

CHAPTER 10

TRAINING AND DEVELOPMENT

Learning Objectives

After you have read this chapter, you should be able to:

- identify the major purposes of training and development (T&D)
- recognise the differences and similarities between employee training and management development
- explain how to conduct a needs assessment, including performing organisational, job/task and individual analysis
- know how to design and deliver training
- identify the many on-the-job and away-from-the-job T&D techniques
- understand how to evaluate a training programme
- explain the importance of the South African training legislation towards addressing the serious skills shortages in South Africa

Chapter Outline

1. Training versus development
2. Traditional managerial skills
3. Purposes of T&D
4. T&D priorities for the 21st century
5. Strategic training
6. Systems approach to T&D
 - Phase 1: Needs assessment
 - Phase 2: Design and delivering of T&D
 - Phase 3: Evaluation
7. Successful T&D programmes for managers
8. The learning organisation
9. South Africa's training challenge
10. The National Qualifications Framework Act No 67 of 2008
11. The Skills Development Act No 97 of 1998, the Skills Development amendment Act No 37 of 2008, and the Skills Development Levies Act, No 9 of 1999

Teaching Tips

Employers are spending almost R5 Billion per year on T&D programmes - some of those Rands have probably reached some of your students. Start a discussion by asking students to describe training programmes they are in, or have been in. While they will tell the implementation method, ask them to also reveal any evaluation steps, and what they guess the needs assessment to have consisted of.

Since there is a strong relationship between some training and university education, ask students to discuss what the methods are of their excellent (and perhaps not so

excellent) instructors. The group exercise, *Teaching the Teachers*, meshes with this approach and can create some lively and useful insights.

Since the chapter criticises employers who neglect performing any type of needs assessment and simply buy some faddish training programme, examples of such current programmes can be identified (e.g., Meyers-Briggs or other less hyped personality programme, off-the-shelf diversity programmes, TQM programmes, etc.) and discussed. First, ask if students know about any of these. Then have them describe the implementation phase (what happens in the training?). Finally, challenge them to evaluate the results of such training programmes. What happens if the programme is presented, then nothing much changes (e.g., “we talked about empowering teams, but after the training the CEO kept making all of the decisions!”)? Some discussion of transfer climate would be appropriate.

Part of this discussion should point to the failure to perform a needs assessment which found a performance gap that these (or other) programmes might address. We believe that there is value in the programmes named, but we believe that the need for them is often not identified and therefore it is impossible for the employer to determine their “success” under such circumstances.

This is another excellent chapter for bringing in a HRD professional or training consultant as a guest speaker. Such trainers will have a remarkable grasp of, and opinions about, the text material. Ask for the names and perhaps outlines of training programmes for your students.

Consider bringing a guest from the Commission on Gender Equality or similar organisations to discuss mentoring and the special problems that women have with finding same-gender mentors.

There are plenty of articles in business and HR practitioner (as well as academic) journals. Hand out an article that emphasises one of the current approaches to T&D.

The idea of the group exercise has been expanded, and individual students have gone through the three phases and actually designed a modest training programme that their employers could use. Groups could be used, and perhaps performance gaps could be identified for employees with which whom the students often interact (staff in Financial Aid, Registry, Library, Computer Services, etc.). Students could even design the details of the implementation after the needs assessment phase.

Finally, the chapter focuses on the South African training challenges and the different Acts passed by Government during the past number of years to improve the development skills of the country as a whole. Ask the students whether they feel if this legislation passed will benefit the country.

CASE STUDY

The Walkaround Mall

Melanie Smith is the mall manager for the Walkaround Mall, located in Johannesburg, Gauteng. Walkaround is owned by an investment group, RDH, which owns 11 other malls and two dozen shopping centres. Melanie manages Walkaround on behalf of RDH Investments, and was recently transferred to this mall after achieving notable success at a similar mall in central Cape Town. Walkaround features over 100 shops and businesses, each of which has either a short- or a long-term lease managed by Melanie. All leases are computed on the basis of a minimum, plus a percentage of shop (or business) sales Rands.

