

Theme:

Training Best Practice and Training Needs Analysis



Lecturer: Mr. Paul Gauci

Day 1: 22 February 2022



Training the Trainer Award

Agenda

- **Defining Training, Learning and Development**
- **Benefits of Training**
- **Types of Training**
- **Role of Trainer**
- **Trainer Competences**
- **Training v Development**
- **The Training Cycle: - Training Needs Analysis; Training Design; Training Delivery; Training Evaluation**



Show of hands!

Have you ever...?



- **Trained a new employee to do his or her job (either formally or informally)?**
- **Taught another person how to use a new technology, for example, how to conduct an effective PowerPoint presentation, set up a wireless Internet connection, or use a hand-held device such as a mobile phone?**
- **Gone through an experiential training experience, such as an outdoor learning experience?**
- **Completed some type of training needs analysis planning ?**
- **Participated in an organisation-wide change effort, for example, your organisation was seeking to introduce a new system?**

- If you said “yes” to any of the previous questions, you’ve been involved in some form of human resource development.
- It is often said that an organisation is only as good as its people.
- Organizations of all types and sizes, including schools, retail stores, government agencies, restaurants, and manufacturers, have at least one thing in common: *they must employ competent and motivated workers.*
- This need has become even stronger as organisations grapple with the challenges presented by a fast-paced, highly dynamic, and increasingly global economy.



“If you think training is expensive, try incompetence.”

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What are the benefits of training in organisations?

The reason why training is absolutely essential for any organisation is:



- **Improved performance leading to increased output and higher levels of production.**

- **Increases efficiencies in processes, resulting in role effectiveness**
- **Increases job satisfaction and morale.**
- **Increases employee motivation.**
- **Increases capacity to adopt new technologies and methods.**
- **Increases innovation in strategies.**

- **Better utilisation and empowerment of staff**
- **Individuals develop and grow**
- **Individuals and teams become more versatile and flexible**
- **Greater customer satisfaction**
- **Better utilisation of systems**
- **Identification of employee potential**

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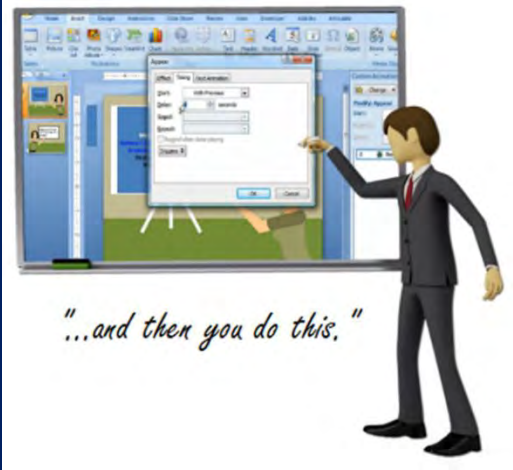
What is difference between
Training
and
Learning and Development?

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It is a learning process in which employees get an opportunity to develop a skill, competency and knowledge as per the job requirement.

It can be referred to as job focused.



Training defined

“A planned process to modify attitude, knowledge or skill through learning experience, to achieve effective performance in an activity.”

Dept of Employment Group - UK

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Training refers to a systematic setup where employees are instructed and taught matters of technical knowledge related to their jobs.

It focuses on teaching employees how to use particular machines / software or how to do specific tasks to increase efficiency.

Learning and Development

It is a broader term in which the employee gains more knowledge through other learning methods than just training (which is one dimensional and is focused on job requirement).

It focuses on career and is a motivational factor.

Development refers to the overall holistic and educational growth and maturity of people *for example* in managerial positions.

Training v Development

Training is an instructor-led, content-based intervention designed to lead to skills or behaviour change.

Development implies a longer-term or broader process – acquiring skills or knowledge by a range of different means such as coaching, formal and informal learning interventions, education or planned experience.



What are the types of training?

Technical training is a type of training meant to teach the new employee the technological aspects of the job.

Quality training refers to familiarizing employees with the means of preventing, detecting, and eliminating non-quality items, usually in an organisation that produces a product.

Skills training, the third type of training, includes proficiency needed to actually perform the job.

Soft skills training. Soft skills refer to personality traits, communication, and personal development habits that are used to characterize relationships with other people.

Professional training is a type of training required to be up to date in one's own professional field.

The process thus involves ...

