Training Methodology in BPO Organisation
This book is a part of the course by Jaipur National University, Jaipur.
This book contains the course content for Training Methodology in BPO Organisation.

JNU, Jaipur
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<td>Analyse-Design-Develop-Implement-Evaluate</td>
</tr>
<tr>
<td>ALIT</td>
<td>Ashok Leyland Information Technology</td>
</tr>
<tr>
<td>BPO</td>
<td>Business Process Outsourcing</td>
</tr>
<tr>
<td>CAI</td>
<td>Computer Assisted Instruction</td>
</tr>
<tr>
<td>CBT</td>
<td>Computer Based Training</td>
</tr>
<tr>
<td>CCT</td>
<td>Cross Cultural Training</td>
</tr>
<tr>
<td>CEML</td>
<td>Council for Excellence in Management and Leadership</td>
</tr>
<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>CIMA</td>
<td>Chartered Institute of Management Accountants</td>
</tr>
<tr>
<td>CIT</td>
<td>Critical Incident Technique</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>CRM</td>
<td>Customer Relationship Management</td>
</tr>
<tr>
<td>DPE</td>
<td>Department of Public Enterprise</td>
</tr>
<tr>
<td>DTI</td>
<td>Department of Trade and Investment</td>
</tr>
<tr>
<td>E &amp; R</td>
<td>Education and Research</td>
</tr>
<tr>
<td>FAQ</td>
<td>Frequently Asked Questions</td>
</tr>
<tr>
<td>FY</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>GA</td>
<td>General Assembly</td>
</tr>
<tr>
<td>GDC</td>
<td>Global Delivery Centre</td>
</tr>
<tr>
<td>HFC</td>
<td>Hinduja Finance Corporation</td>
</tr>
<tr>
<td>HGS</td>
<td>Hinduja Global Solutions</td>
</tr>
<tr>
<td>HPT</td>
<td>Human Performance Technology</td>
</tr>
<tr>
<td>HRD</td>
<td>Human Resource Development</td>
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<tr>
<td>ICF</td>
<td>International Coach Federation</td>
</tr>
<tr>
<td>ILP</td>
<td>Initial Learning Program</td>
</tr>
<tr>
<td>IP</td>
<td>Intellectual Property</td>
</tr>
<tr>
<td>ISD</td>
<td>Instructional Systems Design</td>
</tr>
<tr>
<td>ISO</td>
<td>International Organisation for Standardisation</td>
</tr>
<tr>
<td>ITeS</td>
<td>Information Technology Enabled Services</td>
</tr>
<tr>
<td>JIT</td>
<td>Job Instruction Technique</td>
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<tr>
<td>KPO</td>
<td>Knowledge Process Outsourcing</td>
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<tr>
<td>KSA</td>
<td>Knowledge Skills and Attitudes</td>
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<tr>
<td>LEAP</td>
<td>Leadership Associate Program</td>
</tr>
<tr>
<td>MPD</td>
<td>Management Development Programme</td>
</tr>
<tr>
<td>NASSCOM</td>
<td>The National Association of Software and Services Companies</td>
</tr>
<tr>
<td>OD</td>
<td>Organisational Development</td>
</tr>
<tr>
<td>OHP</td>
<td>Overhead Projector</td>
</tr>
<tr>
<td>OJT</td>
<td>On the Job Training</td>
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<tr>
<td>PBID</td>
<td>Performance Based Instructional Design</td>
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<td>QA</td>
<td>Quality Analyst</td>
</tr>
<tr>
<td>ROI</td>
<td>Return On Investment</td>
</tr>
<tr>
<td>SLA</td>
<td>Service Level Agreement</td>
</tr>
<tr>
<td>SME</td>
<td>Subject Matter Expertise</td>
</tr>
<tr>
<td>SOP</td>
<td>Standard Operating Procedure</td>
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<tr>
<td>SWOT</td>
<td>Strengths Weaknesses Opportunities and Threats</td>
</tr>
<tr>
<td>T&amp;D</td>
<td>Training and Development</td>
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<td>TCS</td>
<td>Tata Consultancy Services</td>
</tr>
<tr>
<td>TMT</td>
<td>Technology-Media-Telecom</td>
</tr>
<tr>
<td>TQM</td>
<td>Total Quality Management</td>
</tr>
<tr>
<td>TSR</td>
<td>Technical Support Representatives</td>
</tr>
<tr>
<td>UAT</td>
<td>User Acceptance Test</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>USD</td>
<td>United States Dollar</td>
</tr>
<tr>
<td>WBPSS</td>
<td>Web Based Performance Support System</td>
</tr>
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<td>WBT</td>
<td>Web Based Training</td>
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Chapter I
Training and Development – Learning Principles

Aim
The aim of this chapter is to:

• explain the concept of training and development
• elucidate the various training methods
• explore the need for training in BPO industry

Objective
The objectives of this chapter are to:

• define the methods of post training evaluation
• explicate the different roles of a trainer
• enlist the objectives and strategies of training

Learning outcome
At the end of the chapter, you will be able to:

• understand the difference between training and development
• identify the benefits of training and development
• describe the various training aids
1.1 Introduction

BPO is Business Process Outsourcing. It is an agreement between two parties for specific business task. The BPO industry is growing at an annual growth rate of 14% and is expected to cross $710 billion by 2012. Job seekers prefer BPO’s over other sectors because it is providing high paying jobs to graduates/undergraduates. To deliver desired services to customer, who is 10,000 miles away, it is important to have good amount of business knowledge and required expertise. Training has become a major tool to retain employees. People working in BPO sector face the problem of night shift, job stress that results in de motivation. Well designed training program with clear career path increases the job satisfaction among the young professionals and help them in becoming efficient and effective at the work place.

Training and development is the field which is concerned with organisational activity aimed at bettering the performance of individuals and groups in organisational settings. It has been known by several names, including human resource development, and learning and development. Training and development (T&D) encompasses three main activities: training, education, and development. However, to practitioners, they encompass three separate, although interrelated, activities.

- Training: This activity is both focused upon, and evaluated against, the job that an individual currently holds.
- Education: This activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs.
- Development: This activity focuses upon the activities that the organisation employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

The “stakeholders” in training and development are categorised into several classes. The sponsors of training and development are senior managers. The clients of training and development are business planners. Line managers are responsible for coaching, resources, and performance. The participants are those who actually undergo the processes. The facilitators are Human Resource Management staff. And the providers are specialists in the field. Each of these groups has its own agenda and motivations, which sometimes conflict with the agendas and motivations of the others.

Training is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one’s capability, capacity, and performance.

Some commentators use a similar term for workplace learning to improve performance: “training and development”. There are also additional services available online for those who wish to receive training above and beyond that which is offered by their employers. Some examples of these services include career counselling, skill assessment, and supportive services. One can generally categorise such training as on-the-job or off-the-job:

- On-the-job training takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees will use when fully trained. On-the-job training has a general reputation as most effective for vocational work.
- Off-the-job training takes place away from normal work situations implying that the employee does not count as a directly productive worker while such training takes place. Off-the-job training has the advantage that it allows people to get away from work and concentrate more thoroughly on the training itself. This type of training has proven more effective in inculcating concepts and ideas.
- A more recent development in job training is the On the Job Training Plan or OJT Plan. According to the United States Department of the Interior, a proper OJT plan should include: An overview of the subjects to be covered, the number of hours the training is expected to take, an estimated completion date, and a method by which the training will be evaluated.
1.2 Difference between Training and Development

Training and Development can be differentiated based on different factors that can be seen in the below given table:

<table>
<thead>
<tr>
<th>Training</th>
<th>Development</th>
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<tbody>
<tr>
<td>Training means learning skills and knowledge for doing a particular job and increases kills required for a job.</td>
<td>Refers to the growth of an employee in all respect it is most concerned with shaping the attitudes</td>
</tr>
<tr>
<td>Generally imparts specific skills to the employees</td>
<td>More general in nature &amp; aim at overall growth of the executive</td>
</tr>
<tr>
<td>Concerned with maintaining improved current job performance</td>
<td>Development build up &amp; competencies for future performances</td>
</tr>
<tr>
<td>Short term perspective</td>
<td>Long term perspective</td>
</tr>
<tr>
<td>Job centered in nature</td>
<td>Career concerned in nature</td>
</tr>
<tr>
<td>Role of trainer is very important</td>
<td>Executive has to be internally motivated</td>
</tr>
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Table 1.1 Difference between training and development  
(Source: http://www.aimcollege.in/downloads/Notes/OBH_412_MTD.Pdf)

1.3 Need for Training in BPO Industry

The various reasons behind the increasing training need in the BPO industry are:

- BPO industry is expected to generate 3.5 million jobs by 2012, and 6 million jobs by 2015, which is why training need has increased more than ever before.
- High attrition rate in this sector reason being unsatisfied employee, monotonous work, neglected talent, inadequate know-how, etc.
- Coming up of high profile BPOs

Therefore, organisations have to handle such challenges of meeting training needs, although, the sector is taking a lot of initiatives in conducting training for new joiners. Companies are now aligning business goals with training costs. But what more important is, is the development of the skills of middle management. Various BPO’s have an elaborate training infrastructure that includes Computer-Based Training rooms, and specially trained and qualified in-house trainers.

The companies are now busy designing training programs for their employees. These companies try identifying the strengths and weaknesses and are emphasising more on their personalities, problem-solving skills, and leadership skills. With constant change in processes, technologies, techniques, methods, etc., there is a constant need of updating, training and development the BPO employees to consistently deliver customer goals.
1.4 Objectives of Training and Development

Having identified the training needs based on the various analyses, the next logical steps are to set training objectives in concrete terms and to decide on the training strategies to be adopted to meet these objectives. The training needs basically highlight the gap between the existing and desired repertoire of knowledge attitude and skills at individual, group and organisational level to enable the employees to contribute towards the realisation of organisational objectives at optimum efficiency.

The main aim of any training programme is to increase organisational programme is to increase organisational effectiveness. This can be described in detail with the following points:

- To impart to new entrants the basic knowledge and skill they need for an intelligent performance of definite tasks.
- To ensure that each employee is equipped with capabilities to perform various tasks associated with his role.
- To assist employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and developing the skills they will need in their particular fields.
- To help the employee develop as an individual so that the organisation can recognise and use the maximum possible potential of its employees.
- To help employees work as team members since no individual can accomplish the goals of the organisation single handed.

The training effort thus will have to aim at filling in this gap by clearly stating the objectives in quantitative and qualitative terms to be achieved through training. Such an exercise will also enable the training specialists to evaluate, monitor and measure the extent to which stated objective shave been met through training intervention. As the training objectives are related to organisational objectives, the involvement of the top management will be necessary to ensure that the two sets of objectives are integrated.

1.4.1 Training Need Analysis

Employees are the greatest asset which assists in achieving business objectives. To get best from employees it is essential that they be provided with appropriate training on all aspects of their work. Training is the way for employees to learn new skills and knowledge and to apply them at their workplaces and learn and implement good work practices. This can bring change in workplace behaviour of employees and tensed conditions.

The effectiveness of the training heavily depends upon effectiveness of process used to identifying training needs. Most organisations formalise training process by providing a budget and resources for training but this will not ensure the investment is a good one. To ensure the best possible returns for the organisation, training and development activities like any investment have to be targeted, planned and managed. First and foremost, the training and development required for the organisation to achieve its objectives must be properly identified and prioritised. This is the objective of training need analysis in an organisation.

Training need analysis is the first step on the path to effective training. Training need analysis means measuring the gap between skills available and skills required for employees and making recommendations to bridge the gap. When need analysis is done, it is possible to focus attention on the target and identify the means for getting there. The Need analysis process also involves others and helps them to understand the issues which are facing. Following are the various methods training for analysis training needs.

1.4.2 Job and Skill Analysis

Job and task analysis is performed as a preliminary to successive actions, including to define a job domain, write a job description, create performance appraisals, selection and promotion, training needs assessment, compensation, and organisational analysis/planning. To break down the complexity of the job people perform into logical parts such as duties, responsibilities and task. It organises and identifies the knowledge, skills, and attitudes of the employees which are required to perform the job correctly. This is achieved by collecting task activities and requirements.
Competency framework or skills matrix is a quick and effective way of identifying training needs at an occupational level is to construct a skill matrix. This consists of a number of skills which are listed and a grading system of the company, with a definition of what it means to be at particular level for a given skill. To make the skills management most useful, it needs to be conducted as an ongoing process, with individuals assessing and updating their recorded skill sets regularly. These updates should occur timely as frequently as employees’ reviews of line manager, and certainly when their skill sets have changed and defined by the company.

Skills management records the results of this analyses process in a database, and allows detail analysis of the data. Skills management provides a structured approach to developing individual and collective skills, and gives a common vocabulary for discussing skills.

1.4.3 Interviewing
Interviewing is a technique that can appear to be very simple when used by an experienced practitioner. Although some people are naturally better at interviewing, the key skills of a good investigative interviewer are all capable of being learned. The first two skills are common to all types of interview are questioning and listening.

1.4.4 Survey Methods
Surveys can be very useful in the gathering of data, including information on attitudes. People usually participate willingly if the completion of a survey form is not too complex or lengthy and if they think some good will come out of the exercise. When designing a survey you must decide on:

- The size and nature of the sample
- The format of the questions
- Exactly how the survey is to be conducted

1.4.5 Appraisal Systems
Many organisations see performance appraisal schemes as an integral part of their employee development strategy. Schemes vary considerably from one organisation to another, and nowadays may have a variety of names, but almost all of them include the identification of training needs as a key component. Most also consider the longer-term career options available to employees, and allow them to express their preferences. It follows that anyone with responsibility for training and development should influence the design of the scheme and ensures that notice is taken of the information generated by it. This is not always readily achieved.

Sometimes the scheme will focus on short-term performance issues, and line managers may not regard the consideration of developmental issues as important. The appraisal should be considered confidential within the department concerned. Some companies have a section covering training and development needs is detachable, so that the training function can only be seen for the appropriate information. The kind of approach used by the company has its merits, but excludes the underlying performance issues which contribute towards identifying the training and development needs. There are many issues to be addressed when designing and implementing an appraisal scheme, and some of the aims of the process may conflict with each other. For example, a scheme linked to the determination of pay increases may inhibit the appraise from being honest about aspects of the job that he or she finds difficult, whereas it is precisely these aspects that must be discussed to identify training needs. The company should take care and initiative to reduce these conflicts.

1.4.6 Development Centres
The use of assessment centres for selection has continued to increase to the point where students approaching graduation now expect to undergo them routinely as they search for a suitable position. Somewhat less common, but growing in popularity, is the use of centres to assist in identifying developmental and training needs.

The reasons that the use of development centres has increased now a days is that many organisations now base many of their employment practices on the idea of competencies’ and competencies mapping. Having identified key competencies of the employees for each job, it becomes comparatively easy to check how to make an assessment
on that competency and compare it with the level of competency required. Following participation at development centres (or workshops), people can be informed how their performance was rated compared with the standard required for progression or movement into another role. This would be extremely helpful to the people. The organisations may also use these assessments to come on a decision that should be given training and experience and, of course, which should not be. It should be kept in mind that development centres do not function in isolation.

There is no other single reason and the right way for a centre to be run. The design adopted by the development centres would depend upon the competencies being judged and analysed and, finally, how much the organisation wants to spend to develop these competencies. Some of the development centres run for several days but most commercial organisations cannot spend or afford much for the resources to do this, and the pressure comes usually to reduce the duration of time to minimum. The most common and usually used duration is one full day perhaps with a follow-up feedback session.

1.4.7 Critical Incident Technique
Critical Incident Technique (CIT) was developed by John Flanagan, an American psychologist, during World War II. He wanted to know why mistakes were being made in bombing missions over Germany, and to improve flight-crew training. The basis for CIT is that most of the jobs contain a lot of padding routine operations that don’t matter that much. The things which differentiate someone who is particularly very good in the job from someone who is good average or poor are what they doing and how they handle the situations which may be fairly rare, but which are important in terms of outcome critical incidents.

1.5 Roles of a Trainer
A trainer has many roles in order to make any training effective. A trainer and trained relationship is more professional. There are many classifications of a trainer which can be stated as follows:

![Fig. 1.1 General trainer roles](http://www.ddegiust.ac.in/studymaterial/mba/obh-412.pdf)
1.5.1 The Trainer
The Trainer is primarily concerned with actual direct training. It is a role that involves the trainer in helping people to learn providing feedback about their learning and adopting course designs to meet trainees’ needs. The trainer’s role may involve classroom, teaching and instructions, laboratory work, supervision of individual project work and all those activities that directly influence immediate learning experiences.

1.5.2 The Provider
The training role relates to the design, maintenance and delivery of training programs. It involves, training needs analysis: setting objectives, designing courses, choosing appropriate methods and helping tremendous deliver the training.

1.5.3 The Consultant
As a consultant, a trainer is primarily concerned with analysing business problems and reconnecting solutions. Some of which may require training. It may involve some elements of the provider role but specially concentrate on leasing with line Manager, identifying their performance problems, working with providers and business to establish training programmes.

1.5.4 The Innovator
As an innovator, a trainer is concerned with helping the organisation to manage the change effectively and to solve performance problems.

