# **Study unit 7: Training and Development**

# **7.1 Introduction**

Training and development have become increasingly vital to the success of modern organizations. Organizations often compete on people competencies, which is the integrated core set of knowledge, skills and experience that gives them an edge over their competitors. Training and development play a central role in nurturing and enhancing employee knowledge, skill and abilities hence becoming a backbone for strategic implementation.

The trends in the workplace today require employees to continuously hone their Knowledge, skills and abilities to cope with new processes, systems and technologies so as to be able to develop the skills that will enable them handle new and more demanding assignments. In other words, employers depend on the quality of their employee’s performance to achieve organizational goals and objectives. Employees must therefore be helped to become effective and efficient in their jobs so that they can have quality work. Quality employees can be maintained through training, education and development.

# **Learning Outcomes of Study Unit 7**

# By the end of this topic you should be able to:

7.1 Define the concepts of education, training and development

7.2 Explain benefits of training to the individuals and organizations

7.3 Assess training needs of employees and organizations

7.4 List the steps followed in designing an effective training program

7.5 Evaluate different methods of training and development

7.6 Evaluate the effectiveness of a training program

7.7 Describe the challenges of training and development in organizations.

## 7.1 Define the concepts of education, training and development

**Employee Training**

Employee training is the process through which planned programmes are undertaken to improve employee knowledge, skills, attitudes and social behavior. It is can be defined as the systematic modification of employee’s behaviors to foster learning among organizational members so that they perform organizational duties better. It aims at improving an employee's knowledge, skills, and attitudes so that he or she can do the job better. It may involve changing what employees know, how they do their jobs, their attitudes towards work and how they interact with their co-workers and customers. Training is an organized activity designed to create a change in the thinking and behavior of employees so as to enable them to do their jobs efficiently in terms of increased productivity, morale, reduced costs and absenteeism. It enhances the capabilities of an employee to perform his or her current job.

Box 7.1: Training

Training is the acquisition of knowledge, skills and abilities required to perform effectively in any given role.

**Employee Development**

Development is a career bound organizational arrangement for its employees to acquire generalized managerial and technical skills and knowledge so as to achieve organizational goals. Employees are developed in a way that maximizes their potential for personal growth and promotion. In short employee development entails both training and education.

The growth or realization of a person's ability and potential through the provision of learning and educational experiences, Formal education, job experiences, relationships and assessments of personality and abilities that help employees prepare for the future.

It enhances the capabilities of an employee to be ready to perform possible future jobs

**Education**

Education is wider in scope and purpose than employee training. It refers to formal instructions in a school or college directed towards long term development of an individual.

Education is the process which enables individuals to assimilate and develop knowledge, skills, attitudes and understanding, not simply related to a narrow range of activities but to a broad range of issues and problems for definition, analysis and solution. Education encompasses both the teaching and learning of knowledge, proper conduct, attitude and competency. It thus focuses on the cultivation of skills, trades or professions, as well as mental and moral development.

***The differences between training and development are tabulated below:***

**Table: 7.1**

|  |  |
| --- | --- |
| **Difference between training and development** | |
| **Training** | **Development** |
| It’s a short-term process. It can be a week, a month or even a year | It’s a long-term process. In fact, it’s an ongoing process without specific limits |
| Narrowly focused and oriented towards short-term job performance concerns | Oriented towards broadening individual’s skill for future responsibility |
| Its specific and always job related | Its general knowledge and not limited to a job. |
| It puts value in the organization | It puts value in the individual. |
| Its technical and mechanical .i.e. training is practice oriented | It is authentic and full of conceptual ideas. |
| It depends on the nature of one’s responsibility. | Depends on socio-economic factors |
| Its measured basing on job performance levels | Its measured based on level of achievements |
| Focuses on perfecting of skills, knowledge and attitudes | Focuses on quantitative and qualitative change in the individual being developed |

