Chapter 07
Training and Development

Learning Objectives

After completing this chapter you will be able to:

- ❑ **Understand importance of Training and Development.**
- ❑ **Identify Training and Development needs.**
- ❑ **Discuss the different aspects of Training and Development**
- ❑ **Evaluate Training and Developmental programs in terms of their impact on employee productivity and satisfaction.**
- ❑ **Organize and facilitate Training and Development programs.**

Structure

1. Introduction to Training and Development
    1. The Difference between Training and Development
    2. The Need for Training and Development
    3. The importance of Training and Development

2. The Development of Training Program.

3. The Models of Training and Development

    1. System Model.
    2. Transitional Model
    3. Instructional System Development Model

4. **The Methods of Training and Development**
   1. **Cognitive Methods**
      1. **Lectures**
      2. **Demonstrations.**
      3. **Discussions**
      4. **Computer-based Training**
   2. **Behavior Methods**
      1. **Games and Stimulations**
      2. **Behavior Modeling.**
      3. **Case Studies**
      4. **Equipment Stimulators**
      5. **In Basket Technique**
      6. **Role Plays.**

Structure

4. **The Methods of Training and Development**

   3. **Management Development Method**
      1. **Coaching.**
      2. **Mentoring.**
      3. **Job Rotation**
      4. **Job Instruction Technique**

5. **The Evaluation of a Training Program**
6. **The Role Of Industrial Psychologist**
7. **Summary**
8. **Further Reading**
9. **Self Assessment Questions**

1. Introduction to Training and Development

Training and development or "learning and development" as many refer to it now, is one of the most important aspects of our lives and our work. Many view "training" as an activity that produces the result or outcome of "learning" and   is typically viewed as new knowledge, skills and competencies or abilities.

In our culture, we highly value learning which we believe is an ongoing process. With advancement of technology training and development has assumed an important role. Training plays a crucial role to prepare workers to meet ever increasing   competition, customers' expectations of quality and service.

1. Introduction to Training and Development

"Training is the organized procedure by which people learn knowledge and improve skills for a definite purpose"
-- **Dale S Beach**

"Training is a process by which the aptitudes, skills and abilities of employees to perform specific jobs are increased."
-- **Michael J Jucius**

"Training is the process by which manpower is filled for the particular job it has to perform."
--- **Dale Yoder.**

1. Introduction to Training and Development

Management Guru Peter Drucker said that the fastest growing industry would be training and development as a result of replacement of industrial workers with knowledge workers.

In the US, according to one estimate, technology is de-skilling 75% of the population. In Japan, with increasing number of women joining labor force, training is required not only for job skills but also for preparing them for the physically demanding jobs.

They are trained in everything from sexual harassment policies to the necessary job skills.

1. Introduction to Training and Development

Basic Terms in Training and Development

Information

At its most basic form, a piece of information about something is a "unit of awareness" about that thing. It occurs in the brain and comes from thought or intuition some say.

Knowledge

Knowledge is collected by organizing information. Typically, information evolves to knowledge by the learner's gaining context, perspective and scope about the information.

1. Introduction to Training and Development

Basic Terms in Training and Development

Skills

Skills are applying knowledge in an effective and efficient manner to get something done. One notices skills in an employee by their behaviors.

Task

A task is typically defined as a unit of work, a set of activities needed to produce some result. Complex positions in the organization may include a large number of tasks which sometimes are referred to as functions.

1. Introduction to Training and Development

Basic Terms in Training and Development

Job

A job is a collection tasks and responsibilities that an employee is required to conduct.

Role

A role is the set of responsibilities or expected results associated with a job. A job usually includes several roles.

Learning

Is viewed as enhancing one's knowledge, understanding or skills.

1. Introduction to Training and Development

Basic Terms in Training and Development

Training

This term is often interpreted as the activity when an expert and learner work together to effectively transfer information from the expert to the learner.

Development

Is a broad, multi-faceted set of activities to bring someone up to another threshold of performance. Includes orienting about a role, training in wide variety of areas, on-going training on the job, coaching, mentoring and forms of self development.

1. Introduction to Training and Development

1. The Difference between Training and Development

Training is often confused with development.

Both are different in certain respects yet components of the same system. Development implies opportunities created to help employees to grow. It is more of long term or futuristic in nature as opposed to training, which focuses on the current job.

As a result training helps an employee immediately in performing on the current job, while development can help him / her progress to a new job.

1. The Difference between Training and Development

Training -   a process of systematically developing knowledge and expertise in individuals for the purpose of improving performance.

Development -   planned growth and expansion of the knowledge and expertise of people beyond the present job requirement.

1. Introduction to Training and Development

2. The Need for Training and Development

Two biggest factors that contribute to the increased need to training and development in organizations are:

CHANGE – *the word change encapsulates almost everything. It is one of the biggest factors that contribute to the need of training and development. Change leads to the need for training and development; and training and development lead to individual and organizational change and the cycle goes on and on.*
More specifically, it is the technology that is driving the need!

1. Introduction to Training and Development

2. The Need for Training and Development

DEVELOPMENT *it is again one of the strong reasons for training and development becoming all the more important. Money is not the sole motivator at work and this is especially very true for the 21st century. Spirituality and self-awareness are gaining more momentum world over.*

At Ford, USA, an individual can enroll in a course on 'self awareness' which outwardly seems inconsequential to one's performance at work but contributes to individual's spiritual well being.

1. Introduction to Training and Development

2. The Need for Training and Development

Training is provided on these basic grounds.

New employees who join an organization are provided training to acquaint them with the organizational mission, vision, rules, regulations and working conditions.