1.5.5 The Manager
The manager manages the things in a proper way and systematic procedure. Manager primary is concerned with planning, organising, controlling and developing the training and development activity or function.

1.6 Steps of Conducting Training
Training is a continuous process. For designing training programme some important steps include:

- Identification of training needs
- Setting training objectives
- Organisational operations
- Evolution of training

1.6.1 Identification of Training Needs
The present time is the age of change. In all the spheres of organisation activity, there is a very rapid change. It is necessary to identify the training needs because of the following reasons:

- New technologies
- Demanding customers
- Improved motivation
- Changing technology
- Analysis of the SWOT

Identification of training needs is divided into following categories:

- Organisational analysis: Organisational analysis is basically a systematic study of an organisation’s objective resource, and growth/potential and its environment under organisational analysis is divided into following categories:
  - Analysis of objectives: Is based on short-term & long-term objectives and their relative priorities should be properly analysed.
  - Resources utilisation analysis: The allocation of Human and Physical resources and their efficient utilisation in meeting the operational targets should be analysed.
  - Climate analysis: Reflects the attitude of its members, trust, loyalty openers, etc.
• Task analysis: It is a systematic analysis of jobs to identify job contents knowledge.
• Human resource analysis: It is also known as Manpower analysis. HR analysis based in internal and external environment activity like skills behaviour, technological economic, environment of the organisation should be properly determine, scanned to determine the quality of HR desired. To determined on the following lines:
  • Specific areas where individual needs training.
  • The capacity of present work force to learn new skills and behaviours.
  • Job designing and redesigning introduction of new work methods and technology.

### 1.7 Organisational Set up Training
Training has to be imparted by the people in order to enable them work effectively. Organisation must have a structure that makes them work effectively and efficiently.

Organisational structure: The exact position of the training department must be specified in the organisational structure of the company. Training being a staff function has a risk of being side lined in a large organisation. Some of the typical structure of training department can be:

Training operations are divided into 3 parts:
• Selection of the trainees: The proper selection of trainee is very important factor. A trainee must be provided to the training that is really needed.
• Training the trainer: The trainer is a key figure of any training programme. Trainer needs many qualities besides theoretical competence.
• Training period: In training period the duration of a training programme depends upon the skills to be acquired, the trainee’s learning capacity and the training methodology used.

### 1.8 Training Methods
Training plays a very important role in organisation. Various methods of training are:

**1.8.1 On the Job Training**
Under this method, the worker is given training at the work place by his immediate supervisor. In other words the worker’s learning is the actual work environment. It is based on the principle of learning by doing. It is most effective method. It is also known as workers or operative training method.

Vestibule training: Vestibule means a cabin and the term vestibule training. It is use to designate training in a cabin from semi-skilled jobs. It is more suitable where a large number of employees have to be trained at the same time for the same kind of work where this method is used there should be well qualified instructor in change of training programme.

There is the emphasis tends to be on learning rather than production. It is frequently used to be on learning rather than production. It is frequently used to train clerks, machine operators, typists, etc. Visible training consists of expert and specialist instructors. The trainees avoid confusion and pressure of the work situation and concentrate on training.

Advantages:
• Theoretical and practical training
• Systematic method

Disadvantages:
• Costly method
• Artificial environment may create the adjusted problem for the trainees when they return to the place of job.
1.8.2 Apprenticeship Training
Programmes are more inclined towards education than merely on the vocational training under this both knowledge and skills in doing jobs or a serves of related jobs are involved.

The government of various countries including India have passed laws which make it obligatory for certain classes of employers to provide apprenticeship training to the young people. The usual apprenticeship programmes combines on the job training and explain experience with class room instruction particular subjects.

Advantages:
• Improvement in valuable skill
• Increase in Loyalty
• Give stipend to trainees

Disadvantages:
• Experience Technique
• More time consuming 2 to 7 year

1.8.3 Internship Training
Under this method of training, the educational or vocational institute enters into an arrangement with an industrial enterprise or an organisation which can utilise them knowledge for providing practical knowledge to its students. Internship training is usually meant for such vocations where advanced theoretical knowledge has to be backed up by practical experience on the job. For instance engineering students are sent to big industrial enterprise for getting practical work experience and medical students are sent to big hospitals to get practical knowledge. The period of such training varies from 6 months to 2 years.

The trainees do not belong to the business enterprises, but they come from the vocational or professional institute. It is quite usual that the enterprises giving their training absorb them by offering suitable jobs after completion of their training’s.

1.8.4 Other Methods
• Coaching: Under this method, the supervisor imports job knowledge and skills to his subordinate. It is very effective method. The emphasis in coaching or instructing the subordinate is learning by doing.
• Understudy: The superior gives training to a subordinate as his under study or assistant. The subordinate learns through experience & observation. It prepares the subordinate to assume the responsibilities of the superior’s job in case the superior leaves the organisation.
• Job rotation: The purpose of position rotation is to broaden the background of the trainee in various positions. The trainee is periodically rotated from job to job instead of stitching to one job so that he acquires a general background of different jobs.
• Supervisory training: Supervisory training is very important because it is middle people between Top Management and Low level. Under Supervisory Training: give training to supervisor. How to control the production, employees, How to leads, and solve the problems. Under this method:
  • Job instruction training
  • Job relation training
  • Programme development training
• Managerial training/ off the job training: The biggest merit in the job training method is that they do not require the worker to be absent from his work place. There is no disruption in the normal activities off the job Training methods require the worker to under go training for a specific period away from the work-place. These methods are concerned with both knowledge and skills in doing certain jobs. The workers are free of tension of work while they are learning. Various types off the job methods:
Special lecture cum discussion: Training through special lecture is also known as class room training. It is more associated with imparting knowledge than the skills.

Conference/seminar: The literal meaning of conference is consultations. But un-practiced, conference implies sharing and some information with an audience of a large number of people. It is conducted in a big hall where the participants are allowed exchange their views and raise queries. The proceedings of the conference are conducted by the Chairman who is also responsible for summing up the proceedings of the conference. It is a group meeting conducted according to an organised plan in which the members seek to develop knowledge and understanding by oral participation. It is an effective training device for persons in the positions of both conference member and conference leader.

The case method: Is a means of simulating experience in the classroom. Under this method the trainees are given a problem case, which is more or less related to the concepts and principles already taught. They analyse the problem and suggest solutions which are discussed in the class.

Role playing: The trainees are made to experience what others feel of a particular situation. They understand the view point of others and come to know of constrains with in which others are working. Role playing is a very flexible training method.

Behavioural simulation games: These focus primarily on the process of interpersonal relations, how decisions are made with what consequences, rather than on the substance of the decision.

In basket exercise: There is image elaborate simulation exercise in which a complex organisation is created in the form of an office environment. The trainees work in an office setting with them in basket full of inter-department memos, letters, reports, forecast and office. The normal phone calls, e-mails and face to face meeting also keep on happening to give a real office like environment.

Laboratory training: Laboratory training provides the participants with an extensive experience of how various group and individuals interaction group situated laboratory is a controlled environment for training where the external factor are not allowed to interface with the training process.

1.8.5 Other Important Training Methods

Following are the few other important training methods:

Orientation or induction training: Induction relates to introducing or orienting a new employer to the organisation.

Job training: When an employee joins an organisation, he/she undergoes job training which relates to the specific job, which the worker has to perform.

Refresher training: The refresher training is meant for the old employees of the enterprise. It is also called retraining. The main purpose of refresher training is to acquaint the existing work force with the latest method of performing their jobs & to improve their efficiency further.

Training for promotion: The talented employees may be given adequate training to make them eligible for promotion to higher jobs in the organisation.

1.9 Training Aids

The main purpose of training aids is to add variety to the learning process and help to maintain involvement and motivation encourage interaction between the tutor and the taught. Act as a valuable ‘Luzon plan’ to the trainer, facilitating planning and the preparation before the training session. Training Aids divide into various parts:

Planning: The main purpose of planning is very important to achieve the objective of any learning activity. What am I trying to achieve? However the aids be used, who will use the aids?

Common training aids: To help the trainer to deliver successful training. They can be classified into a number of broad categories like, Printed materials, Still Projected Material, Video, Audio, Computer based material.

Overhead projector: OHP is one of the most precious versatile training aids available for mass instruction and can also be useful for use in groups. It is a simple versatile and relatively cheap. Basically it is useful to display diagrams, charts and graphs and to display real objects. For e.g., small Items model, experiments. It is a very important effective tool to focus the attention of learners.
• Paper based materials: Such as Handouts, hot books charts, maps, diagrams, etc., are the most commonly used training material for in training within mass group and individual instructions.

• Flipcharts: Are the large sheets of paper hung for a support bar or easel so that they can be flipped back ward and for backward can be used is a similar way to workers, boards & overhead projects. They can be used to display pre-prepared sheets or can be written or in real time.

• Marker boards: The use of marker boards is very common, particularly in mass group instruction. Whiteboards have the advantage of being cleanness and are generally clear than chalk boards.

• Audio: The use of audio devices as training aids is increasingly becoming popular. To bring a real sounds into training room e.g., music and discussion, etc.

• Photographic slides: Are a useful method of providing visual illustrations to support mass group or individual instruction slides are commercially available or can be produced specially by photographing actual scenes, systems or material carried or other media.

• Synchronised audio and slides: Synchronised audio and slides presentation in value the use of a slide projector which a linked to a specially coded audio tape, the tape both presenting audio information and controlling the automatic changing of slides. Tape slides presentation can be useful in all types of learning systems a projector being used for mass instruction and groups and a back projector with an integrated audio tape for small groups and individual instruction.

• Video: It is a powerful aids increasing in popularity in all types of instructions.

• Computer based aids: Are becoming very popular because the versatility, ecommerce base of production, etc. There are several software available which can make the presentation process very interesting. For e.g., MS Office contains PowerPoint presentation software.

1.10 Methods of Training Evaluation

Training evaluation is a very important part. Different kinds of methods are as follows:

• Post course assessment: Are often conducted immediately after the end of a training programme and are the most frequently used method for evaluating a training programme. This method is based on fact, freedom opinion. It is most useful benefits of a post-course assessment are in assisting the trainer to assess the skill of instructor.

• Pre & Post course test: It is a visible method. It is often helpful in deciding what needs to be build on, particularly when teaching a specific skill. However, the problem is that reliable techniques for pre-post evaluation might not by available.

• Management briefing: Can be useful way of involving line managers as well as assisting the trainer in the evaluation process. The commonest way of conducting a management briefing is for the trainer to provide the manager with a detailed set of objectives and an outline of the content of a particular programme. The Manager then discusses this with the trainee & together they work out same personal and specific objectives, which may be related to the trainee’s knowledge, skill or attitude. The trainee who attends programmed having been fully briefed by the manager and who is fully committed to achieving personal objective will be well prepared for learning process.

• Management de-briefing: This method of evolution also requires the complete commitment of line-managers. They should review the learning process with the trainee after the programme.

• Questionnaires: Is a very useful instruction to gather information about the effectiveness of training. The questionnaires should be designed primarily to assess the level of skill or knowledge which the trainee has retained during the period following the training.
1.11 Importance of Training

The importance of training are as mentioned below:

• Expense on training is investment and not the wastage.
• It relates with a special job.
• It is beneficial for organisation and employees both.
• Training is a continuous process.
• It is essential for both new and old employees.
• Training is necessary for all managerial levels.
• To prepare employees for higher jobs by developing advanced skills in them.
• To improve overall performance of the organisation.
• To reduce the number of accidents by providing safety training to employees.
• To provide the proper training schedule for employees and motive people in the organisation.

1.12 Training Benefits

The training provides lot of additional benefits to the employees as well as the employers in different ways apart from the work related routine training.

1.12.1 Benefits of Training to the Employers

The benefits of training are as follows:

• Faster learning of new skills: Training helps the employees to reduce the learning time of their employees and achieve higher standards of performance. The employees need not waste time in learning by observing other if a formal training program exists in the organisation. The qualified instructors will help the new employees to acquire the skills and knowledge to do particular jobs quickly.
• Increased productivity: Training increases the skill of the new employer while performing a particular job. An increased skill level usually helps in increasing both quantity and quality of output. Training can be of great help even to the existing employees; it helps them to increase their level of performance on their permit job assignments and prepares them for future assignments.
• Standardisation of procedures: Training can help the standardisation of operating procedures, which can be learnt by the employees. Standardisation of work procedure (SOP) makes high levels of performance rule rather than exception.
• Lesser need for supervision: As a generalisation it can be stated that trained employees need lesser supervision. Training does not eliminate the need for supervision but it reduces the need for detailed and constant supervision.
• Economy of operations: Trained personnel will be able to make better and economical use of the materials and the equipments and reduce wastage. Also the trained employees reduce the rate of accidents and damage to machinery and equipment’s.
• High morale: The morals of employees have increased if they are given proper training. A good attitude towards organisational activities generates better cooperation and greater loyal with the help of training. Complaints, turnover reduced among the employees.
• Managerial development: The top management can identify the talent, who can be groomed for handling position of responsibility in the organisations.

1.12.2 Benefits of Training to Employees

The benefits of training to employees are very significant. They include the following:

• Increasing confidence: Training creates a feeling of confidence in the minds of employees, who feel comfortable while handling newer challenge; it gives a feeling of safety and security to them at the work place.
• New skills: Training develops skills, which serves as a valuable personal asset of a worker. It remains permanently with the worker himself.
• Higher earnings: These are consequences of career development. A highly trained employee can command high salary in the job market and feel more contended.

• Career advancement: The Manager can develop their skills to take up higher challenges and work in newer job dimensions such as exercise leads to the career development of the employee, who can move up the corporate hierarchy faster.

• Resilience to change: In fast changing times of today, training develops adaptability among workers; the employees feel motivated to work under newer circumstances and do not feel threatened to resist any change.

• Increased safety: Trained workers handle the machine safety. They also know the use of various safety devices in the factory, thus they are less prone to accidents.
Summary

- Training has become a major tool to retain employees.
- Well designed training program with clear career path increases the job satisfaction among the young professionals and help them in becoming efficient and effective at the work place.
- Training and development (T&D) encompasses three main activities: training, education, and development.
- Training is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.
- Various BPO’s have an elaborate training infrastructure that includes Computer-Based Training rooms, and specially trained and qualified in-house trainers.
- The training needs basically highlight the gap between the existing and desired repertoire of knowledge attitude and skills at individual, group and organisational level to enable the employees to contribute towards the realisation of organisational objectives at optimum efficiency.
- The training effort thus will have to aim at filling in this gap by clearly stating the objectives in quantitative and qualitative terms to be achieved through training.
- The effectiveness of the training heavily depends upon effectiveness of process used to identifying training needs.
- Training need analysis means measuring the gap between skills available and skills required for employees and making recommendations to bridge the gap.
- The use of assessment centres for selection has continued to increase to the point where students approaching graduation now expect to undergo them routinely as they search for a suitable position.
- The trainer’s role may involve classroom, teaching and instructions, laboratory work, supervision of individual project work and all those activities that directly influence immediate learning experiences.
- The questionnaires should be designed primarily to assess the level of skill or knowledge which the trainee has retained during the period following the training.
- Training helps the employees to reduce the learning time of their employees and achieve higher standards of performance.
- Training can help the standardisation of operating procedures, which can be learnt by the employees.
- Standardisation of work procedure (SOP) makes high levels of performance rule rather than exception.

References

Recommended Reading

Self Assessment

1. The activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs.
   a. Education
   b. Training
   c. Development
   d. Measurement

2. Who are responsible for coaching, resources, and performance?
   a. Clients
   b. Facilitators
   c. Senior managers
   d. Line managers

3. The effectiveness of the training heavily depends upon effectiveness of process used to identifying training ___.
   a. aids
   b. procedure
   c. needs
   d. methods

4. What does CIT stand for?
   a. Crucial Incident Technique
   b. Critical Incident Technique
   c. Casual Incident Technique
   d. Commercial Incident Technique

5. As __________, a trainer is concerned with helping the organisation to manage the change effectively and to solve performance problems.
   a. consultant
   b. provider
   c. manager
   d. innovator

6. Which of the following is used to designate training in a cabin from semi-skilled jobs?
   a. On Job Training
   b. Vestibule training
   c. Off the Job training
   d. Theoretical & practical training

7. Which one of the following is a disadvantage of using apprenticeship training?
   a. Experience technique
   b. Improvement in valuable skill
   c. Increase in loyalty
   d. Give stipend to trainees
8. Match the following

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Job rotation</td>
<td>A. Supervisor imports job knowledge and skills to his subordinate.</td>
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<tr>
<td>2. Understudy</td>
<td>B. It is middle people between top management and low level.</td>
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<tr>
<td>3. Coaching</td>
<td>C. Superior gives training to a subordinate.</td>
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<td>4. Supervisory training</td>
<td>D. Broaden the background of the trainee in various positions.</td>
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<td>d.</td>
<td>1-C, 2-A, 3-B, 4-D</td>
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9. Refresher training is also called as __________.
   a. restraining
   b. retraining
   c. repeating
   d. reporting

10. Standardisation of work __________ makes high levels of performance rule rather than exception.
    a. procedure
    b. process
    c. performance
    d. project
Chapter II
Training Climate and Pedagogy; Developing Training Modules

Aim
The aim of this chapter is to:

• explain the concept of developing training modules
• elucidate the preferred training methods in the BPO industry
• explore the characteristics of good organisational climate

Objective
The objectives of this chapter are to:

• define training climate and organisational climate
• explicate the essence of choosing the right training method
• enlist the areas covered in training programs in BPO industry

Learning outcome
At the end of the chapter, you will be able to:

• understand the concept of learning curve
• identify the psychological principles of training
• describe the benefits of computer-based training
2.1 Introduction
The effectiveness of any training is a direct consequence of the climate settings within which it is conducted. The tutor has to ensure that various components of climate are well coordinated and provide a congenial ambience for training. Training is not merely a scientific approach, but the art of teaching has a lot to do with its effectiveness. The trainer has to apply his/her ingenuity to get better achievement of objectives.

