



KARPAGAM ACADEMY OF HIGHER EDUCATION

(Deemed to be University)
(Established under section 3 of UGC Act 1956)
Coimbatore-641021

DEPARTMENT OF MANAGEMENT

SYLLABUS

17 MBAPH401B

TRAINING & DEVELOPMENT

4 0 0 4

Scope:

HR manager to have sufficient knowledge on training and developing employees in such a way that employees can be mould to the requirement for better productivity.

Objectives:

To know the role and functions of training and development in organization, learning theories, and principles and their implications for the effectiveness of training programs.

Unit I

Training concepts - Features of Training and Development – Objectives – Benefits of Training and Development – Principles of Training, Scope of Training and Development, Historical development of Training and Development, applying to organizational effectiveness -Concepts of Learning, Components of Learning – Principles of Learning – Learning Theories – E – Learning -

Unit II

Training Process – Key factors in designing training programme - Assessing Training needs – Methods of TNA – Training Design – Constraints in Training Design

Unit III

Implementation of Training – Physical arrangements – classroom management – Trainer's skills and styles – Transfer of Training - Evaluation of Training – need – types of instruments – Evaluation design – Models of Training evaluation.

Unit IV

Training Methods – On and Off the Job training Techniques - Lecture Methods, Programmed Learning – Discussion methods, case Methods, Role Play –, Business games, in-basket exercises,

Field Training, Audio-Visual Aids, Static and Dynamic media – Computer based training, Training methods adopted by Successful Indian Organizations.

Unit V

Career Planning – need - Factors affecting Career Choices, Career Stages, Career anchors, Succession planning – steps- Career Development- Management Development – Need & Importance – Types of management development programmes - Management characteristics – skill acquisition – Training for Executive level management - Emerging Trends and Future Prospects in Training and Development.

Suggested Readings:

Text book:

1. V.Janaki Raman, V. (2009). *Training and Development*. Biztantra

References:

1. Sahu, R.K. (2008). *Training for Development* (1st edition). New Delhi: Excel Books.
2. PareekUdai & Rao,T.V. (2009). *Designing and Managing Human Resource System*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
3. Rao, P.L. (2009). *Training and Development*. New Delhi: Excel Books.
4. Nick Blanchard, P., & James W. Thacker. (2008). *Effective Training*. New Delhi: Prentice Hall of India
5. Raymond A. Noe. (2009). *Employee Training & Development*. New Delhi: Tata McGraw Hill.
6. Tapomoy Deb. (2008). *Training and Development*. New Delhi: ANE Books Pvt Ltd.

**KARPAGAM ACADEMY OF HIGHER EDUCATION**

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DEPARTMENT OF MANAGEMENTName: **Dr.V.GOWTHAM RAAJ (Assistant Professor)**Department: **Management**Subject Code: **17MBAPH401B**Semester: **IV**Year: **2017-19 Batch**Subject: **Training and Development- Lesson Plan**

UNIT - 1			
S. No	Lecture Hours	Contents	References
1	1	Training concepts	T1 – Pg 1- 6
2	1	Features of Training and Development	R1 – Pg 9 - 11
3	1	Objectives of Training	T1 – Pg 8
4	1	Benefits of Training and Development	T1– Pg 9 - 11
5	1	Principles of Training	T1– Pg 7
6	1	Scope of Training and Development	T1– Pg 12
7	1	Historical Development of Training and Development	T1 – Pg 3 - 4
8	1	Applying to Organizational Effectiveness	R1 – Pg 167 - 168
9	1	Case Discussion	T1 – Pg 286 - 290
10	1	Recapitulation and Discussion on important questions	-
Total no. of Hours planned for Unit 1			10
UNIT - 2			
1	1	Concepts of Learning	R1 – Pg 1 - 7
2	1	Components of Learning	R1 – Pg 23
3	1	Principles of Learning	T1 – Pg 70
4	1	Learning Theories	R2 – Pg 113 - 120
5	1	E –Learning	R2 – Pg 239 - 241
6	1	Training Process	T1 – Pg 83 - 87
7	1	Key factors in designing training programme	T1 – Pg 87 - 90
8	1	Assessing Training needs	T1 – Pg 17 - 22
9	1	Methods of TNA	T1 – Pg 23 - 36
10	1	Training Design	T1 – Pg 39 - 42
11	1	Constraints in Training Design	T1 – Pg 42 - 45
12	1	Recapitulation and Discussion on important questions	-
Total no. of Hours planned for Unit 2			12
UNIT - 3			
1	1	Implementation of Training	T1 – Pg 153 – 155
2	1	Physical arrangements	T1 – Pg 156 – 161
3	1	classroom Management	T1 – Pg 162 – 166
4	1	Trainer's skills and styles	T1 – Pg 175 – 207

5	1	Transfer of Training	T1 – Pg 53 – 60
6	1	Evaluation of Training	T1 – Pg 236– 242
7	1	Need – Types of instruments	T1 – Pg 242 – 244
8	1	Evaluation design	T1 – Pg 246 – 247
9	1	Models of Training evaluation	T1 – Pg 248 – 253
11	1	Recapitulation and Discussion on important questions	-
Total number of hours planned for Unit 3			11
UNIT - 4			
1	1	Training Methods	T1 – Pg 95 – 97
2	1	On and Off the Job training Techniques	T1 – Pg 97 – 100
3	1	Lecture Methods	T1 – Pg 104 – 105
4	1	Programmed Learning	R2 – Pg 224 - 229
5	1	Discussion methods, Case Methods	T1 – Pg 105 – 109
6	1	Role Play, Business Games	T1 – Pg 110 – 119
7	1	In-basket exercises, Field Training	T1 – Pg 119 – 120
8	1	Audio-Visual Aids - Static and Dynamic media	R2 – Pg 212 - 213
9	1	Computer based training	T1 – Pg 126 - 127
10	1	Training methods adopted by Successful Indian Organizations.	R3 – Pg 206 - 208
11	1	Case Discussion	R2 – Pg 444 - 460
12	1	Recapitulation and Discussion on important questions	-
Total no. of Hours planned for Unit 4			12
UNIT - 5			
1	1	Career Planning - Need	R3 – Pg 177
2	1	Factors affecting Career Choices	R2 – Pg 365 – 366
3	1	Career Stages, Career anchors	R2 – Pg 371 - 375
4	1	Succession planning - STEPS	T1 – Pg 227 – 229
5	1	Career Development	R3 – Pg 180
6	1	Management Development	T1 – Pg 211 - 214
7	1	Need & Importance & Methods	T1 – Pg 215 - 222
8	1	Types of management development programmes	R3 – Pg 195 - 204
9	1	Management characteristics – skill acquisition	R4 – Pg 442 - 458
10	1	Training for Executive level management	T1 – Pg 460 - 461
11	1	Emerging Trends and Future Prospects in Training and Development	R2 – Pg 422 - 430
12	1	Recapitulation and Discussion on important questions	-
13	1	Revision of Previous Year Question Paper	-
14	1	Revision of Previous Year Question Paper	-
15	1	Revision of Previous Year Question Paper	-
Total no. of Hours planned for Unit 5			15

Suggested Readings:

Text Books:

T1. V.Janaki Raman, V. (2009). *Training and Development*. Biztantra

Reference Books:

R1. Tapomoy Deb. (2008). *Training and Development*. New Delhi: ANE Books Pvt Ltd.

R2. Raymond A. Noe. (2009). *Employee Training & Development*. New Delhi: Tata McGraw Hill.

R3 P.C.Tripathi, (2007) "Human Resource Development", Sultan Chand and Sons.

R4. Nick Blanchard, P., & James W. Thacker. (2008). *Effective Training*. New Delhi: Prentice Hall of India

Websites:

W1. www.traininganddevelopment.com

W2. training.blr.com/...training...

W3. www.hrd.com

Journals:

J1. Harvard Business Review

J2 International Journal of Training and Development

J3. Academy of Management Journal

Unit I – Introduction to Training

Training concepts - Features – Objectives – Benefits– Principles of Training, Scope of Training and Development, Historical development of Training and Development, applying to organizational effectiveness- Concepts of Learning, Components of Learning – Principles of Learning – Learning Theories – E –Learning

Training and Development- An Introduction

Intensifying business performance is an expedition, not a destination. The success of business operations depends upon the ups and downs of the employee performances. Hence the HR managers started looking for the methods to boost the performance and efficiency of its workforce to carry out the work today and to train them for meeting tomorrow's goal. Training programmes had developed many years back, but now-a-days, it became a crucial factor in companies with certain objectives in mind. Training and development practices should boost up performance and develop the skills, knowledge and expertise of the employees. The vital objective of training is to build up right ability and capability in the labor force so that they can perform to meet the needs, wants and expected returns of the employer.

The training procedure comprises of three phases:

Phase 1: **Pre-training:** - This may also be called as the preparation phase. The process starts with an identification of the circumstances requiring more efficient performance. A firm's concern prior to training lie primarily in four areas: Clarifying the precise objectives of training and what the organization expects to make use of the participants after training; selection of appropriate participants; building favorable expectations and inspiration in the participants before training; and planning for any changes that improved task performance requires in addition to training.

Phase 2: **Training:** - During the course of the training, participants focus their attention on the new impressions that seem useful, thought-provoking and engaging. There is no guarantee that the participants will in fact learn what they have chosen. But the main reason remains; trainees

explore in a training situation what interests them, and a training institution's basic task is to offer the required opportunities.

Phase 3: Post-Training: - This may be called as the "follow up" phase. When the trainees go back to job after attending the training, a practice of adapting change begins for each one participated. The newly acquired skills and knowledge undergo modification to fit the work condition. Participants may find their organizations offering support to use the training and also the support for continuing contact with the training institution. On the other hand, they may step into a quagmire of distrust. More effective behavior of people on the job is the prime objective of the training process conducted by an organization as a whole.

TRAINING

Training, as part of the broader field of human resource development (HRD), is still a key activity of organisations. Learning is essential. This page brings together a variety of resources that explain the main features of training.

KEY ASPECTS OF TRAINING

Learning and Development - provides an explanation of the learning context - the platform on which training is based.

Leadership/Management Training and Development - carries on with the learning theme, but highlights the importance of developing leadership and management skills.

Setting training and learning at the right level - emphasises the importance of achieving training at the correct level - not too basic, not too complicated.

Training Needs Analysis (TNA) - related to the previous theme. A comprehensive and accurate TNA is the essential starting point in any training initiative. Blended learning - explains blended training (including examples).

Train the Trainer - emphasizes the importance of developing skills in learning and development - the ability to design and deliver relevant training programs. Train the Trainer is also a very good form of human resource development.

Training and development encompasses three main activities: training, education, and development.

Training: This activity is both focused upon, and evaluated against, the job that an individual currently holds.

Education: This activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs.

Development: This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

TRAINING AND DEVELOPMENT OBJECTIVES

The principal objective of training and development division is to make sure the availability of a skilled and willing workforce to an organization. In addition to that, there are four other objectives:

- Individual
- Organizational
- Functional
- Societal

Individual Objectives – help employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization.

Organizational Objectives – assist the organization with its primary objective by bringing individual effectiveness.

Functional Objectives – maintain the department's contribution at a level suitable to the organization's needs.

Societal Objectives – ensure that an organization is ethically and socially responsible to the needs and challenges of the society.

Training and development is vital part of the human resource development. It is assuming ever important role in wake of the advancement of technology which has resulted in ever increasing competition, rise in customer's expectation of quality and service and a subsequent

need to lower costs. It is also become more important globally in order to prepare workers for new jobs. In the current write up, we will focus more on the emerging need of training and development, its implications upon individuals and the employers.

Noted management author Peter Drucker said that the fastest growing industry would be training and development as a result of replacement of industrial workers with knowledge workers. In United States, for example, according to one estimate technology is de - skilling 75 % of the population. This is true for the developing nations and for those who are on the threshold of development. In Japan for example, with increasing number of women joining traditionally male jobs, training is required not only to impart necessary job skills but also for preparing them for the physically demanding jobs.. They are trained in everything from sexual harassment policies to the necessary job skills.

THE NEED FOR TRAINING AND DEVELOPMENT

Training is necessary for the individual development and progress of the employee, which motivates him to work for a certain organisation apart from just money. We also require training update employees of the market trends, the change in the employment policies and other things. The following are the two biggest factors that contribute to the increased need to training and development in organisations:

Change: The word change encapsulates almost everything. It is one of the biggest factors that contribute to the need of training and development. There is in fact a direct relationship between the two. Change leads to the need for training and development and training and development leads to individual and organisational change, and the cycle goes on and on. More specifically it is the technology that is driving the need; changing the way how businesses function, compete and deliver.

Development: It is again one the strong reasons for training and development becoming all the more important. Money is not the sole motivator at work and this is especially very true for the 21st century. People who work with organisations seek more than just employment out of their work; they look at holistic development of self. Spirituality and self awareness for example are gaining momentum world over. People seek happiness at

jobs which may not be possible unless an individual is aware of the self. At Ford, for example, an individual can enrol himself / herself in a course on „self awareness“, which apparently seems inconsequential to one's performance at work but contributes to the spiritual well being of an individual which is all the more important.

The critical question however remains the implications and the contribution of training and development to the bottom line of organisations performance. To assume a leadership position in the market space, an organisation will need to emphasise on the kind of programs they use to improve performance and productivity and not just how much they simply spend on learning!

TRAINING AND DEVELOPMENT

Human resource is increasingly considered to be 1 of the most crucial motorists of productivity efficiency and competitiveness. Recognizing the excellent value of human funds businesses undertake employee teaching and improvement in purchase to create:

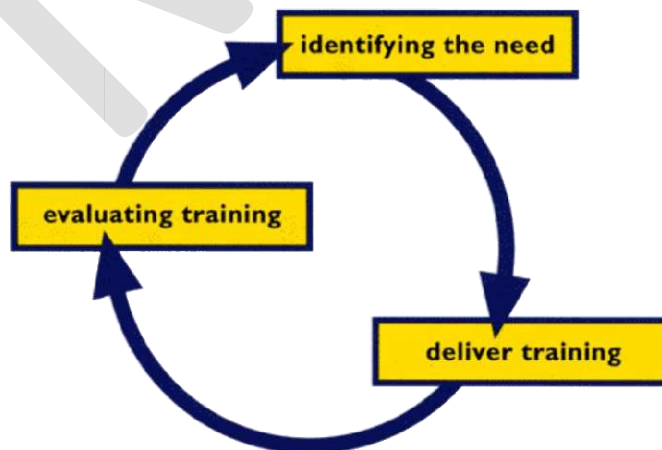
- An accomplished adaptable and extremely determined
- workforce An efficient and resilient workforce

A capable employee who can retain customers and therefore boost company and marketplace reveal

To create skilled employees an business should make investments in coaching and education.

Employees advantage from this tremendously.

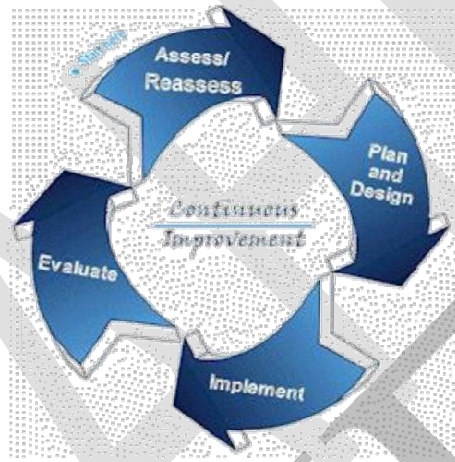
THE TRAINING CYCLE



IMPORTANCE OF TRAINING AND DEVELOPMENT

Employee benefits of coaching and development Some of the advantages of coaching and development consist of:

- Increased morale
- Much better interpersonal relationships
- Enhanced client partnership
- Ability to adapt to modifications
- Better innovation
- Improved worker picture and company picture
- Enhanced productivity and efficiency



TRAINING AND DEVELOPMENT

Training is an important factor in all firm's business strategy, but firms don't assess the impact of training programme over the employees all the time. Training is effective only if it produces desired outcome. When the organization is implementing a training programme, there should be an ideal forum on which the evaluation scheme can be build and assessment of effectiveness of training and development activities can be done. The article elucidates the impact of an effective training programme on the career growth and development of employees. The author has also put forward some suggestions for increasing the effectiveness of the training that will help the organization to step into a bright future.

ASSESSMENT OF TRAINING- WHAT IS THE NEED?

Corporate, today, expend large amount of money on imparting training and development practices. But prior to spending such vast amount, they should analyze the need for conducting training to the workforce. There are chances in which firms can make mistakes if they are not assessing the training needs. An employee, for sure, requires training when he is found to be not capable enough to meet the goals of the organization and when there is a gap between the current performance and expected performance. Meagerness in recital occurs due to the lack of sufficient knowledge and expertise, monotonous management or any other personal and official issues. All these problems spotted can be tackled by providing an effective training programme to the right employee and at the right point of time.

Training and development refer to programs designed to help new employees adjust to the workplace successfully. In addition, they include the formal ongoing efforts of corporations and other organizations to improve the performance and self-fulfillment of their employees through a variety of methods and programs. In the modern workplace, these efforts have taken on a broad range of applications, from training in highly specific job skills to long-term professional development, and are applicable to all sorts of employees ranging from line workers to the **chief executive officer**. Training and development have emerged as formal corporate functions, integral elements of corporate **strategy**, and are recognized as professions with distinct theories and methodologies as companies increasingly acknowledge the fundamental importance of employee growth and development, as well as the necessity of a highly skilled **workforce**, in order to improve the success and efficiency of their organizations.

For the most part, training and development are used together to bring about the overall acclimation, improvement, and education of an organization's employees. While closely related, there are important differences between the terms and the scope of each. In general, training programs have very specific and quantifiable goals, such as operating a particular piece of machinery, understanding a specific process, or performing certain procedures with great precision. On the other hand, developmental programs concentrate on broader skills that are applicable to a wider variety of situations, such as **decision making, leadership** skills, and **goal setting**. In short, training programs are typically tied to a particular subject matter and are

applicable to that subject only, while developmental programs center on cultivating and enriching broader skills useful in numerous contexts.

HISTORY OF TRAINING PROGRAMS

The apprenticeship system emerged in ancient cultures to provide a structured approach to the training of unskilled workers by master craftsmen. This system was marked by three distinct stages: the unskilled novice, the journeyman or yeoman, and finally, the master craftsman. Together, they formed an "organic" process whereby the novice "grew" into a master craftsman over a period of years.

With the onset of the Industrial Age, the training of the unskilled underwent a dramatic transformation in which **vocational education** and training emerged to replace the traditional apprentice system. The division of labor in an industrial factory resulted in specific job tasks that required equally specific training in a much shorter time span. As training activities grew more methodical and focused, the first recognizable modern training methods began to develop during the 19th and early 20th centuries: gaming simulations became an important tool in the Prussian military during the early 1800s and psychodrama and role playing were developed by Dr. J. L. Moreno of Vienna, Austria, in 1910.

The early 20th century witnessed the emergence of training and development as a profession, resulting in the creation of training associations and societies, the advent of the **assembly line** requiring greater specificity in training, and the dramatic training requirements of the world wars. Important groups forming during this period include the American Management Association in 1923 (which began as the National Association of Corporation Schools in 1913), and the National Management Association in 1956 (which began as the National Association of Foremen in 1925). At the same time, Henry Ford (1863-1947) introduced the assembly line at his Highland Park, Michigan, plant. Because the assembly line created an even greater division of labor, along with an unprecedented need for precision and teamwork, job tasks and assignments required more highly specific and focused training than ever before.

The enormous production needs of the World War I and II created a heavy influx of new workers with little or no industrial education or skills to the workplace, thereby necessitating massive training efforts that were at once fast and effective. In particular, the heavy demand for shipping

construction during World War I resulted in a tenfold increase in workers trained on-site by instructors who were supervisors using a simple four-step method: show, tell, do, check. During World War II, large numbers of trained industrial workers left their jobs to enter the armed forces, severely limiting the organizational support normally provided by coworkers in training their replacements. Heavy demands were placed on foremen and supervisors, and the training within industry (TWI) service was formed to train supervisors as instructors. Job instruction training (JIT) was employed to train defense-plant supervisors in instructing new employees in necessary job skills as quickly as possible. Other programs included job relations training (JRT), job methods training (JMT), and job safety training (JST). During this time, the American Society for Training and Development (ASTD) was formed.

By the end of World War II most companies and organizations realized the importance of training and development as a fundamental organizational tool. Training programs that originally were developed in response to national crises had become established corporate activities with long-term strategies working toward improving employee performance. In the mid 1950s gaming simulations gained popularity. Trainers began giving serious consideration to the efficacy of their training programs, and interest in the evaluation of training programs grew. The 1960s witnessed an explosion of training methods as the number of corporations using **assessment centers** increased from one to 100 by the end of the decade. Government programs to train young men for industrial jobs, such as the Job Development Program 1965 and the Job Corps, were initiated to improve the conditions of the economically disadvantaged. New methods included training laboratories, sensitivity training, programmed instruction, performance appraisal and evaluation, needs assessments, management training, and organizational development.

By the 1970s a new sense of professionalism emerged in the training community. Training programs grew dramatically, and the ASTD produced the *Professional Development Manual for Trainers*. Government programs were aimed increasingly at minorities as a group and required corporations to increase their efforts to recruit minorities. With the rise of organizational development, the focus of training shifted away from the individual and toward the organization as a whole. Technological advances in training programs included the use of videotapes, satellites, and computers.

The 1980s and early 1990s saw important social, economic, and political changes that have had a profound effect on the way corporations do business, resulting in an ever increasing need for effective training. In a time of economic constraints coupled with increasing international competition, training and development programs needed to respond more quickly and effectively to technological change. Increasing governmental regulations also require a greater breadth of training programs to reflect the greater diversity of employees.

Furthermore, computers became an integral part of business and industry in the 1980s and 1990s, making knowledge of computer use essential for many workers. As a consequence, companies launched computer training and development programs to ensure that their employees possessed the needed computer skills. In addition, companies used computers as a training method known as computer-based training, relying on specially designed computer programs to impart knowledge and skills needed for a host of tasks.