- **identifying talent gaps and vacant positions,**
- **sourcing for and onboarding the suitable candidates,**
- **growing them within the system and developing needed skills,**
- **training for expertise with a future-focus and**
- **effectively engaging, retaining and motivating them to achieve long-term business goals.**



**One of the most challenging aspects of training and development
is ensuring strategic alignment
between training programmes and organisational goals.**

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Identify Trainer Competencies



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Paul Gauci 25-27 February 2022



Identify Trainer Competencies



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Trainer Competencies (1)

- ✓ **Good knowledge and experience of the subject matter**
- ✓ **Ability to identify and analyse learning needs**
- ✓ **Clarity of thought and capacity to communicate and present information in a meaningful way**
- ✓ **Ability to motivate learners and handle difficult trainees**
- ✓ **Ability to relate the training to the practical world of the trainees, using appropriate exercises**



Trainer Competencies (2)

- ✓ **Being able to manage the group and training situations**
- ✓ **Exercising appropriate social and leadership skills**
- ✓ **Being sensitive to the needs of the learners**
- ✓ **Projecting confidence, enthusiasm, energy and commitment**
- ✓ **Being seen to be credible**



Trainer Competencies (3)

✓ Design Thinking Skills

- **Design thinking helps them develop a deep understanding of the way people think and work, be empathetic to different parties, and adapt to different learning styles.**
- **When trainers are adept at design thinking, they can also pass this knowledge on to their trainees.**



Trainer Competencies (4)

✓ Adaptability Skills

- Trainers are met with all kinds of unexpected challenges and problems during their training programmes.
- But, trainers with adaptive mindset can easily adjust to changes or unforeseen events.
- Because every training session can be unpredictable, adaptability helps them be open to new or improved ideas, methods, and approaches.
- <https://www.youtube.com/watch?v=2CFckjfP-1E>
Goshawk Flies Through Tiny Spaces in Slo-Mo!



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Trainer Competencies (5)



✓ Organisational Skills

- As instructors or trainers, they're tasked with coming up with an overall plan to conduct training programmes.
- They're required to deal with the *nitty-gritty* details of their learners' training.
- They organize sessions, plan out activities, and research learning material.
- Trainers must know how to structure the lessons in an interesting and practical manner.
- They also need to know how to keep their schedules organized, coordinate with the logistics of sessions (such as tables, chairs, AV equipment, etc.).
- After the training's done, they need to plan out feedback to gauge whether or not the training was successful.

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Key points

- **Like everyone else, trainers need to continually develop their skills.**
- **Without proper development, trainers can fall behind on the latest Learning & Development trends and fail to support people on their growth journey.**
- **Trainers need to continually develop their management and interpersonal skills to to achieve training objectives and offer an overall better training experience, facilitate training properly and better support their trainees.**

Key points

- **Training interventions are often used to solve organisational problems...**
- **However, training will not succeed unless it meets the learning and development needs of the individual.**
- **Development is about enabling people to fulfill their potential.**



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The Role of the Trainer



A catalyst

For employee and organisational change

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The Five Roles

Instructor

To instruct on knowledge, skills and understanding

Coach

To accelerate the application of skill and knowledge

Facilitator

To modify behaviour and attitudes

Administrator

To manage the training

Consultant

To link training with the organisation

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Trainer's Task

**...is to facilitate and foster
conditions of learning**



Instructor

- A training presentation provides learners with specific information which is task or job related.

Role of Presenter

- Set objective
- Prepare
- Plan
- Practice
- Present
- Review



Instructor's Challenge

- **Objective**

Decide what trainees should learn in terms of:

- **Knowledge...(facts, procedures, info.)**
- **Skills ...(mental, physical, social)**
- **Understanding... (awareness, attitudes)**

Instruction: Key Points

- **Credibility: Knowledge and Experience**
- **Planning : purpose, audience, subject matter**
- **Preparation and Content**
- **Timing and Duration**
- **Layout**
- **Structure of Talk: Intro; Body; Summary**
- **Delivery Technique: interest; enthusiasm; energy**
- **Visual Aids**
- **Eye Contact and Body Language**
- **Participation and Feedback**
- **Effect of Talk**

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Coach

Management Process...to provide continuous support and guidance

Achievement...to get the best out of staff

Excellence...to achieve high standards

Practice...gives opportunity to test / review skills

Growth...individual / organization

‘Help desk’...immediate help to learner

Theory’ into ‘practice’



Facilitator

- **Used in types of training when ‘modification in behaviour’ desired is not actually a set of procedural certainty or preciseness**
- **but rather the focus is on...attitude and behaviour.**



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The Administrator

Training Needs Analysis

Programme Design

Trainer Selection

Methods/Media selection

Training Room Layout

Programme Running

Validation/Evaluation

Managing the Training Team

Relations with participants and management



The Consultant (Internal)

Role of Trainer in areas of:

Training Needs

Problem Solving

Advising

Innovating



**Linking the training and development of people to
the organisation's needs**



Role of Trainer



In Summary



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The Trainer

Role - traditional

- leading people to change,
- moderating discussions,
- building moments of reflection,
- being an expert and sharing his/her expertise,
- presenting,
- mentoring



Role - Modern

- **All of the foregoing but we live in a technological world in particular E-learning; needs to understand what this offers.**
- **Needs to understand what's in the toolkit – what to use; when to use it; pros & cons – lot more than 'chalk & talk'.**
- **Know the principles of information architecture - should be able to create visuals, learning maps, etc.**
- **Ability to communicate verbally & visually.**



Trainers need to adopt a role of 'strategic facilitators' through adopting:

Strategic awareness

- The capability to translate the organisation's strategy into training terms, and positioning the training function so that access to strategic information is obtained.