The existing employees are trained to refresh and enhance their knowledge.

If any updates or amendments take place in technology, training is given to cope with those changes.

When promotion and career growth becomes important, training is given so that employees are prepared to share the responsibilities of higher job.

1. Introduction to Training and Development

2. The Need for Training and Development

Training is provided on these basic grounds.

An individual analysis helps decide who in the organization needs the training and in which particular area. Performance appraisals also pinpoint need for further training to individual employees.

Many organizations use competency ratings to evaluate their managers; the ratings are received from their subordinates, customers, peers, bosses etc.

1. Introduction to Training and Development

2. The Need for Training and Development

Training is provided on these basic grounds.

An organizational analysis **may also be conducted which is aimed at short listing the focus areas for training within the organization and factors that may affect the same.**

Organization's mission, vision, goals, people inventories, processes, performance data are all studied. This study provides cues for about the kind of learning environment required for the training.

1. Introduction to Training and Development
3. The importance of Training and Development

One of the biggest benefit of training is the appreciation that one can be learning all the time. As the business world is continuously changing, organizations need to provide to their employees training throughout their careers.

Training will keep employees motivated. Employee training can be cost effective, as it is cheaper to train existing employee into new skills than hiring a new employee with the skills you need. Training about sexual harassment, diversity training can help risk management.

1. Introduction to Training and Development

3. The importance of Training and Development
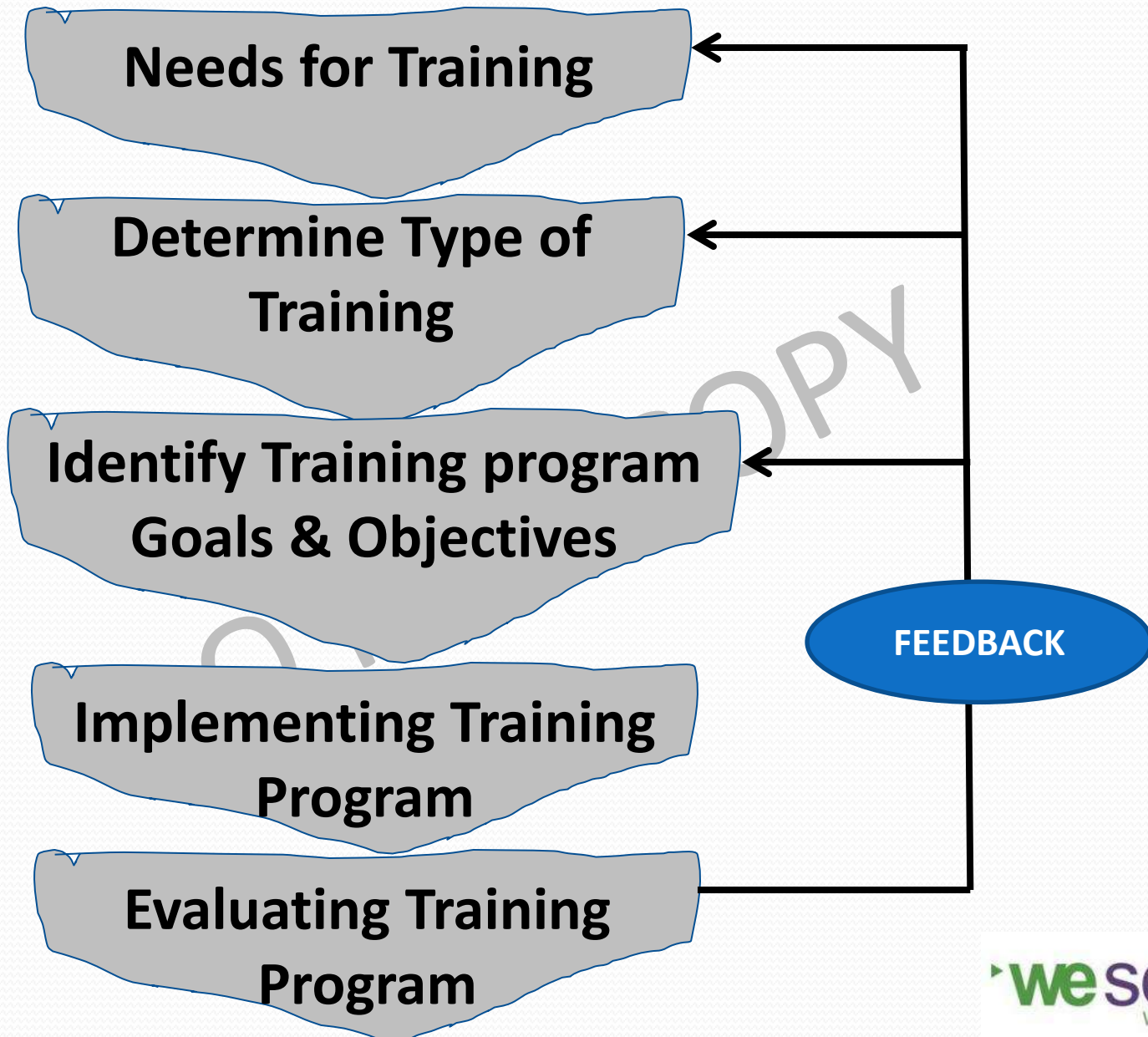
Benefits of training can be summed up as:

* **Improves morale of employees.**

* **Less supervision is necessary for employees who are trained in the job they are doing.**

* **Fewer accidents through error free operations.**

* **Chances of promotion increase as employee acquire more new skills.**

* **Increased productivity as trained employees deliver quality and quantity performance.**

2. The Development of Training Program.

Formal approaches to learning and development often have the highest likelihood of transfer of training. Such formal approach usually follows a systematic and consistent framework. It is designed to guide learners to achieve an overall set of goals that address a need or situation, then associated objectives and activities to achieve those overall goals.