2.2 Training Climate and Organisational Climate
Since the training climate is a subset of the organisational climate, it is important to understand the organisational climate first. Organisational climate is the summary perception, which people have about the organisation. It is the general expression of what an organisation is. It is the manifestation of the attitudes of the organisational members towards the organisation itself. An organisation attracts and keeps people who fit into the climate so that it is perpetuated for a long period of time.

Organisational climate is the enduring quality of its internal environment, which is experienced by its members. It influences their behaviour and can be described in terms of the values of a particular set of characteristics of the organisation.

2.2.1 Characteristics of a Good Organisational Climate
Some of the major characteristics of a good and healthy organisational climate are:

- There is a tendency at all the levels of the organisation to treat people as the most important resource. The top management is particularly careful to ensure this.
- There is a perception that developing the competencies in the employees is the job of every manager.
- The managers exhibit faith in the competence of people to change and acquire new capabilities.
- There is a tendency of open communications.
- The human resources show a general tendency to take calculated risks.
- There is a general climate of trust within the organisation.
- The employees feel themselves as a part of the system and are helpful to each other.
- The organisational members have a team spirit.
- The top management does not exhibit any nepotism or bias. They are objective in evaluation.
- The activities of the organisation are development oriented.
- The organisations differ very widely on these aspects and so does the commitment of the human resources working there. In long-run, the organisations which do not develop a congenial work climate do not withstand the pressures of the external environment.

2.3 Psychological Principles of Training
Psychological principles of training make the training more stimulating and effective by taking into account the psychological of the trainees. Some of the general psychological principles of training are as follows:

2.3.1 Principle of Motivation and Interest
No learning can take place without proper motivation. The trainees must understand that the training shall be of advantage to them so that they show higher propensity to learn. Training must result into some incentive to them, which can be both tangible as well as intangible. A good trainer arouses the curiosity to keep the trainees more motivated to learn.

2.3.2 Principle of Cooperation
Successful learning entails proper cooperation by the trainers. This makes the ambience more congenial for learning. The trainers must not be unduly strict and should show understanding and concern to the trainees.
2.3.3 Principle of Recreation
Training becomes more effective if it is combined with recreation. Enjoyment arouses trainees’ interest leading to better understanding and recall.

2.3.4 Principle of Feedback and Reinforcement
All successful trainings have a proper feedback mechanism, which reinforces the learning exercise. Feedback in the form of recall of the knowledge must be followed by positive reinforcement by the trainer. This makes the trainee more motivated to learn.

2.3.5 Principle of Group Dynamics and Self-learning
People differ in their behaviour when they are in groups. A trainer should be able to understand the formation of groups within the trainees and should be able to see how these will interfere with the training process. If the groups create a better ambience they can be encouraged, otherwise these can be controlled.

Self-learning is a very effective mode of learning. The trainees decide their own learning schedules and make efforts themselves. Such self-learning can become effective when the trainees have the capability to work independently.

2.4 Areas Covered in Training Programs
The specific areas where training is given in BPO sector are:

2.4.1 Customer Service
Customer service is the provision of service to customers before, during and after a purchase. Customer service is a series of activities designed to enhance the level of customer satisfaction that is, the feeling that a product or service has met the customer expectation. The importance of customer service may vary by product or service, industry and customer.

Customer Service Training refers to teaching employees the knowledge, skills, and competencies required to increase customer satisfaction. Any employee who interacts with a customer either an internal customer or external is a candidate for customer service training. In addition to customer service representatives, this includes other positions such as receptionists, technical support representatives, field service technicians, sales engineers, etc.

- Methodology: Customer service classes can be taught in a traditional classroom setting with workbooks or DVD and a trainer, through various methods of e-learning (web based training), or a blend (blended learning) of the two. An advantage of classroom training, whether traditional or the synchronous form of blended learning is that participants can discuss best-practices with each other and build a solid team foundation. Drawbacks include work-force management when scheduling a large number of people off the job at one time, and the cost of travel if participants need to travel to the training location. A main advantage of e-learning is that participants can be scheduled for training in a staggered fashion to allow for job coverage. Another is that participants can work at their own pace and take whatever time is needed in order to develop a thorough understanding of the content. A drawback of e-learning is that without management oversight, there may not be a satisfactory completion rate. Another is that without practice of new skills, learning may degrade quickly.

- Benefits of customer service training: There are several benefits that accrue to an organisation when employees are trained in customer service skills:
  - Employees who are properly trained and who demonstrate professional customer service skills can improve customer satisfaction and customer loyalty. This, in turn, helps the business retain customers and improve profits as it costs less to retain a customer than to acquire a new one. In addition, customers who are pleased are more open to additional sales messages and are more likely to refer others as potential customers. Employing good listening skills and questioning techniques can shorten the interaction time with customers. This allows an organisation to serve more customers in less time, possibly with fewer staff.
  - Being able to clearly explain next steps in a process and confirming that the customer is satisfied will decrease the number of call backs or return customers. Research has shown that improving first contact resolution is one of the primary drivers of customer satisfaction. Teaching the same customer service skills to all personnel allow them to have a common process and language for dealing with customers. This allows business to brand the interaction and make excellent service part of their offering to the customer, thereby adding value.
• Investing in employees through training makes employees feel valued and improves motivation. In addition, when employees treat customers well by using proper customer service skills, they are more likely to be treated well in return. Both these factors can help to increase employee loyalty and reduce turnover, thereby lowering costs.

2.4.2 Technical Support

The world is looking to India to provide offshore technical support with high quality standards. Strategic call centre technical support includes onsite technical support, network technical support, product and application support, pre-sales and post-sales technical support and IT helpdesk models. The technical support process requires in-depth technical knowledge combined with excellent troubleshooting and communication skills. High-quality technical support agents in India are:

• Certified professionals/engineers
• Trained in multiple technologies
• Articulate and customer friendly
• Proficient in technical skills and etiquette
• Experienced and motivated

The technical support training process

All technical support agents undergo a streamlined technical support training process that covers various aspects of providing solutions and enhances their skills at providing offshore technical support. Technical support training is both generic and client-specific. The first level of the process involves intensive technical training in multiple technologies, IT helpdesk models and customer care skills with a focus on etiquette, language and accent. At the next level, agents are trained in effective communication and team building skills. The training ensures that technical support agents are adept at troubleshooting and handling all queries on Desktop, Internet, Server and Networking Domains. Agents qualify as competent technical support personnel only after they complete the training.

India technical support process: Levels of support and staffing

In general, offshore technical support centres offer Tier 1 and Tier 2 support after which the call is escalated to the client’s technical support team. However, technical support centres in India offer an additional level of high-end technical support (Tier 3 support), which involves bug-fixing and advanced problem resolution. At the first level of staffing, the minimum eligibility for Technical Support Representatives (TSRs) or agents is a college education. Voice training is an essential part of the training at this level.

The second level has Senior Contact Engineers. Internal voice training and two years of work experience are compulsory. These agents handle entry level calls. The third level is comprised of Team Leads who must have at least 4 years of relevant work experience and be 3rd party certified professionals. They can handle calls that are escalated to the 1st level of escalation. At the highest level are the Support Managers. Support Managers require at least 6 years of relevant work experience and must be 3rd party certified professionals. They handle calls which reach the 2nd level of escalation.

The technical helpdesk model

The technical helpdesk model remotely offers technical support and customer care services delivered through the Internet/Intranet. The helpdesk offers integrated support delivery, and is designed to provide support through various channels a toll-free number, telephone, VOIP, Interactive Voice Response, chat, email and the web. It also comprises an extensive knowledge base which includes searchable databases and FAQs. Helpdesk software is highly sophisticated and makes it possible to log in problems and track them until solved. Helpdesks also provide information to management regarding support activities.

Calls are queued in order of urgency and priority as defined by the client’s business rules. A call is any communication by a customer to the service desk, whether it is through the telephone or through e-mail, voice mail or other methods of communication. Helpdesk software must effectively support all possible paths that service requests may follow from start to completion. For example, a call may directly be routed to the person best suited to handle it, and may not go through the formal route from Level 1 support to Level 2 and Level 3 support and closure.
The technical support process
Helpdesk outsourcing is a mature process in India. It is characterised by
- Customer ownership
- Metrics and SLA orientation
- Periodic audits
- ISO compliance

Advantages of the technical helpdesk model
- Rapid set-up
- Scalability
- High quality
- Predictability
- Higher customer satisfaction
- Flexibility to expand scope
- Greater operational efficiencies
- Cost savings

Unique features to ensure a seamless technical support process
The technical support helpdesk is an extension of the client’s technical service team. Helpdesk software enables web pages to be customised to the client company’s look and feel, with a personalised page for every user. All channels of support are accessible and the user is provided with complete contact information to reach the remote technical support team. The user is provided with previous case histories and dedicated technical support teams to facilitate smooth problem resolution. The technical support process at all stages is extremely client friendly, maintaining utmost security with benefits like:
- Web-based
- Confidential username and password for clients
- 24x7 login and data viewing by clients
- Simultaneous and customer-defined updating of reports
- Customised report generation across different time intervals (Daily/Monthly/Date/Duration)
- Regular feedback updates
- Drill-down to individual case-transcripts

The helpdesk as sales agent
In the competitive environment of today, it is essential to seize every opportunity to acquire new customers. Technical support agents expand prospect contact opportunities, increase customers’ comfort levels and achieve increased sales by:
- Helping prospective customers decide on which software/hardware to buy
- Handling queries on usage and application
- Cross-selling of products and accessories
- Up-selling new versions or applications to encourage product upgrades
The technical helpdesk also provides customer support and helps boost customer confidence post sale, by remotely walking a customer through usage-related problems, directing him to self-help solutions and troubleshooting problems. Besides technical support and problem resolution, the technical helpdesk is a valuable resource for handling pre- and post-sales support for technical products like application software. Call centre trainers are increasingly bringing in a sales perspective to technical support training programs.

2.4.3 Telemarketing

Telemarketing is not as easy as it looks. Telemarketing involves talking on the phone to someone you do not know and trying to convince them to buy a product, use a service, or sign up for a special offer. Many times, telemarketers fail because they are not doing the job properly. Speaking is a skill, and there are techniques that can be applied to speaking that will help anyone become a successful telemarketer. These are the seven steps to successful telemarketing.

Steps for telemarketing training are as mentioned below:

- **Step 1 - Motivation:** One of the most important things in telemarketing is motivation. Someone has to want to do the job. The overall motivation will determine how they speak to people. So, successful telemarketers are very motivated to do the job.

- **Step 2 - Product knowledge:** In order to successfully speak about a product or a service, the telemarketer must know about the product or the service. Customers will ask questions before they buy or sign up for something, so the telemarketer should be able to answer the questions. Knowing the product or service will help the telemarketer make a successful deal.

- **Step 3 - Know the call format:** The telemarketer should have a call format or a call plan. They should know the order of the call: the introduction, the description of the product, the price, the value of the product, how to order, and the closing. Many companies will have a script to follow. A successful telemarketer will know the script and use it to their advantage.

- **Step 4 - Attitude:** Attitude is evident on the phone. When someone’s happy and excited, those emotions will palatable, even on the phone. Angry, upset, or frustrated telemarketers are usually not successful. So, the successful telemarketer will have a positive attitude while doing their job.

- **Step 5 - Know the customer:** A good telemarketer will know the customer. Know when it is a good time to call. Calling during dinner, early in the morning, or late at night will not be successful. If you call at a bad time, ask the customer when a better time to call would be. Know what they are looking for. Do not try to sell them something they are not interested in. This will create hostility. Listen to what the customer has to say. Their comments and input can help you guide the direction of your call. Respect the customer’s feelings and comments. Knowing the customer is a successful technique for any telemarketer.

- **Step 6 - Visualise your success:** Many telemarketers receive bonuses or rewards for a job well done. A successful telemarketer will visualise his or her success. They set goals and work towards those goals. Having a vision of what you want to get out of this job will help create a successful telemarketer.

- **Step 7 - Enjoy the success:** A successful telemarketer will always take the time to enjoy the fruit of their hard work. They will be proud of their successes and will continue to strive for future success.

In conclusion, these seven steps are simple techniques that any telemarketer can immediately apply to be successful. The way the materials are presented, the attitude, the knowledge, and the motivation are all integral parts of a successful telemarketer. Telemarketing is not an easy job, but it can be a very successful and rewarding job by following these seven proven steps to success.

2.4.4 Customer Relationship Management (CRM)

The strength of your relationships can make a huge difference to getting new business referrals, to growing the size of client projects, to ensuring projects run smoothly. You can waste a lot of time working on all three areas without the help of those you work with. Benefits of client relationship skills training are:

- Deepen your understanding of how your clients perceive you
- Create a strategy to build even stronger relationships with your customers
- Build rapport quickly by adapting to meet others’ needs
- Handle demanding clients and mutually agree the best solution
- Take away techniques to enable you to network more effectively

Other areas that training covers are:
- Legal services
- Medical transcription
- Research and analysis
- Human resources
- Intellectual property research and documentation
- Administrative support
- Security
- Supply chain management
- Finance and accounting
- Payroll maintenance
- Publishing

### 2.5 Preferred Training Methods in BPO Industry

Some of the preferred training and development methods in BPO Industry are as follows:

#### 2.5.1 Computer Based Training Methods

Computer Based Training uses the computer actively as a mode of learning. E-Learning courses are created and burnt on CD which can be later opened on a system to impart training. Computer-based training (CBT) is also called computer-assisted instruction (CAI). Users typically learn by running special training programs on a computer. CBTs are browser independent and do not need the Internet to be accessible. They can support heavier file sizes and media as compared to WBTs, without any issue of speed. However CBTs are typically more resource intensive than WBTs and production expenses are higher.

The e-learning industry started with the CBT, or Computer Based Training model. Before widespread acceptance of the web, a CD containing a PC tutorial was common place. This method is still valuable today; the only difference is that we now have the ability to store presentations on larger media, providing an even more enriching experience.

CBT’s are also common among those deployments that utilise a Kiosk or Stand-Alone arrangement. CBT’s are designed for those situations where you want high resolution and impeccable quality. These are situations where the value proposition is mostly in the presentation of the material as compared to the tracking of the output.
Fig. 2.1 Benefits of computer based training

2.5.2 E-learning

eLearning is a very popular computer-based training method. eLearning training courses can be very basic PowerPoint slides or be very elaborate, containing music, graphics and audio narration. eLearning courses are broken down into modules that contain the training content. Graphics and images enhance the learning by providing a visual component. Audio narration, which can be recorded in a studio or even directly into your computer through programs like Adobe Audition, can be added to the content and help learners retain information. eLearning modules can have quizzes and tests that accompany the content so learner progress can be tracked.

2.5.3 CD-ROM-Based

Any training technique or method that actively involves the user will have a far more lasting effect than a passive lecture. And no training material or tool – whether it’s corporate, medical, management, or sales – is more useful than an interactive training CD. Advantages of interactive CD-ROM training:

- Knowledge is acquired in a variety of ways - by observing, reading, listening and doing.
- The student may pause the CD-ROM video play at any time. He/she then can practice the learned material on his/her copy of SQL Server. The student has to narrate each unit loudly as well, so that he/she gets used to speaking comfortably about Microsoft SQL Server related matters.
- Learning can occur anywhere there is a computer - in the office, in the classroom, on the job site.
- Learning occurs up to five times faster than the traditional classroom.
- Students retain information better and longer - studies show a 70% better retention of information.
- Students can learn at their own pace and receive consistent high quality, state-of-the-art instruction.

2.5.4 Lectures and Discussions

It is one of the oldest methods of training. This method is used to create understanding of a topic or to influence behaviour, attitudes through lecture. A lecture can be in printed or oral form. Lecture is telling someone about something. Lecture is given to enhance the knowledge of listener or to give him the theoretical aspect of a topic. Training is basically incomplete without lecture. When the trainer begins the training session by telling the aim, goal, agenda, processes, or methods that will be used in training that means the trainer is using the lecture method.
It is difficult to imagine training without lecture format. There are some variations in Lecture method. The variation here means that some forms of lectures are interactive while some are not.

Straight lecture: Straight lecture method consists of presenting information, which the trainee attempts to absorb. In this method, the trainer speaks to a group about a topic. However, it does not involve any kind of interaction between the trainer and the trainees. A lecture may also take the form of printed text, such as books, notes, etc. The difference between the straight lecture and the printed material is the trainer’s intonation, control of speed, body language, and visual image of the trainer. The trainer in case of straight lecture can decide to vary from the training script, based on the signals from the trainees, whereas same material in print is restricted to what is printed.