Diagnostic capacity

- The ability to offer unique technical expertise in methods of skill enhancement.

Influencing skills

- The ability to exert an influence within the organisation to manage the training culture.

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In particular, Trainers should demonstrate their strategic capability in three primary ways:

- (1) participating in their organization's strategic management process,**
- (2) providing education and training to line managers in the concepts and methods of strategic management and planning,**
- (3) providing training to all employees that is aligned with the goals and strategies of their organization.**



Trainers should contribute information, ideas, and recommendations

To ensure that an organization's Human Resource Development strategy is consistent with its overall strategy.

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The HRD strategy should offer answers to the following questions:

- *Are the organization's HRD objectives, strategies, policies, and programmes clearly stated?*
- *Are all HRD activities consistent with the organization's mission, objectives, policies, and internal and external environment?*
- *How well is the HRD function performing in terms of improving the fit between the employee and the job?*
- *Are appropriate concepts and techniques being used to evaluate and improve corporate performance?*

It is accepted that training should be closely linked with organisational strategy.

- *But what does this mean in practise?*
- *How should this be done?*
- *How should training relate to corporate culture?*
- *Should the trainer be operating as an internal consultant?
If so, what does this mean in practice?*
- *Should the company be attempting to become a learning organization, and if so, how?*

“The investment in people is as important an investment as any other, arguably, the most important. Just as we would not allow a product strategy, so surely our organisation and **people development strategy** must be integrated too ...

To be “**organisational-led**” means to **be responsive, adaptable, innovative and appropriate** to the needs of today’s and tomorrow’s challenges.”



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Is the training organisational-led?



- *Effective training units will identify the key strategic initiatives to which the organisation is committed and build its programmes around these.*



It is **proactivity** - with the organisation being able to develop itself rather than be changed in reaction to external pressures, which presents itself as a challenge to training and development specialists.

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Achieving strategic, organisational-led employee development

Eight key processes in producing business-led development of people (Harrison Model)

- 1. Establish informed, proactive, collaborative relationships with the key parties in the organization, especially at corporate and department levels.**
- 2. Ensure that there is an understanding of key issues and commitment to action at the top level.**
- 3. Walk and talk the job, in order to identify employee development needs and establish a proactive employee development presence in the business.**

4. Carry out data-gathering and planning on a collaborative basis with line management and other key parties.

5. Link employee development policy and plans to strategy, through a wider employee resource strategy.

6. State desired outcomes in clear, measurable terms, with actual costs and estimated benefits spelt out.

7. Collaborate with management to ensure ongoing monitoring and feedback of results and relevant action arising from that feedback.

8. Keep fully informed about the Organisation, acting on any changes in either corporate or human resource strategy that have implications for the development of people.

The Role of Trainer ...a transition

From an 'expert/authority' figure

to

'co-ordinator and 'provider'

to

HR/Training Manager

to

'internal consultant / innovator'



THE “**FOCUSED**” APPROACH TO
EMPLOYEE DEVELOPMENT ADOPTED
BY ORGANISATIONS

Ashridge Management Research Group

Following a literature review and a study of leading-edge UK companies, this research group presented findings in an important report:

“Management for the Future” distinguishing between three approaches

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The fragmented approach-training is:	The formalised approach-training is:	The focused approach-training and development are:
<ul style="list-style-type: none"> • A cost not an investment • Not linked to organisational goals • Perceived as a luxury • Directive • In the training department • Knowledge-based courses • About training no development 	<ul style="list-style-type: none"> • Systematic – part of planned career development • Linked to human resource needs • Linked to appraisal individual needs • Knowledge-based courses plus focus on skills • Linked to career development • Carried out by trainers and line managers • Linked to job by pre- or post-course work 	<ul style="list-style-type: none"> • A continuous learning process • Essential for business survival • A competitive weapon • Linked to organisational strategy and individual goals • On-the-job plus specialist courses • Self-selected • Usually non directive, novel methods • Line manager's responsibility • Tolerant

The Ashridge Model “Management for the Future”