Learning:

Any relatively permanent change in behavior which occurs as a result of practice or experience

1. Learning is change in behavior – better or worse
2. a change that takes place through practice or experience
3. change must be permanent

Components of Learning:

1. Learning is a *change in behavior*.
2. Change in knowledge or skill.
3. Acquiring new information and knowledge is part of everyday life.
4. Seek out learning opportunities.
5. Learning is an *individual process*
6. Learn best through direct participation.
7. Plan programs that begin at the —entry level.¶
8. Significant barriers to learning:

Low self-esteem
Unconfident in own abilities
Fear of ridicule or failure

9. Organize activities that ensure success

Concept of Learning

- Cognitive view
- Environmental perspective
- Social – Learning

Cognitive view

1. Processing of input from the senses
2. information is stored and processed by mind without explicit manipulation of reinforcers
3. Change in the way information is processed as a result of experience a person has had
 - Verbal learning
 - inputs of information
 - Storage of information
 - Retrieval of information
 - Skill Learning
 - Learning what is required in the task
 - skill is perfected
 - skill becomes automatic

Social Learning Theory

1. Learning is a continuous interaction between the individual and the particular social environment in which he functions
2. Influence of models – parents, teachers, peers, friends

Principles of Learning

Classical Conditioning

1. Pavlov experiment – conditioned stimulus and unconditioned response
2. Conditioned stimulus and conditioned response

- Operant Conditioning
- 1. Reinforcement – reward and punishments
- Cognitive Learning

Learning Process

- Endo-system
- Mechanics
- Influence System
- Process System

The Endo-System

1. Maximize the motivation for learning
2. motivating to commit mistakes
3. provide challenging task

The Mechanics of Learning

1. Self-Learning
2. Application
3. Feedback

Influence – The Trainer

1. Values
2. Needs
3. Style
4. Competence

Process

1. Discovery
2. Experimentation
3. Collaborative Learning

Factors affecting the Learning Process

- Knowledge of results

- Length of Learning Sessions
- Part Vs Whole Learning
- Logical Sequence
- Depth of impression
- Repetition
- Association of Ideas
- Transfer of Learning

THEORIES OF LEARNING

There are many different theories of how people learn. What follows is a variety of them, and it is useful to consider their application to how your students learn and also how you teach in educational programmes. It is interesting to think about your own particular way of learning and to recognise that everyone does not learn the way you do. Burns (1995, p 99) _conceives of learning as a relatively permanent change in behaviour with behaviour including both observable activity and internal processes such as thinking, attitudes and emotions.‘ It is clear that Burns includes motivation in this definition of learning. Burns considers that learning might not manifest itself in observable behaviour until some time after the educational program has taken place.

SENSORY STIMULATION THEORY

Traditional sensory stimulation theory has as its basic premise that effective learning occurs when the senses are stimulated (Laird, 1985). Laird quotes research that found that the vast majority of knowledge held by adults (75%) is learned through seeing. Hearing is the next most effective (about 13%) and the other senses — touch, smell and taste — account for 12% of what we know. By stimulating the senses, especially the visual sense, learning can be enhanced.

However, this theory says that if multi-senses are stimulated, greater learning takes place. Stimulation through the senses is achieved through a greater variety of colours, volume levels, strong statements, facts presented visually, use of a variety of techniques and media.

Reinforcement theory

This theory was developed by the behaviourist school of psychology, notably by B.F. Skinner (Laird 1985, Burns 1995). Skinner believed that behaviour is a function of its consequences. The learner will repeat the desired behaviour if positive reinforcement (a pleasant consequence) follows the behaviour. Positive reinforcement, or ‘rewards’ can include verbal reinforcement such as ‘That’s great’ or ‘You’re certainly on the right track’ through to more tangible rewards such as a certificate at the end of the course or promotion to a higher level in an organisation. Negative reinforcement also strengthens a behavior and refers to a situation when a negative condition is stopped or avoided as a consequence of the behaviour. Punishment, on the other hand, weakens a behaviour because a negative condition is introduced or experienced as a consequence of the behaviour and teaches the individual not to repeat the behavior which was negatively reinforced. Punishment creates a set of conditions which are designed to eliminate behaviour (Burns, 1995, p 108). Laird (1985) considers this aspect of behaviourism has little or no relevance to education. However, Burns says that punishment is widely used in everyday life although it only works for a short time and often only when the punishing agency is present. Burns notes that much Competency Based Training is based on this theory, and although it is useful in learning repetitive tasks like multiplication tables and those work skills that require a great deal of practice, higher order learning is not involved. The criticism of this approach is that it is rigid and mechanical.

Cognitive-Gestalt approaches

The emphasis here is on the importance of experience, meaning, problem-solving and the development of insights (Burns 1995, p 112). Burns notes that this theory has developed the concept that individuals have different needs and concerns at different times, and that they have subjective interpretations in different contexts.

Holistic learning theory

The basic premise of this theory is that the _individual personality consists of many elements...specifically ... the intellect, emotions, the body impulse (or desire), intuition and imagination' (Laird,1985, p 121) that all require activation if learning is to be effective.

Facilitation theory (the humanist approach)

Carl Rogers and others have developed the theory of facilitative learning. The basic premise of this theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors (Laird 1985).

Other characteristics of this theory include:

- a belief that human beings have a natural eagerness to learn
- there is some resistance to, and unpleasant consequences of, giving up what is currently held to be true
- the most significant learning involves changing one's concept of oneself

Facilitative teachers are:

- less protective of their constructs and beliefs than other teachers
- more able to listen to learners, especially to their feelings
- inclined to pay as much attention to their relationship with learners as to the content of the course
- apt to accept feedback, both positive and negative and to use it as constructive insight into themselves and their behavior

Learners:

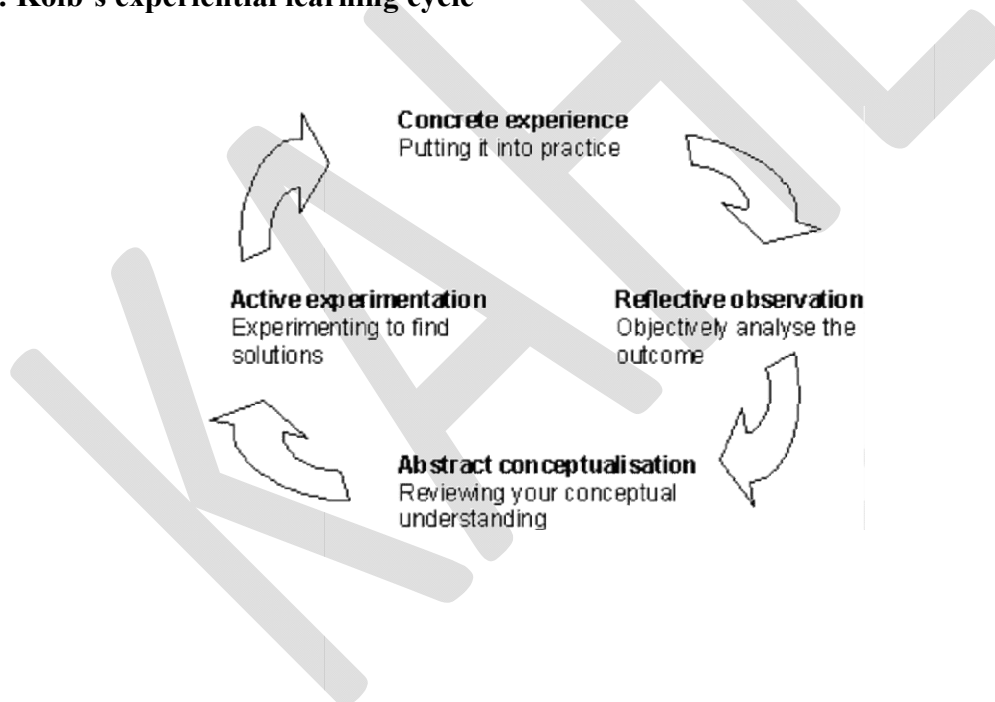
- are encouraged to take responsibility for their own learning
- provide much of the input for the learning which occurs through their insights and experiences

- are encouraged to consider that the most valuable evaluation is self-evaluation and that learning needs to focus on factors that contribute to solving significant problems or achieving significant results

Experiential learning

Kolb proposed a four-stage learning process with a model that is often referred to in describing experiential learning (McGill & Beaty 1995). The process can begin at any of the stages and is continuous, i.e. there is no limit to the number of cycles you can make in a learning situation. This theory asserts that without reflection we would simply continue to repeat our mistakes.

Figure: Kolb's experiential learning cycle



Kolb's research found that people learn in four ways with the likelihood of developing one mode of learning more than another. As shown in the 'experiential learning cycle' model above, learning is:

- through concrete experience
- through observation and reflection

- through abstract conceptualization
- through active experimentation

Differences in learning styles

As already discussed, the idea that people learn in different ways has been explored over the last few decades by educational researchers. Kolb, one of the most influential of these, found that individuals begin with their preferred style in the experiential learning cycle. Honey and Mumford

(1986 cited in McGill & Beaty 1995 p 177), building on Kolb's work, identified four learning styles:

- Activist (enjoys the experience itself),
- Reflector (spends a great deal of time and effort reflecting)
- Theorist (good at making connections and abstracting ideas from experience)
- Pragmatist (enjoys the planning stage)

There are strengths and weaknesses in each of these styles. Honey and Mumford argue that learning is enhanced when we think about our learning style so that we can build on strengths and work towards minimizing weaknesses to improve the quality of learning.

Action learning

Action learning is the approach that links the world of learning with the world of action through a reflective process within small cooperative learning groups known as 'action learning sets' (McGill & Beaty 1995). The 'sets' meet regularly to work on individual members' real-life issues with the aim of learning with and from each other. The 'father' of action learning, Reg Revans, has said that there can be no learning without action and no (sober and deliberate) action without learning. Revans argued that learning can be shown by the following equation, where L is learning; P is programmed knowledge (eg traditional instruction) and Q is questioning insight.

$$L = P + Q$$

Revans, along with many others who have used, researched and taught about this approach, argued that action learning is ideal for finding solutions to problems that do not have a

‘right’ answer because the necessary questioning insight can be facilitated by people learning with and from each other in action learning ‘sets’.

Adult learning (andragogy)

Malcolm Knowles (1978, 1990) is the theorist who brought the concept of adult learning to the fore. He has argued that adulthood has arrived when people behave in adult ways and believe themselves to be adults. Then they should be treated as adults. He taught that adult learning was special in a number of ways. For example:

- adult learners bring a great deal of experience to the learning environment. Educators can use this as a resource
- adults expect to have a high degree of influence on what they are to be educated for, and how they are to be educated
- the active participation of learners should be encouraged in designing and implementing educational programs
- adults need to be able to see applications for new learning
- adult learners expect to have a high degree of influence on how learning will be evaluated
- adults expect their responses to be acted upon when asked for feedback on the progress of the program

Burns (1995, p.233) says: ‘By adulthood people are self-directing. This is the concept that lies at the heart of andragogy, andragogy is therefore student-centered, experience-based, problem-oriented and collaborative very much in the spirit of the humanist approach to learning and education... the whole educational activity turns on the student.’

Adulthood as a social construction

Pogson and Tennant (1995) provide a perspective of adulthood as a social construction. They say that the concept of a life’s course varies for different individuals and different cultures; therefore trainers and adult educators should be wary of definitive views of adults and their behaviour.

Burns would probably support this view as he discusses the notion that ‘definitions of the adult are not clear’ and says ‘the same is true of adult education.’ He discusses the ‘petrol tank’ view of school education: ‘fill the tank full at the only garage before the freeway, then away we go on life’s journey’ (1995, p 227). He goes on to discuss that problems can arise when people have not had their tank filled completely at school and he extends the metaphor to suggest that there should be service stations along ‘the length of the highway of life.’ The question could be asked – when is maturity complete? Is there no further development after a certain stage in life? Some authors think that while children at approximately the same age are at approximately the same stage of development, the same cannot be said of adults. Adults would vary in levels knowledge and also in their life experiences. There could be said to be tremendous variation in adult experience.

An adult’s emotional response can affect learning

Some adults can approach formal educational settings with anxiety and feelings of high or low self-efficacy. Their approach to new learning contexts can be influenced by how they appraise or evaluate the new experience. For example: given two adults in a classroom where an exercise is about to begin, one individual may interpret the exercise in such a way that leads to a feeling of ‘excitement’, while the other person interprets the exercise in such a way that leads to the feeling of ‘embarrassment’. It is self evident that the way the individual interprets the situation and the subsequent emotion that arises, will affect the kind of action the individual is to take (Burns, 1995, p 16). Burns considers that such appraisals, coupled with labels such as ‘fear’ or ‘anxiety’ can lead some learners to emotionally disengage from the source of discomfort that is the learning experience.

However, when coupled with labels such as ‘excitement’ or ‘challenge’ the learner is led to take actions that focus on the task.

E-LEARNING

E-learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning. A number of other terms are also used to describe this mode of teaching and learning. They include *online learning*, *virtual learning*,

distributed learning, network and web based learning. Fundamentally, they all refer to educational processes that utilize information and communications technology to mediate asynchronous as well as synchronous learning and teaching activities. On closer scrutiny, however, it will be clear that these labels refer to slightly different educational processes and as such they cannot be used synonymously with the term *e-learning*. The term e-learning comprises a lot more than *online learning, virtual learning, distributed learning, networked or web-based learning*. As the letter —e in e-learning stands for the word —electronic, e-learning would incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or standalone computers and other electronic devices. These various types or modalities of e-learning activity are represented in Table 1

Table 1. E-Learning modalities

Individualized self-paced e-learning <i>online</i>	Individualized self-paced e-learning <i>offline</i>
Group-based e-learning <i>synchronously</i>	Group-based e-learning <i>asynchronously</i>

1. ***Individualized self-paced e-learning online*** refers to situations where an individual learner is accessing learning resources such as a database or course content online via an Intranet or the Internet. A typical example of this is a learner studying alone or conducting some research on the Internet or a local network.
2. ***Individualized self-paced e-learning offline*** refers to situations where an individual learner is using learning resources such as a database or a computer-assisted learning package offline (i.e., while not connected to an Intranet or the Internet). An example of this is a learner working alone off a hard drive, a CD or DVD.
3. ***Group-based e-learning synchronously*** refers to situations where groups of learners are working together in real time via an Intranet or the Internet. It may include text-based

conferencing, and one or two-way audio and videoconferencing. Examples of this include learners engaged in a real-time chat or an audio-videoconference.

4. ***Group-based e-learning asynchronously*** refers to situations where groups of learners are working over an Intranet or the Internet where exchanges among participants occur with a time delay (i.e., not in real time). Typical examples of this kind of activity include on-line discussions via electronic mailing lists and text-based conferencing within learning managements systems.

Possible Questions

Part B – 2 Marks

4. What purpose does training serve?
5. What are the principles that should be kept in mind while designing a sound employee training program?
6. It has been said, you cannot teach a person anything, but a person can learn – Discuss the implications of this for training methodology.
7. What is the need of Training?
8. Brief on the importance of Training?
9. What are the requirements of a training department?
10. What can be done to motivate companies to evaluate training programs?

Part C- 5 Marks

10. What is human capital? How is human capital influencing the changing role of training from skill and knowledge acquisition to creating and sharing knowledge?
11. Explain how training relates to attracting new employees, employee retention and motivation
12. Discuss the strategies for effective delivery of training programme.
13. What are the factors to be considered in designing a training programme?

14. What misconceptions do managers have about training? How could you change those misconceptions?
15. Explain the features of Training and development.

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KARPAGAM ACADEMY OF HIGHER EDUCATION, COIMBATORE**DEPARTMENT OF MANAGEMENT****Unit 1- INTRODUCTION TO TRAINING - Multiple Choice Questions- Each Question carries ONE Mark**

Questions	Option 1	Option 2	Option 3	Option 4	Answer
The unique characteristics of a learning organization is that	the members learn about each other	it has the capacity to gather new information and use it for improvement	it focuses on selecting new employees who love learning and are highly skilled	employees are rewarded for submitting creative suggestions and participating in their implementation	it has the capacity to gather new information and use it for improvement
The best reason for presenting a training program is because:	it contributes to the organization's goals and objectives	it has been highly advertised.	competitors are using the training.	concern about federal agency pressure.	it contributes to the organization's goals and objectives
The systems model of training contains three phases:_____, training and development, and evaluation.	preparation	assessment	introduction	organizing	assessment
The major difference between training and education is that:	education refers more to acquiring specific skills	education is more closely related to learning a particular job.	training provides more general knowledge.	training narrows the range of responses while education broadens the range.	training narrows the range of responses while education broadens the range.
A legitimate difference between andragogy versus methods for teaching children focuses on	the ability to utilize past experience in the training	the desire to participate in the learning experience	the desire for relevant learning that is problem-centered	the need to involve the learner in the learning process	the ability to utilize past experience in the training
Carefully preparing a training manual so that each idea effectively builds on the previous ideas illustrates which training principle?	Stimulus: meaningful organization of materials	Response: practice and repetition	Feedback: knowledge of results	Transfer of Training: sequencing the learning	Stimulus: meaningful organization of materials

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Difficult tasks that are hard to comprehend usually produce what sort of learning curve?	positively accelerating	negatively accelerating	linear	upside-down U-shaped	positively accelerating
Which explanation for forgetting suggests that new learning interferes with the retention of old learning?	repression	motivated forgetting	proactive inhibition	retroactive inhibition	retroactive inhibition
The three elements of good training objectives are: (a) they are stated in behavioral terms, (b) they specify the conditions, constraints, and time limitations, and (c) they specify	the standards of acceptable performance	behaviors that are realistic	socially acceptable activities	what is important to the organization	the standards of acceptable performance
Copyright protection covers the life of the author plus:	45 Years	100 Years	70 Years	15 Years	70 Years
All of the following federal laws pertain to training and development opportunities, except	ADEA	ADA	Title VII of the CRA	FLSA	FLSA
The three functions of HRD are:	Orientation, training, and de-employment	Training, individual development, and strategic development	Training, individual development, and organizational development	Strategic, operation, and individual	Training, individual development, and organizational development
The training focus of a Lower Cost Leadership business strategy would be on:	Creativity, marketing, and product knowledge	Consistent procedures, and customer service	Creativity and consistent procedures	Quality control, consistency, and speed of production	Quality control, consistency, and speed of production

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Under_____, employees may be reimbursed for qualified tuition expenses.	IRS Tax Code 127	Executive Order 11246	The DOL Tuition Reimbursement Act	IRS Tax Code 125	IRS Tax Code 127
Training objectives should be all of the following except:	Specific	Realistic	Easy to interpret	Timely	Easy to interpret
Basics are learned quickly, then learning slows are more complex skills are mastered with a _____learning curve.	Decreasing returns	Increasing returns	S-shaped	Plateaued	Decreasing returns
Which of the following job design practices broadens the scope of a job by expanding the number of different tasks to be performed?	Job enrichment	Division of labor	Job rotation	Job enlargement	Job enlargement
An employer's mission statement includes:	short-term needs to meet the strategic plan	a statement of purpose for what the organization values	long-term objectives	a statement of employment practices	a statement of purpose for what the organization values
Which is not a benefit of training?	To increase company expenses	Reduction in errors	Reduction in turnover	Attitude Changes	To increase company expenses
What is the difference between training activities and developmental activities?	Training activities prepare employees for their present jobs; developmental activities prepare employees for future jobs	Training activities focus on the acquisition of new skills; developmental activities correct skill deficiencies.	Training activities are broader in focus; developmental activities have a narrow focus.	There is no difference; the two terms are interchangeable.	Training activities prepare employees for their present jobs; developmental activities prepare employees for future jobs.

Questions	Option 1	Option 2	Option 3	Option 4	Answer
A pharmaceutical company is undertaking a joint venture that enables it to sell a new drug. The Company is on a tight time frame and needs to provide training for 150 sales representatives located throughout the U.S. Given the company's time constraints, which needs assessment method would best determine the training that sales representatives need?	Tests	Observation	Advisory committee	Assessment center	Advisory committee
A training specialist is able to show that training has decreased turnover by 10%. At what level has the training been evaluated?	Learning	Results	Reaction	Behavior	Results
Which of the following theorists defines quality as "fitness to use," which emphasizes the reliability of a product or service?	Juran	Deming	Crosby	Baldrige	Juran
Training is all about	building up people's confidence	convincing employees	negotiating employees	conflicting employees	building up people's confidence
Training adds to	Knowledge	Practical efficiency	Qualification	Skills	Practical efficiency

Questions	Option 1	Option 2	Option 3	Option 4	Answer
The progressive organisation recognizes the value of	capital	business	human resources	money	human resources
One of the inputs in organisational environment is	operational	HR	Financial results	raw material	HR
Recruitment of best employees and their selection needs	Training needs	Training methods	turnover	training cost	Training needs
the concept which is being narrowly focused can achieve intermediate goals of the organisation	Training	Development	Planning	Staffing	Training
An Integrated body of plans that converts all aspects of business activities and actions to achieve business objectives	Organisation	Business strategy	government policies	principles of business	Business strategy
the training which prevents accidents in working environment is	Diversity	ethics	quality	safety	safety
Training should be imparted in a _____ manner from simple to difficult part	adapted	progressive	specific	reverse	progressive

Questions	Option 1	Option 2	Option 3	Option 4	Answer
The effectiveness of the training programme depends on	feedback	meaningfulness	specificity	overload	feedback
The adoption that takes place as a result of training is all	reversible	feedback	overload	specificity	reversible
All training and development programmes must be linked to the	diversity	humanity	ethical	business strategy	business strategy
The training that includes explanation about how people have different prospective and views in MNC's is	humanity	diversity	ethical	business strategy	diversity
Business which is considered as good business is	ethical	diverse	successful	growing	ethical
The hallmark of doing business successfully is	ethics	quality	development	good strategy	quality
Training makes employees	motivated	learning	empowering	coordinating	empowering
One of the present training needs is	Climate	culture	behaviour reforms	skill development	behaviour reforms
The gap between the knowledge, skills and attitudes required is called	Training needs	performance appraisal	potential appraisal	career	Training needs

Questions	Option 1	Option 2	Option 3	Option 4	Answer
STS is	Socio-Technical System	Simple Technology system	Single technical system	Single technology system	Socio-Technical System
STS is	technology	self-efficacy	self-study programmes	self-awareness	self-study programmes
The people who complaints about anything and everything is	Late comers	challenger	derailers	whiner	whiner
The zone which is about eighteen inches is	Personal	Social	Intimate	Public	Intimate
The questions which require respondents to elaborate with a narrative response is	Open	closed	overhead	direct	Open
The activities that are used at the opening of a training program is	challengers	ice-breakers	derailers	whiners	ice-breakers
Requirement of organisation is	long term needs	short term needs	both	organisational need	long term needs
Unlearning is due to	good work habits	poor work habits	individual need	organisational need	poor work habits
Group dynamism is	future need	present need	individual need	occupational need	occupational need
OD is	future need	present need	individual need	organisational need	organisational need
Interpersonal skills is a part of	behavioural skills	technological skills	personal skills	Team skills	behavioural skills
An organisation is a	open system	closed system	both	one system	open system
The adoption of new idea or behaviour by a company	Culture	No change	Change	Behaviour	Change
The physical and mental capacity to perform a task	Ability	Knowledge	Work	likes	Ability

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Formal education, job experiences, relationships and assessments of personality and abilities that help executives prepare for future	Ability	Knowledge	Development	likes	Development
Training programs designed to change employees attitudes	Performance Appraisal	Instructor Evaluation	Cost-benefit Analysis	Diversity training	Diversity training
What a company hopes to achieve in the medium to long term future	Outcome	Knowledge	Goal	assessment	Goal
An employees process of developing short and long term career objectives	Time management	Mission	Goal Setting	Norms	Goal setting
The process used to determine if training is necessary	Outcome	Knowledge	Goal	Need assessment	Need assessment

Unit 2 – Learning Concepts

Training Process – Key factors in designing training programme - Assessing Training needs – Methods of TNA – Training Design – Constraints in Training Design

TRAINING PROCESS

Definition: The **Training Process** comprises of a series of steps that needs to be followed systematically to have an efficient training programme. The Training is a systematic activity performed to modify the skills, attitudes and the behavior of an employee to perform a particular job.

