

TRAINING AND DEVELOPMENT

COURSE CODE: SGB24BB202ME

Bachelor of Business Administration (Honours)

Major Discipline Specific Elective

Self Learning Material



SREENARAYANAGURU OPEN UNIVERSITY

The State University for Education, Training and Research in Blended Format, Kerala

The background features a stylized landscape with rolling hills in shades of yellow and green. On the right side, there is a detailed illustration of a plant branch with several elongated, pointed leaves. On the left side, another similar plant branch is visible. A large, faint, brown watermark with the letters 'SQU' is oriented diagonally across the center of the page.

Vision

To increase access of potential learners of all categories to higher education, research and training, and ensure equity through delivery of high quality processes and outcomes fostering inclusive educational empowerment for social advancement.

Mission

To be benchmarked as a model for conservation and dissemination of knowledge and skill on blended and virtual mode in education, training and research for normal, continuing, and adult learners.

Pathway

Access and Quality define Equity.

Training and Development

Course Code: SGB24BB202ME

Semester - IV

Four Year Undergraduate Programme
Bachelor of Business Administration (Honours)
Major Discipline Specific Elective
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Bachelor of Business Administration (Honours)

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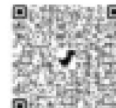
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MESSAGE FROM VICE CHANCELLOR

Dear Learner,

It is with great pleasure that I welcome you to the Four Year UG Programme in Business Administration offered by Sreenarayanaguru Open University.

Established in September 2020, our university aims to provide high-quality higher education through open and distance learning. Our guiding principle, 'access and quality define equity', shapes our approach to education. We are committed to maintaining the highest standards in our academic offerings.

Our university proudly bears the name of Sreenarayanaguru, a prominent Renaissance thinker of modern India. His philosophy of social reform and educational empowerment serves as a constant reminder of our dedication to excellence in all our academic pursuits.

The Four Year UG Programme in Business Administration covers all relevant areas aligned with management theory and organisational practices. We have incorporated the latest trends in business studies to ensure a comprehensive and up-to-date curriculum. Moreover, the programme encompasses flexible options for learners to choose from a range of Ability Enhancement Courses, Multi-disciplinary Courses, Value Added Courses, and Skill Enhancement Courses, complemented by discipline-oriented Advanced and Additional Advanced Courses.

Our teaching methodology combines three key elements: Self Learning Material, Classroom Counselling, and Virtual modes. This blended approach aims to provide a rich and engaging learning experience, overcoming the limitations often associated with distance education. We are confident that this programme will enhance your understanding of business studies, preparing you for various career paths and further academic pursuits.

Our learner support services are always available to address any concerns you may have during your time with us. We encourage you to reach out with any questions or feedback regarding the programme.

We wish you success in your academic journey with Sreenarayanaguru Open University.

Best regards,



Dr. Jagathy Raj V.P.
Vice Chancellor

01-02-2026

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BLOCK - 01



Basics of Training and Development

Unit - 1

Training



Learning Outcomes

After completing this unit, the learners will be able to:

- ◇ familiarise with the basic concept of training and development
- ◇ explain the key importance of training and development
- ◇ differentiate between training and development



Prerequisite

Before we begin this unit, pause for a moment and think about how you learned any everyday skill, using a smartphone app, riding a bicycle, cooking a dish, or even preparing for an exam. You were not perfect on day one. You observed others, tried it yourself, made mistakes, and slowly improved. Someone explained the basics, corrected you, and encouraged you to practise. That learning process did not happen by accident; it was guided.

Now apply the same idea to a business setting. When a new employee joins a company, they may possess academic knowledge, but they still require guidance on how work is actually done. How should they talk to customers? How do they use company software? What behaviour is expected at the workplace? This is where training plays a crucial role; it helps people perform their current job effectively.

At the same time, businesses do not think only about today. They also prepare employees for future roles such as supervisors, managers, or team leaders. For this, employees need broader thinking skills, decision-making ability, and leadership qualities. This long-term preparation is known as development. This unit will shed light on the concept of training and development and its relevance in the modern world.



Keywords

Training, development, Skills, Performance, Growth, Competence, Productivity, Learning, Career advancement, Learning, Trainer, Trainee



Discussion

1.1.1 Meaning & Definition

To understand a clearer version of the concept of training, think about the first time you learned to drive a car or a bike. Initially, someone explains the controls, guides your actions, corrects mistakes, and encourages practice. Over time, you gain confidence and perform independently. This guided learning process is known as training. In the modern workplace, standing still is the same as moving backward. Organizations use two primary tools to keep their human assets sharp, which are mainly through Training (for today) and Development (for tomorrow).

Training is a planned process through which individuals learn specific skills or acquire the knowledge needed to perform their current job effectively. It is a systematic process that helps individuals acquire the knowledge, skills, and abilities necessary to perform their current job effectively and efficiently. Let's see the definitions of training:

According to Edwin Flippo, "Training is the act of increasing the knowledge & skill of an employee for doing a particular job."

Dale S. Beach defines training as 'the organised procedure by which people learn knowledge and/or skill for a definite purpose.'

The two main roles involved in the training process are:

1. Trainer – who provides training and
2. Trainee – who receives training.

Now, let's understand the importance of training



Fig. 1.1.1 Trainer and Trainee



1.1.1.1 Importance of Training

Training plays a crucial role in preparing employees to perform their duties efficiently and aligning them with organisational expectations. The following points highlight why training is a vital component of every organisation.

- 1. Preparing New Employees :** In an organisation, freshers often join with a limited understanding of the organisation's goals, processes, and expectations. Training helps them to understand the purpose of their role, learn how tasks are performed, and identify skill gaps that need attention. This guidance ensures they integrate smoothly and begin contributing productively.
- 2. Enhancing the Capabilities of Existing Employees :** Current employees may not always be updated with the latest technological or industry advancements. Without timely upskilling, even experienced workers can become outdated. Training helps to update their knowledge, sharpen their skills, and ensure they perform at par with recruits. This prevents internal skill gaps and maintains workforce relevance.
- 3. To cope with business environmental changes :** Organisations must respond quickly to external changes, such as new laws, technological upgrades, or industry reforms. For example, when GST replaced VAT, companies had to train their accounting staff to understand new procedures and compliance requirements. Training equips employees to handle such transitions confidently and accurately.
- 4. Improving Productivity and Performance :** Organisations set performance benchmarks for quality and output. When actual performance falls short, training becomes essential. Through performance and skill-gap analysis, companies can identify where employees need support. Training addresses these gaps by enhancing skills, improving efficiency, and enabling employees to meet performance expectations. Ultimately, well-designed training programs contribute directly to higher productivity and better organisational outcomes.
- 5. Reduces Errors and Accidents :** Proper training minimizes costly errors, rework, and workplace accidents, especially in manufacturing, hospitals, and construction.
- 6. Boosts Employee Motivation :** Training shows employees that the company cares about their growth. This increases morale, motivation, and loyalty.
- 7. Improves Customer Satisfaction :** Well-trained employees handle customers better, solve problems quickly, and create a positive brand image.

Examples:

- ◇ Amazon uses Virtual Instructor-Led Training (VILT) to train warehouse employees on safety practices through live, interactive sessions that reduce accidents and improve compliance.
- ◇ Zomato delivers short microlearning modules to delivery partners to improve customer interaction, service quality, and hygiene behaviour.
- ◇ Apollo Hospitals uses medical simulation training to help doctors and nurses practise procedures safely, reducing medical errors and improving patient care.

So far, we have discussed training and its role in enhancing current job performance by developing specific skills and competencies. Now, let us examine "employee development" – a broader concept that focuses on long term growth and capacity building.

Bridge Concept: From Training to Development

Training focuses on improving present job performance, while development prepares employees for future roles and responsibilities. Training answers “How do I do this job?” Development answers “How can I grow further?”

An employee may be trained to use accounting software (training). But the same employee is trained to analyse financial trends and advise management (development). This shift from doing tasks to thinking strategically is where development begins.

1.1.2 Development – Meaning & Concept

Development is an ongoing process that helps employees enhance their skills and knowledge, even learn new skills to be ready for their future career growth. While training and development both seem similar in their scope, development, unlike training, which focuses on boosting skills required for the current job, is more about acquiring new skills to adapt to the changing business environment.

Today, most modern organisations invest in development programmes to strengthen their internal talent pool of human assets. This continuous effort to build future-ready leaders is known as development.

Development is a planned and structured process aimed at enhancing the abilities, perspectives, and decision-making skills of managers in an organisation. It goes beyond basic job training and prepares managers to take on roles of greater responsibility. These programmes usually combine formal learning sessions, leadership workshops, coaching, and real-life on-the-job experiences. In short, development helps managers grow in the way they think, act, and lead. Development initiatives focus on building



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conceptual understanding, improving theoretical knowledge, and shaping managerial behaviour so that managers can handle complex challenges effectively. Now, let's see the definitions -

According to Flipppo, "Management development includes the process by which managers and management acquire not only skills and competencies for their present jobs but also capabilities for future managerial tasks of increasing difficulty and scope." According to Harold Koontz and Cyril O. Donnel," Managerial development concerns the means by which a person cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of a particular organisational segment are achieved. Development focuses not only on improving job performance but also on shaping the overall professional and personal growth of employees.

1.1.3 Importance of Development

The key reasons why development matters in modern organisations can be understood through a strong example at Tata Steel, Jamshedpur, which established the Tata Steel Management Centre (TSMC) to strengthen the capabilities of its workforce in alignment with both current and future business needs.

TSMC focuses on nurturing a culture of continuous learning, creativity, and high performance. Its initiatives aim to build leadership qualities among employees, sharpen their competitive edge, and support organisational excellence. The centre's purpose is to provide the organisation and its people with relevant developmental services and practical solutions that enable smooth, efficient functioning.

Do You Know?

Capt. Amitabh, Head – Skill Development at Tata Steel, emphasizes, "Skilling is important not only for employment but also for the needs of the country. We must reap the demographic dividend; otherwise, it becomes a demographic catastrophe."

Reflecting this philosophy, Tata Steel invests heavily in building an industry-ready workforce through various development initiatives and training programmes—many of which also fall under its CSR commitments. These developmental interventions have helped employees to pursue their professional aspirations while enabling Tata Steel to close internal skill gaps. Now, let's have a look at the importance of development in an organisation.

1. Aligning employees with organisational goals

A company's development programs ensure that employees' skills and performance match the company's strategic direction. For example, when ITC moved toward digital supply chains, it upskilled supervisors in data analytics to support the shift, and thereby it aligned with the goals of the organisation.

2. Preparing employees to meet business requirements

Structured learning initiatives help employees stay ready for changing business needs. A retail chain launching e-commerce, training its store staff on online customer handling, is a good example.

3. Enhances Productivity & Quality of Work

Well-developed employees perform tasks more efficiently, make fewer mistakes, and deliver higher-quality output. Thus, development enhances productivity and quality of work.

4. Encourages Innovation and Creativity

Development programs expose employees to new ideas, helping them think differently and contribute innovative solutions, thereby encouraging innovation and creativity.

5. Enhances Employee Self-Awareness

Development activities in an organisation help employees evaluate their strengths, weaknesses, and areas for improvement and thereby enhance employee self-awareness.

6. Builds Future-Ready Employees

Development prepares employees to handle higher responsibilities, new technologies, and upcoming business challenges, which makes them future-ready employees in an organisation.

Both Training and Development aid in organisational development, i.e. Organisation gets more effective in decision-making and problem-solving. It helps in understanding and carrying out organisational policies.

1.1.4 Difference between Training and Development

Training and Development help in developing leadership skills, motivation, loyalty, and better attitudes, as well as other aspects that successful workers and managers typically display. Now, let's discuss the differences between Training and Development:

Table 1.1.1 Difference between Training and Development

Particulars	Training	Development
Purpose	Helps employees refine their skills to excel in their current role.	Nurtures employees for today and for future opportunities.
Scope	Narrow, current, and job-specific, immediate needs	Broad, holistic, long-term career growth



Duration	Short-term learning activity	Long-term process
Focus	Specific skills and tasks	Broad capabilities and future readiness
Level of employees	Designed for non-managers as well as managers	Involves only managerial personnel

1.1.5 Current Trends in Training and Development

Training and Development (T&D) has undergone significant transformation due to rapid technological advancements, changing workforce expectations, and the need for continuous skill upgrading. Modern organisations are moving away from traditional classroom-based training towards technology-driven, flexible, and learner-centred approaches. Some of the most important current trends in training and development are discussed below.

1. Artificial Intelligence (AI) in Training and Development

Artificial Intelligence refers to the use of computer systems that can perform tasks requiring human intelligence, such as learning, reasoning, and problem-solving. In training and development, AI is used to analyse learner behaviour, recommend content, automate assessments, and provide real-time feedback. AI-powered learning systems track employees' progress, identify skill gaps, and suggest suitable training modules. Chatbots and virtual assistants are also used to answer learners' questions instantly and guide them through courses.

Example: Companies like IBM and Accenture use AI-driven learning platforms that recommend courses based on an employee's role, previous learning history, and performance data. AI chatbots assist employees by providing instant responses to training-related queries.

Significance

- i. Improves training efficiency and accuracy
- ii. Provides data-driven learning insights
- iii. Reduces training costs and human intervention
- iv. Enhances learner engagement through adaptive content

2. Personalised Training

Personalised training focuses on customising learning experiences according to the individual needs, abilities, learning pace, and career goals of employees. Unlike uniform training programmes, personalised training recognises that employees learn differently. Through assessments, analytics, and learner profiles, organisations design training paths that match specific skill requirements. This approach increases learner motivation and improves training outcomes.

Example: An organisation may offer different training paths for a new HR executive, a team leader, and a senior manager, even if they work in the same department. Each employee receives content relevant to their role and competency level.

Significance

- i. Addresses individual learning needs
- ii. Improves knowledge retention
- iii. Enhances employee satisfaction
- iv. Supports career development and succession planning

3. Gamification

Gamification involves the use of game elements such as points, badges, leaderboards, challenges, and rewards in training programmes to make learning more engaging and enjoyable. It encourages active participation and healthy competition among learners.

Gamified learning converts routine training content into interactive experiences, thereby increasing attention and motivation.

Example: A sales training programme may include quizzes with points, achievement badges, and rankings for top performers. Employees earn rewards for completing modules or achieving high scores.

Significance

- i. Increases learner engagement and motivation
- ii. Encourages continuous participation
- iii. Enhances learning through fun and competition
- iv. Improves knowledge retention

4. Mobile Learning Apps

Mobile learning (m-learning) refers to training delivered through smartphones and tablets using dedicated mobile applications. It allows employees to access learning content anytime and anywhere, making training flexible and convenient.

Mobile learning apps often include videos, podcasts, quizzes, discussion forums, and notifications to support continuous learning.

Example: Companies use apps like Coursera for Business, Udemy Business, and LinkedIn Learning to provide on-the-go training to employees, especially for remote or field-based workers.

Significance

- i. Enables learning at one's own pace
- ii. Supports remote and hybrid work environments



- iii. Cost-effective and time-saving
- iv. Encourages continuous learning culture

5. Microlearning

Microlearning is a training approach that delivers content in small, focused learning units, usually lasting 3–10 minutes. Each unit addresses a single concept or skill, making it easier for learners to understand and remember. Microlearning is particularly effective for busy employees and is often delivered through videos, infographics, short quizzes, or mobile notifications.

Example: Instead of a two-hour session on workplace safety, employees receive short videos on fire safety, first aid, and emergency procedures, each lasting a few minutes.

Significance

- i. Improves attention and retention
- ii. Reduces cognitive overload
- iii. Ideal for just-in-time learning
- iv. Easily integrated with mobile learning

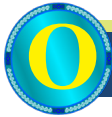
Modern training and development practices are increasingly technology-driven, flexible, and learner-centred. Trends such as Artificial Intelligence, personalised training, gamification, mobile learning apps, and microlearning have transformed the way organisations develop employee skills. These approaches not only improve learning effectiveness but also support organisational competitiveness in a rapidly changing business environment.



Recap

- ◇ Management Development is a structured process that helps to develop the skills and abilities of the Managers.
- ◇ Training refers to a planned process through which individuals learn specific skills or acquire knowledge needed to perform their current job effectively.
- ◇ Learning is the outcome of training.
- ◇ Training involves two key roles: Trainer (giver of training) and Trainee (receiver of training).
- ◇ Development is a long-term, future-oriented process focusing on managerial growth.
- ◇ Training and development together support better decision-making, leadership, and organisational effectiveness.

- ◇ Development is important because it aligns employee skills with organisational goals, boosts innovation, improves performance, and supports career growth
- ◇ Development is an extensive training for career prosperity
- ◇ The performance of an organisation is based on the quality of its employees, and so the greater the quality of employees, the greater will be their performance.



Objective Questions

1. What is the main focus of training in an organisation?
2. What is development?
3. Who defined training as “the organised procedure by which people learn knowledge and/or skill for a definite purpose”?
4. Who is a trainer?
5. What is the main objective of development programmes?
6. Name any one current trend in training and development.
7. What is meant by training?
8. What is the outcome of training?



Answers

1. The main focus of training is to improve employees’ performance in their present job.
2. Development is the upgradation of the employees’ skills and knowledge, which leads to the efficiency of work and also the career growth of the employee.
3. Dale S. Beach
4. A trainer is a person who provides guidance and instruction to employees during the training process.
5. The main objective of development programmes is to prepare employees for future responsibilities and leadership roles.



6. Microlearning
7. Training is a planned and systematic process through which employees acquire knowledge and skills to perform their current job effectively.
8. Learning



Assignments

1. Evaluate why employee development has become essential in the modern workplace.
2. Explain the difference between training and development.
3. Training prepares employees for today, while development prepares them for tomorrow. Discuss this statement with suitable workplace examples.
4. Analyse the role of training in reducing employee errors and improving customer satisfaction. Support your answer with examples from service or manufacturing organisations.
5. Training prepares employees for today, while development prepares them for tomorrow.” Discuss this statement with suitable workplace examples.
6. Why is training important for new employees?
7. Elaborate on the importance of development in an organisation.
8. Explain how development contributes to extensive training for a career prosperity.



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Suggested Reading

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Unit - 2

Career Planning



Learning Outcomes

After completing this unit, the learners will be able to:

- ◇ familiarise the concept of career planning and its relevance
- ◇ describe the purpose and process of succession planning in an organisation
- ◇ identify the major factors that improve the effectiveness of training
- ◇ explore the emerging trends shaping the future of management training



Prerequisite

Imagine four final-year students, Neha, Arjun, Farah, and Kiran, graduating from the same university with similar academic scores. All four aspire to build successful careers, yet none of them fully understands how careers actually grow inside organisations.

During campus placements, Neha actively engages with career guidance sessions, attends mock interviews, and reflects on her long-term interests. She creates a simple career plan, identifying skills, she must develop for managerial roles. When she joins an organisation, she regularly discusses her progress with her reporting manager and aligns her learning with future opportunities. Over time, her clarity and preparedness help her move steadily into higher responsibilities.

Arjun, on the other hand, is confident and capable but unsure of where he fits best. His organisation places him in an Assessment Centre, where simulations, group discussions, and role plays reveal his strength in decision-making and people management. Based on this structured assessment, he is guided toward a leadership development path that prepares him for supervisory responsibilities.

Farah shows strong interpersonal skills, emotional intelligence, and consistency in performance. Recognising her potential, the organisation includes her in a succession planning programme. She is provided mentoring, cross-functional

exposure, and leadership training to prepare her for future managerial roles. She does not get promoted immediately, but she knows she is being prepared for critical roles ahead.

Kiran works sincerely and attends multiple training programmes. However, his training is unplanned and disconnected from his actual job requirements. There is no assessment of his learning needs, no feedback, and no follow-up support. Despite the effort and time spent in training sessions, his performance and career growth remain stagnant.

This contrast highlights a powerful truth: career growth is not driven by effort alone, but by structured systems such as career planning, assessment centres, succession planning, and effective training practices. The same reality awaits learners as they undergo a transition from classrooms to organisations.

This unit builds awareness about how organisations plan careers, identify potential, and prepare future leaders, evaluate training effectiveness, and adapt to the future of management training. Understanding these concepts early helps management learners make informed career choices, align learning with long-term goals, and become future-ready professionals rather than accidental employees.



Keywords

Career, Assessment Centres, Succession Planning, Career planning, Management Training



Discussion

1.2.1 Career Planning - Meaning & Definition

Asha, a commerce candidate, after completing her UG, joins an organisation as a junior executive. On her first day, she feels a mix of excitement and uncertainty about what lies ahead.

During an induction session, her mentor asks her, “What kind of role do you want to see yourself in after a few years?” Asha pauses and replies, “I want to grow into a leadership role where I can manage people and projects.” This brief exchange marks the starting point of career planning. Career planning is the process of thinking ahead, setting career goals, and identifying the skills and experiences needed to achieve them. Much like planning a journey before travelling, career planning helps individuals choose the right path, avoid confusion, and move steadily toward their professional destination.



The word “career” refers to the course or progress of a person’s life.” Giving importance to one’s career is vital because a well-planned career brings purpose and meaning to life.

In today’s rapidly changing world, career planning has become more important than ever. With the fast growth of technology, automation, and new industries emerging every day, having a clear career plan helps you stay focused, adaptable, and future-ready. Now, let’s see a few definitions of career and career planning.

Edwin B. Flippo defined a career as a sequence of separate but related work activities that provide continuity, order, and meaning in a person’s life.

John H. Holland defined career planning as the process through which individuals identify and pursue a path of work that aligns with their personality, interests, and values, enabling them to achieve satisfaction and success in their professional lives.

A real-world example is Infosys’s Career Navigator, a digital tool that helps employees explore future roles, required skills, and learning paths. It gives clarity, direction, and motivation. As a result, employees get clarity about what to learn and how to grow.

1.2.1.1 Importance of Career Planning

Career planning helps employees to identify their strengths, set achievable goals, and align their aspirations with organisational objectives. This ensures personal growth for employees and enhances productivity and success for the organisation. By understanding the value of career planning and applying it systematically, both individuals and organisations can navigate their journeys toward growth and fulfilment.

Some of the key importance include:

1. Career planning provides fair and suitable promotion opportunities for deserving employees.
2. Career planning attracts, develops, and retains competent and skilled employees in the organisation.
3. Career planning enhances the motivation level, morale, and job satisfaction among employees in the organisation.
4. Career planning ensures the proper placement of employees within the organisation for optimal performance.
5. Career planning reduces career uncertainty by setting clear goals and strategies. Career planning minimizes confusion, wrong job choices, and frequent career shifts.
6. Career planning enhances learning and skill development by encouraging continuous education, training, and helping individuals to stay relevant in a changing job market.

Thus, we can say that career planning is an ongoing process whereby an individual establishes career goals and identifies the means for achieving these goals. Career planning should focus on matching personal goals with opportunities that are realistically available. Career development encompasses the activities and processes undertaken

by organisations to help individuals achieve their career objectives. It is a process by which career plans are accomplished. Now, let's see the concept of assessment centres.

