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Centre for Differently Abled Persons

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POST GRADUATE DIPLOMA IN INCLUSIVE TRAINING AND DEVELOPMENT

Course : Inclusive Human Resource Training and Development

unit : 1



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What is Training?

- ▣ **Training** - a planned effort by a company to facilitate employees' learning of job-related competencies.
 - Competencies include knowledge, skills or behavior critical for successful job performance.
- ▣ The goal of training is for employees to master the competencies and apply them to their day-to-day activities.

What is Training? (cont.)

- ▣ To use training to gain a competitive advantage, a company should view training broadly as a way to create intellectual capital.
- ▣ Intellectual capital includes basic skills advanced skills an understanding of the customer or manufacturing system, and self-motivated creativity.

What is Training? (cont.)

▣ **High-leverage training**

- Is linked to strategic business goals and objectives.
- Uses an instructional design process to ensure that training is effective.
- Compares or benchmarks the company's training programs against training programs in other companies.
- Creates working conditions that encourage continuous learning.

What is Training? (cont.)

- ▣ **Continuous learning** - requires employees to understand the entire work system, including the relationships among their jobs, their work units, and the company.

What is Training? (cont.)

- ▣ Managers take an active role in:
 - Identifying training needs.
 - Ensuring that employees use training in their work.
 - Facilitating the sharing of knowledge, by using informational maps.

What is Training? (cont.)

- ▣ Today, training is being evaluated on how training addresses business needs related to learning, behavior change, and performance improvement.

What is Training? (cont.)

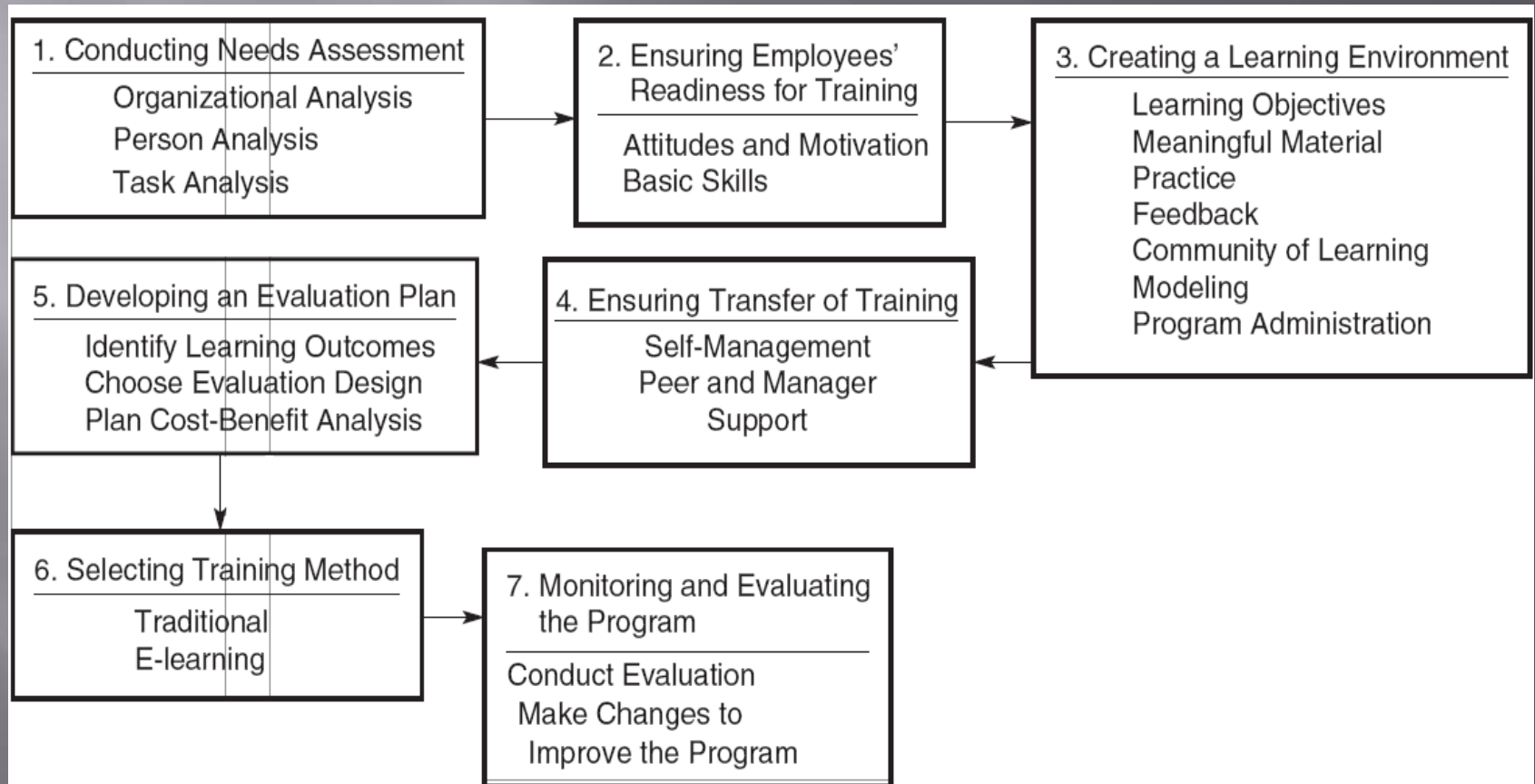
- ▣ There is a greater emphasis on:
 - Providing educational opportunities for all employees.
 - Performance improvement as an ongoing process than a one-time training event.
 - Demonstrating to executives, managers, and trainees the benefits of training.
 - Learning as a lifelong event.
 - Training being used to help attain strategic business objectives.

