**Unit – 5 Training Group**

**Introduction**

The quality of employees and their development through training and education are major factors in determining the long-term profitability of any company. If you hire and keep good employees, it is good policy to invest in the development of their skills, so they can increase their productivity.

Training often is considered for new employees; this is a mistake as ongoing training for current employees helps them adjust to rapidly changing job requirements.

Purpose of Training and Development emphasises on the growth and development of personnel that includes creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organisation.

Further, enhancing the company’s ability to adopt and use advances in technology because of sufficiently knowledgeable staff. Building a more efficient, effective and highly motivated team, which enhances the company’s competitive position and improves employee morale.

**Groups of training**

There are different types of group training that are conducted depending upon the requirements of the trainee and the organization.

* Orientation Training
* Promotional Training
* Refresher Training
* Skills Training
* Internship Training
* Cross-functional Training
* Team Training
* Creativity Training
* Diversity Training

**Orientation Training**

Just after the recruitment and selection of a new employee, a new employee is made to undergo induction and orientation training.

The objective behind this type of training is to:

* Help settle the employee in a new and unfamiliar environment
* Inducted about the procedures, rules, and regulations followed by the company
* In-depth knowledge about the company background, organization structure, products and policies is imparted to the new employee
* An employee is also made familiar to his superiors and subordinates
* It helps develop a feeling of certainty and satisfaction in the mind of the new employee as he feels cared for and is handled in the initial phase of his new job.

**Promotional Training**

Employees who have the potential to grow and handle larger roles are identified and selected. They are further trained in various areas that they might need to cover when they would have to handle larger roles after promotion.

**Refresher Training**

In today’s dynamic world there is a constant change in technology, procedures and policies. The traditional way of working may become obsolete very soon.

Under Refresher Training, the existing employees are trained to follow new and improved procedures and techniques to stay abreast with the competition. They are made to undergo short term courses so that they can adopt the latest developments in a particular field and are able to confidently face the upcoming challenges.

**Skill Training**

If there is a gap between the skills required for successful completion of a job and the skills possessed by the employees, there arises a need for training.

A training program is planned and the content is developed to meet the training objectives. An effective method of training is selected which could be a lecture, coaching, special courses etc. These skills could be as basic as reading, writing, communication skills, interpersonal skills etc.

**Internship Training**

Under this types of training professional colleges like management schools or engineering institutes approach organizations, companies and corporate setups and place there students under them. This helps to enhance the knowledge of the students as it gives a practical experience on the job to the theoretical knowledge gained in the college.

**Cross-functional Training**

Under this types of training, the aim is to educate and train the employee in area of work other than their assigned jobs. This gives them a broader perspective of the business on a whole, helps them gain diverse knowledge, enhances their career path and chances of promotion.

Cross-functional training can be done by job rotation i.e placing the employees under different roles after a suitable period of time. It can also be done where the departments can exchange their personnel for a certain period that gives an insight to the employees on how other departments are working.

**Team Training**

Team training generally covers two areas: content tasks and group processes.

Content tasks specify the team’s goals such as cost control and problem-solving.

Group processes reflect the way members function as a team – for example how they interact with each other, how they sort out differences, how they participate etc

Companies are investing heavy amounts, nowadays, in training new employees to listen to each other and to cooperate. They are using outdoor experiential training techniques to develop teamwork and team spirit among their employees (such as scaling a mountain, preparing recipes for colleagues at a restaurant, sailing through uncharted waters, crossing a jungle, etc.).

**Creativity Training**

In creativity training, trainers often focus on three things :

* Breaking away
* Generate new ideas
* Delaying judgement

Breaking away: In order to break away from restrictions, the trainee is expected to:

(i) identify the dominant ideas influencing his own thinking,

(ii) define the boundaries within which he is working,

(iii) bring the assumptions out into the open and challenge everything

Generate new ideas: To generate new ideas,

(i) the trainee should open up his mind;

(ii) look at the problem from all possible angles and list as many alternative approaches as possible.

(iii) The trainee should allow his mind to wander over alternatives freely,

(iv) switch over from one perspective to another

Delaying judgement: To promote creative thinking,

(i) the trainee should not try to kill off ideas too quickly;

(ii) they should be held back until he is able to generate as many ideas as possible.

(i) Brainstorming often helps in generating as many ideas as possible without pausing to evaluate them

**Diversity Training**

Diversity training considers all of the diverse dimensions in the workplace – race, gender, age, disabilities, lifestyles, culture, education, ideas and backgrounds – while designing a training programme.