1.2.2 Assessment and Development Centres

Assessment Centres are structured programmes where employees participate in different activities, tests, and simulations. The goal is to measure their skills, behaviour, problem-solving ability, and leadership potential. Instead of judging someone only by their past performance, assessment centres observe how they behave in real-time situations. For example, Tata Steel uses assessment centres to identify high-potential employees for future leadership positions. Candidates participate in business games, simulations, and real-life problem-solving exercises. These activities mirror the challenges they will face as leaders, enabling the company to select the right talent early.

On the other hand, development centres are designed to build and strengthen an employee's skills. While assessment centres help to identify strengths and weaknesses, development centres focus on improving those areas through targeted learning. These centres offer personalised training experiences, enabling employees to develop the competencies required for future roles.

For example, if an assessment reveals that an employee has strong technical expertise but needs to improve team management skills, the development centre may enroll them in leadership workshops, provide coaching sessions, or assign them to lead a small project team. Banks like HDFC run development centres for mid-level managers where participants practise decision-making, customer leadership, and planning through simulations and guided feedback.

Overall, development centres act as a personalised growth platform, helping employees strengthen their capabilities and prepare them for higher responsibilities. Similarly, at Infosys, employees identified for future leadership roles are given structured development plans, including communication training, business games, and project assignments that help them grow into managerial positions.

Tools for Assessment in the Digital Age

Modern assessment centres now go beyond simulations and task-based exercises by integrating psychometric tools and AI-driven online assessments. These advanced methods help organisations evaluate personality, cognitive ability, and behavioural fit with far greater accuracy and scalability.

Psychometric Tools - MBTI, Big Five, Hogan, DISC

Online AI-based assessment - Pymetrics (used by Unilever), HireVue, Mercer Mettl, SHL

1.2.3 Succession Planning

Succession planning is the process of preparing employees to assume key roles in the future. For example, in a software development company, Ms. Chen, a highly skilled



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Senior Developer, is about to retire in two years. To ensure continuity, the company identifies Mr. Dave, a talented developer with strong potential, as her successor. Over time, he has been given opportunities to lead challenging projects, complete a project management certification, and closely observe Ms. Chen during client strategy meetings. These planned experiences help him build the technical, managerial, and client-handling skills required for the senior role. When Ms. Chen eventually retires, Mr. Dave can step into the position smoothly, allowing the team to maintain performance and client relationships without disruption.

As such, we can say that succession planning is the process of identifying and developing potential employees who can take up important positions in the organisation when existing leaders or key members leave, retire, or move to a new position. It's about preparing the "next line of leaders" well in advance so the organisation can continue to function efficiently and without disruption. Let's discuss the definitions of succession planning.

William J. Rothwell defined succession planning as a deliberate and systematic effort by an organisation to ensure leadership continuity in key positions. According to Dessler, succession planning is the process of ensuring a suitable supply of current and future successors for key jobs, so that the careers of individuals can be managed to optimise the organisation's needs and the individuals' aspirations.

1.2.3.1 Importance of Succession Planning

Succession planning is like keeping the engine running even when the driver changes; it's about preparing people, and not just replacing positions. It ensures that the organisation's future is in safe and capable hands.

1. Succession planning keeps a business running smoothly even when key employees leave. For example, when Infosys founder N. R. Narayana Murthy retired, trained leaders like Vishal Sikka and later Salil Parekh were ready to take over, ensuring no disruption in the company's growth.
2. Succession planning helps organisations to find employees with leadership potential early and train them for bigger responsibilities. For example, HDFC Bank identifies talented employees early and trains them for leadership roles, ensuring smooth transitions when senior managers retire.
3. Succession planning boosts employee motivation and loyalty, as seen in the Tata Group, where many top leaders started in junior roles and stayed committed because they saw clear growth opportunities within the company.
4. Succession planning reduces hiring and training costs by promoting skilled internal employees, as ICICI Bank does when it fills senior roles from within, saving both time and recruitment expenses.
5. Proper succession planning improves organisational stability. For example, at Apple, Steve Jobs prepared Tim Cook as his successor, ensuring a smooth leadership transition and maintaining investor confidence.

Thus, we can say that succession planning isn't just about replacing people; it's about preparing for the future. It ensures that the organisation remains strong, stable, and ready for change at any time.

Modern Data-Driven Tools in Succession Planning

Today's organisations rely heavily on analytics and talent intelligence to make succession planning more objective, accurate, and future-ready. Modern data-driven tools include:

1. **Talent Matrices (9-Box Model)** – It is a commonly used tool that evaluates employees based on performance and potential. It helps managers to identify succession-ready talent, to create strong leaders, to plan development programs, and to decide who needs coaching, mentoring, or even performance-driven improvement.
2. **Talent Dashboards** - They are digital dashboards that track real-time data on skills, learning progress, succession readiness, and give HR a clear view of “who is ready for what role,” enabling faster, evidence-based decisions.
3. **Potential–Performance Evaluation** - This approach uses structured assessments, behavioural indicators, psychometric tools, and past performance data to evaluate whether an employee can handle more complex future roles. It ensures leadership decisions are based on data, not assumptions.

1.2.4 Determinants to Improve the Effectiveness of Training

Training becomes truly effective only when several factors work together, such as the learner, the programme design, the trainer, and the work environment. When these elements are aligned, employees learn better and apply new skills confidently.



Fig. 1.2.1 Determinants to Improve the Effectiveness of Training

Let's see each determinant:

1. Trainee Characteristics (Readiness to Learn)

The effectiveness of any training initiative begins with the learner. When employees step into a training programme with the right mindset, skills, and confidence, the entire learning experience becomes richer and more impactful. Training becomes effective when employees are ready to learn, motivated, confident, and have basic skills.

2. Well-designed programs

Effective training methods play a crucial role in enhancing the effectiveness of training. Every topic requires a technique that fits the nature of the skill being taught. For instance, role plays are ideal for sales and customer service employees because they help learners practise real customer conversations. Simulations are commonly used for machinery or equipment-related training, as employees can explore real-life scenarios without any safety risk. Case studies work best for roles involving decision-making, such as supervisors or managers, because they encourage learners to analyse business situations and think strategically. When training programmes are thoughtfully designed with clear objectives, relevant content, the right methods, practice opportunities, and capable trainers, they lead to deeper learning, better skill application, and improved on-the-job performance.

3. Work Environment

A supportive work environment is essential for ensuring that training actually translates into better performance. When supervisors actively encourage employees to use the skills they learned, for instance, by asking them to apply new time-management tools and reviewing their progress, it signals that the organisation values continuous improvement. Workplaces that promote learning like Infosys and TCS, which encourage online courses and internal workshops, create an environment where employees feel motivated to experiment, adopt new ideas, and grow consistently.

4. Organisational Support

Training becomes stronger when the organisation provides adequate support, such as the availability of resources, incentives for learning, and training needs assessment. When training is based on proper assessment, it becomes relevant and effective.

For example, if a bank identifies that employees struggle with digital processes, it offers digital banking training instead of generic communication sessions.

5. Quality of Trainers

The trainer plays a central role in shaping the entire learning experience. A knowledgeable trainer who can explain concepts clearly, engage participants with examples, and adjust methods based on the learners' needs makes training far more effective. When trainers share real corporate situations, demonstrate skills, and encourage questions, employees understand better and feel more confident to apply what they learn.

Example: A trainer teaching negotiation skills uses real business deals, live demonstrations, and quick practice rounds, helping participants grasp techniques faster.

Improving the effectiveness of training is not the result of a single action; it is the outcome of several elements working in harmony. Training is not just an event but a continuous process that enhances performance, builds capability, and contributes to the overall growth of the organisation.

1.2.5 Future of Management Training

The future of management training is shifting from traditional, standardised classroom sessions to a more personalised, technology-powered, and continuous development system. Managers will learn new skills anytime and anywhere, supported by tools such as AI-based coaching, virtual reality simulations, and digital learning platforms. Today's workplaces, influenced by Gen Z and fast digital changes, need training that is flexible, creative, and focused on people. A major shift is the adoption of AI-powered coaching tools such as chatbots and virtual mentors, which offer managers real-time guidance, personalised feedback, and on-demand learning support. Leading organisations are already using these tools; for example, Deloitte's AI coach "D-Chat" and IBM's Watson Career Coach help managers practise conversations, refine leadership behaviours, and build confidence anytime, anywhere.

Along with AI-driven learning, companies are strengthening remote and hybrid leadership capabilities, recognising that future managers must lead distributed teams, sustain collaboration in virtual spaces, and build trust without physical proximity. Training now focuses on digital communication, virtual empathy, outcomes-based supervision, and cross-cultural management. There is also a growing emphasis on Diversity, Equity & Inclusion (DEI) training, preparing leaders to minimise bias, foster psychological safety, and create inclusive team cultures and values that strongly resonate with the Gen Z workforce.

Another emerging priority is generative AI competency, including skills like prompt engineering and AI-informed decision-making. Managers are increasingly trained to collaborate with AI systems, generate insights quickly, automate routine tasks, and improve strategic decisions through data-driven inputs. Beyond technology, organisations are rethinking what leadership should look like. The focus is shifting from authority and technical control to qualities such as empathy, agility, emotional intelligence, and people-first thinking. Combined with digital fluency, these attributes will define the next generation of managerial excellence.

Therefore, by integrating behavioural development with advanced digital tools, the future of management training will produce leaders capable of navigating rapid change, responding intelligently to uncertainty, and building resilient teams. Continuous learning will become an essential rhythm of work, as static skills quickly become outdated. Ultimately, future-ready organisations will thrive by fostering cultures rooted in trust, curiosity, openness, and a willingness to experiment.





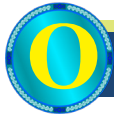
Fig. 1.2.2 Future of Management Training



Recap

- ◇ Career is a sequence of separate but related work activities that provide continuity, order, and meaning in a person's life.
- ◇ Career planning helps employees identify goals, understand growth paths, and align personal aspirations with organisational opportunities.
- ◇ Assessment Centres evaluate employee potential through simulations, group tasks, and real-time exercises.
- ◇ Development Centres focus on improving employee skills using personalised training, coaching, and feedback.
- ◇ Succession planning prepares capable employees to step into key roles, ensuring leadership continuity and organisational stability.
- ◇ Effective training depends on trainee readiness, well-designed programs, a supportive work environment, organisational backing, and skilled trainers.
- ◇ Various determinants to improve the effectiveness of training include trainee characteristics, quality of trainers, organisational support, and work environment

- ◇ The future of management training focuses on empathy, agility, emotional intelligence, and continuous technology-enabled learning.



Objective Questions

1. What does career planning help an individual with?
2. Who defined career as a sequence of related work activities?
3. Which centre focuses on improving competencies through coaching and workshops after assessment?
4. Which tool evaluates employees through simulations and exercises?
5. What kind of training ecosystem will dominate future management training?
6. What is the first step in the process of career planning?
7. Why is career planning most useful in today's work environment?



Answers

1. Career planning helps an individual to set career goals and identify paths to achieve them.
2. Flippo
3. Development
4. Assessment
5. Technology-driven
6. Identifying career goals
7. Career planning is most useful in today's work environment, as technology and roles are changing rapidly





Assignments

1. Write a reflective note (1–1.5 pages) on how future managers should prepare themselves for technology-enabled work environments. Mention skills, tools, and learning strategies.
2. Conduct a small survey among five working professionals to understand how they planned their careers. Analyse their responses and write a brief report highlighting common patterns and lessons learned.
3. Prepare a personal career plan outlining your short-term (1–2 years) and long-term (5–10 years) career goals. Mention the skills, courses, and experiences required to achieve them.
4. Identify a job role of your interest and map the educational qualifications, skills, and competencies required for that role. Present it as a career pathway chart with a short explanation.
5. Explain the quality of trainers as a determinant that improves the effectiveness of training.
6. What is succession planning? Discuss its importance with a real-world example
7. Discuss how changes in the work environment and the use of technology are shaping the key skills required for managers in the future.
8. Evaluate why employee development has become essential in the modern workplace.
9. Compare training and development using examples from real organisations.
10. List the differences between Assessment Centres and Development Centres with suitable examples.



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BLOCK - 02



Methods of Training

Unit - 1

On – the – job Training



Learning Outcomes

After completing this unit, the learners will be able to:

- ◇ describe the concept and significance of On-the-Job Training in organisations
- ◇ identify common workplace situations where On-the-Job Training is applied
- ◇ analyse how On-the-Job Training enhances employees' performance



Prerequisite

Arjun, an undergraduate who has completed his BBA, joins a retail chain such as Reliance Smart as a trainee executive. Although he understands basic management and customer service concepts, his first day at the billing counter during peak hours reveals a gap between theory and practice. He is unfamiliar with the POS system, digital payments, return procedures, and handling difficult customers, all while operating under strict service and data security rules.

The pressure quickly builds as customers expect fast, accurate, and courteous service. Arjun realizes that classroom learning alone cannot prepare him for real-time workplace challenges. Even a small mistake could lead to financial loss or harm the organisation's reputation, making him anxious and uncertain about his performance.

On-the-Job Training (OJT) helps bridge this gap by allowing Arjun to learn while doing the actual job. With guidance from a senior employee, he learns the systems, corrects errors immediately, and gains hands-on experience with customers. Over time, his confidence and competence grow, enabling him to work independently and effectively.

Arjun's experience clearly shows that academic knowledge, while essential, is only the starting point of professional learning. The real workplace demands speed, accuracy, judgment, and the ability to handle unexpected situations, these skills cannot be mastered through textbooks alone. This gap between what



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students learn in classrooms and what organisations expect on the job makes On-the-Job Training indispensable. For young graduates like Arjun, on-the-job training ensures a smooth transition from student life to professional life, helping both the employee and the organisation grow together. Now, let's explore how organisations train employees by using different methods of on-the-job training.



Keywords

On-the-job training, job instruction training, syndicate method, Vestibule training, Apprentice training, Coaching, Mentoring, Job enlargement



Discussion

2.1.1 Introduction

Think about your first day in a new job. You don't know the systems, the culture, or even where the coffee machine is. That feeling of being a "newbie" is something almost everyone experiences in their career, and it's exactly the challenge employee training is meant to solve.

Once an organisation selects and hires someone, the next crucial step is training. As you have learned in the previous chapter, training is about building the knowledge and skills in which employees need to perform a specific job effectively. But it's more than just learning tasks; it's about shaping behaviour, building confidence, and helping employees adapt to the company's way of working. Importantly, training isn't a one-time event. It's a continuous process that grows with the organisation and its people for keeping everyone updated, competent, and ready to handle new challenges.

In Ritika's case, A senior manager may first demonstrate how to handle a client meeting. She may get to shadow a colleague while they use the CRM software. Later, she may start handling low-risk clients, with immediate feedback from her mentor. Through this step-by-step exposure, Ritika transforms her theoretical knowledge into practical, job-ready skills. Today, businesses use a wide range of OJT methods from coaching and mentoring to apprenticeship, vestibule training, and job rotation. Even within the same organisation, different approaches may be chosen depending on the employee's role, experience, or the skills required. In this section, we will explore the advantages and disadvantages of various on-the-job training methods in detail, along with real-world examples to understand how they work in practice.

2.1.2 Methods of Training

Let's now explore the different methods of training used in organisations and understand how each contributes to employee development."

- A. On-the-Job Training (OJT) :** where employees learn in the actual work environment.
- B. Off-the-Job Training :** where learning happens away from the regular workplace.

2.1.2.1 On-the-Job Training (OJT): Meaning and Concept

On-the-job training (OJT) is a practical, hands-on method where employees learn by actually doing the work and not just reading about it. Under the guidance of experienced colleagues or supervisors, newly recruited employees practice real tasks and quickly build confidence. For example, think of a situation as "learning to drive by sitting in the driver's seat, with an instructor beside you", it's learning through action, not theory. Now we shall discuss the advantages and disadvantages of on-the-job training methods.

2.1.2.2 Advantages

1. **Cost-Effective :** On-the-job training requires lower financial investment compared to off-the-job training. Only minimal extra resources are needed to conduct such type of training. For example, there is no need for an external trainer, and the training will be part of the daily work routine
2. **Real-time application :** Employees practice skills in a live environment, allowing them to immediately connect theory with practice and understand how their actions impact real business operations.
3. **Immediate Feedback & Correction:** Trainees receive real-time feedback and guidance from experienced colleagues, allowing for immediate correction of errors and reinforcement of correct techniques.
4. **Faster Skill Development :** As employees are directly involved in actual tasks, they quickly gain practical experience and become productive sooner than with theoretical training.
5. **Boosts Employee Confidence and Engagement :** Employees working alongside experienced mentors in a real work setting helps newly hired feel valued and included, increasing their confidence and motivation to perform well.

2.1.2.3 Disadvantages

1. **Dependence on Trainer's Skills :** If the trainer doesn't have enough knowledge or teaching ability, the trainee may not learn effectively. In other words, the success of the training largely depends on how skilled and efficient the trainer is.



2. **Risk of Missed Deadlines :** When trainers are balancing their own work targets alongside training duties, they may not devote enough time or focus to trainees, which can hurt both job performance and the quality of learning.
3. **Workload Pressure :** Managing regular job responsibilities while simultaneously training a new employee can overwhelm the trainer, leading to stress and a drop in overall productivity.
4. **Disruption to Workflow :** Training during regular operations can slow down work processes or interrupt team productivity, especially in fast-paced environments.
5. **Limited Long-Term Growth :** On-the-job training usually focuses on the tasks at hand, which might leave employees unprepared for bigger roles or future career opportunities.

2.1.2.4 Methods of on-the-job training

There are different methods of on-the-job training. The commonly used methods are as follows:

- a. **Coaching :** Coaching is a one-to-one training. In coaching, a supervisor or experienced employee works closely with the trainee, offering guidance, feedback, and support. For example, at HDFC Bank, a senior relationship manager coaches a new hire on handling client portfolios and resolving customer issues.
- b. **Mentoring :** This method focuses on shaping attitudes and personal development, making it especially useful for managerial or leadership roles. It's a one-on-one relationship, similar to coaching, but often broader in scope. A senior professional (the mentor) nurtures, supports, and guides a less experienced employee by offering feedback, sharing insights, encouraging growth, and helping the mentee build both confidence and professional judgment.

Table 2.1.1 Difference between Coaching and Mentoring

Coaching	Mentoring
Short-term	Long-term
Task-focused	Career-focused
Performed by the supervisor	Performed by a senior leader
Structured	Informal

- c. **Job Rotation :** This method involves moving employees through related roles within the organisation to broaden their skills, prevent monotony, and prepare them for multitasking. For example, in a retail chain, an employee may work in multiple departments, including sales, stock management, and billing, over time.
- d. **Job Instruction Training :** It is a step-by-step, structured method where employees learn by watching, copying, and then performing a task by themselves.

It's widely used because it ensures consistency and clarity in teaching job skills. For example, in an automobile assembly plant, a senior technician demonstrates how to install a car component to a junior technician. The trainee then repeats the task under supervision until they can confidently perform it on their own.

- e. **Apprenticeship** : We often hear about apprentice trainees. Here, the trainee is put under the supervision of an expert. Today in India, many organisations provide training to the employees under the Apprenticeship Act. Most craft workers, such as plumbers, carpenters, etc, are trained through formal Apprenticeship programmes. In this method, the trainees are put under the guidance of a master worker, typically for 2-5 years. Also, there is no guarantee that the trained worker will continue to work in the same organisation after securing training. The apprentices are paid remuneration according to the apprenticeship agreements. This method is also known as under study.
- f. **Job enlargement** : It is an on-the-job training technique that involves adding more tasks an employee performs within their current role, increasing job variety and engagement without changing the employee's level of responsibility. This technique is also called "horizontal expansion." For example, a customer service agent might be trained to process returns and handle complaints, in addition to answering inquiries.
- g. **Syndicate method** : The syndicate method is a participative group-based training technique where participants are divided into small sub-groups (syndicates) to work collaboratively on assignments, case studies, or projects. This method not only teaches job-related skills but also builds teamwork, communication, and problem-solving abilities. For example, a consulting firm might ask trainee groups to develop a strategy for entering a new market and share their recommendations with senior staff.

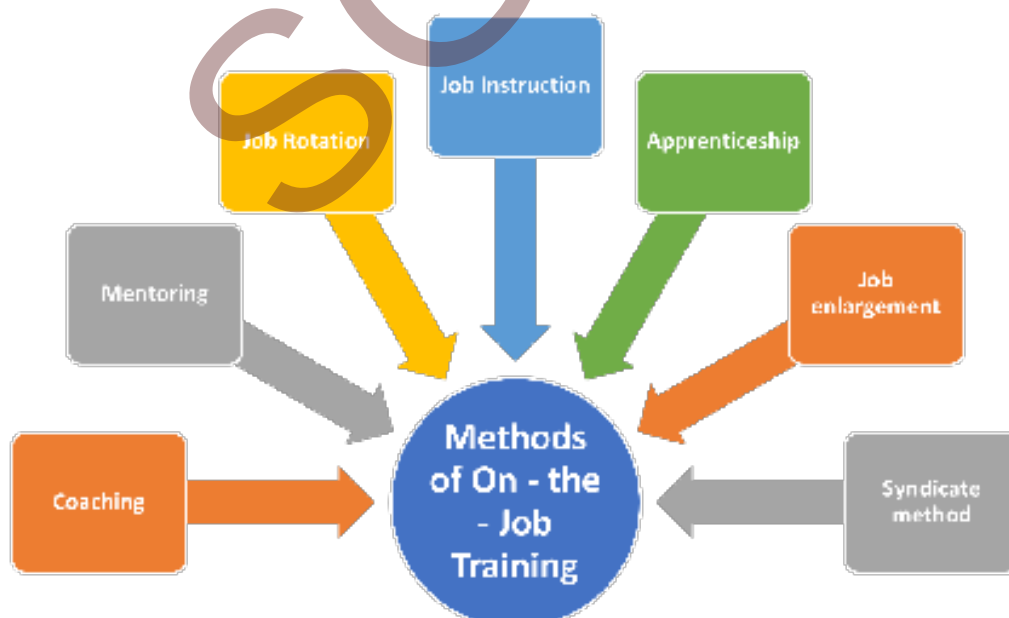


Fig. 2.1.1 Methods of On - the - Job Training

In today's workplaces, two practical OJT formats are widely adopted. They are as follows:

1. **Shadowing** : Shadowing is a training method in which trainees closely observe experienced employees while they perform real job tasks. It helps learners understand work procedures, decision-making, and professional behaviour in a real-time environment. This method is commonly used in hospitals, IT firms, and banks where practical exposure is critical. For example, a nursing trainee may shadow a senior nurse to learn patient care routines, documentation, and communication with doctors. Shadowing builds confidence and reduces errors when trainees begin performing tasks independently.
2. **Buddy Systems** : The buddy system pairs new hires with peer-level employees for a fixed period, usually ranging from 30 to 90 days. The buddy provides continuous guidance on work processes, organisational culture, and daily responsibilities. This informal support system helps new employees feel comfortable and ask questions freely. For example, in a software company, a new developer may be paired with an experienced team member who explains coding standards, tools, and team workflows. Buddy systems improve onboarding experience, learning speed, and employee engagement.