Designing Effective Training

▣ Training design process

- A systematic approach for developing training programs.
- Is based on the principles of Instructional System Design (ISD).
- Is sometimes referred to as the ADDIE model because it includes analysis, design, development, implementation, and evaluation.
- Should be systematic yet flexible enough to adapt to business needs.

Figure 1.1 - Training Design Process



Designing Effective Training (cont.)

- ▣ Regardless of the specific ISD approach used, all the steps share the following assumptions:
 - Training design is effective only if it helps employees reach their training objectives.
 - Measurable learning objectives should be identified before the training program begins.
 - Evaluation plays an important part in planning and choosing a training method, monitoring the training program, and suggesting changes to the training design process.

Designing Effective Training (cont.)

- ▣ Flaws of the ISD model:
 - In organizations, the training design process rarely follows the step by-step approach of the activities.
 - Organizations require trainers to provide detailed documents of each activity found in the model; this adds time and cost to developing a training program.
 - It implies an end point: evaluation.

Table 1.1 - Forces Influencing Working and Learning

Economic cycles

Globalization

Increased value placed on intangible assets and human capital

Focus on link to business strategy

Changing demographics and diversity of the work force

Talent Management

Customer service and quality emphasis

New technology

High-performance work systems

Forces Influencing Working and Learning

- ▣ Economic cycles
 - Provide an opportunity for companies to take a closer look at training and development to identify those activities that are critical for supporting the business strategy as well as those mandated by law.

Forces Influencing Working and Learning (cont.)

▣ Globalization

- Provide training and development opportunities for global employees.
- Provide cross-cultural training to prepare employees and their families to understand the culture and norms of the country to which they are being relocated and assists in their return to their home country after the assignment.

Table 1.2 - Examples of Intangible Assets

Human Capital

- Tacit knowledge
- Education
- Work-related know-how
- Work-related competence

Customer Capital

- Customer relationships
- Brands
- Customer loyalty
- Distribution channels

Social Capital

- Corporate culture
- Management philosophy
- Management practices
- Informal networking systems
- Coaching/mentoring relationships

Intellectual Capital

- Patents
- Copyrights
- Trade secrets
- Intellectual property

Forces Influencing Working and Learning (cont.)