Training Process



- **Needs assessment:** The first step in the training process is to assess the need for training the employees. The need for training could be identified through a diagnosis of present and future challenges and through a gap between the employee's actual performance and the standard performance.

The needs assessment can be studied from two perspectives: Individual and group. The individual training is designed to enhance the individual's efficiency when not performing adequately. And whereas the group training is intended to inculcate the new changes in the employees due to a change in the organization's strategy.

- **Deriving Instructional Objectives:** Once the needs are identified, the objectives for which the training is to be conducted are established. The objectives could be based on the gaps seen in the training programmes conducted earlier and the skill sets developed by the employees.
- **Designing Training Programme:** The next step is to design the training programme in line with the set objectives. Every training programme encompasses certain issues such as: Who are the trainees? Who are the trainers? What methods are to be used for the training? What will be the level of training? etc. Also, the comprehensive action plan is designed that includes the training content, material, learning theories, instructional design, and the other training requisites.
- **Implementation of the Training Programme:** Once the designing of the training programme is completed, the next step is to put it into the action. The foremost decision that needs to be made is where the training will be conducted either in-house or outside the organization.

Once it is decided, the time for the training is set along with the trainer who will be conducting the training session. Also, the trainees are monitored continuously throughout the training programme to see if it's effective and is able to retain the employee's interest.

- **Evaluation of the Training Programme:** After the training is done, the employees are asked to give their feedback on the training session and whether they felt useful or not. Through feedback, an organization can determine the weak spots if any, and can rectify it in the next session. The evaluation of the training programme is a must because companies invest huge amounts in these sessions and must know its effectiveness in terms of money.

KEY FACTORS TO CONSIDER WHILE DESIGNING THE TRAINING PROGRAMME

- There are a number of key considerations in developing a training program. Training should not be handled casually but instead developed specifically to meet the needs of the organization. This can be done by a needs assessment consisting of three levels: *organizational, occupational, and individual assessments*.
- The first consideration is the delivery mode; depending on the type of training and other factors, some modes might be better than others.
- Budget is a consideration in developing training. The cost of materials, but also the cost of time, should be considered.
- The delivery style must take into account people's individual learning styles. The amount of lecture, discussion, role plays, and activities are considered part of delivery style.
- The audience for the training is an important aspect when developing training. This can allow the training to be better developed to meet the needs and the skills of a particular group of people.
- The content obviously is an important consideration. Learning objectives and goals for the training should be developed before content is developed.
- After content is developed, understanding the time constraints is an important aspect. Will the training take one hour or a day to deliver? What is the time line consideration in terms of when people should take the training?
- Letting people know when and where the training will take place is part of communication.
- The final aspect of developing a training framework is to consider how it will be measured. At the end, how will you know if the trainees learned what they needed to learn?

- A career development process can help retain good employees. It involves creating a specific program in which employee goals are identified and new training and opportunities are identified and created to help the employee in the career development process.

DETERMINING TRAINING NEEDS

It is also called training needs analysis or training needs assessment. Needs assessment problems and future challenges to be met through training and development. Organisation spends vast sums of money on training and development. Before committing such huge resources, organisation would do well to assess the training needs of their employees. Organisation that implements training programs without conducting needs assessment may be making errors.

Needs assessment occurs at two levels- Group and individual.

An individual needs training when his or her performance falls short of standards that are when there is performance deficiency. Inadequacy in performance may be due to lack of skills or knowledge or any other problems. The problem of performance deficiency caused by absence of skills or knowledge can be remedied by training. Faulty selection, Poor job design, uninspiring supervision or some personal problem may also result in poor performance. Transfer, job redesign, improving quality of supervision, or discharge will solve the problem. Assessment of training needs must also focus on anticipated skills of employees, Technology changes fast and new technology demands new skills. It is necessary that the employees be trained to acquire new skills. This will help him to progress in his career path. Training and development is essential to prepare the employee to handle more challenging tasks. Individuals may also require new skills because of possible job transfers. Employees commonly require only an orientation to new facilities and jobs.

Recently, however, economic forces have necessitated significant retraining efforts in order to assure continued employment for many individuals. Job has disappeared as technology, foreign competition, and the forces of supply and demand are changing the face of our industry.

Assessment of training needs occurs at the group level too. Any change in the organizations strategy necessitates training of groups of employees. For examples, when the organisation decides to introduce a new line of products, sales personnel and production workers have to be trained to produce sell and service the new products. Training can also be used when high scrap or accident rates, low morale and motivation, or other problems are diagnosed.

DEVELOPING A TRAINING PROGRAM

There are seven major steps that need to be managed in developing a training development program

Identifying Training Needs

The Training Program should be beginning with the identification of organisation need for such a program. The primary aim of training is to bring about suitable change in the individual so that he can be useful to the organisation. Therefore training needs have to be related to organisation s demands as well as individual requirements. In all such situation the organisation will have to identify the training needs of its employees.

Defining Training Objectives

Training usually means skills training having fairly direct or immediate applicability. The objective of training differs according to the employees belonging to different levels of organisation. The basic objective of training is to establish a match between man and his job. Thus training aims at improving knowledge and skills level and developing right attitude among employees in order to enable them to perform their present job effectively or to

prepare them for a future assignment. However from the point of view of an organisation, employees growth is a mean to organizational effectiveness.

Selecting Trainees

It is another important decision concerns the selection of trainees. For an organisation providing the right training to the right people can help to create and maintain a well-trained and stable work force. While selecting trainee due attention should be given to employee needs and motivation, skill obsolesces. Many companies have moved in the direction of training employees to have multiple skills called multiskilling. In particular, multiskilling is relevant where semiautonomous or self-managed teams are utilized. Everyone is encouraged to learn all of the jobs of the team and employees are generally paid according to the number of skill that they have developed.

Determining the Training contents and choosing training methods.

Training objectives guide the training curriculum. The contents will vary according to the type of the training and the specific requirement of the trainees. The type of employees training method best suited to a specific organisation depends upon a number of factors, such as skills required for the job, qualification of candidate to be trained, kinds of operating problems confronted by the organisation and the support of the higher management to the training program.

Training Budget

Training budget involves out flow of funds from the organisation for which budget should be available. Formulating a training budget will be an interactive process with the other steps in developing skills training program. Budget constraints may limit the human resources manager's alternatives and must therefore be considered during all phases of the development process.

Decision regarding Trainers

An effective training program cannot be developed if effective trainers are not available. Organisation has the option of using staff trainers or of seeking contract trainers out side. or of doing both when available. Staff trainers- full time specialist on the organisation payroll or member selected to do part-time training. The key to success however is selecting the right individual and providing them with the tool thee need to be effective.

TRAINING NEEDS ASSESSMENT**Methods Used in Training Needs****Assessment**

Group or Organizational Analysis	Individual Analysis
Organizational goals and objectives	Performance appraisal
Personnel/skills inventories	Work sampling
Organizational climate Indices	Interviews
Group or Organizational Analysis	Individual Analysis
Efficiency indices	Questionnaires
Exit Interviews	Attitude survey
MBO or work planning systems	Training progress

Quality circles	Rating scales
Customer survey/satisfaction data	
Consideration of current and projected changes	

CONSTRAINTS OF TRAINING EMPLOYEE

Employee training programs ensure that all workers have the skills, knowledge and experience to perform job tasks safely. These programs allow employees to gain awareness about company policies and procedures, improve professional skills and adhere to local, state and federal regulations. While training provides an essential benefit to both the business and the employee, constraints on instructor availability, a worker's time and company budget often limit an employer's ability to offer comprehensive developmental programs.

Instructor Availability

Small business owners may not have the resources required to offer training programs to their employees on a regular basis. Developing and delivering quality training programs takes time and effort. Additionally, some topics require expertise that managers or senior executives may not have. For example, implementing Six Sigma quality management initiatives typically requires formal education in process improvement techniques. Organizations, such as the American Society for Quality, certifies individuals to lead projects and train other individuals. In the event that no qualified individual works for the business, employers must seek a third-party training vendor to provide this service to the company or procure self-paced alternative training options.

Time Availability

Most small businesses can't afford for employees to be away from the jobs for too long. Scheduling training classes or arranging for coverage while employees take time off to complete mandatory courses can be challenging, particularly when all employees don't work in the same

location. Advances in technology make it possible to conduct distance learning options, using web-based conferencing software, so that one session can be scheduled for all employees, regardless of the office they work in. As employees try to balance their work and their personal lives, most employees express reluctance to spend extra, unpaid hours completing training.

Training Quality

As technology advances, people use games and multimedia entertainment on a regular basis in their personal lives. Younger workers particularly expect high-quality options at work, as well, and no longer tolerate poorly constructed training materials. To motivate employees, training professionals need to provide engaging course materials. They include contests, simulations and collaboration to encourage the most knowledge transfer and business impact as a result of training.

Budget Constraints

Developing effective training requires time and effort. To develop training, these projects require funding like any other project. Skilled personnel, including instructional designers and multimedia developers, typically contribute to these types of efforts. However, specialized resources cost money. Small business owners should consider building relationships with other small businesses and scheduling training courses together to get the best deals. Additionally, employees can take advantage of free resources, such as those offered by the Small Business Administration's Training Network or free online, courses available from institutions, such as the Massachusetts Institute of Technology, Saylor or other websites.

<https://open.lib.umn.edu/humanresourcemanagement/chapter/8-4-designing-a-training-program/>

Possible Questions

Part B – 2 Marks

1. How can the characteristics of the trainee affect self-directed learning
2. How do you determine the training needs of an organization?
3. What are the main principles of learning
4. What are the duties and responsibilities of a trainer?
5. What are the factors that influence the learning process.
6. What are the qualities of a professional trainer?
7. What is the purpose of training evaluation? What are its benefits?
8. What are the steps in Learning?

Part C- 5 Marks

1. Discuss the steps of an action learning program.
2. Explain how technology has changed the learning environment
3. How new technology has improved Training and Development? What are the limitations of it?
4. Need Assessment involve organization, person, and task analysis. Which one of these analyses do you believe is most important? Which is least and Why?
5. How does the use of a learning management system better link training to business strategy and goals?
6. What is E-Learning? Explain with examples.

KARPAGAM ACADEMY OF HIGHER EDUCATION, COIMBATORE					
DEPARTMENT OF MANAGEMENT					
Unit 2- LEARNING CONCEPTS - Multiple Choice Questions- Each Question carries ONE Mark					
Questions	Option 1	Option 2	Option 3	Option 4	Answer
The process of selectively reinforcing a response to change the behavior of a person is associated with	behavioral modeling	operant conditioning	education	learning	operant conditioning
The best strategy for reducing the problems of transfer of training is	to have the trainee practice the learning longer in each training session	to have the trainee develop an action plan for implementing the new learning	to provide more immediate feedback during the training period	to lengthen the training time over additional training periods	to have the trainee develop an action plan for implementing the new learning
Which of the following illustrates using results as a criteria for evaluating a supervisory training program?	an interpersonal relations rating scale completed by the subordinates of each supervisor	a 10-item questionnaire asking the supervisors to evaluate the results of the training	a frequency count of how often the supervisors praised or disciplined their subordinates over the next 8 weeks	measures of turnover, productivity improvement, and grievances in each supervisor's department	measures of turnover, productivity improvement, and grievances in each supervisor's department
What is the main drawback of overcoming resistance to change through a strategy of education and communication?	tends to be resented by union leaders	can be very time consuming	tends to breed suspicion	too expensive	can be very time consuming
In the action research model of organizational development,	internal rather than external change agents are used	the change agent is responsible for generating and monitoring the change strategies	the change agent collaborates extensively with the client group in gathering and analyzing data.	all data are quantitative data that are analyzed statistically.	the change agent collaborates extensively with the client group in gathering and analyzing data.

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Which of the following is not a basic method for evaluating training programs?	Reaction	Learning	Behavior modeling	Results	Behavior modeling
Which of the following training programs would most likely be conducted by external training resources?	Harassment training	Train-the-Trainer	OSHA training	Orientation	Train-the-Trainer
The three learning domains that influence or change behavior are:	Identification, development, education	Cooperation, sharing, evaluating	Preparing, implementing, evaluating	Skills, knowledge, attitude	Skills, knowledge, attitude
The Hawthorne Studies focused on which of the following:	Assessing the impact of physical and environment on performance	Factors of employee's social groups and interpersonal relationships created at the work place	Examining interpersonal behavior and credibility	Examining the factors that determine the need for achievement	Assessing the impact of physical and environment on performance
Common forms of behaviorally experienced training include all of the following except:	diversity training	in-basket training	apprenticeship	case studies/incidents	apprenticeship
What assesses the impact of physical and environmental influence on employee performance, which means special notice from management, may work to increase motivation?	group dynamics	laboratory training	Hawthorne studies	need for achievement	Hawthorne studies

Questions	Option 1	Option 2	Option 3	Option 4	Answer
All of the following are types of a training needs analysis, except:	organizational analysis	financial analysis	task analysis	individual analysis	financial analysis
The performance of job-related tasks and duties by trainees during training is known as:	Spaced Practice	Active Practice	Massed Practice	Training Practice	Active Practice
A learning organization is an organization that	encourages each department to function independently	advocates internal rather than external networking.	takes responsibility for the learning of its employees.	manages change and adapts to its environment	manages change and adapts to its environment
Which of the following statements about adult learners is true?	They are more open to new ideas and alternative options than are student learners	They are not motivated by external incentives since self-satisfaction is most important.	They can assess their own progress and do not need feedback from the instructor.	They are inclined to refer to past experiences and want opportunities to share them.	They are inclined to refer to past experiences and want opportunities to share them.
Which of the following learning curves describes how most routine tasks are learned?	Plateau	S-shaped	Increasing returns	Decreasing returns	Decreasing returns
Which of the following learning curves is typically associated with complex tasks such as problem solving?	Plateau	S-shaped	Increasing returns	Decreasing returns	S-shaped
Which of the following learning curves illustrates how a trainee learns the basics of a new, complex skill?	Plateau	S-shaped	Increasing returns	Decreasing returns	Increasing returns

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Vroom's expectancy theory states that	employees dislike rigid controls and want to accomplish something	employees' effort is related to the likelihood of perceived success.	employees work to meet their physical and social needs.	employees are likely to quit their jobs if treated unfairly.	employees' effort is related to the likelihood of perceived success.
Which of the following is an example of reinforcement according to a fixed ratio?	Monthly paycheck	Occasional praise	Sales commission	Yearly review	Sales commission
Gaps between actual and desired performance are best identified in which phase of the ADDIE process?	Development	Design	Assessment	Evaluation	Assessment
Which of the following is true of training needs assessments?	They are concerned with employee skill gaps, not attitudes	They can be eliminated if management knows what training is needed.	They serve as base line for evaluating training effectiveness.	They do not consider the conditions under which training is conducted.	They serve as base line for evaluating training effectiveness.
Which of the following statements about an organizational needs assessment is true?	It uses employee interviews to determine training needs	It identifies, how well individuals perform their jobs.	It indicates gaps between job requirements and job performance.	It identifies the impact of change on future training.	It identifies the impact of change on future training
Organizational learning is an area of knowledge within organizational theory that studies models and theories about the way an organization learns and adapts. Which of these is a characteristic of an adaptive organization?	It is able to sense changes in signals from its environment (both internal and external) and adapt accordingly	It is able to sense changes in signals from its environment (both internal and external) and but does not adapt	It is unable to sense changes in signals from its environment (both internal and external) but adapts anyway	It is able to sense changes in signals from its internal environment and adapt accordingly	It is able to sense changes in signals from its environment (both internal and external) and adapt accordingly

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Principle of variation for employees to learn is to	continue	motivate	specificity	overload	motivate
The conditioning that pairs two stimulus is	operant	cognitive	classical	Behavioural	classical
Reinforcement is the keyword for understanding	operant	classical	cognitive	Behavioural	classical
Reinforcement is something like a	condition	training	reward	learning	reward
The learning that takes place in stages is	verbal	non-verbal	skill	technical	skill
The sense of muscular is called	verbal	non-verbal	kinesis	skill	kinesis
The theory that offer insights into what a training exercise should include is	classical theories	neo-classical theories	reinforcement	social -learning	social -learning
A detailed examination of a job and its components is called	Role Analysis	Climate	job rotation	culture	Role Analysis
The effectiveness of the training needs survey largely depend on the	Quantity of the survey	Justification	quality of the survey	Specification	quality of the survey

Questions	Option 1	Option 2	Option 3	Option 4	Answer
The analysis which helps in prioritizing the skill and knowledge of the training needs is	Performance appraisal	budget	feedback	competence	competence
Getting the total management group of an organisation together in a one-day session to diagnose the system is	Confrontation Meeting	Board Meeting	Annual Meeting	Meeting Meeting	Confrontation Meeting
Motivating a person for change is	moving	learning	refreezing	Unfreezing	Unfreezing
The model which makes a distinction between transactional and transformational leadership styles is	Lewin	Kilmann	Lippett	Burke-Litwin	Burke-Litwin
In 7 stage model, generality and stabilising change corresponds to Lewin's	Unfreezing phase	moving phase	refreezing phase	learning phase	Unfreezing phase
In Porras' model, a central role is played by	work setting	physical	technology	social factors	work setting
Learning Organisation requires	Closed system thinking	Open system thinking	formal system thinking	informal system thinking	Open system thinking

Questions	Option 1	Option 2	Option 3	Option 4	Answer
One of the Team Building Interventions is	simulation	case study	management games	Process consultation	Process consultation
Participation enhances	empowerment	flip chart	technical system	open system	empowerment
A deep-seated assumption, values, and beliefs in an organisation is called	Organisational culture	organisational climate	organisational change	organisational development	Organisational culture
People's assumptions and attitude about an organisation is called	Organisational culture	organisational climate	organisational change	organisational development	organisational climate
Helping the client to see, judge, feel and react to things differently is called	Cognitive Restructuring	organisational climate	organisational change	organisational development	Cognitive Restructuring
One of the Personality characteristics is	clothes you wear	grooming	accept responsibility	Material	accept responsibility
The movement of people, materials and equipment refers to	learning	moving	Logistics	development	Logistics
Action and appearance of people is involved in	personal conduct	material	site	class room	personal conduct
The outcomes including attitudes and motivation	Cognitive ability	Cognitive outcomes	Affective outcome	Behavioural outcome	Affective outcome

Questions	Option 1	Option 2	Option 3	Option 4	Answer
The collecting of information and providing of feedback to employees about their behaviour, communication and skills	Outcome	Knowledge	Goal	assessment	assessment
Media based training that is both watched and heard	Online Learning	Interactive video	Business game	Audiovisual instruction	Audiovisual instruction
Learning involving a combination of online learning, face to face instruction and other methods	Blended learning	E-learning	Embedded Learning	Explicit Knowledge	Blended learning
Learning that occurs on the job as needed	Blended learning	E-learning	Embedded Learning	Explicit Knowledge	Embedded Learning
Knowledge that can be formalized, codified and communicated	Blended learning	E-learning	Embedded Learning	Explicit Knowledge	Explicit Knowledge
Mastery of concepts and rules	Motor Skills	Training Design	Pilot testing	Intellectual skills	Intellectual skills
An experienced, productive senior employee who helps develop a less experienced employee	Mentor	Trainer	Coach	Partner	Mentor
Coordination of physical movements	Motor Skills	Training Design	Pilot testing	Intellectual skills	Motor Skills

Questions	Option 1	Option 2	Option 3	Option 4	Answer
The process of measuring as employees work	Performance Appraisal	Instructor Evaluation	Cost-benefit Analysis	Diversity training	Performance Appraisal
Characteristics of the learning environment	Motor Skills	Training Design	Pilot testing	Intellectual skills	Training Design
Trainees applying their learned capabilities in job	Transfer of Training	Learning management systems	Pilot testing	Training Design	Transfer of training

Unit 3 – Implementation of Training

Implementation of Training – Physical arrangements – classroom management – Trainer's skills and styles – Transfer of Training - Evaluation of Training – need – types of instruments – Evaluation design – Models of Training evaluation.

PURPOSE OF TRAINING

Reasons for emphasizing the growth and development of personnel in an organization are related to the following purposes.

- Creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization.
- Enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff.
- Building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale.
- Ensuring adequate human resources for expansion into new programs.

Increased productivity.

- Reduced employee turnover.
- Increased efficiency resulting in financial gains.

Decreased need for supervision.

Employees frequently develop a greater sense of self-worth, dignity and well being as they become more valuable to the firm and to society. Generally they will receive a greater share of the material gains that result from their increased productivity. These factors give them a sense of satisfaction through the achievement of personal and organisational goals.

Training is required for effectiveness in the performance of work. The objective of training is to develop some specific skill in an individual. This is related to both knowledge and action. There is a range of training methods with advantages & disadvantages. Each method of training has special relevance for a training programme. There are four broad classifications of training methods available for training in an organization. These are related to on the job, off the job, skill development

and attitude. Though, there cannot be any strict separation, still then different methods of training can be grouped according to the stated relation.

IMPLEMENTATION OF TRAINING:

Preparation of Trainees

- Delivering the Training Programme
- Arrival of the participants
 - Meeting them on arrival
 - Materials they should receive on arrival
 - Special Arrangements for those who arrive early
- Beginning an Active Programme
 - Physical setup, materials and equipment
 - Completing preparations for the programme
 - Professional and mental Preparation of Trainers
 - Connecting with participants
 - Opening the programme
 - Establishing participants' ownership of the programme
- Making the Training Group Functional
- Blending the group into a cohesive entity
 - Getting participants acquainted with one another
 - Promoting interaction among the participants
 - Establishing group norms and standard of behaviour
 - process of setting group norms
 - enforcement of group norms
- Establishing a mechanism for participants' involvement
- Empowering the group
 - Understanding empowerment in the context of training
 - Facilitate expression of participants' anxieties and concerns
 - Clarify their role and enhance their commitment to the programme
 - Encourage them to set personal learning objectives

- establish standards of performance and participation
- Create an environment for free expression and exchange of views
- Empowerment of group
 - Establish support mechanisms
 - Build their confidence
 - help the participants realise their potential
- Delivering the Programme
 - Developing a bond with the training group
 - Breaking resistance to learning
 - Establishing Credibility
 - Maintaining an environment conducive to learning
 - Overseeing the group process
 - Maintaining harmony between programme contents and the training process
 - Receiving and giving feedback
 - Monitoring the programme and making necessary changes
 - Delegating responsibility for learning to the participants
 - Managing challenge
- Concluding the Programme
 - Recalling and consolidating learning
 - Clarifying lingering doubts and queries
 - Re-entry into the organisation and the family
 - Saying goodbye to the group members

Qualities of a Trainer:

- To encourage participation
- To start and complete on time
- Be humorous
- Open to feedback
- Ability to listen to the participants
- Good communicator and motivator

- Passion for Training
- Ability to hold the attention of the trainees
- Be able to keep the requirements of the trainees uppermost in mind
- Thorough knowledge of the subject
- To elicit participants' interest
- Good body language and mannerisms
- Effective use of aids
 - Understanding empowerment in the context of training
 - Facilitate expression of participants' anxieties and concerns
 - Clarify their role and enhance their commitment to the programme
 - Encourage them to set personal learning objectives
 - Establish standards of performance and participation
 - Create an environment for free expression and exchange of views
 - Establish support mechanisms
 - Build their confidence
 - Help the participants realise their potential

The arrangement needed for implementation of training programme are,

- Classroom arrangements.
- Effective Trainer
- Training materials
- Restroom facilities
- Audio visual aids

Layout of Classrooms:

- Traditional Layout
- Theatre Layout
- Conference Layout
- V Shaped Layout
- U – Shaped Layout
- Cluster Layout

EVALUATION OF DEVELOPMENT PROGRAMS:

Training evaluation is defined as —the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities.