This systematic approach consists of seven major phases starting with identification of training needs and ending with evaluation of the training program offered to meet them.

The Training Process

Needs for Training

Determine Type of Training

Identify Training program Goals & Objectives

Implementing Training Program

Evaluating Training Program

FEEDBACK

2. The Development of Training Program.

Phase **One** **Assessing the needs of training.**

The first step in the training process is basic one: to identify the needs of training. What overall results or outcomes should be accomplished? These are identified through performance appraisals or workplace audit.

Training may also need to be conducted for
- *Required legally or by order or regulation.*
- *To improve job skills or move into a different position.*
- *For an organization to stay competitive.*
- *To bring the employee up to a standard.*

2. The Development of Training Program.

Phase **Two** **Determine the type of Training**

The integration of the overall outcomes, activities and how they will be evaluated, help to determine the type of the learning and development program.

The employees themselves can provide valuable information on the training they need. They know what they need / want to make them better at their jobs. Also regulatory considerations may require certain training in certain industries and / or job classifications. Training should focus on those steps on which improved performance is needed.

2. The Development of Training Program.

Phase **Three** **Identifying training goals and objectives**

Clearly stated training objectives will help employers communicate what they want their employees to do. To do better or stop doing!

These objectives are often described in terms of knowledge, skills, and competencies. It is important to be clear on what resources must be obtained and / or developed in order to undertake the activities to achieve the objectives.

Resource might include certain expertise, facilities and technologies. Development might include several trainers, learners reviewing the design of the training to ensure it meets their nature and needs.

2. The Development of Training Program.

Phase **Four** **Implementing the training program**

Training should be conducted by professionals with knowledge and expertise in the given subject area, period. Nothing is worse than being in a classroom with an instructor who has no knowledge of what they are supposed to be teaching. Use in-house , experienced talent or an outside professional training source as the best option.

Employees should be encouraged to participate in discussions, asking questions, contributing their knowledge and even through role playing.

2. The Development of Training Program.

Phase **Five** **Evaluating the training program**

As the trainers and learners participate in the program, evaluation should occur of the quality of the activities and the extent of achievement of the objectives.

Evaluation might focus on short term, intermediate and long term outcomes. Evaluation can be carried both by students and the faculty. Training itself should have, as one of its critical component, a method of measuring its effectiveness

Evaluation establishes the amount of learning achieved and whether employee's performance has improved.

3. The Models of Training and Development

1. System Model

A system model is the conceptual model that describes and represents a system. The model consists of five phases and should be repeated on a regular basis to make further improvements. The training should achieve the purpose of helping employee to perform their work to required standards.

Phase 01 Analyze and identify the training needs i.e. to analyze the department, job, employees' requirements, who needs training, what do they need to learn, estimating training costs and fixing measure for evaluation.

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1. System Model

Phase 02   **Design and provide training to meet identified needs. This step involves developing objectives of training and identifying means to meet them.**

Phase 03   **Develop – this phase requires listing the activities in the training program that will assist the participants to learn, selecting delivery method, examining the training material, validating information to be imparted to make sure it accomplishes all the goals and objectives.**

3. The Models of Training and Development

1. System Model

Phase 04   **Implementing is the hardest part of the system because one wrong step can lead to the failure of whole training program.**

Phase 05   **Evaluating each phase so as to make sure it has achieved its aim in terms of subsequent work performance. Making necessary amendments to any of the previous stage in order to remedy or improve failed practices.**