## 7.2 Explain benefits of training to the individuals and organizations

Generally, employee training and development are part of good management practices. Training and Development is important to both the individual employees and organization. Some of the benefits of training and development include:

* Improving employees’ skills knowledge and attitudes so that they can perform better.
* Increasing customer satisfaction in products provided
* Helping people to develop within an organization so as to meet the future human resource needs of the organization from within
* Reducing learning time for employees who are starting new jobs so that they can be competent as quickly as possible
* Creating management by exception where trained human resources has the ability and capacity to diagnose and analyze the day to day task requirements without constant consultations from supervisors. He or she intervenes in their operations only at critical task requirements.
* Coping with rapid scientific and technological developments
* Reducing the costs of supervision that is if the employees are given proper training, the responsibility of supervision is lessened. A well-trained employee is self-reliant in his work because he knows what to do and how to do it. Though, training does not eliminate the need for supervision, it reduces the need for detailed and constant supervision.
* Need for production of new products or services by a firm, may also call for enhancement of employee skills, knowledge and attitudes.
* Creating and maintenance of a motivated workforce within an organization
* Increasing employee awareness on matters concerning the organization such as values, beliefs, policies, rules and procedures.
* Attract high-quality employees by offering them Training and development opportunities; increasing their levels of competence and enhancing their skills thus enabling them to obtain more job satisfaction, to gain higher rewards and to progress within the organization;
* Provide additional non-financial rewards (growth and career opportunities) as part of a total reward policy
* Improve operational flexibility by extending the range of skills possessed by employees (multi-skilling);
* Increase the commitment of employees by encouraging them to identify with the mission and objectives of the organization.
* Help to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need to adjust to new situations.
* Provide line managers with the skills required to manage and develop their people
* Help to develop a positive culture in the organization: one, for example, which is oriented towards performance improvement

## 7.4 List the steps followed in designing an effective training program

**Training programs**

A training program is a plan showing the type of training that is going to be carried out by a particular organization. ***The major features include the following:***

1. The name of the organization where training is going to be carried out.

2. Title of the training: for example, customer care for Office Administrators

3. Training objectives: These are expectations of both parties the learner and the trainer and are usually derived from Training Needs Assessment process.

4. The Methods to be used: These are the most appropriate training environment, whether internal on the job methods or external off the job methods

5. Duration: the time required for the training program.

6. Training course content: which should be in line with training needs and objectives earlier established

7. Facilitators’ particulars: in terms of their names, academic qualifications, experience and their physical addresses among others.

8. Evaluation: how the training will be evaluated in a comparison of training objectives and training outcomes

## 7.4.1 Process of designing a training program:

Training programs should be developed with the perspective of contributing to the overall goals. Failure to orient training to the strategic objectives and goals of the organizations leads to a waste organization investments.

Training programs are often misdirected, poorly designed, inadequately evaluated and these problems directly affect organizational performance.

To ensure that the investment in training and development have an impact, on individual and organizational performance, a systems approach to training should be used.

Although organizations do invest in their human resources in terms of training, the training program is very expensive because it has an element of an explicit cost. This therefore means than if an organization is to benefit from any training program it should be well planned following systematic steps.

The process of designing an effective Training program should include the following:

1. Identifying training needs (Training needs assessment)

2. Determining the training objectives

3. Determining the training Methods to be used

4. Implementing the training

5. Evaluating the training;

## 7.3 Assess training needs of employees and organizations

**a) Training needs assessment**

*“Solutions to problems are like keys in locks; they 'don't work if they don't fit, and if the solutions aren’t the right ones, the problem doesn't: get solved” (Mager and Pipe 1970).*

All training activities need to be based on an understanding of what needs to be done and why. It addresses whether training is needed.

Training needs analysis is sometimes assumed to be concerned only with defining the gap between what is happening and what should happen, i.e. the difference between what people know and can do and what they should know and be able to do.  This gap is what has to be filled by training.

