

# Effective Training Phase 3 Implementation

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Lecture 6



# Program Implementation

# Implementation Phase

## Input

**Training Plan Acquisition List**  
**Instructional Material**  
**Instructional Equipment**  
**Trainee and Trainer Manuals**  
**Room Set up plan**  
**Refreshment list**  
**Trainer readiness**  
*And so on....*

## Process

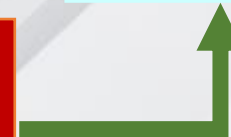
**Dry Run  
&  
Pilot**

**Actual  
Training**

## Output

**Learned  
KSAs**

**Evaluation  
Implementation**



# Implementation Phase

## THE TRAINING STRUCTURE:

1. Icebreaker: is a game or exercise that prompts trainees to get comfortable interacting with other trainees and the trainer. It is designed to be fun but at the same time generate energy that will transfer to the rest of the training.
2. Provide Variety be sure to provide breaks and activities to keep trainees interested in what you are saying. Keep a watchful eye on the trainees to signal time for a break. Even a five-minute stretch can help.
3. Exercises or Games are also valuable for gaining and maintaining interest, assuming that the games are relevant. They are especially useful if they provide an entrée to, or an example of, the training objective or a learning point. These tools should be used with a clear and definite purpose.

# Implementation Phase

Experiential Learning Model: Let's examine this process more closely.

**Step 1: The Experience:** The learning experience begins with some sort of activity that ties into the training topic. This way, all trainees begin by sharing a common experience. This first experience should not be related too closely to the actual work setting.

**Step 2: The Intervention and Reflection:** There are two parts to this Step 2, Intervention and Reflect

- a. **Intervention:** After the experience, the trainer provides information (e.g., concepts and principles) related to the topic at hand. This can be a lecture, a video, or some other form.
- b. **Reflection:** allows the trainee to process the personal experience in the context of the training information.

## Implementation Phase

**Step 3: Generalization:** At this point, it is important for the trainees to see how the learning is relevant to situations outside the training.

(**Example**: the trainees should decide that the use of job-related information for developing interview questions is appropriate for all jobs).

**Step 4: New Experience:** The trainees receive another task similar in nature to the first so that they can practice the newly found skill. Note that in this step, the task should be more closely related to the actual job.

