

Introduction to

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Training &  
Development

# Definition of Training & Development

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*“Training and Development refers to a planned effort by an organization to facilitate learning of job-related behaviour on the part of its employees. The term behaviour is used in the broad sense to include any knowledge or skill acquired by the employee through practice.”*

Wexley and Latham (2002)



# Activity: Your Case Study Ideas (5 Mins)

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- What workplace scenarios can you think of whereby training may need to be introduced?
- Think about when you may have seen training introduced within your organisation



# Purpose of Training & Development

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**Wexley & Latham** consider that T&D involves three key attributes:

- 1) To improve an individual's level of awareness;
- 2) To increase an individual's skill in one or more areas of expertise;
- 3) To increase an individual's motivation to perform his or her job well.

*To increase productivity & performance*



# What is the difference between Training and Development?

- ▶ **Training:** An organisation's planned effort to facilitate employees' learning of job-related competencies.
- ▶ **Development:** Longer term personal growth: Formal education, job experiences, mentoring, assessments of personality and abilities that help employees prepare for the future.

Noe, R. A. (2008). *Employee Training & Development*, 4<sup>th</sup> ed., New York: McGraw-Hill Irwin

# Training and Development in UK

- ▶ Uncertain economic environment has had a significant impact on the resources available
- ▶ Growing trend for internal methods of delivery
  - In-house methods remain most common
  - Can be more easily tailored to specific needs
  - Shift to devolving responsibility to line managers and learners themselves
  - Anticipated growth in internal knowledge-sharing events, collaborative and social learning

**CIPD (2015) Learning and Development survey**

<https://www.cipd.co.uk/knowledge/strategy/development/surveys>



# Training and Development in UK

- ▶ Face-to-face delivery continues to play a role but there is expected to be an increase in learning technologies, especially in larger organizations
  - $\frac{3}{4}$  of organisations use learning technologies
  - $\frac{1}{3}$  of organisations have increased investment in learning technologies in last year
  - Larger organisations more likely to include e-learning and blended learning
  - Many organisations lack knowledge and confidence about these new technologies

# Training and Development in UK

## ► Assessment of impact of L & D activity

- 1 in 7 do not evaluate majority of their L & D initiatives
- Learner and manager reflection and feedback are most used
- 3 in 10 quantify the impact of L & D on productivity



# Activity

Think in more depth about the current training and development methods utilised within your organisation or that of a friend or family members, as well as the process in which they evaluate training.

- ▶ Do the findings of the CIPD survey sound reflective of the methods and approaches used within your organisations or that of a friend or family members?

Think about it !

# Training and Development in UK

- ▶ 86% of employers reported that they had a fully proficient workforce, with 14 per cent reporting skills gaps
- ▶ 66% of employers had funded or arranged training or development for their staff over the previous 12 months
- ▶ The total number of training days provided in the previous 12 months rose to 118m days in 2015, compared to 113m in 2013 and 115m in 2011
- ▶ Total employer expenditure on training increased by 6% between 2013 and 2015, from £43.0bn to £45.4bn.

## UKCES (2014) Employer Skills Survey 2015

<https://www.gov.uk/government/publications/ukces-employer-skills-survey-2015-uk-report>



# Training and Development in UK

FIGURE 7 — SUMMARY OF EMPLOYER TRAINING AND WORKFORCE DEVELOPMENT

UK FIGURES	2011	2013	2015
% OF EMPLOYERS THAT TRAIN	65%	66%	66%
% OF EMPLOYERS THAT TRAIN OFF-THE-JOB	47%	49%	49%
% THAT ONLY TRAIN ON-THE-JOB	19%	17%	17%
% OF STAFF TRAINED OVER THE LAST 12 MONTHS	55%	62%	63%
DAYS TRAINING PER PERSON TRAINED	7.8	6.7	6.8
TOTAL TRAINING DAYS PROVIDED (MILLION)	115	113	118