But this 'deficiency' model of training - only putting things right that have gone wrong is limited. Training is much more positive than that. It is more concerned with identifying and satisfying development needs - fitting people to take on extra responsibilities, increasing all-round competence, equipping people to deal with new work demands, multi-skilling, and preparing people to take on higher levels of responsibility in the future.

*The following are some of the indicators of the need for employee training and development in an organization.*

* Performance deficiencies
* Individual development plans
* Need to develop new leaders
* Employees in new positions
* Introduction of new technology, programs or projects
* Development of new policies, systems, procedures

Assessment of training needs refers to finding the differences between what employees know and can do and what they should know and be able to do. Training needs assessment is the process of assessing employee competences that should be developed. Competences are behaviors required by an individual to meet superior performance expectations of the job.

### 7.3.1 Levels of Analysis

Training needs should be analyzed, first, for the organization as a whole - corporate needs; second, for departments, teams, functions or occupations within the organization group needs; and third, for individual employees – individual needs. These three areas are interconnected.  The analysis of corporate needs will lead to identification of Training needs in different departments or occupations while these in turn will indicate what individual employees need to learn. The process operates in reverse.

**Corporate/ Organizational Analysis**

An Organization Analysis involves determining the: Appropriateness of training given the organization's strategy and Resources (financial and development) available for training and transfer after training. This involves the Analysis of business and human resource plans. Business and HR plans should indicate in general terms the types of skills and competencies that may be required in the future.

**Task Analysis**

This involves examining in detail the content of the job, performance standards quality/quantity and the required knowledge and skills.  The steps include; Select jobs, develop preliminary list of tasks performed on the selected jobs, confirm the list of tasks and identify the knowledge, skills and abilities required to successfully perform each task.

**Individual Analysis**

The individual analysis involves: Determining whether performance deficiencies result from a lack of knowledge, skill, behavior or ability (a training issue) or from a motivational or work design problem.  Identifying who needs the training; who has a KSA deficiency.  Determining readiness for training:  understanding the benefits, awareness of employee basic skills level, motivation to learn, self-efficacy.

### 7.3.2 Methods of Needs Assessment:

Methods for analyzing training needs depend on the scope of the assessment and on available resources. However, some of the following methods may be used:

* ***Documentation review****:* For example, written statements of safe working practices, legal requirements, company policies and procedures, accident statistics and workplace inspection reports can be examined to determine their bearing on training needs.
* ***Interviews and observation****:*  Interviews with representative samples of supervisors, workers and others may be used to assess attitudes and perceived problem areas; observations can be made of representative jobs to assess compliance with approved working practices.
* ***Surveys*:** A survey using self-administered questionnaires can be used for relatively large groups to gain information about current skills and knowledge levels and about perceived training needs and problem areas as well.
* ***Job Analysis:*** Job analysis for training purposes means examining in detail the content of jobs, the performance standards required in terms of quality and output and the knowledge, skills and competences needed to perform the job competently and thus meet the performance standards.
* ***Performance Appraisal:*** This is prime source of information about individual training and development needs.  It is a continuous process of assessing an individual performance against the set standards using a critical incident technique. The report from the exercise therefore will reveal whether the individual has achieved his/her targets and the required action to be taken. However it has shortfalls as it reveals who is not meeting performance expectations and not why e.g. if deficiencies are due to poor motivation then training may not be a likely intervention.
* ***Competence profiling*:**  Is the process of assessing employee’s knowledge and skills in terms of what they should know and be able to do in certain KRA so as to achieve a critical output.

**b) Determining the training objectives**

Once training needs have been clearly identified, the next step is to set priorities and objectives. Consideration must be given to the relative urgency of various training needs, taking into account factors such as the relative severity of consequences should accidents occur, the frequency with which problems are likely to occur, the number of people affected and compliance with the defined policy. It is necessary to specify as clearly as possible the skills and knowledge that should be learnt, what competencies need to be developed and what attitudes need to be changed.