FEEDBACK

Evaluate

Execute

Develop

Design

Analyze

System Model

FEEDBACK
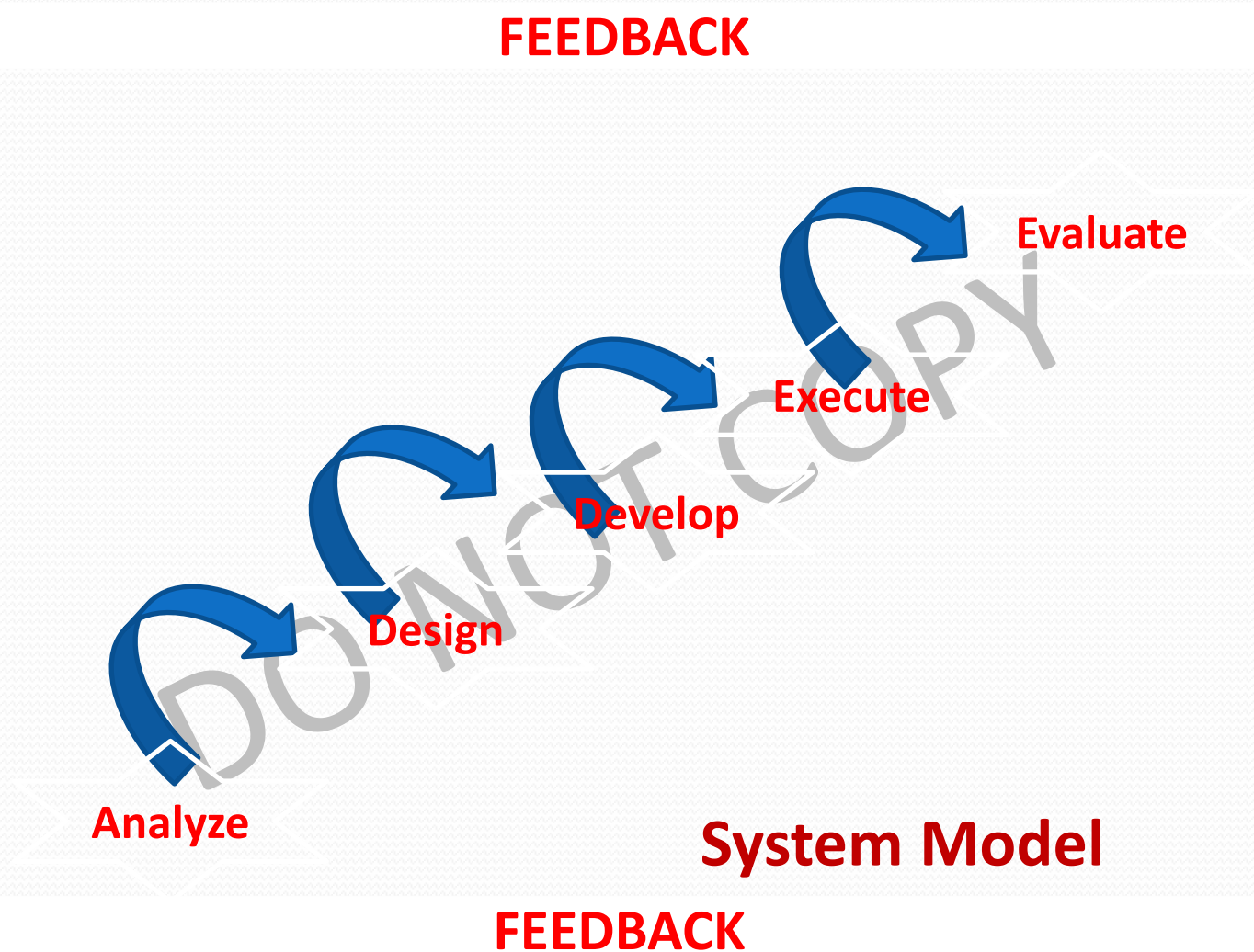
2.   Transitional Model

This model focuses on the organization as a whole. The outer loop describes the vision, mission and values of the organization on the basis of which training model i.e. inner loop is executed.

Vision: focuses on the milestones that the organization would like to achieve after definite point of time. A vision may include setting a role mode, or bringing some internal transformation or may be promising to meet some other deadlines.

2. Transitional Model

MISSION

VISION

Implement   Evaluate

REALIZATION

Plan   Objectives

VALUE

UNSTRUCTURED
EXPERIMENTATION
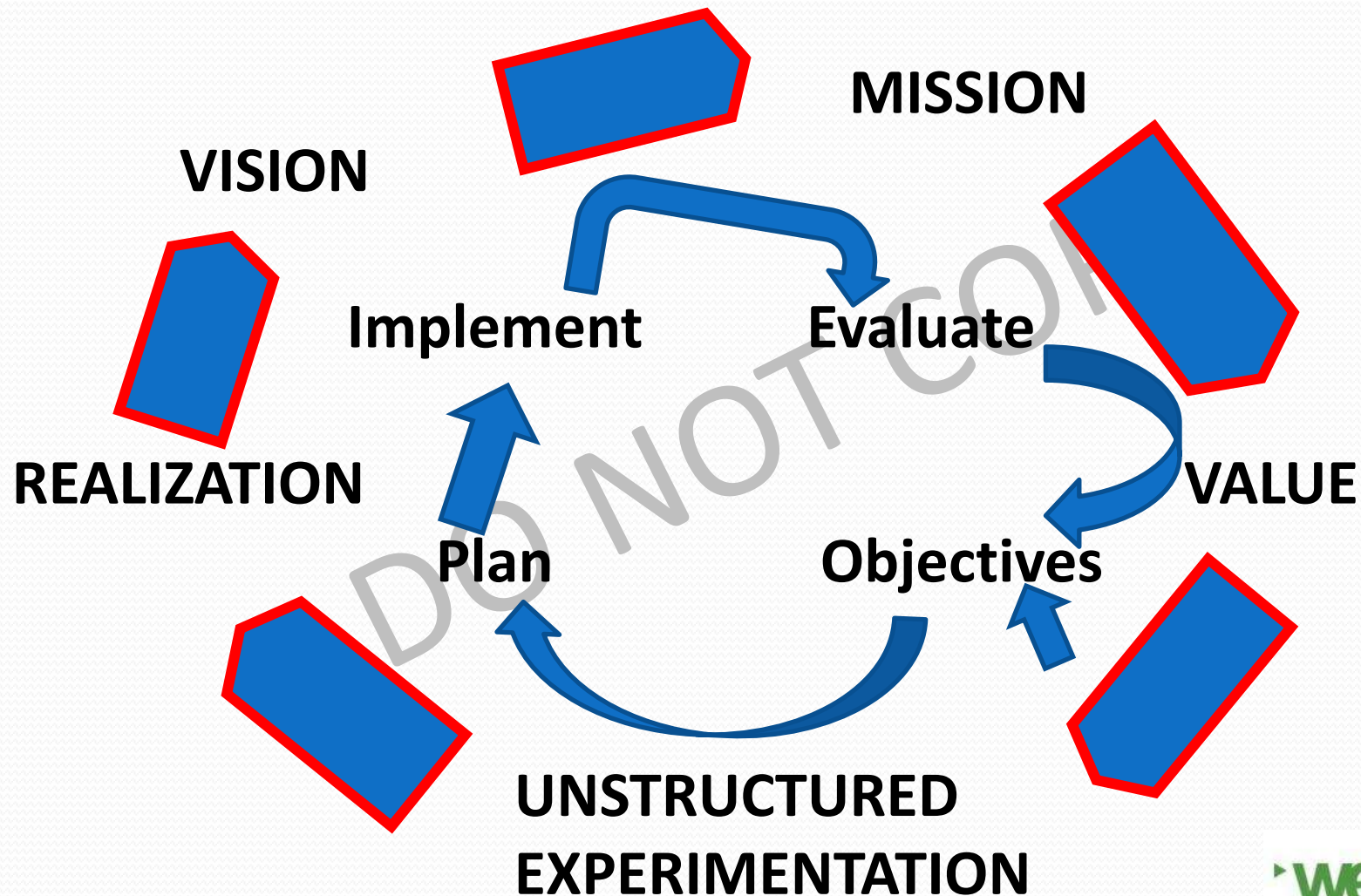
2.   Transitional Model