It aims to create better cross-cultural sensitivity with the aim of fostering more harmonious and fruitful working relationships among a firm’s employees.

The programme covers two things:

(i) Awareness building, which helps employees appreciate the key benefits of diversity, and

(ii) Skill building, which offers the knowledge, skills and abilities required for working with people having varied backgrounds.

**Objectives of training group**

Main objectives of training groups are:

* Increased Productivity
* Quality Improvement
* Learning time Reduction
* Safety First
* Labour turnover Reduction
* Keeping oneself updated with technology

**Increased Productivity**

For any company, keeping productivity at its peak is as important as getting in new customers for the business. Since even the slightest of disturbance can take the business to the brink of huge losses. Moreover, to tackle with the immensely growing competition in the target market, it is important for one to increase the productivity of its workers while reducing the cost of production of the products.

So, that’s where the training comes as a saviour of the company, jumps in the scenario and takes it out of the dangers bravely. Training takes the current capabilities of the workers of a brand, polishes it and makes them learn and devise new and effective methods of doing the same thing, in a repeated manner.

**Quality Improvement**

Improving the quality of the product is a significantly important objective of training and development since it’s not like those times when customers weren’t such quality conscious.

Today’s customer knows what’s better for him and what’s not. Simply said, those old methods of some sweet talk and business won’t work for much longer, because once they know the reality behind the curtains through the services and products quality, they will leave the company as it is without giving it, even, a second thought.

Even if the price is a little higher for providing a better quality of service or product then it is most likely the case that most of the customers will pay for it happily.

**Learning time Reduction**

Keeping an eye on the learning capabilities of employees, and providing them the help which they need, can be highly beneficial in the longer run. This capability of the employee is that determines how quickly employees grab the newly discovered fact and so, shape the future products on this discovery.

The weaker the capability, the harder it is to learn. But this scenario can also be supported by the usage of proper learning material and experienced instructors who prefer real-life experience than cramming.

**Safety First**

Safety of anyone, either he is a worker, an officer or even a customer, is not something that can be taken lightly, especially in cases, where one knows that even a minute mistake can even lead to life threats.

Therefore, providing the knowledge, for using the equipment in a proper way and creating a life-friendly product, also belongs to one of the objectives of training and development. The higher, the employees are better at handling equipment; the better it is both for the company and for the workers.

**Labour turnover Reduction**

No business can flourish well while it is regularly turning over its workforce since it is obvious that every new workforce will require some time to understand the type of work, its principle and safety precautions, which lead to decreased productivity. Moreover, it also diminishes the feeling of self-confidence among the workers, and this is really not a good thing.

On the contrary, training ensures that the company doesn’t need to turn over its workforce again and again because it prepares the employees to face any situation which proves helpful in bringing in the feeling of workers. Therefore, the workforce feels safe and secure at a particular job.

**Keeping oneself updated with technology**

Training and education to the employees keep them updated with the latest of additions to the technologies, methods, techniques and processes. Since it also opens a new gateway for them to look for a way which is greater in productivity and efficiency but decreases the need of manual work immensely.

For example, spraying of pesticides and herbicides to keep the crop healthy and safe from invaders with the help of a hand pump is a lot more tiresome work than it would be with the help of semi-automated machinery.

**Training climate**

Training climate is the result of interaction between Participant's Feeling and Trainer's Feeling, however, each factor responsible for participant and trainer's feeling manifests itself at different stages of training.

**Factors Affecting Employee Training Climate**

Following are the factors influencing the learning climate of employees:

1. External Training Providers

Training providers such as private training and consulting firms, professional association, and colleges and universities can be seen as either hearts to or opportunities for the employee training function.

They provide is a threat as competitors providing similar products and services. In this sense, their threat is to the size and perhaps even the existence of the employee training function.

If their products and services are viewed as higher or equivalent in quality but less costly, the organization may decide to reduce or eliminate internal training.

In addition, external providers can provide competitors with competencies.

External training providers can also be seen as opportunities.

They can be used as resources for products and services that are not cost-effective to develop internally or for which internal resources or capabilities are lacking.

2. Law and Regulations

In formulating strategy, the training function needs to consider laws, regulations, and legal practices related to training because they affect important organizational outcomes and can have a profound impact on the demands placed on the training function.