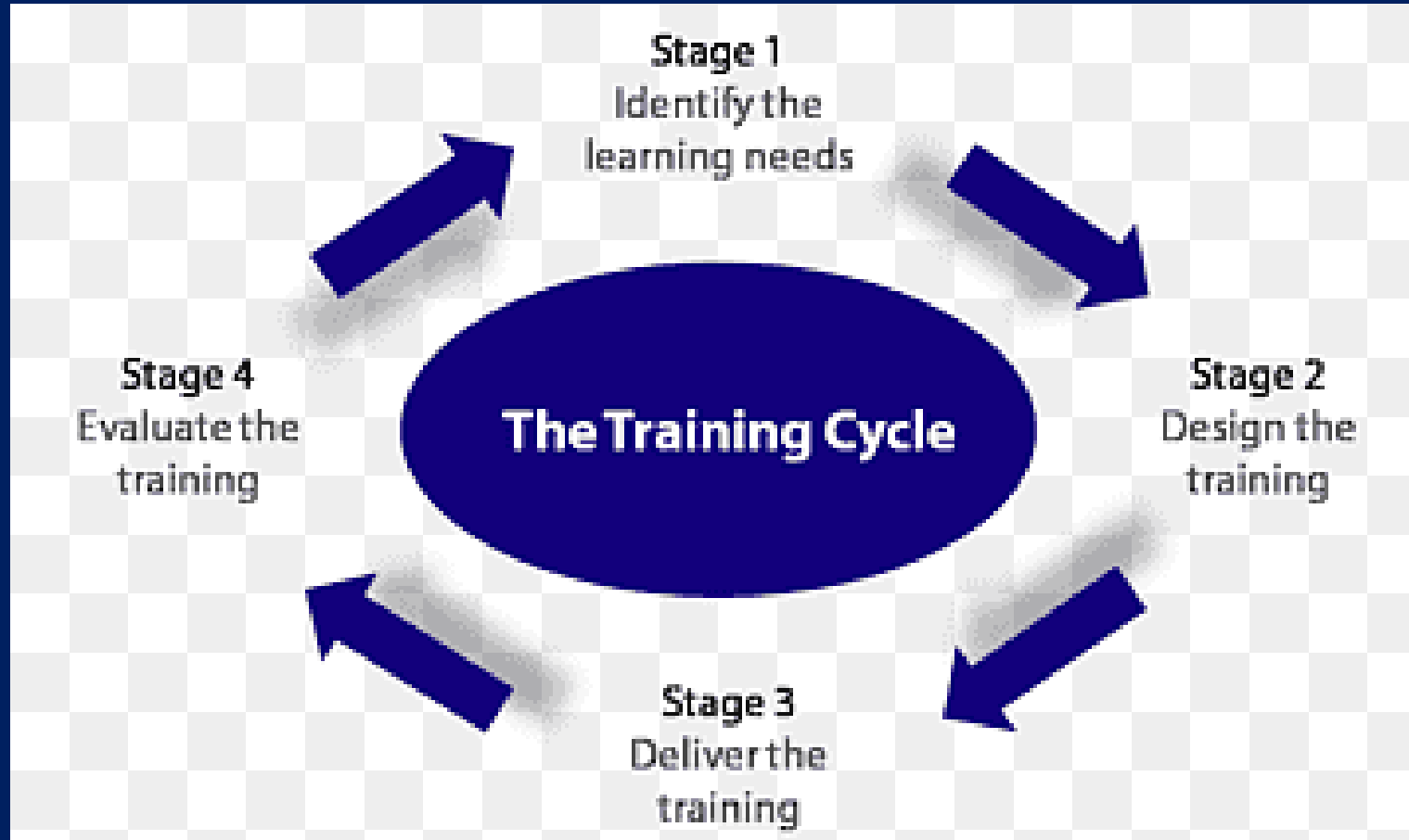
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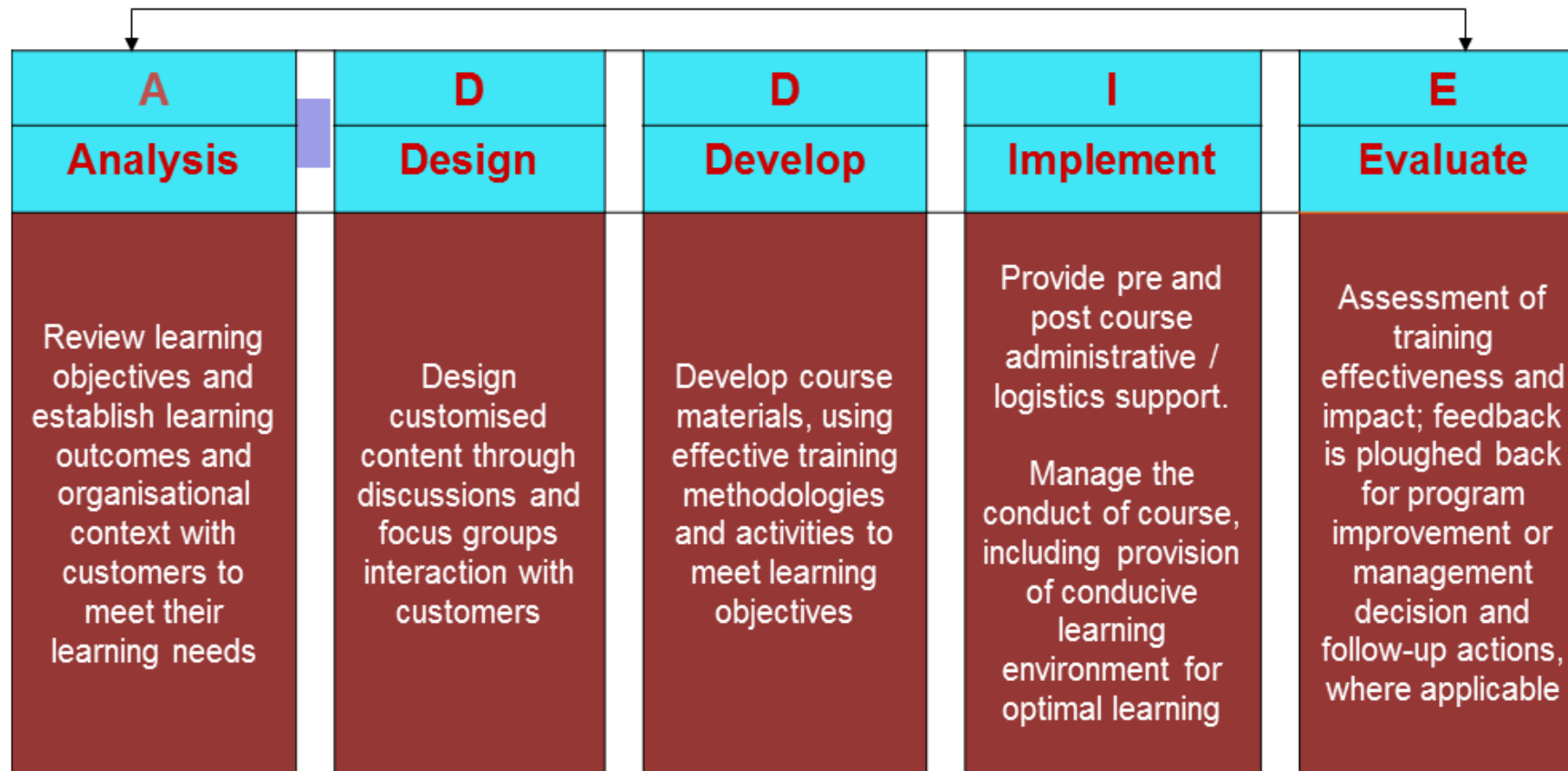


