes of management. In such situations, top management deputed certain individuals to the executive development programs organized by the reputed institutes

### 4.3 STRATEGY AND DEVELOPMENT

**Q5. Explain the various companies strategies for providing development.**

*Ans :*

There are several company strategies for providing development.

1. One strategy is to provide development only for top-level executives, senior managers, and employees identified as having high potential.
2. Lower-level managers who play a critical role in motivating and retaining employees are neglected.
3. Another strategy is to require all employees to devote a specific number of hours or spend a certain amount of money on development.
4. While this approach guarantees that employees will partake in development, it tends to emphasize formal courses as the only viable development method.
5. This is counter to adult learning theory which emphasizes that adults want to interact in the learning process and are more motivated to learn when they get to choose the learning topics and the delivery method (e.g., classroom, mentoring, job experiences).
6. The most effective development strategies involve individualization, learner control, and ongoing support.
7. Individualization makes sure that development efforts are directed at capitalizing on the employee's strengths and improving weaknesses.

8. Personality and interest inventories as well as 360-degree feedback provide information about an employee's interests, values, strengths, and weaknesses. Instead of requiring employees to attend courses or workshops, companies should offer a menu of development options.

9. These might include courses offered in the classroom or on the Web, mentoring, discussion groups, support networks, and job experiences.

**(a) Professional goals and motivation:** What professional goals do I have? What excites me to grow professionally?

**(b) Talents and strengths:** What are my talents and strengths?

**(c) Development opportunities:** What development needs are important for me to improve?

**(d) Development objectives and action steps:** What will be my objective for this plan? What steps can I take to meet the objective?

The development framework consist of four sections.

1. **Development roles:** Managers, mentors, development staff, and other roles in the development process.
2. **Performance expectations:** A description of competencies, performance results, and major job experiences required to succeed at each level of the company.
3. **Development needs:** Needs that frequently occur at each career level, those that vary by individual, and the **derailers** that can stall career progress and negatively affect performance. Ways to prevent or deal with derailers are provided.
4. **Development road map:** Descriptions of development activities that should occur at each career level and that support



development needs and prevent derailers. These activities include job experiences, training and education, coaching and mentoring, and self-directed experiences. ,

Employees can access the Development Framework online via the company's virtual campus and Website. Managers can use the tool to discuss development needs in their departments. The framework includes the competencies for each staff level and for each employee, which allows employees to view their personal development needs online. By identifying the competencies that employees want to strengthen, the framework provides a list of activities employees can use to develop those competencies. Employees can use the Development Framework to take charge of their own career.

#### 4.4 APPROACHES TO EMPLOYEE DEVELOPMENT

**Q6. Discuss various approaches to employee development.**

*Ans :*

1. **Stretch assignments and projects:** Think about what special assignments might exist in the coming months and who on your team would benefit from serving on a cross-functional team while developing additional skills.
2. **Job Enrichment:** These opportunities typically exist internally that will benefit an employee's current role, while creating additional ways to develop. Examples could include presentations at team meetings, joining a diversity committee or volunteering.
3. **Mentoring or Coaching:** Whether or not your company has a formal mentoring program, start small. Mentoring and coaching provides demonstrated benefits around quality of work, problem solving and communication skills.
4. **Job Shadowing:** Job shadowing can be a great way for your employees to learn critical elements of other jobs, while further

developing in their own. It is also a great way for employees to more formally explore potential career opportunities internally, yet outside of their current job.

5. **Job Rotation:** Providing an opportunity for your team to move and rotate through one or more positions is another great strategy in employee development. Rotations can last for days, months, or even a year or two.
6. **Lateral move:** Typically with a lateral move an employee takes on a different position with the same salary grade and similar level of responsibilities. In addition to retaining employees longer, the real benefit of a lateral move provides new challenges and skill development.
7. **Promotions:** When executed with the right plan, promoting your employees into a new position is another way to reward great performance, develop skills and increase motivations.

#### 4.4.1 Formal Education

**Q7. Explain the concept of formal education.**

*Ans :*

(May-19, Dec.-18)

Formal education programs include off-site and on-site programs designed specifically for the company's employees, short courses offered by consultants or universities, executive MBA programs, and university programs in which participants actually live at the university while taking classes. These programs may involve lectures by business experts or professors, business games and simulations, adventure learning, and meetings with customers.

For example, Harvard University offers several different programs for executives, high-potential upper-level managers, and general managers (e.g., an advanced management program). Harvard also offers programs on managerial issues such as negotiations and programs for specific audiences (e.g., Senior Executive Program for South Africa).

- Many companies primarily rely on in-house development programs offered by training and development centers or corporate universities rather than sending employees to programs offered by universities.
- Companies rely on in-house programs because these programs can be tied directly to business needs, can be easily evaluated using company metrics, and can involve senior-level management.
- General Electric. (GE) has one of the oldest and most widely known management development centers in the world.
- Leadership, entrepreneurship, and e-business are the most important topics in executive education programs.
- Programs directed at developing executives' understanding of global business issues and management of change are other important parts of executive development.
- There is a movement toward custom courses designed to meet business needs as well as gain an understanding of global business and culture.

**Q8. Explain briefly about assessment.**

*Ans :*

**Assessment**

- Assessment involves collecting information and providing feedback to employees about their behavior, communication style, values, or skills. The employees, as well as their peers, managers and customers, may be asked to provide information.
- Assessment is most frequently used to identify employees with managerial potential and to measure current managers' strengths and weaknesses.
- Assessment is also used to identify managers with the potential to move into higher-level executive positions, and it can be used with work teams to identify individual team

members' strengths and weaknesses as well as the decision processes or communication styles that inhibit the team's productivity.

- Companies vary in the methods and sources of information they use in developmental assessment. Many companies provide employees with performance-appraisal information.
- Companies with sophisticated development systems use psychological tests to measure employees' skills, personality types, and communication styles.
- These types of assessments can help employees understand their tendencies, needs, the type of work environment they prefer, and the type of work for which they are best suited.
- This type of information, along with information they receive from the company about their performance (from performance appraisals) and their potential, can help employees decide what type of development goals might be most appropriate for them
- The personality assessment is combined with 360-degree feedback from peers to provide the company with an idea of employees leadership skills.
- Employees and their managers receive the results, which are used to determine if employees possess the personality needed to take a leadership role at headquarters. In addition to peers, companies may also collect self and manager's ratings of employees interpersonal styles and behaviors. The following sections look at several popular assessment tools.

**4.4.2 Job Experiences**

**Q9. Explain briefly about job experiences.**

*Ans :*

**(Nov.-20)**

Most employee development occurs through job experiences. Job experiences refer to relationships, problems, demands, tasks, or other

features that employees face in their jobs. A major assumption of using job experiences for employee development is that development is most likely to occur when there is a mismatch between the employee's skills and past experiences and the skills required for the job. To be successful in their jobs, employees must stretch their skills-that is, they must be forced to learn new skills, apply their skills and knowledge in a new way, and master new experiences.

Employees are placed in departments in which they have to cope with real-life issues such as working with the kitchen staff or dealing with difficult customers

#### I. Making Transitions :

- (a) **Unfamiliar responsibilities:** The manager must handle responsibilities that are new, very different, or much broader than previous ones.
- (b) **Proving yourself:** The manager has added pressure to show others she can handle the job.

#### II. Creating Change :

- (a) **Developing new directions:** The manager is responsible for starting something new in the organization, making strategic changes in the business, carrying out a reorganization, or responding to rapid changes in the business environment.
- (b) **Inherited problems:** The manager has to fix problems created by his predecessor or take over problem employees. Reduction decisions: Decisions about shutting down operations or staff reductions have to be made.
- (c) **Problems with employees:** Employees lack adequate experience, are incompetent, or are resistant.

#### III. Having High Level of Responsibilities :

- (a) **Highstakes:** Clear deadlines, pressure from senior managers, high visibility, of Responsibility and responsibility for key decisions make success or failure in this job clearly evident.
- (b) **Managing business diversity:** The scope of the job is large with responsibilities for multiple functions, groups, products, customers, or markets.
- (c) **Job overload:** The sheer size of the job requires a large investment of time and energy.
- (d) **Handling external pressure:** External factors that affect the business (e.g., Negotiating with unions or government agencies; working in a foreign culture; coping with serious community problems) must be dealt with.

#### IV. Being involved in Non-authority Relationship :

- (a) **Influencing without authority:** Getting the job done requires influencing peers, Non-authority Relationships higher management, external parties, or other key people over whom the manager has no direct authority.

#### V. Facing Obstacles :

- (a) **Adverse business conditions:** The business unit or product line faces financial problems or difficult economic conditions.
- (b) **Lack of top management support:** Senior management is reluctant to provide direction, support, or resources for current work or new projects.
- (c) **Lack of personal support:** The manager is excluded from key networks and gets little support and encouragement from others.

- (d) **Difficult boss:** The manager's opinion or management style differs from that of the boss, or the boss has major shortcomings.

Although research on development through job experiences has focused on executives and managers, line employees can also learn from job experiences. As was noted earlier, for a work team to be successful, its members now need the kinds of skills that only managers were once thought to need (e.g., dealing directly with customers, analyzing data to determine product quality, resolving conflict among team members). Besides the development that occurs when a team is formed, employees can further develop their skills by switching work roles within the team.

**Q10. How job experiences are used for employee development.**

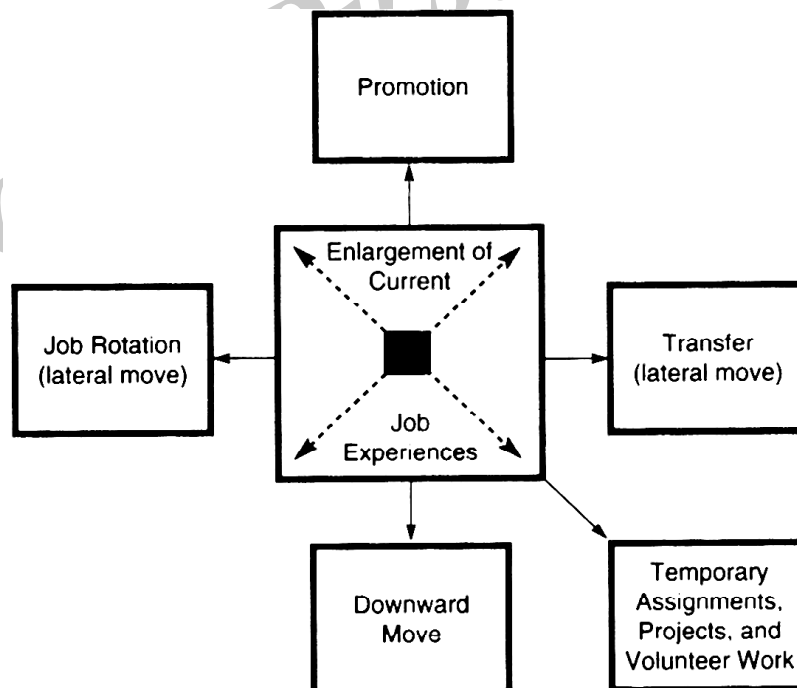
*Ans :*

(Nov.-20, Dec.-18)

**1. Job enlargement**

It refers to adding challenges or new responsibilities to an employee's current job. This could include special project assignments, switching roles within a work team, or research **jij** ways to serve clients and customers.

For example, an engineering employee may be asked task force charged with developing new career paths for technical employees. Through this project work, the engineer may be asked to take leadership for certain aspects of career path develop (such as reviewing the company's career development process). As a result, the engineer has them unity not only to learn about the company's career development system but also to use leadership organizational skills to help the task force reach its goals).



**2. Job Rotation**

It involves providing employees with a series of job assignments in various functional areas of the company or movement among jobs in a single functional area or department.

- Regions Financial has job rotation programs in information technology and regional banking. The two full-time positions in the information technology program involve a 12- to 18-month job rotation within the six information technology departments to work on special projects.
- Employees participating in the company's Retail Leadership Development Program work as tellers, financial service representatives, and branch sales managers to complement instructor-led and computer-based training that focuses on developing service, sales, branch operations, and leadership skills.
- Job rotation helps employees gain an overall appreciation of the company's goals, increases their understanding of different company functions, develops a network of contacts, and improves their problem-solving and decision-making skills.
- Job rotation has also been shown to be related to skill acquisition, salary growth, and promotion rates. However, there are several potential problems with job rotation from both the employee's and the work unit's point of view.
- The rotation may create a short-term perspective of problems and solutions in the employees being rotated and their peers.
- Employees' satisfaction and motivation may be adversely affected because they may find it difficult to develop functional specialties and because they may not spend enough time in one position to receive a challenging assignment.
- Top-level managers may rotate jobs to acquire the experiences they need to prepare for the top management job in the company chief executive officer.

### 3. Transfers

In a transfer, an employee is given a different job assignment in a different area of the company. Transfers do not necessarily involve increased job responsibilities or compensation. They are likely lateral moves (a move to a job with similar responsibilities).

Transfers may involve relocation within the United States' or to another country, which can be stressful for a number of reasons. The employee's work role changes. If the employee has a family, they have to join a new community. Employed spouses may have to find new employment. Transfers disrupt employees' daily lives, interpersonal relationships, and work habits. Employees have to find new housing as well as new shopping, health care, and leisure facilities, and they may be many miles from the emotional support of friends and family. They have to learn a new set of work norms and procedures as well as develop interpersonal relationships with their new managers and peers, and they are expected to be as productive in their new jobs as they were in their old jobs even though they may know very little about the products, services, processes, or employees for whom they are responsible.

Because transfers can be anxiety provoking, many companies have difficulty getting employees to accept them. Research has identified the employee characteristics associated with a willingness to accept transfers.

### 4. Promotions

Promotions are advancements into positions with greater challenges, more responsibility, and more authority than in the previous job. Promotions usually include pay increases.

### 5. Downward Move

Downward move occurs when an employee is given a reduced level of responsibility and authority. This may involve a move to

another position at the same level but with less authority and responsibility (lateral demotion), a temporary cross-functional move, or a demotion because of poor performance. Temporary cross-functional moves to lower-level positions, which give employees experience working in different functional areas, are most frequently used for employee development.

#### 6. Temporary Assignments, Projects, and Volunteer Work

Employee exchange is one example of temporary assignments in which two companies agree to exchange employees. Procter & Gamble (P&G) and Google have begun to swap employees. Employees from the two companies participate in each other's training programs and attend meetings in which business plans are discussed. Both companies hope to benefit from the employee swap. Procter & Gamble is trying to increase its understanding of how to market laundry detergent, toilet paper, and skin cream products to a new generation of consumers who spend more time online than watching television. Google wants to gain more ad revenue by persuading companies to shift from showcasing their brands on television to using video-sharing sites such as YouTube. The idea of the employee swap occurred when Procter & Gamble recognized that a switch to a smaller Tide laundry soap bottle with a more concentrated formula didn't include an online campaign where buyers could find answers as to why the bottle decreased in size.

### 4.5 INTERPERSONAL RELATIONSHIPS

#### Q11. Explain the concept of interpersonal relationships.

*Ans :* (May-19, Dec.-19)

Employees can also develop skills and increase their knowledge about the company and its customers by interacting with a more experienced organizational members.

There are two types of interpersonal relationships used to develop employees.

- (i) Mentoring
- (ii) Coaching

#### Q12. Define mentoring ? Explain the parties involved in mentoring.

*Ans :* (Dec.-19)

There are many perspectives on the definition of mentoring, especially since the relatively recent popularity of personal and professional coaching. Traditionally, mentoring might have been described as the activities conducted by a person (the mentor) for another person (the mentee) in order to help that other person to do a job more effectively and/or to progress in their career. The mentor was probably someone who had "been there, done that" before. A mentor might use a variety of approaches, e.g., coaching, training, discussion, counseling, etc. Today, there seems to be much ongoing discussion and debate about the definitions and differences regarding coaching and mentoring.

#### i) Mentor

According to legend, Mentor is the name of the person to whom Odysseus entrusted the care of his son, Telemachus, when he set out on those famous wanderings of his that we now call an "odyssey" and which took him, among other places, to the Trojan Wars. Mentor was Odysseus' wise and trusted counselor as well as tutor to Telemachus. Myth has it that the goddess Athena would assume Mentor's form for the purpose of giving counsel to Odysseus but, for many centuries now, the goddess has been unavailable for comment to confirm or disconfirm this rumor. At any rate, Mentor's name with a lower-case "m" has passed into our language as a shorthand **term** for wise and trusted counselor and teacher.

**ii) Mentors**

Until recently, in ordinary usage, the term mentor typically was used by the recipient of the counsel or teaching to refer to the person providing it. Thus, I might say that Ed Trapp was my mentor. Observers of such counseling and tutoring relationships have also been known to label certain people as mentors. Kierkegaard, for instance, has been called mentor to an entire movement. But mentors, it seems, have not and do not characteristically refer to themselves as such.

**iii) Mentoring**

In recent years, especially in the management and human resources literature, mentor, which is a noun, has become a verb as well and with or without "in" as an appendage now refers to the patterned behaviors or process whereby one person acts as mentor to another. And, in keeping with current mores and norms, gender seems irrelevant. (This usage, however, has yet to make its way into any dictionary to which this writer has access.) It will surprise some, but not others, to learn that there are consultants whose practices center on advising the rest of us regarding the mysteries of mentoring.

**Q13. Explain the assumptions of mentoring program.**

*Ans :*

Mentoring is a tool that organizations can use to nurture and grow their people. It can be an informal practice or a formal program. Proteges observe, question, and explore. Mentors demonstrate, explain and model. The following assumptions form the foundation for a solid mentoring program.

**Deliberate learning is the cornerstone.**

The mentor's job is to promote intentional learning, which includes capacity building through methods such as instructing, coaching, providing experiences, modeling and advising.

**Both failure and success are powerful teachers.** Mentors, as leaders of a learning experience, certainly need to share their "how to do it so it comes out right" stories. They also need to share their experiences of failure, i.e., "how I did it wrong". Both types of stories are powerful lessons that provide valuable opportunities for analyzing individual and organizational realities.

**Leader need to tell their stories.** Personal scenarios, anecdotes and case examples, because they offer valuable, often unforgettable insight, must be shared. Mentors who can talk about themselves and their experiences establish a rapport that makes them "learning leaders."

**Development matures over time.** Mentoring when it works taps into continuous learning that is not an event, or even a string of discrete events. Rather, it is the synthesis of ongoing event, experiences, observation, studies, and thoughtful analyses.

**Mentoring is a joint venture.** Successful mentoring means sharing responsibility for learning. Regardless of the facilities, the subject matter, the timing, and all other variables. Successful mentoring begins with setting a contract for learning around which the mentor, the protege, and their respective line managers are aligned.

**Q14. Explain the steps involved for mentoring program.**

*Ans :*

**Step 1: Plan the program purpose and design**

A carefully-selected group of stakeholders, or Mentoring Design Team, meets to design and develop program objectives, guidelines, and action plans based on the specific needs of the organization. The Mentoring Design Team produces a Mentoring Plan, which outlines the sequence of events necessary to implement the program. The Mentoring Plan addresses how the organization will approach each of The Mentoring Connection's core design principles described. For example, it will need to answer the following:

- How mentoring can help the organization meet its strategic goals.
- How top management support will be achieved.
- How mentors and mentored will be selected and matched.
- What will be expected of mentors and mentored?
- What learning experiences will be available to participants?
- How the overall program will be evaluated and refined.