Two other malls operate in the area, one larger and one smaller; Q Stores and K Stores moved into the area, in new shopping centres, for the first time in 2008.

Part of Melanie's role as mall manager is to help develop the overall business of the mall. She was able to show 12% total mall sales increases annually during her three years in Cape Town. Typically, mall strategy is to focus on three conditions in order to increase mall sales:

1. Increase the occupancy rate with quality shops.
2. Make physical changes that make the mall more attractive.
3. Ensure that the workforce within the mall is skilled and motivated.

Melanie was concerned when Walkaround had only a 4% increase in total sales in 2007, so when she moved to Johannesburg at the beginning of 2008, she focused on the three crucial conditions. During 2008 she lost six shops but replaced each with a similar shop. All four of the 'anchors', or large department stores, remained on long-term leases.

RDH Investments approved a general facilities facelift but there was no new construction and none was likely during the next two to three years.

Melanie decided that she needed to move on condition 3 and focus on the managers and sales employees. All employees work for their own shops, not for the mall, but Melanie met with some of the shop managers and developed a T&D plan to help the shops train their employees. The manager of Shoes-Are-You told Melanie, 'If you can help train our employees to be better salespersons, I know we could increase our sales.' The T-Shirt World manager suggested that 'the shop assistants who sell the most are those who are pleasant and smile at customers'.

By May 2008, Melanie had scheduled a one-hour training programme titled 'Increase Your Sales and Smile!' The programme would be repeated at various times over a two-month period so that every employee would have a chance to attend. A business professor from a local university presented the programme using a videotape, a brief lecture and a short role-playing exercise, to emphasise the basics of effective selling. Almost 50% of all employees attended the sessions, and many of the trainees said that they really enjoyed the programme and that it was helpful. Melanie made hopeful predictions when talking with RDH managers at their offices during October.

However, in mid-January 2009, Melanie was distraught as she sat in her office and read the figures. Overall sales had increased – but only by 4.5%. Had the training programme, which she had designed with the professor, had only a 0.5% effect? She now wonders what she can do to influence the employees working in the mall to help boost sales since her hands are tied on conditions 1 and 2.

She has a meeting scheduled for Monday to discuss the mall performance figures with RDH in Durban.

Questions and Answers to Case: "The Walk Around Mall"

Question 1: What were the flaws in her training approach?

Answer: One flaw in her overall training approach was that it was a one-shot tactic. Her needs assessment phase only consisted of discussing training needs with some

of the managers. This assessment was an individual analysis, and the training given was at the individual sales associate level. However, Smith is gauging her success based upon organisational analysis level data. More appropriate evaluation would be at the individual level (e.g., how much did each trainee increase in sales?). The needs assessment was insufficient and should have included other tactics, such as the use of advisory committees, surveys and questionnaires from sales associates, observations of sales associates, examination of performance documents, etc.

No T&D objectives were set. Setting such objectives would have focused upon realistic outcomes that could be expected from the training programme. If Smith wanted more smiling, a post-training observation could be conducted to see if sales associates were indeed smiling at customers more. Objectives would have focused on the training material, since that trainer/consultant would want to achieve whatever objectives were set.

No performance gap was identified. An increase of 4-4.5 percent may be satisfactory. Smith should have attempted to objectively judge whether last year's increase actually indicated a gap in performance.

If objectives had been set, and a performance gap identified, then the most appropriate training technique could be chosen. Instead the away-from-the-job techniques of role-playing, videotape, and lecture were presented in a very short session. Other away-from-the-job techniques could have been chosen such as vestibule training, along with OJT like mentoring, coaching, and job instruction training. The techniques chosen seem to have been chosen on the basis of time rather than effectiveness.

The T&D evaluation consisted of the mall-wide sales increase figures. As discussed above, this might not be a reasonable outcome measure since so many non-training factors are included as variables. Other evaluation possibilities would include trainee (and store manager) reaction surveys, gauges of trainee knowledge or skill improvements, and observation of behaviour changes.