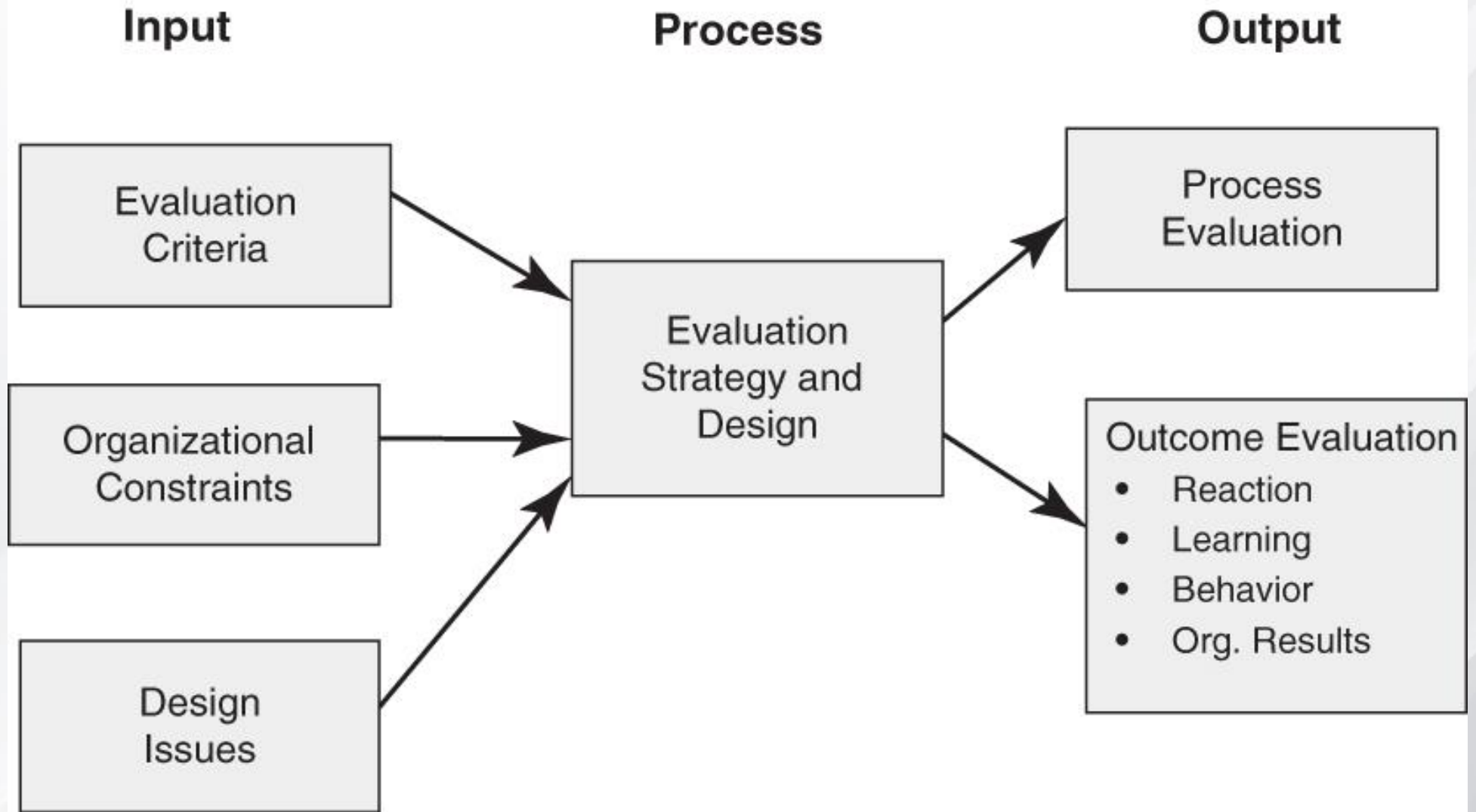
# Implementation Phase

## **Tips on Dealing with Different Participant Personalities:**

1. Quiet Trainee: one way to encourage the quiet trainee is to ask each group to rotate the person who is responsible for reporting back to the larger group. The quiet trainee will then take a turn reporting to the larger group, thus increasing his participation.
2. Talkative Trainee: One approach is to ask others for their opinion. Say something like "We have been making Lex do all the work here so far- how about someone else responding?" Or use the direct questioning technique to get the focus away from the talkative trainee.
3. Angry Trainee : Some trainees who come to training simply do not want to be there. They set out to ruin the session for everyone. Such trainees must be dealt with early on before they disrupt the class.

# Evaluation of Training

# Evaluation Phase



## **Types of Evaluation**

- **Process Evaluation**: sometimes called **formative evaluation**, is where you determine if the training that was delivered followed the training design.
- **Outcome Evaluation**: sometimes called **summative evaluation**, measures the degree to which the training has met its objectives.

## **Forms of Evaluation:**

There are five levels of evaluation..

1. **Reaction**: measures how trainees feel about training and if trainees find it interesting and/ or relevant to the job
2. **Learning**: measures the level of learning that occurred in training.
3. **Behavior**: is a measure of how much the learned knowledge, skills, and attitudes (KSAs) are transferred to the job by observing them or making tests
4. **Results**: measure any actual improvements in productivity that can be attributed to the KSAs that were transferred to the job.
5. **ROI**: calculates the monetary value obtained through the training.