Mission:

Mission explains the reason for organizational existence. It identifies the position in community. The reason for developing a mission statement is to motivate, inspire, and inform the employees regarding the organization. The mission statement tells about the identity that how the organization would like to be viewed by the customers, employees and all other stakeholders.

2.   Transitional Model

Values:

Value is the transition of vision and mission into communicable ideals. It reflects the deeply held values of the organization and is independent of current industry environment.

For example, values may include social responsibility, excellent customer service, etc. The mission, vision and values precede the objective in the inner loop. (slide # 34)

3. The Models of Training and Development

3. Instructional System Development Model

This ISD training model was prepared to answer the training problems. This model is widely used now-a-days in the organization because it is concerned with the training need on the job performance. Training objectives are defined on the basis of job description and job responsibilities and on the basis of the defined objectives, individual progress is measured.

This model also helps in determining and developing the favorable strategies, sequencing the content, and delivering media for the types of training objectives to be achieved.

3. The Models of Training and Development

3. Instructional System Development Model

This ISD training model comprises of five stages:-

Analysis – This phase consists of assessment of training, job analysis and target audience analysis.

Planning -   This phase consists of setting goal of learning outcome, instructional objectives that measure behavior of participant after the training, types of training material, media selection, methods of evaluating the trainer and the training program, strategies to impart knowledge i.e. selection of content, sequencing of content etc.

3. The Models of Training and Development

3. Instructional System Development Model

This ISD training model comprises of five stages:-

Development – This phase translates design decisions into training material. It consists of developing course material for the trainer including handouts, workbooks, visual aids, demonstration props etc. plus course material for trainees including handouts of summary .

Execution -   This phase focuses on logistical arrangements such as arranging speakers, equipment, benches, podium, food facilities, cooling, lighting, parking, and other training accessories.

**3. The Models of Training and Development**

3. Instructional System Development Model

This ISD training model comprises of five stages:-

Evaluation – the purpose of this phase is to make sure that the training program has achieved its aim in terms of subsequent work performance. This phase consists of identifying strengths and weaknesses and necessary amendments to any of the previous stage in order to remedy or improve failure practices.

3. **Instructional System Development Model**
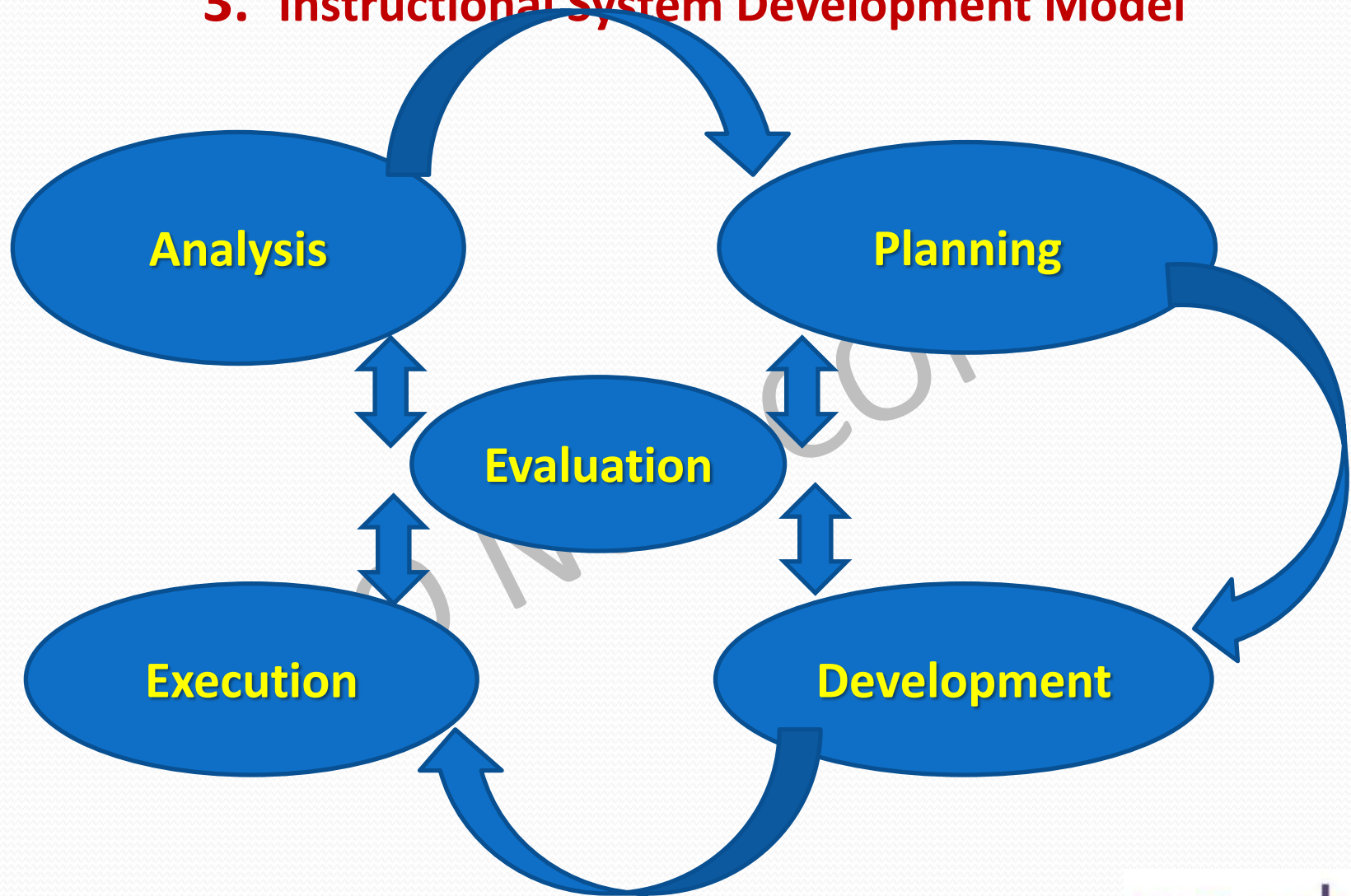
1. **Cognitive Methods**