2.1.2.5 Current Trends in On-the-Job Training

Modern On-the-job training has evolved from simple hands-on practice to digitally enabled, real-time learning experiences. Here are some current trends in *on-the-job training* that reflect how organisations are evolving workplace learning today:

1. **AI-Powered & Personalised Learning** : Artificial Intelligence is increasingly used to tailor on-the-job training to individual needs by analysing employee performance and recommending relevant learning paths. AI tools like chatbots or adaptive LMS systems provide real-time feedback and personalised training suggestions based on skill gaps. This helps employees learn at their own pace and stay engaged with content that directly relates to their job role.
2. **Microlearning & Just-In-Time Training** : Training is moving toward short, focused modules that employees can complete quickly during work breaks or before tasks. Bite-sized lessons, videos, and quizzes provide immediate, actionable insights when and where they are needed most. This trend fits modern work rhythms and improves knowledge retention without disrupting daily operations.
3. **Hybrid & Blended Learning Experiences** : Organisations are combining traditional in-person on-the-job experiences with virtual learning, simulations, and online modules. Hybrid training makes learning more flexible and accessible for distributed or remote teams. It also supports both synchronous coach-led sessions and asynchronous self-paced learning.
4. **Immersive Technologies like AR/VR** : Augmented Reality (AR) and Virtual Reality (VR) are being used to create realistic, hands-on training scenarios where employees can practise skills safely. For example, VR simulations in

manufacturing or healthcare let trainees rehearse complex tasks without risk. These immersive experiences increase engagement and improve skill mastery.

5. **Focus on Soft Skills & Human Skills** : Alongside technical training, companies are emphasising soft skills such as communication, teamwork, adaptability, and leadership. As automation handles routine tasks, these human-centric skills become critical for collaboration and problem-solving on the job. Training programmes now integrate exercises that build both technical and interpersonal competencies.
6. **Peer-to-Peer Learning & Collaborative Knowledge Sharing** : Organisations are encouraging employees to learn from one another through mentoring, coaching, and internal communities. Peer learning helps transfer tacit knowledge and reinforces skills in real work contexts. Platforms like internal forums, communities of practice, and mentorship programmes support this trend.

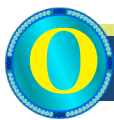
These trends show how *on-the-job training* is becoming more adaptive, technology-enhanced, and employee-centred, helping workers build relevant skills more effectively and stay aligned with rapid changes in the workplace.



Recap

- ◇ Training bridges knowledge gaps by turning theoretical understanding into practical, job-ready skills.
- ◇ The two main training methods are: on-the-job training method and off-the-job training method.
- ◇ On-the-Job Training (OJT) happens at the workplace, offering hands-on experience under supervision.
- ◇ On-the-job training methods include coaching, mentoring, job instruction training, job enlargement, apprenticeship training, job instruction method, and syndicate method.
- ◇ Some of the advantages of on-the-job training are cost-effectiveness, immediate feedback & correction, and faster skill development.
- ◇ Various disadvantages of on-the-job training include dependence on the trainer's skills, risk of missed deadlines, workload pressure, and disruption to workflow.





Objective Questions

1. What type of training takes place in the actual work environment?
2. Which training method involves learning away from the regular workplace?
3. Who usually guides a trainee during On-the-Job Training?
4. Which OJT method involves moving employees across different roles?
5. What is the one-to-one, task-focused training method called?
6. Which training method is also known as “horizontal expansion”?
7. What immersive technology is used to simulate real-life work scenarios?
8. What OJT format pairs a new employee with a peer for guidance?
9. What is the outcome of training
10. Which on-the-job training method expands an employee’s task variety by adding more responsibilities of the same level?



Answers

1. On-the-Job Training (OJT)
2. Off-the-Job Training
3. Supervisor or experienced employee
4. Job Rotation
5. Coaching
6. Job Enlargement
7. Virtual Reality (VR)
8. Buddy System
9. Learning
10. Job enlargement



Assignments

1. Choose any two current trends in On-the-Job Training (AI-powered learning, AR/VR, Microlearning, or Peer Learning) and explain how they improve modern workplace learning.
2. Select any one On-the-Job Training method (Coaching, Mentoring, Job Rotation, or Apprenticeship) and explain how it can be applied in a bank, hospital, retail store, or IT company. Support your answer with a practical example.
3. As a student entering the workforce, which On-the-Job Training method do you think would help you the most in your first job? Justify your answer with reasons.
4. What do you mean by Task analysis?
5. Explain the steps in the training process.
6. List the differences between Assessment Centres and Development Centres with suitable examples.
7. What role does job competency play in the recruitment process?
8. Explain operational analysis.
9. Examine the current trends in On-the-Job Training. Highlight how technology and changing workplace needs are reshaping employee training and development.
10. What is succession planning? Discuss its importance with a real-world example.



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Unit - 2

Off-the- job Training



Learning Outcomes

After completing this unit, the learners will be able to:

- ◇ explain the meaning and concept of Off-the-Job training
- ◇ explain various specific methods used for Off-the-Job training
- ◇ examine the factors influencing the choice of training methods
- ◇ analyse the advantages and disadvantages of off-the-job training



Prerequisite

You've just joined a well-known manufacturing company as a management trainee. You're excited, expecting to be on the shop floor from day one, watching machines run, interacting with supervisors, solving real-time problems. But instead, the company sends you to its training centre for three weeks.

There, you attend sessions on production planning and operations strategy. You sit in workshops that break down quality control systems step by step. You analyse real business cases on supply chain disruptions. You participate in role plays where you handle employee conflicts or negotiate with vendors.

Meanwhile, the factory continues its operations as usual, production targets are met, orders are dispatched, and customers are served. You are learning, but not directly involved in daily work. Why would an organisation deliberately take you away from the action?

This is because some skills cannot be built effectively in the middle of operational pressure. When someone is new, throwing them directly into the system can create confusion, mistakes, and stress. Concepts like production planning, quality frameworks, leadership behaviour, and conflict management require structured explanation and guided practice.

A separate learning environment allows understand theory before applying it, ask questions freely without fear of slowing down operations, practise decision-making without real financial risk, develop confidence before handling actual



responsibilities, reflect and build the right managerial mindset. This type of structured learning, conducted away from the immediate workplace, is called off-the-job training.

In this unit, we will explore what off-the-job training really means, the different methods organisations use, its advantages and limitations, and how companies decide which method fits their training objectives.



Keywords

Off - the - job training, Simulation-based methods, Learning Management Systems (LMS), Vestibule training, Sensitivity training, Behaviour Modeling, Business Games, Case Studies



Discussion

2.2.1 Off-the-Job Training – Meaning and Concept

While on-the-job training focuses on learning by doing, there are situations where employees need to step away from their workplace to learn effectively. This type of learning is known as off-the-job training. In this method, training is provided outside the actual work environment, such as in classrooms, training centres, workshops, seminars, or online platforms. During the training period, employees do not take part in regular work activities and therefore do not directly contribute to the organisation's output.

The main purpose of off-the-job training is to give employees a distraction-free learning environment. Without the pressure of daily work targets, deadlines, or customers, trainees can focus fully on learning new concepts, improving skills, and developing the right attitudes needed for their jobs. This type of training helps employees understand why and how things are done before they apply them in real work situations.

Off-the-job training mainly focuses on theoretical knowledge, skill development, and personal growth. It is especially useful when employees need to learn new ideas, advanced techniques, leadership skills, or decision-making abilities that are difficult to teach while working. Since the learning environment is controlled and safe, employees can ask questions freely, share ideas, and even make mistakes without affecting actual business operations.

In today's fast-changing business world, off-the-job training plays an important role in preparing employees for future roles and greater responsibilities. By stepping away from routine work for learning, employees gain fresh perspectives, increased confidence, and updated knowledge, which they later bring back to the organisation to improve performance and support long-term growth. Now, let's discuss the various advantages of off – the job - training.

2.2.1.1 Advantages

1. **Learning New and Diverse Skills :** Off-the-job training helps employees gain a variety of skills, such as communication, leadership, or problem-solving, that improve their performance. It also prepares them for various roles, making them flexible and adaptable to changing job needs.
2. **Focused Learning Environment :** Since training takes place away from the workplace, employees can concentrate fully without work distractions. For instance, when a group of customer service executives attends a two-day communication skills workshop at a training centre, they can focus completely on learning and practicing new techniques without having to answer calls or handle customers.
3. **Access to Expert Knowledge :** In this training, employees learn from experts and industry leaders, giving them valuable insights and best practices. This helps them understand complex ideas more effectively and make more informed decisions at work. For example, a group of marketing executives might attend a session conducted by a well-known digital marketing expert who shares real campaign strategies and success stories. Learning directly from such professionals helps employees gain new ideas they can apply in their own work.
4. **Personal Development :** Besides job skills, this training improves time management, critical thinking, and self-discipline. These “life skills” are useful both at work and in personal life, making employees more confident and well-rounded. For Example, when employees attend a weekend leadership development program, they often take part in activities like group problem-solving and time-bound tasks. These exercises not only build professional confidence but also help them manage time better and think more clearly in everyday situations.
5. **Builds professional networks :** Training sessions often include people from different organisations or departments. Off-the-job training provides a unique platform for interaction and connection with professionals from various backgrounds. These interactions facilitate the expansion of professional networks. It can open doors to new opportunities and collaborations. For example, during a three-day management development program, participants from different companies share their workplace experiences and exchange contact details. Later, some of them collaborate on business projects or seek advice from one another, strengthening their professional connections.

2.2.1.2 Disadvantages

1. **High Cost :** Off-the-job training can be expensive because companies often need to pay for trainers, learning materials, travel, or accommodation. For smaller businesses, these expenses can be a heavy burden, so it's essential to weigh the costs against the expected benefits.



2. **Time Away from Work** : When employees leave the workplace for training, it can disrupt normal operations, lower productivity, or push back project deadlines. This is especially challenging during peak business periods.
3. **Lack of immediate practical application** : In the case of off-the-job training, there can be a significant time lag between completing the training and actually applying the new skills and knowledge in the workplace.
4. **Disruption to Workflow** : When employees attend training outside the workplace, they are away from their usual tasks. This might pull employees away from their regular responsibilities, which can interrupt normal daily operations, delay project timelines, and require rescheduling or work-related adjustments.
5. **Artificial Environment** : The training environment provided is artificial and detached from the actual workplace, which may not effectively prepare employees for real-world challenges and company-specific needs.

2.2.1.3 Off – the Job – Training Methods

Now, let's discuss the various off-the-job training methods, such as

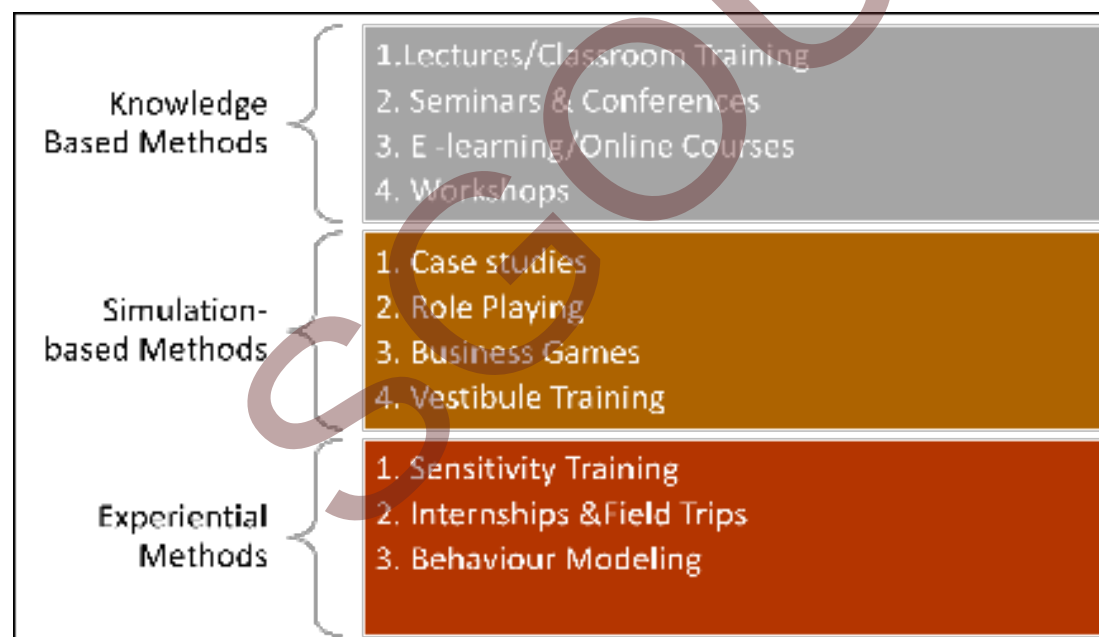


Fig. 2.2.1 Off – the - Job Training Methods

A. Knowledge-based Methods

These methods focus on transferring theoretical knowledge concepts and information to employees. They are usually conducted in a classroom or virtual setting, away from the regular work environment. The main concern is to strengthen the understanding level of the employees before applying it to real situations. Some of the common methods include:

1. **Lectures/Classroom Training** : Lectures or classroom training are like watching an expert tell a story about real-world businesses. In this method, a trainer or subject expert delivers knowledge in a structured manner, often using visual aids such as colourful slides, charts, or case studies to clarify the ideas. For example, a logistics trainer might show you a picture of Amazon's network of warehouses and explain to you how products move from factories to your door so that you get to understand the concept faster. This method is especially useful for teaching large groups because it ensures everyone receives the same information at the same time. However, it can feel a bit one-sided, like watching a TV show where you mostly listen. To keep learners engaged, good trainers often pause to ask questions, share small-group tasks, or include quick quizzes to make the session more interactive and enjoyable.
2. **Seminars & Conferences** : These are official meetings where specialists, business leaders, and attendants come together to exchange ideas, introduce new information, and debate significant events. A seminar is commonly a small, focused session on a specific topic, like a workshop on digital trends. A conference, on the other hand, is bigger, covers a wider range of subjects, and can last for several days, like a national business meeting with multiple speakers and sessions. Conferences and seminars are both excellent opportunities to learn something new, meet experts, and get exposed to alternative perspectives that can expand your horizons.
3. **E-learning/Online Courses** : These are digital learning methods that let employees' study anytime and anywhere using computers, tablets, or smartphones. Learning Management Systems (LMS) or online platforms host the lessons, so people can move through the material at their own pace. The courses often include video lectures, quizzes, interactive simulations, and reading materials to make learning engaging and practical. This method is cost-effective and scalable, making it especially useful for organisations with employees spread across different locations. It gives learners the flexibility to revisit lessons and fit learning into their schedules while still getting quality training.
4. **Workshops** : Workshops are small, focused sessions where people learn by doing. It is a blend of sharing information with hands-on activities, like group discussions, teamwork, and problem-solving exercises. Unlike lectures, workshops are more interactive and collaborative, giving participants a chance to practice what they learn in guided situations. This way, employees don't just listen to ideas; they actively apply them, making the learning more practical and memorable.

B. Simulation-based Methods

This type of training creates a real-world experience in a safe setting where employees can practice skills, make decisions, and learn from feedback without any real-life risks. It uses technology or physical setups to copy actual job tasks and challenging situations. For example, a pilot might train on a flight simulator to practice handling emergencies, or a manager might use a business simulation game to test decision-making skills. This



method helps learners gain confidence and practical experience before they face real-life situations. Simulation is like creating a realistic practice world where employees can learn without facing the actual consequences of mistakes. It imitates real work situations to give hands-on experience safely. The various simulation methods are as follows:

1. **Case studies** : In this method, employees are given real or simulated business situations to work on. Their job is to study the scenario, find the problems, suggest possible solutions, and explain why their choice is the best one. It's like stepping into the role of a manager facing a real-world challenge. This approach helps improve analytical thinking, decision-making, and problem-solving skills, while giving employees a realistic taste of how businesses handle complex situations.
2. **Role Playing** : In this method, participants act out real-life situations to practice and improve their skills. For example, one person might play a customer, while another plays a service representative, or two employees might act out a conflict resolution scenario. By stepping into these roles, learners can experience different perspectives, build interpersonal and communication skills, and gain confidence in handling similar situations at work. This hands-on approach makes learning engaging and memorable.
3. **Business Games** : These are interactive and competitive activities where participants make simulated business decisions in a game-like setting. For example, a team might run a virtual company, deciding on pricing, marketing strategies, or production levels to beat competing teams. Through these games, learners practice teamwork, leadership, problem-solving, and strategic thinking in a fun and engaging way. They get to test their ideas, see the results of their choices, and learn valuable business lessons without any real-world risks.
4. **Vestibule Training** : This method uses special training areas or equipment set up outside the actual workplace to give employees hands-on practice. It's especially useful when operating real machines or tools on the job might be too dangerous or disruptive. For example, factory workers might practice using heavy machinery in a controlled training room before working on the actual production floor. This way, employees gain confidence and skills safely before handling real equipment in a live work environment.

C. Experiential Methods

This method is all about learning by doing. Employees actively take part in hands-on activities that help them build skills through experience, reflection, and practice. For example, they might work on a team challenge, an outdoor activity, or a problem-solving exercise that mirrors real workplace situations. These activities are especially effective for developing leadership, teamwork, and behavioral skills because participants don't just hear about the concepts; they live them, think about what they learned, and then try again to improve. Now, let's discuss the various experimental training methods.

1. **Sensitivity Training** : It is also known as T-group (Training Group) or Laboratory Training, and is a method used to improve interpersonal relationships

and group dynamics. This training involves activities and discussions that help participants become more aware of their own attitudes, thinking styles, and behaviors, as well as how these affect others. By exploring group dynamics and personal reactions in a safe environment, employees learn to understand different perspectives, build empathy, and improve workplace relationships. For example, a team might participate in guided exercises that reveal hidden biases or communication gaps, leading to more respectful and effective collaboration.

2. **Internships & Field Trips :** These methods give trainees a real-world look at how businesses operate. In an internship, learners work on actual job tasks within a company as part of structured training, gaining hands-on experience and building practical skills. Field trips, on the other hand, are guided visits to organisations where trainees can observe processes, ask questions, and see workplace operations in action. Both approaches help learners understand real working conditions, connect theory with practice, and gain valuable industry exposure that textbooks alone can't provide.
3. **Behaviour Modeling :** In this method, employees observe a demonstration of the right behaviour or skill, like how to handle a customer complaint or lead a team meeting. After watching, they practice the same behaviour in a controlled exercise or role-play. They then receive feedback and encouragement to refine their performance. This approach helps learners see exactly what good performance looks like, practice it safely, and build confidence before applying it on the job.

These methods of training, such as Knowledge-based, Simulation-based, and Experiential, ensure well-rounded employee development, combining the strengths of theory, practical simulation, and direct experience for comprehensive skill-building.

2.2.1.4 Factors Influencing the Selection of Training Methods

Choosing the right training method is very important for developing employee skills effectively. The method selected should match the needs of the organisation, the employees, and the job. Below are the key factors to consider:

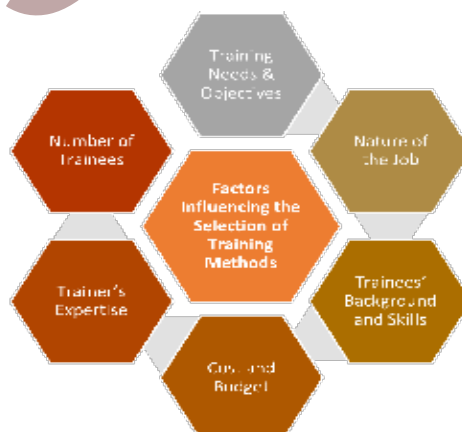


Fig. 2.2.2 Factors Influencing the Selection of Training Methods

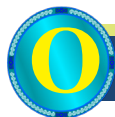
1. **Training Needs & Objectives:** It refers to the specific purpose of the training, as to what knowledge, skills, or attitudes the organisation wants employees to learn or improve. For example, if a company wants its customer service staff to handle complaints politely, using role-playing (a simulation method) would be more effective than a simple lecture, as it allows employees to practice real-life situations. Similarly, when the objective is to improve problem-solving skills, case studies or business games can be excellent methods because they engage learners in thinking critically and applying solutions to realistic scenarios.
2. **Nature of the Job :** This refers to the type of work employees perform and whether it is hands-on, technical, or more analytical and decision-oriented. For instance, a machine operator working with equipment would benefit most from on-the-job training or practical demonstrations, as these methods allow them to learn directly through doing. In contrast, a marketing analyst, whose work involves analysing data and making strategic decisions, would gain more from classroom discussions or case studies, where they can exchange ideas and explore different perspectives. In simple terms, technical work suits practical demonstrations, while analytical work fits discussions or workshops.
3. **Trainees' Background and Skills :** This refers to the existing knowledge, experience, and education level of the employees being trained. These factors greatly influence which training methods will be most effective. For example, new hires or fresh graduates often need basic lectures, demonstrations, or simple guided methods to understand the fundamentals of their roles. On the other hand, experienced staff members, who already possess a strong foundation, may benefit more from advanced simulations, seminars, or brainstorming sessions that challenge their expertise and help refine their skills.
4. **Cost and Budget :** The budget and cost play a crucial role in choosing the right training method, as different approaches vary greatly in expenses. Some methods, like simulations or sending employees to conferences, can be expensive because they require special equipment, venues, or external experts. In contrast, lectures, on-the-job training, or e-learning modules are often more cost-effective options. For example, a small start-up with limited funds may choose internal training sessions or on-the-job coaching instead of spending on expensive off-site seminars.
5. **Trainer's Expertise :** Knowledge, experience, and teaching style of the trainer conducting the training directly impact the choice of method. A highly experienced guest speaker or industry expert can deliver an engaging seminar or workshop that brings fresh insights and advanced knowledge to the team. On the other hand, an in-house supervisor or manager who understands the organization's processes closely may be better suited for on-the-job coaching or demonstrations. Hence, the trainer's skills and approach should align with the learning goals to make the training effective and impactful.
6. **Number of Trainees :** The number of people attending the training session is a factor to be considered, as this will strongly shape the method you choose. Large groups are best served by mass-delivery methods, like lectures, videos, or e-learning, because these are efficient and keep costs down; for example, training

100 employees on workplace safety is usually done with a lecture supported by safety videos and demonstrations. Small groups allow for more interaction and deeper learning through workshops, role-plays, or case discussions. For instance, training 5 managers on strategic thinking works well as a case-study discussion or simulation, where everyone can participate and receive feedback.



Recap

- ◇ Off-the-job training takes place away from the workplace in a controlled environment.
- ◇ It allows employees to learn without work pressure and experiment safely. The various off-the-job training methods are Knowledge-based Methods, Simulation-based Methods, and Experiential Methods.
- ◇ The case studies approach helps improve analytical thinking, decision-making, and problem-solving skills, while giving employees a realistic taste of how businesses handle complex situations.
- ◇ Sensitivity Training or T-group (Training Group) or Laboratory Training is a method used to improve interpersonal relationships and group dynamics.
- ◇ Vestibule training method involves training employees in a simulated workplace setting equipped with the same tools, machines, or equipment used on the job. The training takes place away from the actual work area, allowing employees to gain practical experience without disrupting operations or risking accidents.