- ▣ The value of intangible assets and human capital has the following implication:
 - Focus on **knowledge worker** - employees who contribute to the company not through manual labor but through what they know, perhaps about customers or a specialized body of knowledge.

Forces Influencing Working and Learning (cont.)

- ▣ The value of intangible assets and human capital has the following implication:
 - **Employee engagement** - the degree to which employees are fully involved in their work and the strength of their commitment to their job and the company.
 - Companies measure employees' engagement levels with attitude or opinion surveys.

Forces Influencing Working and Learning (cont.)

- ▣ The value of intangible assets and human capital has the following implication:
 - **Change** - the adoption of a new idea or behavior by a company.
 - **Learning organization** - embraces a culture of lifelong learning, enabling all employees to continually acquire and share knowledge.

Table 1.3 - How Managing Cultural Diversity can Provide Competitive Advantage

Argument	Rationale
1. Cost	As organizations become more diverse, the cost of a poor job in integrating workers will increase. Companies that handle this well will create cost advantages over those that don't.
2. Employee Attraction and Retention	Companies develop reputations on favorability as prospective employers for women and ethnic minorities. Those with the best reputations for managing diversity will be the most attractive employers for women and other minority groups. As the labor pool shrinks and changes composition, this edge will become increasingly important.
3. Market Share	For multinational organizations, the insight and cultural sensitivity that members with roots in other countries bring to the marketing effort should improve these efforts in important ways. The same rationale applies to marketing to subpopulations within domestic operations.
4. Creativity	Diversity of perspectives and less emphasis on conformity to norms of the past (which characterize the modern approach to management of diversity) should improve the level of creativity.
5. Problem-solving	Heterogeneity in decisions and problem-solving groups potentially produces better decisions through a wider range of perspectives and more thorough critical analysis of issues.
6. Flexibility	Greater adaptability in a rapidly changing market.

Forces Influencing Working and Learning (cont.)

- ▣ **Talent management** - attracting, retaining, developing, and motivating highly skilled employees and managers.
- ▣ It is becoming increasingly more important because of:
 - occupational and job changes.
 - retirement of baby boomers.
 - skill requirements.
 - the need to develop leadership skills.

Forces Influencing Working and Learning (cont.)

- ▣ Customer service and quality emphasis
 - **Total Quality Management (TQM)** - a companywide effort to continuously improve the ways people, machines, and systems accomplish work.

Forces Influencing Working and Learning (cont.)

- ▣ Core values of TQM
 - Methods and processes are designed to meet the needs of internal and external customers.
 - Every employee in the company receives training in quality, which is designed into a product or service to prevent errors from occurring rather than being detected and corrected.

Forces Influencing Working and Learning (cont.)

- ▣ Core values of TQM
 - The company promotes cooperation with vendors, suppliers, and customers to improve quality and hold down costs.
 - Managers measure progress with feedback based on data.

Forces Influencing Working and Learning (cont.)

- ▣ Customer service and quality emphasis
 - The **Malcolm Baldrige National Quality Award** , created by public law, is the highest level of national recognition for quality that a U.S. company can receive.
 - The ISO 9000 is a family of standards that include requirements for dealing with how to establish quality standards and how to document work processes to help companies understand quality system requirements.

Table 1.5 - Categories and Point Value for the Malcolm Baldrige National Quality Award Examination

Leadership The way senior executives create and sustain corporate citizenship, customer focus, clear values, and expectations and promote quality and performance excellence	120
Measurement, Analysis, and Knowledge Management The way the company selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets	90
Strategic Planning The way the company sets strategic direction, how it determines plan requirements, and how plan requirements relate to performance management	85
Work Force Focus Company's efforts to develop and utilize the work force and to maintain an environment conducive to full participation, continuous improvement, and personal and organizational growth	85
Process Management Process design and control, including customer-focused design, product and service delivery, support services, and supply management	85
Business Results Company's performance and improvement in key business areas (product, service, and supply quality; productivity; and operational effectiveness and related financial indicators)	450
Customer and Market Focus Company's knowledge of the customer, customer service systems, responsiveness to customer, customer satisfaction	85
Total Points	1,000

Forces Influencing Working and Learning (cont.)