# Purpose of Process Evaluation

Identify areas where training *process* can be improved

Why? Improved process leads to improved outcomes

**Research has shown the relationship between reaction, learning, behavior and results is Evidence is corrected.**

## Questions to answer in a Process Analysis (Before Implementation)

- Were needs diagnosed correctly?
- Were needs translated into training objectives?
- Was an evaluation system designed to measure objectives?
- Was the training program designed to meet all the training objectives?
- Are the training methods appropriate for the learning objectives?
- Were guidelines developed in the design phase used to develop the training content, materials and processes?

## Questions to answer in a Process Analysis (During Implementation)

- Were the trainer and techniques well matched to the objectives?
- Were lecture portions of the training effective?
  - Was involvement encouraged/solicited?
  - Were questions used effectively?
- Did the trainer conduct the various training methodologies (case study, role-play, etc.) appropriately?
  - Was enough time allotted and was it used as intended?
  - Did trainees follow instructions?
  - Was there effective debriefing following exercises?
  - Was time allowed for questions?

# Who Is Interested in the Process Data

| Training Department         |                                                                                    |
|-----------------------------|------------------------------------------------------------------------------------|
| <i>Trainer:</i>             | Yes, to determine what works well and what does not.                               |
| <i>Other trainers:</i>      | Yes, to the extent that process is generalizable                                   |
| <i>Training manager</i>     | Only if training is not successful or a problem is shown for a particular trainer. |
| Customers                   |                                                                                    |
| <i>Trainees:</i>            | No                                                                                 |
| <i>Trainees' supervisor</i> | No                                                                                 |
| <i>Upper management:</i>    | No                                                                                 |

# Who Is Interested in the Outcome Data

|                            | Outcome Data |                     |          |         |
|----------------------------|--------------|---------------------|----------|---------|
|                            | Reaction     | Learning            | Behavior | Results |
| <b>Training Department</b> |              |                     |          |         |
| Trainer                    | Yes          | Yes                 | Yes      | No      |
| Other Trainers             | Perhaps      | Perhaps             | Perhaps  | No      |
| Training Manager           | Yes          | Yes                 | Yes      | Yes     |
| <b>Customers</b>           |              |                     |          |         |
| Trainees                   | Yes          | Yes                 | Yes      | Perhaps |
| Trainees' Supervisor       | Not really   | Only if no transfer | Yes      | Yes     |
| Management                 | No           | No                  | Perhaps  | Yes     |