This definition highlights some important points. First, when conducting an evaluation, both descriptive and judgmental information may be collected. Second, evaluation also involves the systematic collection of information according to a predetermined plan or method to ensure that the information is appropriate and useful. Finally, evaluation is conducted to help managers, employees and HR professionals make informed decisions about particular programs and methods. Evaluation can serve a number of purposes within the organization. According to Phillips, evaluation can help to do the following:

- Determine whether a program is accomplishing its objectives
- Identify the strengths and weaknesses of HR programs, which can need to changes, as needed.
- Determine the cost-benefit ratio of an HR program
- Decide who should participate benefited the most or least from the program
- Reinforce major points to be made to the participants
- Gather data to assist in marketing future programs ●

Determine if the program was appropriate

- Establish a database to assist management in making decisions

Better and more informed decision making, then, is an important benefit of conducting a Training evaluation. But there are other benefits as well Zenger and Hargis identified three additional reasons for conducting Training evaluation:

1. If Training staff cannot substantiate its contribution to the organization, its funding and program may be cut during the budgeting process, especially when the organization faces tough times.
2. Evaluation can build credibility with top managers and others in the organization.
3. Senior management often wants to know the benefits of Training program.

Thus, evaluation is a critical step in the Training process. It is the only way one can know whether an Training program has fulfilled its objectives.

MODELS AND FRAMEWORKS OF EVALUATION

A model of evaluation outlines the criteria for and focus of the evaluation effort. Because an Training program can be examined from a number of perspectives, it is important to specify which perspectives will be considered. While the different models and frameworks share some features, they also differ in significant ways. Let us discuss some of the important models of evaluation.

KIRKPATRICK'S EVALUATION FRAMEWORK

The most popular and influential framework for training evaluation was articulated by Kirkpatrick. Kirkpatrick argues that training efforts can be evaluated according to four criteria: reaction, learning, job behavior, and results.

1. **Reaction (Level 1)** Did the trainees like the program and feel it was useful? At this level, the focus is on the trainees' perceptions about the program and its effectiveness. This is useful information. Positive reactions to a training program may make it easier to encourage employees to attend future programs. But if trainees did not like the program or think they didn't learn anything (even if they did), they may discourage others from attending and may be reluctant to use the skills or knowledge obtained in the program. The main limitation of evaluating HRD programs at the reaction level is that this information cannot indicate whether the program met its objective beyond ensuring participant satisfaction.

2. **Learning (Level 2)** Did the trainees learn what the HRD objectives said they should learn? This is an important criterion; one many in the organization would expect an effective HRD program to

satisfy. Measuring whether someone has learned something in training may involve a quiz or test – clearly a different method from assessing the participant's reaction to the program.

3. ***Job Behavior (Level 3)*** Does the trainee use what was learned in training back on the job? (Recall our discussion of transfer of training in Chapter 3) this is also a critical measure of training success. We all know coworkers who have learned how to do something but choose not to. If learning does not transfer to the job, the training effort cannot have an impact on the employee's or organization's effectiveness. Measuring whether training has transferred to the job requires observation of the trainee's on-the-job behaviour or viewing organizational records (e.g., reduced customer complaints, a reduction in scrap rate).

4. ***Results (Level 4)*** Has the training effort improved the organization's effectiveness? Is the organization more efficient, more profitable, or base to serve its clients or customers as a result of the training program? Meeting this criterion is considered to be the most challenging level to assess, given that many things beyond employee performance can affect organizational performance. Typically at this level, economic and operating data (such as sales or waste) are collected and analyzed.

Kirkpatrick's framework provides a useful way of looking at the possible consequences of training and reminds us that Training efforts often have multiple objectives. It has sometimes been assumed that each succeeding level incorporates the one prior to it, finally culminating in what many people consider to be the ultimate contribution of any organizational activity: improving the organization's effectiveness. However, one of the more enduring (and in our view, depressing) findings about Training evaluation is the extent to which most organizations do not collect information on all four types of evaluation outcomes. For instance, in the 2000 State of the Industry Report (ASTD), a survey of over 500 organizations reported the following: 77 percent collected reaction measures, 36 percent collected learning measures, 15 percent collected behavior measures, and 8 percent collected results measures. 15 percent collected behaviour measures, and 8 percent collected results measures. Perhaps even more surprising, even the subgroup of organizations that ASTD highlighted as —training investment leaders reported only slightly higher usage of these

measures (80 percent, 43 percent, 16 percent, and 9 percent). It does raise an important question as to why these usage rates are so low, particularly for behavioural and results measures, as these would seem to provide organizations with vital, even invaluable information.

While most discussions about training evaluation are organized around Kirkpatrick's four levels of criteria, Kirkpatrick's approach has increasingly been the target of criticism and modification. First, some authors point out that the framework evaluates only what happens after training, as opposed to the entire training process. A second line of criticism is that what Kirkpatrick proposed would be better described as a taxonomy of outcomes, rather than a true model of training outcomes.

OTHER FRAMEWORK AND MODELS OF EVALUATION

Training researchers have attempted to expand Kirkpatrick's ideas to develop a model that provides a more complete picture of evaluation and encourages practitioners to do a more thorough job of evaluation. Several authors have suggested modifications to Kirkpatrick's four-level approach that keep the framework essentially intact. These include.

- Expanding the reaction level to include assessing the participants' reaction to the training methods and efficiency
- Splitting the reaction level to include assessing participants' perceptions of enjoyment, usefulness (utility), and the difficulty of the program
- Adding a fifth level (beyond results) to address the societal contribution and outcomes created by a training program
- Adding a fifth level (beyond results) to specifically address the organization's return on investment.

Galvin, building upon studies in the education field, suggested the CIPP (Context, Input, Process, Product) model. In this model, evaluation focuses on measuring the context for training (needs analysis), inputs to training (examining the resources available for training, such as budgets and

schedules), the process of conducting the training program (for feedback to the implementers), and the product, or outcome, of training (success in meeting program objectives). Galvin also reported survey results indicating that ASTD members preferred the CIPP model of evaluation to Kirkpatrick's framework. Similarly, the CIRO (Context, Input, Reaction, Outcome) model was offered by Warr et al, the context, input, and outcome evaluations in this model are essentially the same as the context, input, and product evaluations in CIPP, but CIRO emphasizes trainee reaction as a source of information to improve the training program.

Brinkerhoff extends the training evaluation model to six stages:

1. Goal Setting: What is the need?
2. Program Design: what will work to meet the need?
3. Program Implementation: Is it working, with the focus on the implementation of the program?
4. Immediate Outcomes: Did participants learn?
5. Intermediate or Usage Outcomes: Are the participants using what they learned?
6. Impacts and Worth: Did it make a worthwhile difference to the organization?

Brinkerhoff's model suggests a cycle of overlapping steps, with problems identified in one step possible caused by things occurring in previous steps. Bushnell suggests a model also based on a systems view of the Training function (i.e., input – throughput – output), containing four stages:

1. **Input:** What goes into the training effort? This consists of performance indications such as trainee qualification and trainer ability.
2. **Process:** The planning, design, development, and implementation of the HRD program.
3. **Output:** Trainee reactions, knowledge or skills gained, and improved job behavior.
4. **Outcome:** Effects on the organization, including profits, productivity, and customer satisfaction.

Bushnell states that evaluation measurement can and should occur between each of the stages as well as between the four activities in the process stage to ensure that the program is well designed and meets its objectives.

As you might have noticed all of the evaluation frameworks incorporate Kirkpatrick's four levels of evaluation in one way or another, either as explicit steps in the model or as information collected within the steps.

In its simplest form, evaluation should address the question of whether the training program achieved its objectives. Basing training objectives on needs assessment information, and then evaluating those objectives, is the most parsimonious way of summarizing what training evaluation efforts can focus on some combination of the following points (depending upon the situation). While this is only a modest expansion of Kirkpatrick, it highlights some aspects not fully captured by the —four levels.

Myers-Briggs Type Indicator (MBTI)

Most popular psychological test for employee development. Used for understanding such things as:

- communication
- motivation
- teamwork
- workstyles
- leadership

Possible Questions

Part B – 2 Marks

1. What are the different types of layout?
2. How can the characteristics of the trainee affect self-directed learning?
3. How do you determine the training needs of an organization?
4. What are the duties and responsibilities of a trainer?
5. What are the qualities of a professional trainer?
6. What is the purpose of training evaluation? What are its benefits?

Part C – 5 Marks

1. How new technology has improved Training and Development? What are the limitations of it?
2. Need Assessment involves organization, person, and task analysis. Which one of these analyses do you believe is most important? Which is least and why?
3. Explain the requirements of a classroom?
4. Narrate the qualities required for a trainer?
5. Elaborate the various models of evaluating training programmes.

KARPAGAM ACADEMY OF HIGHER EDUCATION, COIMBATORE					
DEPARTMENT OF MANAGEMENT					
Unit 3 - IMPLEMENTATION OF TRAINING - Multiple Choice Questions- Each Question carries ONE					
Questions	Option 1	Option 2	Option 3	Option 4	Answer
In assessing training needs, an examination of production efficiency, labor costs, turnover, and accidents would be part of which training needs analysis?	personnel	task	operations	organizational	organizational
The best method for conducting a training needs analysis when data needs to be obtained from a large number of employees is	interviews	observations	questionnaires	focus groups	questionnaires
An important advantage of on-the-job training is that it	provides immediate transfer of training	allows employees to learn at their own rate	provides for greater group interaction	reduces the costs of supervision	provides immediate transfer of training
The training method made famous by the War Manpower Board during World War II, which involves a brief explanation, a demonstration, and then a performance try-out by the learner, is called:	job instruction training	vestibule training	vicarious learning	behavior modeling	job instruction training

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Many colleges and universities have arranged for students to work part-time in a special training program as part of their education. This training is called:	college trainee experience	educational credits program	coordinated education	an internship	an internship
Which training method has limited usefulness because it does not provide for active participation of the learners, and there is no practice, no feedback, no knowledge of results, and limited transfer of training?	special study	simulation	programmed instruction	lecture	lecture
Trainee involvement and immediate feedback are prominent in which training method?	lecture	correspondence courses	programmed instruction	audio visual techniques	programmed instruction
The training method that presents information in small segments one frame at a time and requires the learner to make some type of response to show that each segment has been learned is called	segmented learning	incremental learning	learning by parts	programmed instruction	programmed instruction
The major benefit of off-site training programs is	there is more space for the training to take place	job-related distractions can be minimized	the training facilities are usually more comfortable	the training can be provided by outside experts	job-related distractions can be minimized

Questions	Option 1	Option 2	Option 3	Option 4	Answer
What are the legal restrictions on using copyrighted audio-visual materials in a training program?	There are no restrictions within the United States provided that an admissions fee is not charged for seeing them	Copyrighted materials fall under the “fair use” clause for educational purposes.	The trainer can view them but they cannot be shown to trainees unless the trainer has a licensed agreement.	An admissions fee for all trainees must be paid either by the trainees or the company sponsoring the training.	The trainer can view them but they cannot be shown to trainees unless the trainer has a licensed agreement.
Which of the following is the best research design for evaluating a training program?	pre-test/post-test design using two established groups – one assigned as the experimental group and one as the control group	case study	Solomon Four-Group Design	pre-test/post-test comparison using one group	Solomon Four-Group Design
In the role transition process of organizational socialization, separation refers to:	marital separation	organizational turnover	psychologically abandoning a former role	changing to a new organization	psychologically abandoning a former role
Orientation training for new employees is better if:	trainees are warned that they will probably not succeed	a mentor or sponsor is assigned to them	they are introduced to everyone the first day	the entire orientation training is presented the first morning	a mentor or sponsor is assigned to them
When developing a graphic rating scale the best method for selecting the appropriate characteristics is	survey of work values	behavioral profile	critical incident method	behavioral nomination method	critical incident method
The major difference between a behaviorally-anchored rating scale (BARS) and a behavior observation scale (BOS) is that	only BARS is a behaviorally-based evaluation method	with BOS, the evaluator simply records the frequency of behavior without evaluating it	only BARS contains multiple dimensions of performance	with BOS the evaluator uses more categories of effectiveness	with BOS, the evaluator simply records the frequency of behavior without evaluating it

Questions	Option 1	Option 2	Option 3	Option 4	Answer
According to force field analysis,	change will occur when the sum of the opposing forces is zero	ignoring forces against change facilitates the change process.	change occurs when forces in one direction exceed forces in opposing directions.	forces resisting change must be eliminated before change can occur	change occurs when forces in one direction exceed forces in opposing directions.
Job enrichment involves:	Adding more depth to a job	Broadening the scope of a job	Rotating the order in which the tasks are done	Giving feedback directly to the employee	Adding more depth to a job
The steps detailed in the ADDIE model of training are:	Assess, develop, design, implement, and evaluate	Assign, design, develop, investigate, and evaluate	Assess, design, develop, implement, and evaluate	Assess, define, design, implement, and evaluate	Assess, design, develop, implement, and evaluate
Training expatriates to prepare for global assignments includes all of the following except	Pre-departure training for both the employee and family	Business etiquette of the other culture	On-the-job training in the new country	Cross-cultural technology	On-the-job training in the new country
A training technique that involves transferring trainees to different jobs to broaden their focus and to increase their knowledge is:	Job rotation	Job-instruction training	Imitative learning	Computer-assisted instruction	Job rotation
Which of the following is not a type of training needs analyses?	task analyses	organizational analyses	operations analyses	individual analyses	operations analyses

Questions	Option 1	Option 2	Option 3	Option 4	Answer
A mechanic is sent to an emissions school to learn the latest trouble-shooting techniques. The goal of the training is to prepare lead mechanics to train other SIOP mechanics. The training must be focused at what level in order to accomplish this goal?	Analysis	Application	Evaluation	Synthesis	Synthesis
At which level of cognitive learning is an employee able to make judgments as to which manufacturing process produces better results?	Application	Analysis	Evaluation	Synthesis	Evaluation
Transfer of training refers to a trainee's ability to	teach others what they have learned	evaluate the effectiveness of training.	pass a final exam at the end of the training session.	apply what they have learned on the job.	apply what they have learned on the job.
A job design strategy that increases the variety of responsibilities but requires the same skill level is referred to as	job enlargement	job enrichment.	job simplification.	job specialization.	job enlargement.

Questions	Option 1	Option 2	Option 3	Option 4	Answer
<p>A manager may choose to have a larger group of new employee trainees or a smaller group. He has worked carefully with the HR department to coordinate employees to all meet for an in office, lecture style training program. If he chooses to train a larger group in an effort to save time and money for the organization, which of the following statements is true?</p>	<p>Classrooms must be used to accommodate a large group to be trained</p>	<p>Small rooms can be used to accommodate a large group to be trained.</p>	<p>Office space of each employee can be used to accommodate a large group to be trained.</p>	<p>The manager's office can be used to accommodate a large group to be trained.</p>	<p>Classrooms must be used to accommodate a large group to be trained.</p>

Questions	Option 1	Option 2	Option 3	Option 4	Answer
<p>A classroom-based program , led through discussion, role play, or training videos in conjunction with discussion work best when teaching complicated ideas or methods of interacting with other people. Sexual harassment training, leadership training, sales training, interview training, and other types of real world interactions are best suited for a classroom training environment using training videos as a supporting resource.</p> <p>Which of the statements does not portray the benefits of classroom training?</p>	Classrooms can accommodate a large number of trainees	Classrooms provide formal learning environments.	Classrooms are well equipped for training purposes.	Classrooms allow little interaction among trainees.	Classrooms allow little interaction among trainees.

Questions	Option 1	Option 2	Option 3	Option 4	Answer
A manager wants to promote group interaction in the training session that he is conducting. Lack of accountability of individuals within a group, off-task conversations, and employees who try to dominate the discussion are just some of the potential problems surrounding group interactions. Which of the following learning methods involves maximum group interaction among participants in a training program?	Orientations	Lectures	Case studies	Group Discussions	Group Discussions

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Which of the following learning methods DOES NOT promote one-to-one interaction among participants in a training program? The training program is informing employees of a new safety measure that must be put into place, complete understanding by employees is vital. A good one-on-one session is when trainers focus more on trainees than on how they are conveying the information.	Role-playing	Case studies	Group Discussions	Lectures	Lectures
Many of today's leaders in both the private and public sectors are finding that they are experiencing rapid change and reorganization, accompanied by shifting priorities that lead to new organizational goals and objectives. Which of the following describes the organization development process?	It looks at the values of the organization, external environment, organization behavior reactions	It supports the improvement of workplace performance by effectively managing change and providing the ability to proactively address these issues	It promotes the performance of the organization planned approach	It allows acceptance of change	It supports the improvement of workplace performance by effectively managing change and providing the ability to proactively address these issues

Questions	Option 1	Option 2	Option 3	Option 4	Answer
In the new economy, an asset to be developed is	human resources	technology	strategy	invention	human resources
Before Initial use, every training programme should be	trial base	pilot testing	facilitating	orienting	pilot testing
The attitude of members towards work in an organisation is reflected through	culture	climate	work	business strategy	climate
one of the basic factors that should be considered in setting priorities for meeting training needs is called	Person	Trainer	Content	Time	Time
The approach which is relatively accurate for individual T & D needs is	competence	performance appraisal	task	feedback	performance appraisal
Training needs = job requirement -	management Development	existing competence	data gathering	just on time	existing competence
Transactional change is a	First order change	Second order change	both	Third order change	First order change
Transformational changes is a	first order change	Second order change	both	Third order change	Second order change
A small group situation in which participants learn from their own action is	work group	formal group	informal group	T-Group	T-Group

Questions	Option 1	Option 2	Option 3	Option 4	Answer
The Institute of Technology founded the first doctoral programme which is devoted to training the specialists of	HRM	HRD	OD	OC	OD
A formal agreement between individuals who wants to learn a skill and an employer who needs a skilled worker is	Job rotation	substitution	apprenticeship	vestibule training	apprenticeship
An example for short-time training course is	case study	job rotation	vestibule training	apprenticeships	case study
The competition which is used to illustrate or practice principles is	case study	job rotation	vestibule training	business games	business games
A person's ability to perform a management job from an administrative perspective is	case study	job rotation	vestibule training	in-basket	in-basket
One of the off-the job methods is	Grid training	apportion	job rotation	understudy	Grid training
Multi-skilling is achieved by	Job rotation	job evaluation	job description	job specification	Job rotation
Job instruction training is also called as	off-the job training	on-the job training	case analysis	in-basket	on-the job training

Questions	Option 1	Option 2	Option 3	Option 4	Answer
A real life experience related to the field of study or training is	role play	in-basket	case study	lectures	case study
A dynamic process that involves participants assuming specified roles and acting out significantly is	role play	in-basket	case study	lectures	role play
The transferring of executives from job to job and from department to department in a systematic manner is called	Job enlargement	Job enrichment	job evaluation	job rotation	job rotation
Lecture method is a	passive method	active method	Both	New method	passive method
Role Play method is a	passive method	active method	both	New method	active method
Apprenticeship is a method of	time to time development	earning while learning	passive method	active method	earning while learning
Managerial grid is a	OD technique	HRM technique	HRD technique	OB technique	OD technique
Motorola University is famous for	Grid training	Bench marking	technology	self-study programmes	Bench marking
T-group training focus on	self-study	behavioural change	technology	self-awareness	behavioural change
The concept which is useful in building effective interaction and esprit de corps among participants is	training materials	layout	questions	Ice-breakers	Ice-breakers

Questions	Option 1	Option 2	Option 3	Option 4	Answer
A training method in which trainees gather information, analyze it, and make decisions	Online Learning	Interactive video	Business game	Audiovisual instruction	Business game
The process of previewing a training programme with potential trainees	Motor Skills	Training Design	Pilot testing	Intellectual skills	Pilot testing
Outcomes used to determine a training programme	Results	Feedback	Goal	assessment	results

Unit 4 – Training Methods

Training Methods – On and Off the Job training Techniques - Lecture Methods, Programmed Learning – Discussion methods, case Methods, Role Play –, Business games, in-basket exercises, Field Training, Audio-Visual Aids, Static and Dynamic media – Computer based training, Training methods adopted by Successful Indian Organizations.

METHODS OF TRAINING

There are various methods of training, which can be divided into cognitive and behavioral methods. Trainers need to understand the pros and cons of each method, also its impact on trainees keeping their background and skills in mind before giving training. Cognitive methods are more of giving theoretical training to the trainees. The various methods under Cognitive approach provide the rules for how to do something, written or verbal information, demonstrate relationships among concepts, etc. These methods are associated with changes in knowledge and attitude by stimulating learning. Behavioral methods are more of giving practical training to the trainees. The various methods under Behavioral approach allow the trainee to behave in a real fashion. These methods are best used for skill development. Both the methods can be used effectively to change attitudes, but through different means. Another Method is management development method.

ON THE JOB TRAINING

On the job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is developed for what should be taught, employees should be informed of the details. A timetable should be established with periodic evaluations to inform employees about their progress.

On the job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching. This is the most common method of training. The trainee is placed on the job and the manager or mentor shows the trainee how to do the job.

To be successful, the training should be done according to a structured program that uses task lists, job breakdowns, and performance standards as a lesson plan. The training can be made extremely specific to the requirement of employees. It is highly practical and reality-based. It also helps the employee establish important relationships with his or her supervisor or mentor.

On the job training (OJT) is an activity undertaken at the workplace which is designed to improve the skill or knowledge of an individual. OJT is a well-established and well-used method designed to enhance individual skills and capabilities with the characteristics of:

- being delivered on one-to-one basis and taking place at the workplace of trainees
- requiring time to take place, including potential periods when there is little or no useful output of products or services
- being specified, planned and structured activity.