Objective Questions

1. What is training conducted away from the actual workplace called?
2. Off-the-job training mainly focuses on what type of knowledge and skill development?
3. What is the training method called in which employees analyse business situations?
4. What is acting out real-life workplace situations known as?
5. Training through virtual company decision-making activities is called what type of games?



6. What is a digital platform used to deliver online training programmes called?
7. What is role playing as an off-the-job training method?
8. T-group training is another name for what type of training?
9. What is one major disadvantage of off-the-job training?
10. What is vestibule training?



Answers

1. Off-the-job training
2. Theoretical
3. Case study
4. Role playing
5. Business Games
6. LMS
7. Role playing is an off-the-job training method where participants act out real-life workplace situations such as handling customers or resolving conflicts to build communication, empathy, and problem-solving skills in a practical, engaging way.
8. Sensitivity training
9. Cost
10. This method involves training employees in a simulated workplace setting equipped with the same tools, machines, or equipment used on the job. The training takes place away from the actual work area, allowing employees to gain practical experience without disrupting operations or risking accidents.



Assignments

1. Explain the concept of off-the-job training and discuss its importance in employee development.

2. Differentiate between on-the-job and off-the-job training with suitable examples.
3. Discuss the advantages and disadvantages of off-the-job training in organisations.
4. Explain the various knowledge-based methods of off-the-job training.
5. Describe simulation-based training methods with appropriate examples.
6. Imagine you are an HR executive in a manufacturing company. You have to train 30 new supervisors on leadership, safety management, and communication skills. Select any two suitable off-the-job training methods for this situation. Justify your selection by explaining how each method will help achieve the learning goals.
7. What is e-learning?
8. What is the relevance of a case study?



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SGOU

BLOCK - 03



Training Process

Unit - 1

Training Process



Learning Outcomes

After completing this unit, learners will be able to;

- ◇ explain the concept and importance of training in organisations
- ◇ analyse the concept of Training Needs Analysis (TNA)
- ◇ differentiate between organisational, task, and person analysis
- ◇ examine the importance of identifying competencies in recruitment and performance management



Prerequisite

Imagine you have just joined a company as a Management Trainee. Within the first week, your manager notices that although you are academically strong, you are struggling with preparing client reports using company-specific software. Instead of blaming you or expecting you to “figure it out,” the organisation arranges a short training session. During the session, you learn the reporting format, understand client expectations, practise using the software, and receive feedback on your performance. After this structured support, you begin delivering accurate and timely reports.

Now think deeper, did the company randomly arrange that session? Or was there a systematic approach behind it?

In reality, organisations do not conduct training casually. They follow a structured process. They first identify the performance gap, then decide what skills need improvement, set clear objectives, design the programme, implement it properly, and finally evaluate whether the training actually worked.

This systematic approach is known as the training process. With this foundation in mind, this unit will help to understand the key steps in the training process and help to identify the job competencies required to perform effectively in dynamic organisational settings.



Keywords

Competency, training need assessment, gap analysis, implementation, evaluation, task analysis, focus groups



Discussion

3.1.1 Training

Suppose you are appointed as a Customer Service Executive in a firm, the first thing the company would conduct is an orientation program to make you familiar with the company, its policies, and the working environment. After that, they would conduct a training session for a period of 2 to 3 weeks (some company gives training for 3 to 6 months).

The trainer would provide you with the necessary instructions and guide you through your activities. You would be trained in handling customer queries and grievances. Only after the successful completion of your training, you be given demo sessions to handle the queries. If you confidently perform in your demo sessions, then you are all set to handle the calls and queries directly from the customers. Every call will be monitored by the supervisors, and timely feedback will be provided by them so that you can improve your performance and work efficiently and productively.

Training is an inevitable part of the talent management cycle. It helps to develop the skills and expertise needed within your business. Building an effective training program for your employees can have a significant impact on productivity and employee retention. Also, it is more cost-effective to promote and retain employees within your company rather than continually hiring talent from outside your company.

There cannot be a single approach to be followed in training an employee. After all, it totally depends on your company's goals, employee needs, and available resources.

3.1.2 Process /Steps in Training

A training process involves the following steps;

1. Need assessment
2. Setting objectives
3. Designing
4. Implementation
5. Evaluation



Let's look at each step more closely.

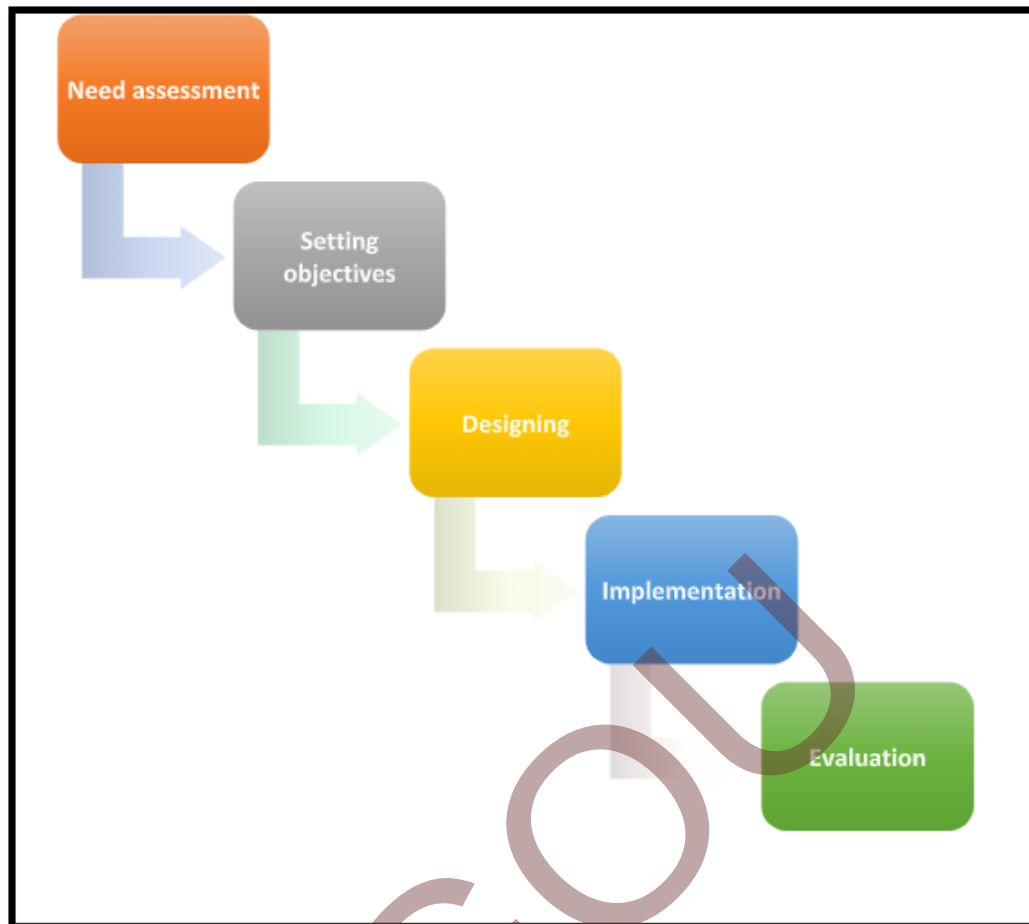


Fig. 3.1.1 Process of Training

Step 1: Need assessment

The primary step in the training process is to assess the need for training the employees. Organisations first find out why training is needed and who needs it. Training may be required when:

- It is legally mandatory
- Employees need to improve job skills or move into a different position
- The company wants to remain competitive and profitable.

If employees are not performing well in their jobs, then they are given training to rectify their mistakes. Sometimes, training has to be conducted as a part of quality control in order to avoid problems or accidents in the future.

The need assessment can be studied from two perspectives or levels: individual and group levels.

- The individual training is designed to enhance the individual's efficiency if he/she is not performing up to the standard.
- Whereas the group training is conducted to inculcate the new changes in the employees due to a change in the organization's strategy. For example,

training is given to all employees when the company introduces new strategies, technologies, or work methods.

Step 2: Setting objectives

Once the needs are identified, the next step is to set objectives for which the training has to be conducted. The objectives must be SMART in nature.

S- Specific

M- Measurable

A - Attainable

R- Realistic

T- Time-bound

Clearly stated training objectives will help employers communicate what they want their employees to do. It reduces ambiguity in the minds of the trainees. The objectives are set keeping the past training programme in mind. The drawback in the previous training session will be rectified in the new one.

Step 3: Designing

Once the objectives are clear, the next step is to design the training. This stage involves making key decisions, such as: Who are the trainees? Who will deliver the training? What methods should be used—on-the-job or off-the-job? What resources are available? and how can the training improve performance most effectively?

Modern instructional design goes beyond simply choosing methods. Nowadays, training content is aligned with Bloom's Taxonomy to ensure learning outcomes progress from basic understanding to higher-order thinking. Designers also consider different learning preferences using the VARK model (Visual, Auditory, Reading/Writing, and Kinesthetic) and apply Knowles' Adult Learning Principles (Andragogy) to make training relevant, self-directed, and experience-based for adult learners.

When designing a training programme, companies don't just collect information; they also decide how to teach it in a way people understand easily. They make simple sketches (like comic strips) called storyboards to plan each lesson. They also develop SCORM-compliant content for smooth tracking and ensure seamless integration with Learning Management Systems (LMS). This helps employees learn better, faster, and without any confusion.

Step 4: Implementation

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



Step 5: Evaluation

The final step of a training program is to evaluate the session. Evaluation is meant for both the trainees and trainers. This is done through the feedback method. The trainees (employees) are asked if the training was useful to them. Through feedback, an organization can identify the weak spots, if any, and can rectify and improve them in the next session. The evaluation of the training programme is very important because companies invest huge amounts in these sessions and must know their effectiveness in terms of money.

Modern HR practice requires a more structured and comprehensive approach to measure the true effectiveness of training. Most organisations rely on the Kirkpatrick Model, a globally recognised framework that evaluates training across four levels:

1. **Reaction** : How participants felt about the training (engagement, satisfaction, relevance).
2. **Learning** : What knowledge, skills, or attitudes the trainees actually gained.
3. **Behaviour** : Whether employees applied what they learned back on the job.
4. **Results** : The impact of the training on organisational outcomes such as productivity, quality, customer satisfaction, or reduced errors.

In addition to strengthening the evaluation further, many companies also apply the Jack Phillips ROI Model, which adds a fifth level: Return on Investment (ROI). This level compares the monetary benefits of training with its total cost, helping organisations understand whether the training was financially worthwhile.

Thus, every firm follows a systematic way of conducting a training programme that serves the purpose for which it was intended. And, having a robust training program can help you stand out as an employer in order to attract top talent, especially in today's challenging labour market.

Every organisation follows a systematic training process to prepare employees for their roles and support their growth. A strong training programme helps companies attract and retain talented people—an important advantage in today's competitive job market.

3.1.3 Job Competencies

Now, imagine you are offered a job as a computer operator. From the job profile itself, it is clear that you must possess knowledge of the use of a computer. You must have all the technical and computer-related skills to do this job. Typing speed, usage of software, use of MS Office application, etc., are the skills required to do this kind of job.

A job competency is a skill or set of qualities that an employee needs to have to succeed in his/ her role. Managers use these competencies to give performance feedback, and it is also useful for delegating tasks.

Job competencies play an important role in the life cycle of an employee, making them a top priority for HR and recruiting teams in selecting the right candidate.

3.1.3.1 Identification of Job Competencies

Every job demands certain skills and qualities for an employee to perform successfully. These are called job competencies, and they act as the building blocks of good performance. Early identification of competencies, especially during recruitment, helps organisations to select the right person for the role. These competencies are usually derived from the job description and job specification, making the hiring process more accurate and effective.

When organisations focus on the competencies that truly matters, they significantly increase their chances of hiring talented, capable people who can contribute from day one. Broadly, competencies fall into two main categories:

- a. **Position-Specific Competencies :** These refer to the skills and abilities required to perform a particular job. They include both hard skills and soft skills. For example: communication skills, writing skills, technical knowledge, analytical ability, accounting skills, proficiency in tools or software domain expertise

Along with these, personal qualities also matter. Traits such as honesty, creativity, meeting deadlines, responsibility, adaptability, and problem-solving are all part of position-specific competencies. These qualities help an employee perform consistently and effectively in their assigned role.

- b. **Organisational Competencies :** Organisational competencies are the skills and behaviours an employee needs to fit into the company's culture and work environment. Even a highly skilled person may struggle if they cannot work with the organisation's values or norms. These competencies may include: discipline toward company rules, willingness to take responsible risks, teamwork and cooperation, ability to participate in decision-making, and positive attitude towards colleagues and seniors.

Many companies now evaluate these competencies during interviews. For example, an interviewer might give a situation and ask, "How would you handle a risky situation to protect the company?" This helps them understand your mindset, attitude, and problem-solving approach.

3.1.3.2 Importance of identifying competencies

1. **Better Hiring Decisions :** Identifying competencies helps organisations clearly define the skills, knowledge, and behaviours required for each job. This ensures that candidates selected truly match job requirements and organisational expectations. As a result, recruitment errors and mismatches are reduced.
2. **Improved Job Performance :** When employees possess the right competencies, they are better equipped to perform their tasks efficiently. Clear competency expectations guide employees in meeting performance standards. This leads to consistent and improved work outcomes.



3. **Clearer Career Growth Path** : Competency identification helps employees understand the skills and abilities they need to develop for career advancement. It provides a transparent framework for promotions and role transitions. Employees can plan their learning and development more effectively.
4. **Higher Motivation Levels** : Employees feel more confident and motivated when their competencies align with their roles and responsibilities. Clear expectations reduce confusion and role stress. This alignment encourages greater commitment and job satisfaction.
5. **Stronger Engagement, Lower Turnover** : Employees who feel they fit well in their roles are more engaged with their work. A strong sense of alignment reduces frustration and dissatisfaction. As a result, organisations experience lower employee turnover.
6. **A More Successful Organisation** : A workforce aligned with required competencies supports organisational goals and strategic objectives. Competency based management improves productivity, quality, and innovation. This drives long-term organisational success and sustainability.

A manager's job demands a balanced mix of knowledge, skills, and the right attitude, because these competencies directly shape how well a team performs and how smoothly the organisation functions. At every stage—from hiring to daily work—these competencies help place the right people in the right roles and guide managers in leading effectively. A strong manager needs to be organised, communicate clearly, build and guide teams, and think logically while solving problems and making decisions. Together, these administrative, communication, team-building, and cognitive competencies enable managers to inspire confidence, drive performance, and create a productive work environment.

3.1.3.3 Major Competency Frameworks used in Modern Era

To design effective training and development programs, most of the organisations rely on well-established competency frameworks. These frameworks help to identify the knowledge, skills, and behaviours required for successful job performance. Some of the widely used models include:

- i. **SHRM Competency Model** : This model outlines the key behavioural and technical competencies that HR professionals should have, such as communication, ethical practice, leadership, and business acumen. Companies use this model to guide recruitment, performance reviews, and employee development.
- ii. **Lominger's 67 Leadership Competencies** : This framework lists 67 competencies that are considered essential for effective leadership. These competencies cover areas such as problem-solving, decision-making, teamwork, self-development, and strategic thinking. Companies use this model to assess leadership potential, design development centres, and plan succession for the key roles.

- iii. **NASSCOM Future Skills Competency Framework** : This framework is developed for India's digital economy, and highlights the essential skills needed for emerging tech roles like data analysis, AI, cloud computing, and cybersecurity. It helps organisations train employees for future-ready careers in IT and digital industries.

3.1.4 Criteria for Identifying Training Needs

In today's dynamic workplace, employees are expected to handle complex tasks efficiently, safely, and within tight timelines. When performance falls short of expectations, organisations turn to Training Needs Analysis (TNA) to understand what training is needed, why it is needed, and who needs it.

TNA is a systematic process that identifies gaps between current performance and expected performance. These gaps may arise due to new technologies, updated procedures, changes in customer expectations, or shortcomings in employee skills.

A well-designed TNA helps organisations use their training time, money, and human effort wisely. It answers key questions such as:

- i. Why is training required?
- ii. Who needs training?
- iii. What should the training focus on?
- iv. How should the performance issue be fixed?
- v. When is the right time to conduct the training?

To identify training needs effectively, organisations use three levels of analysis:

- A. Organisation analysis
- B. Task analysis
- C. Person analysis

1. Organisation Analysis

Organisation analysis examines whether training aligns with the company's overall goals, culture, and resource availability. It identifies areas where employee performance is not supporting organisational objectives. Organisational analysis examines the organisation's goals, strategies, resources, and external environment to determine where training is needed. It focuses on understanding how training can support organisational objectives such as growth, quality improvement, cost reduction, or technological change.

Example: If an organisation adopts a new digital HR system, organisational analysis may reveal the need for training employees in HR analytics and software usage.

Key elements include:

- a. **Objective Analysis** : Both long-term and short-term goals are evaluated. The performance of each department is reviewed to understand whether training will help achieve organisational objectives.



- b. Resource Utilisation Analysis:** It checks whether the company's human and physical resources are being used efficiently. For example, if employees are overburdened or tools are outdated, training may be required to enhance productivity.
- c. Climate Analysis:** This assesses employee attitudes, morale, teamwork, trust, and alignment with organisational values.

For example, if employees struggle to adjust to cultural or technological changes, training becomes essential to build cohesion and commitment.

2. Task Analysis

Task Analysis is the process of breaking down a job into its purpose and parts to understand what an employee must learn for effective performance. It focuses on the tasks to be performed, the methods used, how employees apply these methods, the required performance standards, and the knowledge, skills, and abilities (KSAs) needed.

It is also called Operation Analysis. Through task analysis, organisations identify the gap between the skills required for a job and the skills an employee currently has. This gap highlights the workforce's training needs.

3. Person Analysis

Person analysis is about finding out who needs training and what kind of training they need to excel in their job. It looks at each employee's performance and checks if they have the right skills and knowledge to do their job well.

If someone is lacking certain skills or competencies, training is given to help them improve and perform better. The goal is to identify the specific areas where an individual needs support and then provide training within a proper time frame.

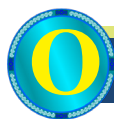
For example, in a call center, an employee shows strong technical expertise but struggles to communicate effectively with customers. Person Analysis pinpoints this gap and highlights the need for focused soft-skills training, especially listening, clarity in speaking, and tone management. The outcome will be that the employee becomes more confident in customer conversations, resolves issues faster, and contributes to improved customer satisfaction scores.

To sum up, Training and development act as a strategic tool. Modern organisations face rapid changes in technology, rising customer expectations, and tough competition. To survive and grow, companies must ensure that their employees remain skilled, confident, and adaptable. When organisations invest in developing their people, it can be rightly said, increase in productivity and efficiency, stronger employee commitment and motivation, lower turnover, as employees feel valued. By providing structured training, the company ensures smooth operations, happier customers, and more confident employees.



Recap

- ◇ Training is a structured process that equips employees with the skills, knowledge, and behaviours required for effective job performance
- ◇ The training process involves five key steps: need assessment, setting objectives, designing, implementation, and evaluation.
- ◇ SMART objectives make training focused, measurable, and aligned with business goals.
- ◇ Competencies are of two types: position-specific competencies and organisational competencies
- ◇ Identifying the right competencies helps in better hiring, improved performance, higher motivation, and reduced turnover.
- ◇ The training needs assessment's basic purpose is to identify the gaps and determine if the problem can be solved by training.
- ◇ The difference between required skills and actual skills is called a competency gap.



Objective Questions

1. What is the first step in the training process?
2. Which step in the training process involves defining SMART goals?
3. In the SMART framework, what does "M" stand for?
4. Which step decides who will deliver the training and what methods will be used?
5. Name the stage where training is actually conducted.
6. Name the final step in the training process
7. Which level measures whether employees apply learning on the job?
8. Which level of the Kirkpatrick Model measures how participants feel about the training?
9. What is SMART?
10. Name the competency related to analytical thinking and problem-solving





Answers

1. Need Assessment
2. Setting Objectives
3. Measurable
4. Designing
5. Implementation
6. Evaluation
7. Behaviour
8. Reaction
9. S- Specific, M- Measurable, A- Attainable, R- Realistic, T- Time-bound
10. Cognitive



Assignments

1. A company introduces new accounting software, but employees struggle to use it effectively. Explain how the training process should be applied in this situation.
2. Discuss how identifying competencies at the recruitment stage improves long-term organisational performance.
3. Explain how the Kirkpatrick Model can be used to evaluate a customer service training programme.
4. Discuss with your colleagues/friends about the meaning of training needs assessment and its purpose. Compare their views with those given in the above section and write your observations
5. Differentiate between organisation analysis, task analysis, and person analysis.
6. Setting SMART objectives improves training effectiveness.” Justify this statement with examples.
7. What are job competencies? Give suitable examples.

8. A mid-sized manufacturing company observes frequent quality defects in its finished products. Management initially assumes workers are careless. However, after closer observation, they realise employees were never formally trained on updated quality standards introduced six months ago.
9. As an HR executive, explain how you would apply each step of the training process to solve this issue.



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Unit - 2

Assessment of Training Needs



Learning Outcomes

After completing this unit, learners will be able to:

- ◇ explain the concept of training needs assessment and discuss its importance in organisational decision-making
- ◇ describe the different methods used to identify training needs in an organisation
- ◇ examine the process of need assessment



Prerequisite

Consider a college football team preparing for an intercollegiate tournament. Before finalising the practice sessions, the coach evaluates each player's current performance. Some players may require endurance training, others may need technical improvement, and a few may require better coordination with teammates. Only after identifying these specific areas does the coach design a structured and goal-oriented training plan.

Organisations function similarly. Before investing financial and human resources in training programmes, management must determine whether training is actually required and, if so, in which areas. Employees may already possess certain competencies, while gaps may exist in knowledge, skills, or attitudes that affect performance.

This systematic identification of gaps between expected and actual performance is known as Training Needs Assessment (TNA). It ensures that training initiatives are relevant, need-based, and aligned with organisational objectives. In this unit, learners will examine the concept, methods, and processes for assessing training needs in a structured, practical manner.



Keywords

Assessment, Training, Performance gap, Skills, Questionnaire, Observation, Exit interview, Focus group, Monitoring



Discussion

3.2.1 Assessment of Training Needs

Every organisation invests heavily in its most valuable asset, its people. But before spending resources on training, it must first pause and check what exactly is required.”. This careful evaluation is known as assessment.” is known as assessment. In simple terms, assessment means examining a situation closely so that the right decisions can be made at the proper time. Just like a doctor assesses a patient before prescribing medicine, companies assess employee performance before designing a training programme.

Think of a familiar situation: Imagine you are preparing for your BBA semester exam. Before you begin studying, you check which subjects you are strong in and which topics need more revision. If you are confident in marketing but weak in accounting, you focus more on accounting. This simple act of checking your strengths and gaps is what organisations do on a larger scale, it is called Assessment of Training Needs.

In real workplaces, organisations cannot rely on assumptions. For example, a retail chain like Reliance Trends might be facing repeated customer complaints about slow billing. The management should not immediately arrange training; first, they must assess the real issue. Is the billing system slow? Are employees not confident in using the POS software? Is there a shortage of staff during peak hours? A proper assessment helps identify the actual cause so that training is given only where it creates real improvement.