It also identifies the program support structure, and outlines roles and responsibilities of a Program Champion, Program Coordinator and the Mentoring Design Team.

### **Step 2: Identify Potential Mentors and Mentored**

The success of any mentoring program depends on the careful recruitment and selection of mentors and mentored. Using specific criteria developed in the Program Design (Step 1), the Program Coordinator and Mentoring Design Team utilize web-based tools to recruit volunteers to participate as mentors and identify mentored candidates.

### **Step 3: Facilitate a Joint Mentor Mentored**

Sponsoring a joint orientation workshop will help mentors, mentored and supervisors to understand the concept and process of mentoring. A joint orientation process includes information about the history of the program, goals, roles, responsibilities, and program support structure. In addition, the orientation explains the matching process and offers participants characteristics to look for in a mentor or mentored.

### **Step 4: Match Mentors and Mentored**

The Program Coordinator and Mentoring Design Team will implement the matching process designed at the program's outset. Every effort will be made to match mentored with mentors who can best support their developmental needs.

### **Step 5: Provide training for mentoring program participants**

A great way to kick off the formal program is with a two-day workshop that gives mentors and mentored the training and tools they need to engage in successful mentoring relationships. The workshop provides mentors with the right mix of coaching skills that will help them share their wisdom of experience. Mentored, too, receive training that will enable them to take advantage of this mentoring opportunity and encourages them to assume an active role in advancing their career. This workshop marks the beginning of the formal mentoring relationship. Early products of this relationship should be a Mentoring Agreement, which outlines how the partners will work together, and a Mentoring Action Plan, which outlines the mentored learning goals and activities.

### **Step 6: Implement the mentoring process**

Mentors and mentored will then implement their Mentoring Agreement and Mentoring Action Plans. Learning activities usually include both class-room training as well as more experiential activities such as special projects and self-study. It is recommended that the Program Coordinator check on the mentoring partnerships throughout the year by providing periodic progress reviews, mentoring forums and one-on-one personal contacts.



**Step 7: Evaluate and track progress**

There is great benefit in having mentors and mentored participate in two “progress reviews:” one at mid-point and one at the end of the program. These reviews give participants the opportunity to ask questions and share their challenges and success stories. This kind of information also allows the program coordinator to make any mid-point or program-end adjustments that will enhance current or future programs.

**Q15. Explain the concept of coaching.**

*Ans :*

Coaching is one of the training methods, which is considered as a corrective method for inadequate performance. According to a survey conducted by International Coach Federation (ICF), more than 4,000 companies are using coach for their executives. These coaches are experts most of the time outside consultants.

A coach is the best training plan for the CEO's because

- It is one to one interaction
- It can be done at the convenience of CEO
- It can be done on phone, meetings, through e-mails, chat
- It provides an opportunity to receive feedback from an expert
- It helps in identifying weaknesses and focus on the area that needs improvement

This method best suits the people at the top because if we see on emotional front, when a person reaches the top, he gets lonely and it becomes difficult to find someone to talk to. It helps in finding out the executive's specific developmental needs. The needs can be identified through 60 degree performance reviews.

**Procedure of the Coaching**

The procedure of the coaching is mutually determined by the executive and coach. The procedure is followed by successive counseling and meetings at the executive's convenience by the coach.

1. Understand the participant's job, the knowledge, skills, and attitudes, and resources required to meet the desired expectation.
2. Meet the participant and mutually agree on the objective that has to be achieved.
3. Mutually arrive at a plan and schedule.
4. At the job, show the participant how to achieve the objectives, observe the performance and then provide feedback.
5. Repeat step 4 until performance improves.

For the people at middle level management, coaching is more likely done by the supervisor; however experts from outside the organization are at times used for up and coming managers. Again, the personalized approach assists the manager focus on definite needs and improvement.

**Q16. Differences between coaching and mentoring.***Ans :***Difference between coaching and mentoring**

Coaching	Mentoring
Coaches need not have first-hand experience of the coachee's line of work. The coach can be an independent external professional with expertise in coaching, or a qualified UCL internal coach.	Mentoring is customarily a planned pairing of a more skilled or experienced person (usually in the same field of work) with a less experienced person.
Line managers can use coaching techniques successfully in the management and development of team members.	Ideally mentors have no line management relationship to the mentee.
Coaches will ask 'powerful' questions and not offer or give advice.	Mentors will often provide direction and advice and should 'open organizational doors' for mentees.
A number of both internal and external coaches are available with a variety of backgrounds and expertise and the services they provide tie in with the organization's objectives.	Mentors can provide a neutral 'sounding board', assure total confidentiality, and have no agenda other than assisting their mentees in their development and to reach their goals.
Effective coaching is intended to help you to learn rather than by "teaching" you. By engaging with an experienced coach, the coachee will develop insights leading to enhanced effectiveness.	Mentoring involves helping mentees to develop their career, skills and expertise often drawing upon the experiences of the mentor in the process.

**4.6 THE DEVELOPMENT PLANNING PROCESS****Q17. Explain briefly about the development planning process.***Ans :***(Dec.-19)**

Development planning process involves identifying development needs, choosing a development goal, identifying the actions that need to be taken by the employee and the company to achieve the goal, determining how progress toward goal attainment will be measured, investing time and energy to achieve the goal, and establishing a timetable for development.

A development need can result from gaps between current capabilities and/or interests and the type of work or position that the employee wants in the future. Some ways that employees can identify opportunities for development include looking at the strengths and weaknesses listed on their most recent performance appraisal and looking at their progress on skills needed to achieve personal goals or their mastery of competencies that the company may have identified.

The company responsibility is primarily taken by the employee's manager. The role of the manager in development planning is to provide coaching, communicate information about development opportunities (e.g., job experiences, courses), help eliminate barriers to development, and refer the employee to other people (human resources) and resources (assessment tools). Managers must also help employees set realistic development goals, establish checkpoints for evaluating progress toward meeting those goals, and ensure that the time requirements for completing the plan are realistic given the employee's job demands.

Development Planning Process	Employee Responsibility	Company Responsibility
1) Opportunity	How do I need to improve?	Company provides assessment information to identify employee's strengths, weaknesses, interests, and values.
2) Motivation	Am I willing to invest the time and energy to develop?	Company assists employee in identifying personal and company reasons for change. Manager discusses steps for dealing with barriers and challenges to development.
3) Goal Identification	What do I want to develop?	Company provides development planning guide. Manager has developmental discussion with employee.
4) Criteria Actions	What will I do to reach my development goal?	Manager provides feedback on criteria. Company provides assessment, courses, job experiences, and relationships.
5) Accountability	What is my timetable? How can I ask others for feedback on progress toward my goal?	Manager follows up on progress toward development goal and helps employee set a realistic timetable for goal achievement.

#### 4.7 COMPANY'S STRATEGIES FOR PROVIDING DEVELOPMENT

**Q18. Explain the various companies strategies for providing development.**

*Ans :*

(May-19, Dec.-19)

There are several company strategies for providing development.

1. One strategy is to provide development only for top-level executives, senior managers, and employees identified as having high potential.
2. Lower-level managers who play a critical role in motivating and retaining employees are neglected.
3. Another strategy is to require all employees to devote a specific number of hours or spend a certain amount of money on development.
4. While this approach guarantees that employees will partake in development, it tends to emphasize formal courses as the only viable development method.
5. This is counter to adult learning theory which emphasizes that adults want to interact in the learning process and are more motivated to learn when they get to choose the learning topics and the delivery method (e.g., classroom, mentoring, job experiences).

6. The most effective development strategies involve individualization, learner control, and ongoing support.
7. Individualization makes sure that development efforts are directed at capitalizing on the employee's strengths and improving weaknesses.
8. Personality and interest inventories as well as 360-degree feedback provide information about an employee's interests, values, strengths, and weaknesses. Instead of requiring employees to attend courses or workshops, companies should offer a menu of development options.
9. These might include courses offered in the classroom or on the Web, mentoring, discussion groups, support networks, and job experiences.
  - (a) **Professional goals and motivation:** What professional goals do I have? What excites me to grow professionally?
  - (b) **Talents and strengths:** What are my talents and strengths?
  - (c) **Development opportunities:** What development needs are important for me to improve?
  - (d) **Development objectives and action steps:** What will be my objective for this plan? What steps can I take to meet the objective?

The development framework consist of four sections.

1. **Development roles:** Managers, mentors, development staff, and other roles in the development process.
2. **Performance expectations:** A description of competencies, performance results, and major job experiences required to succeed at each level of the company.
3. **Development needs:** Needs that frequently occur at each career level, those that vary by individual, and the derailers that can stall

career progress and negatively affect performance. Ways to prevent or deal with derailers are provided.

4. **Development road map:** Descriptions of development activities that should occur at each career level and that support development needs and prevent derailers. These activities include job experiences, training and education, coaching and mentoring, and self-directed experiences. ,

Employees can access the Development Framework online via the company's virtual campus and Website. Managers can use the tool to discuss development needs in their departments. The framework includes the competencies for each staff level and for each employee, which allows employees to view their personal development needs online. By identifying the competencies that employees want to strengthen, the framework provides a list of activities employees can use to develop those competencies. Employees can use the Development Framework to take charge of their own career.

#### 4.8 E-LEARNING AND EMPLOYEE DEVELOPMENT

**Q19. Discuss the concept of e-learning.**

*Ans :*

##### E-Learning and Employee Development

The program helps managers understand their responsibilities in managing performance, employee relations, diversity, and multicultural issues. It moves the learning of all basic management skills to the Web, using classroom experiences for more complex management issues. It also gives managers and their bosses greater responsibility for development, while the company provides support in the form of unlimited access to development activities and support networks. The learning model includes four levels:

1. **Management Quick Views:** Management Quick Views provide practical information on more than 40 common management topics related to business, leadership/management competencies, productivity, and HR issues.

2. **Interactive Learning Modules and Simulations:** These interactive simulations emphasize people / and task management. Employees learn by viewing videos; interacting with models and problem employees; making decisions on how to deal with the problem, issue, or request; and getting feedback on their decision. Case studies are also available for review.
3. **Collaborative Learning:** The learner can connect via the company intranet with tutors, team members, customers, or other learners to discuss problems, issues, and approaches and to share what has been learned.
4. **Learning Labs:** These five-day in-class workshops build on the learning acquired during the previous phases of e-learning. The workshops emphasize peer learning and the development of a learning community. Through challenging activities and assignments, managers gain increased self-awareness of themselves, their work teams, and IBM.

Management Quick Views, Interactive Learning Modules and Simulations, and Collaborative Learning are delivered by technology. Learning Labs is a face-to-face classroom experience. The Basic Blue for Managers program recognizes the role of the boss as coach, supporter, and role model. The boss is involved in the program through coaching and feedback, on-the-job learning experiences, assessment of the manager's development needs and progress, and assistance in completing individual development plans strengths of an interactive **classrooht** experience and support from the manager's boss to create the best (best/**eibpment** program possible.

Evaluations of both **progrants** have been positive. Participants in the Basic Blue for Managers program report satisfaction with program content and delivery. Nearly all the participants have achieved mastery in the 15 subject areas included in the program.

#### 4.9 ELECTRONIC MDPs

**Q20. Discuss briefly about electronic MDP's?**

*Ans :*

(Dec.-19, Dec.-18)

Management development is a systematic process of management training and growth by which individuals (aspiring to rise on the ladder of management) gain and apply knowledge, skills, insights, and attitudes to manage managers, workers and work organizations effectively.

Management development, therefore, means any planned, guided or directed activity undertaken by a manager to help himself become more competent in his present and/or to consciously prepare himself for assuming higher and more important managerial duties and responsibilities so that he can claim promotion by merit or competence.

Management development programme must be based on three principles:

1. All development is self- development,
2. Development programme should recognize individual differences, and
3. Development programme is a long-range process and a manager cannot be produced overnight.

Rapid development of technology has also made an inroad in management development programmes through electronic media which are effective, efficient and of high quality with low cost.

The future trends in management development programmes include : video conferencing, sharing networked resources and internet.

**Benefits**

- Low cost
- Quick learning
- Learner has the flexibility of content, learning convenience.
- Increases in learning efficiency, increment and retraining are free.
- No downtime and no travelling of the participants.
- Participants can be large and geographically dispersed.
- Unlimited amount of review and relearning.

**Evaluation of Management Development Programmes**

- Finally, it is the evaluation process which determines the success or otherwise of the desired programme and results can be used for further improving the future programmes.
- The evaluation results should be provided to trainees, their superiors, subordinates and HRD department of the organization.

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## Short Question and Answers

### 1. Employee development.

*Ans :*

Development refers to formal education, job experiences, relationships, and assessments of personality and abilities that help employees perform effectively in their current or future job and company. Many companies use a combination of development activities

An important focus in the company's employee development program is training in management skills such as controlling costs and time management. Also, technical training is combined with job experiences to help employees better understand construction projects. One project manager worked on the construction of six auto plants, which helps him better understand each stage of the project. Several times each year managers are invited to the company's Leaders Forum. At the Leaders Forum, executives present current business challenges that the company is facing and ask participants to work in teams to generate solutions

Employee development is defined as a process where the employee with the support of his/her employer undergoes various training programs to enhance his/her skills and acquire new knowledge and skills.

### 2. Benefits of employee development.

*Ans :*

#### Benefits of Employee Development

- **Keep up with industry changes:** Industries are constantly changing and so it is important for a business to develop to avoid being left behind. It's also important to make sure your business is complying with any industry regulations, which can be achieved through ongoing training, making sure your staff's skills and knowledge are up-to-date.
- **Be in touch with all the latest technology developments:** New technology is being developed all the time and so it is not sufficient to run a one-off training session. Regular training needs to take place to ensure

that staff are using all the latest technology comfortably and to its full potential. This can be achieved through implementing a customized staff IT training program, and by integrating employee training with IT support.

- **Stay ahead of competitors:** Standing still can kill your business, so by making sure your staff are constantly advancing, you will continue to move forward and remain competitive within the marketplace.

### 3. Approaches to employee development.

*Ans :*

1. **Stretch assignments and projects:** Think about what special assignments might exist in the coming months and who on your team would benefit from serving on a cross-functional team while developing additional skills.
2. **Job Enrichment:** These opportunities typically exist internally that will benefit an employee's current role, while creating additional ways to develop. Examples could include presentations at team meetings, joining a diversity committee or volunteering.
3. **Mentoring or Coaching:** Whether or not your company has a formal mentoring program, start small. Mentoring and coaching provides demonstrated benefits around quality of work, problem solving and communication skills.
4. **Job Shadowing:** Job shadowing can be a great way for your employees to learn critical elements of other jobs, while further developing in their own. It is also a great way for employees to more formally explore potential career opportunities internally, yet outside of their current job.

### 4. Formal education.

*Ans :*

Formal education programs include off-site and on-site programs designed specifically for the company's employees, short courses offered by

consultants or universities, executive MBA programs, and university programs in which participants actually live at the university while taking classes. These programs may involve lectures by business experts or professors, business games and simulations, adventure learning, and meetings with customers.

For example, Harvard University offers several different programs for executives, high-potential upper-level managers, and general managers (e.g., an advanced management program). Harvard also offers programs on managerial issues such as negotiations and programs for specific audiences (e.g., Senior Executive Program for South Africa).

### 5. Assessment.

*Ans :*

- Assessment involves collecting information and providing feedback to employees about their behavior, communication style, values, or skills. The employees, as well as their peers, managers and customers, may be asked to provide information.
- Assessment is most frequently used to identify employees with managerial potential and to measure current managers' strengths and weaknesses.
- Assessment is also used to identify managers with the potential to move into higher-level executive positions, and it can be used with work teams to identify individual team members' strengths and weaknesses as well as the decision processes or communication styles that inhibit the team's productivity.
- Companies vary in the methods and sources of information they use in developmental assessment. Many companies provide employees with performance-appraisal information.

### 6. Job Rotation

*Ans :*

It involves providing employees with a series of job assignments in various functional areas of the company or movement among jobs in a single functional area or department.

- Regions Financial has job rotation programs in information technology and regional banking. The two full-time positions in the

information technology program involve a 12- to 18-month job rotation within the six information technology departments to work on special projects.

- Employees participating in the company's Retail Leadership Development Program work as tellers, financial service representatives, and branch sales managers to complement instructor-led and computer-based training that focuses on developing service, sales, branch operations, and leadership skills.

### 7. Mentoring

*Ans :*

There are many perspectives on the definition of mentoring, especially since the relatively recent popularity of personal and professional coaching. Traditionally, mentoring might have been described as the activities conducted by a person (the mentor) for another person (the mentee) in order to help that other person to do a job more effectively and/or to progress in their career. The mentor was probably someone who had "been there, done that" before. A mentor might use a variety of approaches, e.g., coaching, training, discussion, counseling, etc. Today, there seems to be much ongoing discussion and debate about the definitions and differences regarding coaching and mentoring.

### 8. Procedure of the Coaching

*Ans :*

The procedure of the coaching is mutually determined by the executive and coach. The procedure is followed by successive counseling and meetings at the executive's convenience by the coach.

1. Understand the participant's job, the knowledge, skills, and attitudes, and resources required to meet the desired expectation.
2. Meet the participant and mutually agree on the objective that has to be achieved.
3. Mutually arrive at a plan and schedule.
4. At the job, show the participant how to achieve the objectives, observe the performance and then provide feedback.
5. Repeat step 4 until performance improves.



## UNIT V

**Contemporary issues in Training and Development:** Orientation training, diversity training, sexual harassment training, team-training, cross functional teams, cross cultural training, training for talent management and competency mapping. Career Management, career management systems, Career paths, Career Plateauing, Coping with career breaks, Training for virtual work arrangements.

### 5.1 ORIENTATION TRAINING

#### Q1. Discuss briefly about Orientation Training.

*Ans :*

An effective orientation is a way to assimilate new hires into the company environment. When done properly, it provides the new employee with information on what is required of them, as well as some history of the firm, the company's culture, and its strategic vision. It begins the socialization process for new employees by helping them learn about the way the organization works and what its values.

Orientations can be short (half or one day) or much longer (a week with periodic meetings for months thereafter). Some authors use the term *on boarding* to define the longer more in-depth orientations, others use the term specifically for managers, and still others simply use the terms orientation and onboarding interchangeably. Here, we will use the term orientation to represent both short and longer-term initial socialization processes of all employees.

Why spend time and money on an orientation? New employees will eventually learn about all the aspects of their job whether an orientation program exists or not.

#### Importance

From a learning theory perspective, we know that new learning is based on previous learning. New information is interpreted and understood in the

context of what is already known. The best companies recognize that providing new employees with the information they need to understand the company and its expectations is a good investment. On the first day, the new employee is anxious to impress, nervous about what this new job is all about, and excited about what is in store. It is the new employee's first entry to the organization, so what happens on that first day and the next few days is critical. The first impression of the organization will be lasting, and it is important to orchestrate it in a manner that creates all the images and impressions that will enhance the effectiveness of the company and the employee.

#### Organizations

The orientation is one of the most common types of training programs. It is also one of the most neglected. It is often done haphazardly, with little thought to what should be included. This is true even at the executive level. Consider the survey that indicated that only 39 percent of senior executives were satisfied with their organization's efforts to orient them into the organization.