A major unaddressed question is, can sales be increased substantially through the use of any T&D programme? External factors may be far more important, such as the local economy that has a high unemployment rate. Not every problem can be solved through training!

Question 2: Should she design another training approach to help increase 2009 sales?

Answer: Perhaps. However, she should more carefully follow the T&D steps namely: needs assessment, training and development (design and delivery) and evaluation. She should more objectively identify what needs exist and set training objectives before designing a programme. Goals should be more realistic and focused than simply expecting some unknown level of sales increase for the entire mall. If the only important goal is increased sales volume, then sales force training may not be an important approach.

Question 3: Did she follow the three phases of an effective T&D plan?

Answer: As discussed more fully in answers to 1 and 2, no. This was one of her main flaws.

Question 4: What objectives for training would be appropriate for her situation?

Answer: More realistic evaluation possibilities would include trainee reaction surveys, surveys of store manager's evaluation and observation of changes in their trainees, some manner of testing of trainee knowledge or assessing skill improvements, customer surveys to discover before and after assessments of the skills and helpfulness of sales associates, and mall-wide observations of behaviour changes.

Question 5: Is examining the total sales of all mall shops the best, or only, evaluation method available?

Answer: Total sales of the entire mall is organisational (mall) level information being used for individual level training evaluation - a mismatch between the implementation and evaluation of this training. Generally, several outcomes should be evaluated to determine the effectiveness of any T&D programme. The one chosen, total sales increase, may not even be within the control of the trainees. Much more attention should be given to the evaluation of the training given.

Question 6: Can the sluggish sales at Walk around be solved by an effective T&D programme?

Answer: As discussed above, external factors may be far more important, such as the local economy. What a "sluggish" sales increase is seems to be undetermined, but needs identification. Training should be used when training will make a difference, otherwise other approaches should be used - like altering the selection of stores, or increasing the attractiveness of the mall. Not every problem can be solved through training.

CASE STUDY

Gourmet-2-Go



Gourmet-2-Go is a fast food restaurant that has been in business for more than seven years. Its philosophy is to provide *quick, convenient, healthy and tasty food*. It is situated in Roodepoort, Johannesburg. Barry and Wynona are the owners of Gourmet-2-Go. The

business which started as a small family-owned enterprise has expanded rapidly. Two months ago they were forced to move to bigger premises. Although the restaurant has a small seating area with ten tables for customers who prefer to sit down and eat their main focus is on take-away gourmet food. What distinguishes this business from the other well-known fast food restaurants is that it serves a variety of gourmet foods instead of a fixed type menu found at its competitors. Consumers have become much more health conscious over the past few years and Gourmet-2-Go's menu has thus been well received in the area. The local gym is also situated in the same building and a large number of customers order food from the restaurant after they have visited the gym. Customers place orders in person or by telephone and collect the order 25 minutes later. Although customers are in general extremely happy with their food and the service they receive at Gourmet-2-Go, some have indicated that they would like the option to have their food delivered to them. In view of this, the owners contacted a local delivery company, Easy-Meals. The company provides a delivery service to a number of restaurants in the area. An additional fee of R10,00 is charged for each delivery within a radius of 5 km of the restaurant. The customers pay cash when the food is delivered. The computer programmers who initially installed Gourmet-2-Go's computer systems also added another module to the system to provide for deliveries and the capturing of relevant information. All existing customers were informed about this new service and a sign was placed outside the restaurant advertising it. The company also developed a website where orders could be placed. Because the restaurant is situated in a prime location in Roodepoort, the turnover has increased rapidly. Barry realises that he will need more staff to deal with the growth in the business.

