

Training And Development Question Bank

Q . 1. Define TRAINING AND DEVELOPMENT

The literature in training and development , like other professional disciplines , is continually evolving. It is the most important part of human resource management because the organizations conducts training workshops for its newly recruited employees and existing people to cater the need ofgrowing demands of business competition. As such , you will often find different meanings attached to the same terms. Thus , it is important for us to be clear about the terms and concepts we are using in training and development.

Q.2. Elucidate the concept of learning.

LEARNING : The term learning means a relatively permanent change in cognition (i.e , understanding and thinking) that results from experience and that directly influences behavior. This definition of course , reflects our own theoretical assumptions.

KSA : It refers to the learning outcomes Knowledge , skills and attitudes.

KNOWLEDGE : Knowledge is an organized body of facts , principles , procedures , and information acquired over time. This category of learning refers to :

The information we acquire and place in to memory (Declarative)

How information is organized for use , in to what we already know (Procedural)

Our understanding of how , when , and why information's is used and is useful (strategic)

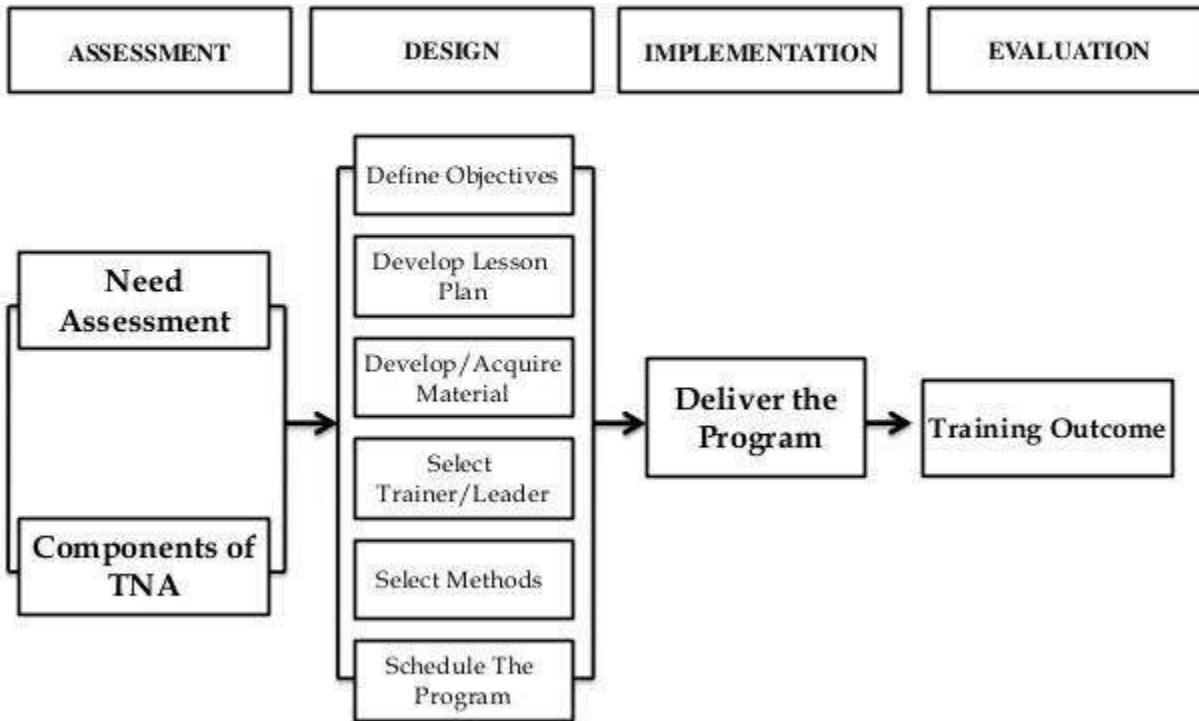
SKILLS : Knowledge is a prerequisite for learning skills. A person must know "what" to do and "when" to do it. However , a gap separates knowing those things from actually being able to "do" them. A skill is a proficiency at doing something , it is beyond just knowing how to it. By skills we mean capacities needed to perform a set of tasks that are developed as a result of training and experience. There are two level of skill acquisition , compilation (lower level) and automaticity (higher level)

ATTITUDES: Attitudes are employee beliefs and opinions that support or inhibit behavior. In a training context , you are concerned about employees attitude in relation to their learning the training material and their job performance.