In some organizations, the orientation lasts a few hours; in others, it can be a few days. Large organizations often develop orientation packages but forget about revising them until they are far out of date. Small organizations frequently develop them with little thought, if they do them at all. The positive outcomes identified by research suggest that the design and development of effective orientations is a good investment for most organizations.

**Q2. Explain the Training Model to Develop Orientation Training.**

*Ans :*

**(a) The Training Needs Analysis**

You might think that a TNA is really not necessary for an orientation; after all, these are new employees, and there are obvious things you need to convey to them. This is exactly what Mecklenburg County thought. They provided new employees with a half-day orientation related to showing new employees how to operate some of the organizational systems (phone, e-mail), how to complete important forms, what procedures to follow in an accident, and so forth. Reaction questionnaires at the end of the orientation indicated that the orientation was too long and boring. But the HRD department thought that such a response was to be expected. There were, after all, several mundane things that were necessary to learn even though they might be boring. So it was assumed that the orientation participants simply did not understand the importance of these things.

**(b) Organizational, Operational, and Person Analysis**

Recall from the training model that the TNA has three inputs: organizational analysis, operational analysis, and person analysis. Previously, we have discussed these analyses separately. Here they are combined, because that is how it happens in practice.

**(c) Design**

The training model identifies the design inputs as the training needs from the TNA, the organizational constraints, and the training methods based on learning theory. For the hypothetical example, we have identified the training needs, which include those mentioned above. But before we begin determining what the training methods to use and the order of training, we need to consider the constraints.

**(d) Organizational Constraints**

Constraints are placed on training by the organization, the environment, and the trainee population. They include factors such as how much time will be available to deliver the training, what mode of delivery is best suited to the trainees, the level of technology in the organization, and the facilities available. The constraints will have been at least partially identified in the TNA. However, additional information will inevitably be required. Again, you will have to collect this information at the organizational, operational, and personal levels.

**(e) Training Objectives**

The process part of the design model calls for the development of training objectives. There are four categories of training objective- reaction, learning, transfer, and organizational outcomes. We will focus primarily on the learning objectives. While there are many objectives to an orientation program we will focus on just a few, as examples.

**(f) Facilitate Learning**

From learning theory, we know that the lecture and lecture/ discussion would be useful for conveying some of the declarative knowledge. However, this type of knowledge can also be provided ahead of time in written form, with the class time used for practice, higher-level knowledge acquisition, attitude development, and explanation. So, based on the objectives you have developed, you need to make some design decisions.

**(g) Ensure Transfer**

In the design phase, you also need to consider transfer of the knowledge and attitudes toward the job. The weekly meetings with the supervisor address this need in the short term. You will need to make sure that the new hire documents the plan for additional learning and gives it to the supervisor. This will form the agenda for the weekly meetings. At three months and six months, you will schedule half-day update sessions.

**(h) Development**

At this point, you identified what needs to be done to facilitate learning and transfer and the instructional methods for your training (inputs to the Development Phase). Now you need to produce the instructional material, manuals, and so forth, and identify the specific equipment and facilities required. In developing the material, you will need to examine each objective carefully and compare it with the material as it is being developed to maximize the likelihood that the objective will be met.

**(i) Implementation**

All the outputs from the development are the inputs for the implementation. As mentioned earlier, it is difficult to illustrate implementation in words. Thus, we just have a few reminders here from earlier portions of the book. Be sure to have a dry run to test out your plan. In addition to a few supervisors and a manager or two, select employees to attend the dry run from among those recently hired, who have shown a positive attitude toward the organization and their work. After revisions, on the basis of the dry run, you are ready to run your first orientation pilot. The pilot actually uses real new hires, but you gather data from them to make final refinements to the program. It would be helpful if all SMEs involved in the training could attend in entirety both the dry run and the pilot. This gives them input into the modifications and a complete understanding of the orientation program.

**(j) Evaluation**

Although this stage is presented after implementation, development of the measures takes place at the same time as development of training. Recall that the output from the design phase is both "Identify alternative methods of instruction" and "Evaluation objectives." So evaluation measures are developed concurrently with the development of the training. The outputs

here are both process and content measures. Again, we provide some reminders about what should be included in your evaluation plan.

**Q3. Explain the measures of orientation training.**

*Ans :*

**1. Process Measures**

Here you focus on measures to assess how closely the orientation training that was actually given matches the training that was developed. The types of measures you can use are

- Interviews with new employees to ask what took place,
- Sitings by orientation designers, and
- Logs by the trainer.

**2. Content Measures**

Content measures deal with the four aspects of evaluation: reaction, learning, behavior, and results. They are based on the training objectives, so a review of those will clarify exactly what is necessary. As you can see, spending time developing good evaluation objectives makes development of the actual evaluation material much easier, as it clarifies exactly what must be assessed and how.

A reaction questionnaire should be developed to assess how trainees feel about the orientation in terms of its content and process. You might want to use a modified reaction questionnaire at the start of the refresher session and ask about the value of the orientation and what would make it better.

As indicated in the hypothetical example, learning should be measured through some assessment at the end of the orientation training. The assessment should measure the learning objectives presented at the start of training, which will require some oral tests and some written tests.

Examination of the transfer of training objectives indicates that measures of behavior will be assessed through various methods. One will be performance appraisals conducted by the employee's supervisor (measuring support of company's mission and core values, examining goals and objectives developed for their unit, and so forth). Another will be team members evaluating the manager's support of team activities. An organizational outcome will be to assess the level of manager turnover, as indicated by the objective developed at the beginning of the process.

## 5.2 DIVERSITY TRAINING

### Q4. Explain briefly about Diversity Training.

*Ans :*

The makeup of the workplace continues to change. What was once predominantly white male is now a diverse group with many races and cultures and increasing numbers of women. As of 2000, 31 percent of the U.S. population was a member of a racial or ethnic minority group, and census projections indicate that by 2030, 40 per cent of the U.S. population will be members of a racial or ethnic minority group. There is a high percentage of older workers in the workforce now. And, of course, women are continuing to increase as a percentage of the workforce.

This diversity creates tension and conflicts in the workplace. One of the reasons is that supervisors (and people in general) tend to make decisions that favor those who are similar to themselves. Thus, ratings of performance, promotion recommendations, and such are often biased in favor of those who are most similar to the person making the evaluation or recommendation. When employees perceive that decisions affecting their pay or status are biased by factors such as race or gender, they become upset.

A recent study found that this similarity bias is directly related to a personal characteristic called "openness to dissimilarity." People who are less open to differences between themselves and others are

more likely to evaluate those who are different (in terms of ethnicity, gender, age, etc.) more harshly and those who are similar more favorably.

Diversity training focuses on understanding the differences that are found among people of different backgrounds (race, age, ethnicity, gender). Diversity in organizations is a fact of life. Diversity training can help everyone in the company understand how differences can be useful to an organization. With the changing demographics in North America, organizations need to be effective in attracting, promoting, and retaining a diverse workforce in order to be competitive. Advantages to an effective diverse workforce are noted. Effective organizations that recognize the issues revolving around employing a diverse workforce do something to capitalize on the advantages and at the same time deal appropriately with any negative aspects of diversity.

### Diversity Training Reduces Prejudice at the Workplace

The workforce today is diverse and comprises people of different age groups and varied ethnic, religious, and cultural backgrounds. Diversity has become intrinsic to the work place and employees need to recognize, manage, and learn how to maximize the benefits of a diverse workplace. Employees must also be made aware of the differences among individuals so that they can interact positively with each other. Through diversity training, managers can understand the differences in the abilities of each employee and the unique contribution and quality of each person. This knowledge can really prove to be beneficial to the organization in the long run.

The main purpose of diversity training is to teach employees to be more open to the views of others. An effective diversity training program enables employees to work productively with people from different backgrounds and contribute collectively to the organizational goals. Diversity training goes a long way in helping people get rid of the stereotypical prejudices that they have about their co-workers. It also helps in educating employees about the issues that may arise on account of the diverse ethnic or social backgrounds that their colleagues or clients belong to.

Companies use different methods for diversity training. A popular method is to use real work-life situations to make the trainees aware of the issues that may come up and how to deal with them. An alternative is to create a forum where people from different backgrounds discuss issues and arrive at universally agreeable solutions. Yet another approach is to give examples of organizations that run successfully with workforce and depict them as role models. Employees will thus become a v. are diversity is prevalent and needs to be dealt with prudently for the success and grade percentage of the organization.

### Factors of Diversify Training

- Top management support,
- Training tailored to the needs of the organization,
- Linking diversity to central operating goals,
- Using trainers who were management or organizational development professionals,
- Enrolling all levels of employees, including top managers,
- Explicitly addressing individual behavior,
- Training followed up and complemented by changes in human resource practices,
- Using other organizational development processes to ensure that training impacts corporate culture.

### Q5. Explain the Training Model to Develop Diversity Training.

*Ans :*

Once again we will go through the phases of the training model discussing some of the points to consider in developing diversity training. This is not meant to be complete, as that would simply require too much time and space. But it will provide some things to consider for each of the phases in the training model.

### 1. Training Needs Analysis

With diversity training, it is advisable to train everyone, so you can demonstrate that all employees are aware of the issues and know the company expectations. We indicated that you might not have to do a TNA when you plan to train everyone. But for diversity training, there are good reasons for conducting at least a partial TNA. "Expected performance" is the way you expect your employees to respond to a diverse workforce. "Actual performance" is the current way they are be having. You likely have examples of this from complaints and concerns expressed in interviews you had with employees to determine actual performance in regard to dealing with diverse employees.

### 2. Design

One of the inputs to the design phase is constraints. In diversity training, you will likely be training everyone, so the amount of time taken up by the training will be a constraint. You will need to balance the cost of the lost productivity against the value of the diversity training. This will involve making a careful match between the training objectives and the time needed to achieve those objectives. Related to this is the number of people you train at one time.

The more people trained, the lower the per person cost of training. However, the larger the number, the more limits you place on the types of training methods you can use. Thus, you will have to examine the methods needed to achieve your objectives relative to the number of trainees that can be accommodated by the method. If training is to go beyond simply providing information, then the size of the training group will need to be controlled.

### 3. Development/Implementation Issues

The primary method of instruction will be the lecture method with video clips and some

AV for support. Things to be done are preparation of all the material required for the training and booking a lecture room large enough for the training. Development of the material and printing of any handouts will need to be completed. A set of video clips will need to be developed or purchased to augment the lecture. Additional AV tools will need to be created. A trainer or set of trainers with appropriate platform skills will need to be chosen.

#### 4. Evaluation Issues

Not enough of the diversity training done in organizations is evaluated to know if it is effective. Management might be concerned about evaluating training because they might discover that training is having no effect. The logic goes something like this: "It is better to provide the training, and if we get sued, we can point to the efforts of our training department as an indication of our commitment to diversity. But if it is evaluated and shown to have no effect, we are worse off in a court of law. As we have noted earlier, however, that is looking at evaluation as a pass/fail system. The goal in evaluating diversity training is to provide input into the training process to create a continuous improvement system.

### 5.3 SEXUAL HARASSMENT TRAINING

#### Q6. Explain the concept of Sexual Harassment Training.

*Ans :*

(Dec.-19)

Sexual harassment is one specific type of behavior that diversity training attempts to eliminate. It deserves special attention because, although it has likely been going on for years, there were relatively few complaints in the past, even though it was against the law. In 1991, however, law clerk Anita Hill filed a sexual harassment complaint in the United States against Clarence Thomas, who at the time was a Supreme Court Justice nominee. Since then, it has become acceptable to file such complaints.

**Sexual harassment** is an unwelcome advance of a sexual nature and can take one of two forms: quid pro quo and hostile environment.

**Quid pro quo harassment** occurs if an employee higher in the organization makes an offer to a subordinate of some job perk (raise, promotion, or easier job) in return for sexual favors. If a supervisor sexually harasses a subordinate, the company can be considered liable, even if no one else was aware of the harassment. If an employee is harassed by someone other than a supervisor (such as a co-worker or customer), the employer can still be liable if evidence shows that the employer was aware or should have been aware of the harassment.

When words, gestures, and/or behaviors make someone feel uncomfortable based on their gender, the result is a **hostile work environment**. The term comes from the U.S. Supreme Court ruling in Meritor Savings Bank v. Vinson. In this case, Vinson was abused verbally and sexually over a number of years by her boss, but she was making good career progress. The court ruled that in this case, the verbal and sexual abuse was "unwelcome" and sufficiently severe and pervasive to be abusive. This notion of a "hostile work environment" is complex in terms of what is and is not considered sexual harassment. Sexual harassment training needs to define these concepts in ways that fit the specific workplace.

#### Important

Although the number of complaints filed with the Equal Employment Opportunity Commission between 1997 and 2007 has declined about 20 percent (15,889 in 1997 and 12,510 in 2007), it is still quite high. About 16 percent of these complaints were from men (up from 11.5% in 1997). The cost to organizations for these complaints was \$49 million in the year 2007, and this does not include the dollars that go to litigation. As with diversity, not paying attention to sexual harassment can be expensive. Irrespective of the damages awarded, preparation and attendance at hearings, in addition to legal expenses, all take away from the bottom line for a company. Furthermore, it is estimated that the damage to a company's

reputation from a sexual harassment charge can decrease the firm's market value on the stock exchange by 5 to 30 percent.

To win a harassment suit in which the supervisor sexually harassed someone, the organization must prove that the supervisor's harassment was against the company's harassment policy. Therefore, maintaining such a policy is critical. The courts accept training supervisors in the use of these policies as compelling evidence of the company's concern regarding the issue. In fact, the court previously held that if a company does not provide some kind of sexual harassment training to its employees, the company will be liable.

### Organizations

A survey of U.S. organizations indicated that more than 80 percent provided some type of sexual harassment training. For many companies it is effective. A survey of 663 human resource practitioners indicated that in 500 of the responding organizations, sexual harassment complaints declined after initiating training.

However, many organizations are not doing a good job in this area. For that reason, we continue to hear of flagrant violations. Consider two of these. The Sydney Frank Importing Company settled a complaint that awarded 100 women a total of \$2.6 million for their sexual harassment complaints. The culprit? The owner/ president. On January 9, 2006, the largest sexual harassment lawsuit ever, at \$1 billion dollars, was filed in Manhattan against Dresdner Klienwort Wasserstein Services, the American branch of Dresdner Bank of Germany.

Going back to the SBI case, we note that a procedure was in place for dealing with harassment. This procedure was correct in that it did not expect the harassed employee to report the allegation to the supervisor (who was the offender), but instead to the supervisor's boss. The problem was that the boss apparently lacked training and failed to take the complaint seriously. In fact, many companies conduct minimal training and even less evaluation of the outcomes of the training. As a result, some states are now mandating training, even for businesses as small as 50 employees.

As noted earlier, sexual harassment of the quid pro quo type is most obvious, and its definition is relatively clear. Defining sexual harassment when it relates to a hostile environment is difficult, and care in determining what is enforceable is important. Those who develop and conduct the training must not bring their own values into the training. Rather, they must present the company's guidelines and their application. It is important that the training does not create situations that are irrelevant and could quite likely lead to a backlash.

Some organizations believe that sexual harassment training for nonsupervisors is unnecessary. All it will do is sensitize employees to the issue and perhaps create more complaints. This line of thinking is an error. The truth is that this type of training might bring to the surface complaints that can be addressed in the early stages. Studies show that training can reduce both the number of complaints and the costs of settling complaints. Everyone needs to know the policy, how it is implemented, what types of behaviors are prohibited, and how to respond when an incident occurs.

Upper management might not believe that training is necessary for them. This position is irresponsible if they understand the law. As we pointed out, if they don't go through training, it leaves the company vulnerable to lawsuits. In addition, upper management often is unaware of what constitutes inappropriate behavior. Interviews with those who interact with upper management will help determine whether a problem exists at that level. Even if no specific problem is uncovered, training is a good idea for everyone.

### **Q7. Explain the Training Model to Develop Sexual Harassment Training.**

*Ans :*

As we indicated at the beginning of this section, sexual harassment is a component of an overall diversity program. Thus, the process followed using the training model in diversity training is much the same for sexual harassment training. Some additional points relating to sexual harassment training bear reinforcing here.

### 1. Training Needs Analysis

As part of the TNA, you need to examine the sexual harassment policy. If one does not exist, this is a nontraining need that must be addressed before training can be effective. The sexual harassment policy provides the information related to "expected behavior (performance)." Also, make sure that a process is in place and a committee set up to deal with complaints. The policy and guidelines provide the basis for much of the training. Part of the TNA would be an examination of the policy to identify the goals of training, the guidelines for the expected behaviors, and the nature of the content that the training will embrace. Actual performance would be reflected in behaviors that actually are occurring in the workplace. Complaints would provide this information.

To customize training to the environment of the company, you need to identify the types of problems that exist in the company. Use the committee set up to handle complaints to obtain initial information about problems and the effectiveness of the procedure for reporting problems. Remember, part of the TNA is used to identify not only training needs but also nontraining needs (roadblocks to transfer of training). Lack of an effective reporting procedure is one such roadblock (nontraining need). You can also meet with small, cross-sectional groups of employees. These groups should be homogeneous in terms of gender and level in the organization.

### 2. Design

Constraints are much the same as for diversity training, primarily because you also want to train everyone. So, for our example, let's assume that the costs associated with being taken to court for sexual harassment, along with the personal costs to females, and the image the company wishes to portray cause upper management to insist that there be more than just lectures on the subject. They want some small group interactions. An example of an objective that might be developed beyond the type indicated in the diversity training is as follows:

The trainee will be able to identify the 5 violations of the company sexual harassment policy after viewing a video of employee interactions.

The choice for training methods here could be a large group for providing information, coupled with smaller groups to discuss issues and examine videos of employee interactions to learn more about inappropriate behaviors.

### 3. Development/Implementation

Again, this is very similar to the diversity training except that there are plans for small-group interactions. Getting enough top-management support and involvement cannot be overstated. So, getting the president's commitment to show up for the kickoff of the training is important. Also developing some sexual harassment videos that demonstrate the various types of harassment will need to be completed. Get agendas set up for small-group discussions and obtain enough group facilitators to run these groups. Also, training of facilitators may be necessary.

For the same reasons given for diversity training, a dry run, but not a pilot, will be conducted.

### 4. Evaluation

Evaluations would be similar to the diversity training. However, for learning, videos similar to those used in the training program should be developed to test trainees on their ability to identify sexual harassment.

## 5.4 TEAM-TRAINING

### Q8. Explain the importance of Team-training.

*Ans :*

Teamwork is a pervasive part of organizational functioning in North America. A survey of Fortune 1000 organizations in the United States indicates that about 70 percent of them uses teams. A survey of Canadian organizations indicates that a similar percentage (76%) uses teams.



**Important**

Use of teams seems to make a difference in the effectiveness of an organization. A common characteristic of North America's 100 best organizations is the effective use of teams. A great deal of evidence indicates that effective teams can significantly improve the effectiveness of an organization.

Work teams are also a benefit to employees, who are given the opportunity to be involved in more meaningful work. More meaningful work leads to other positive organizational outcomes such as

- Improved employee satisfaction and commitment,
- Reduced absenteeism and turnover, and
- Improved performance.