Some training is either legally mandated or strongly encouraged by the nature of the legal system.

3. Training Technology

Training technology refers to the tools, methods, and media through which learning opportunities are created and put into effect.

In addition to hardware and software development, advances in learning theory, educational practices, and training facilities are all part of the technology of training.

4. Economic Conditions

When the economy is robust, organizations tend to grow, and growth increases the demands on training (like, new employees need orientation and job training, employees need to change KSA’s).

Growth means a larger training budget and more difficulty attracting highly qualified staff (while full employment may be desirable for society, it means a tighter labor market for employers).

It also means less time available for training because everyone is working hard to take advantage of the good times. In times of economic downturn, the reverse is true.

5. Organizational and HR Strategy

Because the market leader strategy depends on innovation, employee knowledge and skills are critically important.

Highly skilled and knowledgeable people must be hired and developed.

They need to go about their work. Reward and feedback systems must focus on the long term rather than short term performance.

6. Organizational Culture

An organization’s culture is made up of the shared belief and basic assumptions its employees adopt as they adapt to the organization and its demands.

The culture is reinforced and transmitted through formal statements, materials, policies, procedures (formal and informal), stories (real or invented) about key individuals and events, and the actions that prompt rewards and punishments.

The culture of an organization determines what is valued.

The training must fit within the culture of the organization unless part of the organization’s strategic plan is to change the culture.

**Aspects of training climate**

Managerial Support (MS):

1. Supervisors give recognition and credit to those who apply new knowledge and skills to

their work.

2. Supervisors match associates’ needs for personal and professional development with

opportunities to attend training.

3. Independent and innovative thinking are encouraged by supervisors.

4. Top management expects high levels of performance at all times.

5. Top management expects continuing technical excellence and competence.

Job Support (JS):

1. Gaining new information about ways to perform work more effectively is important in

this organization.

2. Job assignments are designed to promote personal development.

3. Learning new ways of performing work is valued in this organization.

4. Work assignments include opportunities to learn new techniques and procedures for

improving performance.

5. There is a strong belief that continuous learning is important to successful job performance.

Organizational Support (OS):

1. There is a performance appraisal system that ties financial rewards to use of newly

acquired knowledge and skills.

2. This organization offers excellent training programs.

3. Employees are provided with resources necessary to acquire and use new knowledge

and skills.

4. There are rewards and incentives for acquiring and using new knowledge and skills in

one’s job.

5. This organization rewards employees for using newly acquired knowledge and skills on

the job.

**Indicators of training group development**

* Training attendance rate.
* Course completion rate.
* Average time to completion.
* Post-training assessment results.
* Learner satisfaction rate.
* Learner retention rate.
* Job performance impact.
* Training ROI.

**Training style**

As a trainer to find out the learning styles of your trainees.

The Learning Styles

**Visual style**

People visual learners learn by looking at charts, graphs, and diagrams. For example, a visual learner would learn a process quicker if they had a diagram of a process rather than bullet points. The photo at the top of the article is an example of this.

Showing photographs, videos, or slides (unless they are charts, graphs, and diagrams) does not count as visual learning.

**Auditory style**

Auditory learners like to hear information. For example listening to lectures, participating in discussions, reading aloud to themselves, or listening to podcasts or books.

Telling your auditory learner how to do a task by verbally running through it in detail will help them far better than written instructions or a diagram.



**Read/Write style**

Read/Write learners love to write information down or read it. I am a read/write learner, and I always take notes.

I prefer to read information rather than watch a video or listen to someone explain how to do something. Read-write learners like lists, notes, and bullet points.

**Kinesthetic/Kinetic style**

While kinesthetic is the correct term, many trainees prefer to say ‘kinetic’. As long as they understand what it means, that is fine by me.

Kinesthetic learners learn by doing and need to do the task to understand it fully.

If your learner doesn’t pick up the task until they physically do it, they are a kinesthetic learner. Notes and diagrams may support their learning but it is doing the task that cements their learning.

 **Most Effective Training Techniques for Trainers**

* Get to know your trainees. The number one, golden rule. ...
* Plan ahead. Every idea has a concept. ...
* Active training approach. ...
* Experiential training approach. ...
* Questions, questions, questions. ...
* Learning Management Systems (LMS) ...
* Video training. ...
* Gamified learning.

Technique 1:

Training should be designed for a purpose and needs to meet expectations by participants, from understanding of theory to practical application so that when they learnt, they can apply it effectively at their workplace.