A good lecture consists of introduction of the topic, purpose of the lecture, and priorities and preferences of the order in which the topic will be covered. Some of the main features of lecture method are:

- Inability to identify and correct misunderstandings
- Less expensive
- Can be reached large number of people at once
- Knowledge building exercise
- Less effective because lectures require long periods of trainee inactivity

**2.5.5 Web Based Training**

Web-based training (WBT) is an innovative approach to distance learning in which computer-based training (CBT) is transformed by the technologies and methodologies of the World Wide Web, the Internet, and intranets. Web-based training presents live content, as fresh as the moment and modified at will, in a structure allowing self-directed, self-paced instruction in any topic. WBT is media-rich training fully capable of evaluation, adaptation, and remediation, all independent of computer platform.

Web-based training is an ideal vehicle for delivering training to individuals anywhere in the world at any time. Advances in computer network technology and improvements in bandwidth will usher in capabilities for unlimited multimedia access. Web browsers that support 3-D virtual reality, animation, interactions, chat and conferencing, and real-time audio and video will offer unparalleled training opportunities. With the tools at hand today, we can craft highly effective WBT to meet the training needs of a diverse population. Web-based performance support systems (WBPSS) further help today’s busy workers perform their jobs by integrating WBT, information systems, and job aids into unified systems available on demand.

The current focus of WBT development is on learning how to use the available tools and organise content into well-crafted teaching systems. Training designers are still struggling with issues of user interface design and programming for high levels of interaction. Unfortunately, there are few examples of good WBT design visible on the public Internet. As instructional designers and training analysts learn how to write and produce WBT, and as training vendors come to realise the overwhelming advantages of this delivery method, expect an explosion in training offerings available over the public Internet and private intranets.

**2.5.6 Video**

Video-based training gives you the ability to communicate complicated processes and technologies in an engaging way. In addition, video-based training allows you to train your staff at varying locations in a quick and cost-effective way, all while ensuring that your entire staff is receiving the same information. Some of the advantages of video based training include:

- Learning more in less time
- Video makes learning lively
- Training sessions are of short duration
- External resources will no longer be required
- Drastic reduction of training costs
2.6 Choosing the Right Training Method

The availability of a wide range of training methods and techniques poses a problem of choosing the one that solves the organisations’ problems. Various training methods are compared on three grounds, as specified below:

2.6.1 Comparing on the Basis of Training Objectives

The most commonly specified training objectives, used as a basis for evaluating a training programme are:

- Realistic and manageable part of the job
- Help with internalising learning
- Protection for participants and organisation against mistakes
- Learning to learn
- Exposure to new ideas and methods
- Experiments with behaviour
- Membership of new reference groups
- Setback to think about job as a whole
- Intensive learning

2.6.2 Comparing on the Basis of Learning Process and its Stages

The training method is evaluated on the basis of the following characteristics of learning process:

- Training programme being realistic
- Interaction and involvement of training programme
- Experiences arising out of a training programme
- Training programme practices
- Feedback of training programme
- Repeat practices and feedbacks
- Conceptual understanding of task and change process
- Creative experimentation in a training programme.

2.6.3 Comparing Training Methods on the Basis of the Available Time, Skills, Facilities and Resources

Every training programme consumes several resources and the capacity of the organisation to sacrifice the same can also be one of the bases of choosing a training programme method.

2.7 Learning Curve

Learning does not take place at a constant rate. It varies according to a number of factors, such as the difficulty of task and the ability of an individual to learn. The cumulative change of a specific criterion during a given period can be shown in the form of the learning curves. The learning curves are a graphical representation of learning and time. Various criteria can be used for measuring learning. Some of the criteria used for the same are errors in each trial, time taken per trial, responses learnt in each trial, etc. The curves for the individuals differ widely because of the varying capacity of the individuals to learn. However, some generalisations can be made regarding the same. A general learning curve is shown in the following exhibit.
As shown by the above exhibit, three distinct stages can be drawn in a learning curve. These are:

- **Stage I**: Rapid initial learning
- **Stage II**: Tapering of learning
- **Stage III**: Fluctuating learning

In the first stage, the trainees are enthusiastic about learning and they imbibe the same rapidly. This is shown by a rapid change in their desired behaviour. However, as learning progresses, trainees tend to lose interest in the same. The monotony sets in, which can slow down the process of learning. As the training progresses further, learning tends to fluctuate because the trainees behave in a bargaining style. Their learning shows a fluctuating behaviour, depending upon the incentives offered for the same.

It must be noted that the learning curve does not remain the same in all situations. There can be several plateaus in the learning, indicating a hampered learning. These can arise from various factors and the role of a trainer becomes very crucial when they come in. The trainer has to provide a stimulus variation in order to make the training more meaningful and effective. Proper motivations have to be planned at various stages of learning so that the tapering of the learning curve does not set in too early. In training, learning curve has the following application:

- They provide a method for establishing training goals and evaluate the performance towards these goals.
- With the help of the learning curve, more efficient production scheduling is possible when approximate improvement in the trainees’ performance is predictable.
- Learning curve helps the hiring and termination of employees over the contract period to be controlled more efficiently.
- Learning curves can serve as an alternative to hiring and firing because the trainers would not rush up to make preconceived ideas about the employees.
Summary

- Organisational climate is the summary perception, which people have about the organisation.
- All successful trainings have a proper feedback mechanism, which reinforces the learning exercise.
- Self-learning can become effective when the trainees have the capability to work independently.
- Customer service is the provision of service to customers before, during and after a purchase.
- Customer Service Training refers to teaching employees the knowledge, skills, and competencies required to increase customer satisfaction.
- Employing good listening skills and questioning techniques can shorten the interaction time with customers.
- Investing in employees through training makes employees feel valued and improves motivation.
- Helpdesk software is highly sophisticated and makes it possible to log in problems and track them until solved.
- Telemarketing involves talking on the phone to someone you do not know and trying to convince them to buy a product, use a service, or sign up for a special offer.
- CBTs are browser independent and do not need the Internet to be accessible.
- Lecture is given to enhance the knowledge of listener or to give him the theoretical aspect of a topic.
- Straight lecture method consists of presenting information, which the trainee attempts to absorb.
- The difference between the straight lecture and the printed material is the trainer’s intonation, control of speed, body language, and visual image of the trainer.
- Video-based training gives you the ability to communicate complicated processes and technologies in an engaging way.
- The cumulative change of a specific criterion during a given period can be shown in the form of the learning curves.
- Web browsers that support 3-D virtual reality, animation, interactions, chat and conferencing, and real-time audio and video will offer unparalleled training opportunities.

References


Recommended Reading

**Self Assessment**

1. The activities of the organisation are ________ oriented.
   a. training
   b. development
   c. education
   d. practice

2. Training becomes more effective if it is combined with __________.
   a. recreation
   b. development
   c. education
   d. practice

3. Which of the following is a drawback of e-learning?
   a. Participants can be scheduled for training in staggered fashion.
   b. Participants can discuss best practices with each other.
   c. Participants can work at their own pace.
   d. There may not be satisfactory completion rate.

4. Technical support training is both generic and ________ specific.
   a. client
   b. product
   c. process
   d. customer

5. What does TSR stand for?
   a. Temporary Service Representative
   b. Technical Service Representative
   c. Temporary Support Representative
   d. Technical Support Representative

6. Which of the following makes it possible to log in problems and track them until solved?
   a. Modular software
   b. Support software
   c. Helpdesk software
   d. Custom software
7. Match the following

| 1. Benefit of CRM | A. Training sessions are of short duration |
| 2. Benefit of CD-ROM training | B. Regular feedback updates |
| 3. Benefit of Video based training | C. Learning occurs up to five times faster than the traditional classroom |
| 4. Benefit of technical support process | D. Build rapport quickly by adapting to meet others’ needs |

a. 1-B, 2-A, 3-D, 4-C  
b. 1-D, 2-C, 3-A, 4-B  
c. 1-B, 2-D, 3-A, 4-C  
d. 1-C, 2-A, 3-D, 4-B

8. The learning curves are a graphical representation of learning and _____.
   a. place  
   b. time  
   c. period  
   d. duration

9. How many stages does a learning curve have?
   a. 6  
   b. 5  
   c. 4  
   d. 3

10. _____ method consists of presenting information, which the trainee attempts to absorb.
    a. Learning curve  
    b. Round table  
    c. Straight lecture  
    d. Diverse lecture
Chapter III
Training Techniques in BPO Industry

Aim
The aim of this chapter is to:

• explain the techniques of on-the-job training

• elucidate the match between skills and the training techniques used

• explore the concept of job instruction training

Objective
The objectives of this chapter are to:

• define role play and case studies methods of training

• explicate the benefits of cross cultural training

• enlist the techniques of off-the-job training

Learning outcome
At the end of the chapter, you will be able to:

• understand the effectiveness of training methods

• identify the advantages of on-the-job training

• describe the types of cross cultural training
3.1 Introduction

In BPO industry, the classroom training is certainly one method of training, the fact that classroom training is only one part of training that goes on in the learning process. In BPO Industry, one more important part of training or learning takes place through on the job training (OJT).

BPO (Business Process Outsourcing) is the practice of outsourcing various business processes that occur along various parts of the value chain of business enterprise. Indian BPO firms currently provide a variety of ITeS (Information Technology Enabled Services) including customer care, payment services, finance, administration, HRM, Content development in sectors such as banking, financial services, insurance, manufacturing, retail, utilities, transportation and health care.

3.2 Techniques of On-the-Job Training in BPO

The most frequently used method in smaller organisations that is on the job training. This method of training uses more knowledgeable, experienced and skilled employees, such as managers, supervisors to give training to less knowledgeable, skilled, and experienced employees. OJT can be delivered in classrooms as well. This type of training often takes place at the work place in informal manner.

Two different types of on-the-job training are frequently distinguished: structured (planned) and unstructured (unplanned). Unstructured is the most common kind and refers to on-the-job training programs that largely involve less experienced employee working with an experienced employee, who serves as a guide or mentor during on the job training. The new workers largely learn by trial and error with feedback and suggestions from experienced workers or supervisors. Unstructured training is designed based on work requirements, not on imparting job skilled needed by new workers. Consequently, unstructured on-the-job training often fails to impart needed skills fully or consistently, because experienced employees sometimes are unable to articulate clearly the proper methods for performing a job and they sometimes use different training methods each time to train new workers. In contrast, structured on-the-job training involves a program designed to teach new workers what they must know and do in order to complete their tasks successfully.

Some key points of on the job training:

- It is done on ad-hoc manner with no formal procedure, or content
- At the start of training, or during the training, no specific goals or objectives are developed
- Trainers usually have no formal qualification or training experience for training
- Training is not carefully planned or prepared
- The trainers are selected on the basis of technical expertise or area knowledge

Many people learn better when they start performing the tasks that they will be responsible for. On-the-job training technique is used by many BPO companies around the world. OJT has distinct advantages over classroom training, namely;

- It gives lots of scope for learning as the employees may come across with the doubts, questions and there is a need for clarification of these queries.
- Learning process is enhanced, because here both learning and performance takes place at a time, this will be more effective and remembered by employees in a long run.
- There is no loss of man-hours since the employee is working as well as learning concurrently.
- Employees get full knowledge about the process. This practical exposure of process training gives better result.
- OJT makes employees a sense of performing a meaningful job while learning, whereas classroom training may tend to prolong the stages of training.
- Better result in terms of quality improvement is possible. In the process of on the job training, any error found can be rectified immediately.
- Group discussion is one more benefit from on the job training. Taking an example of some process scenarios which occurs rarely, can be discussed in the group so as to make sure that the rare scenarios are known to all the employees and when they come across in future, they can process it without any error.
- It facilitates the transfer of learning to the job because the trainee has an immediate opportunity to practice the work on the job.
- It improves efficiency and effectiveness as they get the hands-on training.
- Training costs are reduced because no training facilities are needed.
- As employees are exposed to real-time scenarios, and they get experience, thus it enables employees to be more confident and to be motivated.

Formal OJT programs are quite different from informal OJT. These programs are carried out by identifying the employees who are having superior technical knowledge and can effectively use one-to-one interaction technique.

On the job training approach recognises different needs of the trainer/supervisor. They are:
- Trainer needs to have a sound and complete knowledge of process (operational knowledge) and steps of each process to be followed.
- Trainer needs to do proper preparation and presentation of process with the help of documentation. Documentation is nothing but collection of steps to be followed with pictures (snapshot) in the form of documented folder either is word, excel, or pdf format, etc. Further, this documentation also captures the different scenarios which are kept for future reference.
- Trainer should know the policy and procedures of the client about the business process.
- Trainer must be aware of Service Level Agreement (SLA) like turnaround time, maintenance of process quality and its procedures. Quality check can be done either internally (within the team of the process) or externally (onsite process related experts) internal quality checking of the process helps to rectify the errors and external quality checking done from site people has more to do with the customer impact error.

The procedure of formal on the job training program is:
- The participant observes a more experienced, knowledgeable, and skilled trainer (employee)
- The method, process, and techniques are well discussed before, during and after trainer has explained about performing the tasks
- When the trainee is prepared, the trainee starts performing on the work place
- The trainer provides continuing direction of work and feedback
- The trainee is given more and more work so that he accomplishes the job flawlessly
3.3 Coaching Apprenticeship

Coaching is one of the training methods, which is considered as a corrective method for inadequate performance. According to a survey conducted by International Coach Federation (ICF), more than 4,000 companies are using coach for their executives. These coaches are experts most of the time outside consultants.

A coach is the best training plan for the CEO’s because:

- It is one to one interaction
- It can be done at the convenience of CEO
- It can be done on phone, meetings, through e-mails, chat
- It provides an opportunity to receive feedback from an expert
- It helps in identifying weaknesses and focus on the area that needs improvement

This method best suits for the people at the top management.

3.3.1 Procedure of the Coaching

The procedure of the coaching is mutually determined by the executive and coach. The procedure is followed by successive counselling and meetings at the executive’s convenience by the coach.

- Understand the participant’s job, the knowledge, skills, and attitudes, and resources required to meet the desired expectation
- Meet the participant and mutually agree on the objective that has to be achieved
- Mutually arrive at a plan and schedule
- At the job, show the participant how to achieve the objectives, observe the performance and then provide feedback

For the people at middle level management, coaching is more likely done by the supervisor; however experts from outside the organisation are at times used for up and coming managers. Again, the personalised approach assists the manager focus on definite needs and improvement.

3.4 Job Rotation

For the executive, job rotation takes on different perspectives. The executive is usually not simply going to another department. In some vertically integrated organisations, for example, where the supplier is actually part of same organisation or subsidiary, job rotation might be to the supplier to see how the business operates from the supplier point of view. Learning how the organisation is perceived from the outside broadens the executive’s outlook on the process of the organisation. Or the rotation might be to a foreign office to provide a global perspective.

For managers being developed for executive roles, rotation to different functions in the company is regular carried out. This approach allows the manager to operate in diverse roles and understand the different issues that crop up. If someone is to be a corporate leader, they must have this type of training. A recent study indicated that the single most significant factor that leads to leader’s achievement was the variety of experiences in different departments, business units, cities, and countries.

An organised and helpful way to develop talent for the management or executive level of the organisation is job rotation. It is the process of preparing employees at a lower level to replace someone at the next higher level. It is generally done for the designations that are crucial for the effective and efficient functioning of the organisation.
3.4.1 Benefits of Job Rotation
Some of the major benefits of job rotation are:

- It provides the employees with opportunities to broaden the horizon of knowledge, skills, and abilities by working in different departments, business units, functions, and countries
- Identification of Knowledge, skills, and attitudes (KSAs) required
- It determines the areas where improvement is required
- Assessment of the employees who have the potential and calibre for filling the position

3.5 Job Instruction Training
Job Instruction Technique (JIT) uses a strategy with focus on knowledge (factual and procedural), skills and attitudes development. Procedure of Job Instruction Technique (JIT)

JIT consists of four steps:

- **Plan**: This step includes a written breakdown of the work to be done because the trainer and the trainee must understand that documentation is must and important for the familiarity of work. A trainer who is aware of the work well is likely to do many things and in the process might miss few things. Therefore, a structured analysis and proper documentation ensures that all the points are covered in the training program. The second step is to find out what the trainee knows and what training should focus on. Then, the next step is to create a comfortable atmosphere for the trainees’ i.e. proper orientation program, availing the resources, familiarising trainee with the training program, etc.
- **Present**: In this step, trainer provides the synopsis of the job while presenting the participants the different aspects of the work. When the trainer finished, the trainee demonstrates how to do the job and why is that done in that specific manner. Trainee actually demonstrates the procedure while emphasising the key points and safety instructions.
- **Trial**: This step actually a kind of rehearsal step, in which trainee tries to perform the work and the trainer is able to provide instant feedback. In this step, the focus is on improving the method of instruction because a trainer considers that any error if occurring may be a function of training not the trainee. This step allows the trainee to see the after effects of using an incorrect method. The trainer then helps the trainee by questioning and guiding to identify the correct procedure.
- **Follow-up**: In this step, the trainer checks the trainee’s job frequently after the training program is over to prevent bad work habits from developing.
3.6 Techniques of Off the Job Training

This occurs when employees are taken away from their place of work to be trained. The advantages and disadvantages of the off job training on a broad sense are:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A wider range of skills or qualifications can be obtained</td>
<td>More expensive</td>
</tr>
<tr>
<td>Can learn from outside specialists or experts</td>
<td>Lost working time and potential output from employee</td>
</tr>
<tr>
<td>Employees can be more confident when starting job</td>
<td>New employees may still need some induction training</td>
</tr>
</tbody>
</table>

Employees now have new skills/qualifications and may leave for better jobs

3.6.1 Training Lectures

In lecture method, trainers used to communicate with spoken words which they want the trainees to learn, it is primarily one way communication of learned capabilities from trainer to audience. Lecture method is a popular training method despite of advanced new technologies such as interactive video and computer assisted instruction, it is least expensive and least time consuming way to present large amount of information efficiently in organised manner. It can be employed with large groups of trainees, it also supports other training methods like behaviour modelling and technology based techniques.