Organizations see a reason to be moving toward this style of management in ever-increasing numbers.

**Organizations**

The use of teams began in earnest a few decades ago under names such as quality of work life, quality circles, employee involvement, and so forth. They all centered on getting workers more involved in their work and helping in a manner beyond what was traditionally expected. These efforts were met with skepticism, particularly by some unions that believed that it was simply a way for management to co-opt workers and reduce the workforce. In some cases, this assessment was probably true. In those early years, many of these efforts failed.

The main reasons for failure were that, after initial team training, there was no,

- Refresher training;
- Evaluation and feedback of team efforts;
- Alignment of systems, procedures, and organizational design to the team approach; and
- Training of new members brought into the team.

From a transfer-of-training perspective, maintaining support from the top, removing roadblocks, and creating systems and practices that support the team process (performance appraisals, compensation systems, and so forth) are critical to the success of the program. Today, there are several successful team efforts; Training in Action 10-3 shows but one of these.

**5.5 CROSS FUNCTIONAL TEAMS****Q9. Discuss briefly about Cross Functional Teams.***Ans :***(May-19)**

Cross-functional collections of employees with sharply-focused objectives and complete operational autonomy are setting new performance standards on shop floors around the country. CEOs are trying to create teams of middle- and senior-managers to give a similar boost to nonshop floor performance.

Harnessing the energies of managers who are individualistic to work in teams poses serious challenges for organizations. The challenge is to ensure that team members work together towards the team goal without clashes of egos, roles, or authority and without external interference.

Companies like Lupin Laboratories, American President Lines (APL), and Otis Elevators (Otis) are succeeding by choosing team members wisely and then equipping each with the skills required to work in a team. They set rules before the teams start functioning and also create a framework for effective self-management, thus enabling individuals in the teams to build rapport.

Lupin Laboratories uses a four-phase process for effective team management. In the first phase, a screening exercise was used to shortlist the people who would actually be part of the teams. In the second phase, the focus was on grooming team members to become business managers who have an appreciation for challenges facing the company.

A training module was designed to explain the challenges being faced by the company, the overall corporate strategy, and the short-term and long-term actions that the management was

planning. Team members received cross-functional training in production, finance, and marketing over a three-month period. In the third phase, the team members were trained in leadership skills through modules designed to develop team spirit. In phase four, a four-day process based on self-evaluation and feedback helped participants to assess themselves on their ability to recall, concept retention, acceptance of feedback, identification with company, and the ability to use the knowledge acquired in the program and apply it to transact business.

Interpersonal skills training was also provided because of the belief that, before anything can be done effectively, employees need to be able to interact effectively with others. All shop-floor employees, supervisors, and managers were trained together. This way, everyone was seen as a regular human being, not supervisor or worker. This approach helped employees work together as a team without necessarily seeing the other person as a boss or supervisor. The training included listening, handling conflict, and negotiation skills.

Team training included leadership, meeting management, group dynamics, and problem solving. As members are provided with these skills, they are also provided with additional skills to explore future career or retirement options. Self-assessment, resume writing, and interview skills are all part of preparing employees for the future at Coke or anywhere else they decide to go. When people work for a company because they want to, rather than because they see no other options, it ensures that they stay because they enjoy their work and want to be part of the Coke team.

**Q10. Explain the Training Model to Develop Team Training.**

*Ans :*

Because there are many types of teams, and many types of training involved in team training, rather than provide a specific example, we will speak in more general terms regarding each of the phases. The team concept usually surfaces when key organizational outcomes are not achieved, and one or more people in upper management suggest that implementing a team concept will "solve the problem." Of course, an experienced and

knowledgeable training manager will suggest that a TNA would be required to fully understand the cause of the problem.

**1. Training Needs Analysis**

The first question to address in the TNA is "What organizational outcomes are not being achieved (expected behavior - actual performance), and to what degree are the work unit structure and job design responsible?" A team concept is just one possible approach to achieving the desired outcomes. Once the cause of the deficit in outcomes is understood, the next question becomes "Will some type of team concept sufficiently improve the outcomes, and if so, is it the best alternative?" Of the many types of team structure available, not all teams work equally well for achieving particular outcomes.

**2. Evaluation**

Even though the organization holds a vested interest in the effectiveness of the team concept, the team itself is at least equally vested in its outcomes. Thus, particularly for team training, the team should be involved in the design and assessment of the evaluation phase. First, the team approach is most often designed to be an ongoing aspect of how the company does its business, so continuous improvement of team training is critical to the success of the company.

Typically, the implementation of teams is beset with difficulties in the beginning because of the departure from the traditional, more comfortable work systems employees are used to. Therefore, it is important to examine each phase of the training process to identify what went well and what needs to be improved. Second, most team approaches are associated with a company's increased emphasis on quality and continuous improvement. Thus, from the TNA through implementation and evaluation, all phases must be carefully examined to provide a solid basis for understanding why desired outcomes were or were not achieved and to identify what corrective action is necessary.

### 3. Process and Content Evaluation

Our approach to evaluation of team training is to involve the team in the design of a reaction questionnaire that will be used at the end of each training module. This use of a reaction questionnaire to measure process differs from our previous discussions, in which the reaction questionnaire is used as an outcome measure. Even though it is also used here to assess outcomes (trainee reactions), the involvement of teams provides a unique opportunity to combine the two.

Process evaluation is not only important for evaluating team training, but it is also a component of effective teams (it is part of the "reasonable and efficient operating procedures" component). Effective teams must periodically assess their process and their outcomes to make the necessary process improvements that will lead to performance improvement. So team training must include a component on evaluation of process and outcomes. By designing the reaction questionnaire to look at both processes and outcomes.

make decisions, and these decisions should not be questioned. Those in a power tolerance culture do not blindly accept decisions made by those in higher positions. In fact, they may choose not to follow a leader if these people believe that it is not in their best interest.

Organizations in power respect cultures have employees who expect to be told what to do, whereas employees in power tolerance culture expect to be consulted. Finally, time orientation is the extent to which people have a long-term versus a short-term outlook on their life and work. In long-term orientation cultures, people focus on the future and value dedication, persistence, and hard work. The payoff is in the future. Short-term orientation cultures focus on the past and present, with emphasis on traditions and social obligations. There are, of course, other differences between cultures as well, and the above was simply to provide an example of the differences that exist. But just these basic differences highlight the importance of being aware of the culture you plan to be operating in.

#### Important

North American businesses continue to expand, moving aggressively into markets around the world. These businesses require their employees to work in different countries and interact with varying cultures. Employees working in a foreign country are called expatriates. These expatriates range from sales staff to various professionals all the way to senior management. To be effective, expatriates need to be aware of the differences between their home culture and the host country's culture, and act accordingly. If they do not, their behavior could lead to embarrassment, confusion, damage to the international relationship, and even loss of market share.

In the 1970s, many of the expatriates sent to other countries for an assignment either came back before the assignment was due to end, or, although they stayed the full duration, their effort was deemed a failure. The problem often cited for the failure was the lack of cultural skills. It has been estimated that these failures and unfinished assignments cost their organizations about 2 billion dollars per year. So, for organizations to be effective in an international marketplace, their expatriates

## 5.6 CROSS CULTURAL TRAINING

### Q11. Explain briefly about Cross Cultural Training.

*Ans :* (May-19)

Culture is the shared values, beliefs, attitudes, and behaviors that a society has in common. So, culture helps shape the behavior of its people and, of course, the way organizations operate. To understand some of the differences between cultures, it is useful to examine the work by Hofstede. He identified five dimensions along which individuals from different cultures seem to differ: individualism/collectivism orientation, uncertainty orientation, goal orientation, power orientation, and time orientation.

Power orientation is the degree with which people accept a power hierarchy in their society. Power respect cultures accept the power differences in the hierarchy. In these cultures, it is understood that those above in the hierarchy have the right to

must operate successfully. An important part of the preparation for success working in a different country is training/orientation in the culture of that country.

### Organizations

Today, most multinationals who use expatriates do offer some type of cross-cultural training. However, in choosing an employee to represent the organization in a foreign subsidiary, many managers still consider the key component to be technical competence, with minimal attention being paid to the interpersonal skills and the domestic situations of potential expatriates. This is in spite of research that suggests that failure in expatriate assignments is more likely due to family and personal issues and the lack of cross-cultural skills that enable people to adapt to their new environment. Cross-cultural training does help in that regard, but this training needs to be for everyone in the family, not just the expatriate.

### Q12. Explain the Training Model to Develop Cross-Cultural Training.

*Ans :*

Training for an expatriate assignment is important for all the reasons mentioned earlier. This cross-cultural training/orientation needs to be developed in the same manner as any training.

#### 1. Training Needs Analysis

In the development of cross-cultural training, the organizational outcomes not being achieved are future oriented (expected future performance in the foreign country— actual future performance in the foreign country). Expected performance is effective performance in the host country culture. This operational analysis information (describing how effective managers behave) would come from the host country. The person analysis is how the expatriate behaves presently. Some of the information in this analysis could come from experts in the specific culture, former expatriates, and the literature. However, it is also important to conduct interviews with host country employees. These employees can help identify problems that have occurred in the past with expatriates as well as identify

methods for optimizing expatriate management performance. This step is often ignored. The output here (training needs) would be the necessary items to be learned in order to be effective in the culture. The nontraining needs would be roadblocks that the organization in the host country had that would prevent the expatriate from being effective.

#### 2. Design

One of the inputs to the design phase is constraints. In determining the type of training to provide and how long it should be, an important constraint is the cost versus benefit. Many organizations, although realizing that training is important, tend to be concerned about the cost of some training. One way to examine this is to look at the cost/benefit ratio of a short training program versus a more comprehensive training program.

#### 3. Development/Implementation

The training will utilize reading material, on-line discussion with current expatriates in the region, CDs, and role-plays. In the predeparture training, the focus is on providing

- Cross-cultural awareness,
- Cross-cultural communication skills, and
- Business etiquette and procedures.

For the on-site training, there should be a review of the predeparture training, as often the hectic time prior to leaving for a foreign assignment causes one to lose her concentration. Then training will focus on questions that the expatriate and her family have now that they are living in the foreign country. This will take place a few times per week for a number of weeks.

#### 4. Evaluation

Reaction questionnaires should be designed to rate the relevance and value of the training and should be completed just before beginning the on-site training. Learning will

be measured by an on-line test of multiple-choice questions completed a week after training. Learning will also be evaluated at the end of training using multiple videos portraying various cultural gaffes. Behavior will be assessed from 360-degree performance appraisals completed on the expatriate after six months in the country. In the appraisals, there will be dimensions related to how the expatriate is fitting into the culture of the host country. Organizational results will be measured in terms of a drop in expatriates returning early from their assignments because of a frustration with their situation in the host country.

### 5.7 TRAINING FOR TALENT MANAGEMENT & COMPETENCY MAPPING

#### 5.7.1 Training for Talent Management

**Q13. Define talent management. Explain the objectives of talent management.**

*Ans :*

Talent Management was initially used as an HR tool in the recruitment process. It has since developed into an essential business wide practice, used by management to cover many areas such as; succession planning, development of the organisation and individuals, performance enhancement and organisational capability.

These Talent Management training course materials are suitable for any organisation no matter how far into their Talent Management journey. The talent management training will help your participants set up their Talent Management system or can be used as a health check to refocus or identify problem areas.

**Talent Management Definition:** Those individuals who are of particular value to an organisation, either in view of their 'high potential' for the future or because they are fulfilling business/operation-critical roles etc.

**Concept & Business Case:** Recognising that Talent Management needs to be one of your organisations key priorities

**Talent /management Strategy:** Ensuring that the talent strategy is closely aligned with the corporate strategy must be a priority

#### Talent Management Continuum

- **Attracting Talent:** Both internally and externally
- **Developing Your Talent:** To meet organisational and individual needs
- **Managing Your Talent:** Active steps taken to retain and engage talent for the future health of the organisation and individual
- **Succession Planning:** Identifying and developing internal talent pools for key/critical organisational positions
- **Evaluating Your Talent:** High level and individual evaluations to ensure you have a robust Talent Management system in place
- **Retaining Your Talent:** Identifying ways to help improve retention of your talent

#### Objectives

At the end of this talent management training session your participants will be able to:

- Recognise the business case for talent management and succession planning.
- Identify the need to have talent management integrated into the strategy of their organisation in order to retain talent.
- Recognise the key steps required to implement the Talent Management Continuum.
- Draw up an action plan to address your talent management needs.

**Q14. Explain the Tools are Needed for Talent Management Training.**

*Ans :*

The shift from an ad hoc to a strategic talent management program can greatly aid a company in the achievement of its business objectives. And

while there is no one-size-fits-all solution for talent optimization, leaders should consider implementing elements such as:

### 1. Objective metrics

The need for metrics seems obvious. However, amid high-growth, job descriptions are often in flux, as is the nature of the associated opportunities. But regardless of these challenges, no company will ever be able to get the most out of its workforce without clearly defining roles and goals as well as addressing issues such as incentive compensation and advancement.

### 2. Strategic alignment

Talent, too often, is treated as an afterthought. According to the survey conducted for The Talent Imperative, fewer than one in ten executives from mid-sized private companies say their talent strategies are intimately aligned with overall strategic planning. This can be a critical mistake, as any strategic plan must be executed by people. So incorporating the views of HR – injecting talent into strategic planning – becomes an essential and relatively easy to use tool for optimizing overall performance.

### 3. Targeted training and development

As talent and strategy become more closely aligned, companies will begin to get a better handle on their specific talent challenges. Often topping the to-do list: enhancing training and development.

### 4. Key talent identification/retention

Going hand-in-hand with talent training and development, fast-growing companies need to make sure that their most valuable employees are engaged and satisfied: with work/life balance, compensation, strategic direction and a host of related variables. Once dissatisfied, it is often too late to turn things around. Companies need to make a concerted effort to proactively identify and work to satisfy the needs of their most critical talent.

### 5. Career-pathing

As talent processes mature, companies can begin to add elements that can lead to anything from performance improvement to breakthrough. Providing each worker – particularly their most valuable employees – with a clear job description and performance metrics is only a start. The most enlightened companies take matters a step (or two) further. That is, they engage with each employee to get a sense of personal abilities, aspirations and needs to develop a growth and development plan within the organization..

### 6. Talent mapping

Talent mapping is a formalized process of linking the talent on hand to the talent that will be needed to support growth in order to assess shortfalls or gaps. As companies pursue greater alignment between talent management and strategic planning, they begin to see increasingly greater value in talent mapping.

#### 5.7.2 Training for Competency Mapping

**Q15. Define competency ? Explain the characteristics of competency.**

*Ans :*

Competency is a fairly deep and enduring part of a person's personality and can predict behavior in a wide variety of situations and job tasks. A competency is something that describes how a job might be done, excellently; a competence only describes what has to be done, not how. A competency is a combination of tacit and explicit knowledge, behavior, and skills that give somebody the potential for effectiveness in task performance.

A competency can be defined as a specific, identifiable, definable, and measurable knowledge, skill, ability, and/or other deployment-related characteristic (e.g., attitude, behavior, physical ability) which a human resource may possess and which is necessary for, or material to, the performance of an activity within a specific business context".

### Characteristics of Competency

There are five types of competency characteristics – motives, traits, self-concept, knowledge, and skills. Of these, motives, traits, and self-concept are invisible whereas knowledge and skills are visible. These are described hereunder:

1. **Motives:** Things a person constantly thinks about or wants, which result in actions.
2. **Traits:** Physical characteristics and consistent responses to situations or information.
3. **Self-Concept:** A person's attitudes, values, or self-image.
4. **Knowledge:** Information that a person has in specific content areas.
5. **Skills:** The ability to perform a certain mental or physical task.

#### Q16. Explain the types of Competency.

*Ans :*

The three types of competencies are:

1. **Universal:** These competencies emphasize that all the employees of an organization must reflect the company's values, culture, and business imperatives, e.g., customer focus, teamwork, communication skills, and cost-effective service delivery.
2. **Transferable:** These competencies include skills and abilities needed to perform several roles in varying degrees of importance and mastery, e.g., leadership and managerial skills.
3. **Unique:** These competencies refer to specialized know-how or abilities required within a specific role or job.

#### 5.7.3 Competency Mapping

#### Q17. Define Competency Mapping. Explain the objectives of Competency Mapping.

*Ans :*

**Competency** can be defined as a specific, identifiable, definable, and measurable knowledge,

skill, ability, and/or other deployment-related characteristic (e.g., attitude, behavior, physical ability) which a human resource may possess and which is necessary for, or material to, the performance of an activity within a specific business context".

Large organizations frequently employ some form of competency mapping to understand how to most effectively employ the competencies of strengths of workers.

Competency mapping can also be done for contract or free-lance workers, or for those seeking employment to emphasize the specific skills which would make them valuable to a potential employer. These kinds of skills can be determined, when one is ready to do the work.

#### Definition of Competency Map

**According to Green,** "Competency is a description of measurable work habits and personal skills used to achieve a work objective".

**Competency mapping** is a process of identifying key competencies for an organization and/or a job and incorporating those competencies through the various processes (i.e. job evaluation, training, recruitment, career and succession planning) of the organization.

**According to Dhar,** "Competency mapping is the process of identifying key competencies for an organization and the jobs and functions within it".

**According to Garrette,** "Competency mapping is a process an individual uses to identify and describe competencies that are the most critical to success in a work situation or work role".

**According to Nedunchezian and Prabhakar,** "Competency mapping is the process of identifying key competencies for a particular position in an organization and then using it for job evaluation, recruitment, training and development, performance management, succession planning which results in talent induction, management development appraisals, and in identifying training needs".

**According to Boyatzis (1982)** "A capacity that exists in a person that leads to behavior that meets the job demands within parameters of organizational environment, and that, in turn brings about desired results"

### Objectives of Competency Mapping

To identify and describe the factors which are critical to the functioning of a particular job/work so that a match can be established between the skills required to perform a job and actual talent of job holder.

1. To hire right kind of people for right job by establishing standards.
2. To identify the training and development needs of individual or organization.
3. To do job evaluation and formulation of appropriate incentive plans.
4. Defining the factors of success in works and work role within the organization.
5. Assessing the current performance and future development need of staff holding jobs and roles.
6. Mapping one after other possibilities for employees within the organization.
7. Assigning compensation grades and levels to particulars jobs and roles.
8. Selecting applicants for open positions using ability based on interviewing techniques.

### Q18. Explain the steps Involved in Competency Mapping.

*Ans :*

(May-19)

The steps involved in competency mapping with an end result of job evaluation include the following:

1. Conduct a job analysis by asking incumbents to complete a Position Information Questionnaire (PIQ). This can be provided for incumbents to complete, or you can conduct one-on-one interviews using the PIQ as a guide. The primary goal is to gather from incumbents what they feel are the key behaviors necessary to perform their respective jobs.

2. Using the results of the job analysis, develop a competency based job description. A sample of a competency based job description generated from the PIQ may be analyzed. This can be developed after carefully analyzing the input from the represented group of incumbents and converting it to standard competencies.
3. With a competency based job description, begin the mapping of competencies throughout human resources processes. The competencies of the respective job description become factors for assessment on the performance evaluation. Using competencies will help guide you to perform more objective evaluations based on displayed or not displayed behaviors.
4. Taking the competency mapping one step further, we can use the results of evaluation to identify in what competencies individuals need additional development or training. This will help in focusing training needs on the goals of the position and company and help employees to develop toward the ultimate success of the organization.

