

TRAINING AND DEVELOPMENT



Training Defined:

- A planned effort by a company to facilitate employees' learning of job-related competencies.

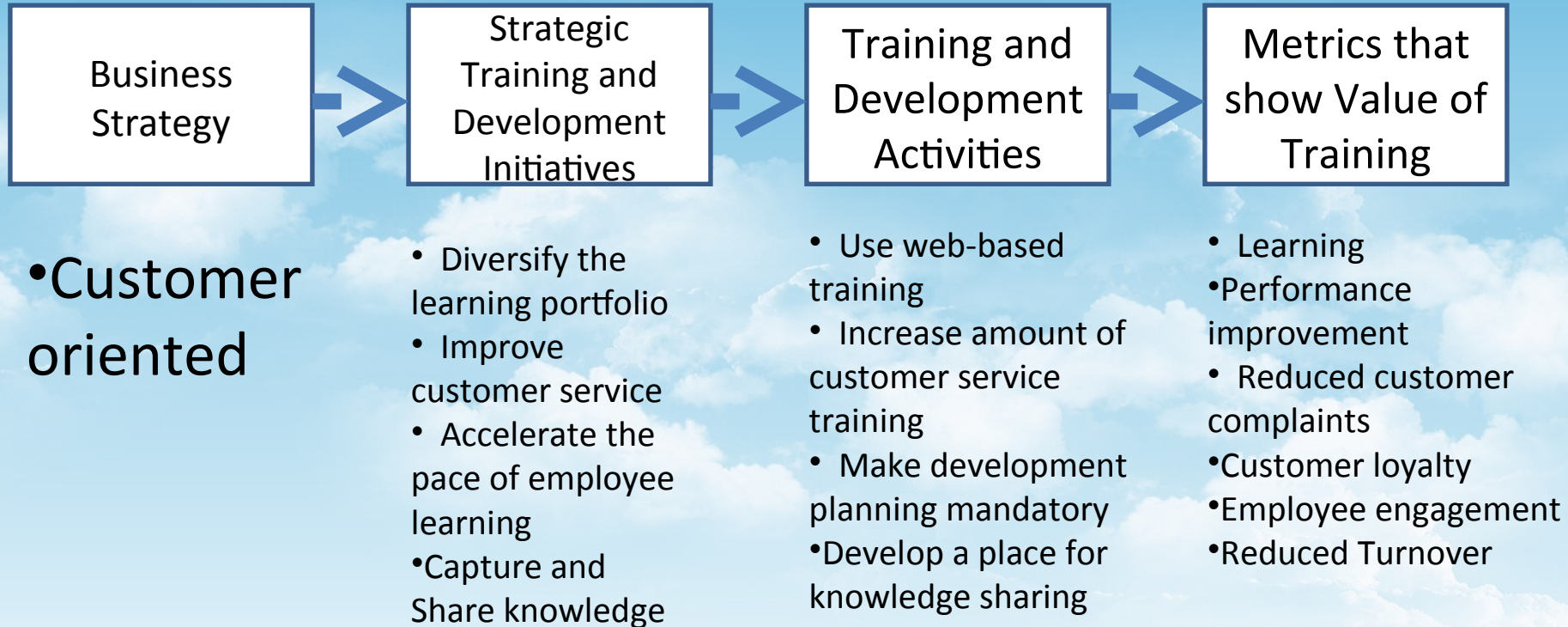


Rationale of Training

1. Improve employee skills
2. Attract, motivate, and retain talented employees
3. Allows any organization to gain a competitive advantage
4. For better financial performance



Training: must be Strategic



Training: must be systematic



8.1 Training Needs Analysis (TNA)

TNA Defined

-systematic method for determining what caused performance to be less than expected.