COMPETENCIES: A competency is a set of knowledge , skills and attitude that enable a person to be successful at a number of similar tasks. In the broadest sense , a job is broken down in to a set of tasks , and the competencies required to perform the job are determined through an analysis of the task , and the competencies required to perform the job are determined through an analysis of the tasks.

Q. 3 Discuss the TRAINING PROCESS MODEL.

TRAINING PROCESS



1. TRIGGERING EVENT
2. NEED ANALYSIS PHASE
3. DESIGN PHASE input ---à process --à output
4. DEVELOPMENT PHASE
5. IMPLEMENTATION PHASE
6. EVALUATION PHASE

The training process begins with some type of triggering event. A triggering event occurs when a person with authority to take action recognizes that actual organizational performance (AOP) is less than the expected organizational performance (EOP)

Need analysis Phase : This phase is often referred to as a training needs analysis (TNA). In this both training and non training needs are identified. An effective training system begins with the identification of the organization's training needs. These needs will create a performance gap (AOP is less than EOP) The cause may be inadequate KSA's of the employees.

Task analysis and performance analysis are the two main ways to identify training needs. Task analysis is especially suitable for determining the needs of employees who are new to their jobs which includes a detailed study of a job to identify the specific skills required. Performance analysis appraises the performance

of current employees to determine whether training could reduce problems like excess scrap or low output. Supplementary methods used to identify training needs include supervisor's reports , personnel records , management requests , observations , tests of job knowledge , and questionnaire surveys.

Design Phase : The training needs identified in the analysis phase , in addition to areas of constraint and support , are the inputs to the design phase. An important output from the design phase is the development of training objectives that provide specific direction for what will be trained and how. Another part of the design process is identifying the factors needed in the training program to facilitate learning and its transfer back to the job , including identifying alternative methods of instruction.

Development Phase: Program development is the process of formulating an instructional strategy to meet a set of training objectives. The instructional strategy consists of the order , timing , and combination of methods and elements used in the training program. Inputs in to this phase are provided by the design phase and include alternative instructional methods and the information relating to learning facilitation and transfer. Outputs are specific content , instructional methods , materials , equipment and media , manuals , and facilities integrated in to a training plan designed to achieve the training objectives. These outputs of the development phase serve as inputs to the implementation phase.

Implementation Phase: All the aspects of the training program come together during the implementation phase ; however , it is a mistake to assume that everything will happen as planned. Therefore , it is useful to conduct a dry run , and even a pilot of the programme.

Evaluation phase: Although we discuss this phase of the model last , it actually begins during the development phase. Recall that evaluation objectives are an output of the design phase. These outputs become inputs to the evaluation phase. Another input is organizational constraints. Time , money and staff all affect how training is evaluated. Two types of evaluation are useful. First , process evaluation determines how well a particular process achieved its objectives. In other words did the trainer follow the exact training process suggested? , Outcome evaluation is the evaluation conducted at the end of training to determine the effects of training on the trainee , the job , and the organization. This type of evaluation uses the training objective as standards. Outcome evaluation can also be used to improve enough information for program improvement , but in combination with process evaluation data.

Q. 5. Discuss the DIFFERENT TYPES OF TRAINING.

On – the –job training: OJT means having a person learn a job by actually doing it. Every employee , from mailroom clerk to company president , gets on the job training when he or she joins a firm. In many firms , OJT is the only training available. The most familiar type of on-the-job training is the coaching or understudy method. Here , an experienced worker or the trainee's supervisor trains the employee. At lower levels , trainees may acquire skills by observing the supervisor. But this technique is widely used at top management level too. A potential future CEO might spend a year as assistant to the current CEO , for instance. Job rotation , in which an employee usually a management trainee moves from job to job at planned intervals , is another OJT technique. Special assignments similarly give lower level executives firsthand experience in working on actual problems. Trainers should know , for instance the principles of learning and perhaps the four step job instruction technique that follows. Low expectations on the trainer's part may translate in to poorer trainee performance a phenomenon researchers have called " the golem effect" Those training others should thus

emphasize the high expectations they have for their trainees success. The four steps for effective training are
1. Prepare the learner 2. Present the operations 3. Do a tryout 4. Follow up.