Technique 2:

Training should be designed in such a way that is clear, easy to understand, novel and informative and most importantly, easy to apply. Recommended approaches for use are case studies, role play or test for understanding exercises.

Technique 3:

Training presentation should be pace on a systematic and consecutive manner that flow smoothly from theory knowledge to practical application. Most importantly, the overall training presentation should be in sequence and be current with the training materials and programs.

Technique 4:

Training delivery should use creative ideas that relate to individual job concerns, including self development with examples and illustrations. Preferably to include success stories or real life situations.

Technique 5:

Effective training requires you to respond to questions from participants in a diplomatic, professional manner and answer directly to the point using illustrated visual manner and by not beating around the bush in verbal articulation to confuse the answer.

Technique 6:

Training should always stick to important topics and do not deal so much on side issues, but always summarize ideas by using the 4W1H method (i.e. What, Why, Who, When and How).

Technique 7:

Trainer should be careful on the language used during presentation and be mindful at all times. Personal comments on matters such as race, religion, sex, verbal attack on individuals, admitting mistakes, inappropriate humor, poor pronunciation and answering questions as “Sorry I don’t know!” should be avoided.

Technique 8:

Trainer should be aware of their vocal presentation, grammatical articulation and body language such as gestures, position in room, eye contact, dress code for audience, too much “er” and “ar” during vocal presentation, bad habits, room scanning, appearing disorganized…etc. Avoid argument and debates on defensiveness manner.

Technique 9:

Trainer during presentation should be in control of the group, be highly motivated by maximizing the involvement of all participants with effective management of difficult participants thereby increase the self esteem of participants and increase each participant’s retention of skills and knowledge in the learning process.

Technique 10:

Trainer should always be prepared in anticipation of “what-comes-next” readiness such as to bring out the content to life by making the training relevant, effective listening by keeping an active radar wavelength, be flexible and be spontaneous to circumstances, show empathy and compassion to participants, always ask questions with positive reinforcement to create an energetic environment to encourage learning and most importantly to get everyone involved.

**Personal needs of a trainer**

* Training the trainers is important as it helps them impart their respective trainings more efficiently and effectively. It actually gives them an opportunity to work on their skills and core competencies and come out with something more exciting, innovative and unique, eventually benefitting the end users. Trust me; not every training can create the same impact. There are trainings where people sitting on the last bench are either yawning or fiddling with their cell phones. Do you think such trainings solve any purpose? Absolutely NO. They are nothing but a mere waste of time and energy. It is essential for us to understand the purpose of training programs.
* Trainers, first and foremost, need to be trained on how to deliver an exciting session where each one irrespective of the time duration listens with rapt attention. Every trainer has more or less the same content but what actually makes the difference is the style of delivering the same. Trainers need to be trained to be confident so that they create an everlasting impression on the audience.
* Very few trainers lay emphasis on their overall behaviour and how they conduct themselves. The role of a trainer is just not to read out slides but actually motivate the audience to incorporate the learnings in their day-to-day life. Trainers need to be patient and their personalities need to speak for themselves. It is essential to train the trainers on what they should wear during trainings and what should be avoided. Dressing plays an important role in creating the desired impact. Trainers, under no circumstances should reach late for sessions.

**Role of trainers**

* Liaise with managers to determine training needs and schedule training sessions
* Design effective training programs
* Select and book venues
* Conduct seminars, workshops, individual training sessions etc.
* Prepare educational material such as module summaries, videos etc.
* Support and mentor new employees
* Keep attendance and other records
* Manage training budgets
* Conduct evaluations to identify areas of improvement
* Monitor employee performance and response to training

**Skills of trainer**

* Proven experience as corporate trainer
* Understanding of effective teaching methodologies and tools
* Willingness to keep abreast of new techniques in corporate teaching
* Proficient in MS Office (esp. Powerpoint); e-learning software is an asset
* Phenomenal communication, presentation and public speaking skills
* Organizational and time management abilities
* Critical thinking and decision making

**Functions of trainer**

* + Training plan
	+ Timing of different training sessions
	+ Choosing the relevant training methods
	+ Preparing the training materials and aids
	+ Conducting training sessions and
	+ Evaluating the post training session
	+ Methodical and well-planned
	+ Highly knowledgeable and competent enough
	+ Possess relevant industry experience
	+ Good in communication/presentation and
	+ Be practicalenough to make the overall training session fruitful to the trainees