Merits of lecture method
- It reinforces trainers’ credibility and authority
- Information is concentrated and organised as desired
- Efficient and simple and lots of material can be presented within given time
- Can be personalised easily

Demerits of lecture method
- One way communication with relatively less participation or passive participation
- The attention span of listener is normally 15-20 mins
- Depends completely on trainers’ effectiveness and information
- A clear and rigorous verbal presentation requires a great deal of preparation and hence time consuming preparation.

3.6.2 Role Play

The trainees act out a given role as they would in a stage play. Role players are informed of a situation about the respective roles that they have to play. Role playing basically covers topics such as employee-employer relationships, hiring, firing, conducting a post-appraisal interview.

Merits of Role Play
- The outcome and feedback is known immediately.
- Trainees participate in entire proceedings and so they take interest and are involved.
- It develops skill in applying knowledge in areas of human relations.
- It brings about desired changes in behaviour and attitudes as the trainees are motivated to think.
Demerits of Role Play

- Role playing may sometimes not adhere to the objectives of training program. The trainees may deviate from the subject being discussed and start giving unrelated examples and explanations.
- Re-enforcement of the desired behaviour may be lacking unless follow up discussion are organised to asses the impact of the session.

3.6.3 Case Studies

This method involves studying cases from all perspectives, analysing the various options available to the company for solving problems or address issues and arriving at most suitable answers. Trainers develop a habit of looking at problems from various perspectives and hence their decisions as managers will be more realistic and based on sound study and analysis.

Merits of Case Studies

- It promotes analytical thinking.
- It encourages open mindedness.
- It is acceptable to everyone as it deals with detailed description of real life situations.

Demerits of Case Studies

- It may suppress the voice of average trainees as only those having analytical and vocal skills will dominate the sessions.
- Preparations of cases involve expenditure and time and the outcome is not quite certain.

3.6.4 Planning Programmed Instructions

Programmed instruction is a Computer-based training that comprises of graphics, multimedia, text that is connected to one another and is stored in memory. Programmed instruction is the procedure of guiding the participants strategically through the information in a way that facilitates the most effective and efficient learning. It provides the participant with content, information, asks questions, and based on the answer goes to the next level of information i.e. if the trainee gives the correct answer; one branch moves the trainee forward to the new information.

This method allows the trainees to go through the content according to the individual speed, and capability. Those trainees, who respond better, move through the content rapidly.

Programmed Instruction also comes in

- Printed form i.e. books
- Tape
- Interactive Video
- Other formats

In programmed instruction, trainees receive information in substantial amount and then tested on their retention of information. If the trainees are not able to retain the information, they are referred back to the original information. If the trainees retain the information, they are referred to the next log of information that is to be learned. Some of the features of programmed instructions are:

- It provides immediate feedback to trainee response
- It frequently reviews the content
- It programs small learning steps that results in fewer response errors
- It allows trainees to move through the content at their own speed, or capability
- It requires frequent active responses by the trainees
3.6.5 T-Group Training

A T-group or training group (sometimes also referred to as sensitivity-training group, human relations training group or encounter group) is a form of group psychotherapy where participants themselves (typically, between eight and 15 people) learn about themselves (and about small group processes in general) through their interaction with each other. They use feedback, problem solving, and role play to gain insights into themselves, others, and groups. A T-group meeting does not have an explicit agenda, structure, or express goal. Under the guidance of a facilitator, the participants are encouraged to share emotional reactions (such as, for example, anger, fear, warmth, or envy) that arise in response to their fellow participants’ actions and statements. The emphasis is on sharing emotions, as opposed to judgments or conclusions. In this way, T-group participants can learn how their words and actions trigger emotional responses in the people they communicate with.

Why measure training effectiveness?

The training effectiveness has to be measured from time to time, to:

- determine if changes are needed and how future programs may be improved
- assure continued program quality
- determine of goals are being achieved
- determine cost effectiveness
- determine how frequently training is needed

3.7 Match Between Skills or Tasks and Training Delivery Methods

A product of the needs assessment is the specification of the training objectives that, in turn, identifies or specifies the skills and tasks to be trained. A number of typologies have been offered for categorising skills and tasks. Given the fair amount of overlap between them, they can all be summarised into a general typology that classifies both skills and tasks into three broad categories: cognitive, interpersonal, and psychomotor:

- Cognitive skills and tasks are related to the thinking, idea generation, understanding, problem solving, or the knowledge requirements of the job.
- Interpersonal skills and tasks are those that are related to interacting with others in a workgroup or with clients and customers. They entail a wide variety of skills including leadership skills, communication skills, conflict management skills, and team-building skills.
- Finally, psychomotor skills involve the use of the musculoskeletal system to perform behavioural activities associated with a job. Thus, psychomotor tasks are physical or manual activities that involve a range of movement from very fine to gross motor coordination.

Practitioners and researchers have limited control over the choice of skills and tasks to be trained because they are primarily specified by the job and the results of the needs assessment and training objectives. However, they have more latitude in the choice and design of the training delivery method and the match between the skill or task and the training method.

For a specific task or training content domain, a given training method may be more effective than others. Because all training methods are capable of, and indeed are intended to, communicate specific skill, knowledge, attitudinal, or task information to trainees, different training methods can be selected to deliver different content (i.e., skill, knowledge, attitudinal, or task) information. Thus, the effect of skill or task type on the effectiveness of training is a function of the match between the training delivery method and the skill or task to be trained. Wexley and Latham highlighted the need to consider skill and task characteristics in determining the most effective training method. However, there has been very little, if any, primary research directly assessing these effects. Thus, the research objective here was to assess the effectiveness of training as a function of the skill or task trained and the training method used.
3.8 Effectiveness of Training Methods

Donald L Kirkpatrick in 1960 proposed a model of “Four steps to measuring training effectiveness”. This model uses four separate stages for the evaluation of the effectiveness of a training program. The four stages are:

- Reaction
- Learning
- Behaviour
- Results

3.8.1 Reaction

The first stage is about the reaction of the trainee to the training. This sort of measurement is concerned with how the trainees “feel” about the course. The usual course feedback sheets are an example of the Kirkpatrick level 1 evaluation. Most organisations do not do any more than this type of measurement and analysis. The drawback is that we do not really know if the trainee has actually learnt anything. What really seems to be being asked of the trainee was how “happy” were you with the course; hence the somewhat derogatory description that is often applied to the “happy sheets”! We will now look at the next level of evaluation concerned with Learning.

3.8.2 Learning

Things can be improved by using a pre-test and post-test and comparing the results. The questions need to be objective and closely related to the course objectives. In this way we can determine if the training actually delivered knowledge and this was understood by the trainees at the time. An organisation that does this can be confident that the trainee has actually learnt something at that time. Why do I make the point that we have to make the measurement and consider the learning at a certain time? Well because we do not know if the learning has had time to be internalised and become “concrete”. All too often trainees (and delegates at conferences for example) will have difficulty remembering what was in the course or seminar they attended a few days later let alone months later. There are various techniques that we can employ to improve the level of recall but basically “if we don’t use it we will lose it”!

3.8.3 Behaviour

This is concerned with “behaviour”. By that we mean the measurable change in an individual as a result of their attendance on the training course. This is, in my opinion, the least we should be expecting from any training program. After all what is the point of spending money and using resources if the training does not effect some measurable change in the behaviour of the trainee?

3.8.4 Results

Kirkpatrick is now concerned with the training to determine if it has actually been translated into tangible benefits to the organisation. Quite simply has productivity and or quality been improved? Have the number of accidents or incidents been reduced? Has plant availability and or plant utilisation been improved? Has the morale of the workforce changed for the better? These are metrics which really have an impact on the “bottom line” and for that reason feature in the companies balance sheets and KPIs. We have to ask ourselves is this not the real reason for training? Training has to make a real difference in performance and effectiveness; this is tied closely to competence. Training has been proven to deliver results and be cost effective. It might sound simple but it is not for most organisations. The reason is that most do not have in place any system for measuring the improvement in competence of the individual; let alone a systematic approach to identifying the most effective means of assisting the individual to becoming competent.

3.9 Cross-cultural Training

Social cohesion and the development of human capital rely to a large degree on a society’s social capital, described as the networks and norms of reciprocity and trust that enhance productivity. Underpinning social capital and social cohesion is cultural competence, which can be broadly described as the ability of systems, organisations, professions and individuals to work effectively in culturally diverse environments and situations. Cross-cultural training, which aims to develop the awareness, knowledge and skills needed to interact appropriately and effectively with culturally diverse customers and co-workers, is an important element in the development of cultural competence.
Cultural competence is vital to international trade performance and the fulfilment of international diplomacy and security responsibilities. The recognition and leveraging of workforce cultural diversity can also constitute a sustainable competitive advantage for enterprises in every industry. The types of training conducted are general cultural awareness, programs on specific cultures, working with interpreters, specialised programs for fields such as health and policing, and managing culturally diverse workforces. The main training objectives were to improve customer service, workplace communication, community relations, compliance with laws and policies, marketing of services and international business skills.

### 3.10 Cross Cultural Training Methods

Companies use a variety of methods to teach expatriates cross-cultural skills, aimed at facilitating interactions with a foreign culture. A summary of different training methods along with their attributes has been compiled and is presented in Table 3.1.

<table>
<thead>
<tr>
<th>Training</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactic</td>
<td>Factual information, culture general and/or culture specific</td>
</tr>
<tr>
<td>Experiential</td>
<td>Practical learning, culture general and/or culture specific</td>
</tr>
<tr>
<td>Attribution</td>
<td>Learning to think and act as a host national, culture specific</td>
</tr>
<tr>
<td>Language</td>
<td>Facilitating specific intercultural communication</td>
</tr>
<tr>
<td>Cultural awareness</td>
<td>Understanding culture as a concept, culture general</td>
</tr>
<tr>
<td>Interaction</td>
<td>Learning from previous expatriates, culture general</td>
</tr>
<tr>
<td>Cognitive behaviour modification</td>
<td>Learning to focus on rewarding activities, culture general</td>
</tr>
</tbody>
</table>

**Table 3.1 Types of cross-cultural training methods**

#### 3.10.1 Didactic Training

Didactic training is most often provided in informal briefings, which can be given in a classical lecture form or with less structured methods such as casual conversations with experts. It can also be provided with informational booklets, presenting facts on the host country. Didactic training is the most common form of CCT and more than two thirds of all multinational corporations offer didactic training in the form of informal briefings to their expatriates before deployment abroad. This type of training provides factual information regarding working and living conditions as well as cultural aspects of the host country. The content in didactic training is often hard facts like requirements for the job, policies, travel arrangements, etc., but it also contains aspects that help prepare expatriates to establish a framework for understanding and adapting to a new culture when they arrive in their host country and facilitate lifestyle adjustments.

#### 3.10.2 Experiential Training

Experiential training is conveyed using a number of methods including, not only, practical exercises, workshops and simulations, but also more genuine concepts such as look-see visits to the host country. Experiential training aims at preparing the expatriate in a more direct way, building beyond the mere intellectual experience. The experiential training can also be either culture general or aimed towards a specific culture. The training is based on the concept of learning by doing and is conveyed by using practical exercises.
3.10.3 Attribution Training
Attribution training tries to give the expatriate skills in thinking and acting as a host national. It is aimed at giving the expatriate an insight into the cultural point of view in the host country. This enables the expatriate to explain and understand host national behaviour. By teaching such skills, the aim is to make the expatriate’s attributes more isomorphic to the new culture. Attribution training is closely connected, but not limited, to a teaching method called “cultural assimilator”. This method consists of a series of intercultural short episodes, judged to be critical for the interactions between members of two cultures.

3.10.4 Language Training
Language training involves teaching the expatriate the native language and/or the business language of the host country. While fluency can take months or even years to attain there are still benefits of using this training method. The method is often used in CCT and is an effective way of preparing an expatriate since lack of language skills can slow down an adjustment process.

3.10.5 Cultural Awareness Training
The goal of Cultural Awareness training is to give the expatriate insight about the concept of culture and cultural differences, by teaching awareness about the home culture. Training activities include self-awareness building and value ranking charts, but the goals can also be reached with more culture-general approaches, such as simulation games and perceptual exercises. Other methods include role-plays and self-assessments and can be a good way of building self-awareness, which translates into acceptance of oneself and an ability to adapt to the host culture.

3.10.6 Interaction Training
The method of Interaction training is based on interactions between new expatriates and expatriates with more experience of the local culture. It can take place before departure with previous expatriates or at the arrival in the host country. Overlaps in expatriate placements are a sometimes-used training method, which can be very beneficial for the expatriate’s adjustment process. Benefits with overlaps include the possibility to explain tasks, introduce contacts and otherwise coach in the management and operation of the workplace.

3.10.7 Cognitive Behaviour Modification
This method is among the less used training methods when training an expatriate. The expatriates get to name what activities they find rewarding or punishing in the home culture context. By making such distinctions, the expatriate can hopefully apply the same process in the host country and enable him or her to identify and focus on rewarding activities and feel positive about facing challenges of the host culture.

3.11 Benefits of Cross Cultural Training
The Internet, increased global trade and political policies have made the world more connected than at any other time in history. This increased international trade and communication is also called globalisation.

- Cross-cultural training is necessary to prevent misunderstandings that may result from differing cultural expectations.
- Cross-cultural training can help diverse employees, even in vastly different locations; see themselves as working on the same team. This consensus building ultimately improves employee morale.
- Communication styles are substantially different among cultures. As an example, Germans prefer direct communication, whereas Asians are often offended by public criticism and prefer such conversations to be conducted privately. Failure to understand these cultural differences can result in hurt feelings, project delays and need for management changes.
- Cross-cultural training increases employee productivity.
Summary

- BPO (Business Process Outsourcing) is the practice of outsourcing various business processes that occur along various parts of the value chain of business enterprise.
- Two different types of on-the-job training are frequently distinguished: structured (planned) and unstructured (unplanned).
- Unstructured training is designed based on work requirements, not on imparting job skills needed by new workers.
- Structured on-the-job training involves a program designed to teach new workers what they must know and do in order to complete their tasks successfully.
- Trainer must be aware of Service Level Agreement (SLA) like turnaround time, maintenance of process quality and its procedures.
- Trainer needs to do proper preparation and presentation of process with the help of documentation. Documentation is nothing but collection of steps to be followed with pictures.
- An organised and helpful way to develop talent for the management or executive level of the organisation is job rotation.
- Job Instruction Technique (JIT) uses a strategy with focus on knowledge (factual and procedural), skills and attitudes development.
- Lecture method is a popular training method despite of advanced new technologies such as interactive video and computer assisted instruction, it is least expensive and least time consuming way to present large amount of information efficiently in organised manner.
- Programmed instruction provides the participant with content, information, asks questions, and based on the answer goes to the next level of information.
- A T-group meeting does not have an explicit agenda, structure, or express goal.
- Cognitive skills and tasks are related to the thinking, idea generation, understanding, problem solving, or the knowledge requirements of the job.
- Cross-cultural training, which aims to develop the awareness, knowledge and skills needed to interact appropriately and effectively with culturally diverse customers and co-workers, is an important element in the development of cultural competence.
- The types of training conducted are general cultural awareness, programs on specific cultures, working with interpreters, specialised programs for fields such as health and policing, and managing culturally diverse workforces.
- The increased international trade and communication is also called globalisation.