The Training Cycle



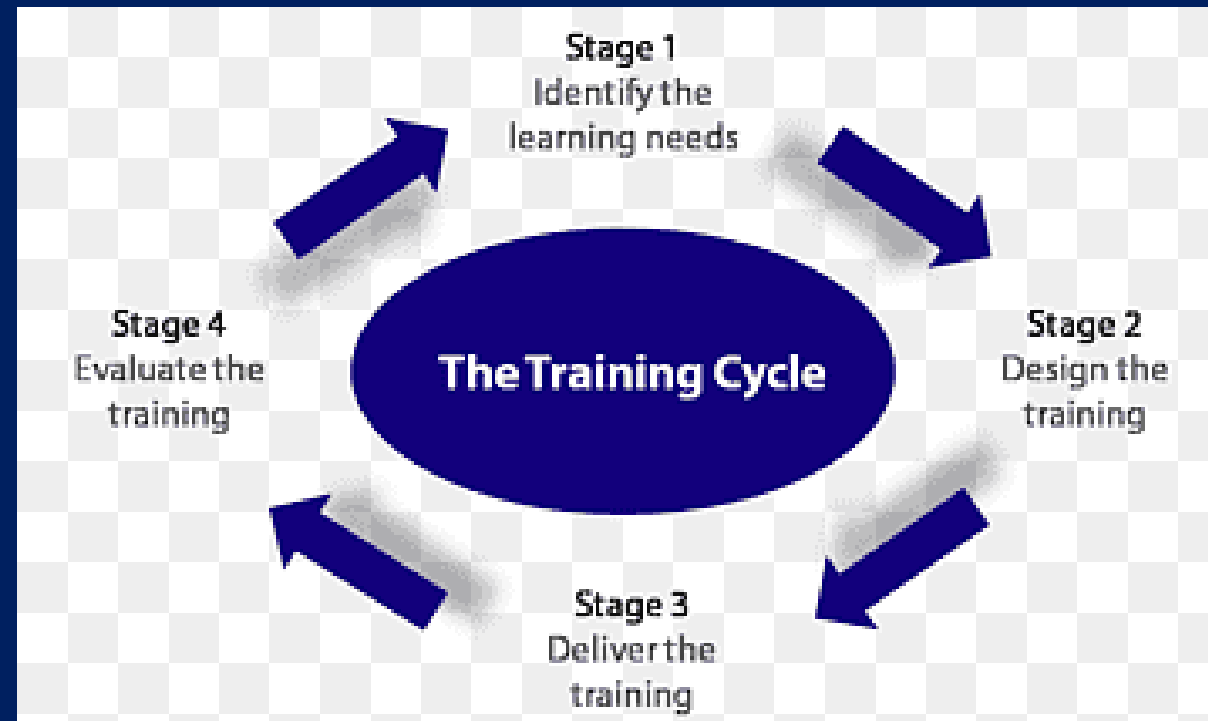
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Integrated Approach to Addressing Training Needs