# Outcome Evaluation

**What do you evaluate at the end of training???**

**Your Training Objectives**

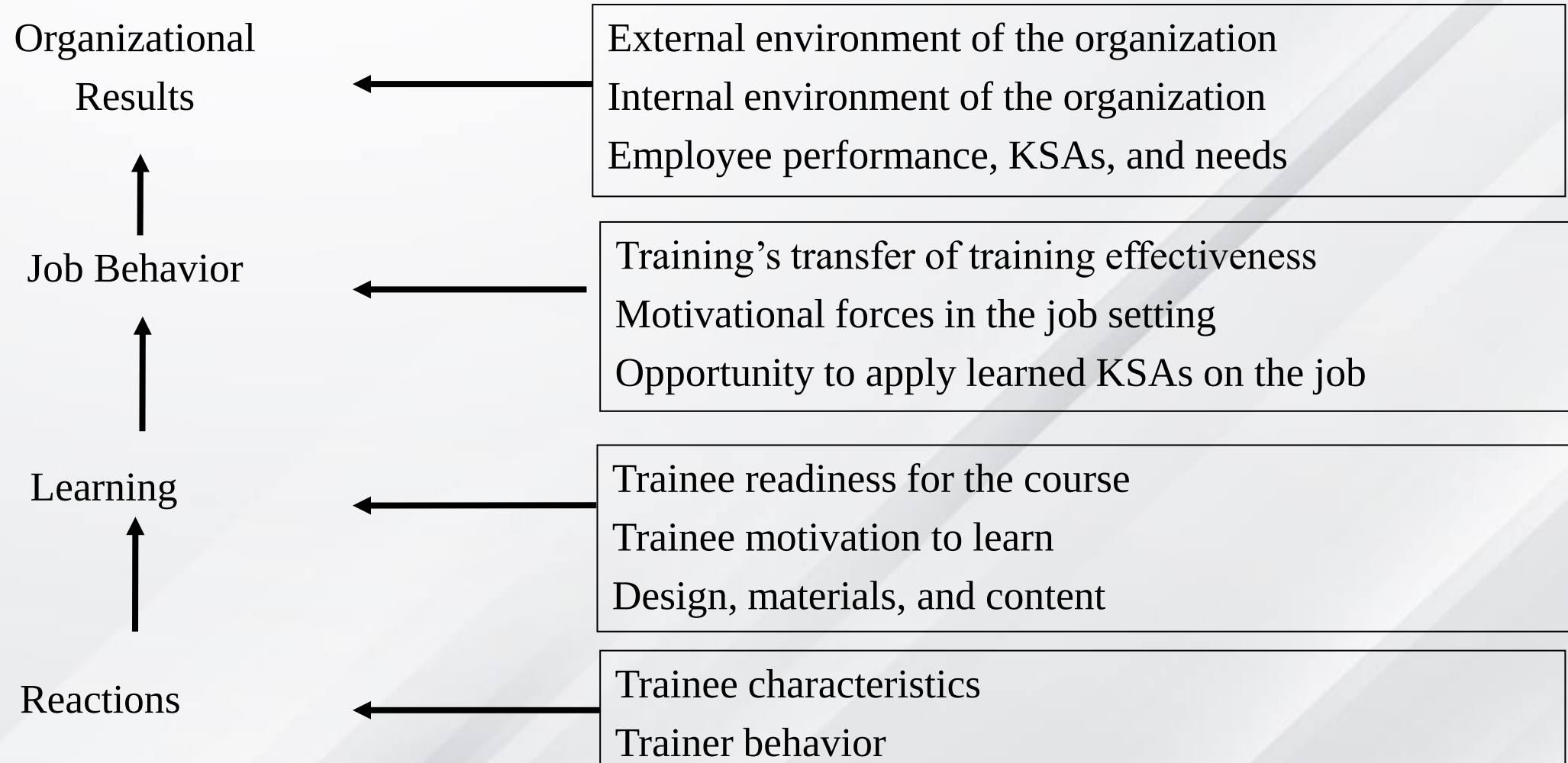
# Outcome Evaluation

**The KEY outcomes achieved by your training**

- ⦿ Trainee Reactions
- ⦿ Learning
- ⦿ Transfer to the job
- ⦿ Organizational Results
- ⦿ Objectives