References

Recommended Reading

Self Assessment

1. What does ITeS stand for?
   a. Internal Technology Enabled Services
   b. Internal Technology Enabled Sources
   c. Information Technology Enabled Sources
   d. Information Technology Enabled Services

2. ________ training is designed based on work requirements, not on imparting job skills needed by new workers.
   a. Structured
   b. Unstructured
   c. Pre-structured
   d. Non-Structured

3. Better result in terms of ________ improvement is possible.
   a. quality
   b. quantity
   c. process
   d. communication

4. Training costs are ________ because no training facilities are needed.
   a. increased
   b. unchanged
   c. reduced
   d. modified

5. For the people at middle level management, coaching is more likely done by the ________.
   a. senior manager
   b. supervisor
   c. director
   d. CEO

6. Procedure of Job Instruction Technique consists of how many steps?
   a. 3
   b. 4
   c. 5
   d. 6

7. Which of the following statements is false?
   a. Advantage of lecture method is it reinforces trainers with credibility and authority.
   b. Advantage of lecture method is information is concentrated and organised as desired.
   c. Advantage of lecture method is the attention span of listener is normally 15-20 mins.
   d. Advantage of lecture method is it can be personalised easily.
8. Programmed Instruction does not come in which of the following forms?
   a. Interactive audio
   b. Interactive video
   c. Printed form
   d. Tape

9. If the trainees retain the information, they are referred to the __________ of information that is to be learned.
   a. previous log
   b. next log
   c. past log
   d. digital log

10. Match the following

<table>
<thead>
<tr>
<th></th>
<th>Coaching Apprenticeship</th>
<th>A. Determines the area where improvement is required</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>T-Group Training</td>
<td>B. One to one interaction</td>
</tr>
<tr>
<td>3</td>
<td>Training lectures</td>
<td>C. Referred to as sensitive training group</td>
</tr>
<tr>
<td>4</td>
<td>Job Rotation</td>
<td>D. Reinforces trainers credibility and authority</td>
</tr>
</tbody>
</table>

a. 1-D, 2-A, 3-B, 4-C
b. 1-C, 2-A, 3-B, 4-D
c. 1-C, 2-D, 3-A, 4-B
d. 1-B, 2-C, 3-D, 4-A
Chapter IV
Soft-skills Training and Cultural Sensitisation of Indian BPO Workers

Aim

The aim of this chapter is to:
- explain the criteria for measuring effectiveness of the training
- elucidate the cultural sensitisation and “Soft-Skills” training
- explore the Indian scenario of soft skills among employees

Objective

The objectives of this chapter are to:
- define BPO workforce training
- explicate client-customisation and the soft-skills team
- enlist the stages of training process

Learning outcome

At the end of the chapter, you will be able to:
- understand cultural sensitisation
- identify the difference between hard skills and soft skills
- describe the modular design for training in BPO
4.1 Introduction

A distinction is maintained between soft skills and hard skills. While hard skills refer to technical and academic skills, soft skills refer to wide-ranging personal and interpersonal skills. Academic and technical skills can be more easily defined, observed and measured. However, the measurement of personal and interpersonal skills requires complex factors. These are difficult to define, observe and measure and hence they are intangible. Such skills involve items such as inter-personal etiquette, netiquette (appropriate practices and use of expressions and content in Internet and e-mail communications, etc.), appropriate lexical choice, use of style, meaning and sentences, etc. These also include tone of friendliness, optimism, and various techniques of persuasion. It is well recognised that soft and hard skills go hand in hand in any individual who has proved to be successful in management and business deliberations.

Soft skills are people skills backed by our emotional intelligence that help us behave in a socially acceptable manner and adapt ourselves to a social environment so that others are comfortable in our company and vice versa. Here we see that soft skills involve:

- our ability to function harmoniously with others
- our openness to learning new ideas
- our tolerance to not-so-pleasant situations and differences in opinions
- our readiness to accept people from different cultures
- our willingness to make things work in our personal and professional life
- our ability to manage our own emotions
- our ability to manage others by mapping their mood
- our ability to manage a situation by weighing its sensitivity and attuning our actions accordingly

Soft skills include competencies in areas such as emotional strength, communication, adaptability, team-playing ability, leadership quality, self-initiative, self-motivation, decision-making ability, negotiating ability and conflict resolution. Fig. 4.1 elucidates the wide range of qualities that come under the umbrella of soft skills.
4.2 The Indian Scenario

Recruiting agencies always report that the number of “employable” engineering, technology, science, business and management graduates in India continues to be low. This, indeed, is a paradoxical situation. There is enormous and spectacular growth in well-paying job opportunities, a huge number of engineering and other graduates are produced every year, but there is a severe dearth of employable graduates. The globalisation of the industries and the consequent spurt in the job scene has suddenly found us wanting in the area of soft skills; in fact, the economic boom is now threatened because the effectiveness and growth of India’s talent pool has been seriously constrained due to a deepening soft skills crisis.

**Difference between hard skills and soft skills**

Hard skills are usually related to professional knowledge, tools, or techniques that allow us to work within our profession. Examples of hard skills are designing a bridge; developing software; applying taxation laws; and injecting a vaccine.
These are the hard skills every professional must have as a basis for soft skills:

- Effective language: Understanding written materials and writing at an intermediate level; understanding oral communication and speaking clearly and fluently at an intermediate level; being familiar with some professional language.
- Basic numeracy skills: Understanding and applying basic mathematical concepts and basic visual representations of numerical data (charts, tables, etc.).
- Basic computer skills: Using appropriate tools and technology for basic tasks (using Word, Excel, PowerPoint, email, internet); gathering and managing information using a computer.

Soft skills are the complete collection of our social, communication, and self-management behaviours. These are the skills that enable us to work effectively and “fit in” at the workplace. Examples of soft skills are: demonstrating integrity and ethical behaviour; being motivated and having a positive attitude; and critically analysing information.

Professional communication skills are an integral part of soft skills, focusing mostly on effective exchange of information. Examples for professional communication skills (as part of overall soft skills) are negotiating and influencing; interviewing and counselling; working in a team; and delivering presentations. Professional communication encompasses written, oral, visual and digital communication within a workplace context. This discipline blends together pedagogical principles of rhetoric, technology, and software to improve communication in a variety of settings ranging from technical writing to usability and digital media design. It is a new discipline that focuses on the study of information and the ways it is created, managed, distributed, and consumed. Since communication in modern society is a rapidly changing area, the progress of technologies seems to often outpace the number of available expert practitioners. This creates a demand for skilled communicators which continues to exceed the supply of trained professionals.

Because of cultural differences, what might be considered effective communication and behaviours in some countries or cultures might be viewed as unclear communication or inappropriate behaviours in the Canadian workplace. ‘Workplace culture’ (i.e., the collection of unwritten rules in the workplace) can be very different from company to company, let alone from country to country.

Culture-based professional communication and soft skills include many abilities and behaviours. Some are more basic, others are more complex, depending on professional requirements and occupational level.

### 4.3 Need for Soft Skills in any Organisation

Soft skills play a vital role in professional success. They help one excel at the workplace. Their importance cannot be denied in this age of culturally diverse workplaces and information-based economy, especially in countries like India, China, the Philippines, Ireland, Australia and Canada that have an ever-increasing job market. Employing soft skills effectively in the highly competitive corporate world would help you stand out in a crowd of average employees who have mediocre skills and talent. Organisations—particularly those frequently dealing with customers from different cultures, languages and locations—are generally more prosperous if they train their manpower to use these skills. For this reason, soft skills are increasingly sought by all organisations, in general, and the BPO sector, in particular, in addition to standard qualifications.

### 4.4 BPO Workforce Training

Given this impetus towards personnel requirements and training, this section looks in detail at the training program in place at the BPO firm studied. As mentioned earlier, this study is limited to soft skills training. The data for this section came from the extensive interviews of training professionals and actual observation on the operations floor. The people interviewed for the study included two training managers and three trainers.
4.4.1 The BPO Chain of Action
As soon as an outsourcing contract is ironed out between the BPO firm and the client, the project transition team of the BPO firm goes into action.

4.4.2 The Project Transition
The transition team works with the client organisation to determine much of the specific details pertaining to the process (or processes) being outsourced to the BPO firm. Assuming that it is a technical-support outsourcing contract, the exact levels of support to be provided is identified at this stage. The level of support could range from “1” to “4” in terms of the technical competencies required. Typically, a “1” might represent a simple competency such as a password-reset. A “4” might represent advanced server trouble-shooting. The details gathered by the transition team during this stage help to set the stage for employee hiring at the BPO firm.

4.4.3 The Hiring Stage
An assessment of personnel requirements for the new project is made by the Human Resources (HR) Department of the BPO firm in conjunction with the transition team. After that, prospective candidates are invited to the selection process.
4.4.4 The Selection Process

For a typical technical-support project hire, the selection process consists of an English test, a technical test, an aptitude test and a voice test to see if a particular candidate is “voice ready.” At every stage, candidates are filtered out of the process. For example, if a candidate does not pass the English test, then the candidate is not allowed to proceed to the voice test and technical aptitude tests. Only if a candidate passes all of these tests, is he/she moved up to the next stage of the selection process. The successful candidate is then sent to a round of interviews with a technical panel a team consisting of members from the Training department and Operations department. The training department is responsible for the technical training of all the new manpower recruited. The operations department is responsible for the day-to-day running of the BPO operations. After these stages, the candidate is finally interviewed by the HR department to ascertain the candidate’s overall suitability for the position.

4.4.5 Overview of Training

A candidate who is successful in the above process is hired by the BPO firm and starts the training process. From this point onwards, the candidate is referred to as an “agent.” The various stages of the training process are discussed below.

- **Soft-skills training:** Soft-skills training is the first stage of an agent’s training program. It is required to be taken by every newly-hired agent in the BPO firm who is to handle a customer’s telephone call on the operations floor. Soft-skills include voice and accent training, customer handling, geographical and cultural issues.

- **Pre-process training:** Pre-process training begins after the agent completes the soft-skills training successfully. This is for agents who are selected to provide technical-support for a particular product, and they receive introductory training in general software, hardware and networking concepts.

- **Product, process and help-desk training:** After successfully completing the appropriate pre-process training, the agent undergoes (technical) product training, (office/productivity) process training or help-desk training. An example of “product” is the Microsoft Exchange Server. Examples of “processes” would be Microsoft Office or Mail-related processes – pertaining to the day-to-day usage of a set of applications and products. Process training would therefore include topics such as: “How to use a tool,” “How to troubleshoot a problem,” and “How to document the case when a customer calls.” Process training would also cover policies and procedures relating to customer-relationships. Help-desk training would cover common productivity software and applications such as Microsoft Windows, Office, Outlook, etc. in addition to other vendors’ products. Other problem domains such as credit card-related help, health-related customer support, etc. may also be covered under help-desk training. Helpdesk training is more or less similar to office or productivity processes, but may also include multiple vendors and their products, whereas the “product” and “process” training typically focuses on a single vendor’s products.

- **Going “live”:** Once the appropriate training programs are completed, the agent is given a User Acceptance Test (UAT). The UAT is conducted for each agent in the presence of his/her trainer, a member of the Operations team (i.e. the “user” of the agent), a quality specialist, and a soft-skills coach. The agent is made to go through a mock call, after which the trainer either certifies that the agent is ready to move to the operations floor, or that he/she needs more training or mentoring. A successful agent is ready to “go live” at this point. “Going live” basically consists of working in a cubicle in a large operations room along with several other agents and answering customer calls.

- **Training duration:** Each of the above reflects a different stage in the training process. In a typical situation, a newly hired agent will undergo various types of training for 10 to 13 weeks after the hiring date.

4.4.6 Baseline Assessment

As seen from the previous section (Overview of Training), soft-skills training are the first training module that is given to a newly hired agent. During the initial induction process of each agent, a baseline assessment is done. The baseline assessment primarily focuses on the agent’s current communication skills and accent. At that time an assessment is also made of those who have joined as “laterals.” “Laterals” are hired from other BPO firms, and upon hiring, a determination is made as to whether they have experience in international call centres, and if so, have they undergone some kind of training elsewhere. If the lateral hires have prior training, then a determination is made on whether the training duration could be appropriately reduced. Based on the results of the baseline assessment, a specific training regimen is designed for each agent or groups of agents.
4.5 Overview of Cultural Sensitisation

In the BPO firm, soft-skills training focused on an agent’s voice, accent, customer handling and cultural sensitisation of geographical and cultural issues and cultural nuances. Its aim was also to sensitise Indian agents to various countries or regions of the globe from where they may get service requests (or make a sales call, or receive a credit-card related question). Thus if the BPO firm’s client organisation contracted with it to provide world-wide support, that would mean that the agents in the project were sensitised to various regions of the world where the client organisation has customers. Thus, for example, if a client seeking world-wide support had customers in US, UK and Asian-Pacific countries such as Singapore, Australia, New Zealand, then the agents were “culturally-sensitised” to all these countries and regions.

4.5.1 The Course Content

The course content gave the agents a background about various regions and geographical locations, and included practice sessions on the pronunciation of names of places and people from the regions. For example, if the client was Chinese, then the agents were taught the correct way to pronounce Chinese names. In general, topics pertaining to the client (or the client’s customers) such as the geography, climate, common slang words, information on the ethnic groups, religion, politics, holidays, festival seasons, the do’s and don’ts of that particular region, their sports and entertainment, state capitals, education, and information on how well the public are informed there, and various aspects of the culture all of these topics were addressed as part of the cultural sensitisation of agents.

4.5.2 The Role of the Soft-skills Training Manager

The soft-skills training manager decides the percentage of time to focus on any one issue during training. For example, if the support offered was world-wide, the manager determines from the transition team as to what percentage of calls would be say, from the US, what percentage of calls will be from UK, what percentage of calls will be from Asia Pacific, etc. The transition team got this information from the client by direct observation and a study of the records. Based on the data collected, transition team did a “call-segmentation” i.e., what type of calls come in, from where, and the top issues. The soft-skills training manager uses this information to plan the training regimen and focus. Thus if 85% of the calls came from the US, the training manager decides that the training module will be mostly focused on US.

4.5.3 Client-Customisation and the Soft-skills Team

The soft-skills training manager manages a team consisting of soft-skills trainers. The team typically works with the project transition team in getting a profile of the client and customer in order to develop a “script” for each client/customer. The transition team studies the culture of the client during an onsite visit for example, was the culture of the client organisation formal or informal? The soft-skills training manager typically prepares a list of thirteen or fourteen questions which were put to the transition team after a site visit. The answers were then used to tailor the training to orient it to the specific client. The agent was trained to try and reflect this culture while dealing with customers belonging to the client. The soft-skills team worked out such details as the opening script (e.g. “Welcome to ABC total care”). Each greeting was tailored for a specific client. Clients are identified in real-time from their ID numbers, and not the names of the callers.

Details as to the culture of the client organisation i.e. whether the client was very formal or informal in dealing with its customers was also ascertained from the transition team. If the client organisation was informal, then the training team designs specific scripts for the agent to do “small-talk” on, such as the weather at the customer’s location, sports news, holidays and festivals, or the latest happenings in music and entertainment. Notably, the agents were taught to avoid making small-talk on political issues and topics.

4.5.4 Outsourcing Cultural Sensitisation Training

Soft-skills training require detailed knowledge about different cultures and their nuances. For example, if the client’s customers are likely to be from Ireland, then it is useful to know local Irish customs, peculiarities and nuances. One drawback is that such specific knowledge may not reside within a particular BPO firm. Such was occasionally the case with the BPO firm we studied. In cases where the firm did not possess adequate cultural knowledge, it employed the services of external “culture trainers” who possessed knowledge of specific cultures or geographic regions.
These external culture trainers are a particularly valuable resource on the idiosyncrasies of conversation and comprehension of specific regions and cultures – such as the meaning of a specific noise made while talking (e.g. the meaning of “huh?” versus “huh!”; the incantation of “ummm” and “whoa!” and their possible meanings based on the context), the tone and the style of talking, unique expressions, etc. The culture trainers provide agents with in-depth familiarity to the cultures they specialise in.

In other cases, when such external culture trainers were not available, the BPO firm follows the policy of seeking the help of the client organisation in formulating specific cultural training. A trainer is then sent to the client organisation to ensure that appropriate knowledge is acquired. In the BPO firm studied here, culture training was outsourced to a few selective “culture trainers” located in Bangalore. When soft-skills training is outsourced to culture trainers (or training partners), the service providers or partners followed a training regimen similar to that in the BPO firm. First, a baseline assessment is made of the entire group sent to them, and the duration required for training the group is jointly determined by the BPO firm and the culture trainer. The BPO firm maintains close contact with such service providers in order to ensure the correct type and level of training.

It is important to note that in this area, the Indian BPO industry enjoys a distinct advantage as a result of a large Indian Diaspora. Indians have, over the last century, migrated to numerous countries across the globe. They have successfully participated in business, academics and the culture of their adopted countries. The new developments in India are beginning to cause a “reverse brain drain,” with highly qualified professionals returning to live and work in India. They also bring back with them, knowledge of new languages and cultures – all indispensable in cultural training of India BPO employees. In most cases, family members of the returning professional provide cultural training assistance to culture-training organisations.

4.6 Training Methods

As seen from the above discussion, soft-skills training comprises of several components or modules culture, voice, accent, customer handling, etc. Each module consisted of a trainer-led classroom session, followed by a language skills based activity such as extempore speaking, reading aloud and group discussions.

4.6.1 Listening Comprehension

Part of a module on customer service training would involve specific exercises in listening. For example, when training an agent to support the British and American clientele, British and American movies are shown to the trainees. After the viewing, questions to test the comprehension both accent and overall content are posed by the trainers. Popular television shows are also shown to the agent-trainees to train them to understand conversational American and British English. Video and CD libraries are made available to the agents.

4.6.2 Role Play

Role play forms an important part of the training. Typically, a member of the training team would act as the client and pose a request such as “I have this problem with my computer and I need some help on this.” The agent-trainee would then be required to ask appropriate questions and perform the right “call opening” procedure. The “client” would usually give the impression of being very anxious to get the problem solved immediately. The agent, while being cognizant of the client’s needs and anxiety, will be required to open the call, request and get the appropriate data from the client, log in the data using the appropriate software and then start troubleshooting the problem at hand.