ADDIE Approach

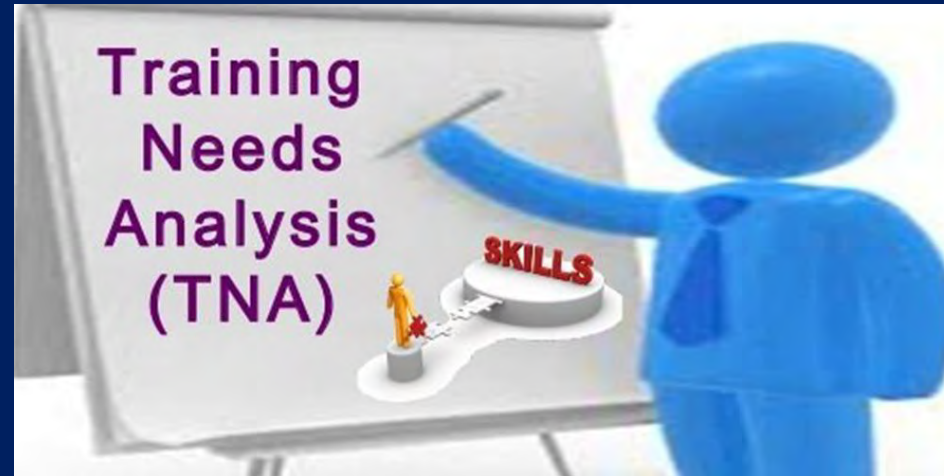
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Phase 1 Identification of Training Needs

Needs Assessment Phase

- **HRD interventions are used to address some need or gap within an organization.**
- **A need can be either a current deficiency, such as poor employee performance, or a new challenge that demands a change in the way the organization operates (e.g., new legislation or increased competition).**
- **Identifying needs involves examining an organization, its environment, job tasks, and employee performance.**



Conducting a Needs Assessment

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What Is a Training Needs Assessment (TNA)?

- **A TNA is the process to determine whether training to address a performance gap is necessary.**
- **Training might be appropriate when the performance issue is a “can’t do” issue.**



Identification of Training Needs

Who needs training and why?

Training needs arise from a variety of reasons...

Can you list some reasons?

Training needs arise from a variety of reasons...

- **Improvement on performance**
- **Turnover i.e. retirement, resignation**
- **Technological innovation...Digitalisation**
- **Re-skilling; re-deployment; succession planning; leadership development**
- **Organisational transformation and growth**
- **Government legislation and regulation**

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Methods of Identifying Training Needs

- **Direct observation**
- **Examination of metrics e.g. appraisals, turnover, results**
- **Conducting interviews and questionnaires with both employees and management**
- **Job analysis**
- **Consultation with persons in key positions, and/or with specific knowledge**
- **Focus groups**
- **Assessment Centre**
- **Report studies**
- **Work samples ; customer feedback**

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ADVANTAGES V DISADAVANTAGES

- Observation
- Questionnaire
- Interviews



• **Pros and Cons of Some TNA Methods**

- **Observation**
 - **Pro: Generates data relevant to work environment and minimizes work interruptions.**
 - **Con: Requires a skilled observer. Employees' behavior may be affected by being observed. In addition, it is time consuming.**
- **Questionnaire**
 - **Pro: Inexpensive and can collect data from a number of people.**
 - **Con: Provides limited information. There are also anonymity concerns.**
- **Interviews**
 - **Pro: Good at uncovering details of training needs and the trainer can explore questions that arise.**
 - **Con: It is time consuming and difficult to analyze. To succeed, need a skilled interviewer.**

When Is Training NOT the Best Intervention?

- **Training is not the best intervention when the performance issue is a result of:**
 - **Recruiting, selection or compensation problems.**
 - **Policies and procedures issues.**
 - **A lack of coaching and feedback.**
 - **Insufficient tools, equipment or resources.**
 - **A lack of motivation (job-person fit; person-org fit); a “won’t do” issue.**



- Sources that can help you determine which needs analysis is appropriate for your situation are described:

An analysis of the Organisational needs or other reasons the training is desired.

❖ To align training with strategy and to ensure there are resources and managerial support for training

❖ An Organization Analysis involves determining the:

❖ Appropriateness of training given the organisation's strategy.

❖ Resources (financial and development) available for training and transfer after training.

❖ Support by managers and peers for training and transfer.

- ❖ **Gather data mainly from senior and mid-level managers. Why?**
- ❖ **Is there a reason this TNA step should be accomplished first?**

The important questions being answered by this analysis are who decided that training should be conducted, why a training programme is seen as the recommended solution to a business problem.