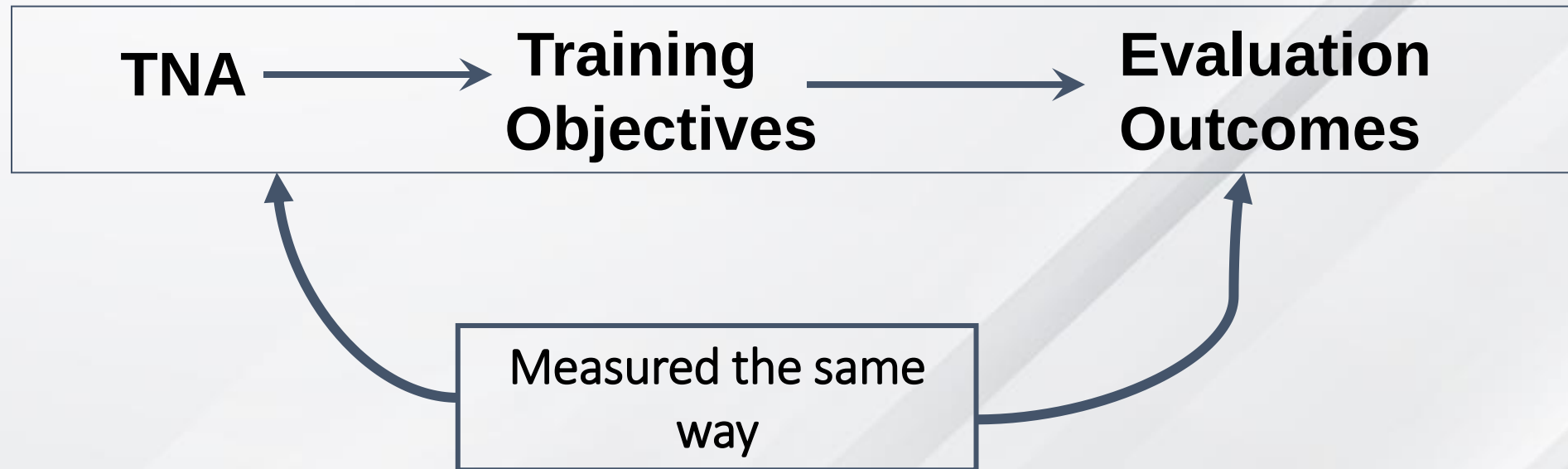
The same as your objectives 😊

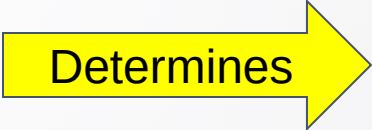
# Factors Affecting Key Outcomes

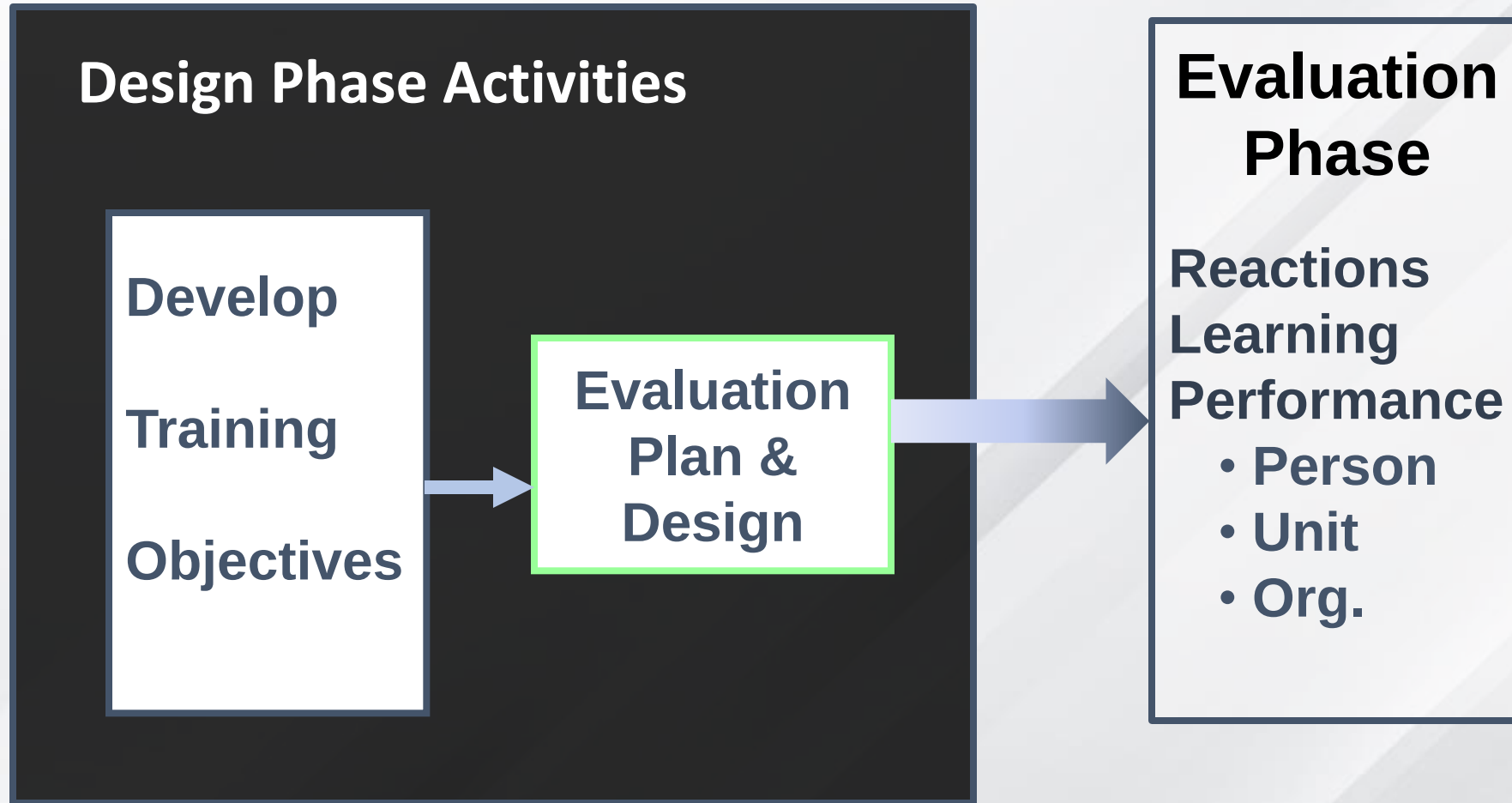


# Outcome Evaluation Design

## Alignment Between TNA and Outcomes



Design  Evaluation



## Reaction Questionnaires

Training reaction questionnaires do **not** assess learning,

but **DO** assess the trainee's attitudes about and perceptions of the training.

## Reaction Questionnaires continued

**At a minimum, the following categories should be assessed in a reaction questionnaire after completing the training:**

- Relevance/value of training (to trainees)
- Training content and materials
- Trainer's behavior/effectiveness
- Facilities, activities and procedures

## Reaction Questionnaires continued

The reaction questionnaire should also provide an

**overall evaluation of the training experience.**

# Steps to Consider in Developing a Reaction Questionnaire

## (Part 1 of 2)

1. Determine what you want to find out (look at training objectives).
2. Develop a written set of questions to obtain the information.
3. Develop a scale to quantify respondents' data.

# Steps to Consider in Developing a Reaction Questionnaire

## (Part 1 of 2)

4. Make forms anonymous so participants will feel free to respond honestly.
5. Ask for subgroup information (e.g., young vs. old; minority vs. non-minority).
  - This could be valuable in determining effectiveness of training for different cultures, for example, which may be lost in an overall assessment.

# Steps to Consider in Developing a Reaction Questionnaire

(Part 2 of 2)