Cognitive methods are more of giving theoretical training to trainees. The various methods under Cognitive approach provide the rules for how to do something, written or oral information, demonstrate relationships among concepts.

These methods are associated with changes in knowledge and attitude by stimulating training.

1. **Cognitive Methods -** **1. Lectures**

It is one of the oldest methods of training. Lecture is given to enhance the knowledge of the listener or to provide theoretical aspect of a topic.

A good lecture consists of introduction of the topic, purpose of the lecture and priorities and preferences of the order in which the topic will be covered. Its main advantage is the ability to get a huge amount of information to a lot of people in short time. But is found to be the least effective.

Participants retain less than 20% of what they learn in lectures!

4. The Methods of Training & Development

1. Cognitive Methods – 2. Demonstrations.

This method is visual display of how something works or how to do something. In order to be more effective, demonstration method should accompanied by the discussion or lecture method.

To carry out an effective demonstration, the trainer should break down demonstration into small and easy sequential tasks and then demonstrate these to the participants. The participants is asked to perform the task and describe what he/she is doing and why.

1. **Cognitive Methods – 3. Discussions**

This method uses trainer to provide learners with context that is supported through interactions both among the trainees and the trainer and the trainees.

A better form of training than lectures, it allows all trainees to discuss issues concerning the new program. It allows a participant to voice different ideas and bounce them off one another.

1. **Cognitive Methods–** **4. Computer-based Training. CBT.**

With the worldwide expansion of companies and changing technologies, the demands for knowledgeable and skilled employees have increased more than ever, which in turn requires organizations to provide computer training to their employees.

Many organizations are now implementing CBT as an alternative to classroom based training to accomplish their goals.

1. **Cognitive Methods– 4. Computer-based Training. CBT.**

CBTs are self paced learning activities accessible via a computer or hand held device. CBTs present content in a linear fashion. Assessing learning in a CBT usually comes in the form of multi choice questions or other forms that can be easily scored by a computer such as drag-and-drop. Radio button, simulation or other interactive means.

This enables immediate end user feedback and completion status.

Behavior methods are more of giving practical training to learners. They allow trainee to behavior in a real fashion. These methods are best used for skill development

2. Behavior Methods

1. Games and Stimulations

Simulators are used to imitate real work experiences. Most simulators are very expensive but for certain jobs, like learning to fly a 747, they are indispensable. The military also uses video games to train soldiers in war exercises.

2. Behavior Methods

2. Behavior Modeling.

Behavior Modeling is a type of learning that occurs as a function of observing, retaining and replicating novel behavior executed by others.

It is argued that reinforcement has the effect of influencing which responses one will participate in, more than it influences the actual acquisition of the new response.

2. Behavior Methods

3. Case Studies.

Case Studies provide trainees with a chance to analyze and discuss real workplace issues. They develop analytical and problem solving skills and provide practical illustrations of principle or theory. They can also build a strong sense of teamwork as teams struggle together to make sense of the case.

Case study involves an in-depth, longitudinal examination of a single instance or event : a case. Case studies lend themselves to both generating and testing hypotheses.

4. The Methods of Training & Development

2. Behavior Methods

4. Equipment Stimulators

Manufacturing represents one of the most important applications of Simulation. This technique is a valuable tool used by engineers when evaluating the effect of capital investment in equipment and physical facilities like factory plants, warehouses, and distribution centers. Simulation can be used to predict the performance of an existing or planned system and to compare alternative solutions for a particular design problem. The method is useful to quantify system performance.

2. Behavior Methods

5. In Basket Technique

In Basket training is a method to acquaint employees about their job where a number of problems are kept in a "basket" (usually the desk of the employee). The worker has to look at the problems which could also be complaints from different employees and simultaneously deal with those problems.

Once a problem is solved it is kept in the "out-basket". It is a widely used assessment centre exercise. It tests workers' Knowledge, Skills and Attitudes.