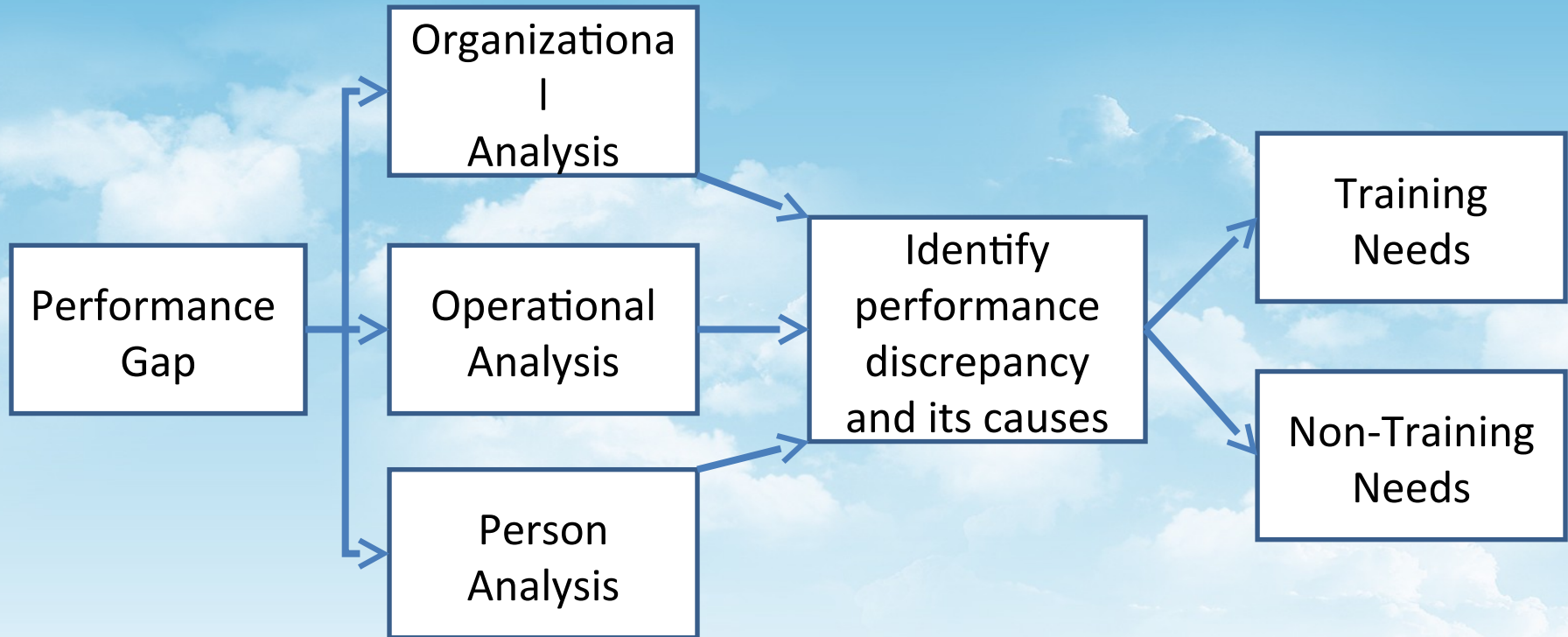


What triggers TNA?

$$AP < EP = PG$$



TNA Framework



TNA: Input

- Organizational Analysis
 1. Mission and Strategies
 2. Resources
 3. Internal Environment