6. Allow space for “Additional Comments” to allow participants the opportunity to mention things you might not have considered.
7. Decide the best time to hand out the questionnaire to get the information you want.
  - If right after training, ask someone other than the instructor to administer and pick up the information.
  - If some time later, develop a mechanism to obtain a high response rate (e.g., encourage the supervisor to allow trainees to complete the questionnaire on company time).

# Remember

➤ Training objectives are set in the Design Phase based on “Gaps” identified.

➤ Training objectives are assessed in the Evaluation Phase

Let's look at some examples of how this is done for reaction objectives.

# Financial Evaluation

- Actual savings based on outcomes
  - Cost of performance prior to training
  - Cost of performance after training
  - = Performance savings
  
  - Cost of Training
  - = **Cost Savings**
- Return on Investment ratio (**ROI**)
  - = Cost Savings/Cost of Training



# Key Areas and the Future of Organizational Training

# ORIENTATION (ONBOARDING)

- An effective orientation is a way to assimilate new hires into the company environment. When done properly, it provides the new employee with information on what is required of them, as well as some history of the firm, the company's culture, and its strategic vision.
- It begins the socialization process for new employees by helping them learn about the way the organization works and what it values. Orientations can be short (**half or one day**) or much longer (**a week with periodic meetings for months thereafter**).