# Business Drivers for T&D

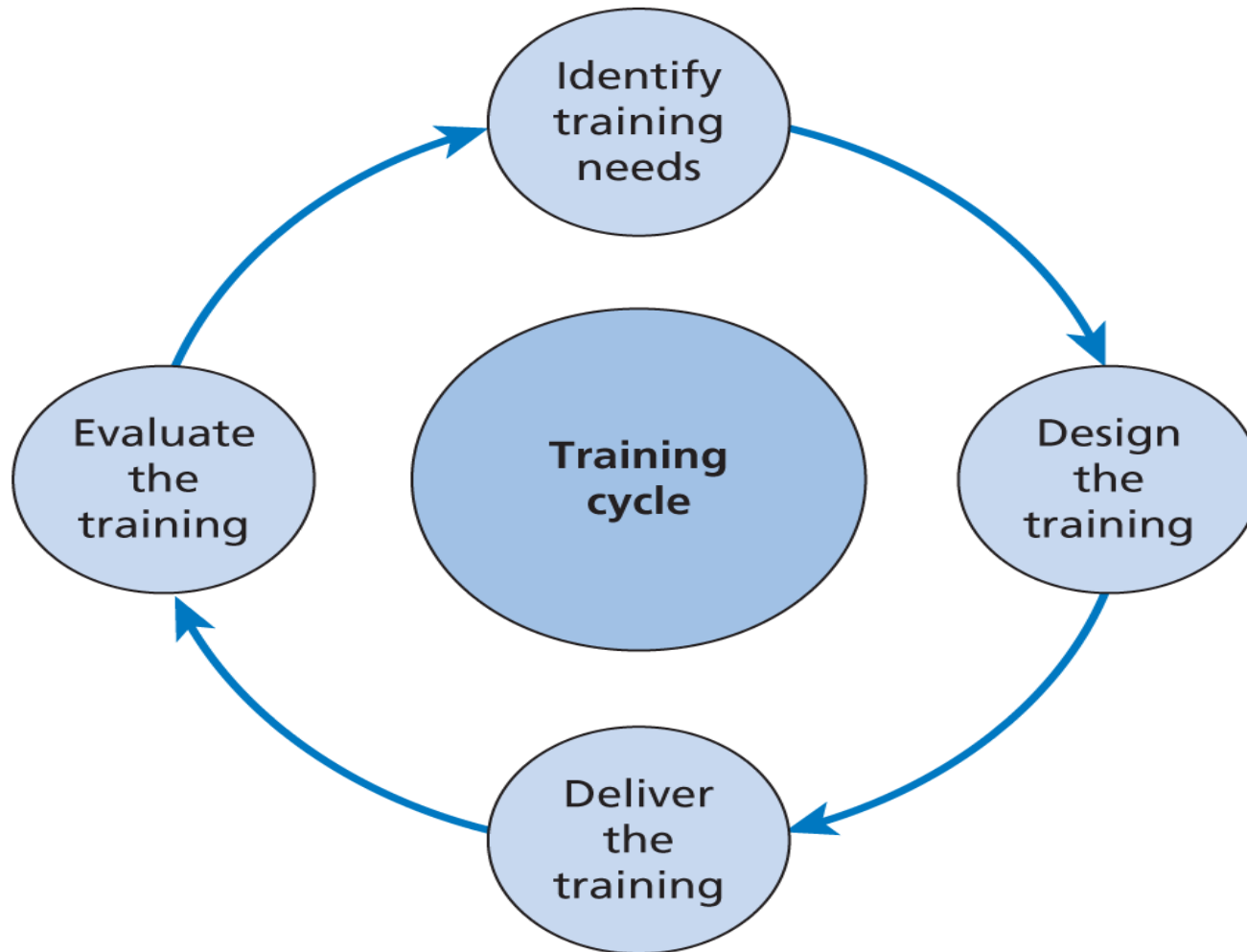
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- Training is big business in UK, USA, Europe and increasingly for Eastern countries (China etc.)
- Training budgets can be as much as 3% of the overall company budget
- Organisations in the USA spend as much as \$126 billion annually on training