Apprenticeship Training : More employers are implementing apprenticeship programs , an approach that began in the middle ages. Apprenticeship training is a structured process by which people become skilled workers through a combination of classroom instruction and on the job training. It is widely used to train individuals for many occupations. It is traditionally involves having the learner / apprentice study under the tutelage of a master craftsman.

Informal Learning : About two thirds of industrial training isn't formal at all , but results from day to day unplanned interactions between the new worker and his or her colleagues. Informal learning is “ any learning that occurs in which the learning process isn't determined or designed by the organization.

Job Instruction training: Many jobs consist of a logical sequence of steps and are best taught step by step. This step-by-step process is called Job instruction training (JIT). To begin , list all necessary steps in the job , each in its proper sequence. Alongside each step also list a corresponding “Key point” (if any) The steps show what is to be done , and the key points show how it's to be done and why. JIT is listing each job's basic tasks, along with key points , in order to provide step by step training for employees.

Lectures: Lecturing has several advantages. A good lecture is well organized and begins with an introduction that lays out the purpose of the lecture and the order in which topics will be covered. If it is an oral lecture , the introduction should cover any rules about interrupting the lecture for questions and any opportunity should cover any rules about interrupting the lecture for questions and any opportunity for clarification. The main body of the lecture the topic content follows the introduction. These parts of the topic by the content of the preceding topics. The lecture should conclude with a summary of the main learning points or conclusions. Lecture requires trainees to be fairly inactive , which after 20 minutes or so begins to reduce the amount being learned. A shorter version of a lecture , the lecturette , is often used to counter this problem. It has the same characteristics as the lecture but usually lasts less than 20 minutes if done orally. In print , the lecturette would be a shorter amount of printed text to read.

Programmed Learning: Whether the medium is a textbook , computer ,or the internet , programmed learning or programmed instruction is a step by step self learning method that consists of three parts :

1. Presenting questions , facts , or problems to the learner
2. Allowing the person to respond
3. Providing feedback on the accuracy of answers

Generally , it presents facts and follow up questions. The learner can then respond , and subsequent frames provide feedback on the accuracy of his or her answers.

Programmed learning's main advantage is that it reduces training time. It also facilitates learning , because it lets trainees learn at their own pace , provides immediate feedback and from the learner's point of view reduces the risk of error. In short programmed learning is a systematic method for teaching job skills involving

presenting questions or facts , allowing the person to respond , and giving the learner immediate feedback on the accuracy of his or her answers.

Audiovisual Tools : Audiovisual-based training techniques like films , Power points , video conferencing , audiotapes , and videotapes can be very effective and are widely used. Audiovisuals are more expensive than conventional lectures but offer some advantages.

1. When there is a need to illustrate how to follow a certain sequence over time , such as when teaching fax machine repair. The stop-action , instant replay , and fast-or slow motion capabilities of audiovisuals can be useful.
2. When there is a need to expose trainees to events not easily demonstrable in live lectures , such as a visual tour of a factory or open heart surgery.
3. When you need organization wide training and it is too costly to move the trainers from place to place.

Simulated Training : Training employees on special off the job equipment , as in airplane pilot training , so training costs and hazards can be reduced. It is occasionally called vestibule training is a method in which trainees learn on the actual or simulated equipment they will use on the actual or simulated equipment they will use on the job , but are actually trained off the job. It is a necessity when it is too costly or dangerous to train employees on the job. Putting new assembly line workers right to work could slow the production , for instance , and when safety is a concern as with pilots simulated training may be the only practical alternative. Simulated training may take place in a separate room with the same equipment the trainees will use on the job. However , it often involves the uses of equipment simulators.

Computer – based training : It is a term most often used in private industry or government for training employees using computer assisted instruction. It is a general term referring to training provided in part or whole through the use of a computer.

CBT offers the following advantage :

It reduced trainee learning time ,

Reduced cost of delivering training ,

More instructional consistency ,

Privacy of learning

Easy tracking of trainees' learning process

Time to allow the trainee to master learning

Provides a safe method for learning hazardous tasks and increases employee access to training.