2. Behavior Methods

6. Role Plays

Role playing allows employees to act out issues that could occur in the workplace. Key skills often touched upon are negotiating and teamwork. A role play could take place between two people simulating an issue that could arise in the workplace.

This could occur with a group of people, split pairs, or whereby two people role play in front of the class room. It can be effective in connecting theory and practice.

3. Management Development Method

On the Job Training

On the job methods provide training to employees within the everyday working of a concern. It is a simple and cost effective training method.

The not proficient as well as semi-proficient employees can well be trained by using these training methods. The employees are trained in actual working scenario.

The motto of such training is "learning by doing". Instances of such training are job rotation, coaching, temporary promotions etc.

3. Management Development Method

Off the Job Training

Off the job training methods are those in which training to employees is provided away from the actual working conditions. It is generally used in case of new employees. Instances of such training are workshops, seminars, conferences etc.

This method is costly and is effective if and only if large number of employees are to be trained within a short period of time. It is also known as 'vestibule training'.

3. Management Development Method

1. Coaching.

Coaching, mentoring gives employees a chance to receive training one-on-one from an experienced professional. This usually takes place after another more formal process has taken place to expand on what trainees have already learned.

Coaching, mentoring gives trainees the chance to ask questions and receive thorough and honest answers – something they might not receive in a classroom with a group of people.

3. Management Development Method

2. Mentoring.

Mentoring is a formal or informal relationship established between an experienced knowledgeable employee and an inexperienced, new employee. The purpose of the mentoring relationship is to help the new employees quickly absorb the organization's cultural and social norms.

The best mentoring relationships involve the exchange of a particular body of knowledge that helps the new employee quickly come up to speed as a contributor within the organization. It helps employee navigate learning curve inherent in any new job.

3. Management Development Method

3. Job Rotation

Job Rotation is a management technique that assigns trainees to various jobs and departments over a period of few years. Surveys indicate that this method is being adopted by more and more organizations. This alternative has both positive and negative effects.

As a learning mechanism, employees are given the opportunity to learn necessary skills which can help them to advance within a company. It boosts morale and self efficiency of the employee. It reduces boredom and monotony and thus minimizes job related stress.

3. Management Development Method

3. Job Rotation

Job Rotation has some negative attributes. There are certain jobs that are specialized due to technology and require high level skills. These jobs don't fit in job rotation. The costs involved to train employees for such jobs are very high.

Employee unions also are not in favor of rotation as they observe that as employees get multi skilled management can reduce workforce required to run operations.

3. Management Development Method

4. Job Instruction Technique

Job Instruction Technique (JIT) is a step by step, relatively simple technique used to train employees on the job. It is specially suitable for teaching manual skills or procedures. JIT consists of four steps.

1. Plan – a written breakdown of the work to be done. This is a must and important for the familiarity of work. Next a comfortable environment be created for learning, proper orientation, employing required resources etc.

3. Management Development Method

4. Job Instruction Technique

2. Present – Trainer provides the synopsis of the job while presenting the participants different aspects of the work. When training is over, trainee demonstrates the procedure while emphasizing the key points and safety instructions.

3. Trial – this is rehearsal. Here trainee preforms the work and trainer suggests improvement to the method in case there is any error.

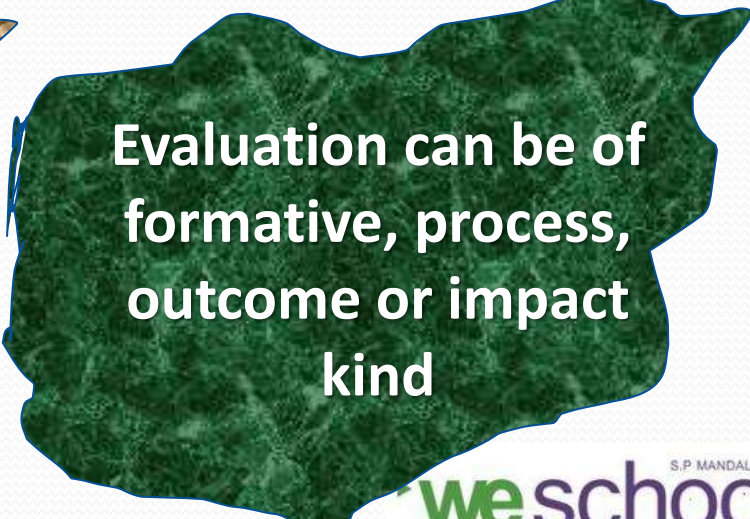**4. Follow Up** – the trainer checks the trainee's job frequently after the training program is over.

5. The Evaluation of a Training Program

The process of examining a training program is called training evaluation. Here one determines degree to which the goals and objectives of training were accomplished.

Evaluation methods can be either qualitative (e.g. interviews, case studies or focus groups) or quantitative e.g. surveys, experiments etc.)

Evaluation is the way of measuring the effectiveness of a training program.

Evaluation can be of formative, process, outcome or impact kind

Formative Evaluation

May be defined as 'any combination of measurements obtained and judgments made before or during the implementation of materials, methods or control that assure or improve the quality of the program performance and delivery.'

It provides ongoing feedback to the curriculum designers and developers to ensure that what is being created really meets the needs of the intended audience. Thus it is critical to establishing, stabilizing and upgrading programs.

Process Evaluation

It is the most common type of training evaluation. It takes place during training delivery and at the end of the event. This includes giving and receiving verbal feedback.

Process evaluation answers the question, "what did you do?"

It focuses on the procedures and actions being used to produce results. It monitors the quality of an event or project by various means. Traditionally, working as an "onlooker", the evaluator describes this process and measures the results in oral and written reports.