### Q19. Explain the Methods of Competency Mapping.

*Ans :*

Competency mapping is necessary at an individual and organizational level. At the individual level, competency mapping spells-out the performance level required to be exhibited by an individual in order to achieve job goals and objectives successfully, whereas it is the basis of performance management system for achieving organizationwide success in human performance. Therefore, competency mapping holds the key to success of performance management in any organization. There are various methods for competency mapping as explained below:

#### 1. Past Performance-Based Method

This approach uses Behavioral Event Interview (BEI). It is an adaptation of critical incident interview. This method uses Thematic Apperception Test (TAT) in probing data about individual personality and cognitive



styles of thinking, feeling, etc. This is an interview technique based on the premise that the best predictor of future behavior is past behavior. Steps followed in this method are:

- i) Identifying the position to be mapped.
- ii) Identifying outstanding performers, and below average, or average performers.
- iii) Interviewing them by using BEI.
- iv) Generating the list of competencies needed (from outstanding performers) and not needed (from below average or average performers).

## 2. Job-Focused Method

Job-focused approach/method has the task, role, or job profile of the incumbent as the central point. The starting point of this method makes use of position information questionnaire, which gathers information on the incumbent's position. This method includes:

- i) Understanding the purpose of the job.
- ii) Asking incumbents to list down the job's major activities and accountabilities.
- iii) Mapping each accountability or major task.

## 3. Value-Based Method

This method uses normative, cultural, and traditional values of the organization to construct competencies. It ranges from a very careful and structured dialogue process involving top leadership, to simple pronouncements made by the CEO or HR Head on the competency list generated by HR group.

### Q20. What are the Model for Competency Mapping?

*Ans :*

There are three models in mapping the competencies described as follows:

#### 1. One-Size-Fits-All Competency Model

This model uses the data obtained from existing job descriptions and job analysis. The

data pertaining to a class of jobs, for example, civil structural engineers/sales representatives will be consolidated and key features will be identified to convert them into competency traits. The general features like organizational mission, objectives and culture related competence would be added to build a competency model for a civil structural engineer/sales representative likewise.

#### 2. Multiple Job Competency Model

There are three steps in this. In the first step, competencies required for organizational function will be identified. Secondly, these competencies will be classified into technical, social, marketing, management, finance and general. In the third step, combination of competencies will be grouped to draw a particular role like finance manager, technical manager, quality manager likewise.

#### 3. Single Job Competency Model

This is a traditional, time tested and commonly used method. A position that is most important and belief', performed well will be identified from a class of positions (jobs). Data will be obtained observing its incumbent while performing the job, discussing with him/her and other related departments, past records, decisions taken by that person, formal job description, etc. The data so obtained will be used to build competency model for that particular position.

### Q21. Discuss various Approaches to Competency Mapping.

*Ans :*

There are eleven approaches to competency analysis, and these approaches are also used as tools to identify competencies. These approaches or tools are as follows:

1. **Expert Opinion:** The simplest method is for 'experts' (members of the personnel department and representatives of line management) to get together and draw data list from their own understanding of 'what

counts', possibly by reference to other published lists. This will certainly save time and trouble, but it may not be particularly analytical and reliance on other people's ideas could result in a list being drawn up which is irrelevant to the real needs and requirements of the business. When defining generic or individual, role competencies it is essential to ensure that they flow directly from the core competencies of the business so that people competencies are fully integrated with and support business competencies.

2. **Workshops:** A more structured approach through a workshop is likely to produce better results, particularly if the workshop is mainly comprised of people who are actually doing the job. The competence definitions will then be expressed in the language of the job-holders and are likely to be much more acceptable as well as realistic.

The workshop facilitator's roles are to help the group to analyze its findings, to prompt, to provide examples and to assist generally in the production of a set of competence dimensions which can be illustrated by behavior-based examples. The facilitator may have some ideas about the sort of headings that may emerge from this process but should not try to influence the group to come to a conclusion which it has not worked out for itself, albeit with some guidance.

3. **Questionnaire Method:** The most popular and widely used technique in assessing competencies is questionnaire method. This method helps in all the three levels of competency assessment: organization, function and job. A few relevant variables need to be identified and developed.
4. **Interview Method:** Interviewing job incumbents to elicit what competencies are required to perform a job effectively reveals valuable information that helps in identifying the most relevant competencies of a job. Resource persons who are trained on interview method use both a standardized and contingency format to collect information. Format contains combination of

structured and open-ended questions. Taking into account the scope of study, either all or representative sample of employees will be subjected to these interviews. Likewise, interviewing head of department, chief executive can reveal function and organizational level competencies.

5. **Observation Method:** Resource persons observe the top and average performers while working and taking decisions, interacting with people, leading co-employees, learning new aspects and applying them. Typically, the first part of such report contains record of observations and the second part observer's own interpretation and analysis of this record. This observation of extreme performers in action facilitates identification of the competencies required to carry out a task or job in the most efficient manner and also, what inadequacy in competencies result in average performance. However, effectiveness of this method depends upon the objectivity and neutrality of observers.
6. **Story Writing Method:** In this method, employees and their superiors will be asked to write in descriptive fashion, tasks they perform and knowledge, skills and behavioral characteristics required performing such tasks with quality, precision and results. Writings from all employees and superiors will be collected and analyzed to assess competency requirements of various jobs and functions at the organizational level.
7. **Critical Incident Technique:** Major incidents either resulted in remarkable results or failures to organizations and individuals if studied can provide wealth of information on competencies required to handle such incidents. In this method, a few incidents happened in the past or situations likely to arise at present or future will be chosen for a special study. Both observers and incumbents of the jobs will write a descriptive version on the origin of incident. How this has been tackled, why a particular approach is used over others, what knowledge, skill or soft skills are used in resolving such an incident and

what results are expected and actually what is achieved. Data collected using this method particularly helps in identifying critical competencies.

8. **Repertory Grid:** This method is somewhat similar to critical incident technique. Repertory grid is used to identify dimensions of good and poor standards of performance. These dimensions are developed through interviewing and surveying jobholders to explore what behaviors make some to perform exceedingly well while others give poor performance.
9. **360-degree Survey:** Collecting views as well as perceptions of all stakeholders regarding what competencies are desirable and essential to lead an organization, manage departments and perform various jobs in an organization effectively, yields a lot of information. This data involving all stakeholders on all competency levels can be collected using questionnaires, essay writings, debates and conferences.
10. **Focus Groups:** In this method, employees :
  - i) Who are performing exceedingly well, and
  - ii) Whose innovation rate is far superior and who have the record of breaking status quo will be formed as a focus group. This group will work on identifying and suggesting the ideal competency model to put into practice at organizational, functional and job level for magnificent results.
11. **Case Study Method:** Highly successful performances which employees cherish and regard the best in their career in an organization and events of under performances must be studied in depth in order to understand circumstances in which performance goes to peak and conditions that cause below average performance. Skills required to successfully manage adverse conditions and skills required to create conducive conditions of superior performances can be identified. The case

study method is used where a detailed study is required. Resource persons conduct the study with the help of a structured and unstructured information seeking formats.

## Q22. Explain the Benefits of Competency Mapping.

*Ans :*

Competency-mapping is a time-consuming and a serious exercise and should be handled by only those professionals who are trained in it. Initially, the help of a consultant may be sought who can train some managerial staff in this technique. Once adopted successfully, the approach yields a number of benefits to both the organization and the individual.

### A) Benefits of Competency Based Assessment at Organization Level

1. **Helps in Assessment of Employees:** It helps an organization in assessing the employees against the industry/ company-recognized standards.
2. **Reduces Training Cost:** It can reduce training cost considerably as learning and development take place on the job and only areas needing development are considered for focus.
3. **Used for Employee Mobility:** Assessment data generated through this method can be used for promotion to critical roles, succession planning, filling up of vacancies and for forming teams with complementary skills.
4. **Identifies Development Needs:** It is very effective in identifying development needs and human resource development.
5. **Helps in Re-Organization and Receptivity:** It can help in re-organization and assessment of receptivity to organizational changes.
6. **Improves Organizational Productivity:** Through development of employees' knowledge and skills, the assessment/development centre approach can improve organizational productivity and the bottom line.

### B) Benefits of Competency-based Assessment at Individual Level

The individual can undertake self-assessment at one's own convenience.

1. The knowledge and skills of the individual come to light.
2. The individual learns on the job, at one's own pace.
3. The time required for self-development taken by it is comparatively much less than that taken by any other method of self-development.
4. It can suggest suitable moves for platitude managers.

Once the competencies are mapped a follow up skill audit is a must, which can be carried out for assessing, measuring and recording the competencies of an individual or a group required for various jobs.

## 5.8 CAREER MANAGEMENT

### Q23. Define Career Management. Explain the importance of Career Management.

*Ans :*

Career development is important for companies to create and sustain a continuous learning environment. A study conducted by PricewaterhouseCoopers of companies in finance, online services, hospitality, real estate, and high-tech industries suggests that companies that are successful at managing the employee growth that accompanies business expansion and increased demand for their products and services focus on recruitment, career development, culture orientation, and communications. These companies emphasize that employees are responsible for career management. But they also provide company resources that support careers, such as career counselors, development opportunities, mentoring, and managerial training in how to coach employees. The opening vignette about Accenture shows the value of career management for both employees and their employer. The biggest challenge companies face is how to find a balance between advancing current employees' careers while simultaneously attracting and acquiring employees with new skills.

Career management can help employees satisfy these needs. Career management is becoming Important also because the workplace is an area in which social equality, workplace diversity, and personal liberation can be achieved.

Career management is not something that companies do for employees. Rather, employees have to take the initiative to manage their career by identifying the type of work they want, their long-term work interests, and the skills they would like to develop.

**Career management** is the process through which employees

- Become aware of their own interests, values, strengths, and weaknesses.
- Obtain information about job opportunities within the company.
- Identify career goals.
- Establish action plans to achieve career goals

Career management is important from both the employees' perspective and the company's perspective. From the company's perspective, the failure to motivate employees to plan their careers can result in a shortage of employees to fill open positions, lower employee commitment, and the inappropriate use of monies allocated for training and development programs.

### Q24. Explain the objectives of career management.

*Ans :*

#### Objectives of Career Management

Career management programmes encompass a large number of these human resource management practices with the following objectives:

1. **Assisting employees to improve their performance:** Career management programmes strive to involve employees in setting their own goals and recognizing their strengths and weaknesses. It assists employees with the identification and facilitation of training needs and opportunities. This is mainly achieved by building a process of feedback and discussion into the performance management systems of institutions.

2. **Clarifying available career options:** Through career management programmes employees are informed of career options available within the institution. It assists employees with the identification of skills and other qualities required for current and future jobs. Most career management programmes seek to focus employees career plans upon the institution, thereby enhancing their commitment to the institution. In doing this, career paths are developed that indicate mobility in different directions in the institution for employees.
3. **Aligning the aspiration of employees with organizational objectives:** Many organizations attempt to assist employees in their career planning through career management programmes. Career management programmes furthermore seek to improve the matching of jobs with the right employees. An assessment of the skills and competencies of employees could assist in accommodating them in positions that suit them better. Through the application of practices such as transfers and rotation, an institution's operational effectiveness can be improved. Career management programmes can also result in a reduction in the need to recruit externally as employees with the required capabilities are revealed through their career planning.
3. **Solving staffing problems:** Effective career management may serve as a remedy for certain staffing problems. Rate of employee turnover can be slashed because of the feeling that there is existence of opportunity within the organisation. It may be easier to go for new recruitment as the company develops its employees and provides better career opportunities.
4. **Satisfying employee needs:** The current generation of employees are very different from those of past generation in terms of their set of needs. Again higher levels of education have raised their career expectations and many of the employees hold their employers directly responsible in providing better opportunities for realization of their career expectations.
5. **Enhanced motivation:** Since, progression along the career path is directly related to job performance, an employee is likely to be motivated and perform at peak levels to accomplish career goals.
6. **Employment equity:** Effective career management demand fair and equitable recruitment, selection and placement and try to eliminate discriminatory practices concerning promotions and career mobility. Such type of affirmative programmes contains formal provisions that become helpful for enhancement of the career mobility of women and other minorities groups emphasizing employment equity.

**Q25. Explain the benefits of career management.**

*Ans :*

1. **Staffing inventories:** Effective career management ensure a continuous supply of professional, technical and managerial talent for the fulfillment of organisational goal.
2. **Staffing from within:** Most organisations like to promote employees from within for available positions because of the many potential advantages. In order to recruit from within, it requires a strong career management programme that ensures effective performance of employees in their new jobs.

**Q26. Explain the elements of career management.**

*Ans :*

The three elements common to most career management programmes are the following:

1. **Career Planning:** Career planning is a deliberate process of becoming aware of opportunities, constraints, choices and consequences identifying career related goals and programming work, education and related development experiences to provide the direction, timing and sequence of steps to attain a specific career goal. Career

planning is also a process undertaken by employees and their supervisors. The employee is responsible for self-assessment, identifying career interests and development needs. As part of the process of self-assessment the employee analyze his or her skills and experience as well as his or her strengths and weaknesses. Career planning is also more effective if done jointly by the individual and the organization. The organization has a stake in successful career planning as it needs a steady supply of adequately trained people to do jobs at every level of the organization.

2. **Career Pathing:** Based on the career expectations identified in the process of career planning, possible career paths are mapped out for employees. Career paths set out a sequence of posts to which employees can be promoted, transferred and rotated. It should however be noted that each employee could have a multitude of career pathing options. career paths should be established by an organization's career development system. The existence of such career paths communicates to employees specific step-by-step objectives and identifies possible role models in the organization. In setting career paths, employees and their supervisors must be realistic in terms of their potential and the time frames in which the career goals captured in the career paths can be achieved.
3. **Career Development:** Career development refers to a planned effort to link the individual's career needs with the organization's workforce requirements. It could furthermore be seen as a process for helping individuals plan their careers in concert with an organization's business requirements and strategic direction. It is also important to note that, along the concept of alignment between the individual and the organization, career development is an ongoing process. One of the organization's roles is to provide training and development opportunities to meet the requirements for movement along the career path.

**Q27. Explain how career management. Influence on career motivation.**

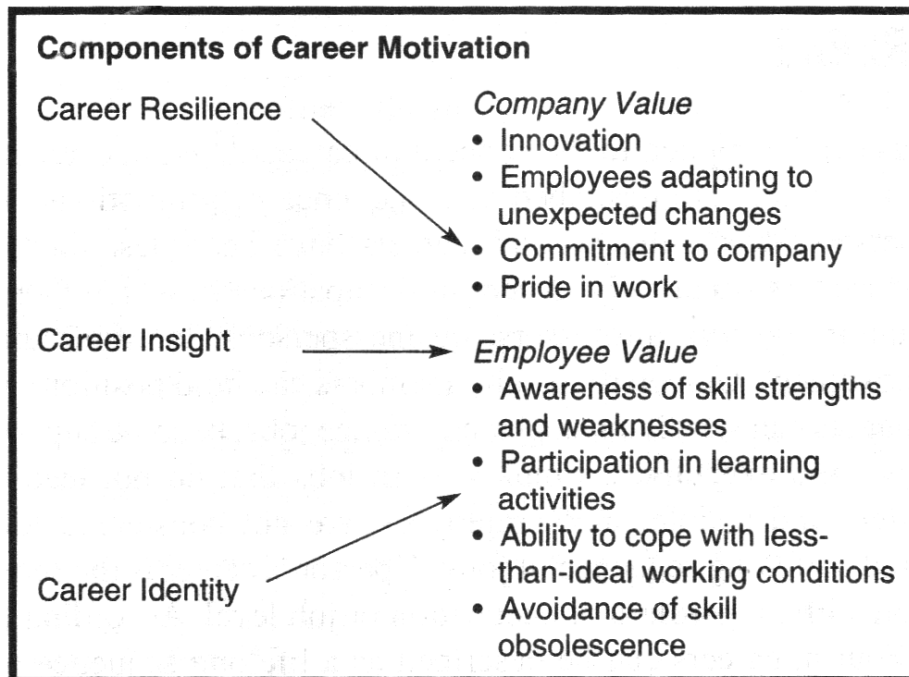
*Ans :*

**Career Management's Influence on Career Motivation**

Companies need to help employees manage their careers to maximize their career motivation. Career motivation refers to employees' energy to invest in their careers, their awareness of the direction they want their careers to take, and their ability to maintain energy and direction despite barriers they may encounter. Career motivation has three aspects: career resilience, career insight, and career identity. Career resilience is the extent to which employees are able to cope with problems that affect their work. Career insight involves (1) how much employees know about their interests and their skill strengths and weaknesses and (2) their awareness of how these perceptions relate to their career goals. Career identity is the degree to which employees define their personal values according to their work.

Career motivation likely has a significant relationship to the extent to which a company is innovative and adaptable to change. Employees who have high career resilience are able to respond to obstacles in the work environment and adapt to unexpected events (such as changes in work processes or customer demands). They are dedicated to continuous learning, they are willing to develop new ways to use their skills, they take responsibility for career management, and they are committed to the company's success. Research suggests that low career motivation may be especially detrimental for older, more experienced employees.

Employees with high career insight set career goals and participate in development activities that help them reach those goals. They tend to take actions that keep their skills from becoming obsolete. Employees with high career identity are committed to the company; they are willing to do whatever it takes (e.g., work long hours) to complete projects and meet customer demands. They also take pride in working for the company and are active in professional and trade organizations. Research suggests that both career identity and career insight are related to career success.



**Fig. The value of career motivation**

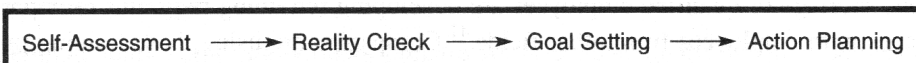
Career motivation is positively influenced by the extent to which companies provide opportunities for achievement, encouragement for development, and information about career opportunities. Career management systems help identify these opportunities and provide career information. Career management systems that give employees flexibility to make career choices based on both their work and life interests and demands may be especially useful for employee motivation and retention.

### 5.8.1 Career Management Systems

**Q28. Explain Career Management Systems.**

*Ans :*

Companies' career management systems vary in the level of sophistication and the emphasis they place on the different components of the process. However, all career management systems include the components shown in Figure: self-assessment, reality check, goal setting, and action planning.



**Fig. : The Career Management Process**

The four steps in the career management process use the development activities (assessment, job experiences, formal courses, relationships).

#### 1. Self-assessment

Self-assessment refers to the use of information by employees to determine their career interests, values, aptitudes, and behavioral tendencies. It often involves psychological tests such as the Strong-Campbell Interest Inventory and the Self-Directed Search. The former helps employees identify their occupational and job interests; the latter identifies employees' preferences for working in

different types of environments (e.g., sales, counseling, landscaping). Tests may also help employees identify the relative value they place on work and leisure activities. Self-assessment can also involve exercises such as the one in Table 11.4. This type of exercise helps employees consider where they are now in their careers, identify future plans, and assess how their career fits with their current situation and available resources. Career counselors are often used to assist employees in the self-assessment process and interpret the results of psychological tests.