## Value:

- Increases employability for individuals
- Increases profitability for organisations





Training cycle (Steptoe-Warren 2013)

# Training Needs Identification: involves analysis at different levels

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- **Organisational analysis** – identification of training needs within the organisation
- **Job/task analysis** – identifies skills and behaviours involved
- **Demographic analysis** - developing an understanding of the age, sex, and racial composition of the population
- **Person analysis** – identifies who needs training and what sort



# Human Attributes

- Skills
- Knowledge
- Competencies
- Some individual differences might affect training, such as:
  - Motivation
  - Self-efficacy
  - Learning styles



# The Link Between Attributes and Behaviour in Organisations

## Individual Difference Domains

- Cognitive ability
- Personality
- Orientation (values and interests)
- Affective disposition



## Behaviour in Organisations and its outcomes

Advancing organisation's goals

- Performance, effectiveness

The organisational experience

- Climate and culture
- Interpersonal relations and conflict
- Identification with the organisation



# Self Awareness

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- Being clear about your own role and responsibilities
- Understanding how you are viewed by others
- Learning also how your own actions affect others
- Being able to reflect on training that has been undertaken

(Wexley & Latham, 2002)

# Reflective Practice

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- Reflecting on experiences is seen to embed learning
- Reflective techniques in training are becoming more popular: mindfulness
- Need to enhance wellbeing and reduce stress



# Design of the Training Program

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- **Training objectives** should be **specific**

They detail what trainees should be able to do at the end of a training programme

- Objectives should be framed in different ways. The accepted method is to break it down to 3 parts:
  - **Conditions** in which the job is carried out  
e.g. equipment, environment
  - **Performance** which indicates that the skills and knowledge have been acquired
  - **Standards** of performance expected at the end

# Design – Principles of Learning

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- Identify what knowledge, skills and attitudes trainees need to acquire
- Consider factors that affect their acquisition
- Include practice, feedback and reinforcement
- Other factors include individual differences:
  - Personality
  - Age
  - Experience
  - Learning style



# Delivery of the Training

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- Analyses, objectives and training design are important.....  
**but** delivery is crucial
- Many different methods of delivery
  - Instructor led – E.g. Lecture
  - Workshops – E.g. Seminars
  - E-learning – E.g. computing packages, videos
  - On-the-job training – E.g. Shadowing

# Training Evaluation

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- Training needs to be evaluated to determine if the objectives of the training have been met
- It cannot be assumed that receiving training equals trained!

Training should be beneficial at individual employee/team and organisational level



# Training evaluation

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- Various models exist but the best known is:

## **Kirkpatrick's Four Levels of Evaluation**

1. **Reactions** – What individuals felt/thought about training
2. **Learning** – The resulting increase in knowledge/skills
3. **Behaviour** – Transfer of skills/knowledge from training to the job – transfer can be a real issue
4. **Results** – The results that occurred due to training

# Factors that Affect Training

- Good quality training needs analysis
- Individual differences
  - Learning styles, and Intelligence (cognitive ability)
- Participant motivation
- Course/training session must allow for **active** participation
- Trainees must be debriefed
- Trainers and trainees kept up to date with new developments





# Threats to Successful Training

- Organisational expectations unclear
- Stages may be missed in initial set up
- Trainers not good enough
- Too much emphasis upon 'having fun'
- Seen as break from work/irrelevant to work
- May be restricted to certain levels of staff
- Insufficient post-training practice
- No or insufficient follow-up post-training
- Resources not available to support new behaviour etc. back in the workplace

# Some challenges for 21<sup>st</sup> century training

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- Economic downturn – Was it as impactful as we first thought?
- The ‘pick and mix’ workforce
- The digital workplace
- Generation Y – The millennials
- The skills gap
- The aging workforce
- The sandwich generation
- The gender gap





<https://www.youtube.com/watch?v=MZ6Qf0TCB-U>

*Thank  
you*



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**Congratulations**  
***Course Completed!***  
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