In addition to the technical part of the transaction, the agent will also have to perform “customer behaviour-handling.” For example, if there is an irate client who has been waiting on the line for quite some time, how does the agent handle the irate client? What will the agent do if the client is unable to understand his/her accent? The outcome of this part of the training is to determine ways to ensure that the Indian accent is normalised and that the client is handled appropriately. These issues are addressed during training in the following way. Given a 15-day training module, on Week 1 the agent is given very simple calls to handle; on Week 2 the difficulty level is raised; on Week 3 an irate-client situation is simulated through role play. The role play situations are progressively made as realistic as possible, and could include situations such as one where a client is just not willing to listen, and wants to speak to the CEO of the organisation. These situations are simulated in the training session, recorded and played back to the entire class followed by feedback from the trainer.
4.6.3 Real-time Coaching

It can be recalled that the training program for agents consists of soft-skills training, pre-process, process and product training. After process and product training, the agent undergoes a User Acceptance Test (UAT) in the presence of a “soft-skills” trainer, product/process trainer, a quality specialist and a member of the operations team. If successful, the agent is certified to “go live,” and starts working on the operations floor. However, if problems are found at the UAT, the agent is assigned to a coach for more specific coaching. In the case of a “soft-skills” problem, the agent is assigned a soft-skills coach.

A soft-skills coach is sometimes paired to an agent even after an agent actually starts working on the floor, in case some problems are noticed at a later time. The details of such coaching are discussed in the next two sections on assessment and remediation.

4.6.4 Performance Monitoring and Assessment

Once an agent goes “live”, the initial performance could be either good or bad. Agents are typically kept on at the operations floor for at least three months to help them stabilise on the floor. To make a determination of an agent’s performance, all calls taken by him/her are recorded. Selected calls are then monitored and analysed by quality control personnel. If problems are noticed during the initial three weeks, the agent is assigned to a coach. Coaching is done on a one-on-one basis.

In some cases, after a satisfactory initial period, certain dips in the performance of an agent could emerge. This could be as a result of some agents who, despite training, revert to old influences and practices over time such as talking too much during a call, or not making any small talk at all with a client. If these behaviour patterns are unacceptable to the clients (such as if the client requires, as part of the service agreement, that the agent indulge in a certain level of small talk while putting a customer on hold), then problems could emerge.

To illustrate, if there is a general belief that Australian customers love to talk, then if an agent transacting with an Australian does not do any small talk while putting the customer on hold i.e. if there is a two minute period in a recorded call when no sound is uttered by the agent then that is noted as a black mark against the agent. Other examples of such situations include an agent who does not follow an established customer service pattern, who is not pleasant on the phone, who neglects to say “thank you” while putting a customer on hold, or who neglects to apologise when required.

Such performance problems are either noticed by a quality control person monitoring the calls or by the client organisation. The client organisation also independently monitors calls and could report to the BPO firm that a particular agent is not up to the mark, or that the person needs some amount of help, and that he/she could be great with additional coaching.

Another trigger for additional coaching could be the operations team the operations manager, who also monitors the agents’ calls on the operations floor could also notice a problem and raise an alarm.

4.6.5 Remediation Coaching

The HR (soft-skills) department keeps track of the agents on the floor, with a view to identifying and tracking high and low performers. The managers identify the bottom performers who could be in the twentieth or the twenty-fifth quartile. These agents are then brought out of the operations floor for further training. If, of the other hand, there is a trigger from any of the groups such as operations, quality control or the client, then the agent is assigned for coaching.

During remediation coaching, first the specific problems requiring remediation are identified. Whenever a problem is reported, the HR managers assigned to the task perform a baseline analysis by listening to calls received by the agent. The HR managers make sure that the Operations Manager communicates with the agent concerned that he/she is going to be monitored. The managers listen to at least three calls before deciding on the real issue or problem at hand. Then the managers make a decision on whether the concerned agent requires additional technical training, service training, or “attitude training.”
Examples of “attitude” problems are: an agent omitting to thank customers, or omitting to apologise while putting customers on hold. If an agent is identified to be repeatedly fumbling during a call, a customer-service coach is assigned to first ascertain if the problem is technical or language-related. In each case, an appropriate course of action is recommended.

Once the “base-lining” is done, the HR manager presents the details of the agent’s problem and a plan for working with the agent to remedy the problem, to the operations manager. The approximate duration for remedying the problem is also discussed – such as seven or fourteen days. The results of the baseline assessment are also communicated back to the concerned agent “we have heard your call and this is where you stand today, and this is the baseline assessment we have done for you”.

If the problem does not fall within the realm of soft-skills but is a process or product-related problem, then the appropriate technical coach is assigned to work with the agent. If soft-skills remediation is required, a soft-skills coach is appointed for the agent. The coaching is done on a one-to-one basis. The coach listens to the agent’s call, records the call and plays it back to the agent during the agent’s free time. The agent is asked to explain what happened, and where he/she went wrong. The coach then gives a feedback and draws up an action plan for remedying the problem for example, if the agent is not pronouncing the “V”s and “W”s properly, he/she is advised on what is to be done to remedy that; if it is determined that the agent is not exhibiting appropriate customer orientation, steps to remedy that is pointed out. The coach even advises the agent on what kind of small talk needs to be done, or how to improve the call opening. Handouts are given to the agent so that he/she could paste it on a board in the work cubicle, as a memory-jogging device.

In some cases, if the same problem is found among many members of a team, the entire team is pulled out of the operations floor for a classroom session. The preceding discussion shows that soft-skills training is taken very seriously in the BPO firm studied. Specific systems exist to train, assess, monitor and offer remediation of soft skills in BPO workers. This concludes the discussion on the soft-skills training done at the BPO firm studied. All the data was collected through interviews with the managers and through direct observation from the operations floor’s observation booths.

4.7 Challenges Facing the Indian BPO Environment
As noted earlier, the rapid growth of Indian BPO firms have caused much political backlash, mostly emerging from the US and UK. However, as noted before, despite such backlash, it is projected that the Indian BPO industry is likely to grow bigger and bigger, as more and more back-office and customer-support jobs are outsourced out of the developed countries to take advantage of the cost and wage differential between developed and developing countries. In addition to the cost advantage, analysts frequently note the large numbers of well-trained; English speaking Indian BPO workers are reasons for India’s success in this arena.

4.8 Overview of Design and Evaluation Features Related to the Effectiveness of Training
Over the past 30 years, there have been six cumulative reviews of the training and development literature. On the basis of these and other pertinent literature, we identified several design and evaluation features that are related to the effectiveness of training and development programs. However, the scope of the present article is limited to those features over which trainers and researchers have a reasonable degree of control. Specifically, we focus on:

• The type of evaluation criteria
• The implementation of training needs assessment
• The skill or task characteristics trained
• The match between the skill or task characteristics and the training delivery method

We consider these to be factors that researchers and practitioners could manipulate in the design, implementation, and evaluation of organisational training programs.
4.9 Training Evaluation Criteria

The choice of evaluation criteria (i.e., the dependent measure used to operationalise the effectiveness of training) is a primary decision that must be made when evaluating the effectiveness of training. Although newer approaches to, and models of, training evaluation have been proposed, Kirkpatrick’s four-level model of training evaluation and criteria continues to be the most popular. We used this framework because it is conceptually the most appropriate for our purposes. Specifically, within the framework of Kirkpatrick’s model, questions about the effectiveness of training or instruction programs are usually followed by asking, “Effective in terms of what? Reactions, learning, behaviour, or results?” Thus, the objectives of training determine the most appropriate criteria for assessing the effectiveness of training.

Reaction criteria, which are operationalised by using self-report measures, represent trainees’ affective and attitudinal responses to the training program. However, there is very little reason to believe that how trainees feel about or whether they like a training program tells researchers much, if anything, about

- how much they learned from the program (learning criteria),
- changes in their job-related behaviours or performance (behavioural criteria), or
- the utility of the program to the organisation (results criteria)

This is supported by the lack of relationship between reaction criteria and the other three criteria. In spite of the fact that “reaction measures are not a suitable surrogate for other indexes of training effectiveness”, anecdotal and other evidence suggests that reaction measures are the most widely used evaluation criteria in applied settings.

Learning criteria are measures of the learning outcomes of training; they are not measures of job performance. They are typically operationalised by using paper-and-pencil and performance tests. According to Tannenbaum and Yukl, “trainee learning appears to be a necessary but not sufficient prerequisite for behaviour change”. In contrast, behavioural criteria are measures of actual on-the-job performance and can be used to identify the effects of training on actual work performance. Issues pertaining to the transfer of training are also relevant here.

Behavioural criteria are typically operationalised by using supervisor ratings or objective indicators of performance. Although learning and behavioural criteria are conceptually linked, researchers have had limited success in empirically demonstrating this relationship. This is because behavioural criteria are susceptible to environmental variables that can influence the transfer or use of trained skills or capabilities on the job. For example, the post training environment may not provide opportunities for the learned material or skills to be applied or performed. Finally, results criteria (e.g., productivity, company profits) are the most distal and macro criteria used to evaluate the effectiveness of training. Results criteria are frequently operationalised by using utility analysis estimates. Utility analysis provides a methodology to assess the dollar value gained by engaging in specified personnel interventions including training.

4.10 Training and Support Infrastructure in BPO

The content of employee training offered during the BPO transition should include a detailed and thorough review of new work procedures, responsibilities, and expectations. In developing a BPO-related training and support regimen, organisations should also consider:

- Developing a clear set of standard operating procedures (SOPs)
- Training programs that revolve around the SOPs
- Conducting multiple training sessions
- Train in a group setting
- Train while working alongside employees during their workday
- When answering questions, always refer back to the SOP
- Final training should be completed after 60 days (refresher)
- Not taking training lightly
4.11 Modular Design for Training

Design of the training should be modular, with each module independently constructed and each focusing on a specific aspect of the new SOPs. Modularisation of the training allows managers and employees to determine who needs to attend which modules and enables greater training depth in each module. If training is not modularised, it often is either too detailed for some users who already understand a process or not detailed enough for those who are unfamiliar with or new to the process. Modularisation allows training designers to deliver both depth and scope, ensuring that employees have opportunities to select the training sessions (or for managers to appoint them to training sessions) from which they can truly benefit. No one enjoys sitting through a training session that relays information he or she already knows and understands. Carefully developed two- to four-hour training modules help avoid training overkill, while providing adequate coverage of the knowledge gaps.

4.11.1 Training Vendor-Side Employees

A common error that hampers BPO projects is a failure to train vendor side employees, probably because of the erroneous assumption that the vendor is expert in the business process and therefore does not need training. This is true in some cases especially those that involve an onshore outsourcing relationship but it is prudent to review training needs of the BPO vendor. Some types of vendor-side training that are being provided to accelerate the transition to the BPO operating phase include:

- Cultural adaptation training to help buyer and vendor employees adapt to one another
- Language training, including voice and accent modification training, to reduce communication barriers
- Training on laws and customs of the BPO buyer
- Training on culture and lifestyles of the BPO buyer’s customers
- Training on differing management and leadership styles of the BPO buyer

Training should also be designed to integrate the cultures of the BPO buyer and vendor. This may include some training offered at each location to enable key employees to experience the culture and work habits of their BPO partner firm. In some cases, BPO buyer and vendor employees work side by side for a period of time in a form of on-the-job training that facilitates cross-enterprise understanding.
Summary

- Hard skills refer to technical and academic skills, soft skills refer to wide-ranging personal and interpersonal skills.
- Hard skills include effective language, basic numeracy skills, and basic computer skills.
- Professional communication skills are an integral part of soft skills, focusing mostly on effective exchange of information.
- The transition team works with the client organisation to determine much of the specific details pertaining to the process (or processes) being outsourced to the BPO firm.
- Soft skills training in BPO includes voice and accent training, customer handling, geographical and cultural issues.
- Help-desk training would cover common productivity software and applications such as Microsoft Windows, Office, Outlook, etc. in addition to other vendors’ products.
- The baseline assessment primarily focuses on the agent’s current communication skills and accent.
- The soft-skills training manager decides the percentage of time to focus on any one issue during training.
- A baseline assessment is made of the entire group sent to them, and the duration required for training the group is jointly determined by the BPO firm and the culture trainer.
- Coaching is done on a one-on-one basis.
- The HR (soft-skills) department keeps track of the agents on the floor, with a view to identifying and tracking high and low performers.
- Reaction criteria, which are operationalised by using self-report measures, represent trainees’ affective and attitudinal responses to the training program.
- Learning criteria are measures of the learning outcomes of training; they are not measures of job performance.
- Behavioural criteria are typically operationalised by using supervisor ratings or objective indicators of performance.
- Modularisation allows training designers to deliver both depth and scope, while ensuring that employees have opportunities to select the training sessions.
- Training should also be designed to integrate the cultures of the BPO buyer and vendor.
- Design of the training should be modular, with each module independently constructed and each focusing on a specific aspect of the new SOPs.
- Utility analysis provides a methodology to assess the dollar value gained by engaging in specified personnel interventions including training.

References

Recommended Reading

1. _______ skills are the complete collection of our social, communication, and self-management behaviours.
   a. Soft
   b. Hard
   c. Communication
   d. Interpersonal

2. Culture-based professional communication and soft skills include many abilities and _______.
   a. skills
   b. qualities
   c. perceptions
   d. behaviours

3. Which department is responsible for the day-to-day running of the BPO operations?
   a. Finance
   b. Operations
   c. Human resource
   d. Accounts

4. Which of the following statements is true?
   a. Soft skills training is second stage of an agent’s training program
   b. Pre-process training begins after the agent completes the soft skills training successfully
   c. Pre-process training begins after the agent begins the soft skills training successfully
   d. After successfully starting the appropriate pre-process training, the agent completes product training, process training or help-desk training.

5. What does UAT stand for?
   a. User Availability Test
   b. Universal Acceptance Test
   c. User Acceptance Test
   d. Universal Availability Test

6. The baseline assessment primarily focuses on the agent’s current communication skills and _________.
   a. personality
   b. vocabulary
   c. voice modulation
   d. accent

7. Coaching is done on a ___________ basis.
   a. one-to-many
   b. many-to-one
   c. one-to-one
   d. one-to-two
8. __________ criteria are not measures of job performance.
   a. Learning
   b. Behavioural
   c. Reaction
   d. Performance

9. __________ allows training designers to deliver both depth and scope.
   a. Modification
   b. Malfunction
   c. Modularisation
   d. Modernisation

10. Match the following

<table>
<thead>
<tr>
<th>1. Reaction criteria</th>
<th>A. The utility of the program to the organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Learning criteria</td>
<td>B. Changes in their job related behaviours or performance</td>
</tr>
<tr>
<td>3. Behavioural criteria</td>
<td>C. Uses self report measures, represents trainees affective and attitudinal responses to the training program</td>
</tr>
<tr>
<td>4. Results criteria</td>
<td>D. How much they learned from the program</td>
</tr>
</tbody>
</table>

a. 1-B, 2-C, 3-D, 4-A
b. 1-C, 2-D, 3-B, 4-A
c. 1-B, 2-C, 3-A, 4-D
d. 1-D, 2-C, 3-B, 4-A
Chapter V
Concept of Management Development

Aim

The aim of this chapter is to:

• explain the concept of management development
• elucidate the need and importance of management development
• explore the Indian experience of management development and training

Objective

The objectives of this chapter are to:

• define the components of management development programme
• explicate the trends in leadership and management development
• enlist the steps of management development program

Learning outcome

At the end of the chapter, you will be able to:

• understand the management development techniques in public & private sector
• identify the differences between leadership and management development
• describe in-basket technique
5.1 Introduction

Management Development is best described as the process from which managers learn and improve their skills not only to benefit themselves but also their employing organisations. In organisational development (OD), the effectiveness of management is recognised as one of the determinants of organisational success. Therefore, investment in management development can have a direct economic benefit to the organisation.

Managers are exposed to learning opportunities whilst doing their jobs, if this informal learning is used as a formal process then it is regarded as management development. Most management development does not involve outside classes. Management development is the overall concept that describes the many ways that organisations help employees develop their personal and organisational skills, either as managers in a management job or with an eventual management job in mind.

Building the skills of managers through management development options is critical to the effective functioning of your organisation. This is because of the power of a manager to impact the organisation through his or her oversight of the work of other employees.

In fact, the managers in your workplace are the single most important factor in employee engagement, employee motivation, and building a productive workplace. Managers are the key to employee retention and the main reason employees leave their current employer. So, the need for management development is significant and can provide a significant payback.

5.1.1 Internal Management Development Advantages

Internal management development has advantages over external seminars and classes. It presents and reinforces needed skills and management techniques. Internal management development reinforces the organisation’s culture and addresses the norms and expectations of the manager’s workplace. It incorporates familiar workplace examples and reinforces desired organisation direction, values, and goals. Management development can encompass such external opportunities as university classes, seminars, workshops, courses, and field trips.

5.1.2 Need and Importance of Management Development

Management development includes development of skills such as planning, organising, leading and developing resources. Nurturing in-house management talent may not seem important, but it is one of the most important aspects of the development of any organisation. This is the case for several reasons, some of which are listed below:

• In-house management development programmes give employees the chance to utilise special leadership skills that may posses. These employees will certainly bring an enhanced perspective to management as they will know the working of the company from the ground up as opposed to managerial talent that is brought in from outside the company.