It is difficult to be precise on the extent or incidence of OJT in the modern economy as different definitions are used in different surveys. Fine distinctions (eg between OJT and informal learning), may not be immediately recognised, or seem important, in the workplace. Additionally much OJT, taking place as it does as part of day-to-day activity at the trainee's workplace, is not recorded centrally.

OJT is dependent upon the trainer having sufficient knowledge and expertise to impart to the trainee. OJT is important and the quality of OJT can be considerably improved through effective design. In this method the learning process takes place as a result of interaction among the coworkers, superiors, subordinates, and feedback available during the performance of work in an organisation. This method has the following important advantages and disadvantages.

ADVANTAGES

On the job training method has the following important advantages for consideration

- Training can be delivered at the optimum time.
- The trainee will have opportunities to practice.

The trainee will have immediate feedback.

- Training is delivered by colleagues by integrating the trainee into the team.

Trainee develops confidence by working with own speed and productivity.

DISADVANTAGES

Some important disadvantages of on the job method are stated below for taking precautions.

- There is a tendency to fit OJT in when it is convenient for office routine rather than at the optimum time for learning.
- The training may be given piecemeal and not properly planned, and the trainee gains a fragmented picture of the organisation.
- Too much training can be delivered in one session leading to 'information overload' and trainee fatigue.
- The trainer may not have sufficient knowledge of the process or expertise in instructional techniques.
- If immediate practice is not accompanied by feedback the trainee can feel abandoned after the initial experience.

OFF THE JOB TRAINING

Off the job training involves employees taking training courses away from their place of work. This is often also referred to as "formal training". Off the job training courses may be run by the training department or institute of an organization or by an external organization or institution. Off-the-job training include lectures, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction laboratory training etc. Most of these techniques can be used for effective training, although some may be too costly. This method has some of the following important advantages and disadvantages.

ADVANTAGES

Off the job training method has the following important merits to be considered.

- Use of specialist trainers and accommodation
- Employee can focus on the training - and not be distracted by work
- Opportunity to mix with employees from other businesses

DISADVANTAGES

- Off the job training method has the following important demerits.

- Employee needs to be motivated to learn
- May not be directly relevant to the employee's job
- Costs (transport, course fees, examination fees, materials, accommodation)

CHOOSING OPTIMUM METHOD

The selection of a method depends upon the skill requirement, size of the organization, time & money available for training, experience & competencies of the trainer and training practices followed by an organization. All the resources at the command must be used to make instruction real and vital for the trainees.

Some important aspects to be remembered while choosing optimum method are motivation, active involvement, individual approach, sequence, structure and feedback with different degrees as high, medium and low. Sequencing and structuring of training programmes are important to provide the impact and consequent results. The number and types of training methods to be used during any presentation depend on many factors.

FACTORS FOR SELECTION

Choosing optimum method of training depends upon the following important factors.

- Experience, qualification and capability of the trainer.
- Intelligence, qualification, age and experience of trainees.
- Social and cultural environment required for training
- Availability of time, resources and infrastructure facilities.
- Objectives to be achieved through provision of training.

ON THE JOB RELATED METHODS

There are many methods available relating to on the job for training of employees. Some of the important on the job related methods are presented in the following paragraphs.

IN-BASKET

In-Basket is a simulation exercise, which enables assessment of the capabilities of potential employees to discharge the responsibility of the concerned position. This method is related to

simulation of the workload of a manager on a typical day. The name is derived from the IN and OUT trays found on the table of an executive.

In this method the participants are required to assume the role of a manager of an organization. Then he is presented with some problems in the form of letters, memos & memoranda put in the IN tray & take appropriate action within a limited time.

Real life action

The limitation on time is the most important fact of the whole training exercise as it stimulates the real life situation, where a manager is always expected to take a timely action. In order to complete the assignment in time, the player is forced to set priorities and delegate some of the work to subordinates. He has to take action just like a manager in the real life and write notes to complete the exercise. Under this method there is a procedure, which allows the participants to explain their actions.

Contents

This method consists of set of instructions, contents of the in-basket and notes for the guidance of instructor conducting the program. It effectively enhances skills in decision-making and problem solving activities. This training can be designed to focus on the activities related to managerial positions. This can be altered according to the training requirement. Sometimes this method is expensive to conduct training programmes. There should be provision for availability of two baskets for in and out activities involved in this training programme for use of the participants.

Merits

In-basket method of training has the following merits•

It is related to the real life situation

- It focuses on the managerial activities
- This method can be adjusted according to requirement•

The method is helpful for assessing specific dimensions

DEMERITS

The in basket method has the following important demerits.

- The game is considered expensive for the management• It may be difficult to administer for the trainer
- This is a time taking process for the participants
- It is essentially individual expertise related work

TEAM TASKS

Different teams can be formed to perform various tasks or activities, structured or unstructured, in which the end result may be principally the completion of task, or otherwise observation or discussion of the interactive process involved. Some of these activities can be performed by an individual, in a self-instruction approach, but many require interaction of the group to produce learning possibilities. Two highly structured task group activities are action mazes and in-basket exercises.

Activities Involved

Team task roles are behaviour that help the group solve its problem or accomplish its tasks. These roles include initiator to start discussion, suggest new ideas and solution. The information or opinion seeker asks for information from other members and tries to elicit their opinion. The information or opinion giver provides information and shares his own opinion with others. The clarifier expands on ideas of others by giving examples and explanations. The coordinator helps in integrating and summarizing the ideas of other members. The orientor suggests the direction for further discussion and defines the goal or objective of discussion.

BUZZ GROUPS

The natural follow up to many group activities is that the trainer discusses the activity with the group members, concentrating on either the task or the process, or sometimes even attempting both. A principal aim of the trainer is that the groups should provide most of the discussion. But particularly in the very early stages of a course, the participants may be unable or unwilling to express themselves openly.

It is possible that in the early stages, the barriers are too strong to permit individuals to express views which are critical of themselves or others in the group, or the way group has performed the task. At a later stage of the course, this is more likely to happen as open relationships develop. Sufficient care and planning is necessary for the trainer and trainees to follow this training programme in an organisation.

Benefits

A buzz group can allow an individual to retain anonymity in the group, since the spokesman

of the buzz group will express the view of group instead of individual. However an individual can also express a personal view if he/she wishes do so. There can be use of the buzz group method with as few as six, sending into two buzz groups of three people. This approach was used following the first activity of a course in which it is necessary to encourage the participants to involve themselves in open discussion at an early stage.

Activities

During the full group discussion that followed, comments were made on group and individual performance that would have been much less early if the full group had entered discussion immediately after the activity. In fact, the immediate full group discussion approach had been the norm until that particular course and buzz groups were introduced because of the group inhibitions experienced. The previous method is not revived.

The main objective of brain storming is to generate as many ideas as possible within the time fixed for the incident. In this method no immediate discussion or evaluation of any idea is allowed. The trainer encourages the members to produce ideas. Once all ideas have been extracted the task of brain storming groups is over assessment and evaluation of the ideas can follow by either by same group or by a different group.

This is a technique valuable for starting a course in order to get the members feeling that they have open thoughts. It is often useful for the course participants to be prepare for brain storming with a practical session on lateral thinking lead by the trainer. This will encourage the generation of ideas which will continue for consideration of more serious issues.

SYNDICATES

Grouping the participants of different background usually forms the syndicates. A syndicate may consist of six or seven participants. By following this method there can be efficient performance of work in small groups to achieve required purpose in time. In this method there is correct implementation & much more learning. The essence of this method is that participants learn from each other and contribute their own experience to the maximum extent. This method is suitable for training and development of executives with considerable experience.

Function

The participants are divided into different groups consisting of about ten participants. These groups are called syndicates. Each syndicate functions as a team to represent various functional and

interest areas. The syndicates are given assignments to be finished with a report. By rotation each member of the syndicate becomes the leader.

Each syndicate is placed under a member of the training staff. The report submitted by one syndicate is circulated to other syndicates for critical evaluation. The chairman of each syndicate is required to present the view of his team on the task assigned to them at a joint session of all the groups.

ADVANTAGES

The advantage of this method is that the analysis & ideas are tested in the small groups for their validity before they are presented before the whole class. For the practicing managers this method is helpful to have new concepts, techniques & information. Working in syndicate involves interaction over an extended period of time and living together.

If the syndicate is not structured properly it leads to a lot of waste and causes frustration. The role of directive staff by this method is very crucial. This method enables participants to acquire proper perspective on the related job in relation to the activities in other areas. The availability of outside experts can help supplement the work in syndicates.

DISADVANTAGES

The negligence of the directing staff may convert the syndicate method to an exercise in futility. Due to improper structure of syndicate, there may be wastage of time and frustration for the participants. This method may lead to dispute due to difference in opinion of the participants.

ROLE OF TRAINER

In this method the role of a trainer is not to participate directly in the group; his role is quiet inactive during the training session where he is resource person. He may decide on the group composition, the topics to be assigned to the group and to give attention towards the confused participants. The syndicate method includes the division of course members into a number of smaller groups called syndicates for the purpose of considering a case study for the problem solving activity. Each group is given the same problem to solve. Alternatively each group may be given different problem. The trainer acts as the adjudicator in case of difference between the groups. Another approach is to balance the different views expressed to a common conclusion.

OFF THE JOB RELATED METHODS

Off the job training involves employees taking training courses away from their place of work. This is often also referred to as "formal training". Some important off the job related training methods are discussed below.

LECTURE

Lectures present training material verbally and are used when the goal is to present a great deal of material to many people within short time. It is more cost effective to deliver lecture to a group of participants than to train people individually. Lecturing is one-way communication and as such may not be very effective way to train. In this method of training, it is difficult to ensure that all trainees understand the topic on the same level. Despite these drawbacks, lecturing is the most cost-effective way of reaching large number of trainees.

Features

This method is one of the old and basic training methods. More and more training institutions are applying the lecture method for training. In this method the trainer is active where as the trainees are passive. Though lecture method is not very much effective, some extent of informal lecture is inherent in the conduct of any training program to motivate trainees, provide explanation & analyze relevant exercises.

Considerations

The background, age, cultural difference, knowledge of subject, level of education, likes & dislikes of the audience should be considered for this method of training. More over the purpose of training & basic understanding of the trainees can make lecture method of training effective. Under this method the time available is an important consideration. It is necessary for the trainer to speak from his own experience and knowledge as per the requirement of trainees. The contents of lecture should be simple, brief and to the point. The main theme of the lecture has to be developed in logical sequence. It is necessary to start with simple concepts and progress towards difficult topics.

Role of Trainer

The trainer should arrive at the specified place in time to check the arrangements for training. There should be proper standing posture for the trainer to maintain eye contact with different segments of the audience. A Lecture who gives attention to all parts of the audience uniformly is more successful. The speaker should be sincere, courteous and enthusiastic for the lecture. Making optimum use of time should be important consideration for the resource person to deliver lecture. The trainer must have proper planning of the lecture to create interest among the trainees by including examples, questions and humour according to requirement in the lecture to be delivered.

MERITS

The lecture method of training has the following important merits to be considered for adoption of the training method.

- This method is effective to train large number of trainees within limited time available
- Delivery of lecture is useful for communication of basic theoretical knowledge to the learners
- Lecture method is convenient to have one-way transfer of information without any interaction
- Lecture method is less expensive for an organisation

DEMERITS

The lecture method of training has the following important demerits.

- There may not be any scope for clarification of difficult parts of the lecture for the participants
- Repeated lectures may produce staleness and monotony resulting in less absorption of knowledge by trainees
- It becomes difficult to have proper feedback from the learners by following lecture method of training

FIELD TRIPS

Field trips can be a valuable training method for many organizations. But sometimes there are risks and hazards, some of which may be unacceptable. Faculty members who are planning to conduct field trips should perform their own risk analysis and take sufficient precautions during the preparation. They should have proper planning to determine the procedure of the field trip for achieving the learning objectives.

PANEL DISCUSSION

A panel provides several points of view on a topic to seek alternatives to a situation. Panel members may have differing views but they must also have objective concerns for the purpose of the training. This is an excellent method for using outside resource people. This method can be used for small group of 20 or less and the members know each other and the material can be assimilated readily with some prior knowledge. Division into groups can also be used to provide discussion opportunities in smaller associations of trainees. This will allow a silent trainee to have the opportunity to say something.

CASE STUDIES

A case is objective description of a real life situation in case of which, the participants are required to take appropriate decision. The training method relating to case studies is excellent for developing analytical skill. Case studies are usually organized around one or more problems confronted by an organization. Common case study provides the learner group all necessary information relating to the organisation and the problem for study. The group of trainees can be provided with a problem or series of problems to find out solutions for the problem.

DESIGN

A case describes the problem area and contains sufficient additional information about the company. Cases are designed primarily to solve different problems relating to an organization. The trainees are expected to prepare each case in advance by analyzing available facts, identifying major issues, exploring alternative courses of action and finally taking a decision on the basis of their analysis. This method can be dynamic and powerful approach for trainees.

A case study is a description of a real or imagined situation which contains information that trainees can use to analyze what has occurred and why. The case study provides learning situation, which depends on involvement and participation in group discussion for its success. The trainees recommend solutions based on the content provided.

Merits and Demerits

A case study can present a real-life situation, which lets trainees to consider what they would do. It can present a wide variety of skills in which applying knowledge is important. It helps in finding number of alternative solutions suggested by the participants for the problems included in the case. Cases may be difficult to prepare and time-consuming to discuss.

The trainer must be creative and very skilled at leading discussions, making points, and keeping trainees on track. All participants should take active part for the success of case study. This method is very helpful for effective training of the participants to develop the practice of taking correct decisions on the basis of analysis of different cases. The merits and demerits of this method should be considered for successful conduct of the training programme with required previous arrangements.

ACTION MAZES

In this type of training, each individual is given an information sheet with details of the situation, which can be a technical problem or an interpersonal problem. At the end of the first information, the person is asked to make a decision based on the facts given upto that stage. Usually a choice between a number of actions is given. The particular choice leads the learner to the next type of information, at the end of which there is a further choice to make. Each learner can proceed at his own pace and the skill possessed can determine the time taken by individual to move through the maze. The individual having good grasp of the principles involved can reach the final decision very quickly, having made the correct choices. The unskilled trainee is likely to make a number of inappropriate choices and will take a circular path to reach the end. Under this type of training, the trainees can absorb the correct methods or attitudes from their mistakes.

OTHER

METHODS

PLAY

Role-play is defined as educational technique in which some problem, involving human interactions, real or imaginary is presented for spontaneous action. There is active participation of the trainees in role-play method of training. It permits training in the control of feelings and emotions. Role-play method can be broadly classified into two categories, such as structured role-play & spontaneous role-play. During a role-play, the trainees assume roles and act out situations connected to the learning concepts. It is good for customer service and sales training. Trainees can learn possible results of certain behaviors in a classroom situation. They get an opportunity to practice people skills. It is possible to experiment with many different approaches to a situation without alienating any actual customers. A lot of time is spent making a single point. Trainers must be skilled and creative in helping the class learn from the situation. In some role-play situations, only a few people get to practice while others watch.

Single Role play

This is widely used form of role-play, which consists of two or three playing out roles in front of a class. It is very help full to demonstrate the way of solving some problems or to show the complications related to the problems if not solved. It allows the entire class to examine in depth all the dynamics & complexities involved when individuals attempt to solve a problem. Some players may feel embarrassed to play role in front of others.

Double Role-play

In this method all trainees are required to play roles. All the trainees are required to be kept in some groups for specific role-play. Each player required to play a specific role or act as an observer at the same time. It allows all the trainees to participate in the role-play. It causes no embarrassment to the players and reduce the problems related to ineffective role-play.

Role Rotation

Under this method one person play a role. Other trainees are required to play the role one after the other. In this method participants feel less embarrassed & more willing. It demonstrates wide Variety of styles in which different individuals try to solve the problem.

Reverse Role Play

An excellent method for developing a salesperson's skills at learning customer needs is through role playing. The reverse role playing consists of acting out the customer-salesperson relationship by the salespeople. One person plays the part of the customers, and the other plays the part of the salesperson. Next time around, they reverse the roles. Role playing enables salespeople to see various sales situations from the customers' point of view. The skill necessary to quickly "size up" customers (learn about their needs) is rapidly sharpened through role playing. A particularly good time for you to try out this method is during slow periods when your salespeople are just "standing around" anyway.

HOT ROLE

Hot role-play provokes the trainees for the changed expectations. There should be much interaction between the trainer and the trainees. For training of salesmen, there may be scenes with specific audience involvement, focus on customer service, effective communication, identification of real customers, and satisfaction of their requirements, acting as united work force and facing challenges.

BUSINESS GAME

Business game is a training technique in which participants consider sequence of problems and take decisions. It is simulation which consisting of sequential decision-making exercise structured around a hypothetical model of the operations of an organization. As it is only a simulation there is no real loss to the organization in case participants make mistakes. Among different training methods, business game is increasingly used in management development programs for effectiveness of learning.

This method is helpful to reduce conflicts among the participants. These games can be classified on the basis of coverage, competitive element & processing results. According to coverage there may be total enterprise gain and functional gain. There are interactive games and non-interactive games. By processing of results there can be computer game or non-computer game.

Types of Business Games

Business games are relatively new in comparison to other methods. There are different types of business games according to the coverage competitive element and processing of results. On the basis of coverage, there are Total Enterprise games and Functional Games. On the basis of competitive element there may be Interacting Game and Non-interacting Game. According to processing of results, there are Computer Game and Non-computer Game.

Benefits

These games are helpful to demonstrate some aspects of organization activities it helps in changing the attitudes. It provides experience in the application statistical and analytical methods. Games are quiet absorbing, provoking interest in participants to have more effective learning. There is a higher cost of this method if computers are required. Some games may be to simplified models of reality to be effective for learning of actual business situation. Many games involve only quantitative variables ignoring human elements of organization.

Trainer

The trainer has to be active and fully involved to produce desired results from this method. He should have complete understanding of the game and clearly explain it to participants. He should always be alert to handle new situations while running the training programme. He should have complete situation under his control.

The game must be compared with real life situations, wherever possible. So that business game is taken as simulation of the real life situations for learning. Business games are very helpful to emphasize the importance of long range planning. This method can be used for effective management development programme.

Procedure

The procedure followed for successful business game should include the following steps.

- There should be previous briefing for the participants
- Enough time should be available for first run of the game.
- The trainer should give first feedback quickly to trainees for interest

There should be publication of information on results achieved

- Repeated rounds of game should be sequential and logical
- The trainer should announce the final result at the end of game

THE DISCUSSION METHOD

The discussion method involves the trainer in two-way communication with the trainees, and the trainees in communication with each other. It offers trainees an opportunity for feedback, clarification, and sharing points of view. This technique can overcome some of the limitations of the straight lecture method. The success of this method is dependent upon the ability of the trainer to initiate and manage class discussion by asking one or more of the following types of questions.

- Direct questions can be used to illustrate or produce a very narrow response.
- Reflective questions can be used to mirror what someone else has said to make sure the message was received as intended.
- Open-ended questions can be used to challenge the trainees to increase their understanding of specific topic.

The discussion method has several limitations. First, a skilled facilitator is needed to manage the discussion process. Second, sufficient time must be available for meaningful discussion to take place. Third, trainees need to have a common reference point for meaningful discussion to occur. Assigning reading material before the discussion session can help overcome this obstacle.

AUDIOVISUAL MEDIA

Both the lecture and discussion method are limited in their ability to adequately portray dynamic and complex events. Audiovisual methods take advantage of various media to illustrate or demonstrate the training material. Audiovisual media can bring complex events to life by showing and describing details that are often difficult to communicate in other ways. Audiovisual methods can be classified into three groups: static media, dynamic media, and telecommunications.

STATIC MEDIA

Static media typically involve fixed illustrations that use both words and images, for example, printed materials, slides, and overhead transparencies. Printed materials, such as handouts, charts, guides, reference books, and textbooks, allow trainees to keep the material, referring to it

before, during, and after the training session. Sliders are often used in ways similar to printed materials, but by projecting computer-or camera-generated images onto a screen, they can serve as a common focus for discussion. Overhead transparencies also allow the trainer to project printed materials or other images on a screen.

DYNAMIC MEDIA

Techniques that present dynamic sequences of events are considered dynamic media and include audiocassettes and compact discs (CDs). Film, videotape, and videodisc. There are literally thousands of commercially produced films and videos available to HRD professionals through film libraries, professional societies, and retail outlets. Many training vendors emphasize the sale or rental of training videos. In addition, many organizations are able to produce their own videos at relatively low cost. One limitation of this technique is that trainers may rely too much on the film or video, and focus too little on the training content. Such reliance can lead to complacency among trainees who view the films and videos as entertainment, rather than as opportunities to learn.

TELECOMMUNICATION

The transmission of training programs to different locations via telecommunication is now possible with the advent of satellite, microwave, cable (CATV), and fiber-optic networks. Linking several locations for instructional and conference purposes, known as instructional television (ITV), OR interactive television, allows entire courses to be televised. For example, colleges and universities are increasingly offering both bachelor's master's degrees|| delivered entirely by cable television and satellite. Given the choices available, HRD professionals must select the most appropriate audiovisual method for each particular HRD program. Kearsley made five primary recommendations concerning media selection:

1. Identify the media attributes required by the conditions, performance, or standards of each instructional objective.
2. Identify student characteristics that suggest or preclude particular media.
3. Identify characteristics of the learning environment
4. Identify practical considerations that may determine which media are feasible.
5. Identify economic or organizational factors that may determine which media are feasible.

EXPERIENTIAL METHODS

So far, we have discussed training methods that focus primarily on presentation of training content. In many of these methods, such as video and lecture, the learner. Experiential learning advocates, such as David Kolb, argue that effective learning requires active engagement on the part of the learner. Keys and Wolfe summarize this point of view as follows:

Experientialists believe that effective learning is an active experience that challenges the skills, knowledge, and beliefs of participants. This is accomplished by creating a contrived, yet realistic, environment that is both challenging and psychologically safe for the participants investigate and to employ new concepts, skills, and behaviors. Experiential training methods commonly used in organizations include case studies, games and simulations, role playing, and behavior modeling. Each of these methods is described below.

CASE STUDIES

One way to help trainees learn analytical and problem-solving skills is by presenting story (called a case) about people in an organization who are facing a problem or decision. Cases may be based on actual events involving real people in an organization, or they can be fictional. Case studies are included in college text books and courses in management, public administration, law, sociology, and similar subjects. They are increasingly available using video and other media. While cases vary in complexity and detail, trainees should be given enough information to analyze the situation and recommend their own solutions. In solving the problem, the trainees are generally required to use a rational problem-solving process that includes the following steps:

1. Restating important facts
2. Drawing inferences from the facts
3. stating the problem or problems
4. developing alternative solutions and then stating consequences of each
5. determining and supporting a course of action

Proponents of the case study method argue that this form of problem solving within a management setting offers illustrations of the concepts students are expected to learn and use, improves communications skills, and facilitates the linking between theory and practice. Proponents also claim that cases allow students discuss, share, and debate the merits of different inferences, problems, and alternative courses of action. Such insight can help students to develop better

analytical skills and improve their ability to integrate new information.

