

RECRUITMENT, TRAINING AND DEVELOPMENT

LECTURE 11 : TRAINING PROCEDURE

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Lecture learning outcomes:

At the end of the lecture you will be able to:

Understand and discuss the training procedure

TRAINING PROCEDURE

- A training design is a blueprint for a training event or experience. It is detailed plan for trainers that what they will do. Why it is to be done, and the best way to reach training's objectives.
- Training as a constructive design mobilizes all available resources in organizations and moves them towards attainment of human goals

Training programme

- A good training programme has seven steps, which in a sequence form a constructive training design and implementation process.
- **Step 1. Identification of training need and analysis.**
- Identification of training needs of individuals and groups is the first and most important step in the training process for achieving the goals of individuals, groups and organizations. It helps to bring to the surface the prevalent attitude of individuals and the climate of organizations.

Thus, the definition itself says that the gap between the actual and desired performance, behaviour and attitude leads to birth of training needs for employees at workplace. And training is imparted to fulfill only this gap, the urgency depending upon the nature, size and seriousness of the gap

Step 2. Setting up of training and development objectives

- A training and development programme must clearly lay down its objectives. Objectives spell out the real mission of an organization. These also help individuals to be aware of their own objectives in relation to the organizational objectives. Training of any kind should have as its objective the redirection or improvement of behaviour so that the performance of the trainee becomes more useful and productive for himself and for the organization of which he is a part.

Training normally intended to fulfill the following objectives.

- Helps trainees in acquiring knowledge of the subject matter.
- Helps to bring about a change in the attitude and behavior of trainees.
- Helps in developing knowledge about self to an extent that enables trainees to develop their potential. Helps in interaction among trainees themselves, who learn from each other experience.

Aims at enhancing the capacity of trainees so as to enable them to increase their problem solving capability. Aims at helping the process of learning and developing. Aims at bridging the gap between expected level of performance and the actual level of performance.

Trainer have to give specific objectives, stated in terms of what employee will be able to do when they leave the training program and return to their job. Behavioral objective, when they are properly written, are powerful tool for the trainer to use in bringing about management's commitments to training programmes. Properly designed and accepted objective form a road map for designing training programmes

Step 3. Selection and designing of training & development programme

- Preparative efforts for analyzing the needs and deriving objectives from the need analysis have to be integrated with the resources and rich experiences available in an organization while designing a training and development programme. Training will be more effective and successful if the following basic factors are considered while designing the programme.

The feasibility of transforming objectives into outcomes depends mainly on the following basic factors:

- i) Level of participants: The level of participants assessed through some pretests.
- ii) Training period: The duration of training varies with the skill to be acquired,

Content of the programme: There are four basic areas of the training programme content. Each represents a type of behaviour of material to be learned. The four content areas are, information, acquisition of skills, attitudinal change, decision-making and problem solving skills. In practice, training programmes often incorporate more than one type of training content.

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- **Responsibility for training: Principles of training:**

1. Training is most effective when the learning experience occurs under conditions identical with those the trainee will encounter on the job.
2. Training is most effective when some individual in the organization is held responsible for the progress of the learner.
3. Training is most effective if the learner is given helpful, friendly and personal instruction.

vii) **Evaluation system:** Designing an evaluation system well in advance perhaps helps trainers to consolidate their efforts in the right direction for its effectiveness.

Step 4. Selection and developing training methods and techniques

- The forms and types of employee training methods are inter-related. It is difficult, if not impossible; to say which of the methods or combination of methods is more useful method than the other. Training methods and techniques are supportive to learning and should be carefully selected and used in appropriate context so that they are helpful in the learning process.

It is trainer's job to make all possible efforts to make learning more effective and interesting. It is necessary to use training aids and equipment to enhance the intensity and pace of learning. Broadly speaking, training methods can be divided into two parts: On-The-Job Training (OJT) and Off-The-Job Training/Class Room Training

Step 5: implementation of training and development programmes

- Any training programme implementation involves action on the following lines:
- 1. Deciding the location and organizing training and other facilities.
- 2. Scheduling the training programme.
- 3. Conducting the programme
- 4. Monitoring the progress of trainees.