The identification of training needs is the difference between actual performance and required performance. In simple terms, it highlights the gap between what the organisation expects employees to deliver and what employees currently possess in terms of skills, knowledge, and capabilities. A training needs assessment (TNA) is an assessment process that companies and other organisations use to determine performance requirements and the knowledge, abilities, and skills that their employees need to achieve the requirements.

A Training Needs Assessment (TNA) is a structured process that companies use to clearly evaluate what performance standards are required for a job and whether employees are currently meeting those expectations. It helps identify the specific knowledge, skills, or abilities (KSAs) that employees may be lacking and pinpoints exactly who needs training and in which areas. By conducting a TNA, organisations avoid guesswork and ensure their training efforts are focused, relevant, and impactful—strengthening employee performance, supporting continuous growth, and aligning development activities with overall business goals.



3.2.2 Methods of Training Needs Assessment

A training needs assessment is the process of identifying training needs within an organisation to enhance employee job performance and productivity. It ensures that training resources are utilised effectively and strategically. Once the organisation determines the type of analysis to be conducted, the next step is to decide on the most suitable methods to carry out the assessment. There are various methods available for assessing training needs. Since every organisation is unique, the method chosen should align with the company's objectives, workforce characteristics and operational context. Some of the widely used methods of needs assessment include:

- a. **Focus groups:** It is a structured group discussion led by a facilitator who engages a small group of participants with a series of targeted questions on a specific topic. This method helps to gather insights, opinions, attitudes, and preferences related to the training programs. Focus groups are efficient for obtaining a range of perspectives in less time than an interview, as multiple participants can be questioned simultaneously.
- b. **Skills test:** This method is used by employers to evaluate the abilities and skills of both current employees as well as job applicants. Skill assessment tests are used by employers to make the right data-backed decisions regarding recruitment, training, and promotion of job candidates and employees. It also provides measurable data on employees' proficiency levels and highlights areas that require improvement or further development.
- c. **Observations:** Observation involves systematically monitoring employees as they perform their daily tasks to identify performance gaps, behavioural patterns, and training needs. The system of observations enables training to be evaluated in an improved and accurate form. It is an evaluation of the employee's performance through direct observation. This method provides real-time insights into how employees apply their knowledge and skills at work, making it especially useful for identifying practical, on-the-job training requirements.
- d. **Questionnaire:** A questionnaire is a structured training needs assessment tool that collects information directly from employees through a set of carefully designed questions. It helps to identify the strengths of the current training practices and highlights the areas that need to be improved. Short and simple questions are asked for easy evaluation. A set of questions is prepared and the employees are asked to answer those questions honestly.
- e. **Interviews:** Interviews are one of the most direct methods of identifying training needs. Employees at different levels – managers, supervisors, and staff- can share valuable insights about their roles, challenges, and development requirements. These conversations may be conducted face-to-face or online, depending on the organisation's convenience. A well-conducted interview creates a comfortable and open environment where employees feel free to express their views honestly. This helps the organisation understand what skills employees lack, what support they expect, and what improvements can enhance both individual and organisational performance.

- f. Exit Interviews:** Another method of identifying training needs under interviews also includes Exit interviews. An exit interview is a formal discussion that happens between the organisation and an employee who is leaving the company. These interviews serve as a valuable source of information for improving HR practices, workplace culture, and training systems. During the exit interview, employees often share genuine feedback about their work experience, including challenges they faced, support they received, also the training they felt was lacking. The results of exit interviews provide relevant and useful data directly into training needs analysis and training planning processes. Exit interviews provide valuable information as to how to improve recruitment and induction of new employees, and also how to improve staff retention.
- g. Performance records:** These serve as evidence to determine the effectiveness of the training session. If the training was effective, then the employees will exhibit efficient performance. It is free from bias, as performance records are based on documented data rather than any opinions, and if an employee consistently meets or exceeds expectations, it reflects that the current training and skills are sufficient. However, if performance gaps are visible, it indicates the need for further training or skill development. Performance records are a source of information to judge your training success.
- h. Customer feedback:** In most of the service-oriented industries, the assessment is done through customer feedback. The direct feedback from the customer will give a clear picture of the work area for improvement. This method is highly valuable because feedback comes directly from the end user and is generally free from internal bias. It gives a clear picture of performance gaps and helps organizations redesign training programs to meet customer expectations more effectively.
- i. Analysis of HR Metrics and Records :** HR data such as absenteeism rates, accident reports, customer complaints, and employee turnover provide indirect indicators of training needs.

Example: High error rates in production may suggest the need for technical skill training.

3.2.3 Process of Training Needs Assessment

A training needs assessment is the process of identifying the deviation between the performance required and the current performance. The purpose of a training needs assessment is to identify the performance requirements and the knowledge, skills, and abilities required by an agency's workforce to meet these requirements. The evaluation should consider the factors needed to fulfil the organisational mission, improve productivity, and provide quality products and services.

The process of training needs assessment is a systematic approach aimed at identifying skill gaps, knowledge deficiencies, and areas for improvement among employees so that targeted training interventions can be designed and delivered effectively. The various steps involved in training needs assessment are as follows;



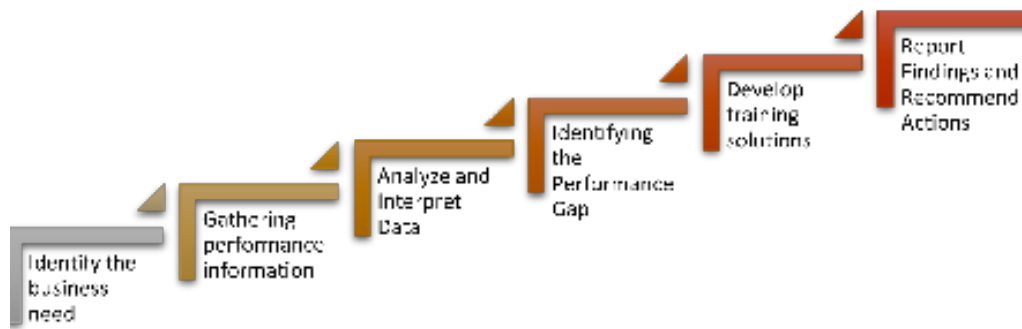


Fig. 3.2.1 Process of Training Needs Assessment

Step 1: Identify the business need or purpose of the assessment

Every effective needs assessment starts with one simple question: “Why are we doing this?” If the purpose is not clear, even the best-designed training can be ruined. Organisations usually conduct a needs assessment when they notice that something requires attention. For example, a sudden drop in employee performance may indicate that employees are struggling with new tasks. When a company introduces advanced software or machinery, employees often require fresh skills to use it confidently. Sometimes, repeated customer complaints or frequent errors in service firms trigger managers to check whether employees need additional training. In growing companies, expansion into new markets may demand new competencies—cultural awareness, negotiation skills, or digital marketing capabilities.

By clearly identifying the purpose at the very beginning, organisations ensure that the needs assessment remains focused, relevant, and aligned with real workplace challenges.

Step 2: Gathering performance information

Once the purpose of the assessment is clear, the next step is to collect real evidence about how employees are currently performing. This helps the organisation see the gap between what is expected and what is actually happening.

Companies use different sources to gather this information. Performance appraisal reports often highlight areas where employees are struggling. Employee surveys and self-assessments allow staff to express what they feel they need support with. Supervisors provide deeper insights through interviews, since they observe employees daily. Direct observations at the workplace help identify behavioural and skill gaps that may not appear in reports. Customer feedback, complaints, or ratings reveal service-related issues, while error logs and productivity records show where mistakes or delays are happening.

Step 3: Analyze and Interpret Data

After gathering the necessary information, the organisation reviews and interprets the data to uncover what is really happening in the workplace. This step helps to

identify patterns, recurring issues, and the specific skills or behaviours that employees are lacking. The goal is to compare current capabilities with expected performance and pinpoint where the gaps lie. To diagnose these gaps effectively, training needs are examined at three levels: Organisation analysis, task analysis, and person analysis. By analysing data from these three angles, organisations get a clear and complete picture of where training is necessary and how it can improve performance.

Step 4: Identifying the Performance Gap

A performance gap is simply the difference between what employees are currently doing and what the organisation expects them to do. Identifying this gap helps the organisation decide whether training is the right solution or if the issue lies somewhere else. Performance gaps may arise due to several reasons, such as: lack of required skills or knowledge, using outdated or incorrect work methods, introduction of new technologies, low motivation, poor attitude, or lack of interest, new roles, promotions, or additional responsibilities.

For example, A clothing store rolls out a new billing system. However, many staff members still make billing errors during peak hours. When supervisors review the situation, they realise the issue isn't carelessness, it is unfamiliarity with the new system. This gap clearly shows the need for hands-on training to help employees adjust and perform confidently.

Identifying such gaps ensures that training is targeted, meaningful, and directly linked to improving workplace performance.

Step 5: Develop training solutions

After identifying the training needs and what type of skills are required, HR suggests appropriate training methods. Some of the possible solutions are as follows: Classroom workshops, On-the-job training, E-learning modules, Coaching or mentoring, Simulation-based training, Role plays, and case studies. For example, if employees lack customer-handling skills, a communication workshop is recommended. If they lack technical skills, software training is suggested.

Step 6: Report Findings and Recommend Actions

The final step in the process is creating a clear and organised Training Needs Assessment (TNA) report. This report serves as a blueprint for designing the actual training programme. The report highlights the exact performance gaps, the employees or departments that require training, the recommended type of training, the expected improvements, and the proposed training timeline.

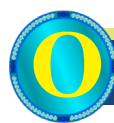
A well-structured Training Needs Assessment (TNA) ensures that organisations invest in the right training for the right people at the right time. By moving step-by-step—from identifying the purpose, gathering performance data, analysing gaps, and recommending solutions—companies avoid guesswork and focus on real performance issues. This systematic process not only strengthens employee capabilities but also improves productivity, customer satisfaction, and organisational growth.





Recap

- ◇ Training Needs Assessment (TNA) identifies the gap between required performance and current employee performance.
- ◇ A clear purpose for conducting TNA helps organisations stay focused on real performance issues.
- ◇ Performance information is gathered through appraisals, surveys, supervisor interviews, observations, customer feedback, and productivity records.
- ◇ Data is analysed at three levels to identify specific skill gaps—organisation analysis, task analysis, and person analysis.
- ◇ Performance gaps may arise due to a lack of skills, outdated methods, new technology, low motivation, or role changes.
- ◇ Training solutions are chosen based on the identified needs and may include workshops, on-the-job training, e-learning, mentoring, or simulations.
- ◇ A final TNA report summarises gaps, training needs, recommended methods, expected improvements, and timelines for implementation.



Objective Questions

1. Which type of analysis examines organisation-level factors affecting performance?
2. Which analysis focuses on identifying individual employee strengths and weaknesses?
3. What is the difference between expected performance and actual performance called?
4. Which method gathers employee opinions through structured written questions?
5. What is the systematic diagnosis conducted before designing a training programme known as?
6. Which HR indicators include absenteeism and employee turnover rates?
7. Which document summarises identified performance gaps and recommended training actions?

8. Which method evaluates employee competence using measurable tests?
9. Which needs assessment method involves guided group discussion led by a facilitator?
10. What information do organisations collect to evaluate current employee performance?



Answers

1. Organisation Analysis
2. Person Analysis
3. Performance Gap
4. Questionnaire
5. Training Needs Assessment (TNA)
6. HR Metrics
7. TNA Report
8. Skill Test
9. Focus Group
10. Performance Data



Assignments

1. Training without proper assessment leads to wastage of resources.” Critically examine this statement with suitable workplace examples.
2. StyleZone, a leading retail chain in Kerala, plans to expand into neighbouring states. Before expansion, HR identifies competency gaps among cashiers, store managers, and warehouse staff. Prepare a structured analytical report explaining how TNA supports strategic growth and risk reduction during expansion.
3. Examine the role of exit interviews in identifying long-term training and development requirements within an organisation.

4. Prepare a detailed note explaining each step in the Training Needs Assessment process with suitable examples from service or manufacturing industries.
5. A service firm receives repeated customer complaints regarding employee behaviour. Explain how customer feedback and performance records can be used to diagnose training needs.
6. A bank introduces new digital banking software, but employees continue to make data-entry errors. Identify the possible performance gaps and suggest appropriate training solutions.
7. You are appointed as an HR Executive in a medium-sized IT company that has recently introduced Artificial Intelligence-based tools. Many employees are unfamiliar with these technologies. Explain the purpose of conducting a Training Needs Assessment (TNA) in this context. Describe at least three methods you would use to gather performance-related data.



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SGOU



BLOCK - 04

Designing and Implementing a Training Program



Unit - 1

Designing a Training Programme



Learning Outcomes

After completing this unit, the learner will be able to:

- ◇ explain the systematic approach in designing a training programme
- ◇ analyse training needs at organisational, task, and individual levels and translate them into measurable learning objectives
- ◇ plan the structure of the training, including content, methods, timing, and resources
- ◇ communicate the training plan and collect feedback to improve the program



Prerequisite

SilverWave Hospitals Ltd., a multi-specialty healthcare chain in South India, recently introduced a digital patient-record system and new service quality protocols. Within a few months, management observed frequent data-entry errors, delays in patient discharge procedures, and inconsistent communication between nurses and administrative staff. Patient feedback scores also declined.

The Hospital Director called for immediate corrective measures. The HR Department initially conducted a Training Needs Assessment and identified gaps in system handling skills, coordination practices, and service etiquette. However, the HR team realized that simply arranging one-time workshops would not solve the issue. What was required was a carefully structured training programme—one that clearly defined objectives, selected the right audience, determined appropriate delivery modes, developed relevant content, and ensured proper communication and follow-up.

This unit explains how organisations systematically design and implement such structured training programmes to ensure measurable improvement in performance.





Keywords

Training Programme Design, Need Assessment, Learning Objectives, Training Framework, Learning Styles, Delivery Mode, Budgeting, Trainer Delivery Style, Audience Identification, Content Development, Training Timeliness, Communication of Training Plan, Feedback, Training Evaluation



Discussion

Designing a training programme is similar to constructing a building — it must begin with a strong foundation and a clear plan. Training cannot be effective if it is carried out in a random or ad-hoc manner. A systematic design ensures that training supports organisational goals, addresses real performance gaps, and uses resources carefully.

In this unit, the training process and the steps involved in identifying training needs were discussed in detail. Building on that foundation, this unit focuses on how these steps are organised into a well-structured training programme that can be practically implemented in the organisation. At GreenLeaf Resorts, the HR team realised that occasional workshops were not solving recurring service issues. What was required was a properly planned training programme, designed step-by-step so that every stage from identifying needs to delivery and follow-up worked in a coordinated manner.

4.1.1 Steps in Designing an Effective Training Programme

A detailed explanation of the training process, including needs assessment, objective setting, design and evaluation, has already been presented in Block 3 Unit 1. Here, these steps are briefly revisited as a recap, and then extended towards programme design and implementation.



Fig. 4.1.1 Steps in Designing an Effective Training Programme

These steps together ensure that training becomes a planned and purposeful activity, rather than an isolated event.

4.1.1.1 Need Assessment

Needs assessment forms the foundation of a training programme. It helps the organisation to identify the gap between the current performance of employees and the expected performance standards, and ensures that training is planned only when it is truly required.

The outcome of need assessment is a clear statement of training needs that indicates:

- ◇ Who requires training?



- ◇ What type of training is required?
- ◇ How it supports organisational goals?

This outcome becomes the basis for the next stage of Formulation of Learning Objectives.

4.1.1.2 Formulation of Learning Objectives

Once the training needs are identified, the next step is to convert them into clear and measurable learning objectives. Learning objectives describe what the trainees should be able to know, do, or demonstrate after the training. They guide the preparation of content, selection of methods, and evaluation of outcomes.

In simple terms, learning objectives tries to answer:

- ◇ what the trainees should gain from the training process
- ◇ how well they should be able to perform the work
- ◇ under what conditions the learning will be applied

Importance of Learning Objectives

Learning objectives are essential because they;

- i. give direction to trainers while planning content and methods
- ii. help trainees understand expectations and stay focused
- iii. provide a basis for assessing training effectiveness
- iv. ensure that outcomes support organisational goals

Without clear objectives, training becomes vague and difficult to evaluate.

Features of Good Learning Objectives

In programme design, learning objectives should be:

- i. specific and clearly stated
- ii. measurable so that outcomes can be assessed
- iii. realistic for the target group of trainees
- iv. relevant to job requirements
- v. time-based wherever possible

Example (GreenLeaf Resorts): “By the end of the training, front-office staff should be able to handle guest complaints politely and resolve them within ten minutes, following the resort’s standard communication procedure.”

Types of Learning Objectives

Learning objectives generally cover three dimensions of employee development:

1. **Cognitive (Knowledge)** : understanding procedures or concepts
2. **Affective (Attitude)** : behaviour, values, service orientation
3. **Psychomotor (Skills)** : operational or technical performance

(These domains have been discussed earlier in Block 3 Unit 1, and are applied here in the context of programme design.)

Use Case: Application to the GreenLeaf Resorts

Based on the identified needs, the HR department at GreenLeaf Resorts formulated the following objectives:

- i. reduce guest check-in time through improved process handling
- ii. ensure confident use of the property management system
- iii. promote courteous and guest-friendly behaviour among staff

These objectives provided a clear direction for preparing the training modules and deciding suitable methods and activities.

With the learning goals now established, the next step is to organise them into a structured plan through Training Programme Framework Development.

4.1.1.3 Training Programme Framework Development

Once the learning objectives are finalised, the next step is to design the training programme framework. The framework acts as the blueprint of the training plan. It shows how the training will be structured what topics will be covered, how the sessions will be organised, and in what sequence learning will take place.

This section focuses on how those inputs are converted into a practical and workable training plan.

- i. **Identify training needs** – helps assess skill gaps and competency requirements of employees.
- ii. **Set clear learning objectives** – defines what learners should know or be able to do after training.
- iii. **Ensure alignment with organisational goals** – links training activities with business strategy and performance goals.
- iv. **Provide structured training design** – guides the selection of content, methods, tools, and timelines.



- v. **Standardise training practices** – ensures consistency and quality across different training programmes.
- vi. **Improve employee performance** – enhances knowledge, skills, and attitudes for better job outcomes.
- vii. **Support continuous learning and development** – encourages lifelong learning and upskilling.
- viii. **Efficient use of resources** – optimises time, cost, and training infrastructure.
- ix. **Facilitate monitoring and evaluation** – enables measurement of training effectiveness and impact.
- x. **Ensure adaptability and scalability** – allows training to be updated as organisational and technological needs change.

Key Components of a Training Framework

A well-structured framework generally contains:

- i. **Programme Structure** — It defines the overall design of the training programme by specifying its total duration, number of sessions, and whether the delivery is online, offline, or blended.
- ii. **Content Outline** — It presents a logical sequence of topics or modules to ensure systematic and progressive learning.
- iii. **Training Methods** — It identifies the instructional techniques such as lectures, demonstrations, role-plays, or simulations to suit learning objectives and trainee needs.
- iv. **Training Schedule** — It provides a detailed plan of the training calendar, session timings, and the order in which sessions will be conducted.
- v. **Trainer & Resource Allocation** — It specifies the trainers involved and the required resources, including training materials, teaching aids, and venue arrangements.
- vi. **Assessment Plan** — It outlines the tools used to evaluate learning outcomes, such as quizzes, practice exercises, or short performance assessments.
- vii. **Follow-up / Reinforcement** — It ensures retention and application of learning through refresher sessions, on-the-job support, or post-training feedback.

(These elements support implementation and will be applied in the next unit on Methods and Techniques.)

Use Case: Application to the GreenLeaf Resorts

At GreenLeaf Resorts, after finalising the objectives to improve service quality and reduce check-in time, the HR team prepared a three-week training framework:

- ◇ Week 1 — introduction to new procedures and property-management system
- ◇ Week 2 — demonstrations and supervised practice at the reception
- ◇ Week 3 — soft-skills and guest-handling activities

Each session had a defined duration, trainer, and method. Materials and job-aids were prepared in advance so that all staff received consistent guidance.

Importance of the Framework

A clear framework:

- i. prevents duplication and confusion
- ii. ensures proper use of time and resources
- iii. gives common direction to trainers and trainees
- iv. makes evaluation easier and more objective

Thus, the framework serves as the guiding map for the remaining steps in programme implementation.

With the framework in place, the next step is to understand how different employees learn, which helps in selecting suitable methods and activities — discussed next under Understanding Learning Styles.

4.1.1.4 Understanding Learning Styles

A training programme becomes effective only when it matches the way learners understand and process information. Employees differ in how they prefer to learn — some learn better by seeing, others by listening, discussing, or practising. Recognising these differences helps trainers design sessions that are engaging and meaningful.

Learning styles refer to the preferred manner in which an individual receives, interprets, and applies new information. When training matches learning preference, participation increases and learning is retained for a longer time.

For example, explaining customer-service procedures only through slides may not help employees who learn better through demonstrations or role-play practice.

Common Learning Style Models

Several researchers have proposed models to understand learning styles. Two of the most widely used are Kolb's Experiential Learning Model and the VARK Model.

1. Kolb's Experiential Learning Model

David Kolb (1984) explained learning as a continuous process based on experience. According to him, experiential learning occurs through a four-stage cycle:



- ◇ **Concrete Experience (CE)** – learning by doing or experiencing something firsthand.
- ◇ **Reflective Observation (RO)** – thinking about what happened and analyzing the experience.
- ◇ **Abstract Conceptualization (AC)** – developing new ideas or modifying existing concepts based on reflection.
- ◇ **Active Experimentation (AE)** – applying the new knowledge to real-life situations.

It is said that effective learning happens when learners move through all four stages.

From these stages, Kolb identified four learner types:

- i. **Divergers** (feel and watch): They prefer group discussions and brainstorming.
- ii. **Assimilators** (think and watch): They prefer lectures and logical explanations.
- iii. **Convergers** (think and do): They prefer practical application and problem-solving.
- iv. **Accommodators** (feel and do): They prefer hands-on experiences and experimentation, rely on intuition.

An effective training programme should combine these stages — for instance, providing experiences, discussions, conceptual inputs, and opportunities to practice.

2. VARK Model

Another popular framework is the VARK Model, which classifies learners into four types based on sensory preferences:

- i. **Visual Learners:** They prefer pictures, diagrams, charts, and written directions.
- ii. **Auditory Learners:** Learn better through listening to lectures, discussions, and verbal instructions.
- iii. **Read/Write Learners:** Prefer text-based materials such as manuals, notes, and handouts.
- iv. **Kinesthetic Learners:** Learn through physical activities, demonstrations, and real-life simulations.

In practice, most people are multimodal learners, meaning they use a combination of these styles, though one may dominate.