- ▣ Customer service and quality emphasis
 - **Six Sigma process** - a process of measuring, analyzing, improving, and then controlling processes once they have been brought within the narrow six sigma quality tolerances or standards.
 - Training can help companies meet the quality challenge by teaching employees statistical process control and engaging in “lean” processes.

Forces Influencing Working and Learning (cont.)

- ▣ Customer service and quality emphasis
 - **Lean thinking** - involves doing more with less effort, equipment, space, and time, but providing customers with what they need and want.
 - **ISO 10015** - a quality management tool designed to ensure that training is linked to company needs and performance.

Forces Influencing Working and Learning (cont.)

- ▣ New technology
 - Is changing the delivery of training and makes training more realistic.
 - Allows training to occur at any time and any place.
 - Reduces travel costs.
 - Provides greater accessibility to training and consistent delivery.

Forces Influencing Working and Learning (cont.)

- Provides the ability to access experts and share learning with others.
- Provides the possibility of creating a learning environment with many positive features such as feedback, self-pacing, and practice exercises.
- Allows companies greater use of alternative work arrangements.

Forces Influencing Working and Learning (cont.)

- ▣ High performance models of work systems
 - **Work teams** - involve employees with various skills who interact to assemble a product or provide a service.
 - **Cross training** - training employees in a wide range of skills so they can fill any of the roles needed to be performed on the team.

Forces Influencing Working and Learning (cont.)

- ▣ High performance models of work systems
 - **Virtual teams** - teams that are separated by time, geographic distance, culture, and/or organizational boundaries and that rely almost exclusively on technology to interact and complete their projects.
- ▣ Use of new technology and work designs are supported by human resource management practices.

Snapshot of Training Practices

- ▣ Key trends in learning initiative investments:
 - Direct expenditures, as a percentage of payroll and learning hours, have remained stable over the last several years.
 - There is an increased demand for specialized learning that includes professional or industry-specific content.
 - The use of technology-based learning delivery has increased from 11 percent in 2001 to 33 percent in 2007.

Snapshot of Training Practices (cont.)

- Self-paced online learning is the most frequently used type of technology-based learning.
- Technology-based learning has helped improve learning efficiency, and has resulted in a larger employee-learning staff member ratio.
- The percentage of services distributed by external providers dropped from 29 percent in 2004 to 25 percent in 2007.

Table 1.8 - Comparison of BEST Award Winners and Benchmark Companies

	Benchmark Company	BEST Award Winner
Amount of training received per employee	43 hours	45 hours
Amount spent on training		
• Percentage of payroll	2%	3%
• Per employee	\$1,451	\$1,609
Average percent of learning hours used via learning technology	36%	39%
Average percent of live instructor-led training	60%	70%

Table 1.7 - Characteristics of BEST Award Winners

Alignment of business strategy with training and development

Visible support from senior executives

Efficiency in training and development through internal process improvements, use of technology, outsourcing

Effective practices by aligning training and development to business needs and providing all employees with access to training and development on an as-needed basis