Barry and Wynona were also approached by a potential business partner, Ms Josephine Boudreaux. She would like to open a franchise of Gourmet-2-Go in Pretoria. They discussed this at length and decided that the time was ripe to implement their long-term vision of opening franchises in other cities in South Africa. After inspecting the potential premises that Josephine identified in Pretoria, all the relevant contracts were signed. The new franchise will be opening in the next two weeks.

Questions and Answers to Case: Gourmet-2-Go

Question 1: Barry realises that when they employ additional staff, one of the first things that will also apply to be addressed is their training. This will also apply to staff at the franchises that will open as there is an "our way" of doing things. As a business consultant recently approached by Barry you must inform him how he can go about doing this the correct way. Also indicate who will need training.

Answer: Section 10.6

Barry and Wynona will have to follow a systems approach to training and development; this implies that they will have to start with a needs assessment, followed by the design and delivery of the training and lastly the evaluation of the training. They will have to ensure that they firstly identify the training needs and then choose an appropriate intervention or method of training delivery. Once the staff members have been trained, they also need to evaluate the training to ensure that it addresses the need. All staff members will have to be trained, including the existing staff members as they need to learn how to use the additional module that was

installed on the computer system. They will need to be able to take orders by telephone and ensure that all the orders are delivered to the customers on time. The new staff members will have to be trained on all the systems, customs and related aspects to ensure that they adhere to the company policies and standards.

Before Barry and Wynona even consider opening more franchises they will have to have a training strategy in place. In fact they need to link the training and development efforts to the goals and objectives of the company. Training is strategic when it develops essential worker capabilities, encourages adaptability to change, promotes ongoing learning in the organisation, creates and disseminates new knowledge throughout the organisation and facilitates communication and focus. To execute this process successfully, the development of a strategic training plan is required. Such a plan may consist of four major stages:

- **Stage 1: Strategise** – during this stage HR and training managers work with management to determine the strategic linkage between training and the strategic business plan.
- **Stage 2: Plan** – the next stage involves planning. Here training objectives and expectations of training should be identified and specific measurable learning objectives created.
- **Stage 3: Organise** – having completed stage 2 it must now be decided how training will take place and how many resources will be needed.
- **Stage 4: Justify** – the final step in the process will involve the evaluation of the process to determine the extent to which the goals set in stage 1 have been met.

This plan should be implemented effectively in order to be successful. In terms of the future, Barry and Wynona will also have to have a policy in place regarding the training of franchisees staff members. Included in this policy should be a requirement for staff members to attend compulsory training whenever the business, systems or products change. This will have to form part of the contract as well. Ongoing customer service training will be essential to ensure that the staff members provide good customer service.

Question 2: Josephine is the new franchisee and she phones Barry and Wynona to arrange for the training of her new staff members. What would you advise Barry and Wynona in terms of the training that they will have to provide? Give reasons.

Answer: The assumption is that Barry and Wynona will have proper franchise agreements in place as well as relevant policies and procedures. These will be made available to all franchisees. Standard training for all the staff members by an external accredited service provider can be considered, such as the HACCP Academy which is registered with the Food and Beverage SETA. The external provider can take responsibility for the training all staff members at every franchise countrywide. This training will focus on food safety management, which is important to ensure that the restaurant produces and sells food that adheres to the safety requirements and laws. The training will probably be presented as formal lectures there could even be on-line refresher courses for the staff. The staff members also have to be trained on their specific computer system(s). This can be done offsite by the developers of the software, or another provider, and may include a component of on-the-job training as

well. The reason for this is that they need to operate the systems effectively to provide good customer service. The team leaders can also coach the staff members and train them on the job regarding the philosophy of the company. New staff members will have to undergo the same training when they commence duty.

Gourmet-2-Go can also train their employees on company-specific aspects such as the company's values, mission and business ethics as part of the formal orientation process.

Question 3: If Gourmet-2-Go decides to use the latest wireless technology to enable customers to also pay by debit or credit card, what will the implications be in terms of training for Gourmet-2-Go?