The case study method also has vigorous critics who argue that it can cause groupthink, focuses too much on the past, limits the teaching role of the trainer, reduces the learner's ability to draw generalizations, reinforces passively on the part of the learner, and promotes the quantity of interaction among students at the expense of the quality of interaction. Andrews and Noel claim that cases often lack realistic complexity and a sense of immediacy, and inhibit development of the ability to collect and distill information. In addition, trainees may get caught up in the details of the situation, at the expense of focusing on the larger issues and concepts they are trying to learn.

To overcome these limitations, the trainer should make expectations clear and provide guidance when needed. In addition, the trainer must effectively guide the discussion portion of the case study to ensure trainees have an opportunity to explore differing assumptions and positions they have taken and the rationale for what constitutes effective responses to the case. The point in discussing cases is not to find the —right|| solution, but to be able to provide a reasoned and logical rationale for developing a course of action. Variations in the case method have also been proposed. One such variation, called a living case, has trainees analyze a problem they and their organization are currently facing.

BUSINESS GAMES AND SIMULATIONS.

Business games are intended to develop or refine problem-solving and decision-making skills. This technique tends to focus primarily management decisions (such as maximizing profits). Business games, particularly computer simulations of organizations and industries, are widely used in business schools. A review of sixty-one studies reported support for the effectiveness of business games in strategic management courses. Whether these results can be generalized to organizational setting is still an open question.

The object of this technique is to force the trainees to make decisions in the allotted time period. Since there is usually insufficient time to read each document and respond, the trainees must make quick and accurate decisions. The trainees are evaluated not only on the quality of their decision but also on their ability to prioritize and to deal effectively with all of the critical documents. Research on the in-basket technique has shown it to be successful both in improving trainee effectiveness and in predicting managerial effectiveness, either alone or in combination with other devices.

One limitation of business games and simulations is that while they can be quite complex, these techniques often lack the realistic complexity and information present in real organizations. Factors such as organizational history and politics, social pressures, the risks and consequences of alternatives, and the organization's culture are difficult to replicate in a simulation. This may undermine the extent to which what is learned in the game or simulation will transfer back to the job.

In addition, many games and simulations emphasize the use of quantitative analysis in making business decisions and underplay the importance of interpersonal issues in managerial effectiveness. It has also been argued that the popularity of simulation techniques is based more on circumstantial evidence than on rigorous evaluative research, but because simulations are used in conjunction with other techniques, isolating their effect in research has been difficult.

BEHAVIOR MODELING

Social learning theory suggests that many of our behavior patterns are learned from observing others. This theory forms the basis for behavioral modeling. In organizations, employees learn all kinds of behaviors (some work related and some not), from observing supervisors, managers, union leaders, and coworkers who serve as role models. Under normal conditions, role models can have a tremendous influence on individual behavior.

In this technique, trainees observe a model performing a target behavior correctly (usually on film or video). This is followed by a discussion of the key components of the behavior, practicing the target behavior through role playing, and receiving feedback and reinforcement for the behavior they demonstrate. Behavior modeling is widely used for interpersonal skill training and is a common component of many management training programs.

Research has shown behavior modeling to be an effective training technique and will be described in greater detail in our discussion of management development.

SELF-PACED/COMPUTER-BASED TRAINING MEDIA AND METHODS

Computers have had an enormous impact on the delivery of training in organizations. It is estimated that majority of organizations use computer-based training (CBT) via CD-ROM in their training programs, with other multimedia-based efforts certainly pushing the number of computer-based training approaches much higher than this. One of the biggest influences of the growth of CBT is the advent of microcomputers and the rapid increase in their capabilities. In the early days of CBT,

one had to have access to terminals connected to a mainframe computer and software that was time-sharing with other business computing needs. PCs are now present in virtually all organizations, and important advances in hardware and software are occurring at a dizzying pace.

The primary advantage CBT has over other methods of training is its interactivity. The interaction between the learner and the computer in many CBT programs mirrors the one-on-one relationship between student and tutor: questions and responses can go back and forth, resulting in immediate feedback.

COMPUTER-AIDED INSTRUCTION (CAI)

CAI programs can range from electronic workbooks, using the drill-and-practice approach, to compact disc read-only memory (CD-ROM) presentation of a traditional training program. CAI software packages are available at relatively low cost for a wide range of materials, from teachings basic skills such as reading and typing, to highly technical scientific, engineering, and machine maintenance topics. CAI programs are available not only as part of business software programs (like the tutorial programs that come with such word-processing packages as Microsoft Word) but also through retail outlets, and some have become software best-sellers. Some organizations custom design software from scratch or modify existing programs to meet their unique needs. Multimedia programs offer an improvement over the more traditional CAI programs because they provide more appealing visual and audio content.

The effectiveness of CAI can be measured by changes in productivity and profits. Reinhard reported that a four hour CAI program, which trained sales representatives on selling a piece of computer software, resulted in additional revenues of \$4.6 million for Xerox. Another measure of effectiveness is a cost-benefit analysis that compares CAI to other techniques. A financial institution in New York, which was paying trainees while they waited for available classroom training programs, switched to CAI and realized enough savings to offset the development cost of the CAI program.

INTERNET- AND INTRANET-BASED TRAINING

The Internet is one of the fastest growing technological phenomena the world has ever seen. Today, tens of millions of computers are connected to one another via modems, telephone and cable

lines, superconduction (ISDN) transmission lines, and the Internet.

Intranet-based training (IBT) uses internal computer networks for training purposes. Through IBT, HRD professionals are able to communicate with learners, conduct needs assessment and other administrative tasks, transmit course materials and other training documents, and administer tests at any time and throughout the organization, whether an employee is in the United States or located overseas. IBT is a powerful delivery system for large international organizations.

INTELLIGENT COMPUTER-ASSISTED INSTRUCTION

ICAI goes beyond CAI in terms of flexibility and the ability to qualitatively evaluate learner performance. Whereas a typical CAI program may allow the learner to select from among several levels of presentation (novice, intermediate, etc.), an ICAI program is able to discern the learner's

Possible Questions

Part B – 2 Marks

1. What is the importance of Training Methods?
2. What are the types of training used for the development of employees?
3. Brief one type of training with example.
4. What are the functions of Training Methods?
5. What are the pressures on the Trainer in selecting a Training Method?
6. Why and When to use the Lecture Method?
7. Why and When not to use the Lecture Methods?
8. What are the objectives of a case study method?
9. What are the steps for writing a Case Study?
10. What are the limitations of Case Study as a method of Training?
11. What are the drawbacks of lecture method?
12. Why is the lecture method popular in spite of these drawbacks?

Part C- 5 Marks

1. Make a comparison between case study and roleplay
2. What are the advantages and disadvantages of lecture method and discussion methods?

KARPAGAM ACADEMY OF HIGHER EDUCATION, COIMBATORE					
DEPARTMENT OF MANAGEMENT					
Unit 3 - TRAINING METHODS - Multiple Choice Questions- Each Question carries ONE Mark					
Questions	Option 1	Option 2	Option 3	Option 4	Answer
Being a mentor and assuming the responsibility for supervising the work of others are central activities for professionals in which stage of career development?	one	two	three	four	three
A dual career family refers to:	both husband and wife have a job outside the home	the husband works a part-time job in addition to a full-time job	the major bread winner has two full-time careers	one spouse has been married before	both husband and wife have a job outside the home
The "mommy track" is defined as	A career path for women who do not want to work outside the home	A career path for women who want to be both mothers and highly successful professionals.	A career path for women who are willing to sacrifice promotions for flexible jobs with less travel so they can be more involved in raising their children.	A career path for men who raise children while their wives work.	A career path for women who are willing to sacrifice promotions for flexible jobs with less travel so they can be more involved in raising their children.
In developing an international human resource program, which factor is most critical to the success of an expatriate assignment in a foreign country?	equalizing negative tax consequences	adaptation of the spouse and family to the foreign country	providing for security of expatriate and the family	readjustment training upon repatriation	adaptation of the spouse and family to the foreign country

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Which of the following best describes the proper role of performance evaluation in the employment exchange?	Employers should trust employees to perform well and not have to check up on them	Only those employees who fail to demonstrate that they can be trusted should be evaluated.	Performance evaluations should be conducted only on managers and used for promotion decisions.	All employees should expect to have their performance evaluated and this information should be used for pay increase and promotion decisions.	All employees should expect to have their performance evaluated and this information should be used for pay increase and promotion decisions.
When one characteristic about a person—positive or negative—strongly influences all other attitudes about the person, this is called	leniency-strictness effect	halo effect	central tendency effect	contrast effect	halo effect
The factors on which an employee is evaluated are called	valid characteristics	the criteria of performance	practical items	unbiased characteristics	the criteria of performance
In selecting the appropriate criteria for performance evaluation, freedom from contamination refers to	eliminating subjective impressions of supervisors	eliminating the influence of external people such as customers or clients	eliminating the effects of extraneous factors that are beyond the control of the employee	statistically adjusting the evaluations to correct for subjectivity and bias	eliminating the effects of extraneous factors that are beyond the control of the employee
A confrontive appraisal interview that focuses on what employees have contributed to the organization is called	a behavioral analysis	a contributions appraisal	a stress appraisal	a terminal interview	a contributions appraisal

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Studies examining the effects of performance evaluations on promotion decisions generally conclude that	performance information is the single most significant influence on promotion decisions	performance evaluations are second to company loyalty in determining promotions	performance information is essentially overlooked in making promotion decisions even though most managers think it is used extensively	performance information is not used and almost no one pretends that it is	performance information is essentially overlooked in making promotion decisions even though most managers think it is used extensively
Employee empowerment refers to	giving employees the freedom to identify and implement better work procedures	requiring employees to obtain the proper authorizations	a labor dispute in which employees resist the authority of management	increasing the pay of employees to make them feel powerful	giving employees the freedom to identify and implement better work procedures
An OD intervention refers to	a new organizational social system	a series of planned activities designed to improve organizational functioning	a change in the technological structure	the adoption of new technology	a series of planned activities designed to improve organizational functioning
Relative to OD interventions, process consultation is aimed at the_____, whereas _____is aimed at the entire organization.	individual; role analysis	group; skill development	individual; survey feedback	group; team building	individual; survey feedback
Career planning is the:	Individual's educational and development activities taken to control the direction of their own career	The organization's involvement in the employee's career plan	Organization's goals for each employee	Career path for management employees	Individual's educational and development activities taken to control the direction of their own career

Questions	Option 1	Option 2	Option 3	Option 4	Answer
An organization may choose to do all of the following to motivate a plateaued worker, except	Lateral moves	Promotion	Temporary assignments	Committee assignments	Promotion
A career that progresses through a series of related occupations is a:	Spiral Career	Protean Career	Transitory Career	Linear Career	Spiral Career
All of the following are true of dual-career couples except:	They have more to lose when relocating	They are more mobile due to higher combined incomes	Part-time, work-at-home, and flextime are acceptable options	Their numbers are increasing	They are more mobile due to higher combined incomes
The best answer for determining if training is cost effective is to:	Look for reductions in voluntary turnover	Compare the costs and benefits associated with the training	Measure improvements in performance	Assess the attitude changes in participants	Compare the costs and benefits associated with the training
The performance appraisal system that specifies the performance goals that an individual and manager agree the employee will attain within a specific period of time is called:	Management by Objectives	Behavioral Expectations	Behavioral Anchored Rating	Critical Incident	Management by Objectives
Rating all employees in a narrow range in the middle of the rating scale is an error of	Central tendency	Contrast error	Leniency	Similar-to-me	Central tendency
The three phases of training are:	Needs assessment, implementation, evaluation	Job analysis, surveying trainees, evaluation	Commitment from upper management, needs assessment, evaluation	Approach, emphasis, presentation	Needs assessment, implementation, evaluation

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Which of the following is not one of the four strategies used in behavior modification approach?	behavior modeling	positive reinforcement	negative reinforcement	punishment	behavior modeling
The preparation of the employee for future responsibility, often at a different level in the organization is?	development	training	education	needs assessment	development
Rating all employees in a narrow band in the middle of the rating scale refers to what error:	Rater bias	Recently effect	Strictness	Central tendency	Central tendency
An error that occurs when a rater's values or prejudices distort the rating:	Rater bias	Recently effect	Strictness	Central tendency	Rater's bias
Mentoring is:	Ongoing and spontaneous meetings between supervisors and their employees to discuss the employee's career goals, and to give advice	Assigning employees to various jobs.	A developmentally oriented relationship between two individuals that involves advising, networking, and supporting.	Demonstrating new skills to the mentored individual	A developmentally oriented relationship between two individuals that involves advising, networking, and supporting.

Questions	Option 1	Option 2	Option 3	Option 4	Answer
What is the difference between career management and career planning?	Career management focuses on the organization's needs; career planning focuses on the individual's needs	Career management assesses career paths within the organization; career planning focuses on building a pool of workers qualified for specific assignments.	Career management assumes that employees are responsible for planning their own careers; career planning assumes that the company is responsible for planning employee careers.	Career management is based on communication between managers and employees; career planning is done by the employee alone.	Career management focuses on the organization's needs; career planning focuses on the individual's needs.
Replacement planning is based on an organization's ability to	plan specific goals and assignments for individuals	find candidates with development potential.	identify the best available candidate for a job.	test candidates' potential early in their careers.	identify the best available candidate for a job.
An essential skill without which an individual is not a qualified practitioner is	competency	decision making	problem solving	interpersonal	competency
An unacceptable manners and behaviour is	integrity	arrogance and rudeness	closed communication	demotivating	arrogance and rudeness
The person who wants to change the focus of training is	Late comers	challenger	derailers	whiner	derailers
A match between what a person says and does is	integrity	decision making	overhead	direct	integrity
Requirement of individual employees is	long term needs	short term needs	both	organisational need	short term needs
Poor performance may be due to	lack of communication	lack of knowledge	shortage of skills	organisational need	shortage of skills

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Discrepancy means	similarities	differences	individual need	organisational need	differences
Role clarity is	future need	present need	individual need	organisational need	present need
Career Planning is	future need	present need	individual need	organisational need	future need
The pattern of work related experiences that span the course of a persons life	Career	Job	Work	Life	Career
The process by which employees progress through a series of stages with different tasks, activities and relationships	Career Development	Career identity	Career insight	Career system	Career Development
The degree to which employees define their personal value according to their work	Career Development	Career identity	Career insight	Career system	Career identity
The degree to which employees know about their interest as well as their skills	Career Development	Career Path	Career insight	Career system	Career insight
System that helps employees to identify career development needs and action planning	Career Development	Career identity	Career insight	Career system	Career system

Questions	Option 1	Option 2	Option 3	Option 4	Answer
A sequence of job positions involving similar types of work and skills that employees move through in a company	Career Development	Career Path	Career insight	Career system	Career path
Employees ability to cope with problems that affect their work	Career Development	Career identity	Career Resilience	Career support	Career Resilience
Coaching, protection, sponsorship, exposure and visibility to an employee	Career Development	Career identity	Career Resilience	Career support	Career support
A peer or manager who works with employee to motivate them and help them develop skills	Mentor	Trainer	Coach	Partner	Coach
An area of personal capability that enables employees to perform their job	Skill	Knowledge	Work	Competency	Competency
Verbal comprehension, quantitative ability and reasoning ability	Cognitive ability	Cognitive outcomes	Affective outcome	Behavioural outcome	Cognitive ability

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Outcomes used to measure knowledge trainees learned in a training programme	Cognitive ability	Cognitive outcomes	Affective outcome	Behavioural outcome	Cognitive outcomes
The process of ensuring that new interventions are accepted and used by employees	Change Management	Talent management	Time Management	Cultural Management	Change Management
Legal protection for the expression of an idea	Patents	Knowledge	Copy	Copyright	Copyright
A career path system that enables technical employees to either remain in technical career path or move into management career path	Dual Career path system	Two way System	Dual life	Life balance	Dual Career path system
Reduction of employees responsibility and authority	Right move	Upward move	Downward Move	Circle move	Downward move
Instruction and delivery of training by computer online through the internet	Blended learning	E-learning	Embedded Learning	Explicit Knowledge	e-learning
One of set of behaviour that is necessary to complete a task	Key behaviour	Knowledge	Talent	Shopping behaviour	Key behaviour

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Work situation in which two employees divide the hours, responsibilities and benefits	Job rotation	Job sharing	Job enrichment	Job Analysis	Job sharing
The process of determining the economic benefits of a training programme using accounting methods	Performance Appraisal	Instructor Evaluation	Cost-benefit Analysis	Diversity training	Cost-benefit Analysis
Career stage in which individuals attempt to identify the type of work that interests them	Exploration stage	Feedback stage	assessment stage	Finalization stage	Exploration stage
Accepted standards of behaviour for work group members	Time management	Mission	Goal Setting	Norms	Norms
Outcomes used to determine a training programme	Results	Feedback	Goal	assessment	

Unit 5 – Career Planning

Career Planning – need - Factors affecting Career Choices, Career Stages, Career anchors, Succession planning – steps- Career Development- Management Development – Need & Importance – Types of management development programmes - Management characteristics – skill acquisition – Training for Executive level management - Emerging Trends and Future Prospects in Training and Development.

CAREER DEVELOPMENT

The traditional definition of career development is focused on the goal of preparing for the world of work. It is seen as encompassing the development of the whole person, but places a critical emphasis on gaining the skills and experience for work in order to find one's vocation in life. The primary goal of this approach is directed to improving one's employability for obtaining meaningful work.

The second view of career development defines it as a lifelong process of becoming aware of, exploring and experiencing factors that influence various aspects of a person's life. The knowledge, skills and attitudes that evolve through this path of discovery enable planning and decision making not only about work exploration and related employment and vocational choices but also about personal management and life/work skills. Career development is part of lifelong learning, in that personal and vocational skills constantly change and expand during a lifetime in response to career changes and emerging opportunities.

Career development represents the entire sequence of activities and events related to an individual's career. Career development encompasses acquiring of educational qualifications and certifications, career path, self-actualization as an individual, shifting of careers and career growth, learning curve, family life, accomplishments and recognitions or felicitations

In organizational development (or OD), the study of career development looks at: •

how individuals manage their careers within and between organizations and,

- how organizations structure the career progress of their members, it can also be tied into succession planning within some organizations.

In personal development, career development is:

- "... the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual."
- The evolution or development of a career - informed by
 - (1) Experience within a specific field of interest
 - (2) Success at each stage of development – and
 - (3), educational attainment.
- "...the lifelong psychological and behavioral processes as well as contextual influences shaping one's career over the life span. As such, career development involves the person's creation of a career pattern, decision-making style, integration of life roles, values expression, and life-role self concepts."

The Career Planning Process



Step 1

Self-Assessment is a vital and often overlooked step in planning your various career paths. In order to evaluate the suitability of work options, it is important to know who you are as a person. This involves taking a careful inventory of your current values, interests, skills and personal qualities. The Career Services Staff can help you with this process during individual career counseling.

appointments. While we understand that "deep down" you know what your next best step is, it is often helpful to think out loud with an attentive career counselor.

Once you have articulated a sense of the satisfaction(s) you would like to derive from your work and the skills you have to offer employers, you can begin your research. This stage involves brainstorming possible options and investigating them thoroughly. You will learn about the descriptions and qualifications for positions, typical entry points and advancement, satisfactions, frustrations, and other important facts in order to determine if there is a good fit.

Step 2

Research - Our counseling program and inventories can help you to identify work options for investigation. Printed and on-line resources available in our office and at the Scribner Library can help you with your preliminary information gathering. The next step will be to speak with as many people as possible that are involved in work that is of interest to you. By interviewing these individuals for information and advice about their work, you will be getting an insider's perspective about realities of the field and recommended preparation, including graduate study. The Career Services Office has an extensive listing of Alumni and Parent Career Advisors in various fields who have volunteered to speak with you and answer your questions. They eagerly await your letters and calls.

Internships and part-time jobs are an excellent way to sample a field of interest. They provide the opportunity to perform some of the job functions, observe others work and evaluate the environment. Some individuals observe professionals in various fields for a shorter period of time than an internship. These Job Shadowing experiences, or externships, can last from one morning to several weeks.

Step 3

Decision-making involves an evaluation of the pros and cons for the options you have been researching. It also involves prioritizing and, for some, risk-taking. Since the landscape of the world-of-work is constantly changing, it may be unrealistic to aim for decisions based on absolute certainty. Adaptability, the ability to manage several options at once, and the ability to maintain a positive attitude when faced with uncertainty may be easy for some while others may find these traits a

stretch. Self-awareness, occupational awareness and intuition can all play a part in your decision-making. Our counseling staff is glad to support you through this process.

Step 4

Search-Once you have identified a work objective, you can begin your job search or graduate school application process. Some people will be involved with activities such as networking, identifying prospective employers, writing cover letters and resumes, and interviewing. For others, activities will include identifying graduate programs, taking entrance exams and writing personal statements. Come in and see a staff member to develop an appropriate action plan.

Step 5

Acceptance - Finally, you will accept employment or a graduate school offer. Ideally, it will mark the beginning of your exciting and varied career. If you are like most Americans, you will change jobs from 8-12 times during your work life. You will continue the process of self-assessment, research and decision-making in order to make effective and fulfilling changes. We hope our work together provides you with the tools and confidence to do so.

CAREER PLANNING



Career planning is the process of making career choices and putting them into action. It's something you will do time and time again, throughout your working life.

This section will help you to work through the four main stages of career planning, from thinking about yourself and your main skills and interests, to how to make career decisions and act on them.

These are listed under the four main stages of the career planning process, which are:

- Knowing Yourself - thinking about what you want from work and what you have to offer.
- Exploring Your Options - finding out as much as you can about your options (for example, jobs, courses, training and other opportunities).
- Making Decisions - focusing on the most suitable options, choosing a career goal and working out how to make it happen.
- Moving On - acting on your decision and coping with change (you might change your mind, or your circumstances, and start the whole process again).

Career Planning is a lifelong process, which includes choosing an occupation, getting a job, growing in our job, possibly changing careers, and eventually retiring..

A FOUR STEP PROCESS IN CAREER PLANNING

The career planning process is comprised of four steps. One might seek the services of a career development professional to help facilitate his or her journey through this process. Whether or not you choose to work with a professional, or work through the process on your own is less important than the amount of thought and energy you put into choosing a career.