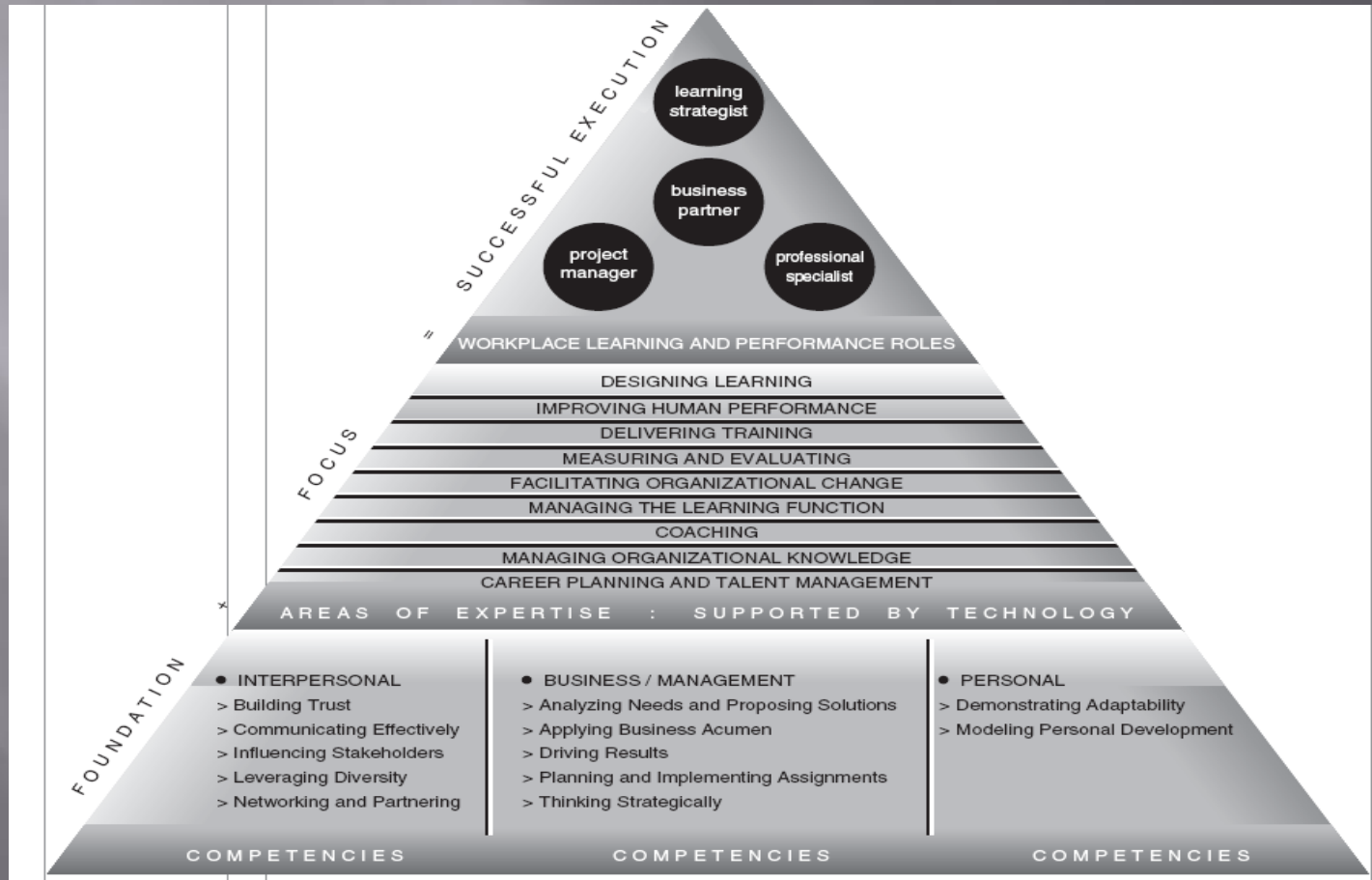
Investment in training and development

Different learning opportunities provided

Measurement of effectiveness and efficiency of training and development activities

Non-training solutions for performance improvement used, including organization development and process improvement

Figure 1.4 - The 2004 ASTD Competency Model



Snapshot of Training Practices (cont.)

- ▣ In most companies training and development activities are provided by trainers, managers, in-house consultants, and employee experts.
- ▣ They can also be outsourced.
- ▣ Training and development can be the responsibility of professionals in human resources, human resource development, or organizational development.

Snapshot of Training Practices (cont.)

- ▣ As companies grow and/or recognize the important role of training for business success, they form an entire training function, which may include instructional designers, instructors, technical training, and experts in instructional technology.
- ▣ To be a successful training professional requires staying up-to-date on current research and training practices.