Training or learning objectives should be set to define what should be learnt and what learners will be able to do after completing the training program. For example: *On completing the course, the trainees will be able to operate a word processor at 80 words per minute.*

Training objectives should be **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**ime bound (SMART). Training objectives must be ‘SMART’ to enable the trainer and trainees to evaluate whether the training has been successful. In order for the objectives to be specific, measurable, attainable, realistic, and time bound, they should answer the following questions:

* What is the organization trying to achieve by running a training program?
* What do participants expect to acquire?
* How should the content of the training be structured to achieve its objectives?
* What training methods should be employed to achieve the desired objectives?
* Who should conduct the training?
* How will the participants and trainers know that the training has been successfully?

## 7.5 Evaluate different methods of training and development

**c) Determining Training Methods**

The training techniques used should be appropriate to the purpose of the course and to the characteristics of participants – their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they will be to being taught (motivated to learn). A blend of different techniques should be used where appropriate.

### 7.5.1 On- the job training

This is the mostly widely used method in companies. Since most jobs can be learned within a short period of time (supervisors have the responsibility of training their subordinates. There are various forms of training internally on the job.

-**Induction training:** - This is meant for new employees and its sole purpose is to acquaint them with job requirements and work methods. (The employee is given a job description with a set of policies, rules and procedures which govern performance.

**-Apprenticeship training**

This is a method for semi-skilled trades and craftsmen. The worker is appointed as an apprenticee. During training the worker is placed under the charge of a qualified senior. The apprenticee learns the method of work by observing and assisting his/her senior e.g. plumbers, machine men, crafts men, artisans.

**-On job coaching**

Managers can coach employees by assigning them specific challenging tasks. They monitor employee’s performance, correct their behaviors and provide immediate and frequent feedback e.g. job rotations and assistant –to- positions. However, sometimes the person (coach) might be hesitant due to fear of creating a potential rival or future replacement.

-**Teamwork:** A team is defined as a group of two or more people with different but complementary skills who continuously interact and influence each other towards a common purpose, thus during the process of accomplishing their task(s) the different individuals constituting a particular team can either pass on or receive knowledge skills and attitude amongst themselves.

**-Delegation:** Through provision of clear authority, their bosses assign responsibilities to subordinates, this can easily enable them acquire the skills and knowledge required for more complex tasks or higher responsibilities as time goes on.

**-Internship:** It is a kind of on the job training where practical skills are provided to fresh graduates of certain professions. Trainees in this case are normally termed as interns and they get skills from experienced practioners. For example medical students or lawyers etc

**-Mentoring:** In this case, one’s immediate supervisor provides to him or her challenging tasks, followed by constructive feedback over a reasonable period. This is done to enable the subordinate have career mobility. I.e.to be able to assume higher responsibilities.

### 7.5.2 External on the job training

This training takes place at company training centers that are specifically equipped for training purposes. Training covers employees with similar identified training needs. Some methods used in training centers are;

**-Lectures:** The purpose of lectures is to pass knowledge to the trainees so that they get more specialized skills. For empowering trainees cognitively through provision of general knowledge so as to enhance their analytical abilities.

**-Case studies**: This is a written account of an organization that simulates its historical, environmental, financial, managerial and human aspects. The facilitator use well written notes of actual organizational problems to conduct the training. The trainees are expected to learn by identifying the causes of such problems and providing possible solutions to them with the facilitators’ guidance.

**-Role playing:** A role is set of actions performed by an individual, thus the trainees learn by observing and doing what the trainer is doing through demonstration. It can also be termed as experiential learning. The role refers to a pattern of actions expected of a person during his/her interaction with others.

**-Brain storming/group discussion:** Facilitators may use brainstorming to impart the required skills and knowledge to the trainees through identifying and solving practical problems of a typical organization. This is a problem solving, technique which consists of evaluation of ideas.