Self

Gather information about yourself-self assessment

- Interests
- Values

Roles

- Skills/Aptitudes
- Preferred Environments

Developmental Needs

Your realities

Options

- Explore the occupations in which you are interested
- Research the industries in which you would like to work •

Research the Labor Market

Get more specific information after you narrow down your options by:

- Job Shadowing
- Part time work, internships, or volunteer opportunities •

Written materials

- Informational interviews

Match

During this phase of the process, you will: •

Identify possible occupations

- Evaluate these occupations •

Explore alternatives

- Choose both a short term and a long term option

Action

You will develop the steps you need to take in order to reach your goal, for example:

- Investigating sources of additional training and education, if needed
- Developing a job search strategy •

Writing your resume

- Gathering company information •

Composing cover letters

- Preparing for job interviews

Factors Affecting Career Choices

Choosing a career is one of the most influential decisions you make in your life. Unlike a job that is used to solely pay bills, a career is a pursuit that normally requires a lot of time and

emotional investment on top of the need to provide for yourself and a possible family. Choosing a career can be difficult and a number of different factors play into the decision of what career to pursue.

- **Environment**

The environment a person is familiar with compared to the environment a career requires plays a large role in what people decide to pursue. For example, someone who grew up near an ocean or spent a lot of time in the water growing up is more likely to have an interest in marine biology than someone who lived in the desert most of her life. A career that requires a lot of travel, such as an airline pilot, could be appealing to someone without as many home attachments, while someone who just had a child or who has an ill relative may prefer a career anchored closer to home.

- **Salary**

The initial pay and overall earning potential of a career is a huge factor for anyone considering what he wants to do with the rest of his life. Everyone has different lifestyles and financial needs to sustain those lifestyles and a starting salary of \$25,000 per year could be lucrative for some and unthinkable for others. Some people might choose a career based solely on a high earning potential, such as a doctor or lawyer, while others attempt to blend a career choice with something that might pay less but they enjoy doing, such as teaching or playing music.

- **Personality**

A person's personality is a huge factor in what career is pursued. Salespeople generally need to be naturally outgoing, so someone with a timid nature or a fear of talking to strangers would likely struggle in that profession. Likewise, someone with a gregarious personality who needs to be social would probably be miserable in a clerical position filing paperwork all day. A person's personality also shapes her interests and aptitudes, which also influences what careers are examined and pursued to achieve maximum enjoyment in life.

CAREER STAGES

The career stage approach is one way to look at career development. The way in which a researcher approaches the issue of career stages is frequently based on Levinson's life stage development model (Levinson 1986). According to this model, people grow through specific stages separated by transition periods. At each stage a new and crucial activity and psychological adjustment may be completed (Ornstein, Cron and Slocum 1989). In this way, defined career stages can be, and usually are, based on chronological age. The age ranges assigned for each stage have varied considerably between empirical studies, but usually the early career stage is considered to range from the ages of 20 to 34 years, the mid-career from 35 to 50 years and the late career from 50 to 65 years.

According to Super's career development model (Super 1957; Ornstein, Cron and Slocum 1989) the four career stages are based on the qualitatively different psychological task of each stage. They can be based either on age or on organizational, positional or professional tenure. The same people can recycle several times through these stages in their work career. For example, according to the Career Concerns Inventory Adult Form, the actual career stage can be defined at an individual or group level. This instrument assesses an individual's awareness of and concerns with various tasks of career development (Super, Zerkowitz and Thompson 1981). When tenure measures are used, the first two years are seen as a trial period. The establishment period from two to ten years means career advancement and growth. After ten years comes the maintenance period, which means holding on to the accomplishments achieved. The decline stage implies the development of one's self-image independently of one's career.

Because the theoretical bases of the definition of the career stages and the sorts of measure used in practice differ from one study to another, it is apparent that the results concerning the health- and job-relatedness of career development vary, too.

THE FIVE STAGES IN CAREER

1. **Growth** – The early years (4 to 13 years old) is a time when the individual first becomes aware of the future. People start to find ways to develop competencies and to achieve in order to increase control over their life.
2. **Exploration** – From the early teens to mid-twenties, people begin to crystallize, specify and implement an occupational choice. Different roles are tried and various occupational options are explored through school, leisure, part-time work and volunteering. – Trial jobs may be tested before more firmly finding a more stable and appropriate fit.
3. **Establishment** – In the mid-twenties through mid-forties, typically a suitable field is selected and efforts are made to secure a long-term place in the chosen career. Young adulthood tends to be a time for stabilizing, consolidating, building momentum and moving up. Obtaining certifications, credentials, and advanced degrees may be the norm.
4. **Maintenance** - This stage usually happens in the mid-forties to mid-sixties and is characterized by constancy: **1) Holding on** (stagnating or plateauing), or **2) Keeping up** (updating or enriching). Continuity, stress, safety and stability tend to be the standard. Sometimes people feel risk adverse with various career options which may lead to frustration or even depression. In middle adulthood we may ask ourselves, – What have I done with my life? or Is this all there is? or even What do I truly want? For men, state of health or career accomplishment may predominate. Women sometimes perceive this period as an opportunity to pursue new personal or professional goals now that their nurturing role has peaked.
5. **Disengagement** – The mid-sixties is typically marked by decelerating from formal employment to finding new roles with a view to retirement. Baby Boomers are teaching us that this stage should be more appropriately named – Re-invention. They are completely redesigning the notion of retirement preferring to work in some form while pursuing new or renewed outside interests. In later adulthood, there may be a need to assist or mentor younger members of society or seek self-employment.

However, it has limitation due to the rapidly changing nature of work and each person's own circumstances. Not everyone transitions through these five stages at fixed ages or in the same manner. I have learned in my private practice it is more common nowadays to move back and forth more frequently from the Exploration to Re-investment stages.

For example, before entering the Maintenance stage, many people are asking the mid-life question, –Do I want to do this job for the next twenty years?|| Eventually, they decide to either: *1) Hang on* and enter the Maintenance stage, or *2) Let go* and change their job, company, or career and then recycle back to an earlier stage in order to move in a new direction. For others, their career is without boundaries based on skills and abilities that function independent of a set timeline.

CAREER ANCHOR

'**Career anchor**' is what really drives you at work. It is a mixture of your motives, values and how you see your own personal competence. An American academic called Edgar Schein developed the concept. He researched the themes that underpin career choice. Differences in Career Anchors help to explain why some people with similar background, education and professional training make such different career choices. For example, some engineers are intrinsically interested in their profession, enjoying the challenge of resolving complex technical problems; others see their profession as a step towards senior management, happy to leave the technical problems to others. Others quickly set up their own business, anxious to create their own enterprise and to make their distinctive mark on the world.

The difference is due to their career anchor: The underlying drive or combination of drives that motivates each person to make one choice rather than another. A career anchor is the one thing that a person would not give up if forced to make a choice.

EXECUTIVE DEVELOPMENT

Executive development is the whole of activities aimed at developing the skills and competencies of those that (will) have executive positions in organisations. While "executive" and

"manager" and "leader" are often used interchangeably, "executive" is commonly used to signify the top 5% to 10% of the organization. Similarly, "development" and "training" and "education" are often used as synonyms, however "development" is generally seen as the more encompassing of the three in terms of activities that build skills and competencies.

While it is typical to find organizations that have dedicated corporate training & development people and processes, it is not always the case that an organization will have a dedicated executive development set of activities. In some organizations (typically large multi-nationals), there is a separate executive development team, in other organizations executive development is handled as one of many activities by the larger corporate training group, and in yet other scenarios there is no executive development activity to speak of.

In contrast to other corporate training & development activities, which have as their core purpose to build tactical skills for employees, executive development plays a different role for the organization. Indeed some executive development is conducted for the purpose of building tactical skills (sometimes referred to as "hard skills" such as business fundamentals- finance, marketing, operations and also "soft skills" such as communication and team building), yet executive development is also used to evaluate future potential future executives as well as a mechanism for the CEO and the executive team to cascade their strategies, goals, and even elements of the culture to the rest of the management team and ultimately the organization. In the best of cases, executive development not only helps an organization execute its key strategies, it can also help provide input to the strategy creation process. In this way, executive development is much more strategic than typical corporate training & development which is used for most employees of an organization.

Executive development as we know it today is a relatively new phenomenon.* It's arguably only about 30 or 40 years old. I thought before we delve into the future, it might be interesting to muse a bit about my perspective on some of what has transpired in the past and what is happening today. I've been involved in executive development during most of that time, initially as a practitioner running management and executive development for Xerox Corporation.

Since 1982 I've run a consulting firm called Executive Development Associates, where I've had the good fortune to work with many leading companies on their executive development strategies, systems, and programs. My perspective is based on the combination of my experience at

Xerox and then later, consulting with around half of the Fortune 100 companies and other leading organizations around the world. I encourage you to add your own thoughts to these observations.

THE PAST

What constituted executive development? In the mid-1970s, and even into the '80s, for most major companies, developing executives consisted mostly of sending a few high-potential people off to university open enrollment executive education programs.

Focus on the individual. This approach to executive development was symptomatic of a philosophy, mostly unspoken, of focusing on the development of individuals with little thought given to what the needs of the organization were.

Succession planning was basically replacement planning; the common conversation was about what we would do if a certain key executive –got hit by a bus. I Sorry for the nasty image but that was what we often said. It was all about replacement charts.

How important was it? Executive development was a –nice to do; something that self-respecting CEOs of major corporations would all agree in polite company was very important, but would cut from the budget at the first sign of financial hard times because there was no link to business outcomes that mattered—it was just something that you –should do.

Who participated in executive development? The term was somewhat of a misnomer. The fact was that the people getting developed were mostly middle to upper-level managers, not executives. With few exceptions, the most senior executives in companies did not participate in any kind of development. The general belief (unspoken) was that development was for the levels below them and that they didn't see themselves as needing any kind of education or development; plus they were far too busy doing important work to take time off for executive development. Many senior executives also felt that they had risen to the top without any formal development and obviously had the –right stuff and therefore didn't need development (and equally obviously it must be for people who didn't have the right stuff and couldn't make it on their own). Of course there were also many who didn't want to admit that they needed to learn anything as they saw that as displaying a sign of weakness.

The profession Experienced practitioners were few and far between. Since most companies did very little executive development, there were not many people who had extensive experience in

the field and it certainly wasn't a glamorous place to be, even within the Human Resource organization.

THE PRESENT

Table stakes. Today, custom-designed executive development strategies, systems, and programs that are directly linked to the business strategy have become table stakes—part of what it takes to get into the executive development game in major corporate businesses. I doubt that anyone would consider doing otherwise today, and the younger readers probably can't imagine that it was ever otherwise.

Custom-designed executive education programs Virtually every university offers custom-designed executive education consulting to corporations now. For many universities their attitudes about this changed when their open-enrollment registrations declined and they saw the industry moving quickly toward custom-designed in-house programs. And it was clear that custom-designed programs for corporations could be a profitable new business area for them. There are many more consulting firms now that offer this service as well, and dozens, perhaps hundreds of individual practitioners who have hung out their shingles as consultants after leaving the corporate world for one reason or another. What companies seem to prefer today in their custom executive education programs is best-of-the-best faculty resources rather than faculty from a single source like one university. At the same time they want those resources to work as an integrated faculty team providing a seamless learning experience, not a parade of interesting speakers.

Developing individual and organizational capabilities Today the emphasis in organizations is more likely to be on the development of the individual executive *and* the organization. When resources are invested in the development of an executive it's likely that there is a development plan for that person that clearly indicates how that development is going to support the organization's goals. It's also likely that the organization has clearly identified what organizational capabilities need to be developed in order to achieve its vision and execute its strategy. And there are development programs in place to develop the executive capabilities needed; for example, if the organization needs to become more market and customer focused, there is likely to be a custom executive education program that all executives participate in to build the specific executive capabilities required.

How executives learn The way executives learn has changed dramatically. The change has basically been from passive to action oriented learning methods. Of course, developmental job assignments are

still the most common way for executives to learn, but they are better planned and managed now. Whereas lecture and case studies dominated executive education in the past, now executives are much more likely to learn by doing. The most popular learning methods today tend to be closer to real work than traditional academic classroom lectures. Custom-designed business simulations have become extremely popular despite their perceived high cost because they are so engaging and can develop the specific skills that executives need to learn and practice in a realistic situation customized to the organization's business dynamics. In addition, executives can see the results of their work and decisions immediately and condense the effect of several years of business strategy and operations into a few days. Action learning has become the most popular way for executives to learn because they get to work on their organizations real business problems and opportunities in real time—while they simultaneously have a meaningful development experience. They typically feel they are doing important work rather than going to a –training program. Line executives also like this approach because it seems more real and relevant to them than more academic or conceptual learning methods. And executive coaching has taken off like a skyrocket in the last few years as a preferred way for developing both high-potential and senior executives. In the past, if you had a coach it meant you were in trouble; now it means you're on the fasttrack.

The profession grows up. The executive development profession has really grown up. It is now the place to be and has attracted some amazing talent. Most major organizations now have talented and experienced heads of executive and leadership development to manage the Function

Strategic executive development Clearly the most dramatic shift from the past to today is the strategic use of executive development. Many companies have found ways to use executive development to help address their marketplace challenges, achieve their vision, and execute their strategy. With this tight connection to business outcomes, we see that executive development is often driven by the CEO and that there is an advisory board, made up of senior line executives from all key parts of the business that guides the overall effort. Also, there is likely to be a written strategy for executive development linked to the business strategy, and a long-range plan for the development of executive talent that clarifies who gets developed, on what, why, when, where, and how. And more than ever, we are beginning to see the strong desire for integrated executive development systems rather than stand-alone, ad hoc programs.

THE FUTURE

What Does the Future Look Like?

–Mapping the Future of Executive Development|| It covers key issues such as the business conditions affecting executive development, objectives for development efforts, hot topics, learning methods, executive development policy and processes, best practices, innovations, spending, and staffing, and it ends with specific recommendations for action.

The Big Impact Methods for Developing Executives

In this section we selected the learning methods that we feel both have the most impact and are most effective with executives.

Future Challenges and Opportunities

There are many fascinating opportunities and challenges facing those of us who care deeply about the topic of executive development. We've selected several that we think are worthy of your consideration and welcome you to add to the list based on your own experience and foresight:

OBJECTIVE OF EXECUTIVE DEVELOPMENT

- Support strategic objectives
- Address key business objectives●
- Communicate vision and strategy●
- Increase bench strength
- Make talent a competitive advantage
- Accelerate development of high-potentials●
- Communicate vision and strategy
- Support change and transformation●
- Make talent a competitive advantage●
- Develop individual leader capabilities

Executive development is management development: a process of learning and growth that managerial personnel undergo. They then apply the skills, knowledge, attitudes and insights they learn to work in the organization. The whole idea of executive development is for managers to not only apply the skills and competencies learned in their present role, but also to prepare for future

managerial roles -- of a wider scope and a higher difficulty level. Executive development is an ongoing process because managers are expected to grow from strength to strength.

IMPORTANCE OF EMPLOYEE DEVELOPMENT

Employee development is a necessary component of a company's efforts to:

- improve quality
- retain key employees
- meet the challenges of global competition and social change
- incorporate technological advances and changes in work design

APPROACHES TO EMPLOYEE DEVELOPMENT

- Formal Education
- Interpersonal Relationships
- Assessment
- Job Experiences

Formal Education

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
- university programs in which participants actually live at the university while taking classes

Examples of development programs at GE

<i>Program</i>	<i>Description</i>	<i>Target Audience</i>	<i>Courses</i>
Executive Development Sequence	Emphasis on strategic thinking, leadership, cross-functional integration, competing globally, customersatisfaction	Senior professionals and executives identified as high-potential	Manager Development Global Business Management Executive Development
Core Leadership Program	Development of functional expertise, business excellence, management of change	Managers	Corporate Entry Leadership Professional Development New Manager Development Experienced Manager
Professional Development Program	Emphasis on preparation for specific careerpath	New Employees	Audit Staff Financial Management Human Resources Technical Leadership

ASSESSMENT

Assessment involves collecting information and providing feedback to employees about their behavior, communication style, or skills

Used most frequently to:

- identify employees with managerial potential
- measure current managers' strengths and weaknesses

- identify managers with potential to move into higher-level executive positions
- work with teams to identify members' strengths and weaknesses, and factors that inhibit productivity

POPULAR ASSESSMENT TOOLS

- Myers-Briggs Type Indicator® (MBTI)

Most popular psychological test for employee development. Used for understanding such things as:

- communication
- motivation
- teamwork
- workstyles
- leadership

Examples of MBTI Use: Can be used by salespeople who want to become more effective at interpersonal communication by learning things about their own personality styles and the way they are perceived by others

- Can help develop teams by matching team members with assignments that allow them to capitalize on their preferences
- Can help employees understand how the different preferences can lead to useful problem solving

BENCHMARKS

- Assessment Tools: Benchmarks
- Benchmarks© is an instrument designed to measure important factors in being a successful manager
- Items measured are based on research that examines the lessons executives learn at critical events in their careers
- This includes items that measure managers' skills in dealing with subordinates, acquiring resources, and creating a productive work climate

ASSESSMENT CENTER

The *assessment center* is a process in which multiple raters or evaluators evaluate employees' performance on a number of exercises

- usually held at an off-site location
- used to identify if employees have the abilities, personality, and behaviors for management jobs
- used to identify if employees have the necessary skills to work in teams

PERFORMANCE APPRAISALS AND 360-DEGREE FEEDBACK SYSTEMS

Performance appraisal - the process of measuring employees' performance.

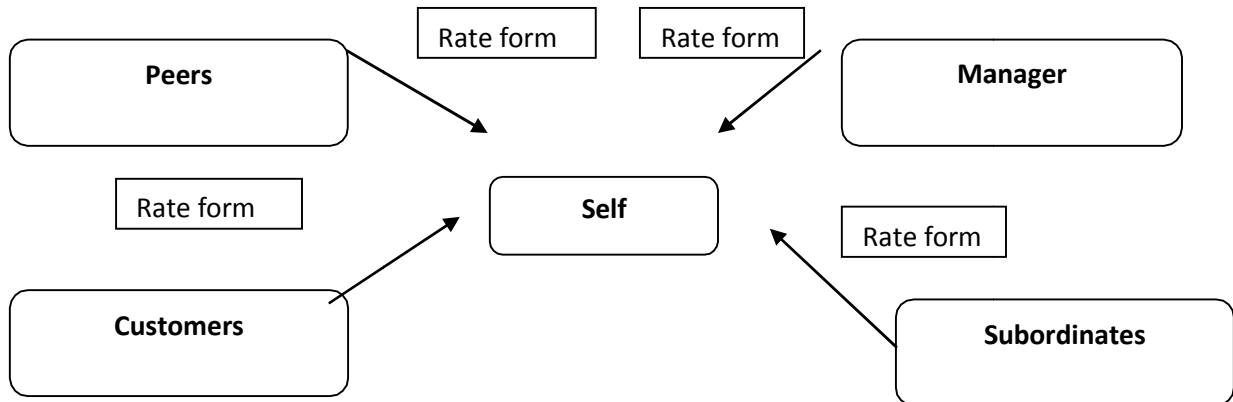
Approaches for measuring performance:

- ranking employees
- rating work behaviors
- rating the extent to which employees have desirable traits believed to be necessary for job success (e.g., leadership)
- directly measuring the results of work performance (e.g., productivity)

Conditions under which performance measurement is useful for development

- The appraisal system must give employees specific information about their performance problems and ways they can improve their performance
 - Managers must be trained in providing performance feedback
 - Managers must frequently give employees performance feedback
- Managers also need to monitor employees' progress in carrying out the action plan

ASSESSMENT TOOLS: 360-DEGREE FEEDBACK SYSTEM



Activities involved in development planning using the 360-degree feedback process:

1. Understand strengths and weaknesses
 - Review ratings for strengths and weaknesses
 - Identify skills or behaviors where self and others' ratings agree and disagree
2. Identify a development goal
 - Choose a skill or behavior to develop
 - Set a clear, specific goal with a specified outcome
3. Identify a process for recognizing goal accomplishment
4. Identify strategies for reaching the development goal
 - Establish strategies such as reading, job experiences, courses, and relationships
 - Establish strategies for receiving feedback on progress
 - Establish strategies for receiving reinforcement for new skills or behavior

Factors necessary for a 360-degree feedback system to be effective:

- The system must provide consistent (*reliable*) ratings
- Feedback must be job-related (*valid*)
- The system must be easy to use, understandable, and relevant
- The system must lead to managerial development

INTERPERSONAL RELATIONSHIPS

Employees can also develop skills and increase their knowledge about the company and its customers by interacting with a more experienced organizational member. Two types of interpersonal

relationships used to develop employees:

- **Mentoring**

- **Coaching**

Characteristics of Successful Formal Mentoring Programs:

- Mentor and protégé participation is voluntary relationship can be ended at any time without fear of punishment
- Mentor-protégé matching process does not limit the ability of informal relationships to develop
- Mentors are chosen on the basis of:
 - their past record in developing employees
 - willingness to serve as a mentor
 - evidence of positive coaching, communication, and listening skills
- The purpose of the program is clearly understood
- The length of the program is specified
- A minimum level of contact between the mentor and protégé is specified
- Protégés are encouraged to contact one another to discuss problems and share successes

The mentor program is evaluated

- Employee development is rewarded

Coaching Relationships

Coach – a peer or manager who works with employees to:

- motivate them
- help them develop skills
- provide reinforcement and feedback

Coaches need to be able to suggest effective improvement actions

JOB EXPERIENCES

- Job experiences refer to relationships, problems, demands, tasks, or other features that employees face in their jobs
- Most employee development occurs through job experiences
- A major assumption 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

MANAGEMENT DEVELOPMENT

Management Development is best described as the process from which managers learn and improve their skills not only to benefit themselves but also their employing organizations. In organisational development (OD), the effectiveness of management is recognised as one of the determinants of organisational success. Therefore, investment in **management development** can have a direct economic benefit to the organization. Managers are exposed to learning opportunities whilst doing their jobs, if this informal learning is used as a formal process then it is regarded as management development.

What management development includes

- structured informal learning: work-based methods aimed at structuring the informal learning which will always take place
- formal training courses of various kinds: from very specific courses on technical aspects of jobs to courses on wider management skills
- executive education: which might range from courses for (perhaps prospective) junior managers or team leaders

The term 'leadership' is often used almost interchangeably with 'management.' Leadership which deals with emotions is an important component of management which is about rational thinking.

The Management Charter Initiative (MCI) originally set out management competencies for management S/NVQ's, these competencies are now part of the National Qualifications Framework (NQF), it is from these competencies that managers can be assessed and development needs determined.

To enhance the skills, knowledge and abilities to improve organizational mechanisms.

MANAGEMENT DEVELOPMENT MODEL

The Management Development Model is meant to be a comprehensive model on how to develop leaders and managers. It was developed because we found HR staff and line managers think very narrowly about all the things necessary to developing effective leaders and managers. You will get a lot of silver bullet thinking in developing managers and leaders. For example, if we only had the best competency model we'd have great management development. Its only one piece of the selection

/ deselection process. Thinking through the competencies for a job is important, but unless you have a lot of very similar and important jobs with high turn over, we would advise against putting too many resources in the competencies basket. Spend more time getting the overall process right. Some of the best companies I know at developing managers are real good at removing ineffective managers, they give serious thought to an effective process to make this happen. We think you will find utilizing this model a helpful discussion starter in reviewing your management development process.