TNA: Input

Operational Analysis

1. Define the job
2. Determine where to collect information
3. Identify the method to use
4. Gather and analyze data



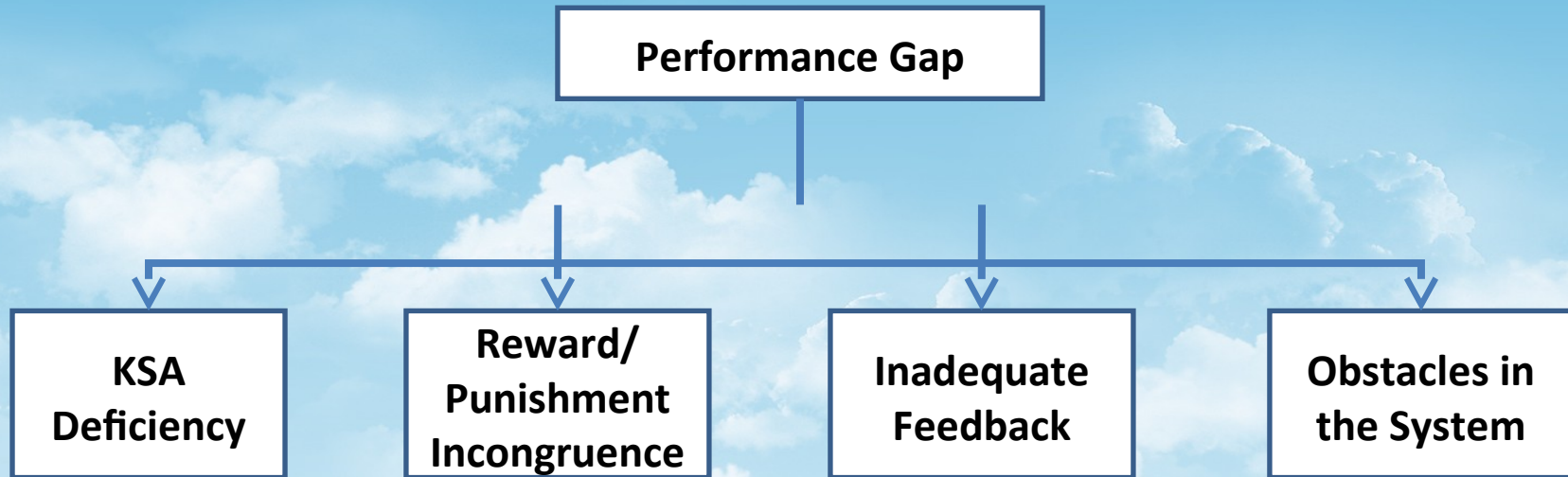
TNA: Input

Person Analysis

1. Performance Appraisals
2. Self-ratings
3. Tests



TNA : What caused the Gaps?



TNA : Output

Training Needs

- Performance gaps that resulted from the lack of KSAs and which training is necessary.



TNA : Output

Non-Training Needs (without KSA deficiency)

1. Reward/Punishment Incongruencies
2. Inadequate Feedback
3. Obstacles in the System



8.2 Preparing a Training Program Curriculum

Preparing a Training Program

1. Determine the training objectives
2. Consider the demographics
3. Design of training program – training approaches



Writing Training Objectives

Terminal Objective

statement that describes:

- What the participants will be *able to do* as a *result* of the training
- What the *expected output* shall be at the end of the training



Common pitfalls in writing Terminal Objectives

States what the trainer should be doing or what he wants vs. what the learner needs or should be able to do.



POOR: In this course, the trainees will be taught how to use Microsoft Excel.

BETTER: As a result of this seminar, participants can use Microsoft Excel in preparation of standard reports.

Common pitfalls in writing Terminal Objectives

It describes the subject matter to be taught.



POOR: As a result of the program, participants will understand the legal considerations in long-term lending.

BETTER: As a result of this program, participants will be able to screen out loan applications that do not meet the legal and governmental requirements.

Common pitfalls in writing Terminal Objectives

Describes the content of the training program.



POOR: The objective of this course is to discuss common problems encountered in dealing with customers.

BETTER: As a result of this program, sales and service personnel will be able to handle customer complaints according to the company's code of professional salesmanship.

Common pitfalls in writing Terminal Objectives

Promises too much



POOR: As a result of this program, participants will become excellent communicators.

BETTER: As a result of this program, participants will be able to make concise and systematic oral presentations.

Determine The Demographics

1. How many people?
2. What is the age range?
3. What is the preferred learning style?
4. What is the level of the learners?
5. Where is the location of the learners?

Learning Styles/Methods of Training

- Reading Assignments
- Lecture
- Demonstrations
- Oral Presentations
- Audio Visual Presentations
- Brainstorming
- Group Discussion
- Problem-solving Workshop
- Case Study
- Role Playing
- Simulations
- Field Trips
- On the Job Training
- Unstructured Group Interactions

Design of the Training Program

1. Terminal Objective
2. Content
3. Methodologies
4. Time, Materials, Others

Course Title: Conducting an Effective Performance Feedback Session

Lesson Title: Using the problem-solving style in the feedback interview

Lesson length: Full day

Learning objectives:

1. Define the eight key behaviors used in the problem-solving style of giving appraisal feedback without error

2. Demonstrate the eight key behaviors in an appraisal feedback role play without error

Target Audience: Managers

Pre-requisites:

Trainee: None

Instructor: Familiarity with the tell-and-sell, tell-and-listen, and problem-solving approaches used in performance appraisal feedback interviews

Room Arrangement: Fan Type

Materials and Equipment Needed: VCR, over-head projector, pens, transparencies, VCR tape titled "Performance Appraisal Interviews," role-play exercises

Lesson Outline	Instructor Activity	Trainee Activity	Time
Introduction	Lecturer	Listening	8:00-8:50 am
View videos of Problem-solving styles	Presenter	Watching	8:50-10:00am
Break			10:00-10:20am
Discussion of strengths and weaknesses of each style	Facilitator	Active Participation	10:20am - 12:00nn
Lunch			12:00nn-1:30pm
Presentation and lecture on the video of eight key behaviors of problem-solving styles	Lecturer and presenter	Listening	1:00-2:00pm
Role Plays	Observe exercise	Practice using the key behaviors	2:00-3:30pm
Wrap-up	Draw questions/feedback Provide answers to questions	Active Participation Ask questions	3:30-4:00pm