Outcome Evaluation

It determines whether or not the desired results (e.g. what participants are doing) of applying new skills were achieved in the short term.

Outcome evaluation answers the question, "What happened to the knowledge, attitudes and behaviors of the intended population?"

It is along term undertaking. Outcome evaluation looks at whether or not participants and / or organizations / agencies / units achieved the desired results from applying the knowledge, attitudes and skills learned in the training.

Impact Evaluation

It determines how the results of the training affect the strategic goal. Impacts occur through an accumulation of "outcomes". Impact evaluation tries to measure whether or not training has affected the initial problem you identified.

An impact evaluation is meant to assess the extent to which what was learned is making difference at the targeted group. Impact evaluation is meant to answer question "How did what was taught in the training affect the problem?"

6. The Role of Industrial Psychologist

- Analyze training needs to develop new training programs or modify existing ones.

- Conduct or arrange for ongoing technical training and personal development for staff members.

- Plan, develop and provide training and staff development programs, using knowledge of the effectiveness of methods such as classroom training, demonstrations, on-the-job training, meetings, conferences and workshops.

- Conduct orientation sessions and arrange on-the-job training for new hires.

6. The Role of Industrial Psychologist

- Confer with management and conduct surveys to identify training needs based on projected production processes, changes and other factors.

- Train instructors and supervisors in techniques and skills for training and dealing with employees.

- Develop and organize training manuals, multi media visual aids, and other educational materials.

- Develop testing and evaluation procedures

7. Summary

❑ **Training leads to learning which leads to doing better in our lives and work – it leads to increased performance. Therefore, training is crucial for organizational development and success. It is fruitful to both employers and employees of an organization. Training process leads to quality performance by employees.**

❑ **The field of training and development has undergone dramatic improvements, especially with the inclusion of computer and web-based technologies. The concept of learning is expanding to thinking that groups and organizations can learn too.**

❑ **It is necessary to identify whether the company has budget, time and expertise for training. A company may use internal or external consultants for training.**

❑ **Today's organizations often provide training for special purposes, including literacy training, diversity training, customer service training, training for teamwork, training for first time supervisors, and training for global business.**

7. Summary

❑ **Managerial on-the-job training methods include case studies, management games, seminars, college/university related programs, role playing, behavior modeling, in-house development centers and organizational development techniques such as team building and survey feedback.**

❑ **The process of examining a training program is called training evaluation. Evaluating training (includes monitoring) addresses how one determines whether the goals or objectives were met and what impact the training had on actual performance on the job.**

http://www.azcentral.com/12news/news/articles/2012/04/10/201 20410skill-gap-employees

Skill gap frustrating to employees and workers.

While several candidates are searching for a job unsuccessfully, there are employers unable to fill in vacant positions in their organization. This anomaly is the result of job-skills mismatch.

In this highly competitive environment employers need higher skill levels to stay trim. But they are scarce.

8. Further Reading
Skill gap frustrating to employees and workers.

New graduates or new comers to workforce have little experience, and those with long experience do not possess degrees or certifications that employers require.

To attack this problem employers these days, embark on a cost effective policy of creating specialists they want through serious on-the-job training.

Solutions to job-skill mismatch will involve initiative, flexibility, and cooperation on all sides. Workers have to keep their skills, degrees and certifications up to date and companies must aggressively recruit and train employees.

9. Self Assessment Questions

1.   Existing employees or employees hired into newly merged company need

A   To learn new corporate culture.*

B   To receive information about the details of the merger.

C   To experience re-socialization process.

D   All of the above.

2.   The aim of employee development is

A   To socialize employees.

B   To prepare current employees for future jobs within the organization.*

C   To provide realistic information.

D   To identify position specifications

3. During the training process, it is important to provide

A   Frequent feedback, opportunities for practice and positive reinforcement.*

B   Error tolerance, skills assessment, and competitive pay.

C   Relapse prevention techniques, practice opportunities and motivation.

D   Informal learning, apprenticeship training and positive reinforcement.

4.   Training effects to measure are

A   Reaction, learning, behavior and results.

B   Behavior, skills, competencies and aptitude.

C   Results, reactions, recidivism and review.

D   Implementation, learning, transfer and behavior.*

9. Self Assessment Questions

5. Which of the following is an on-the-job management development technique?

A University programs.

B Case study method.

C Role playing.*

D Action learning

6. Which of the following is an off-the–job management development technique?

A Management games

B Behavior modeling.*

C Role play.

D In-house development centres.

7. Which of the following is NOT a goal of needs assessment?

A   To determine what finances need to be designated for training.*

B   To determine who the training exists for

C   To determine what tasks need to be trained.

D   To determine whether a training need exists

8.   All of the following are the training designs that should be included in programs that emphasize knowledge transfer except

A   The program should teach general concepts and procedures

B   Trainees should be encouraged to focus only on important differences   between training tasks and work tasks rather than unimportant differences.*

C   Trainees should be given an   explanation as to any differences between training tasks and work tasks.

D   Behaviors and skills that trainees learn in the program should contribute to effective performance .

9. Self Assessment Questions

9. Which of the following statements is false?

A   Training is normally a key aspect of high commitment management strategies

B   There are well established and proven links between training and organizational productivity and profit.

C   Training and development is a key element of human resource management.

D   Training and development serves as an important symbolic function.*

10.   Which of the given employment testing approach   requires individuals to perform activities in the business environment

A   In-basket technique.

B   Role playing.*

C   Interview simulations.

D   Case study

Thank You !