Work/Tasks Analysis

- **Analysis of the tasks being performed.**
- **This is an analysis of the job and the requirements for performing the work.**
- **Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required.**
- **Identifying the important work-related tasks and knowledge, skills and attitudes (KSAs) that must be emphasized in training.**
- **Data sources: Subject matter experts (SMEs), managers, exemplary employees.**
- **This helps ensure that the training which is developed will include relevant links to the content of the job.**

- **The task analysis process involves:**
- **Selecting the job(s) to be analyzed.**
- **Developing a list of tasks performed (from Job Description/Specification or an interview or survey of exemplary employees).**
- **Mining data sources: Ask SMEs, managers and/or exemplary employees to validate tasks:**
- **Frequency: How frequent is the task completed?**
- **Importance: How important is this task to the overall work?**
- **Difficulty: How difficult is this task?**
- **Identify KSAs that should be trained to address the gap.**

User Analysis (Person/Learner)

- Analysis dealing with potential participants and instructors involved in the process.
- The important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject, what is their learning style, and who will conduct the training.

Data for a Person/Learner Analysis

- **Person:** Is the person cognitively and/or physically able to complete the task? Does the person believe in their ability to complete the task (i.e., self efficacy)?
- **Barriers:** Does the person perceive any constraints to performing the task correctly? Are the constraints physical or managerial?
- **Performance expectations:** Does the person understand the level of performance expected?
- **Consequences:** What consequences exist to correct an incorrect task demonstration?
- **Feedback:** Are people receiving timely and accurate feedback about their performance?

- **The person/learner analysis involves:**
- **Determining whether performance deficiencies result from a lack of knowledge, skill, or ability including behavior (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: basic skills, motivation, self-efficacy.**
- **Psychologist Albert Bandura has defined self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges.**
- **Data sources include learners, managers and document reviews (employee records, prior training records, or testing).**

Content Analysis

- **Analysis of documents, procedures used on the job.**
- **This analysis answers questions about what knowledge or information is used on this job.**
- **This information comes from manuals, documents, or regulations.**
- **It is important that the content of the training does not conflict or contradict job requirements.**

Training Suitability Analysis

- **Analysis of whether training is the desired solution.**
- **Training is one of several solutions to employment problems.**
- **However, it may not always be the best solution. It is important to determine if training will be effective in its usage.**

Cost-Benefit Analysis

- **Analysis of the return on investment (ROI) of training.**
- **Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training.**

Skills Matrix

- **A skills matrix is a framework used to map employees' skills and their levels. It's a grid that contains information about available skill and their evaluation.**
- **It is used to manage, plan, and monitor existing and desired skills for a role, team, department, project, or an entire company.**
- **Sometimes a skills matrix is also called a competency matrix.**
- **A simple table with employees' names and their skills might be called a skill matrix.**

Example of a skills matrix

A table with employees names and their skills or competencies with their evaluation.

Team member	Communication	Campaign Mgmt	Content marketing	Webinar Mgmt	Social media marketing	Design skills
John	8/10	7/10	9/10	7/10	3/10	2/10
Elizabeth	4/10	5/10	7/10	6/10	8/10	3/10
Robert	6/10	9/10	5/10	8/10	5/10	7/10
Victoria	8/10	9/10	7/10	9/10	7/10	6/10
Edward	7/10	4/10	4/10	3/10	4/10	8/10
Anne	7/10	4/10	6/10	7/10	9/10	3/10

Why is a skills matrix important?

- **Skills matrices are essential tools for any company that is driven by data, particularly for the HR department and project management team leaders.**
- **Matrices are ideal for keeping track of your staff's skills, qualifications, certifications, and competencies throughout the whole organization. They work really well in practice and improve efficiencies and the bottom line.**
- **Even a simple matrix can allow you to discover any missing skills that are needed or determine who needs some training.**

- **With a good skill matrix, your project is completed efficiently and by the most qualified and skilled team members.**
- **It also helps employees to understand what their gaps are, so they can take action to gain the skill set they need to excel in their position.**
- **Also, the matrix can be used as a template in an employee's career planning and development.**
- **Knowing what competencies you need for the next level or promotion helps to create a learning path.**

management training needs analysis

Change competencies descriptions to suit your situation. Replace the sample scores with those from your Note that the totals and averages cells contain formulae for calculating totals so don't over-write these. Lowest although consideration needs to be given to the relative importance of the skills. If helpful show the most example (but change to suit your own situation). The spreadsheet can be extended right by copying the departments, and then to create organisational totals and averages.

N.B. The shaded areas are just examples of most important skills - change shading for your own situation. The lowest scores in the most important skills are the development priorities.

Most important skills are normally those which deliver best performance improvement, but importance could also be for legislation or policy reasons.