Answer: Section 10.4

The staff members (current and new) will have to be properly trained to use the latest technology. The managers should also be trained and they have to be in a position to train other staff members in this regard. To ensure that the managers do not become obsolete, they need to keep abreast of the latest technology. It is also important from a customer point of view to ensure that the company uses the latest technology.

Question 4: Josephine does not intend to manage the franchise herself. She wants to appoint a manager to fulfil this role. Wynona and Barry are concerned about this and they brief Josephine on the technical, conceptual and human relations skills that the person should possess that will fulfil this role. Help Wynona and Barry to compile a list of the important aspects to note.

Answer:

Technical skills	Conceptual skills	Human relations skills
<p>These include knowledge of equipment, work methods and work technologies. These skills are much more important for the traditional first-level managers than for middle and top-level managers. First-level managers often conduct on-the-job training for employees and troubleshoot problems with the organisation's technology. An example in this case could be the introduction of the new module on the computer system or the use of the new credit/debit card machines. In addition, some first-level managers are working supervisors and on occasion perform their subordinates' jobs. In this restaurant it will be critical for the manager to be</p>	<p>These are the ability to view the organisation as a whole and to coordinate and integrate a wide array of organisational functions, activities, goals and purposes. For example, the manager of a large manufacturing plant must integrate production, marketing, engineering and financial functions and objectives so that departmental and organisational goals are achieved. The need for conceptual skills, or vision, becomes increasingly critical as the employee progresses from first-level management to top management. In this example the company can eventually manufacture its own spices/sauces to be used and distributed to the different</p>	<p>One popular definition of a manager is one who accomplishes his/her work through others. In this sense, every manager is a leader, and human relations skills are equally important for managers at all organisational levels. Important human relations skills include the ability to communicate with employees, to establish strong interpersonal relations and to build cooperative, satisfying relationships among workgroup members. In a restaurant it is extremely important that the manager communicate properly with the staff members and that there be excellent group cohesion.</p>

able to perform any of the duties of his/her subordinates to ensure smooth operation and excellent customer service.	franchises.	
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All three skills are thus important.

Experiential Exercises

1. INDIVIDUAL: SUPERVISION - A BASKET CASE?

Purpose

To understand how the in-basket technique for developing managers works by participating in an in-basket exercise.

Introduction

The in-basket is a simulation consisting of notes, letters, memos and other information that is typical of the kind of printed material that daily crosses a manager's desk. The term "in-basket" is derived from the fact that supervisors and managers face a constant barrage of written requests, questions, concerns, and problems that must be attended to - the kinds of things that often end up in a manager's in-basket. This management T&D technique forces the manager to make decisions: more specifically, decisions about how to act on (if at all) the things that land in the in-basket. The exercise itself teaches the training participant how to act on a variety of problems that confront managers daily.

The task

Assume that you supervise 25 blue-collar employees in a middle-sized manufacturing company (1,200 employees) and that you are participating in a management T&D programme that uses the in-basket technique. Listed below are brief descriptions of items sitting in your in-basket. For each item, answer the following two questions:

1. How important is this item? (Assign one of the following numbers: 1, not important at all; 2, somewhat important; 3, important; 4, very important; and 5, extremely important.) Be prepared to explain and defend your answer.
2. What specifically should be done with this item? Some options to consider (you may develop others) are: 1: **Act** on the item immediately; 2: **Postpone** acting on it until a later date (specify how much later); 3: **Delegate** the item to someone else to act on (assume you have a secretary or an assistant and that the organisation you work for has a normal line/staff organisational structure with staff assistance from the human resource department, and others) if you choose this option, specify who should act on the item; 4: **Seek more information** about the item (specify what information you would seek); and 5: **Do nothing**. Be prepared to defend your answer.