# **ORIENTATION (ONBOARDING)**

- Some authors use the term onboarding to define the longer more in-depth orientations that focus on socialization process and orientations are shorter introductions to the organization with some basic training and completion of forms required by Human Resources.
- Others use the term onboarding specifically for managers, and still others simply use the terms orientation and onboarding interchangeably.

## Outcomes From an Effective Orientation

|                                    |                                                                                                       |
|------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Reduced anxiety</b>             | A better understanding of expectations<br>Getting to meet coworkers                                   |
| <b>Reduced role ambiguity</b>      | Opportunity to know what is required on the job<br>Comfort asking supervisor and co-workers questions |
| <b>Improved job performance</b>    | Better understanding of job requirements<br>Comfort asking for assistance                             |
| <b>Reduced turnover</b>            | Evidence shows effective orientations reduce turnover.                                                |
| <b>Higher Commitment</b>           | Evidence shows effective orientations increase job involvement and commitment to org. values          |
| <b>More effective organization</b> | All the above lead to a more effective organization                                                   |

# Orientation Practices New Hires Consider More or Less Useful

## Most Useful Practices

Manager sets aside a block of uninterrupted time spent with new hire

Workspace was ready

New hire encouraged to watch an associate for a period

Received on-the-job training

An associate assigned as a “buddy” to answer questions

## Least Useful Practices

Joining the company announced in an email or newsletter or website

Company t-shirts or other types of company trinkets given to new hire

## Advantages of an *Effective* Diverse Workforce

|                                 |                                                                                                                                                                                       |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Larger Applicant Pool</b>    | More people applying for jobs = more qualified employees<br>More qualified employees = more effective workforce                                                                       |
| <b>Reduced Costs</b>            | More diverse organizations have lower turnover<br>Lower legal costs due to discrimination claims<br>Less conflict because of diversity ( <i>effective systems to deal with this</i> ) |
| <b>Access to More Markets</b>   | Better understanding of diverse markets and better acceptance by diverse populations                                                                                                  |
| <b>Improved problem solving</b> | Diverse employee backgrounds and experiences lead to more solutions and more creative solutions.                                                                                      |

## 10 Ways to Keep Diversity Important (1-5)

1. Develop and implement diversity refresher training
2. Create a Diversity Council and publicize its activities
3. Invite managers to the Diversity Council meetings
4. Address all diversity related concerns in a timely manner
5. Monitor diversity metrics; praise successes and investigate failures

## 10 Ways to Keep Diversity Important (6-10)

6. Ask managers to report diversity activities monthly.
7. Periodically remind supervisors of guidelines related to employment decisions.
8. Publicize diversity holidays
9. Have diversity articles in company newsletter
10. Set up a diversity booth at company picnics

# Harassment

- **Harassment**: is defined as an unwelcome advance of a nature and can take one of two forms:

**quid pro quo and hostile environment.**

- **Quid pro quo harassment**: occurs if an employee higher in the organization makes an offer to a subordinate of some job perk (raise, promotion, or easier job) in return for harassment favours.
- **hostile work environment**: When words, gestures, and/ or behaviors make someone feel uncomfortable based on their gender.

# Strategies for Dealing with Harassment

- Develop a clear policy
- Get support from the top Management.
- Provide training to everyone and periodically provide refresher training
- Evaluate training: Test for knowledge
- Develop a complaint process
- Investigate all complaints quickly and confidentially
- Provide severe punishment to anyone violating policy

## Necessary Components in a Harassment Policy

- Indicate a strong opposition to harassment.
- Define harassment and use examples employees understand.
- Provide a procedure for reporting harassment in a way that protects the person reporting.
- Indicate all reported incidents will be investigated quickly and discretely.
- Provide levels of discipline for violators, up to and including dismissal.
- State that no retaliation for reporting harassment incidents will be tolerated.



# Thank You