Skills (add new ones as appropriate)	
1	Planning, prioritising and organising tasks and activities, time management, self and team.
2	Motivation and leadership of team and individual team members.
3	Communication skills, questioning and active listening, building trust, empathy and mutual understanding.
4	Performance appraisals planning, conducting, and follow-up, for team, and self.
5	One-to-one counselling, handling grievances, discipline, helping and enabling others with their challenges.
6	Training and developing others, coaching and mentoring, assessing training needs.
7	Delegation, identifying and agreeing tasks, measuring, follow-up, management by objectives (MBO's).
8	Effective use of IT and equipment, esp. communication, planning and reporting systems.
9	Financial and commercial understanding (eg, budgets, profit & loss, cashflow, etc)
10	Managing relationships, inter-department, peers, upwards, obtaining approval for projects, changes etc.
11	Planning and running meetings, effective follow-up.

individual name
individual name
individual name
individual name
individual name
individual name
individual name
individual name

4	3	7	3	6	3	4	3
3	5	3	4	4	5	1	6
8	7	8	5	8	6	8	5
7	6	3	8	7	5	0	4
8	5	7	3	7	6	8	9
0	4	2	7	6	8	6	6
3	5	4	2	6	4	3	1
6	4	8	6	8	5	7	3
5	8	7	5	0	4	2	7
8	7	7	6	8	9	4	5
3	7	6	8	7	6	7	6

SKILLS COMPETENCY TEMPLATE

2

Name : Juan Bautista Fernando
Department/Section : Electrical Engineering and Maintenance
Job Position : Electrical Maintenance
Job Level : RF3

LEVEL OF SKILLS COMPETENCY

Electrical Basic Skills Elements	Understanding (UN)	Adjusting (AD)	Changing (CH)	Dismantling (DM)
•Proximity Switches				
•AC Inverters				
•AC Motors				
•DC Motors				
•Resistor				
•Capacitor				
•Relays				
•Contactors				
•Timers				

Evaluated by : _____ Noted by : _____

A skill matrix is important because when it is set up well it can help you organize your teams easily, identifying any skill sets that you need based on the job requirements.



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Activity : Design a TNA

- **Using a current performance issue of a group of employees in your workplace, create a needs assessment plan that describes the process and methods used to collect data.**
- **In small groups, be prepared to discuss the:**
 - **The Knowledge, Skills and Attitudes of the Role of the Employees.**
 - **The Performance issue.**
 - **The Methods you will use to collect Identify Training Needs.**

Assuming that the needs assessment identifies more than one training need, the trainer, working with management,

prioritizes the training based on the urgency of the need (timeliness);

the extent of the need (how many employees need to be trained) and the resources available.

Based on this information, the trainer can develop the instructional objectives for the training and development programme.

The needs assessment may also reveal that training is not the ideal solution for the issues or problems facing an organization.

It may be that some management practice needs to be changed,

or that changes need to be made in another human resource practice (such as resourcing or compensation).



<https://www.youtube.com/watch?v=X3cSAjHDeag>

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It may also be the case that a different type of Human Resource Management intervention is called for besides training,

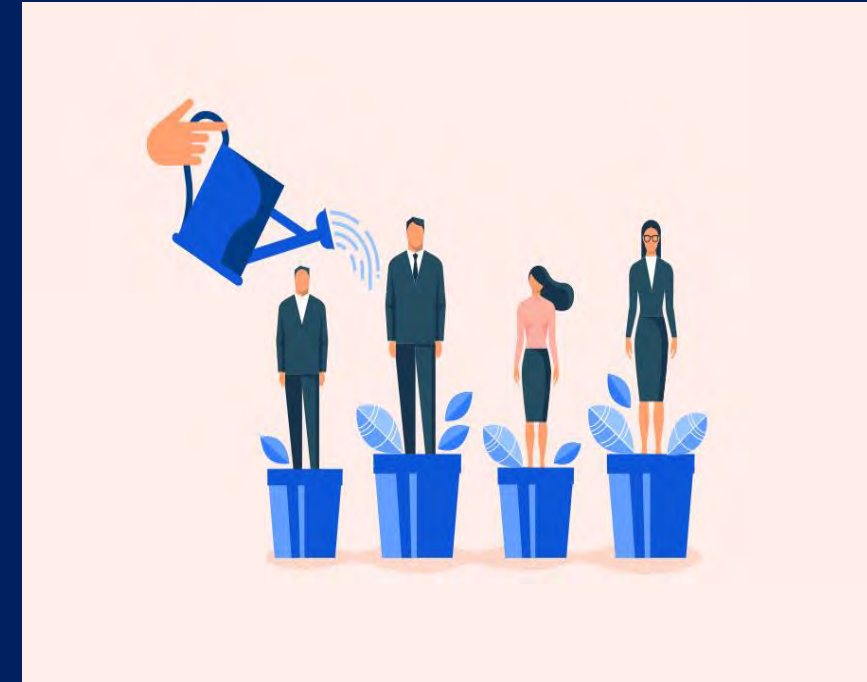
for example, a change in the organisation of work, or a change through process reengineering.



Key Points

Training is a management reaction to change...dictated by new products, services, systems and markets

Training's role is also proactive... as a trained workforce will bring about new initiatives, improvements and new business





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