Job Aid : It is a set of instructions , diagrams , or similar methods available at the job site to guide the worker. Job aids work particularly well on more complex jobs that require multiple steps ,or where it's dangerous to forget a step. Airline pilots use job aids such as a checklist of things to do prior to takeoff.

Electronic Performance support systems (EPSS) : They are today's job aids. They are sets of computerized tools and displays that automate training , documentation , and phone support , integrate this automation in to application and provide support that's faster , cheaper and more effective than the traditional methods.

TRAINING FOR SPECIAL PURPOSES

Literacy training techniques

AIDS Education

Training for global business

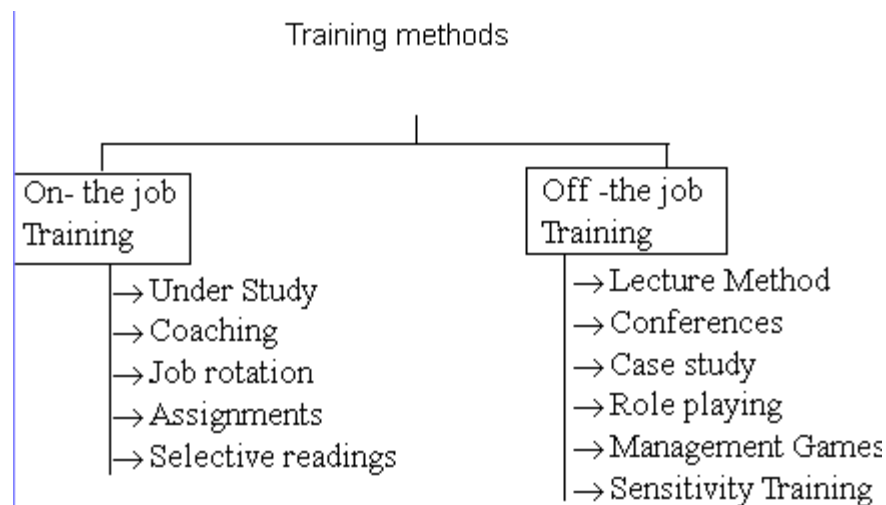
Diversity Training

Customer service training

Team work training

Lifelong training

Q. 6. Discuss MANAGERIAL DEVELOPMENT AND TRAINING.



Management development : Any attempt to improve current or future management performance by imparting knowledge , changing attitudes , or increasing skills. The ultimate aim is of course , to enhance the future performance of the company itself.

Succession Planning : Here the training is given for specific positions such as top management levels and CEO. This usually involves succession planning which is a process through which senior level openings are planned for and eventually filled. In simple words this refers to the process through which a company plans for and fills senior level openings.

MANAGERIAL ON-THE-JOB TRAINING

Job Rotation : A management training technique that involves moving a trainee from department to department to broaden his or her experience and identify strong and weak points. It is a process of moving management trainees from department to department to broaden their understanding of all parts of the business and to test their abilities. The trainee often a recent college graduate may spend several months in each department , but more commonly gets fully involved in its operations. The trainee thus learns the department's business by actually doing it , while discovering what jobs he or she prefers.

Coaching/Understudy approach : Here the trainee works directly with a senior manager or with the person he or she is to replace; the latter is responsible for the trainee's coaching. Normally , the understudy relieves the executive of certain responsibilities , giving the trainee a chance to learn the job.

Action Learning : These programs give managers and others released time to work full time on projects , analyzing and solving problems in departments other than their own. Trainees meet periodically in four or five persons project groups to discuss their findings. Several trainees may work together as a project group , or compare notes and discuss each other's projects.

OFF-THE-JOB TRAINING AND DEVELOPMENT TECHNIQUES

The case study method : As most everyone knows , the case study method presents a trainee with a written description of an organizational problems. Case study is a developmental method in which the manager is presented with a written description of an organizational problem to diagnose and solve. The person then analyses the cause , diagnoses the problem , and presents his or her findings and solutions in a discussion with other trainees. The script of the case study include themes , background stories , detailed personnel histories and role playing instructions.