## 2. Reality check

Reality check refers to the information employees receive about how the company evaluates their skills and knowledge and where they fit into the company's plans (e.g., potential promotion opportunities, lateral moves). Usually, this information is provided by the employee's manager as part of the performance appraisal process. It is not uncommon in well-developed career planning systems for the manager to hold separate performance appraisals and career development discussions.

## 3. Goal Setting

Goal setting, employees develop short- and long-term career objectives. These goals usually relate to desired positions (e.g., to become sales manager within three years), level of skill application (e.g., to use one's budgeting skills to improve the unit's cash flow problems), work setting (e.g., to move to corporate marketing within two years), or skill acquisition (e.g., to learn how to use the company's human resource information system). These goals are usually discussed with the manager and written into a development plan.

## 4. Action Planning

In **action planning**, employees determine how they will achieve their short and long-term career goals. Action plans may involve enrolling in training courses and seminars, conducting informational interviews, or

applying for job openings within the company. Fresh assignments allow employees to take advantage of their existing skills, experiences, and contacts while helping them develop new ones. At Wachovia, employees in the information technology department occasionally find themselves between projects. Wachovia's Grid program allows IT employees the opportunity to work on new tasks and projects that interest them but that lie outside their current position.

### Q29. Explain the factors of effective career management system.

*Ans :*

1. System is positioned as a response to a business need or supports a business strategy.
2. Employees and managers participate in development of the system.
3. Employees are encouraged to take active roles in career management.
4. Evaluation is ongoing and used to improve the system.
5. Business units can customize the system for their own purposes (with some constraints).
6. Employees need access to career information sources (including advisors and positions available).
7. Senior management supports the career system.
8. Career management is linked to other human resource practices such as performance management, training, and recruiting systems.
9. System creates a large, diverse talent pool.
10. Information about career plans and talent evaluation is accessible to all managers.

### Q30. How to evaluate career management system.

*Ans :*

Career management systems need to be evaluated to ensure that they are meeting the needs of employees and the business.



Several types of outcomes can be used to evaluate career management systems. First, the reactions of the customers (employees and managers) who use the career management system can be determined through surveys. For example, employees who use the services (planning, counseling, etc.) can be asked to evaluate the information's timeliness, helpfulness, and quality. Managers can provide information regarding how the system affected the time needed to fill open positions in their department as well as the quality of the job candidates and the employees selected for the positions. Second, more objective information related to the retention rates of key employees or managers of the career management system can be tracked, such as actual time to fill open positions, employee use of the system (including contact with career counselors, use of career libraries, or inquiries on job postings). or number of employees identified as ready for management positions. If the goals of the system relate to diversity, the number of women and minorities promoted into management positions may be an appropriate measure.

Evaluation of a career management system should be based on its objectives. If improving employee morale is the system's goal, then attitudes should be measured. If the system objectives are more concrete and measurable (as with a system designed to retain employees with high potential for management), then appropriate data (turnover rates) should be collected.

### 5.8.2 Career Paths

#### Q31. Discuss briefly about Career Paths.

*Ans :*

(Nov.-20)

A career path is a sequence of job positions involving similar types of work and skills that employees move through in the company. Career paths are important for attracting, retaining, and developing employees. They help companies offer career options to their employees that help them make job choices that best fit their life situation. Also, career paths help companies build employees' skills through a series of jobs or roles.

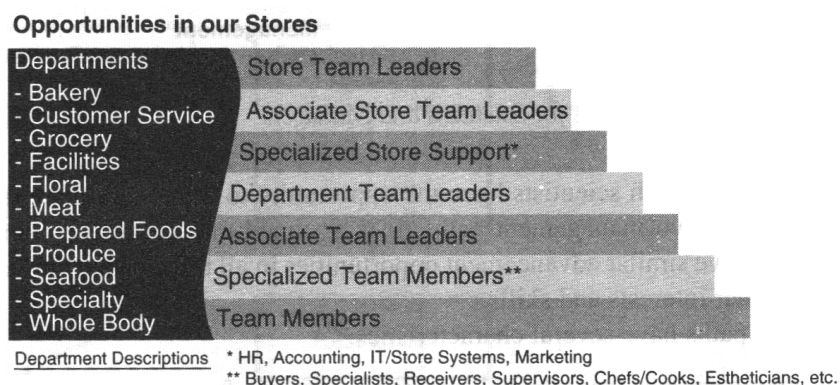
Developing career paths involves analyzing work and information flows, important development experiences, qualifications and the types of tasks performed across jobs, similarities and differences in working environments, and the historical movement patterns of employees into and out of jobs.

#### Q32. Discuss briefly about dual career path.

*Ans :*

(Nov.-20)

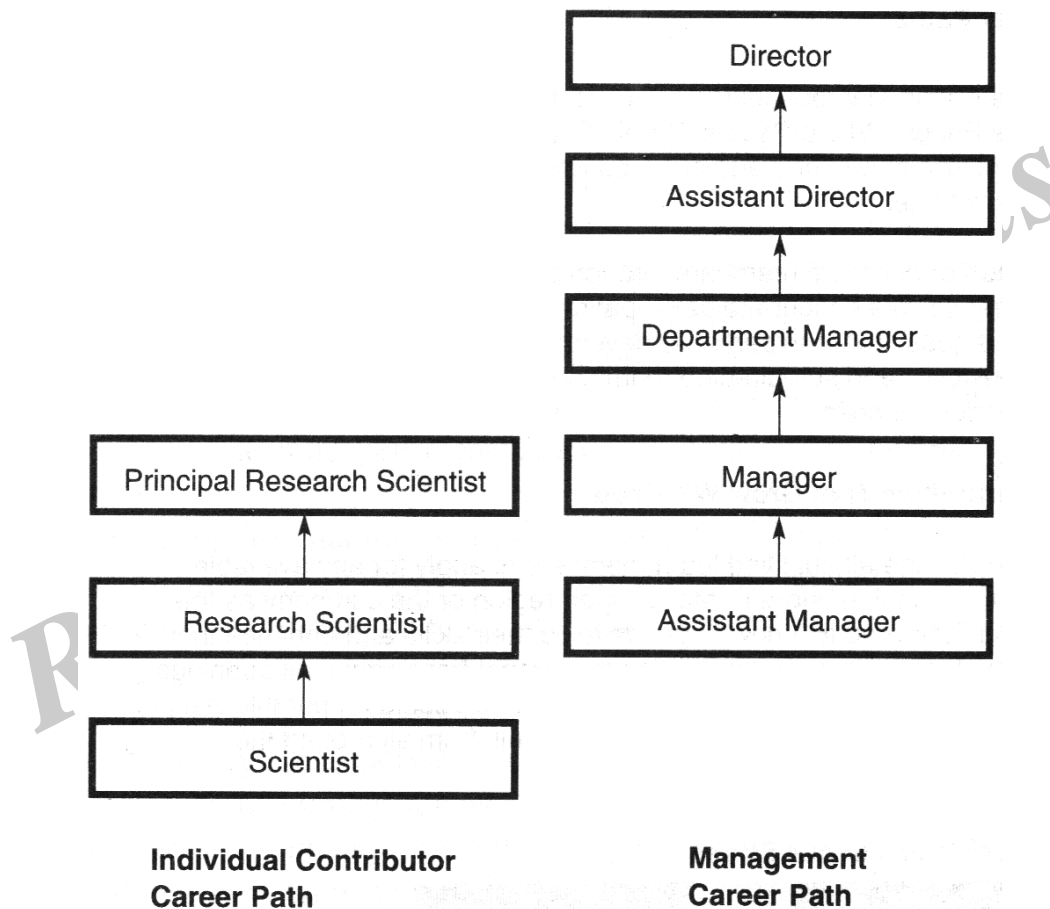
For companies with professional employees such as engineers and scientists, an important issue is how to ensure that they feel valued.



**Fig.: Career Paths in Whole Foods Market Stores**

Traditional career paths for scientists and managers. Advancement opportunities within a technical career path are limited. Individual contributors who move directly into management may lack the experience and/or competencies needed to be successful. Managerial career paths may be more highly compensated than technical career paths. A career path system such as the one in Figure can have negative consequences for the company. Scientists may elect to leave the company because of lower status, less salary, and fewer advancement opportunities than managers enjoy. Also, if scientists want to gain status and additional salary, they must choose to become managers. Scientists who cannot meet the challenges of a managerial position may leave the company.

Many companies are using multiple- or dual-career-path systems to give scientists and other individual contributors additional career opportunities. A dual-career-path system enables employees to remain in a technical career path or move into a management career path.



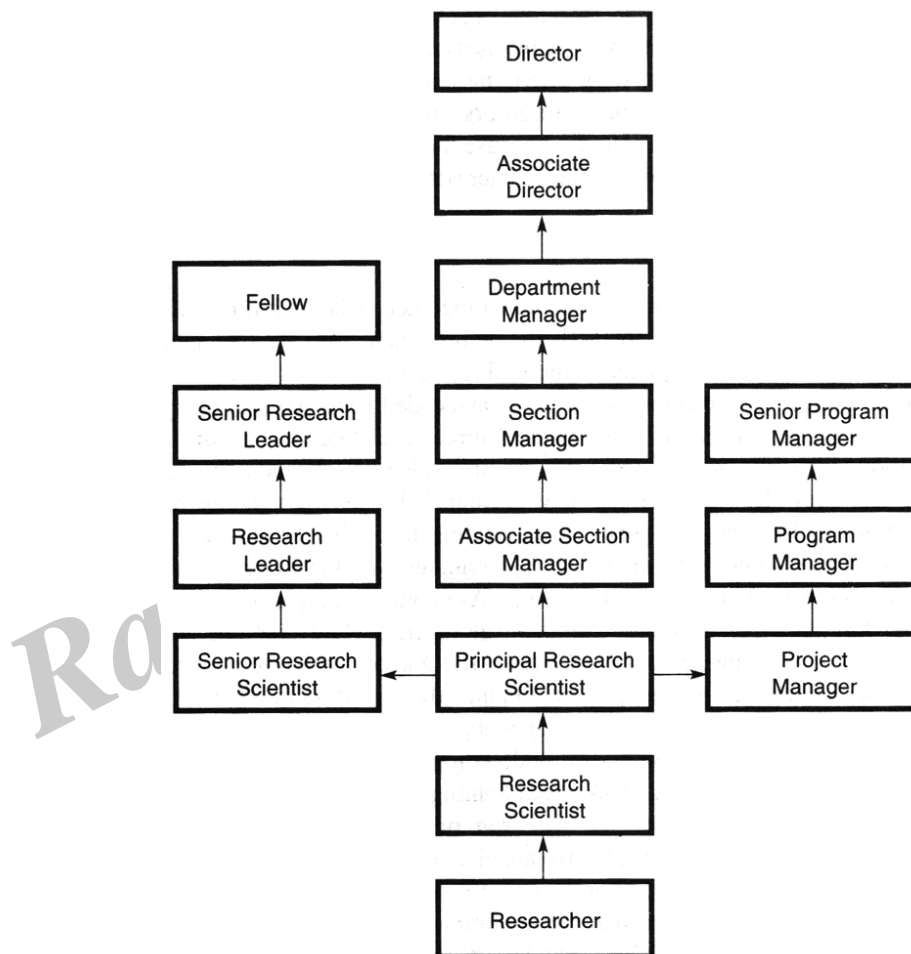
**Fig. Traditional Career Paths for Scientists and Managers**

Effective dual-career paths have several characteristics:

- Salary, status, and incentives for technical employees compare favorably with those of managers.
- Individual contributors' base salary may be lower than that of managers, but they are given opportunities to increase their total compensation through bonuses (e.g., for patents and developing new products).
- The individual contributor career path is not used to satisfy poor performers who have no managerial potential. The career path is for employees with outstanding technical skills.

- Individual contributors are given the opportunity to choose their career path. The company provides assessment resources (such as psychological tests and developmental feedback). Assessment information enables employees to see how similar their interests, work, values, and skill strengths are to those of employees in technical and managerial positions

A good example of the process used to develop an effective dual-career-path system is found at British Petroleum Exploration (BPX). BPX's individual contributors could not move to higher positions in the company without assuming managerial responsibility. After individual contributors reached the top job in the career path, their choices were to stop progressing upward or leave the company. BPX decided to develop a dual-career-path system similar to that in Figure. One path was for managers, the other for individual contributors. The paths were comparable in terms of responsibility, rewards, and influence.



**Fig. : Example of Dual-Career-Path System**

Managers, individual contributors, and human resource staff all contributed to the development of the dual-career-path system. The first step in the process was to create descriptions of skills and performance levels that applied to managerial and individual contributor positions. Skill matrices were constructed for the two career paths. Each skill matrix described the skills needed for each position within each career path. The skill matrices were distributed to all employees so that they were aware of the skills they needed in their current job and the skills they needed to develop to change jobs. The skill matrices were integrated with other human resource systems including performance management, reward, and training.

### 5.8.3 Career Plateauing

#### Q33. Discuss briefly about Career Plateauing.

*Ans :* (Dec.-18)

Plateauing means that the likelihood of the employee receiving future job assignments with increased responsibility is low. Compared to employees in other career stages, midcareer employees are most likely to plateau.

The salary and status of his job have not changed much, but the knowledge and skills needed and the time demands have increased dramatically. He used to manage people, but now he spends most of his time managing information. He is given fewer resources to accomplish more work. He once had his own secretary to manage his schedule and handle phone calls, but not any more. His phone is constantly ringing, and his e-mail box is filled with messages.

Plateauing is not necessarily bad for the employee or the company. A plateaued employee may not desire increased job responsibilities. A plateaued employee's job performance may meet the minimum acceptable standards. Plateauing becomes dysfunctional when the employee feels stuck in a job that offers no potential for personal growth. Such frustration results in poor job attitude, increased absenteeism, and poor job performance.

Employees can plateau for several reasons:

- Discrimination based on, for example, age, gender, or race.
- Lack of ability.
- Lack of training.
- Low need for achievement.
- Unfair pay decisions or dissatisfaction with pay raises.
- Confusion about job responsibilities.
- Slow company growth resulting in reduced development opportunities.

#### Possible Remedies for Plateaued Employees

- Employee understands the reasons for plateauing.
- Employee is encouraged to participate in development activities.

- Employee is encouraged to seek career counseling.
- Employee does a reality check on his or her solutions.

Employees should be encouraged to do a reality check on their plateauing solutions through discussions with their manager, co-workers, and human resource manager. A reality check is necessary to ensure that their solutions are realistic given the resources available in the company. At times it may be in the best interest of the employee and the company if the employee is encouraged to leave the company.

### 5.8.4 Coping with Career Breaks

#### Q34. Explain about coping with career breaks.

*Ans :* (Dec.-19)

Both men and women face major problems in trying to return to work after taking several months or years off for family or other reasons. Since 2001, approximately 1.4 million U.S. forces have been deployed in Iraq and Afghanistan. The Uniformed Services Employment and Re-employment Rights Act covers deployed employees' rights, such as guaranteeing jobs when they return, except under special circumstance. Reservists are often not given much advance warning of their mobilizations, which can last for a few weeks or several years. Peers are often asked to take over the work load of the reservists, which can mean longer work hours, a larger work load, and more time at work on weekends and evenings. These disruptions are worse for small companies than for large companies because the loss of a few employees can have a greater impact on the other employees. Although federal law requires employers to hold reservists' jobs, the job they return to might be different from the one they left and could even be in a different location. Even reservists who return to the same job will likely experience some career disruption because they may not be running the same projects or have the same leadership roles.

Reservists who return to work after active duty have to prove themselves all over again. Companies must ensure that returning reservists are provided with career counseling and information on jobs and

career opportunities in order to minimize the negative career influence of having to leave their job.

Women are more likely than men to leave jobs for family reasons. Women trying to return to work often find that their skills and knowledge are out-of-date and that they have lost their professional network. Because of the need to retain skilled employees in the areas of accounting, finance, and consulting, many companies are helping women cope during their family leave by offering special work arrangements, such as small project work, training, and mentoring.

### 5.9 TRAINING FOR VIRTUAL WORK ARRANGEMENTS

**Q35. Explain the concept of virtual work arrangements.**

*Ans :*

(Dec.-19)

Virtual work arrangements include virtual teams as well as telecommuting, work that is conducted in a remote location (distant from central offices) where the employee has limited contact with peers but is able to communicate electronically. The critical feature of virtual work arrangements is that location, organization structure, and employment relationships are not limiting factors. For example, employees from two or three organizations may work together on projects designed to meet the strategic and operational needs of their organizations. Similarly, employees within a single organization may work with peers from different units or functions on a project team. Virtual knowledge teams have members that are distributed across multiple time zones, countries, and/or companies.

They are more diverse than other knowledge teams, with team members representing different specialties and perhaps different cultures, languages, and organizational allegiances. These teams do not have constant membership. Team members may move onto and off the team at different points in a project. Some members may participate in all team tasks, whereas others may work only on some. Successful virtual knowledge teams need structure (e.g., reporting relationships, membership),

leadership (empowered, shared leadership, integration with other teams), shared values (what do we value as a team, how will we run meetings, make decisions, and solve problems?), and rewarded goals (what are our key goals, what do customers need from us, and how will we reward goal accomplishment?)

If team members are from different cultures, working from a distance can make language and cultural differences even more difficult to deal with. For example, teams responsible for evaluating business opportunities for Shell Technology Ventures, a subsidiary of Royal Dutch/Shell found that it was challenging to create a team process structured so that team members who prefer structure can move forward without creating so much bureaucracy that it inhibits team members who do best in an unstructured environment.

There are two training challenges for virtual work arrangements. First, companies have to invest in training delivery methods that facilitate digital collaboration. Digital collaboration refers to an inter-action between two or more people mediated by a computer. The Web, intranet, and learning portals enable employees to access training from their desktops and to collaborate with others on an as-needed basis. Virtual work arrangements rely on digital collaboration. Virtual team members need training in team work skills and understanding cultural differences as well as in technical skills and competencies needed to perform their jobs. Second, for companies with virtual work arrangements, having knowledge, knowing which employees possess it, and sharing knowledge within and across functions, teams, and individuals are critical for effectiveness.

## Short Question and Answers

### 1. Orientation training

*Ans :*

An effective orientation is a way to assimilate new hires into the company environment. When done properly, it provides the new employee with information on what is required of them, as well as some history of the firm, the company's culture, and its strategic vision. It begins the socialization process for new employees by helping them learn about the way the organization works and what its values.

Orientations can be short (half or one day) or much longer (a week with periodic meetings for months thereafter). Some authors use the term *on boarding* to define the longer more in-depth orientations, others use the term specifically for managers, and still others simply use the terms orientation and onboarding interchangeably. Here, we will use the term orientation to represent both short and longer-term initial socialization processes of all employees.

### 2. Measures of orientation training

*Ans :*

#### (i) Process Measures

Here you focus on measures to assess how closely the orientation training that was actually given matches the training that was developed. The types of measures you can use are

- Interviews with new employees to ask what took place,
- Sitings by orientation designers, and
- Logs by the trainer.

#### (ii) Content Measures

Content measures deal with the four aspects of evaluation: reaction, learning, behavior, and results. They are based on the training objectives, so a review of those will clarify

exactly what is necessary. As you can see, spending time developing good evaluation objectives makes development of the actual evaluation material much easier, as it clarifies exactly what must be assessed and how.