In-basket items

1. A request from a company to provide a work reference on a former employee you supervised. The employee was a machine operator. He worked for you for about a year and, overall, did satisfactory work, but nothing exceptional.
2. A telephone message to call your spouse immediately.
3. An anonymous letter, signed "concerned female employee", who complains of sexual harassment in your work group. A male employee who is one of your subordinates is named as the harasser.
4. A letter from an excellent employee who wishes to set up an appointment to discuss her future with the company. She states that she is "burned out" in her job and wants a promotion to a more responsible job. She insinuates that she will look for other employment if she is not promoted soon. There are no job opportunities in your work unit and only a handful in other areas of the company.
5. A letter from the HR manager, who expresses concern about the plant becoming unionised. He wants to meet with you to discuss specifically what you can do to stop "all this talk about a union".
6. A letter from an EE representative who wants to talk to you about a complaint filed against your company by a former employee. She (a black female) alleges that you fired her not because of poor performance (as you stated to her) but because she was black.
7. An anonymous letter stating that alcohol and illegal drugs are being consumed in cars and vans in the company parking lot during lunch hour.
8. A note from your boss that a supervisory position will be open in a few months. He wants to know who, if anyone, among your current nonsupervisory employees might be a good candidate for the job.

2. GROUP: TEACHING THE TEACHERS

Purpose

To experience the work that is required when assessing actual training needs and to try to develop an evaluation method that will provide the information employers really want. Group discussion may expose the student to needs and outcomes that she or he did not think were important.

The task

Perhaps every semester you perform student evaluations on some or all of your instructors. Unless you are guilty of the rater error of leniency, or unless you are taught by an exceptional instructor, you give negative ratings to one or more items describing your instructor.

1. Write down three specific weaknesses of one of your ineffective or mediocre instructors. Do not write down the instructor's name since it is his or her teaching in which we are interested.

2. Form into small groups, four to six to a group, and discuss your lists. Next, your group should rank-order the identified weaknesses into a list of at least five weaknesses. Discard any weaknesses that cannot be improved through training.
3. Write training objectives that you would like to see met through some type of T&D programme. However, the group should not yet choose what type of training should be conducted.
4. Briefly specify which T&D methods could be used to achieve these objectives.
5. Describe a different evaluation technique for each objective your group specified. Will your evaluation techniques really prove that the weaknesses you originally identified (in step 1) will be corrected after the training?
6. How might you go through these same steps if you were the academic department chair, the academic vice president, a parent, or a government legislator?

Answers to Experiential Exercises

1. INDIVIDUAL: SUPERVISION – A BASKET CASE?

Purpose

To understand how the in-basket technique for developing managers works by participating in an in-basket exercise.

This is an important exercise that should be assigned as an individual homework assignment, then used as starting point for a class discussion. There are no right or wrong answers to an in-basket exercise. One of the important benefits of going through this exercise is to develop managerial skills in several areas: delegation, problem-solving, and identifying priorities. In-baskets are routinely used in assessment centre evaluations, and evaluators often will rate an individual's ability to identify priorities and delegate tasks.

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Here's an opportunity to sneak in a hard working assignment because it's on a topic on which they have strong feelings. Students routinely evaluate professors at most universities, and so are familiar with identifying teaching weaknesses (performance gaps). In fact, you may know some students who seem to be professionals at this!

Students will write down three weaknesses. You will need to challenge them to be specific and somewhat detailed. You might start off by suggesting that "crummy

teacher" is not specific, but that "does not follow the reading and assignment schedule" is more helpful. Small groups should list ALL of the weaknesses, then rank order them, toss out those not ripe for training assistance, then shorten their list to about five weaknesses.

Having identified these "performance gaps" the groups next need to refer to the discussion in the chapter on T&D objectives. If you are teaching by wandering around between groups make sure that the objectives are ones that can be evaluated after a training intervention. Objective and quantifiable are the two important tests for these objectives.

The writing of the training objectives provides the most important insights. For a longer exercise have students choose the methods and evaluation techniques. The evaluation should match up one-to-one with the objectives.

The final step allows the exercise to be modified depending upon the perspective of the T&D designer. Be sure that they see that there would be a difference in expectations and therefore different perceived "performance gaps".