Management Games: A development technique in which teams of managers compete by making computerized decisions regarding realistic but simulated situations. Here trainees are split in to five to ten groups and each should compete with others in a stimulated market place. These things help trainees to develop their problem solving skills , as well as to focus attention on planning rather than just putting out fires.

Outside seminars : Many companies and universities offer web based and traditional management development seminars and conferences.

Role playing : A training technique in which trainees act out parts in a realistic management situations. Role playing is to create a realistic situation and then have the trainees assume the parts or roles of specific persons in that situation.

Behavior modeling : A training technique in which trainees are first shown good management techniques in a film , are asked to play roles in a simulated situation , and are then given feedback and praise by their supervisor. These modeling involves 1) showing trainees the right (model) way of doing something 2) letting trainees practice that way and then 3)giving feedback on the trainees on the trainee's performance. The basic behavior modeling procedure is a) Modeling b)Role playing c) Social reinforcement d) Transfer of training.

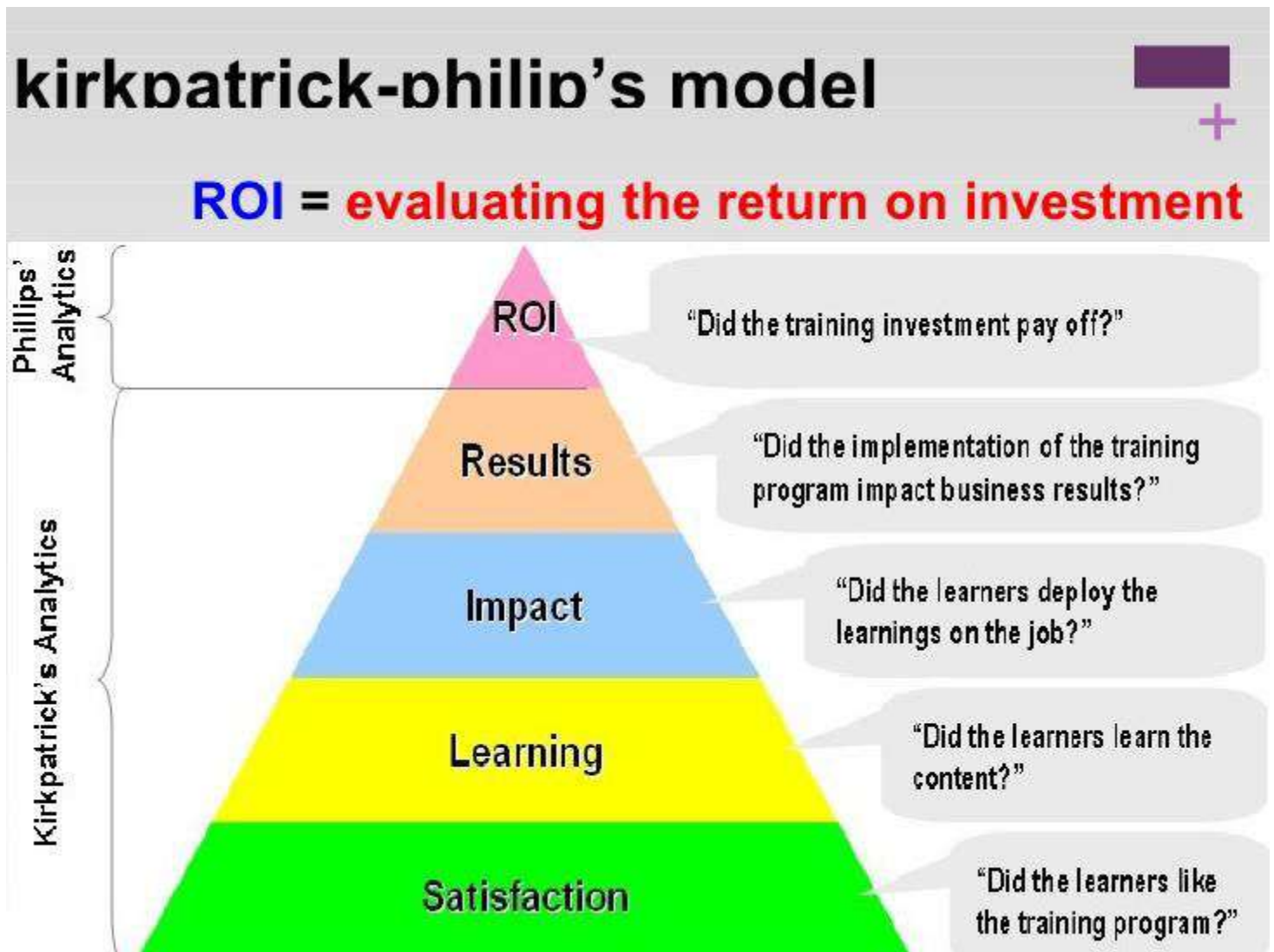
Corporate universities and In-house development centers: Many firms , particularly larger ones , establish in house development centers. A company based method for exposing prospective managers to realistic exercises to develop improved management skills.