Disappointments which arise from training programmes usually originate from the members being wrongly selected;

- the course being bad in content or method;
- the course objectives being inappropriate; and
- the course not being related to organizational realities.
- Training is done according to the programme designed within a stipulated period.

Charles E. Watson suggests four levels of learning

- **Reaching the knowing-about level** in a training situation, awareness creates a thirst for knowing certain concepts and prompts the learner to acquire as much knowledge that is needed for performing a task.
- **Reaching the understanding level.** The understanding level is reached when the following two conditions exist

Reaching the Acceptance Level . Knowing about and understanding a concept does not guarantee that it will be accepted

Reaching the ability-to-apply level . Ability-to-apply level requires that trainees have knowledge, self-confidence and willingness to try

Step 6: evaluation of training & development programmes

- **Context Evaluation** : Context evaluation attempts to assess the environment prevalent among managers, supervisors and workers. It aims to know their attitudes towards training programmes, **Input Evaluation**: Input evaluation assesses the appropriateness and adequacy of all resources that go into a training programme.

Content of the programme: There are four basic areas of the training programme content. Each represents a type of behaviour of material to be learned. The four content areas are, information, acquisition of skills, attitudinal change, decision-making and problem solving skills. In practice, training programmes often incorporate more than one type of training content.

Benefits of evaluation

- Firstly, the organization is better equipped to meet its obligations
- Secondly, the employee is more fulfilled and is stimulated to put more effort into work.
- Third, the boss of the employee has everything to gain from having an effective work unit.
- Finally, the training staff enjoys job satisfaction of a high order when they see that their efforts are producing the desired result.

STEP 7: FEEDBACK LEADING TO FURTHER IDENTIFICATION OF TRAINING NEEDS

- From the evaluation of training programmes a feedback report is prepared and communicated to participants, faculty members, trainers/coordinators and sponsors, so that they may benefit from the results of the evaluation.

A detailed analysis of the feedback would help them to modify their approaches. It would enable them to design future training programmes taking into consideration all the successes and failures of the programme. Sponsors or managers, who have nominated the participants, are very curious to know how well they have performed during the training programme. The feedback report received from trainers will help them to look for specific changes in the behavior of the participants.

The seven steps in the Training and Development implementation

- 1. Need Analysis:** — Identify specific job performance skills needed to improve performance and productivity.
 - Analyze the audience to ensure that the program will be suited to their specific levels of education, experience and skills, as well as their attitude and personal motivations.
 - Use research to develop specific measurable knowledge and performance objectives.

Objectives of Training and Development Program . Determine Aims and Objectives:

- Decide learning to be achieved
- State in terms of expected outcome of learner behavior (knowledge, skill and attitude)

Selection and Designing Course curriculum based on objectives

- Determine syllabus and scope under stable to learner — Decide subject sequence
- Determine training activities
- Decide Aids in presentation.

Training Methods and Techniques:

- Varied to suit input of knowledge, skill and Attitude
- Maintain learner's Interest and involvement.
- Suitable time, cost and training facilities.
- Meets job environment.
- Strengthen learner's learning.

Implementation Any training and development program implementation involves action on the following lines:

- Deciding suitable location — Scheduling the training programme —
- Selection of knowledgeable and skilled trainers
- Monitoring the progress of trainees.

Evaluation of Training and Development programme

Assess program success according to:

- Reaction - How well did learners like the course?
- Learning - To what extent did participants appreciate the relevant knowledge provided, skill demonstrated and desired attitude emphasized.
- Behavior - To what extent the change expected is perceivable.
- Results - What final results were achieved?

Feedback and Follow-up — Organize on-the-job further help, guidance, counseling — Arrange diagnostic meetings — Extend help of superiors and colleagues.

References

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A Handbook of Human Resource Management Practice. Armstrong Michael. A, London, England,2006