Answers to Review Questions

Question 1: What are the major internal and external influences on T&D programmes?

Answer: Internal influences include business strategy and organisational objectives, competitive position, and workforce and workplace characteristics. The latter may require a broad spectrum of training needs, from basic literacy training to complex skills training. External influences such as industry standards, industry growth, and the available relevant labour pool may also influence the need for training and the approach to be taken.

Question 2: What are the three levels at which a T&D needs assessment can be made? Describe some of the methods available at the different levels.

Answer: Organisational Analysis: analyses organisation-wide indicators of possible gaps. Companies often compute attendance, accident, and turnover rates as well as logging the number of lawsuits, complaints, grievances, and other indicators.

Operations Analysis (job/task analysis): similar to job analysis in that the focus is in determining how a job should be performed - and setting the desired level of performance. You can't train someone to do a job until you determine how it should be performed. Many employers are involved in reengineering their organisations, and so operation analysis is currently being emphasised.

Individual Analysis: determines WHO needs WHAT skill, knowledge, or proficiency. This section suggests several methods such as advisory committees, assessment centres, attitude surveys, group discussions, questionnaires, tests, direct observations of behaviour, PAs, performance documents, and exit interviews.

Question 3: Name and distinguish the various OJT and away-from-the-job training techniques?

Answer: OJT includes: job rotation, lateral promotions, enlarged and enriched job responsibilities, and committee assignments (shadowing) all of which expose the employee to new and different job duties. The employee is learning by doing - gaining useful experience directly important to the employer. Job instruction training (JIT) and learnerships give directive training while the trainee is performing some useful work. The learnership programmes even require class/home work. Coaching and mentoring provides directive and instructive assistance to the learning employee as needed.

Away-from-the-job techniques include both off-site and on-site (but away from the trainee's specific work area) programmes of many types. Videotape programmes are used by many, and lecture-oriented training arise by most employers. Research has indicated that the lecture works as well as more integrative learning approaches (IL) even though trainees prefer IL. Conferences and discussions, vestibules and simulations, and other technology-based systems are also (somewhat less) popular. Case studies, role-playing, management games and simulations all work well for certain away-training programmes. In-basket exercises and the entire assessment centre set of exercises provide insight and skill training, as does wilderness training and T-groups (sensitivity training). Membership to professional organisations provides the opportunity to sharpen skills and keep up-to-date in many ways.

Question 4: When, and in what circumstances, will OJT be more effective than away-from-the-job training techniques? Which approach is more expensive to the organisation?

Answer: OJT has many advantages. The trainee/employee is:

- performing work - producing output;
- being taught by an expert at the task which is the subject of training;
- performing in the real work environment and requires no special facility;
- receiving training which is informal and relatively inexpensive; and
- building a cooperative relationship with the trainer/supervisor.

To the extent of getting output from the trainee, finding an expert at the task, performing in the real environment, or building a better relationship is very important in the training situation, then OJT is a superior choice.

However, some of the shortcomings of OJT may indicate that this approach may not be the best choice. The trainer/supervisor may not be motivated to perform training duties and only train in a half-hearted manner. This trainer/supervisor may also be a great performer, but a poor trainer, on the task. Finally, while the trainee/employee is training his/her output and quality will likely be low, causing an inefficient use of resources.

Away-from-the-job training is often the most cost effective since a group, rather than an individual, can be trained. Even though the bill from away-from-the-job training may seem high, the hidden costs of dedicating a supervisor, inefficient use of

materials and machinery by the trainee, and the inefficiency of interruptions and delays are large. However, the loss of a trainee's output while away needs to be considered, as does the major problem with away-from-the-job training - transfer of learning problems.

Question 5: How do the training needs of managerial employees differ from the needs of professional nonmanagerial employees, or from those of frontline employees in service or production industries?

Answer: The short answer is that the differences are growing smaller as TQM and other empowerment and team approaches are reengineered into today's organisations. As management is being pushed down into the lower levels of the organisation, all employees (professional and front-line) need increased conceptual skills along with human relations and technical skills. This is the reason that the differences between "employee training" and "management development" are minimised in this text and in modern HR practice.