A reaction questionnaire should be developed to assess how trainees feel about the orientation in terms of its content and process. You might want to use a modified reaction questionnaire at the start of the refresher session and ask about the value of the orientation and what would make it better.

### 3. Factors of Diversify Training

*Ans :*

- Top management support,
- Training tailored to the needs of the organization,
- Linking diversity to central operating goals,
- Using trainers who were management or organizational development professionals,
- Enrolling all levels of employees, including top managers,
- Explicitly addressing individual behavior,
- Training followed up and complemented by changes in human resource practices.

### 4. Sexual harassment training

*Ans :*

Sexual harassment is one specific type of behavior that diversity training attempts to eliminate. It deserves special attention because, although it has likely been going on for years, there were relatively few complaints in the past, even though it was against the law. In 1991, however, law clerk Anita Hill filed a sexual harassment complaint in the United States against Clarence Thomas, who at the time was a Supreme Court Justice nominee. Since then, it has become acceptable to file such complaints.

**Sexual harassment** is an unwelcome advance of a sexual nature and can take one of two forms: quid pro quo and hostile environment.

**Quid pro quo harassment** occurs if an employee higher in the organization makes an offer to a subordinate of some job perk (raise, promotion, or easier job) in return for sexual favors. If a supervisor sexually harasses a subordinate, the company can be considered liable, even if no one else was aware of the harassment. If an employee is harassed by someone other than a supervisor (such as a co-worker or customer), the employer can still be liable if evidence shows that the employer was aware or should have been aware of the harassment.

## 5. Cross Functional Teams

*Ans :*

Cross-functional collections of employees with sharply-focused objectives and complete operational autonomy are setting new performance standards on shop floors around the country. CEOs are trying to create teams of middle- and senior-managers to give a similar boost to nonshop floor performance.

Harnessing the energies of managers who are individualistic to work in teams poses serious challenges for organizations. The challenge is to ensure that team members work together towards the team goal without clashes of egos, roles, or authority and without external interference.

Companies like Lupin Laboratories, American President Lines (APL), and Otis Elevators (Otis) are succeeding by choosing team members wisely and then equipping each with the skills required to work in a team. They set rules before the teams start functioning and also create a framework for effective self-management, thus enabling individuals in the teams to build rapport.

## 6. Cross cultural training

*Ans :*

Culture is the shared values, beliefs, attitudes, and behaviors that a society has in common. So, culture helps shape the behavior of its people and, of course, the way organizations operate. To understand some of the differences between

cultures, it is useful to examine the work by Hofstede. He identified five dimensions along which individuals from different cultures seem to differ: individualism/collectivism orientation, uncertainty orientation, goal orientation, power orientation, and time orientation.

Power orientation is the degree with which people accept a power hierarchy in their society. Power respect cultures accept the power differences in the hierarchy. In these cultures, it is understood that those above in the hierarchy have the right to make decisions, and these decisions should not be questioned. Those in a power tolerance culture do not blindly accept decisions made by those in higher positions. In fact, they may choose not to follow a leader if these people believe that it is not in their best interest.

## 7. Talent management

*Ans :*

Talent Management was initially used as an HR tool in the recruitment process. It has since developed into an essential business wide practice, used by management to cover many areas such as; succession planning, development of the organisation and individuals, performance enhancement and organisational capability.

These Talent Management training course materials are suitable for any organisation no matter how far into their Talent Management journey. The talent management training will help your participants set up their Talent Management system or can be used as a health check to refocus or identify problem areas.

**Talent Management Definition:** Those individuals who are of particular value to an organisation, either in view of their 'high potential' for the future or because they are fulfilling business/operation-critical roles etc.

**Concept & Business Case:** Recognising that Talent Management needs to be one of your organisations key priorities.

**Talent /management Strategy:** Ensuring that the talent strategy is closely aligned with the corporate strategy must be a priority.

### 8. Objectives of talent management

*Ans :*

At the end of this talent management training session your participants will be able to:

- Recognise the business case for talent management and succession planning.
- Identify the need to have talent management integrated into the strategy of their organisation in order to retain talent.
- Recognise the key steps required to implement the Talent Management Continuum.
- Draw up an action plan to address your talent management needs.

### 9. Characteristics of competency

*Ans :*

There are five types of competency characteristics – motives, traits, self-concept, knowledge, and skills. Of these, motives, traits, and self-concept are invisible whereas knowledge and skills are visible. These are described hereunder:

- (i) **Motives:** Things a person constantly thinks about or wants, which result in actions.
- (ii) **Traits:** Physical characteristics and consistent responses to situations or information.
- (iii) **Self-Concept:** A person's attitudes, values, or self-image.
- (iv) **Knowledge:** Information that a person has in specific content areas.
- (v) **Skills:** The ability to perform a certain mental or physical task.

### 10. Competency Mapping

*Ans :*

**Competency** can be defined as a specific, identifiable, definable, and measurable knowledge, skill, ability, and/or other deployment-related characteristic (e.g., attitude, behavior, physical

ability) which a human resource may possess and which is necessary for, or material to, the performance of an activity within a specific business context".

Large organizations frequently employ some form of competency mapping to understand how to most effectively employ the competencies of strengths of workers.

Competency mapping can also be done for contract or free-lance workers, or for those seeking employment to emphasize the specific skills which would make them valuable to a potential employer. These kinds of skills can be determined, when one is ready to do the work.

#### Definition of Competency Map

**According to Green,** "Competency is a description of measurable work habits and personal skills used to achieve a work objective".

**Competency mapping** is a process of identifying key competencies for an organization and/or a job and incorporating those competencies through the various processes (i.e. job evaluation, training, recruitment, career and succession planning) of the organization.

### 11. Objectives of competency mapping

*Ans :*

- (i) To hire right kind of people for right job by establishing standards.
- (ii) To identify the training and development needs of individual or organization.
- (iii) To do job evaluation and formulation of appropriate incentive plans.
- (iv) Defining the factors of success in works and work role within the organization.
- (v) Assessing the current performance and future development need of staff holding jobs and roles.
- (vi) Mapping one after other possibilities for employees within the organization.
- (v) Assigning compensation grades and levels to particulars jobs and roles.



**12. Job-Focused Method***Ans :*

Job-focused approach/method has the task, role, or job profile of the incumbent as the central point. The starting point of this method makes use of position information questionnaire, which gathers information on the incumbent's position. This method includes:

- (i) Understanding the purpose of the job.
- (ii) Asking incumbents to list down the job's major activities and accountabilities.
- (iii) Mapping each accountability or major task.

**13. Career Management.***Ans :*

Career management can help employees satisfy these needs. Career management is becoming Important also because the workplace is an area in which social equality, workplace diversity, and personal liberation can be achieved.

Career management is not something that companies do for employees. Rather, employees have to take the initiative to manage their career by identifying the type of work they want, their long-term work interests, and the skills they would like to develop.

**Career management** is the process through which employees

- Become aware of their own interests, values, strengths, and weaknesses.
- Obtain information about job opportunities within the company.
- Identify career goals.
- Establish action plans to achieve career goals

**14. Objectives of career management***Ans :*

- (i) **Assisting employees to improve their performance:** Career management programmes strive to involve employees in setting their own goals and recognizing their

strengths and weaknesses. It assists employees with the identification and facilitation of training needs and opportunities. This is mainly achieved by building a process of feedback and discussion into the performance management systems of institutions.

**(ii) Clarifying available career options:**

Through career management programmes employees are informed of career options available within the institution. It assists employees with the identification of skills and other qualities required for current and future jobs. Most career management programmes seek to focus employees career plans upon the institution, thereby enhancing their commitment to the institution. In doing this, career paths are developed that indicate mobility in different directions in the institution for employees.

**(iii) Aligning the aspiration of employees with organizational objectives:**

Many organizations attempt to assist employees in their career planning through career management programmes. Career management programmes furthermore seek to improve the matching of jobs with the right employees. An assessment of the skills and competencies of employees could assist in accommodating them in positions that suit them better.

**15. Benefits of career management***Ans :*

- (i) **Staffing inventories:** Effective career management ensure a continuous supply of professional, technical and managerial talent for the fulfillment of organisational goal.
- (ii) **Staffing from within:** Most organisations like to promote employees from within for available positions because of the many potential advantages. In order to recruit from within, it requires a strong career management programme that ensures effective performance of employees in their new jobs.

- (iii) **Solving staffing problems:** Effective career management may serve as a remedy for certain staffing problems. Rate of employee turnover can be slashed because of the feeling that there is existence of opportunity within the organisation. It may be easier to go for new recruitment as the company develops its employees and provides better career opportunities.
- (iv) **Satisfying employee needs:** The current generation of employees are very different from those of past generation in terms of their set of needs. Again higher levels of education have raised their career expectations and many of the employees hold their employers directly responsible in providing better opportunities for realization of their career expectations.
- (v) **Enhanced motivation:** Since, progression along the career path is directly related to job performance, an employee is likely to be motivated and perform at peak levels to accomplish career goals.

#### 16. Elements of career management

*Ans :*

The three elements common to most career management programmes are the following:

- (i) **Career Planning:** Career planning is a deliberate process of becoming aware of opportunities, constraints, choices and consequences identifying career related goals and programming work, education and related development experiences to provide the direction, timing and sequence of steps to attain a specific career goal. Career planning is also a process undertaken by employees and their supervisors. The employee is responsible for self-assessment, identifying career interests and development needs. As part of the process of self-assessment the employee analyze his or her skills and experience as well as his or her strengths and weaknesses. Career planning is also more effective if done jointly by the

individual and the organization. The organization has a stake in successful career planning as it needs a steady supply of adequately trained people to do jobs at every level of the organization.

- (ii) **Career Pathing:** Based on the career expectations identified in the process of career planning, possible career paths are mapped out for employees. Career paths set out a sequence of posts to which employees can be promoted, transferred and rotated. It should however be noted that each employee could have a multitude of career pathing options. career paths should be established by an organization's career development system. The existence of such career paths communicates to employees specific step-by-step objectives and identifies possible role models in the organization. In setting career paths, employees and their supervisors must be realistic in terms of their potential and the time frames in which the career goals captured in the career paths can be achieved.

- (iii) **Career Development:** Career development refers to a planned effort to link the individual's career needs with the organization's workforce requirements. It could furthermore be seen as a process for helping individuals plan their careers in concert with an organization's business requirements and strategic direction.

#### 17. Factors of effective career management system

*Ans :*

- (i) System is positioned as a response to a business need or supports a business strategy.
- (ii) Employees and managers participate in development of the system.
- (iii) Employees are encouraged to take active roles in career management.
- (iv) Evaluation is ongoing and used to improve the system.

- (v) Business units can customize the system for their own purposes (with some constraints).
  - (vi) Employees need access to career information sources (including advisors and positions available).
  - (vii) Senior management supports the career system.
  - (viii) Career management is linked to other human resource practices such as performance management, training, and recruiting systems.
- 

### 18. Career plateauing

*Ans :*

Plateauing means that the likelihood of the employee receiving future job assignments with increased responsibility is low. Compared to employees in other career stages, midcareer employees are most likely to plateau.

The salary and status of his job have not changed much, but the knowledge and skills needed and the time demands have increased dramatically. He used to manage people, but now he spends most of his time managing information. He is given fewer resources to accomplish more work. He once had his own secretary to manage his schedule and handle phone calls, but not any more. His phone is constantly ringing, and his e-mail box is filled with messages.

Plateauing is not necessarily bad for the employee or the company. A plateaued employee may not desire increased job responsibilities. A plateaued employee's job performance may meet the minimum acceptable standards. Plateauing becomes dysfunctional when the employee feels stuck in a job that offers no potential for personal growth. Such frustration results in poor job attitude, increased absenteeism, and poor job performance.

**LEARNING AND DEVELOPMENT**

Time : 2 Hours ]

[Max. Marks : 75

**Note:** Answer any **Five** questions

All questions carry equal marks

**ANSWERS**

1. What is the rationale of social learning theory? Explain the process of social learning theory. (Unit - I, Q.No.7)
2. Explain in detail the roles of expectancy, instrumentality, and valence in motivating a person according to expectancy theory. (Unit - I, Q.No.10)
3. What is a need assessment ? Discuss the advantages and disadvantages needs assessment techniques. (Unit - II, Q.No.10)

*Ans :*

**Advantages**

1. Needs assessment helps to enhance the performance of an organization
2. It enables the gathering of important information and data that you can analyze and utilize for your benefit
3. Helps to find business needs that should be addressed for better results
4. Develops training strategies to ensure the success of a project
5. Builds credibility with the stakeholders for the development process
6. A needs assessment is all about expert assistance and innovative approach
7. Implements viable solutions for the benefit of the organization
8. Identifies needs and wants and tries to offer solutions for existing discrepancies
9. Evaluates current performance to enhance the future ones
10. Is useful for complex issues
11. Is able to explore unexpected problems and find solutions for them

**Disadvantages**

1. A needs assessment is considered a time-consuming process
2. Sometimes it becomes very difficult to analyze because of complex issues
3. It is only effective if it offers concrete evidence to determine which solution is the best for achieving the desired results.

4. Discuss in detail the advantages and disadvantages of self-directed learning and apprentice methods of training. (Unit - III, Q.No.4)

OR

5. How has technology changed the learning environment ? Explain computer based training in detail. (Unit - III, Q.No.10, 12)
6. How job experiences result in employee development ? Give a detailed explanation of the terms job enlargement and job rotation. (Unit - IV, Q.No.9, 10)

OR

7. Define career development. Outline a model for career development. Also, discuss the four career stages.

*Ans :*

Career development refers to a set of programmes designed to match an individual's needs, abilities, and career goals with current and future opportunities in the organization. Since career development focuses on future opportunities, it has essentially a long-term orientation.

Career development is essential for implementation of career plan. While career plan sets career path for an employee, career development ensures that the employee is well developed before he moves up the next higher ladder in the hierarchy.

#### Model of career development

The Career Management Model consists of five steps :

- **Assessment** : Clarify and understand your interests, skills, values, and personality.
- **Research** : Explore career or job opportunities that interest you.
- **Make decisions and set goals** : Evaluate the pros and cons of feasible options and create goals and timelines.
- **Take action** : Write or update your résumé, interview, evaluate or accept a job offer, or begin work or study toward a long-term career goal.
- **Readjust or new transition** : Assess and regroup, or begin anew.

#### Stages

##### Stage 1. Exploration :

The exploration stage is actually a stage of investigation. This is a trial stage and begins with an individual's exploration of career-related matters. The stage usually ends when he/she attains the age of 25 or so with a commitment on the part of the individual to a particular occupation. Until he makes a decision to settle down, he may try diverse jobs in a number of organizations.

Unfortunately, many organizations, at this trial and exploration stage, observe a high level of turnover among new employees. Employees in this stage need opportunities for self-exploration. The attrition rate may be reduced in this stage by providing a variety of opportunities and tasks for their career growth.

##### Stage 2. Establishment :

The establishment or advancement stage generally occurs when an individual crosses the age of 25. The stage continues for about 20 years, the individual makes his or her career choices, and is concerned

with his/her achievement, performance, and advancement. The individual is motivated to succeed in the organization. Thus, this stage is marked by high employee productivity and career growth. He/she is not in any dilemma about the occupation chosen.

During this stage, an individual desires challenging opportunities in his job, where he/she could use some of his/her special competencies. The employee strives for creativity and innovation through new job assignments. Employees also need a certain degree of autonomy in this stage. They basically work towards succeeding and achieving their goals.

### **Stage 3. Maintenance :**

The maintenance stage, occurs roughly between the ages of 45 and 65. This stage is characterized by a continuation of established patterns of work behavior. The person ceases to establish a place for him or her in the organization. Rather, they just seek to maintain their position.

This stage is viewed as a mid-career plateau, in which little new ground is broken. In this stage, the individual may need some technical updation in his or her field. The organization should continue to encourage employees at this stage to develop new job skills. Otherwise, early stagnation and decline may occur.

### **Stage 4. Late Career :**

In this stage, the employees are on the verge of separation from the organization. Such employees are inclined to plan for retirement and seek to develop a sense of identity outside the work environment.

8. Define career path. What is meant by a dual career path system ? Discuss the characteristics of an effective dual career path.

**(Unit - V, Q.No.31, 32)**

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

MBA III-Semester Examinations

R17

December - 2019

## LEARNING AND DEVELOPMENT

Time : 3 Hours ]

[Max. Marks : 75

**Note:** This question paper contains two **Part A** and **B**.**Part A** is compulsory which carries 25 marks. Answer all questions in **Part A**.**Part B** consists of 5 Units. Answer any **One** full question from each unit.

Each question carries 10 marks and may have a, b, c as sub questions.

**PART - A (5 × 5 = 25 Marks)****ANSWERS**

1. (a) What are the different phases of learning ?
- (b) Explain the term follow on support.

**(Unit - I, Q.No.4)***Ans :*

Follow-up is essential in all training situations as it provides participants with further support and skill development. Also, follow-up improves existing trainings as well as future training plans. The lecturers get a feedback on what the participants actually learned during the training, whereas the participants have the opportunity to reflect on their learning a second time.

**Advantages**

1. Determining the learning outcomes of the training
2. Assessing the results and reinforcing the key points
3. Providing the learners time to reflect on their learning
4. Getting useful feedback which supports future trainings
5. Determining what kind of retraining is needed

**Disadvantages**

1. Requires time and resources investment
2. Participants may not be willing to contribute to the follow-up after the training
3. Difficult to set up when people meet only once and have no further connection to each other
4. Difficulties to capture a comprehensive follow-up when it is only possible by mail

(c) Outline the need for use of technology in training.

**(Unit - III, Q.No.10)**

(d) Explain the advantages of electronic MDPs.

**(Unit - IV, Q.No.20)**

(e) What is cross-cultural training ?

**(Unit - V, SQA.6)**

**PART - B (5 × 10 = 50 Marks)**

2. (a) Discuss the learning process in an organization. (Unit - I, Q.No.13)  
(b) Why companies are focusing on learning outcome ? Explain.

*Ans :*

Learning outcomes are measurable achievements that the learner will be able to understand after the learning is complete, which helps learners understand the importance of the information and what they will gain from their engagement with the learning activity.

Learning outcomes also play a key role in assessment and evaluation, making clear what knowledge learners should have upon completion of the learning activity.

A well-written learning outcome will focus on how the learner will be able to apply their new knowledge in a real-world context, rather than on a learner being able to recite information.

**OR**

3. (a) What are the various phases in learning ? Explain with suitable case. (Unit - I, Q.No.4)  
(b) Explain about information Processing Theory. (Unit - I, Q.No.12)
4. (a) Discuss the various models of training department. (Unit - II, Q.No.9)  
(b) What are the reasons for planned training by the organization ?  
Explain. (Unit - II, Q.No.15)

**OR**

5. (a) What are the various steps involved in designing the training program ? (Unit - II, Q.No.16)  
(b) Explain about training need assessment. (Unit - II, Q.No.8)
6. (a) Discuss the various traditional methods of training. (Unit - III, Q.No.2)  
(b) Explain about Blended Learning. (Unit - III, Q.No.15)

**OR**

7. (a) What are the various initiatives by the organizations in developing effective online learning ?