Q.7. Elucidate EVALUATING THE TRAINING EFFORT AND OUTCOME.

After the training program has been completed the effectiveness of the training is measured by a method called controlled experimentation which is a formal methods for testing the effectiveness of a training program , preferably with before-and-after tests and a control group.

The training effects can be measured by four basic categories : They are

1. Reaction : Evaluate trainees reaction to program.
2. Learning : Testing the trainee whether they learned the knowledge and skills.
3. Behavior : Asking the trainee's weather the job behavior has changed because of the training.
4. Results: Checking whether the final training outcomes or goals have achieved which has been planned before the training program. This is the final stage which speaks about the success of the training program and organizational performance of employees.



Q. Discuss Developmental Coaching and its types.

Answer: Coaching is in fashion and depending upon your need; you may select the type of coaching that is needed to sharpen your edge. The primary task of the coach is to ensure ongoing improvement in your ability to respond to future events. Most of the organisations are now offering one or other kind of coaching and its good to know which one is best suited for you.

Different types of coaching

While there are many variants in coaching and experts are divided too in their opinion too, we can broadly classify it in three buckets of skill coaching, performance coaching, and developmental coaching.

The end goals of skills coaching are to develop competencies in an individual. While the performance coaching aims to sharpen more general applied capabilities in a particular professional role. These two types of coaching are offered internally by the organisation, mostly by the manager as a coach or by an internal resource.

Developmental coaching, in contrast, is focused on your long-term development as a whole, with an aim to increase your broader human capacities. It is geared towards equipping you to make a smooth transition to a higher level of functioning. Developmental coaching requires a more substantial skill than the first two and is usually done by external parties.

Understanding developmental coaching

The term developmental coaching is an umbrella term for coaching that aims to help individuals at different periods during their lifespan. Potential clients for developmental coaching would include those who have problems with their management style but are managing to keep their jobs. At times, they may be highly successful too, but with serious flaws in management style, for example poorly controlled anger. Theories and techniques developed in clinical psychology and psychodynamic therapy are used in this mode of coaching mode. So in a nutshell development coaching can be summarised in following pointers.

- It is holistic – addresses the whole person rather than only work-related goals.
- It addresses longstanding behaviour problems.
- It is for working through transitions during the lifespan.
- It aims to increase the broader human capacities of clients.
- A coach is a “thought partner” who assumes a non-directive approach.
- It is a more suitable approach for a better-trained external coach rather than for a manager as a coach or an internal coach.

Q. How to be ready for developmental coaching?

To completely benefit from developmental coaching, it is important to understand the concept of organic change. The organic change is one that is fully grounded in your whole psyche and is not just “a head” change.

How To Design a Great Mentoring Program?

In some way, it is a change that is already underway subconsciously and may not always be registered by you. This shift is associated with your natural needs and requirements of the situation. Non-organic change, on the other hand, is generated by the coachee and is based on conscious desires rather than the needs of your whole psyche. When the change is not organic, you may face resistance, regular setbacks or breaks in the coaching relationship, which could be avoided if you're working on the change that is organic in nature.

Your inner self is the core of the organic change, implying that a new mini-self is getting ready to be formed to satisfy a need that is important to you. That is why there is a natural energy behind it. Good examples of such change are when people start new jobs or roles and adapt to changing demands without any effort.

Q. How To Design a Great Mentoring Program?

With the rapid changes in the world economy coupled with geopolitical divides, organizations are going through challenging times. The unexpected changes have left employees grasping for direction and support; Mentoring is the most common way of filling this void and help the employees navigate through turbulent times. Easier said than done, designing and implementing a mentoring program for improving individual and organisational performance is a challenging task that often meets with mediocre results or clear-cut failure.