BASIC COMPONENTS OF COMPUTER-BASED TRAINING

Computer-based training (CBT) typically includes text, graphics, audio and video instruction that allows students to interact with educational materials at their own pace. CBT is usually delivered by CD-ROM (whereas Web-based training is delivered via the Internet, with students using a browser.) Basic CBT interaction includes multiple choice questions, demonstrations and simulations that allow students to practice what they've learned. Printed certificates enable students to prove they have completed the course.

Features

CBT features basic multimedia components (e.g., audio, video and animation) making them a good alternative to printed self-paced materials. Because they can be easily distributed to wide audiences, CBT is often chosen as the delivery mechanism for large scale corporate training initiatives. Delivery costs are typically less than face to face training, enabling reduced overall training costs. Modules or lessons typically contain an overview of the topic, learning objectives which define what the student should be able to do upon completion of the lesson, instructional text, practice exercises, an assessment and a summary of the information covered.

Function

Using CBT text, visuals and computer-based interaction, students improve their skills, knowledge and performance. Students obtain course materials to learn about subjects for which they might not have physical access to do so. Because CBT is available at any time, students have the flexibility to review training materials at their own convenience. Emulations of software or environments provide opportunities for students to practice what they have learned in a

simulated environment.

Usage

CBT consisting of basic text and graphics is used by schools, universities and corporations to provide self-paced instructional opportunities. Because everyone accesses the same CBT, everyone hears the same message, reinforcing consistency and standards. Immediate scoring and reporting, unbiased administration and easier translation into other languages make CBT an attractive curriculum delivery format choice.

Developing CBTs consisting of text, graphics and multimedia can be time consuming and expensive. Use of authoring tools requires development expertise. Long sequences of text and graphics may be boring to users. Asynchronous learning (that does not occur at the same time as the instructor provides the information) limits human interaction that may be inappropriate for some kinds of content. Computer-based assessments may be insufficient to demonstrate skill mastery (e.g., flying an airplane or performing surgery.)

Expert Insight

- CBT can be included as part of a comprehensive curriculum. Online learning resources including email, online discussion boards, wikis, blogs and learning management systems allow

Disadvantages

COMPUTER BASED TRAINING METHODS

As educational and training expenses increase for schools and corporations, computer-based training is on the rise. There are many advantages to computer-based training. Costs are not as high as they are for facilitated training. Also, computer-based training is very flexible. Students can train remotely on their own time. The disadvantage of computer-based training is that there is no live facilitator to ask questions. This can be resolved, however, by providing a bulletin board or a chat-room forum where students can post questions and obtain answers.

E -Learning

E-Learning is a very popular computer-based training method. eLearning training courses can be very basic PowerPoint slides or be very elaborate, containing music, graphics and audio narration.

eLearning courses are broken down into modules that contain the training content. Graphics and images enhance the learning by providing a visual component. Audio narration, which can be recorded in a studio or even directly into your computer through programs like Adobe Audition, can be added to the content and help learners retain information. eLearning modules can have quizzes and tests that accompany the content so learner progress can be tracked. Workbooks can also be created to accompany the training so the student can follow along or review the training content at a later time.

Webinars

Webinars are another popular form of computer-based training. Instructors use Web rooms to teach students specific content. Students can log into a Web room from their computer. Webinars begin at a designated time and therefore are not as flexible as eLearning or other types of computer-based training. The instructor leads the students through the content and the students can ask questions via instant messaging. The instructor can give the students control of the Web room so they can perform certain exercises. Workbooks can be created to accompany the training and be used for later reference.

Video

Another computer-based training method is video. Videos can be created to teach a wide variety of content--anything from applying make-up to using certain types of software. Certain training companies, such as www.lynda.com, solely train students via videos. The instructor will use certain types of software on their own computer to capture how they are using it. They will add audio narration so the student can have a visual plus audio narration of the content. Text can also be added onto the screen to enhance the learning process. The instructor will then convert the file to a video format and post it on the Web at a site like Youtube.com or a specific training website. The advantage of these videos is there is often no cost to watch them. Sometimes, however, a paid membership to the site is required.

PROS & CONS OF COMPUTER BASED TRAINING

Technology in education has provided schools and students the tools to teach through computer based training, instead of through the traditional method of one teacher with many students.

Now, education institutions offer computer based training in their classrooms and online as options for students. The process of computer based training must be monitored closely to gauge its effectiveness because when used improperly it is a waste of time and money.

Pro -- Accessibility

A real advantage to computer based training is the accessibility it provides individuals who have a busy work schedule, but want to upgrade their skills. Computer based training is administered either at computers in class or through the Internet as distance education. Students are able to work full-time during the day and complete courses online after work, making it an attractive option for persons who don't have time for classes during the day. Communication with professors and teachers is facilitated by email, so any questions that arise will still be answered. Individuals are also able to access computer based training programs located in their city or those offered from another country.

Pro -- Quick

Computer based training makes it possible for an employer to train multiple employees at one time. Teacher/trainers are able to provide a comparable teaching environment for students/workers through computer based training, but do it more effectively. Where as one teacher used to teach 2 to 3 workers at a time, now this form of learning is able to teach as many as 8 to 10, sometimes more. For employers who want their employees to upgrade their skill sets, they now are able to educate them quickly and all at the same time.

Con -- Not Always Effective

As with most teaching styles, students have their preferences with some learning more from an in class teacher. Some students prefer to be trained by an instructor in class and have trouble learning on a computer. Any questions that arise either have to be searched for through the help section or emailed to a teacher. This means the questions are not answered instantaneously and sometimes frustrating to students. The whole process is much less personable than in a classroom with an instructor who speaks to the students and makes eye contact. There are students who respond more effectively to this education process.

Con -- Quality of Product

The computer based training provides less feedback for learning students than a teacher in class. Therefore, students constantly have to gauge their own progress and make adjustments themselves. Because of this, there is the potential that mistakes made are not corrected properly before the finishing of the courses. The effectiveness of the training also depends largely on the quality of the

computer program being used to teach. Although there are some quality products that exist, the saturation of the market with this type of training has also meant there are poor options as well. Poor computer based program choices will not provide students the education they need and be a waste of time and money.

EFFECTIVENESS OF COMPUTER-BASED TRAINING

Computer-based training uses technology as the primary learning vehicle as opposed to classroom instructor-led training. CBT utilizes CD-ROM, software and the Internet for lessons.

Increased Comprehension

CBT allows the student to receive the instructional material in his desired learning style. As a result, the comprehension of information comes more quickly.

Increased Information Retention

With CBT, students actively participate in the learning process. The increased engagement means the material is remembered for longer periods of time.

Cost-Effectiveness

CBT costs less for an organization to implement as opposed to instructor-led training. Instructor-led courses require the costs of the instructor, materials and equipment.

Learning experience

In a study conducted by the American Society for Training and Development (ASTD), the learners enjoyed and preferred CBT (e-learning).

Considerations

Some types of material are best learned through instructors. For example, a 2009 study published in the Athletic Training Education Journal entitled "Classroom Versus Computer-based CPR Training: A Comparison of the Effectiveness of Two Instructional Methods" noted that CPR was delivered better by those with traditional classroom training as opposed to those who were trained using CBT. For declarative information, CBT is more effective, but for procedural knowledge (such as CPR) classroom training works best.

THE FUTURE OF TRAINING AND DEVELOPMENT

Future Trends That Will Affect Training

1. The use of new technologies for training delivery will increase
2. Demand for training for virtual work arrangements will rise

3. Emphasis on capture and storage and use of intellectual capital will increase
4. Companies will rely on learning management systems, integration with business processes, and real-time learning
5. Training will focus on business needs and performance
6. Training departments will develop partnerships and will outsource
7. Training and development will be viewed more from a change model perspective

New Technologies for Training Delivery

Cost of these new technologies will decrease. Companies can use technology to better prepare employees to service customers and generate new business. Training costs will be substantially reduced through use of new technologies. Technologies allow trainers to build into training many of the desirable features of a learning environment. Technology will allow training to be delivered to contingent, decentralized employees in a timely, effective manner. Virtual Work Arrangements

Virtual work arrangements:

Work that is conducted in a remote location

Employee has limited contact with peers

Employee able to communicate electronically

Two training challenges:

Companies have to invest in training delivery methods that facilitate digital collaboration

Teams and employees must be provided the tools they need for finding knowledge

LEARNING MANAGEMENT SYSTEMS (LMS)

Used to automate the administration of online learning systems. Can help companies in reducing travel costs related to training, to, reduce time for program completion, to increase employees' accessibility to training across the business. To provide administrative capabilities to track program completion and course enrollments. Important for *human capital management*

Human capital management – integrates training with the human resource function to determine:

- how training dollars are spent, and
- how that expense relates to business dollars for the company

Accomplished through a software system that integrates all human resource management activities with each other

How should an LMS be developed?

1. Senior management needs to be convinced that an LMS will
 - ☐ benefit employees
 - ☐ improve business functions
 - ☐ contribute to overall business strategy and goals
2. The company must have an e-learning culture that supports online learning and encourages employee participation
3. The online learning environment needs to be under the control of the learner

Functional Areas and Applications of Real-Time Extended Business:

Resource Management

- Human Capital Development
- Enterprise Resource Management
- Employee Resource Management
- Learning Management Systems

Product Management

- Product Life-Cycle Management
- Supply Chain Management
- Work Force Management
- Customer Relations Management

Collaborator Management

- Structured Knowledge Management
- Instant Messaging
- Collaborative Web-Conferencing

Process Management

- Work Flow Management
- Customer Analytics
- Work Force Analytics

Possible Questions

Part B – 2 Marks

1. What is Role Effectiveness?
2. Define Critical attributes and Key Performance Areas.
3. Why Potential Appraisal is needed?
4. What are the concepts in Career Planning and Development?
5. Give the reasons for identifying Key Performance Areas.
6. What is the role of HRD for an Organization's development?

Part C- 5 Marks

1. How could SWOT analysis be used to align training activities with business strategies and goals?
2. What are the components of effective team performance? How might training strengthen these components?
3. Why should companies be interested in helping employees plan their careers? What benefits can companies gain? What are the risks?
4. Discuss the different stages in Career Planning and Development.
5. Explain the different Role Analysis Methods.

KARPAGAM ACADEMY OF HIGHER EDUCATION, COIMBATORE					
DEPARTMENT OF MANAGEMENT					
Unit 3 - CAREER PLANNING - Multiple Choice Questions- Each Question carries ONE Mark					
Questions	Option 1	Option 2	Option 3	Option 4	Answer
Knowledge of results is most helpful when:	it comes immediately after each response	it comes after a series of responses.	it is summarized showing average rates.	it tells whether right or wrong	it comes immediately after each response.
Tests would most likely be used for evaluating the results of training programs when which criterion is utilized?	reaction	learning	behavior	results	learning
While a trainer was trying to evaluate the effectiveness of a one-week training program on communication using a pre-test/post-test comparison, an international incident occurred because of a communication breakdown. This confounding event would create a competing explanation referred to in the experimental literature as:	Hawthorne effect	international bias	maturation	history	history
Categorizing employees into three categories of high, medium, and low is an illustration of which performance evaluation procedure?	Classification	Ranking	Forced choice	Partitioning	Classification

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Which of the following procedures is least subject to the problems of central tendency and leniency-strictness?	Classification	Ranking	Graphic rating scales	BARS	Ranking
Which organizational development technique has been criticized for possible harmful effects to participants?	Sensitivity training	Team building	Grid Organization Development	Survey feedback	Sensitivity training
Which of the following would probably increase rather than decrease the level of conflict between two groups?	find a common enemy	have them participate in joint social activities	exchange members between groups	engage in competitive events together	engage in competitive events together
Which of the following would not be one of the steps in a TQM intervention?	Defining the major functions and services that must be performed	Identifying the customer's requirements and developing quantitative measures to assess them.	Flow-charting the processes that occur within each department.	Performing a culture audit using an ethnographic study.	Performing a culture audit using an ethnographic study.
The change agent interviewed the old-timers to write a history of the company for younger employees who were unfamiliar with the company's background. This activity is most likely part of a _____ intervention.	structural	historical	cultural	process consultation	cultural

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Materials are protected under U.S. copyright law:	Immediately upon registering the work with the US Copyright office	Once the work is first presented to the public	The moment the work is first printed or saved electronically	Upon receipt of the copyright authorization from the Copyright office	The moment the work is first printed or saved electronically
Two need-based motivational theories are based on work by:	Maslow and Herzberg	McGregor and Vroom	Adam and Skinner	Maslow and McGregor	Maslow and Herzberg
Theory Y managers believe that:	Most people want and like work	Employees must be closely supervised	Most people rather not work if they could afford to quit	Employees work for their paycheck	Most people want and like work
Behavior modification uses the theories of:	Abraham Maslow	B.F. Skinner	Peter Drucker	Frederick Taylor	B.F. Skinner
Blake-Mouton's theory describes the following four types of leadership style:	Authoritarian, Team, country club, Impoverished	Dominant, Authoritarian, Energized, and Team	Authoritarian, Team, Laissez-faire, and Inadequate	Team, Individualistic, Self-Adequate, and Concerned	Authoritarian, Team, country club, Impoverished
The most common type of employee training is:	Learning by actually doing the job training	Training on off-the-job equipment	Modeling the behavior of others	A combination of classroom instruction and on-the-job training	Learning by actually doing the job training
Which is not one of the six levels of learning?	Knowledge	Application	Analysis	Apprenticeship	Apprenticeship
Which is not one of the four criteria for evaluating training programs?	Behavior	Synthesis	Reactions	Learning	Synthesis
Direct costs to an employer include:	costs of operating a program	costs for operating the entire department	costs for operating a unit	costs for operating a division	costs of operating a program
What does the acronym KSA represent:	Knowledge, skill, ability	Knowledge, social, ability	Knowledge, skills, accountability	Knowledge, skills, availability	Knowledge, skill, ability

Questions	Option 1	Option 2	Option 3	Option 4	Answer
What do all four phases of the learning process have in common?	Reaction	Questioning	Results	Behavior	Questioning
Which of the following is not an example of a type of organization according to Miles and Snow Strategy Typology?	Reactor	Defender	Prospector	Collaborator	Collaborator
Which of the following correctly defines training?	Skills that apply to an employees current job	Preparation of the employee for future responsibility	A generalized, individual learning experience	An attempt to modify behavior	Skills that apply to an employees current job
A company trainer is assigned the task of creating an orientation handbook for newly hired employees. The copyright for the book belongs to	the public domain	the company.	the writer.	both the company and the writer.	the company.

Questions	Option 1	Option 2	Option 3	Option 4	Answer
<p>At a business supply company, account managers are responsible for collecting unpaid bills. The company decides to send account managers to a training course on bill collection. A successful account manager thinks that the course will be interesting but doubts that the company will give account managers time for collection activities. In this case, the training is likely to be minimally successful because the account manager</p>	<p>seems unmotivated to learn new skills</p>	<p>lacks the ability to learn new skills.</p>	<p>does not see how the training relates to the job.</p>	<p>doubts that the company will reinforce the learning.</p>	<p>doubts that the company will reinforce the learning.</p>

Questions	Option 1	Option 2	Option 3	Option 4	Answer
<p>A pharmaceutical company is undertaking a joint venture that enables it to sell a new drug. The Company is on a tight time frame and needs to provide training for 150 sales representatives located throughout the U.S. Which of the following needs assessment methods should the company use to create the sales representatives' buy-in?</p>	Questionnaire	Phone interviews	Assessment center	Observation	Phone interviews
<p>The training director for a company that wants to provide training for its 30 customer service representatives wants to undertake a needs analysis. What is the best way to gather information about customer service problems and solutions since the representatives are located at headquarters?</p>	Review employee records to define past customer service problems	Form an advisory committee consisting of customer service, training, and operations managers	Ask customer service representatives to fill out questionnaires related to their training needs	Conduct a series of focus groups with customer service representatives.	Conduct a series of focus groups with customer service representatives.

Questions	Option 1	Option 2	Option 3	Option 4	Answer
The training director for a company that wants to provide training for its 30 customer service representatives wants to undertake a needs analysis. Once the data has been gathered, the next step is to	report the needs that training can and cannot meet	develop the objectives for the training program.	propose a series of solutions for customer service problems.	decide whether to develop or buy the training program.	report the needs that training can and cannot meet.
Which of the following statements about a good training objective is true?	It includes the consequences of not meeting the objective	It states what a trainee will be able to do as a result of training.	It states the role that management will play in the training.	It includes directions for meeting the objective.	It states what a trainee will be able to do as a result of training.
A company purchases new billing software that will be used by its customer service and accounting departments. Which of the following training methods will be MOST effective in training employees to use the new system?	Reading and a PowerPoint presentation	Group discussion and structured exercises	Demonstration and structured exercises	Reading and case study	Demonstration and structured exercises
Which of the following is NOT a goal of orientation?	To provide remedial skills training	To establish relationships with coworkers	To understand company policies and procedures	To gain a feeling of belonging	To provide remedial skills training
What is the MOST important reason for conducting an internal marketing campaign for a new training program?	It protects a company from charges of discrimination	It makes HRD more visible to the organization.	It increases employee motivation to participate.	It increases the company's reputation in the marketplace.'	It increases employee motivation to participate.

Questions	Option 1	Option 2	Option 3	Option 4	Answer
The leadership theory that classifies leaders according to their concerns with people and tasks was developed by	Hersey-Blanchard	Blake-Mouton.	Covey.	McClelland.	Blake-Mouton.
Which leadership theory maintains that performance depends on the interaction between situation favorableness and leadership style?	Contingency	Trait	Behavioral	Situational	Contingency
Which of the following activities is typical of a transactional leader?	Provides vision to workers	Intervenes when standards are not met	Gives personal attention	Communicates high expectations	Intervenes when standards are not met
What is the value of a strong corporate culture?	It makes maintenance of the status quo more likely	It gives members an organizational identity.	It eliminates the need for a corporate ethics officer.	It makes it easier for employees to question corporate values.	It gives members an organizational identity.
An organization is concerned that managers have too many employees reporting to them and too many employees who report to more than one manager, hindering efficiency and resulting in conflicting goals. Which type of OD strategy will address this problem?	Interpersonal	Technological	Structural	Process	Structural

Questions	Option 1	Option 2	Option 3	Option 4	Answer
An HR professional wants to use a diagram to represent the percent of turnover for each of the last five years. Which quality tool will be most effective for visualizing turnover trends?	Check sheet	Control chart	Histogram	Pareto chart	Histogram
Which of the following quality tools shows how each item contributes to the total effect and allows users to focus on the most important items?	Run chart	Control chart	Histogram	Pareto chart	Pareto chart
Which of the following is a comparative appraisal method?	Checklist	Forced choice	Graphic scale	Forced distribution	Forced distribution
An interviewer believes that older workers are more difficult to train and make more mistakes than younger workers. This form of performance appraisal error is	deficiency	contamination.	bias.	conflict.	bias.

Questions	Option 1	Option 2	Option 3	Option 4	Answer
An employee who is extremely good at answering customer questions on technical software is not good at completing paperwork or working with fellow employees. In spite of this, the employee is rated highly in all performance categories. What performance appraisal error has occurred?	Recency	Halo effect	Bias	Leniency	Halo effect

Questions	Option 1	Option 2	Option 3	Option 4	Answer
<p>A manager wants to introduce new changes in his organization. However he experiences a lot of resistance from employees at every level of the organization from management to line workers to the proposed changes that must be placed into effect immediately to ensure the organization continues successfully. Which of the following alternatives to implementing the change is NOT a good solution for overcoming the employee resistance?</p>	He uses force by power	He offers reward for change	He educates about the merits of change	He takes his employee for dinner and bribes him	He takes his employee for dinner and bribes him

Questions	Option 1	Option 2	Option 3	Option 4	Answer
<p>An employee training and development program which is designed to help the employee get the most out of it has the best results in the long term growth of any organization. Human resources is to play a significant role in the development of this training program. Out of the following factors which factor is the MOST IMPORTANT in designing of a training program?</p>	Defining outcomes	Hiring trainees	Recruiting trainees	Evaluating the progress of trainees	Defining outcomes

Questions	Option 1	Option 2	Option 3	Option 4	Answer
<p>An Information Technology company is testing a new training program which involves lectures, demonstrations, reading sessions, group discussion, role play, and case studies. The teachers must ensure every one of the employees who attends the training session understands and can quickly implement the information provided. Which one of the statements may apply to this situation?</p>	<p>The trainer must employ only one of the above learning methods</p>	<p>The trainer must employ all of the above learning methods.</p>	<p>The trainer must employ only two of the above learning methods.</p>	<p>The trainer can employ the learning methods which are most suitable for his training program.</p>	<p>The trainer can employ the learning methods which are most suitable for his training program.</p>
<p>The early tentative phase of development is</p>	<p>on-going</p>	<p>trail</p>	<p>final</p>	<p>output</p>	<p>trail</p>
<p>Objective of MDP is changing the behaviour of</p>	<p>operators</p>	<p>managers</p>	<p>supervisors</p>	<p>government</p>	<p>managers</p>
<p>The method in which the situation is duplicated and it carries a closer resemblance to the actual job situation is</p>	<p>sensitivity</p>	<p>simulation</p>	<p>managerial grid</p>	<p>business games</p>	<p>simulation</p>

Questions	Option 1	Option 2	Option 3	Option 4	Answer
A six phase program lasting from 3-5 years is	sensitivity	simulation	managerial grid	business games	managerial grid
The simplest and best technique to present and explain series of facts, concepts and principles is	sensitivity	simulation	managerial grid	lectures	lectures
Transactional analysis is a powerful tool to bring about	Human well being	competency	knowledge	skill	Human well being
An individual's conviction about his or her ability to mobilise the motivation cognitive resources and action needed is	self-respect	self-efficacy	career planning	career development	self-efficacy
When an employee no longer possess the knowledge or abilities to perform successfully, it will result in	frustration	termination	obsolescence	job shift	obsolescence
Executive development is	future need	present need	individual need	organisational need	individual need
Classroom activities focus on	involving participants	more time	no participants	less time	involving participants

Questions	Option 1	Option 2	Option 3	Option 4	Answer
Information employees receive while they are performing about how well they are meeting objectives	Outcome	Feedback	Goal	assessment	Feedback
A face to face meeting with subject matter experts in which specific training needs are addressed	Expert members	Focus group	Team	Group	Focus group
A measurement of a trainers success	Performance Appraisal	Instructor Evaluation	Cost-benefit Analysis	Diversity training	Instructor Evaluation
Training medium, combining video and computer based instruction in which the trainee interacts with program	Online Learning	Interactive video	Business game	Audiovisual instruction	Interactive video
A system for automating the administration of online training programme	Transfer of Training	Learning management systems	Pilot testing	Training Design	Learning management systems
Instruction and delivery of training through internet	Online Learning	Interactive video	Business game	Audiovisual instruction	Online Learning