To the extent a separation in skills continues, the management training would emphasise conceptual and long-term vision while professional and front-line training would emphasise technical skills.

Question 6: What are the important principles of learning and learning styles discussed in this chapter? How should knowing these principles improve the design of a T&D programme?

Answer: Since T&D and learning are closely related, the design of training programmes should incorporate knowledge gained from the educational field. Principles of learning include paying attention to the:

1. motivation of the trainees;
2. participation of trainees in the entire T&D process;
3. feedback given to the trainees during the learning process;
4. organisation of the training programme;
5. repetition or practice of the training materials; and
6. application of the material, to minimise the transfer of the learning problem.

The design of a T&D programme should provide for success by ensuring that each of these principles are addressed. Attention should also be paid to the learning styles of the trainees- such as neurolinguistic programming, whole-brain learning theories, and adult learning theory.

Question 7: How have technology advances changed the T&D methods available to employers? Are high-tech training programmes superior to the lecture and discussion approaches?

Answer: Technology-based T&D systems have integrated technology advances in computing and other hardware into videodisc/CD and other computer-based learning techniques (CBL) as well as improved simulations and management games. Complexity can be built into such high-tech training approaches in a way not possible just a few years ago. However, research on the lecture method indicates

that while it has become popular to criticise this method, the learning results following lecture training are comparable to other, more popular, methods. We should not overlook the convenience factor which expensive high-tech training offers, since employees could go through the same programmed training at their own convenience, rather than at the designated training meeting time.

Question 8: What are the major mistakes employers make in choosing the method and topics for training programmes? Which of the three steps of T&D is most neglected in the workplace?

Answer: T&D consists of three steps: (a) needs assessment, (b) designing and delivering T&D and (C) evaluation. Too often the employer signs on to a current training fad - choosing a popular training method (such as a personality training programme) - without ever going through a needs assessment phase to examine whether there is a need for such an intervention. As a result, employers are particularly poor at setting T&D objectives. The final outcome of training approached in this manner can be compared to going on a trip without identifying a destination and planning how to get there: you might or might not like where you end up.

Organisations are also poor at evaluation T&D programmes. If no objectives were set in the needs assessment phase it is difficult to have a meaningful evaluation. In sum, we are better at implementing a programme, but are not very sure at why, or what the work place improvement was - "We did some training, and enjoyed it, but I wonder if anything is improved?"

Question 9: How can an employer enhance the transfer climate of the workplace? What can an organisation do at work to help employees learn and remember the training they receive away-from-the-job?

Answer: Some current research is identifying the importance of the transfer climate on the effective transfer of learning. What goes on at the workplace can have much to do with how much a trainee learns and remembers. For instance, it is hard for a trainee to retain management training s/he has just received if s/he is unable to apply the new ideas due to a rigid, closed-minded, organisational climate that is resistant to change and new ideas. Support for implementation of new information and ideas must flow from the superior and throughout the organisation.

Question 10: Listed are six T&D methods and four situations. From the six T&D selections, select the best answer to the needs of the four situations.

1. Lecture
2. Vestibule
3. OJT instruction
4. University-sponsored seminar
5. Learnership training
6. Programmed instruction.

Answers:

- A. 30 new employees to run a large printing press
 - 1. Lecture - followed perhaps by
 - 3. OJT instruction and
 - 5. Learnership training

- B. Office needs to teach one new clerical employee how to run various office machines
 - 3. OJT instruction and
 - 6. Programmed instruction if available

- C. Organisation of 500 needs training to prepare raters to handle upcoming PAs more effectively
 - 1. Lecture and
 - 2. Programmed instruction if it has been developed for this employer

- D. Airline needs to train 50 new pilots
 - 4. Vestibule training/simulation is used to update pilot skills (otherwise people are hired with pilot skills)