Q. How to design a great mentoring program?

A mentoring is a special kind of developmental relationship in which learning occurs on a broad range of topics from professional to personal and which includes a deep seated caring for each other. Many confuse supervision with mentoring; supervision is not necessarily mentoring in the true sense. Lack of clarity around the science of mentoring has degraded the quality of mentoring programs. You can hit the jackpot by using these steps to design a great mentoring program for your team or organization.

Define objectives

In case you plan to implement a mentoring program in your team or organization, the first step is to define the goals of the program; fuzzy objectives will lead to fuzzy results. Most of the organizations target improvements in efficiency and effectiveness as key results. The most common goals of mentoring programs are

- *Developing young talent for competing in the market*
- *Socialising young talent to company culture*
- *Developing leadership skills in the organization*
- *Strengthening corporate culture to tackle rapid change*
- *Reducing the need for supervision*
- *Achieving corporate objectives*
- *Retaining key talent*

Identify the protégés for the mentoring program

While mentoring has been shown to have positive effects for both mentor and protégé, it is important to zero down on the target population and after that tailor the program accordingly. Not everyone is ready for

mentoring and should not be forced into the program by the organization. Most of the organizations use the following criterion to select the protégé for the mentoring programs. The list includes energy, intelligence, the maturity of behaviour, decision-making ability, dependability, team skills, and loyalty. The best programs consider these factors as well – willingness to learn, emotional intelligence, and self-confidence in selecting the participants for the program.

Identifying the mentors for the mentoring program

Finding the right mentors is one of the biggest challenges, not every senior management incumbent is ready for being a mentor. Most of the mentoring programs flatter on this point because they assume that any senior management person by that person's experience is ready for mentoring protégés. Research shows that being skilful in sharing, coaching, teaching, following up, caring, spending time with juniors is not necessarily correlated with the title. It's always best to interview people from the mentor pool and after that decide who is ready to take on the role of the mentor. In this process make sure that you do not offend those who are not invited to be the part of the mentoring program, because some of the protégés may be on their teams.

Launching the mentoring program

A well-designed mentoring program would include training for the protégés and mentors before the program starts. The protégés need to be introduced to the learning model and what is the best way to benefit from the program, additionally its best to tell them what this program is not about – i.e. it does not guarantee promotion, pay raise, higher title or additional perks.

Running the mentoring program

Many mentoring programs fail in this phase; most of the programs witness a lack of follow up from the mentors. Protégés are often eager for more contact than they get in spite of repeated postponed appointments with mentors. When the mentors push their mentoring responsibilities lower in the priority stack and miss deadlines, push back commitments and even ignore their mentoring responsibilities and obligations altogether, the program is all set to fail.

A periodic assessment of the protégés and mentors experience can help you on keeping a tab on the strength of the individual relationships in the program and suggest where to spend additional time if need be. In case the mentors fail to measure up to the program, additional training must be provided to them so that the protégés do not suffer due to mentor's skill deficiency.

FacebookTwitterLinkedInGoogleplusEmail

Q: Suggest Tips For Conducting Training Needs Analysis Accurately?

Training workers is an expensive proposition for the organisations, both in terms of the costs associated with the development and delivery of instruction and the participants' time away from work. More expensive, though, is the cost of lost business due to poor – quality products and services delivered by unskilled workers.

The bottom line for companies is that training interventions must improve employee performance. Training can be a significant expense, especially if the outcomes fall short of expectations. The first step in the process of ensuring the appropriateness and effectiveness of training is an organisational need analysis process. This process clarifies organisational objectives and the desired level of performance. Needs analysis is a common process in most organisations. A brief review of the general process is provided here to set the foundation right.

Clarify the purpose of training needs analysis.

The needs analyst explains the situation or problem-related to productivity and then determines the objectives of the study. The purpose of the review may be as broad as an organization-wide implementation of a strategy or as narrow as the application of new technology in a division.

Identify data sources and collection methods for training needs analysis.