Why Understanding Learning Styles Matters

Recognising learning styles helps trainers to:

- i. choose suitable training methods and materials

- ii. improve engagement and participation
- iii. reduce confusion or learner fatigue
- iv. encourage better retention and workplace application

At GreenLeaf Resorts, the HR manager observed that employees had different learning preferences. Therefore, a blended mix of activities was used:

- i. demonstrations and role-plays for kinesthetic learners
- ii. visual process charts for visual learners
- iii. short discussions for auditory learners
- iv. written SOPs and checklists for read/write learners

This ensured that all employees could learn comfortably and apply the training confidently in their work.

Understanding learning styles, therefore, guides trainers in selecting an appropriate mix of lectures, discussions, visuals, and practice activities before finalising the delivery mode, which is discussed in the next section.

4.1.1.5 Selecting the Delivery Mode

Selecting the delivery mode is an important step in training design. The delivery mode refers to the method or medium through which training is conducted. It influences how clearly the message reaches the learners and how well learning outcomes are achieved.

The choice of delivery mode depends on factors such as the nature of content, the number and location of trainees, available budget and technology, and learners' learning styles.

Types of Delivery Modes

Training programmes may be offered through three broad approaches.

1. Classroom Training (Instructor-led Training)

In this mode, trainers and participants meet in a physical setting. It is useful for interactive and behaviour-based training.

Advantages

- i. encourages discussion and teamwork
- ii. allows immediate feedback
- iii. helps build group interaction

Limitations

- i. fixed time and place
- ii. higher logistical costs



2. Online or E-learning Mode

Training is delivered through digital platforms such as LMS portals, virtual classrooms or recorded modules. It is helpful when employees are located in different places.

Advantages

- i. flexible and self-paced learning
- ii. uniform content delivery
- iii. cost-effective over time

Limitations

- i. limited face-to-face interaction
- ii. requires learner discipline

3. Blended Learning Mode

Blended learning combines classroom and online methods where, theory may be delivered online, while practice and role-play happen in physical sessions.

Advantages

- i. supports different learning styles
- ii. saves time and cost
- iii. improves participation

Limitations

- i. requires careful coordination
- ii. needs reliable technology support

Factors Influencing the Choice of Delivery Mode

The selection of the delivery mode should align with organisational goals and trainee characteristics. Key factors to consider include:

1. **Training Objectives:** If the goal is to build interpersonal or service skills, classroom sessions or simulations are ideal. For conceptual learning, online modules may suffice.
2. **Learner Profile:** Experienced employees might prefer self-paced e-learning, while new recruits may benefit from guided, face-to-face sessions.
3. **Content Complexity:** Complex or sensitive topics (e.g., customer interaction, conflict management) often require trainer-led sessions for better understanding.

4. **Budget and Resources:** Technology-based learning requires upfront investment but reduces recurring costs over time.
5. **Time Availability:** Online and blended modes help manage time constraints and shift schedules.

At GreenLeaf Resorts, the HR department faced a practical challenge — employees worked in different shifts, making it difficult to assemble everyone for traditional classroom training. To address this, the management introduced a blended delivery mode.

- i. Basic modules like environmental awareness and guest communication were shared online via short videos and quizzes.
- ii. In-person workshops were conducted for topics that required role-play, teamwork, and customer interaction practice.
- iii. Supervisors provided feedback through periodic review meetings.

This flexible delivery mode not only accommodated employees' schedules but also improved engagement and performance.

Choosing the right delivery mode ensures that training is not only accessible but also effective and engaging. A well-selected mode bridges the gap between learning objectives and performance outcomes, ensuring that every participant can learn, apply, and grow.

In our GreenLeaf Resorts example, once the management finalised the blended delivery approach, they turned their attention to the budget by estimating costs for trainers, materials, and online tools to make the programme feasible and sustainable. This crucial step, Budgeting, is discussed below.

4.1.1.6 Budgeting

Every training programme requires adequate resources for its successful implementation. Preparing a detailed budget helps to estimate the financial requirements and ensures that funds are utilized efficiently. A realistic budget not only prevents wastage but also demonstrates the organization's commitment to employee development.

Budgeting in training involves identifying all cost elements associated with the programme. These may include trainer fees, training materials, venue charges, refreshments, technology tools, travel, accommodation, and administrative costs. In some cases, trainee time and productivity loss during training are also treated as indirect costs.

It is advisable to classify expenses under direct and indirect costs.

- i. Direct costs refer to expenses that can be directly attributed to the training programme such as trainers' remuneration, equipment, materials, and venue hire.



- ii. Indirect costs include support staff time, trainee salaries during training hours, and other overheads.

Many organisations also adopt a cost–benefit or Return on Investment (ROI) approach to evaluate the worth of training. This involves comparing the total cost of the training with the measurable benefits, such as improved productivity, reduced errors, or higher customer satisfaction. A well-structured budget thus helps in justifying the training expenditure to top management.

The budgeting process generally includes:

- i. estimating the total cost based on programme design and duration
- ii. allocating funds to different heads such as content development, logistics, trainer fees and evaluation
- iii. obtaining management approval for financial sanction
- iv. monitoring actual expenses during implementation to avoid overruns

At GreenLeaf Resorts, the HR department estimated the total cost of the training based on trainer fees, printed manuals, online modules, and refreshments. The budget was submitted for managerial approval, ensuring financial clarity before the programme began. The team also kept a record of actual expenses to compare them with the proposed estimates, ensuring cost-effectiveness.

In summary, careful budgeting ensures that training is both effective and economically viable. It creates transparency, facilitates managerial approval, and provides a basis for evaluating the programme's financial efficiency.

The next important aspect in training design is the Delivery Style of Trainer, which plays a crucial role in keeping participants motivated and engaged throughout the sessions.

4.1.1.7 Delivery Style of Trainer

The success of a training programme depends not only on its design and content but also on the way it is delivered. The trainer's delivery style shapes the learning experience and influences how engaged, motivated and confident the participants feel during the session. A suitable delivery style helps in converting planned content into meaningful learning outcomes.

Delivery style refers to the trainer's approach in presenting the content, which includes trainer's communication style, interaction level, attitude and use of training aids. A good delivery style;

- 1. increases learner attention and participation
- 2. builds trainee confidence to learn
- 3. simplifies complex ideas through examples and demonstrations

4. creates a positive and motivating learning environment

Types of Trainer Delivery Styles

1. **Instructor-centred style** — The trainer explains concepts in a structured manner while participants mainly listen and take notes. Interaction is minimal, and the focus is on clear transmission of information. This style is especially useful for theoretical, policy-based, or highly technical topics where uniform understanding is required.
2. **Participative / Facilitative style** — The trainer actively encourages discussion, sharing of experiences, and group-based activities among participants. Learners contribute ideas, reflect on real-life situations, and learn from one another. This style is suitable for behavioural, soft-skill, and service-oriented training programmes.
3. **Coaching style** — The trainer works closely with individuals to identify strengths, weaknesses, and performance gaps. Personalised guidance, mentoring, and constructive feedback are provided on a continuous basis. This approach is effective for improving job performance and developing leadership or professional competencies.
4. **Demonstrative style** — The trainer demonstrates how tasks or procedures are performed step by step. Trainees first observe the process and then practise it under supervision. This style is ideal for skill-based, technical, or operational training.
5. **Blended style** — This style combines short lectures with interactive methods such as role plays, case studies, simulations, and discussions. It addresses different learning preferences and keeps participants actively engaged. Blended delivery enhances understanding, retention, and practical application of knowledge.

Key Elements of an Effective Delivery Style

An effective trainer focuses on:

- i. clear and simple communication
- ii. he engages learners through questions and examples
- iii. he adjusts pace and method based on learner response
- iv. he insist on using visuals and demonstration aids where needed
- v. being receptive to feedback during the session

At GreenLeaf Resorts, trainers adopted a participative delivery style for service quality training. Employees discussed real guest situations, role-played check-in scenarios and worked together to find solutions. This made the training more lively, practical and relevant to their work.



The delivery style acts as a bridge between the training plan and its successful implementation. The next step in the process is Identification of Audience, which involves selecting the right participants for the training programme.

4.1.1.8 Identification of Audience

Audience identification refers to deciding who should be trained, why they need training, and at what level. It ensures that the programme matches job responsibilities and skill gaps.

If the wrong employees are selected, even a well-designed training programme may fail, leading to wastage of time and resources.

Selecting the appropriate audience helps in:

- i. focusing learning on relevant employee groups
- ii. using training resources effectively
- iii. improving learner motivation and commitment
- iv. ensuring better workplace performance and application of skills

Criteria for Audience Selection

Training managers generally consider the following aspects:

- i. **Job role and function** – employees performing similar tasks may have common training needs. Example: Front-office staff may need service and communication training, while back-office staff may need accuracy and reporting skills.
- ii. **Experience and competence level** –
 - a. new employees need induction and basic training
 - b. experienced employees may need refresher or advanced training
- iii. **Performance gaps** – appraisal reports, customer complaints and supervisor feedback help identify weak areas
- iv. **Organisational priorities** – audience selection may support goals such as improving service quality or reducing errors
- v. **Learning readiness and motivation** – willingness to learn improves training outcomes
- vi. **Availability and work schedules** – training must be planned without disrupting essential operations

Methods for Identifying the Training Audience

Organisations identify suitable participants through:

1. **Performance appraisal records:** Performance appraisal records provide information about an employee's strengths, weaknesses, and past performance levels. They help identify specific skill gaps and areas where training is required to improve job performance.
2. **Supervisor or departmental nominations:** Supervisors or department heads nominate employees for training based on observed performance issues or future role requirements. This method ensures that training is aligned with departmental goals and operational needs.
3. **Self-nomination :** Self-nomination allows employees to volunteer for training based on their personal career goals and learning interests. It encourages motivation, self-development, and employee ownership of learning.
4. **Training need surveys:** Training need surveys collect feedback from employees regarding the skills and knowledge they feel they lack. The survey results help organisations to design relevant and need-based training programmes.
5. **Job analysis and competency mapping:** Job analysis identifies the tasks, responsibilities, and skills required for a particular job role. Competency mapping compares these requirements with existing employee competencies to determine precise training needs.

These methods help match training participation with real capability gaps.

At GreenLeaf Resorts, performance issues were observed mainly at the front desk and in housekeeping. Therefore, front-office executives and housekeeping supervisors were selected as the primary training audience. A few new recruits were also included to ensure standardisation of procedures across departments. By selecting the right participants, the programme became more focused and impactful.

Once the audience is identified, the next step is to decide what content will be delivered and how it will be structured.

4.1.1.9 Content Development

Once the training audience is identified, the next step is to develop the content, which act as the core of the training programme. Well-designed content helps employees acquire, understand, and apply new knowledge and skills in their work. Content development refers to selecting, organising, and designing learning materials that address the identified training needs and learning objectives. It acts as a bridge between what the programme intends to achieve and how it is delivered.



Training content must be:

- i. relevant to job tasks and performance gaps
- ii. practical and engaging
- iii. aligned with organisational goals

If the content is too theoretical or unrelated to work situations, trainees may find it difficult to apply learning in the workplace.

Major Principles while Developing Training Content

1. **Alignment with Learning Objectives:** Training content must be carefully designed to support clearly defined learning objectives. This ensures that every topic contributes directly to the expected knowledge, skills, or attitudes to be developed.
2. **Relevance to Job Requirements:** The content should be closely linked to actual job roles, tasks, and workplace challenges. Using real-life examples and case situations helps learners apply what they learn to their daily work.
3. **Balance of Theory and Practice:** Theoretical concepts should be reinforced through practical activities such as demonstrations, role-plays, or simulations. This balance improves understanding and enhances skill development.
4. **Clear and Simple Language:** The training content should be written in simple, easy-to-understand language to avoid confusion. Unnecessary technical terms should be removed.
5. **Organisational and Cultural Fit:** In order to gain the acceptance and relevance of the training among employees the training content should include illustrations and scenarios which will reflect the organisation's culture, values and work environment.
6. **Flexibility:** Training content should be adaptable to different delivery modes such as classroom training, online learning, or blended formats. Flexibility allows organisations to modify content based on learner needs and resource availability.

Steps in Content Development

The process of developing training content typically includes the following steps:

1. **Define learning outcomes** – This step involves clearly specifying what trainees should know, understand, or be able to do at the end of the training programme. Learning outcomes should be specific, measurable, and aligned with organisational or job requirements. Clearly defined outcomes guide both the trainer and the learners throughout the training process.
2. **Select topics and sub-topics** – Based on the defined learning outcomes, relevant topics and sub-topics are identified and organised. Only content that

directly supports the training objectives should be included. This helps to avoid unnecessary information and keeps the training focused and purposeful.

3. **Gather information** – The training content is developed using reliable sources such as training manuals, standard operating procedures (SOPs), expert inputs, research reports, and real-life case studies. Authentic and up-to-date information improves the credibility of the training. Practical examples and organisational data make the content more relevant to trainees.
4. **Choose suitable training methods and aids** – Appropriate training methods such as lectures, demonstrations, group discussions, simulations, or e-learning tools are selected based on the nature of the content and the learner profile. Training aids like slides, videos, handouts, and models enhance the level of employees understanding. The right mix of methods improves engagement and learning effectiveness.
5. **Sequence the content logically** – The content is arranged in a logical flow, usually moving from basic concepts to more complex or advanced topics. Proper sequencing helps trainees build knowledge gradually and avoid confusion. It also ensures smooth transitions between topics during the training session.
6. **Review and validate content** – Subject matter experts review the training material to ensure accuracy, relevance, and completeness. This step helps to identify gaps, outdated information, or inconsistencies in the content. Validation ensures that the training meets professional and organisational standards.
7. **Pilot-test the session** – A trial run of the training session is conducted with a small group or internal audience. This helps assess clarity of content, timing of activities, and trainee engagement. Feedback from the pilot test is used to refine and improve the final training programme.

At GreenLeaf Resorts, after identifying the training audience, the HR team developed structured modules covering guest greeting and communication etiquette; handling complaints and difficult situations; efficient check-in and check-out procedures; teamwork and coordination between departments. The modules combined short lectures, role-play activities, and video demonstrations. The content was reviewed by the operations manager and pilot-tested with a small group before final implementation.

Once the content is developed, the next step is to select appropriate training methods and techniques so that learning becomes interactive and effective. This will be discussed in the following section.

4.1.1.10 Timeliness

Training must be delivered at the right time to ensure maximum effectiveness. Timeliness refers to scheduling the programme when it can bring the greatest benefit to both employees and the organisation. Even a well-designed training loses its value if it is conducted either too early or too late in relation to performance needs. Training is most effective when it aligns with organisational readiness (availability of time, resources, and management support) and learner readiness (employee motivation, availability, and mental preparedness).



For example, training on new software should ideally be conducted before its implementation, so that employees can apply the learning immediately. Conversely, training conducted long before a change may lead to forgetting or disinterest.

Factors Influencing Timeliness

1. **Organisational Priorities** – The timing of training programmes should align with organisational goals and should not interfere with critical business operations. Scheduling training during peak workload periods may reduce productivity and employee focus. Therefore, off-peak periods or lean seasons are generally considered ideal for conducting training.
2. **Learner Availability** – Training schedules must consider employees' work shifts, workload, and personal commitments. When training is planned at convenient times, participation and attention levels are higher. Flexible scheduling helps ensure better attendance and learning outcomes.
3. **Nature of Training** – The urgency and purpose of training influence its timing. Mandatory training such as compliance, safety, or legal updates often needs immediate scheduling to avoid risks. In contrast, skill development or career-oriented training can be planned over a longer period.
4. **Seasonal or Market Conditions** – Certain industries experience fluctuations in demand based on seasons or market trends. In sectors like tourism or retail, training is usually conducted before peak seasons to prepare employees for increased workload. Proper timing helps employees perform efficiently during high-demand periods.
5. **Resource Availability** – The availability of trainers, training facilities, learning materials, and financial resources directly affects training schedules. Lack of essential resources can lead to delays or reduced training quality. Effective planning ensures that all required resources are in place at the right time.

Importance of Timeliness

- i. Ensures that training results are relevant and applicable.
- ii. Helps retain newly acquired knowledge through immediate application.
- iii. Prevents operational disruptions and employee fatigue.
- iv. Builds momentum for performance improvement.

At GreenLeaf Resorts, customer service training was scheduled just before the peak tourist season. This helped employees apply their learning directly while serving guests. Conducting the programme during the peak season would have affected operations and created workload pressure.

The next critical aspect in the training design process involves communicating the Training Plan, ensuring that all stakeholders are informed and aligned which is discussed below.

4.1.1.11 Communication of Training Plan

Communication plays a key role in the success of a training programme. Once the training framework and schedule are finalised, the plan should be clearly communicated to all stakeholders — trainees, trainers, supervisors, and management. Clear communication builds awareness, reduces confusion, and helps participants prepare for the programme. A communicated training plan acts as a link between design and implementation. It explains what will be taught, why it is required, and how the programme will be conducted, thereby creating a positive attitude towards training.

Elements of an Effective Communication Plan

1. **Training objectives** – Clearly explain what the training programme aims to achieve and the specific skills or knowledge participants will gain. The objectives should be linked to employees' job roles and performance expectations. This helps participants understand the relevance and value of attending the training.
2. **Training schedule** – Communicate the date, time, duration, and venue of the training well in advance. Indicate whether the programme will be conducted offline, online, or in a hybrid mode. Advance information helps participants plan their work and ensures better attendance.
3. **Programme structure** – Provide a brief overview of the training sessions, key topics to be covered, names of trainers, and delivery methods. This gives participants a clear picture of how the programme will be conducted. A transparent structure builds confidence and prepares learners mentally for the sessions.
4. **Pre-training requirements** – Inform participants about any preparatory work such as reading materials, forms, assessments, or online modules to be completed before the training. Completing these requirements helps participants engage more effectively during the programme. Clear instructions prevent last-minute confusion or delays.
5. **Roles and responsibilities** – Clearly outline what is expected from trainees, such as active participation and completion of assignments. Also specify the role of supervisors or managers in supporting attendance and post-training application. This shared understanding improves accountability and training effectiveness.
6. **Feedback mechanism** – Provide clear channels such as email, discussion forums, or help desks for participants to ask questions or raise concerns. Feedback opportunities should be available both before and during the training. This ensures issues are addressed promptly and improves the overall training experience.

Modes of Communication

Training plans may be communicated through:

1. **Official circulars or memos** – Training plans are often communicated through formal circulars or memos for organisation-wide programmes. These documents



provide authoritative information and ensure uniform communication to all employees. They are useful for announcing mandatory or large-scale training initiatives.

2. **Emails and digital calendars** – Emails are commonly used to share training details along with attachments such as agendas, guidelines, and reading materials. Digital calendar invites help participants remember training dates and manage their schedules effectively. This mode allows quick updates and easy access to links for online sessions.
3. **Orientation meetings or briefings** – HR personnel or training coordinators may conduct orientation meetings or briefings to explain the training plan. These sessions allow participants to clarify doubts and understand expectations directly. Face-to-face or virtual briefings improve clarity and engagement.
4. **Learning Management Systems (LMS)** – LMS platforms provide a centralised space where participants can access training schedules, materials, announcements, and updates. They enable self-paced learning and continuous communication. LMS-based communication also helps track participation and progress efficiently.

Importance of Communication

1. **Builds awareness and readiness** – Effective communication ensures that employees are well informed about upcoming training programmes. When employees know what to expect, they can prepare mentally and logistically. This readiness improves participation and learning outcomes.
2. **Enhances commitment** – Clear communication highlights the objectives and benefits of the training programme. Employees are more likely to value and commit to training when they understand how it supports their roles and career growth. This leads to higher engagement and motivation.
3. **Reduces anxiety or resistance** – Proper communication helps address fears or misconceptions related to training. When details about content, methods, and expectations are shared in advance, uncertainty is reduced. This creates a positive attitude towards learning and change.
4. **Promotes coordination** – Communication ensures alignment among trainers, managers, and learners. Everyone understands their roles, schedules, and responsibilities. This coordination contributes to smooth execution and overall effectiveness of the training programme.

At GreenLeaf Resorts, the HR department shared the training plan two weeks in advance through email and staff briefings. The communication included objectives, session details, and trainer information. Department heads adjusted duty schedules to ensure full participation. As a result, trainees attended the programme well-prepared and motivated. The next crucial step in the design process is Feedback and Evaluation, where the outcomes of training are measured and insights gathered to improve future programmes, which is discussed below.

4.1.1.12 Feedback and Evaluation

Feedback and evaluation form the final step in the training design process. This stage helps to check whether the training has achieved its purpose and whether it has contributed to organisational performance. Evaluation is not only an end activity; it also provides inputs for improving future training programmes.

Evaluation refers to the systematic collection and analysis of information to find out:

- i. whether training objectives have been achieved
- ii. how effectively the programme was delivered
- iii. whether the benefits justify the cost of training

Feedback provides the views and experiences of trainees, trainers, and supervisors, which helps in refining the programme.

The main purposes of feedback and evaluation are to:

- i. assess achievement of training objectives
- ii. identify strengths and weaknesses of the programme
- iii. support managerial decisions on training investments
- iv. improve future training design and delivery

Levels of Evaluation

The most widely used model for evaluating training effectiveness is Kirkpatrick's Four-Level Model, which includes:

1. **Reaction** – This level measures participants' immediate satisfaction with the training programme. Feedback is usually collected through questionnaires, surveys, or informal discussions at the end of the session. It helps trainers understand how participants perceived the content, delivery, and overall training experience.
2. **Learning** – This level assesses the extent to which participants have gained new knowledge, skills, or changed attitudes as a result of the training. Evaluation is done using tests, quizzes, assignments, or practical exercises. It indicates whether the learning objectives of the programme have been achieved.
3. **Behaviour** – This level examines whether participants are applying what they learned when they return to their jobs. Methods such as supervisor observations, performance appraisals, or follow-up interviews are commonly used. It shows the transfer of learning from the training environment to the workplace.
4. **Results** – This level evaluates the overall impact of training on organisational outcomes. It focuses on measurable results such as increased productivity, improved quality, higher customer satisfaction, or reduced costs and errors. This level helps management judge the value and effectiveness of the training investment.



In some organisations, a fifth level, Return on Investment (ROI) is also considered to compare training costs with tangible benefits.

Methods of Collecting Feedback

Feedback and evaluation can be conducted using multiple tools, such as:

Methods of Collecting Feedback

1. **Pre- and post-training assessments** – These assessments are conducted before and after the training programme to measure changes in knowledge, skills, or attitudes. Comparing the results helps identify the extent of learning achieved. This method clearly shows the effectiveness of the training content.
2. **Observation and performance appraisals** – Supervisors or trainers observe employees' job performance after training to assess behavioural changes. Performance appraisal reports provide structured evidence of improvement or gaps. This method is useful for evaluating the practical application of training.
3. **Questionnaires and surveys** – Feedback forms and surveys are widely used to collect participants' opinions on training quality, relevance, and delivery. They can be administered online or offline for convenience. This method allows feedback to be gathered from a large group efficiently.
4. **Focus group discussions** – Small group discussions encourage participants to share experiences, opinions, and suggestions openly. This qualitative method provides deeper insights into training strengths and weaknesses. It also helps identify common issues faced by learners.
5. **Interviews with participants and supervisors** – One-to-one or structured interviews offer detailed and personalised feedback. Participants can explain their learning experiences, while supervisors can comment on workplace performance changes. This method provides rich, in-depth information.
6. **Training reports or learning journals** – Participants may be asked to prepare reports or maintain learning journals after the training. These documents reflect individual learning, understanding, and application of concepts. They also help trainers evaluate long-term learning outcomes.