### 7.5.3 External off the job training

This is training required to provide theory and practice which can be translated easily to address specific needs of a job. It is done away from organizations premises. It is useful for the development of managerial, technical and social skills.

This kind of training enables employees to acquire highly specialized knowledge and advanced skills i.e. the trainee gets exposed to people with extensive knowledge, experience and skill. This training is mainly provided by institutions of higher learning Trainees are expected to leave the organization premises and go for training possibly from training institutions. Most of the methods that fall under this program are both internal and external job methods.

* Seminars
* Workshops.
* Conferences

**d) Implementation of Training**

On the job training for example can be provided by managers, team leaders, colleagues or mentors (fellow employees who are given a particular responsibility to guide, advice and generally look after trainees.

Off the job training may be provided by members of the training department, external education and training establishments, guest speakers, training consultants etc.

The role of a specialized training function/department is generally to provide advice and guidance to managers on their training responsibilities. In many organizations they are involved much less if at all in training delivery.

Training functions are relying more and more on external providers to provide actual training. This means that the huge training departments that used to exist in many organizations have now been slimmed down considerably.

***The smaller training function may still, however, be responsible for activities such as:***

1. Analyzing and identifying corporate and occupational training needs.

2. Developing proposals on how these needs should be satisfied.

3. Preparing plans and budgets for training activities.

4. Identifying external training resources, selecting external training providers, specifying what is required from them and ensuring that their delivery of training meets the specification.

5. Monitoring and evaluating the effectiveness of training throughout the organization etc.

## 7.6 Evaluate the effectiveness of a training program

**e) Evaluation of training**

A trainer should obtain feedback on the effects of training programs. These effects are assessed in view of the training objectives that were set earlier before the training. Evaluation is a comparison of objectives with effects to answer the question of how much the training has achieved. It enables the organization to decide where or not training was worthwhile. This decision is arrived at through a cost-benefit analysis of the training program

***In assessing the value of training the following questions can be used:***

1. Have trainees acquired a specific level of knowledge or skills or performance?

2. Is the change due to training?

3. Is the change positively related to the achievement of organizational goals?

4. Whether similar acquisition of knowledge and skills change will take place in the subsequent training programs.

***The training officer can use four levels of evaluation***

* **Reaction** - How do participants feel the training program?

This is where assessing the value of the training program is carried out during its course, with an aim of establishing how participants or trainees are feeling about the program.

* **Learning** - To what extent have the trainees learnt what was taught?

It is a more vigorous evaluation of the training outcomes aimed at establishing the extent to which participants have mastered the skills and knowledge passed onto them.

* **Behavior -** What job related changes behavior has occurred because of training?

This is more concerned with determining what job related behavioral changes have occurred because of the training

* **Results-** To what extent has training produced profit related outcomes? For instance:

Productivity improvement, reductions in labor turnover, accidents and absenteeism.

It is aimed at establishing the extent to which training has produced profit related out comers, such as productivity improvement, sufficient customer care reductions in labor turnover rates and prevention.

## 7.7 Describe the challenges of training and development in organizations.

**Limitations of training**

* Training can be costly; if not well planned in advance especially if not in the organization’s annual budget in respect to money and time.
* Increases employee’s chances of leaving the organization, that is leads to labor turnover due to better skills acquired.
* If not well planned during the training period the organization may experience production gap.
* Employees may resistance to participate in training, whereby they do not want to be associated with failure, or do not seem to benefit directly.

**Challenges of training**

* Getting the right trainers
* Appropriate training place
* Appropriate training approach/method
* Regulating training and the organization's routine activities
* Employees’ attitude towards training
* Identifying the right staff to be trained
* Performance gap is not the only solution for training; e.g. low salary may contribute to poor performance too

ITQ

Using an organization of your choice:

1. Describe how you would identify training needs of its employees

2. Distinguish between its on job and off job training

3. Suggest sources of trainers for this organization

4. Propose ways to evaluate ways to evaluate the effectiveness of the organizations training programmes.