Data points are necessary to determine the information required to respond effectively to the objectives. Data sources may include existing performance measures, work samples, benchmarking studies, employee surveys, and new sources. In modern organisations, some of these data may reside in organisational knowledge management systems including databases and intranet sites. Methods for collecting data can be categorised as unobtrusive or obtrusive.

Unobtrusive methods are those that do not ordinarily require interaction with others and do not interrupt routine work. They are inexpensive and relatively easy to execute. Obtrusive methods usually involve interaction with various people in the work setting and take time away from regular work. These methods are often a richer source of data but are costly and time-consuming for the organisation.

Q: How to find training needs?

An important note is that you may need to use a combination of both methods to obtain a more robust representation of training requirements. However, the context of the needs assessment may dictate one type of method over another. Depending on the data sources identified, a combination of collection methods like surveys, observations, interviews, and focus groups provides different perspectives for identifying needs. In some cases, you may have to develop a new data collection instrument like a survey to collect data.

Collect, summarise, and analyse the data.

The next step is to gather data from a variety of sources on the current state of the organization that relates to the objectives of the analysis. Once data collection is complete, review the results to determine if there are trends or patterns. Potential gaps or problems in reaching organisational objectives may emerge.

Share the findings of training needs analysis.

Share the results of the analysis with all stakeholders. This can be accomplished in a formal or informal way. Sharing allows others to validate the initial findings and usually results in a jointly developed series of recommendations for the organization to consider. Some recommendations may not be training related but must be shared with the team.

Training needs generated from this process will provide a complete view of learner needs and assist training professionals in design and delivery decisions.

Q: How to measure ROI of training program?>

Measuring the ROI of Training Programs

It's the start of the year, and the departmental heads along with their Human Resources partners are busy identifying ways to develop the team so that they can stay competitive. Over the years training has become a feel good factor and is linked to good food and a day off, basking in a good hotel.

Sadly, the departmental heads and the training manager spend more time on deciding the menu rather than making the program design. Inability to measure the efficacy of training programs has led to this rot, now as a manager, if you are genuinely interested in up-skilling your team, how do you put up measurement metrics to demonstrate the efficacy of the programs. If you can measure the efficacy, getting the budget approved by your manager or the finance team would be a cakewalk.

Kirkpatrick, a veteran of this field has published taxonomy of different kinds of data that can be used in evaluating training programs in organisations as well as other HR-interventions. Let us take a look at them.

Reaction:

This is the first level of measurement and measure as to how does the participant feel about the training session that they have just attended? What is their degree of satisfaction?

Q: How To Become A Champion In End User Training

Questionnaires are the most common examples of a reaction gauge, for example, the satisfaction of the participants with the program content or the trainer's delivery style. Best practice is to run anonymous surveys so that you can garner honest reactions. This is the most widely used method to evaluate the training programs. The results of such surveys reflect a moment in time response, but normally the program goals go beyond making participants happy. Selecting a good hotel or an elaborate food menu caters to scoring well on this segment.

Learning:

This is the second level of measurement and checks to what extent have the participants absorbed or imbibed the knowledge and skills imparted in the program and to what level have their attitudes changed?

To detect learning improvements, you can assess the participants on their learning from the program. You can make the results from this evaluation objective found using knowledge tests, administered before and after the training program.

Behavior:

This is the third level of measurement and checks to what extent has behaviour at work changed as a result of attending the training program?

The goal is to assess the behaviour change of the participants. Simple methods of getting evidence here are open questions, asking the participants to describe what they did differently after the program, or asking their

managers. A little complex but more robust method is to observe and measure participants' behaviour changes before and after the training

Results:

This is the fourth level of measurement and checks to what degree have the company's core metrics been impacted by the training program?

Data from the fourth level of measurement is often hard numbers like the profits, return on investment, sales, production quality, quantity, schedules being met, cost ratios, staff attrition, employee grievances, and staff engagement. These data points are important and relate directly to the annual business plans.

While doing the assessments gather data from multiple sources make sure you have practical evaluation methods. It is relatively easy to find "evidence" of changes for each level by comparing pre- and post-assessments. However, it's hard to obtain "proof" that the training program has caused the changes. Using this approach you can safely garner resources for up skilling your team.

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- ✓ [Employee training and development – Mac Graw Hill](#)