A combination of qualitative and quantitative methods provides a more holistic picture of training effectiveness.

Timing of Evaluation

Evaluation should be both formative (conducted during training to make adjustments) and summative (after training to assess final outcomes). Continuous feedback throughout the training ensures better alignment with learner needs and helps trainers make on-the-spot improvements.

Importance of Feedback and Evaluation

- i. Ensures alignment between training goals and organisational outcomes.

- ii. Provides data for decision-making and resource allocation.
- iii. Encourages trainers to maintain high-quality delivery standards.
- iv. Helps participants see the value of training, increasing motivation and engagement.

At GreenLeaf Resorts, evaluation was conducted in two phases. Immediately after the training, participants completed a satisfaction survey to assess the trainer's delivery and content relevance. Three months later, supervisors reviewed participants' on-the-job performance. The results showed improved guest-handling skills and reduced complaints, confirming the programme's success and providing data for designing future sessions.

The steps discussed in this unit highlight how a training programme should be thoughtfully designed—from identifying needs and setting clear objectives to selecting delivery methods, scheduling, communicating plans, and evaluating outcomes. A well-designed training programme ensures clarity, relevance, and effective learning. However, design alone is not sufficient. The real impact of training depends on how the programme is actually carried out, that is, the methods, techniques, and conditions under which the training is implemented.

This shifts our focus to the next unit, where we explore the Methods and Techniques of Designing Training Programmes and the Determinants of a Good Training Programme.

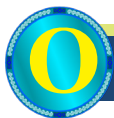


Recap

- ◇ Designing a training programme is a systematic process that ensures training is meaningful, relevant, and connected to organisational goals. Training should not be conducted randomly; it must follow a clear plan to achieve desired results.
- ◇ Needs Assessment is the first and most important step. It helps identify the gap between current and expected performance. It is carried out at three levels – organisational, task, and individual – and uses methods such as observations, surveys, interviews, and performance data.
- ◇ After identifying training needs, Learning Objectives are developed. These objectives clearly state what trainees should know, feel, or be able to do after the training. Objectives must be specific, realistic, and measurable.
- ◇ Training Programme Framework Development involves structuring the training in terms of duration, sequencing of topics, training methods, assessment strategies, and allocation of trainers and resources. It works as the blueprint of the entire programme.
- ◇ Understanding Learning Styles helps design training methods that match how different people learn. Models like Kolb and VARK explain that some learners prefer visual material, some learn by listening, and others by doing and practising.



- ◇ The Delivery Mode of the programme (classroom, online, blended, or on-the-job) should be selected based on the learning objectives, nature of content, number of trainees, and resources available.
- ◇ Budgeting ensures that the training is cost-effective. It involves estimating direct and indirect costs and monitoring expenses to avoid overspending.
- ◇ The Delivery Style of the Trainer affects learner engagement and understanding. Trainers may adopt instructor-centred, participative, coaching, demonstrative, or blended styles depending on the training situation.
- ◇ Identification of Audience ensures that training is given to the right employees who need it the most to improve their job performance and contribute to organisational goals.
- ◇ Content Development involves preparing training materials, examples, demonstrations, and practical exercises that are job-relevant and easy to understand.
- ◇ Timeliness ensures training is scheduled at the most appropriate time so that employees can immediately apply what they learn without disrupting organisational operations.
- ◇ Communication of the Training Plan prepares participants by informing them about objectives, schedules, roles, and expectations. Clear communication increases readiness and participation.
- ◇ Feedback and Evaluation help in assessing the effectiveness of training. Evaluation identifies what worked well, what needs improvement, and whether the training has led to improved performance.



Objective Questions

1. What is the first foundational step in designing a training programme?
2. What converts identified training needs into measurable outcomes?
3. Which document acts as the blueprint of the training programme?
4. Which model explains learning as a four-stage experiential cycle?
5. Which delivery mode combines classroom and online learning?
6. What financial planning process estimates training-related expenses?
7. Which trainer style focuses on demonstration followed by supervised practice?

8. What process ensures the selection of the right participants for training?
9. What step involves selecting and organising learning materials?
10. What factor ensures that training is conducted at the most appropriate time



Answers

1. Need Assessment
2. Learning Objectives
3. Training Framework
4. Kolb's Model
5. Blended Learning
6. Budgeting
7. Demonstrative Style
8. Audience Identification
9. Content Development
10. Timeliness



Assignments

1. "A training framework acts as the backbone of programme implementation." Critically examine this statement with suitable organisational examples.
2. A retail company conducts training during its peak festive season and observes poor attendance and limited impact. Analyse the role of timeliness in training effectiveness.
3. Discuss the importance of budgeting in training programme design. How can ROI analysis justify training expenditure to top management?
4. SilverWave Hospitals has identified performance gaps in digital record handling and patient communication. Explain how a systematic training programme design can address these issues. Outline each major step involved in programme design.



5. Compare classroom training, online learning, and blended learning modes. In what situations would each mode be most effective?
6. Why is it important to carefully identify the training audience?
7. What principles should be followed while developing training content?
8. Explain the importance of communication and feedback in the training process.
9. How do learning styles influence the choice of training methods?
10. Describe the factors to be considered while selecting an appropriate delivery mode.



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SGOU



Unit - 2

Implementing a Training Programme



Learning Outcomes

After completing this unit, the learner will be able to:

- ◇ explain and differentiate between on-the-job and off-the-job training methods used in organisations
- ◇ identify and analyse the key determinants that influence the effectiveness of a training programme
- ◇ describe the role of organisational support, trainer competence, and trainee readiness in successful training implementation
- ◇ apply the step-by-step process of implementing a training programme in practical workplace situations



Prerequisite

MetroCare Hospitals, a rapidly growing healthcare group, had recently completed designing a comprehensive training programme on patient service excellence and digital record management. The HR department had done everything by the book. They had conducted a needs assessment, defined measurable learning objectives, selected appropriate training methods, prepared training materials, scheduled sessions, allocated budgets, and informed all departments.

On paper, the program looked flawless. The training hall was booked. Projectors and laptops were tested. Manuals were printed. Trainers were briefed on the content and expected outcomes. Department heads had nominated participants. Everything appeared organized and ready. Yet the HR Manager knew from experience that designing a program and successfully implementing it were two very different things. Would participants actively engage or sit passively? Would the trainer manage time effectively? Would employees get sufficient opportunities to practise new skills? Would supervisors support employees after the training ended? Would learning actually translate into improved patient handling and faster service

The hospital administration understood that real results do not emerge from planning alone. The effectiveness of training depends on how smoothly sessions are conducted, how clearly instructions are delivered, how well practice is supervised, how feedback is provided, and how consistently learning is reinforced at the workplace. As the first batch of nurses and front-desk executives entered the training room, the programme moved from theory to reality from design to execution.

This unit explains the crucial stage known as Implementation of the Training Programme. It focuses on how training sessions are organised, delivered, monitored, and followed up to ensure that learning is not confined to the training room but becomes visible in actual workplace performance.



Keywords

On-the-Job Training, Off-the-Job Training, Job Instruction Training, Coaching, Mentoring, Job Rotation, Case Study Method, Role Play, Simulation, Training Environment, Trainee Readiness, Organisational Support, Trainer Competence, Practice and Reinforcement, Implementation of Training Programme



Discussion

4.2.1 Methods and Techniques of Designing Training Programmes

Once the structure of a training programme is planned, the next important task is to select the methods that will be used to deliver the training. The choice of training methods determines how well employees understand, internalise, and apply new knowledge or skills. Different skills require different learning experiences. For instance, skills involving physical actions or customer interaction require practice, whereas conceptual or policy-related learning may require explanation and discussion.

Training methods are usually grouped into On-the-Job Methods and Off-the-Job Methods, and most effective programmes use a blend of both to support understanding and skill transfer.

4.2.1.1 On-the-Job Training (OJT) Methods

On-the-Job Training refers to learning that takes place in the actual work environment, where employees learn by performing their duties under the guidance of an expert. As learning happens in real conditions, it allows employees to immediately apply skills, understand work processes, and gain confidence. One major advantage of OJT is that it is practical and economical, as it does not require separate training facilities. However, it also requires patient supervision, consistent performance standards, and a work culture that encourages learning.



1. **Job Instruction Training (JIT):** This method involves a systematic demonstration and explanation of a task by a trainer or senior employee. The task is broken into simple and logical steps, and each step is explained along with its purpose. After observing, the trainee practices the task while the trainer provides corrections and feedback.
At GreenLeaf Resorts, the front-office supervisor demonstrated the new check-in procedure step-by-step, explaining elements like greeting posture, tone of voice, and data entry sequence.
2. **Coaching:** In coaching, learning occurs through close guidance, observation, and continuous feedback. Coaching is not formal; it is integrated into daily work. The coach identifies performance gaps, suggests improvements, and observes how the trainee applies the guidance. Coaching works especially well when personalised attention and confidence-building are required.
3. **Job Rotation:** Job Rotation involves shifting employees across different roles or departments for a period of time. This method helps employees understand interlinkages between jobs, strengthens teamwork, and develops multiple skills.
At GreenLeaf Resorts, some front-office staff were rotated to housekeeping and guest relations to understand how service quality is shaped across the guest journey.
4. **Mentoring:** Mentoring focuses on long-term professional development. A senior employee supports a less experienced one by offering advice, motivation, and direction. Unlike coaching, mentoring is more about career growth and personal support rather than immediate task performance.

On-the-Job Training encourages learning by doing, but its success depends on the competence and patience of supervisors and the presence of a work environment that encourages experimentation and inquiry.

4.2.1.2 Off-the-Job Training Methods

Off-the-Job Training takes place away from the immediate workplace, allowing trainees to reflect, discuss, and learn without pressure. This is especially useful when training deals with concepts, attitude development, behavioural skills, or analytical problem-solving.

1. **Lecture Method:** The lecture method is efficient when a large group needs to be introduced to new policies, standards, or theoretical concepts. However, a lecture should not be one-way; it becomes effective when the trainer encourages interaction, questions, and brief discussions.
2. **Group Discussions and Workshops:** These methods promote shared learning. Participants exchange ideas, clarify doubts, and challenge assumptions. Workshops allow learners to actively interact, collaborate, and jointly solve problems. This is ideal for developing teamwork and interpersonal understanding.

3. **Case Study Method:** In this method, learners examine real or simulated organisational situations and analyse them to make decisions. Case studies improve analytical thinking, decision-making, and judgment. For example, trainees may examine a case where a guest complaint was handled poorly and suggest better approaches.
4. **Role Play:** Role play involves acting out workplace scenarios, such as handling a dissatisfied guest. This method helps employees develop communication skills, empathy, and emotional control. It is particularly relevant to service industries where interpersonal interactions shape customer experience.
5. **Simulation and Mock Exercises:** Simulations recreate real work environments in a controlled setting. They allow trainees to practice without fear of making mistakes. At GreenLeaf Resorts, trainees practised guest interactions at a mock reception counter before engaging with real guests.
6. **E-Learning and Digital Learning:** Technology-enabled learning offers flexibility, self-paced study, and multimedia engagement. Online training modules, video demonstrations, quizzes, and virtual classrooms allow training to reach multiple branches or employees working in shifts.

During the service quality enhancement programme, GreenLeaf Resorts used a blended learning approach. The trainer began with a workshop-style discussion on guest expectations and resort values (Off-the-Job). Role plays and simulated check-in scenarios were then conducted to develop communication and service behaviour. Finally, employees practised the updated procedures at the actual reception desk under supervision (On-the-Job).

This combination ensured that employees not only understood the new procedures but also felt confident applying them in real situations.

There is no single method that fits all training situations. The effectiveness of training depends on selecting methods that match the nature of the job, the skills to be developed, and the characteristics of the learners. A well-designed training programme usually blends different methods so that employees not only understand the concepts involved but also observe how tasks are performed, practise the skills themselves, and receive feedback while learning. In this way, training becomes more engaging, relevant, and easier to transfer to real work situations. However, even when appropriate training methods are selected, the success of the programme is not guaranteed. A variety of factors — such as organisational support, the competence of the trainer, the motivation of participants, and the learning environment — influence how effectively training is absorbed and applied. These factors are known as the determinants of a good training programme, which we discuss in the next section.

4.2.2 Determinants of a Good Training Programme

As the training sessions began at GreenLeaf Resorts, the HR team soon realised that the success of the programme did not depend only on the content or methods used. Even a well-designed training plan can fall short if certain supporting conditions are



not present. For example, if supervisors do not encourage employees to apply new skills, or if trainees are distracted by workload stress, learning may not translate into performance. These underlying conditions that influence the effectiveness of training are known as the determinants of a good training programme. A training programme is considered successful not only when participants learn during the session, but when they apply the learning consistently in their day-to-day work. The determinants discussed below directly affect this transfer of learning from the training room to the workplace.

1. Organisational Support

Training becomes meaningful when the organisation values learning. Support must be visible in the form of management encouragement, availability of time to practise skills, and recognition of efforts. When employees feel that their learning is respected and appreciated, they are more willing to participate with interest.

At GreenLeaf Resorts, the management scheduled training during a less busy period and encouraged supervisors to support trainees in implementing the new procedures. This created a positive learning climate.

2. Competence of the Trainer

The trainer must possess both subject expertise and instructional skills. Being knowledgeable alone is not enough, the trainer must explain concepts clearly, communicate effectively, and engage participants. A trainer who can inspire trust and curiosity enhances learning considerably.

3. Trainee Motivation and Readiness

Learners must believe that the training is relevant to their work and beneficial to their growth. If training is viewed as compulsory or unrelated to real challenges, participation becomes passive. Motivation increases when employees understand why training is needed and how it will help them.

4. Relevance and Quality of Content

The material included in training must relate directly to job requirements and performance expectations. Content that is too abstract, outdated, or generic fails to create impact. Practical examples, clear procedures, and real-world situations improve application.

5. Training Methods and Learning Environment

The methods used to conduct training and the physical environment in which it takes place influence engagement and concentration. Comfortable seating, good lighting, functioning equipment, and the use of varied interactive methods make learning enjoyable and effective.

6. Opportunity for Practice and Reinforcement

Learning deepens through practice. After the training session, employees must be encouraged to apply what they have learned. Supervisors should monitor performance,

provide constructive feedback, and reinforce good behaviour. Without reinforcement, newly acquired skills tend to fade.

7. Evaluation and Continuous Improvement

Evaluation helps to identify what aspects of training worked well and what needs modification. Collecting feedback from trainees and supervisors, reviewing performance changes, and adjusting future training programmes ensure continuous improvement.

At GreenLeaf Resorts, the training programme succeeded because several determinants aligned: management supported the initiative, the trainer used interactive methods, employees were eager to improve guest experience, and supervisors helped reinforce new behaviours. As a result, employees displayed more confidence, check-in times improved, and guest satisfaction increased.

Once the key determinants are understood, the next step is to examine how the training programme is put into action that is, how sessions are scheduled, conducted, supervised, and monitored in real-time. This is known as the Implementation of the Training Programme, which we now discuss.

4.2.3 Implementation of Training Programme

Designing the training programme is only the beginning. The real effectiveness of training is seen during its implementation, when the programme is actually conducted. Implementation refers to the process of organising participants, arranging the environment, delivering learning activities, guiding practice, and ensuring that the training proceeds smoothly. A well-structured implementation helps ensure that the training objectives are achieved and that learning is meaningful and practical for participants.

Step 1: Preparing the Training Environment

Before the training session begins, the training environment must be arranged in a way that supports learning. This involves choosing a suitable room, ensuring appropriate seating arrangements, and checking the availability and functioning of equipment such as projectors, computers, flip charts, and audio systems. Training materials like handouts, worksheets, manuals, or demonstration tools are organised in advance so that the session proceeds without interruption. A comfortable and well-organised environment helps create a positive learning atmosphere and encourages participation.

At GreenLeaf Resorts, the training hall was arranged with circular seating to facilitate discussion. The mock reception counter was placed in front for demonstration purposes, and printed SOP manuals were distributed to all participants at the beginning of the session.

Step 2: Participant Orientation

At the start of the training session, the trainer welcomes participants and explains the purpose of the programme. The objectives of the session, the structure of activities, and the expected outcomes are clearly communicated. The trainer may also introduce



simple guidelines to ensure smooth participation, such as inviting all participants to contribute and ensuring respectful listening. Orientation helps reduce nervousness and prepares trainees mentally for learning, encouraging active involvement right from the beginning.

Step 3: Delivery of Training Content

The trainer then delivers the planned training content in a manner that is clear, engaging, and directly linked to the job roles of the participants. Depending on the objectives, the trainer may use demonstrations, discussions, case-based explanations, storytelling, or role modelling. The pacing is adjusted based on the response of participants. The trainer also observes the participants closely to understand whether they are following the concepts and provides clarifications wherever necessary. The focus at this stage is to make learning meaningful and relevant.

At GreenLeaf Resorts, the trainer first demonstrated a model interaction with a guest at check-in, showing the expected greeting tone, posture, and conversational flow. This helped participants visualise the service standard required.

Step 4: Facilitating Practice and Application

Learning becomes effective when participants get a chance to practice what they have learned. Therefore, every session should include opportunities for hands-on practice, simulation, group activity, or real-world performance. During this stage, trainees attempt the skill themselves and refine it gradually through trial, correction, and improvement. The trainer supervises the practice closely, guiding participants and ensuring that they understand not just what to do but also how and why it should be done in a particular way.

Step 5: Monitoring Participation and Progress

Throughout the training process, the trainer and supervisors observe how participants are engaging with the session. They monitor the level of participation, confidence, and clarity of understanding to identify any learning gaps. Participants who seem confused or hesitant can be supported with additional examples, extra demonstrations, or one-to-one guidance. This continuous observation helps maintain a supportive learning climate.

Step 6: Providing Immediate Feedback

Feedback plays a crucial role in strengthening new skills. The trainer provides feedback during and after practice activities, highlighting what is being done well and what requires correction. Feedback is given in a constructive and encouraging tone so that learners feel supported rather than criticised. Positive reinforcement strengthens confidence, while guidance helps refine skills.

At GreenLeaf Resorts, supervisors continued to observe employees during live guest handling after training and offered quick supportive suggestions to improve tone, pace, and clarity of interaction.

Step 7: Closing and Follow-Up

At the end of the training session, the trainer summarises the key learning points, answers questions, and reminds participants of how they are expected to apply the learning in their workplace. Follow-up support may involve coaching, refresher sessions, peer practice groups, or periodic performance review discussions. Follow-up is essential for ensuring that the new learning does not fade and becomes a part of everyday behaviour.

Designing a training programme is only meaningful when it is implemented effectively. The choice of training methods, whether on-the-job or off-the-job, influences how employees understand, practice, and apply new skills. At the same time, the success of training depends on certain key conditions such as organisational support, trainer competence, trainee motivation, relevant content, and opportunities for reinforcement. When these determinants are favourable, training becomes more than an instructional activity — it becomes a catalyst for performance improvement and professional growth. Effective implementation ensures that learning gained in the training environment is transferred to actual work behaviour, contributing to improved service quality, stronger teamwork, and overall organisational development.

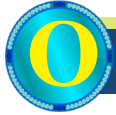


Recap

- ◇ Training programme implementation requires selecting suitable methods based on job requirements, trainee needs, and learning objectives.
- ◇ On-the-Job Training (OJT) methods such as Job Instruction Training, Coaching, Job Rotation, and Mentoring help employees learn through real work experience and practical exposure.
- ◇ Off-the-Job Training methods such as Lectures, Group Discussions, Case Studies, Role Play, Simulation, and E-Learning provide structured learning in a controlled environment where reflection and conceptual understanding are encouraged.
- ◇ A blended approach combining OJT and Off-JT methods increases the likelihood of retention and transfer of learning to the workplace.
- ◇ The effectiveness of a training programme depends on several key determinants including Organisational Support, Trainer Competence, Trainee Readiness and Motivation, Relevance of Content, Learning Environment, Opportunity for Practice, and Continuous Reinforcement.
- ◇ Successful implementation requires a systematic sequence: preparing the training environment, orienting participants, delivering content, facilitating practice, monitoring learner engagement, providing immediate feedback, and ensuring follow-up support.



- ◇ Transfer of training to the workplace improves when supervisors encourage practice, provide timely reinforcement, and recognise improved performance.



Objective Questions

1. Which type of training takes place in the actual work environment?
2. Which method involves a step-by-step demonstration of a task?
3. Which method provides continuous guidance and feedback during daily work?
4. Which method involves shifting employees across departments?
5. Which long-term developmental relationship supports career growth?
6. Which off-the-job method involves analysing real organisational situations?
7. Which method recreates real work conditions in a controlled setting?
8. What factor reflects management encouragement and learning support?
9. What determines whether trainees are mentally prepared to learn?
10. What is the final step of training implementation that ensures continuity?



Answers

1. OJT
2. JIT
3. Coaching
4. Rotation
5. Mentoring
6. Case Study
7. Simulation
8. Support

9. Readiness
10. Follow-Up



Assignments

1. There is no single best training method.” Critically evaluate this statement with examples from hospitality, banking, or IT sectors.
2. Compare Job Instruction Training, Coaching, and Mentoring. In what organisational situations would each method be most effective?
3. A retail chain conducts excellent classroom training, but employees fail to apply learning at the store level. Analyse the possible determinants responsible for this failure.
4. Discuss how organisational support influences the transfer of training from the classroom to the workplace. Provide practical illustrations.
5. Analyse how a blended approach (combining On-the-Job and Off-the-Job training methods) can improve employee performance. Discuss the advantages and challenges of using such an approach.
6. “The success of training depends not only on the content and methods used, but also on the organisational environment in which learning takes place.” Discuss this statement by explaining the key determinants of a good training programme and its influence on training effectiveness.
7. Explain the seven major steps involved in the implementation of a training programme with suitable examples.
8. Discuss the role of group discussions and workshops in developing teamwork and interpersonal skills.
9. How does organisational support influence the success of a training programme?
10. How does job rotation help employees understand organisational functioning better?





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BLOCK - 05



Evaluation of Training Program

Unit - 1

Measuring Effectiveness of Training



Learning Outcomes

After completing this unit, the learner will be able to:

- ◇ explain the significance of measuring training effectiveness
- ◇ explain the purpose and stages of training evaluation
- ◇ familiarise the levels of the Kirkpatrick Model of Evaluation
- ◇ describe the stages of the CIRO Model and differentiate it from other models
- ◇ examine the role of Cost-Benefit Analysis in evaluating training investments



Prerequisite

BrightWave Retail Ltd., a fast-growing supermarket chain, recently introduced a customer service excellence training programme for its store supervisors. The programme included classroom workshops, simulation exercises, and online learning modules. Participants appreciated the sessions and rated them highly in feedback forms.

Three months later, however, the senior management team reviewed quarterly performance reports. Customer complaints had not significantly reduced. Sales growth remained stagnant. Employee absenteeism showed no improvement.