*Ans :*

Organizations can develop online learning effect by taking the following initiatives,

1. Management need to determine requiremet business which can be fulfilled through of learning.
2. Training needs such as knowledge, skills, competency and behaviours must be ascertained and learners be trained on internet basics and computer if required.
3. Easy access to technology and technology support must be provided to employees.
4. Trainees can easily interact among themselves with trainers, experts or facilitators.
5. Learning principles must be incorporated in the organization.
6. Learners can be attracted by using games and simulations.
7. User friendly program must be created with short learning modules so that trainees will not feel overloade and confused.



- (b) Discuss how technology has influenced training and learning. (Unit - III, Q.No.10)
8. (a) Why employee development is necessary for an organization ?  
Discuss. (Unit - IV, Q.No.1)
- (b) What strategic plans do companies come up with for development of managerial personal ? (Unit - IV, Q.No.18)
- OR**
9. (a) How do interpersonal relationships lead to the development ?  
Discuss. (Unit - IV, Q.No.11, 12, 15)
- (b) Explain about the development planning process. (Unit - IV, Q.No.17)
10. (a) Explain the reasons for preferring cross-functional teams in an organization.

*Ans :*

Cross-functional collaboration bringing people from various spheres, bringing together their knowledge, expertise, and experience. The major point is "work-interdependency". Teams have to work together to succeed.

Cross-team collaboration has become the need of constantly emerging new technology, with continuously competitors scrumming, and companies wanting to stay on top of the game. The success of a cross-functional team depends on certain factors, without which a team will always be struggling.

- Highly-motivated team members
- Teams hold accountability to accomplish the mission
- Open-minded team members
- Management to support the team
- No conflicting personal goals
- Clear priorities or direction
- Adequate communication

- 
- (b) Why do employees face career Plateauing ? How can companies help their employees to overcome Career Plateauing ?

*Ans :*

### Meaning

Career plateauing occurs when an employees has limited potential for upward movement in their career. Employees, especially those who continue to work in the same organization for a very long time often reach career plateaus. To people working in human resources jobs, they require a special skill of challenge that is difficult to handle without active cooperation from the affected employees. However, more often than not, an employee stuck on a career plateau refuses to recognize that he or she has been trapped by a career barrier and refuse help at its very mention

### Type of Career Plateau

#### 1. Personal Career Plateau

Personal Career Plateau occurs when employees though having capacity. Have not greater incentive for career development. They will not be having additional responsibilities.

## 2. Structural Career Plateau

Structural Career Plateau occurs when that employee reaches the highest level in organization. It is as a result of restrictions in the hierarchical organizational structure. Because if even the employee goes to the higher level in the organization the posts which they can achieve it, was more limited. Employee's skills and knowledge is not necessary to go to the next level, in most cases there are no more positions.

### Causes for the Career Plateau

A career plateau may hit for a wide variety of reasons, such as reaching the highest possible level in company; feeling restricted in role; or no longer feeling challenged or engaged by work.

People sometimes also reach a plateau when they have mastered the job and no longer feel challenged. Or when their reputation has been damaged either through their own actions or by association.

Firms may plateau employees for either organizational or personal reasons. Within these broad terms, there are specific ways of attributions plateau employees may recognize. First, and foremost, plateau employees may perceive that they are plateau because of the organization's negative assessment of their capacities. Employee's may be plateau because they are looked upon by the organization either as lacking in ability for higher-level jobs or as not desiring higher-level jobs. Managers within organizations may knowingly or unknowingly pigeonhole employees as those who are talented and willing to move up the corporate ladder and those who are not. An organization's assessment of an employee, whether it is exact or not, may be an antecedent situation that the employee believes created their plateau state.

**OR**

11. (a) What are the strategies adopted by the organization to help employees to cope with career breaks ? Discuss.

**(Unit - V, Q.No.34)**

- (b) Explain how companies are training for virtual work arrangements.

**(Unit - V, Q.No.35)**

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

MBA III-Semester Examinations

R17

April / May - 2019

## LEARNING AND DEVELOPMENT

Time : 3 Hours ]

[Max. Marks : 75

**Note:** This question paper contains two **Part A** and **B**.**Part A** is compulsory which carries 25 marks. Answer all questions in **Part A**.**Part B** consists of 5 Units. Answer any **One** full question from each unit.

Each question carries 10 marks and may have a, b, c as sub questions.

**PART - A (5 × 5 = 25 Marks)****ANSWERS**

1. (a) Formulate the concept of audit learning theory. (Unit - I, Q.No.11)
- (b) Specify the reasons for planned training. (Unit - II, SQA.7)
- (c) Write a short note on use of technology in training. (Unit - III, Q.No.10)
- (d) Discuss briefly about interpersonal relationship. (Unit - IV, Q.No.11)
- (e) What do you mean by Career plateauing (Unit - V, SQA.18)

**PART - B (5 × 10 = 50 Marks)**

2. Explain briefly in learning cycle and learning process theory. (Unit - I, Q.No.14, 6, 7, 8, 9)

**OR**

3. Describe the instruction emphasis for learning outcomes. (Unit - I, Q.No.16)
4. Write a detail note on models of training development strategy. (Unit - II, Q.No.9)

**OR**

5. Summarize the trainers and training styles in designing training. (Unit - II, Q.No.22)
6. Formulate the developing effective online learning and training methods. (Unit - III, Q.No.14)

**OR**

7. Illustrate the mobile technology methods of learning and development. (Unit - III, Q.No.16)
8. Generate the learning and development approaches in formal education. (Unit - IV, Q.No.7)

**OR**

9. Indicate the company's strategies for providing employee development. (Unit - IV, Q.No.18)

10. What is the external criteria in career management ?

*Ans :*

External criteria includes pay and position. It also includes intangible criteria like personal recognition and influence. On the other hand, internal criteria is all about employee's achievement in terms of,

- Feeling good about work performed
- A sense of personal achievement from work
- Enjoying the work
- Feeling that work is interesting and worthwhile
- Combining work with successful home life.

Traditionally, managers considered success in terms of external criteria such as hierarchical seniority and salary level. But now, the focus is being laid on the subjective conceptions of individuals towards career success. This is mainly to improve the individual's understanding of what actually they want to achieve in their career. Based on such information, the organization can also alien its career development programmes and HRM initiatives.

**OR**

11. State the issues associated with cross functional and cross cultured teams. **(Unit - V, Q.No.9, 11)**

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

MBA III-Semester Examinations

R17

December - 2018

## LEARNING AND DEVELOPMENT

Time : 3 Hours ]

[Max. Marks : 75

**Note:** This question paper contains two **Part A** and **B**.**Part A** is compulsory which carries 25 marks. Answer all questions in **Part A**.**Part B** consists of 5 Units. Answer any **One** full question from each unit.

Each question carries 10 marks and may have a, b, c as sub questions.

**PART - A (5 × 5 = 25 Marks)****ANSWERS**

1. (a) Briefly discuss the assumptions of goal setting theory.

*Ans :*

- Goal-Setting is a theory of motivation that was originally developed by Locke (1968) to explain human action in specific work situations.
- The underlying assumptions of the theory are that goals and intentions are cognitive and volitional, and that they serve as the immediate regulators of human action.
- The two major findings of the theory are that specific goals lead to higher performance levels than general goals, and that difficult goals are positively and linearly related to performance.
- These effects are subject to two conditions - feedback, and the acceptance of goals by the performers. Goals regulate behavior through three mechanisms: choice/direction, intensity/effort/resource allocation, and duration/persistence.
- The effect of goal-setting in complex tasks is regulated by a fourth mechanism of strategy development, which is necessary for reaching the goal.
- The two unique characteristics of the goal-setting theory that make it more effective than any other theory of motivation to date are its strong empirical basis, and its continuous process of development.

(b) Explain the customer model of organizing the training department. **(Unit - II, Q.No.9)**

(c) Discuss the importance and advantages of e-learning. **(Unit - III, Q.No.9)**

*Ans :***Importance**

1. It enhance the skill set of employees there by influencing financial position of the organization.
2. Unlike class-room based learning, E-learning enables the individuals to learn on any device at any time and any where.

- (d) Elucidate the concept of electronic Management development Programs.

(Unit - IV, Q.No.20)

- (e) Briefly explain the terms Competency Mapping and Talent Management.

(Unit - V, SQA.7, 10)

**PART - B (5 × 10 = 50 Marks)**

2. (a) Discuss the features of reinforcement theory. Explain positive and negative reinforcements with suitable example.

*Ans :*

- (i) Reinforcement theory is based on the E.L. Thorndike's Law of effect.
- (ii) B.F. Skinner used the principle of E.L Thorndike while developing the "operant conditioning model and re-inforcement theory".
- (iii) The theory states that, behaviours resulting in satisfying consequences are repeated and those resulting in dissatisfying consequences are avoided.
- (iv) The theory provides important aspects required to understand the behaviour of human beings.
- (v) The theory focusses that individuals get motivated to perform satisfying/desired behaviours and avoid unwanted behaviours based on the past outcomes which have resulted from those behaviors.
- (vi) Reinforcement theory deals with modifying on-the-job behaviour of employees.
- (vii) Skinner identified four types of consequences of human behaviour i.e., Positive reinforcement, Negative reinforcement, punishment and Extinction.
- (viii) According to this theory, training processes must be conducted with an aim to teach knowledge, skill and ability i.e., KSA's to the employees.
- (ix) The factors that influence the consequences of training are process of learning and method used to perform a job (whether new (or) old method).

**1. Positive Reinforcement**

Positive reinforcement arises when an individual's behaviour gives him/her favorable consequences. Positive reinforcement encourages an individual to carry out the same behaviour repeatedly. For instance, if an employee is regular and punctual to the office and employer rewards him/her with money for being punctual and regular then such reward becomes a positive reinforcement for that employee. Positive reinforcement may be tangible or intangible or both.

**2. Negative Reinforcement**

Negative reinforcement arises when an individual's behaviour results in prevention of some sort of discomfort, dissatisfaction or irritation.

**For Example** When a person is suffering from fever and he/she had taken some medicine to get relief from that fever, such use of medicine is referred to as negative reinforcement.

**OR**

3. Discuss in detail the expectancy, instrumentality and valence with relevant examples.

(Unit - I, Q.No.10)

4. Briefly explain the stages of strategic training and development with examples of strategic initiatives and training activities. (Unit - II, Q.No.4)

OR

5. What is training need assessments ? Briefly discuss the process of,  
(a) Person analysis (Unit - II, Q.No.14)  
(b) Task analysis (Unit - II, Q.No.13, 4<sup>th</sup> Point)
6. Briefly discuss the following methods of hands-on training.  
(a) On the job training (Unit - III, Q.No.4)  
(b) Simulations (Unit - III, Q.No.4)

OR

7. How technology has influenced the learning environment in recent years?  
Discuss the role of Teleconferencing and Webcasting in distance learning.

*Ans :*

The technology changes in the recent era provides number of online learning tools such as Moocs, video learning online demo, discussion boards, leader boards and distance learning tools such as webinars, teleconferencing etc., Technological changes have highly influenced the organization to adopt technologically effective learning methods instead of the traditional methods. Recent changes in technology has established new learning standards and enhanced individual performance levels by creating a new learning experience to both learners and trainers.

The recent technologies that have a signification impact on learning environment of an organization are,

**1. Massive Open Online Communities (MOOCs)**

Organization are adopting MOOCs to improve the workforce. This technology is allowing the learners to participate in open learning forms and communities. MOOCs reinforces online learning by offering wide range of quality courses

**2. Video Learning**

It is a modern mode of learning which delivers the concept more effectively than ppt5. Organizations are using video learning to provide training to the employees located at any place in the world.

**Role of Teleconferencing and Webcasting in Distance Learning**

Distance learning is mostly used by the companies which are widely spread across different geographic. Distance learning helps to communicate necessary information regarding new products, policies, rules, process training and expert/professional lectures to all the branches/locations. Teleconferencing and computer based the two types of technologies in distance learning.

Teleconferencing involves communication through audio or video or messaging between the two (or) m located at different areas. In teleconferencing, training can also be provided to trainees located at different locatio telephone or personal computer.

8. Critically examine the formal education approach to employee development. (Unit - IV, Q.No.7)

OR

9. Describe the following with respect to use of job experience in employee development.
- (a) Job Enlargement (Unit - IV, Q.No.10)
  - (b) Job Rotation (Unit - IV, Q.No.10)
  - (c) Transfers, Promotions and Downward Moves (Unit - IV, Q.No.10)
10. Discuss the importance of diversity. How managing diversity can help companies to gain a competitive advantages ? (Unit - IV, Q.No.4)

*Ans :*

**1. Diverse competencies**

Each employee brings a set of skills to the organization. By its very nature, a diverse workforce provides a diverse set of competencies. A homogeneous workforce often suffers the disadvantage of a narrow skill set. While that narrower list of competencies may be perfectly suited to the current goals of the organization, it's not going to remain that way indefinitely.

Many homogeneous teams are already missing out on huge windows for growth by failing to recognize opportunities for innovation that might drive their organization

**2. Diverse perspectives**

One of the greatest advantages of a diverse workplace is the host of perspectives it provides.

There are often countless ways to solve a problem, but without varied perspectives, most of those solutions aren't always obvious, or even visible. The more diverse perspectives you can focus on overcoming a particular challenge, the more likely you're going to land on a brilliant, creative solution.

**3. Diverse market**

An organization with a diverse workforce has a huge advantage when addressing constantly evolving markets.

A major element of effectively addressing a market is building a relationship with the people within it. This is particularly important for companies who deal in retail and consumer goods.

**OR**

11. What is meant by career plateauing ? What are the reasons of plateau?  
Discuss the means to help plateaued employees. (Unit - V, Q.No.33)



JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERBAD

M.B.A II - Year III - Semester Examination

**R19**

MODEL PAPER - I

LEARNING AND DEVELOPMENT

Time : 3 Hours]

[Max. Marks : 75

PART - A (5 × 5 = 25 Marks)

(Short Answer Questions)

ANSWERS

- |                                    |                     |
|------------------------------------|---------------------|
| 1. (a) Characteristics of learning | (Unit-I, S.Q.A 2)   |
| (b) Importance of training         | (Unit-II, S.Q.A 2)  |
| (c) Advantages of Video Training   | (Unit-III, S.Q.A 3) |
| (d) Assessment                     | (Unit-IV, S.Q.A 5)  |
| (e) Orientation training           | (Unit-V, S.Q.A 1)   |

PART - B (5 × 10 = 50 Marks)

(Essay Type Questions)

- |   |                     |
|---|---------------------|
| 2. Explain briefly about learning.                              | (Unit-I, Q.No. 1)   |
| (OR)  |                     |
| 3. How do instructional objectives help learning to occur.      | (Unit-I, Q.No. 16)  |
| 4. Discuss evolution of training.                               | (Unit-II, Q.No. 1)  |
| (OR)  |                     |
| 5. Outline the process of person analysis.                      | (Unit-II, Q.No. 14) |
| 6. Explain briefly about presentation methods.                  | (Unit-III, Q.No. 3) |
| (OR)  |                     |
| 7. Explain e-learning process.                                  | (Unit-III, Q.No. 8) |
| 8. Discuss briefly about employee development.                  | (Unit-IV, Q.No. 1)  |
| (OR)  |                     |
| 9. Discuss various approaches to employee development.          | (Unit-IV, Q.No. 6)  |
| 10. Explain the Training Model to Develop Orientation Training. | (Unit-V, Q.No. 2)   |
| (OR)  |                     |
| 11. Explain the objectives of career management.                | (Unit-V, Q.No. 24)  |

## JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERBAD

## M.B.A II - Year III - Semester Examination

R19

## MODEL PAPER - II

## LEARNING AND DEVELOPMENT

Time : 3 Hours]

[Max. Marks : 75

## PART - A (5 × 5 = 25 Marks)

## (Short Answer Questions)

ANSWERS

- |                                    |                     |
|------------------------------------|---------------------|
| 1. (a) Nature of learning          | (Unit-I, S.Q.A 3)   |
| (b) Need of assessment in training | (Unit-II, S.Q.A 5)  |
| (c) Role Plays                     | (Unit-III, S.Q.A 7) |
| (d) Mentoring                      | (Unit-IV, S.Q.A 7)  |
| (e) Cross Functional Teams         | (Unit-V, S.Q.A 5)   |

## PART - B (5 × 10 = 50 Marks)

## (Essay Type Questions)

- |   |                      |
|---|----------------------|
| 2. Discuss the various phases in learning.                      | (Unit-I, Q.No. 4)    |
| (OR)  |                      |
| 3. Explain briefly about reinforcement theory.                  | (Unit-I, Q.No. 6)    |
| 4. Explain about strategic training and development process.    | (Unit-II, Q.No. 4)   |
| (OR)  |                      |
| 5. How to design a training program.                            | (Unit-II, Q.No. 16)  |
| 6. Explain briefly about hands-on methods.                      | (Unit-III, Q.No. 4)  |
| (OR)  |                      |
| 7. How to develop effective online learning.                    | (Unit-III, Q.No. 14) |
| 8. Discuss the essential ingredients of management development. | (Unit-IV, Q.No. 4)   |
| (OR)  |                      |
| 9. Explain briefly about the development planning process.      | (Unit-IV, Q.No. 17)  |
| 10. Explain the importance of Team-training.                    | (Unit-V, Q.No. 8)    |
| (OR)  |                      |
| 11. Explain Career Management Systems.                          | (Unit-V, Q.No. 28)   |

## JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERBAD

## M.B.A II - Year III - Semester Examination

**R19**

## MODEL PAPER - III

## LEARNING AND DEVELOPMENT

Time : 3 Hours]

[Max. Marks : 75

## PART - A (5 × 5 = 25 Marks)

## (Short Answer Questions)

ANSWERS

- |                          |                      |
|--------------------------|----------------------|
| 1. (a) Learning          | (Unit-I, S.Q.A 1)    |
| (b) Training Evaluation  | (Unit-II, S.Q.A 10)  |
| (c) Blended learning     | (Unit-III, S.Q.A 16) |
| (d) Employee development | (Unit-IV, S.Q.A 1)   |
| (e) Talent management    | (Unit-V, S.Q.A 7)    |

## PART - B (5 × 10 = 50 Marks)

## (Essay Type Questions)

- |  |                      |
|--|----------------------|
| 2. Explain briefly about social learning theory.                                       | (Unit-I, Q.No. 7)    |
| (OR)   |                      |
| 3. Outline the process of learning.  | (Unit-I, Q.No. 13)   |
| 4. Explain the training need assessment techniques.                                    | (Unit-II, Q.No. 12)  |
| (OR)   |                      |
| 5. Explain the various reasons for planned training.                                   | (Unit-II, Q.No. 15)  |
| 6. Explain briefly about group building methods.                                       | (Unit-III, Q.No. 5)  |
| (OR)   |                      |
| 7. How can interactive voice technology and imaging help with training administration. | (Unit-III, Q.No. 17) |
| 8. How job experiences are used for employee development.                              | (Unit-IV, Q.No. 10)  |
| (OR)   |                      |
| 9. Explain the various companies strategies for providing development.                 | (Unit-IV, Q.No. 18)  |
| 10. Define talent management. Explain the objectives of talent management.             | (Unit-V, Q.No. 13)   |
| (OR)   |                      |
| 11. Discuss various Approaches to Competency Mapping.                                  | (Unit-V, Q.No. 21)   |