The HR department found itself in a difficult position. The training had been well-designed, professionally delivered, and positively received. Yet, the organisation could not clearly demonstrate whether the programme had actually improved performance or contributed to business goals. The CEO asked a simple but critical question: “If we invested so much time and money in training, how do we know it worked?”

This situation highlights a fundamental issue in training and development. It is not enough for participants to enjoy a training programme. Organisations must

systematically evaluate whether learning occurred, whether behaviour changed, and whether measurable business results were achieved.

This unit explores how organisations measure training effectiveness using structured evaluation models, financial analysis techniques, and systematic assessment methods to ensure that training delivers real value.



Keywords

Training, Training Effectiveness, Kirkpatrick Model, CIRO Model, Training Evaluation, Cost-Benefit Analysis, Return on Investment



Discussion

5.1.1 Measuring Training Effectiveness

Measuring Training Effectiveness refers to the process of evaluating how well a training program achieves its intended goals and delivers value to both the participants and the organisation. It is the process of evaluating how well a training program meets its intended objectives by assessing the extent to which participants have acquired knowledge, improved skills, changed behaviours, and contributed to organisational goals. It helps to determine the value and impact of training on individual and business performance. It goes beyond simply asking whether participants enjoyed the training; it involves assessing whether the training led to meaningful improvements in knowledge, skills, behaviour, and ultimately, business performance.

The purpose of measuring training effectiveness is to determine if the training investment of both time and money was worthwhile. It helps to identify strengths and weaknesses in the training program, provides insights for future improvements, and demonstrates accountability to stakeholders.

Training programs are an investment. Like any investment, their impact and value must be measured. Training effectiveness measurement helps:

- i. To justify the costs of training
- ii. To improve future training initiatives
- iii. To align training with strategic goals
- iv. To motivate stakeholders by showing results

5.1.2 Purpose of Training Evaluation

The purpose of training evaluation is to determine how effective a training program is in achieving its intended goals and to identify ways to improve future training initiatives.



In simple terms, it helps organisations understand whether the training worked, how well it worked, and what impact it had on employees and the organisation as a whole.

- i. To measure effectiveness: Training evaluation helps determine whether the program met its intended objectives for example, whether participants actually learned the knowledge, skills, or attitudes the training was designed to teach. It measures how far the learning outcomes align with the goals set before the training began..
- ii. To evaluate results: This purpose examines the broader impact of training on the organisation, such as improved productivity, reduced errors, higher customer satisfaction, or increased sales. It links individual learning outcomes to measurable organisational benefits.
- iii. To identify gaps: Evaluation helps discover weaknesses or shortcomings in the training program, such as unclear objectives, poor content, or ineffective delivery methods. These insights guide improvements for future training sessions.
- iv. To ensure return on investment (ROI): Organisations invest time and money in training, so evaluation measures whether those investments produce worthwhile returns. It compares the costs of training to the benefits achieved, helping justify the value of the program.
- v. To support decision-making: Evaluation data helps management make informed decisions for example, whether to continue, modify, expand, or discontinue a training program based on its effectiveness and relevance.
- vi. To enhance future programs: By analyzing what worked and what did not, evaluation provides insights that help design more effective, engaging, and relevant training in the future. It turns experience into continuous improvement.
- vii. To ensure accountability: Training evaluation demonstrates to stakeholders such as management, HR, or funding bodies that training resources are being used effectively and responsibly. It provides transparency about the program's impact and value.

5.1.3 Limitations of Training Evaluation

Training evaluation is essential but often limited by time, cost, expertise, and measurement challenges. Some of the limitations are as follows:

- i. Difficulty in measuring results: It can be hard to accurately measure the true impact of training, especially when changes in performance or results are influenced by many factors other than training like motivation, resources, or management support.
- ii. Time-consuming process: Conducting a thorough training evaluation especially at all levels takes a lot of time to plan, collect data, and analyze results.
- iii. High cost: Comprehensive evaluations often require surveys, assessments, follow-ups, and analysis tools, which can be expensive, particularly for large organizations or multiple training programs.

- iv. Lack of expertise: Effective evaluation requires skilled professionals who understand research methods, data analysis, and training design skills that may not always be available within the organization.
- v. Subjective feedback: Participants' opinions or reactions are often based on personal feelings rather than objective assessment, which can make results unreliable or biased.
- vi. Lack of management support: If top management does not prioritize or fund evaluation activities, the process may be poorly conducted or ignored altogether.

5.1.4 Stages of Training Evaluation

Training evaluation is an essential part of the training and development process. It helps organisations determine how effective a training program is in improving employees' knowledge, skills, and performance. Through systematic evaluation, trainers can determine what is effective, identify areas for improvement, and assess whether the training objectives have been successfully met. Evaluation is typically carried out at different stages of the training process before, during, and after the program to gather comprehensive feedback and measure progress.

Finally, the findings from these evaluations are used to enhance future training initiatives and ensure continuous learning and development within the organisation. Each stage in training evaluations is discussed below:

- i. Evaluation at the beginning of the training: Evaluation at the beginning of the training, often called pre-training evaluation, is conducted to determine participants' existing knowledge, skills, and attitudes before the program starts. This helps trainers understand the learners' starting point and formulate the content accordingly. It also helps identify learning needs and set clear training objectives. Methods used at this stage may include pre-tests, questionnaires, interviews, or skills assessments. The results provide a benchmark against which progress and improvement can later be measured.
- ii. Evaluation during the training: Evaluation during the training, also known as formative evaluation, takes place while the training program is in progress. Its main purpose is to monitor participants' understanding, engagement, and progress to ensure that learning objectives are being met effectively. Trainers use feedback, quizzes, group discussions, and observation to gauge comprehension and make immediate adjustments to the teaching methods or materials if necessary. This continuous assessment helps keep the training relevant, interactive, and responsive to participants' needs.
- iii. Evaluation at the end of the training: Evaluation at the end of the training, often called summative evaluation or post-training evaluation, assesses the overall effectiveness and outcomes of the training program. It measures what participants have learned, how their skills or knowledge have improved, and whether the training objectives were achieved. Common methods include post-tests, feedback forms, practical demonstrations, or performance assessments.



This stage provides valuable data for determining the success of the training and for identifying areas for improvement in future sessions.

5.1.5 Models of Training Evaluation

Training evaluation models are systematic frameworks used to measure, analyze, and interpret the effectiveness of training programs. They provide organizations with a structured way to assess whether a training initiative has met its goals and improved employee performance.

These models serve as guidelines to evaluate different aspects of training spanning from how participants react to the training, how much they learned, how they apply that learning at work, and what results the organization gains as a whole. The main purpose of using evaluation models is to ensure that training programs are effective, relevant, and aligned with organizational objectives. They help identify strengths and weaknesses in training design and demonstrate the value of training investments.

There are several models of training evaluation developed by experts to assess the effectiveness and impact of training programs. Each model has a different focus, structure, and level of detail. Below are some of the main models of training evaluation

1. The Kirkpatrick Model of Evaluation

The Kirkpatrick Model of Evaluation is a widely recognized framework used to assess the effectiveness of training programs. This model was developed by Donald Kirkpatrick in the 1950s, the model breaks down training evaluation into four distinct levels, each building on the previous one. It provides a structured approach to determine not just if learners enjoyed a training session, but whether it led to real changes in performance and business results. This model divides the evaluation process into four distinct levels: Reaction, Learning, Behaviour, and Results. They are:

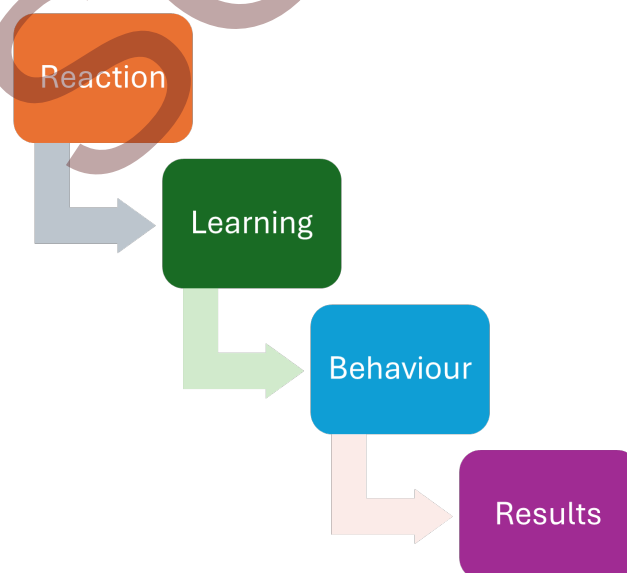


Fig. 5.1.1 Levels of Evaluation Process

i. Reaction

This level measures how participants felt about the training. It assesses their initial impressions, such as how engaging, relevant, and useful they found the content, trainer, and methods. Feedback forms or short surveys given right after the session are usually used to collect this information. The purpose of this level is to determine whether participants enjoyed the training experience and found it valuable. A positive reaction often increases motivation and willingness to learn.

ii. Learning

This level measures the extent to which learning has occurred as a result of the training. It examines whether participants have acquired new knowledge, developed new skills, or changed their attitudes in line with the learning objectives. Learning level is often assessed through quizzes, tests, or practical demonstrations, often conducted before and after the training. By comparing participants' performance in these pre- and post-assessments, trainers can determine the extent of improvement. A noticeable increase in knowledge, skills, or positive attitude changes indicates that effective learning has occurred.

iii. Behaviour

This level examines whether participants are applying what they learned in the workplace. It looks for observable changes in behaviour, typically assessed weeks or months after training, often through performance evaluations, peer feedback, or supervisor observations. Behavioural change takes time and depends not only on the training but also on organisational support, such as management encouragement, opportunities to use new skills, and workplace culture.

iv. Results

The final level evaluates the overall impact of the training on organisational goals and business outcomes. This could include increased productivity, reduced errors, improved customer satisfaction, or higher sales. Measuring this level can be complex, as results are often influenced by many factors beyond training. To assess this level effectively, organisations should establish clear, measurable metrics before training, collect data, and compare it with post-training performance. This allows for an objective analysis of the training's contribution to business results.

2. The CIRO Model of Evaluation

The CIRO Model of Evaluation is a framework used to assess the effectiveness of training and development programs, particularly in organisational settings.

This model was developed by Warr, Bird, and Rackham in the 1970s, the model focuses on four key areas: Context, Input, Reaction, and Outcome.

The CIRO model differs from the Kirkpatrick model in that it evaluates training more systematically by including pre-training factors. CIRO Model adds Context and Input levels to assess organisational needs, learner requirements, and training resources



before the program begins. CIRO evaluation is mostly used in organisational and corporate training programs to assess both the planning and effectiveness of learning initiatives.

There are four stages of CIRO Evaluation. They are:



Fig. 5.1.2 Stages of CIRO Evaluation

i. Context Evaluation

The first stage is Context Evaluation, which focuses on identifying the need for training. This involves analysing the current situation to determine whether a performance gap exists and deciding if training is the right solution to address it.

Organisations assess their business goals, departmental objectives, and individual performance to understand what specific skills, knowledge, or behaviours are lacking. To do this, they often use tools like training needs assessments (TNA), performance reviews, job analyses, and interviews with managers or team leaders. By clearly understanding the context, organisations can ensure that the training program is aligned with strategic goals and targets the right issues, avoiding unnecessary or misdirected training efforts.

ii. Input Evaluation

The second stage is the Input Evaluation, which deals with the planning and design of the training program. At this point, evaluators assess the proposed training methods, materials, trainers, and resources to ensure they are appropriate for achieving the desired outcomes identified in the context stage. This includes determining the best delivery method (e.g., classroom, online, or blended), verifying the qualifications of instructors, reviewing the curriculum content, and checking the availability of required resources such as time, technology, and budget.

Input evaluation is essential for ensuring the training is well-prepared and effective before it is delivered, helping to minimise the risk of failure during implementation.

iii. Reaction Evaluation

The third stage, Reaction Evaluation, involves gathering immediate feedback from training participants to understand their perceptions of the program. This typically includes measuring their satisfaction with the content, delivery style, training environment, and the trainer's effectiveness. Reaction data is usually collected through post-training surveys, interviews, or feedback forms.

While this stage does not measure learning or long-term impact, it provides valuable insight into how well the training was received and whether learners found it engaging and relevant. Positive reactions are often a good sign of motivation and willingness to apply the learning, although further evaluation is needed to confirm effectiveness.

iv. Outcome Evaluation

The final stage, Outcome Evaluation assesses the actual results of the training program. This stage focuses on determining whether participants gained the intended knowledge, skills, or attitudes and whether they applied them in the workplace. It also looks at broader organisational improvements, such as increased productivity, improved quality or higher customer satisfaction. Outcome evaluation may involve assessments, performance reviews, supervisor feedback, behavioural observations, and even return on investment (ROI) calculations. This stage is the most critical, as it provides concrete evidence of whether the training had a lasting, positive impact on individual performance and organisational success.

3. Cost-Benefit Analysis (CBA)

Cost-Benefit Analysis is a financial technique used to evaluate the economic return of training programs. It compares the total cost of training with the monetary value of benefits gained. In the context of training and development, CBA helps organisations assess the value of a training program by comparing the total expected costs, such as materials, trainer fees, employee time, travel, and technology, with the benefits, such as increased productivity, reduced errors and improved employee performance.

The goal is to calculate whether the investment in training leads to measurable gains that justify the expense. A positive outcome from a cost-benefit analysis indicates that the benefits exceed the costs, supporting the case for implementing or continuing the training. If the costs outweigh the benefits, the organisation may decide to revise or cancel the program. Cost benefit Analysis helps to determine whether the training provides a worthwhile return on investment (ROI) and supports decision-making about future training investments.



Steps in Cost-Benefit Analysis



Fig. 5.1.3 Steps in Cost-Benefit Analysis

i. Identify Training Objectives

The first step in conducting a cost-benefit analysis is to clearly define the objectives of the training program. This involves specifying what the organization aims to achieve, such as improving employee performance, increasing productivity, enhancing customer satisfaction, or reducing errors. Clearly identifying objectives ensures that the analysis focuses on measuring benefits that are directly related to the intended outcomes of the training. Without well-defined goals, it becomes difficult to determine whether the benefits justify the costs.

ii. Determine Training Costs

In this step, all costs related to the training need to be identified and calculated. This includes direct costs, such as trainer fees, materials, venue rental, and technology expenses, as well as indirect costs, like employee time spent in training, travel, and administrative support. Accurately estimating these costs is essential, as underestimating them can skew the analysis. By capturing the full financial investment, organizations gain a clear and realistic view of the resources required to implement the training.

iii. Identify and Quantify Benefits

After costs are determined, the next step is to identify and quantify the benefits derived from the training. These benefits can be tangible, such as increased productivity, higher

sales, reduced errors, or lower employee turnover, and intangible, such as improved morale, teamwork, and job satisfaction. Quantifying tangible benefits usually involves measuring changes in performance metrics before and after training. For intangible benefits, surveys and feedback tools can be used to estimate their value in monetary terms where possible.

iv. Compare Costs and Benefits

In this step, the quantified costs and benefits are compared to determine whether the training program provides a positive return. This can be done by calculating the net benefit (total benefits minus total costs) or the benefit-cost ratio (total benefits divided by total costs). If the benefits exceed the costs, the training is considered economically worthwhile. This comparison helps management make evidence-based decisions about whether to continue, expand, or modify the training program.

v. Analyse and Interpret Results

Once the comparison is complete, the results should be analysed and interpreted to provide meaningful insights. This involves explaining what the numbers mean in practical terms how much value the organisation gained relative to its investment. It's also important to consider non-financial impacts that might influence the final judgment. The interpretation should link back to the original training objectives, highlighting whether they were achieved and to what extent.

vi. Communicate Findings

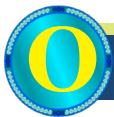
The final step is to present the results and recommendations to decision-makers. This includes summarising key findings, outlining financial and non-financial outcomes, and suggesting actions such as continuing, revising, or discontinuing the training. Clear communication ensures that stakeholders understand the value of the training and can make informed strategic decisions. Well-documented cost-benefit results also help justify future training investments and demonstrate accountability for organisational resources.



Recap

- ◇ Training evaluation measures whether the learning objectives of the program have been achieved.
- ◇ Training evaluation ensures effectiveness and accountability.
- ◇ Training evaluation can be time-consuming and require significant resources
- ◇ Kirkpatrick Model is a 4-level framework measuring reaction, learning, behavior, and results.

- ◇ The Reaction level measures participants' satisfaction, engagement, and perception of the training's relevance.
- ◇ The Learning level assesses changes in participants' knowledge, skills, or attitudes as a result of the training.
- ◇ The Behaviour level evaluates how effectively participants apply what they learned on the job.
- ◇ The Results level measures the overall impact of training on organisational performance, productivity, or goals.
- ◇ CIRO Model includes context and input, ideal for pre-training planning and management development.
- ◇ The Context component assesses the need for training and its alignment with organisational objectives.
- ◇ The Input component evaluates the resources, materials, and methods used in the training.
- ◇ The Reaction component measures participants' responses, including satisfaction and engagement.
- ◇ The Outcome component examines the results of the training, such as learning gains or behaviour changes.
- ◇ Cost-Benefit Analysis quantifies ROI and justifies training investments.



Objective Questions

1. What is the first level of the Kirkpatrick Model?
2. Which level measures the knowledge gained by participants?
3. At which level is behavioural change assessed?
4. What is the final level of the Kirkpatrick Model?
5. With which evaluation stage does the CIRO Model begin?
6. What is pre-training evaluation commonly called?
7. What is the evaluation conducted during training known as?
8. Financial evaluation of training is commonly done through which type of analysis?
9. What is ROI?
10. What does "C" in CIRO stand for?



Answers

1. The first level of the Kirkpatrick Model is Reaction.
2. The level that measures knowledge gained by participants is Learning.
3. Behavioural change is assessed at the Behaviour level.
4. The final level of the Kirkpatrick Model is Results.
5. The CIRO Model begins with Context evaluation.
6. Pre-training evaluation is commonly called the baseline evaluation.
7. Evaluation conducted during training is known as a formative evaluation
8. Cost-Benefit
9. Return on Investment
10. Context



Assignments

1. Explain the concept of measuring training effectiveness and its importance in organisation.
2. Discuss the major purposes of training evaluation with suitable examples.
3. Analyse the limitations of training evaluation in practical organisational settings.
4. Explain the stages of training evaluation (before, during, and after training) with examples.
5. Describe the four levels of the Kirkpatrick Model. How do they build upon each other?
6. Compare the Kirkpatrick Model and the CIRO Model of training evaluation.
7. Explain the stages of the CIRO Model and discuss how it ensures systematic evaluation.
8. Discuss the role of Cost-Benefit Analysis in evaluating training programmes.
9. Explain the steps involved in conducting a Cost-Benefit Analysis for training.



10. “Training is an investment, not an expense.” Justify this statement with reference to ROI and evaluation models.
11. How does the CIRO Model enhance pre-training evaluation?
12. Choose a training program you have attended or observed. Evaluate it using the Kirkpatrick Model. Identify areas for improvement at each level.



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Suggested Reading

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MODEL QUESTION PAPER SETS





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Model Question Paper (SET- 1)

QP CODE:

Reg. No:.....

Name:

FOURTH SEMESTER EXAMINATION

MAJOR DISCIPLINE SPECIFIC ELECTIVE

SGB24BB202ME – TRAINING AND DEVELOPMENT

2024 - 2025 – Admission Onwards

Time: 3 Hours

Max Marks: 70

Section A

(Answer any 8. Each carries 1 mark)

(8×1 = 8)

1. Define Training.
2. What is Development?
3. State one importance of training.
4. What is Career Planning?
5. What is Succession Planning?
6. What is an Assessment Centre?
7. Define On-the-Job Training.
8. What is Job Rotation?
9. What is Off-the-Job Training?
10. What is Role Playing?

Section B

(Answer any 6. Each carries 2 marks)

(6×2 = 12)

11. Differentiate between Training and Development.
12. State any two important aspects of Career Planning.
13. Explain Assessment Centres briefly.



14. State two advantages of On-the-Job Training.
15. State two disadvantages of Off-the-Job Training.
16. Explain Coaching as a training method
17. Explain Training Need Analysis
18. Explain the importance of the evaluation of training programs

Section C

(Answer any 6. Each carries 5 marks)

(6×5 = 30)

19. Discuss the major differences between Career Planning and Succession Planning in organisations
20. Explain the steps in the Training Process
21. Explain the factors influencing the Selection of Training Methods
22. What role does job competency play in the recruitment process?
23. Explain levels to identify specific skill gaps
24. Write a note on Sensitivity training
25. Write a short note on Cost-Benefit Analysis (CBA)
26. Describe the difference between coaching and mentoring with suitable examples.

Section D

(Answer any 2. Each carries 10 marks)

(2×10 = 20)

27. What do you mean by on – the – Job training, and elaborate briefly on the methods of on-the-job training
28. Compare and contrast the Kirkpatrick and CIRO models, highlighting which is more suitable for evaluating management training
29. “The success of training depends not only on the content and methods used but also on the organizational environment in which learning takes place.” Discuss this statement by explaining the key determinants of a good training program and their influence on training effectiveness.





SREENARAYANAGURU OPEN UNIVERSITY

Model Question Paper (SET- 2)

QP CODE:

Reg. No:.....

Name:

FOURTH SEMESTER EXAMINATION

MAJOR DISCIPLINE SPECIFIC ELECTIVE

SGB24BB202ME – TRAINING AND DEVELOPMENT

2024 - 2025 – Admission Onwards

Time: 3 Hours

Max Marks: 70

Section A

(Answer any 8. Each carries 1 mark)

(8×1 = 8)

1. What is meant by Management Development?
2. Define the term Trainer?
3. What is the Development Centre?
4. What is Mentoring?
5. What is the Case Study method?
6. What is Workshop?
7. Define the term career
8. What do you mean by seminar?
9. What is training?
10. What is TNA?

Section B

(Answer any 6. Each carries 2 marks)

(6×2 = 12)

11. What is a questionnaire?
12. What is SMART?
13. List the steps in the training process



14. Explain operational analysis
15. Explain the role of organisational support and work environment in training effectiveness
16. What are performance records?
17. What do you mean by focus group?
18. Explain the process of Training Needs Assessment

Section C

(Answer any 6. Each carries 5 marks)

(6×5 = 30)

19. Elaborate on the major Competency Frameworks used in the Modern Era
20. Highlight the importance of identifying competencies
21. Discuss Assessment Centres and Development Centres
22. Explain the various methods of On-the-Job Training
23. Explain Training Need Analysis and its significance.
24. Explain the importance of Career Planning in organizations.
25. Write a short note on Cost-Benefit Analysis (CBA)
26. Describe the difference between coaching and mentoring with suitable examples

Section D

(Answer any 2. Each carries 10 marks)

(2×10 = 20)

27. Discuss in detail the steps involved in designing and implementing a training programme.
28. Explain different methods of training and evaluate their suitability in modern organizations.
29. Discuss the importance of training evaluation and the methods used to measure training effectiveness.



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**LOVE YOURSELF
AND ALWAYS BE
HEALTHY**



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