• Employees will feel more loyal towards the company as they will see that the company is also invested in promoting their career growth and progress.

• Finally, the overall cost of developing management talent in-house as opposed to trying to recruit talent from the outside world will be much less. A good management development programme may cost during the initial setting up phase, but will not cost much more after that. Individuals who have risen up from the management development programme will be happy to volunteer their time and mentor other employees. In general, a good management development programme will save a lot of money for any organisation.

Management development is a process that begins paying for itself very rapidly. You will begin to see the creation of a core team of individuals who are committed to the growth and progress of your organisation. In the long run, this can only mean increased efficiency and profitability as the management talent in your organisation grows stronger and stronger.
Some other factors which prove that management development is essential as follows:

- Economic activities & development project lead to frequent human interference with the balance of nature
- The negative effects of hasty unplanned & unmanaged development various environmental problems
- These environmental problems threaten our health, the management of resources & the ecosystems

5.2 Management Development Process

The following are the important steps in the organisation of a management development program:

- Analysis of organisational development needs: After deciding to launch a management development program a close and critical examination of the present and future development needs of the organisation has to be made. We should know how many and what type of managers are required to meet the present and future requirements.
- A comparison of the already existing talents with those that are required to meet the projected needs will help the top management to take a policy decision as to whether it wishes to fill those positions from within the organisations or from outside sources.
- Appraisal of present management talents: In order to make the above suggested comparison, a qualitative assessment of the existing executive talents should be made and an estimate of their potential for development should be added to that. Only then can it compare with the projected required talents.
- Inventory of management manpower: This is prepared to have a complete set of information about each executive in each position. For each members of the executive team, a card is prepared listing such data as name age, length of service, education, work experience, health record, psychological test results and performance appraisal data, etc. The selection of individuals for a management development program is made on the basis of the kind of background they possess. Such information, when analysed discloses the strengths as well as weaknesses or deficiencies of managers in certain functions relating to the future needs of the organisation.
- Planning of individual development program: Guided by the results of the performance appraisals that indicate the strengths and weaknesses of each of the executives the activity of planning of individual development program can be performed.
- Establishment of development programs: It is the duty of the HR department to establish development opportunities. The HR department has to identify the existing levels of skills, knowledge etc of various executives and compare them with their respective job requirements. Thus, it identifies development needs and requirements and establishes specific development programs, like leadership courses, management games, sensitivity training, etc.
- Evaluation of results: Executive development programs consume a lot of time, money and effort. It is therefore, essential to find out whether the program has been on track or not. Program evaluation will cover the areas where changes need to be undertaken so that the participants would find the same relevant and useful or enriching their knowledge and experience in future. Opinion surveys, tests, interviews, observation of trainee reactions, rating of the various components of training, etc., would be used to evaluate executive development programs.

5.3 Methods/Techniques of Management Development Programs

Management development programs help in acquiring and developing different types of managerial skills and knowledge. Different types of techniques are used to acquire and develop various types of managerial skills and knowledge.

5.3.1 Decision Making Skills

Problem solving and decision-making are important skills for business and life. Problem-solving often involves decision-making, and decision-making is especially important for management and leadership. There are processes and techniques to improve decision-making and the quality of decisions. Decision-making is more natural to certain personalities, so these people should focus more on improving the quality of their decisions. People that are less natural decision-makers are often able to make quality assessments, but then need to be more decisive in acting upon the assessments made.
5.3.2 In Basket Technique

It provides trainees with a log of written text or information and requests, such as memos, messages, and reports, which would be handled by manager, engineer, reporting officer, or administrator.

- Procedure of the In-basket Technique: In this technique, trainee is given some information about the role to be played such as, description, responsibilities, general context about the role. The trainee is then given the log of materials that make up the in-basket and asked to respond to materials within a particular time period. After all the trainees complete in-basket, a discussion with the trainer takes place. In this discussion the trainee describes the justification for the decisions. The trainer then provides feedback, reinforcing decisions made suitably or encouraging the trainee to increase alternatives for those made unsuitably.

A variation on the technique is to run multiple, simultaneous in baskets in which each trainee receives a different but organised set of information. It is important that trainees must communicate with each other to accumulate the entire information required to make a suitable decision. This technique focuses on:

- Building decision making skills
- Assess and develops Knowledge, Skills and Attitudes (KSAs)
- Development of communication and interpersonal skills
- Development of procedural knowledge
- Development of strategic knowledge

The main job of manager is to make both strategic and routine decisions; his ability to take effective decisions can be enhanced by developing decision making skills through various techniques.

5.4 Leadership and Management Development: Similarities and Differences

Leadership development is distinct from management development in the extent to which it involves preparing people for roles and situations beyond their current experience. Management development, he argues, equips managers with the knowledge, skills and abilities to enhance performance on known tasks through the application of proven solutions, whilst leadership development is defined as orientated towards building capacity in anticipation of unforeseen challenges.

To make a distinction between leader and leadership development, leader development is about developing individuals in leadership roles, whilst leadership development takes a more relational view of leadership as a process involving everyone within the organisation. To this extent, Day views leadership development as being fundamentally concerned with the development of collective organisational capacity.

This distinction is useful in encouraging us to consider what it is that we wish to achieve through executive development. ‘Leader development’ is an investment in human capital to enhance intrapersonal competence for selected individuals, whereas ‘leadership development’ is an investment in social capital to develop interpersonal networks and cooperation within organisations and other social systems.

Even when considering leadership development in this broader context, however, it remains difficult to specify what exactly constitutes leadership development, as opposed to any other form of development.

5.5 Management Development and Training: The Indian Experience

India was at the time of independence, a socially, economically and politically underdeveloped nation. This state of affairs was the consequence of the exploitative regime of its colonial masters. 200 years of foreign rule sapped away the entrepreneurial initiative. The incidence of poverty was very high. The industrial base was very small and unemployment was a characteristic feature of the economy. The Indian economy was in isolation from the rest of the world. The masses did not have access to formal education and professional training. There were a handful of universities, engineering colleges, medical colleges and institutions imparting education at the graduate and post graduate levels. The country was divided into British India and several princely states. The country became independent in 1947 and chose to function under the Constitution adopted in 1950 which laid emphasis on all round human development.
During the recent years, the stress on human development has been tremendously enhanced owing to the realisation of the fact that the educational and professional development alone can bring about a socio-economic transformation capable enough to place the country in the category of developed nations. There is a commonly held view that this approach can take India out of the viscous circle of poverty and underdevelopment and make it progressively strong technologically due to a continuous availability of scientific and industrial personnel.

5.5.1 Management Development and Training: The Indian and Global Context

It is common knowledge that management development and training are two sides of the same coin, viz., Human Resource Development (HRD). However, some experts draw a fine line of distinction between the two. They assert that training is a short term facet of HRD concerned with the development of present skills of a job and also the future skills that would help in its efficient execution. Management development on the contrary is a long term and continuing phenomenon equipping a person with skills and concepts that could prepare him to take up new responsibilities and challenges.

Indian economy is no longer a traditional economy. Not only its structure is undergoing a decisive change but it is also inculcating the features of the new economy that are prevalent in highly developed countries such as the United States of America and Japan. Until recently India treated its human capital as inert stock on the same lines as accountants treat the fixed capital. But influenced by the Japanese, the US, more recently the Chinese and the ASEAN miracle in the early 1990s, the political view of the human capital underwent a paradigm shift. The government reconstituted its Cabinet and the administrative set up and carved out a new ministry of HRD with a full fledged senior minister of the Cabinet heading it and the administrative support extended by a permanent secretary. The central idea behind the creation of the ministry was to provide to the government an integrated view of the human resources available in the country and plan and implement suitable schemes and systems to upgrade/ increase the supply of human resources commensurate to their requirements for the development of the country to meet the present and the future challenges.

India is opening up. The challenges of opening up provide a wide range of opportunities subject to the acquisition of relevant skills, competencies and concepts. The management development and training in the pre-reforms era of 1947-1991, required a limited innovation and thinking dealing with the needs of internal progression within the organisations and the methods and techniques that could increase the production and productivity of workers and supervisors on the shop floor or offices. The present day concept of management development and training envelopes, all round development covering the needs of the individual, team, organisation and society.

5.6 Status of Management Development & Training

The Indian economy is composed of three important organs: government, public sector and private sector. BPO being in a part of both public and private sector, an attempt has been made to analyse the status of management development and training of these areas.

5.6.1 Management Development and Training in Public Enterprises

There are about 1400 public enterprises at the central, state and local levels organised principally in the form of government companies, statutory corporations, departmental enterprises, commissions, authorities, boards, mixed corporations and port trusts. These employ about 6 million personnel. The investments in these enterprises are about US $120 billion. The salaries and wages in these enterprises constitute 12 percent of their turnover which may be as much as US $120 billion. The expenses on training and management development are about 0.5 percent of the turnover.
5.6.2 Features
Training and management development is an important activity in public enterprises which is discernable from the following features:

- There is a definite direction existing in relation to management development and training in public enterprises. The Department of Public Enterprises, Govt. of India and the nodal agencies on state level public enterprises have their respective policies incorporating guidelines on themes to be covered, types and number of programmes to be conducted, duration of the programmes and the resource persons to be deployed. The policy covers even items such as the remuneration for the resource persons and the evaluation of the training programmes.

- In the management structure, at the board level, invariably the function is represented by Director(Personnel) who in turn is supported by Executive Director (Personnel) / General Manager (Personnel), Deputy General Manager (Personnel), Assistant General Manager (Personnel), Senior Manager (Personnel), Executive (Personnel), Personnel Officer, etc. In many a case, General Manager (Training) is appointed as in-charge of the function. In other words, training and management development is a high level function in public enterprises. The state level public enterprises also accord high importance to this function though in many such enterprises it is not placed at the level of General Manager due to a consideration of size.

- Separate budget provisions are earmarked for this function although they are very miniscule as related to turnover and expenses incurred on wages and salaries.

- In terms of hardware, separate space is allocated for the functionaries dealing with management development and training, equipment provided and support structure created in terms of assistance, transport facilities, etc. It may however be noted that the quality of budget support and assistance differs widely from enterprise to enterprise.

- A Training Needs Survey is carried out once in 5-6 years on the basis of which a training calendar is formulated. The operating departments and the management services department/ corporate strategy department are approached for obtaining appropriate inputs. Small changes are carried out in the training calendar depending on the feedback of the participants. The major gaps in different areas for the three levels of management are given in the Table 5.1.

<table>
<thead>
<tr>
<th>Gap Areas</th>
<th>Top/Senior</th>
<th>Middle</th>
<th>Junior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Technology</td>
<td>Procedural Knowledge</td>
<td>Implementing knowledge</td>
</tr>
<tr>
<td>Skills</td>
<td>Conceptualisation Planning</td>
<td>Analytical/Adaptive</td>
<td>Executive Skills</td>
</tr>
<tr>
<td>Attitude</td>
<td>Towards Environment</td>
<td>Logical</td>
<td>Towards work and organisation</td>
</tr>
<tr>
<td>Performance</td>
<td>Target Setting</td>
<td>Application and Skills</td>
<td>Appraisal &amp; Recognition</td>
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<tr>
<td>Policy</td>
<td>International Scenario &amp;</td>
<td>Sensitisation</td>
<td>Nil</td>
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<td></td>
<td>Public Policy</td>
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</table>

Table 5.1 Levels of management

- Training programmes for workers, supervisors and junior executives are organised in-house. For the middle level personnel the programmes are arranged in house with a mix of internal and external faculty. For senior and top level personnel, slots are provided for training in external institutions and abroad.

- Induction Training/ Foundation Training is a rule rather than exception. The period of the training varies from 6 months to 2 years at this level.

- About 40 large central public enterprises such as Bharat Heavy Electricals Ltd., Steel Authority of India Ltd., National Thermal Power Corporation, Coal India Ltd., Electronics Corporation of India Ltd., Mishra Dhatu Nigam Ltd., Bharat Dynamics Ltd., Hindustan Aeronautics Ltd., HMT Ltd., have set up their own in house training institutes. These provide training to senior managers in general management, middle/junior managers in functional areas of management and specialised courses to senior and top managers in total quality management, quality circles, memorandum of understanding and corporate planning. These in house institutes run Junior Management Induction Programmes.
• At the State level, such in-house training institutes are maintained by the state electricity boards and the state road transport corporations. The state financial corporations and the state industrial development corporations also take up the management development training activities on systematic basis, though they do not have their own in-house training institutions.

• The public sector banks form the lifeline of the financial system in the country. There are in all about 90 banks excluding the cooperative banks. Most of these banks have their In-house training departments. The large banks such as the State Bank of India, Punjab National Bank, Central Bank of India, Bank of Baroda, Andhra Bank have their own In-house training institutes. In a study conducted by Mishra and Ravishankar about the Human Resource Development in State Bank of India, the largest commercial bank and one of the 500 Fortune Companies with a sample of officers numbering 850 in senior/middle management cadres.

It was noted that there is an urgent need to develop technical and managerial skills and bring about attitudinal changes in the work behaviour of the executives. The linkage of the training with the operations process of the bank was not complete. The deputation of trainees to a programme was not always on grounds of actual needs. Much subjectivity operated in the field. The managers at operations level felt that deputing personnel for training interface with the operations work. Moreover, the skills imparted and the change brought in the behaviour of the trainees fade out quickly and regression sets in once they face the operational realities and mounting sceptics from their colleagues. With the integration of information technology and banking operations the In-house training institutes of Banks have to now prepare a new menu.

In fact, the experience emanating even from a country like the USA reveals that the bank personnel would like to redefine their operations and needs in the perspective of information technology. They feel that the run of the mill training programmes are a mere waste of their time. What they need today is an intensive understanding of information technology which can keep them relevant for society.

5.6.3 Department of Public Enterprises
The Department of Public Enterprises (DPE) is the nodal agency for central public enterprises. One of its divisions deals exclusively with management development and training. It does get directly involved in these activities but operated through a network of about 75 institutions for the conduct of programmes ranging from one-day to one-year. It arranges programmes on topical themes, functional areas and general management. The management hierarchy is given due consideration. It does not provide any financial help, faculty support, infrastructure assistance to the training institutes. It organises a meeting on an annual basis of the training heads and sensitises them about the requirements. On the basis of decisions arrived at in the meeting, a training calendar is formulated.

5.6.4 Management Development and Training in Private Enterprises
Bitten by the globalisation bug, the public sector is on wane and a new private-public sector mix is emerging in which the public sector is required to play a supportive role. The private sector is on the growth path. It has a formidable challenge to reorganise its human resources to rise to the occasion. Family business will no more help private sector enterprise grow. Moreover, private sector has to move from old economy to new economy where owners and employees will be subordinated by the enterprise. The private sector having taken a leaf out of the change book is now going for employee stock ownership scheme, employee stock options, greater representation to the employees on the board and professionalisation.

Nevertheless, it has to be admitted squarely that the status of management development and training in private enterprise is no better than the public enterprise. Some big business houses such as Tatas (they run the Tata Management Centre), Birlas (they run the Birla Management Centre), Reliance (they run the Reliance Management Academy) and Kirloskars (they run Harihar Institute of Management) have their own academies catering to the needs of top and senior level personnel. Some business houses have set up management institutes/universities to integrate the requirement of management development and training with the undergraduate education. These include Tatas who have a major say in the running of Xavier’s Institute of Labour Relations and Institute of Management Technology and Birlas (Birla Institute of Science and Technology). Recently some big business houses in India with the support of the government of Andhra Pradesh and in collaboration with Kellogg Institute of Management have set up an International Business School at Hyderabad which will impart education in management for MBA Degree and Doctoral Degree.
Though there is a technology boom in India and the TMT (Technology-Media-Telecom) business is on the rise, it has not led to any increased commitment to the management development and training. The private sector cannot make any meaningful beginning on the management development and training front unless it changes its philosophy of scouting for human resources afresh for meeting a challenge rather than developing the existing personnel.

5.7 Management and Leadership Development: Current State, Recent and Future Trends

Management development consists of a wide range of activities including the following, associated with which there are discernable trends:

- Management training given by employers in the form of courses and, more recently, through e-learning. The trend to e-learning as the latest form of distance learning has been a recent one. There has been some pulling back from this after the initial enthusiasm, and the current preferred approach is blended learning a mix of e-learning and face-to-face activity.
- Training provided to employers by private training suppliers. This has been a growing trend and is linked to the growing business trend to outsourcing, including HRM and other business functions.
- Management education (often associated with Business education) through open programmes delivered in further and higher education and leading to a wide range of qualifications. Executive education delivered by Business Schools as part of in-company or consortium activity, which has been an area of recent growth for larger companies.
- Learning in the workplace on-the-job and through career movement, which has always gone on, but is increasingly done deliberately and with facilitation by organisations.
- Management training provided through a wide range of professional bodies as part of accreditation and continuing professional development (CPD). This is an area where there is a significant perceived opportunity, and some initiatives, and one which was identified by CEMIL as an area of future opportunity.

5.7.1 Trends in Management and Leadership Development

There are also changes in the type of management and leadership development activities being undertaken. It found that changes in management and leadership activities stemmed from changes in:

- The nature of the challenges organisations perceived for their managers, especially in what might called the ‘leadership’ aspects of their jobs.
- Changing notions of how people learn especially higher interest in work-based or action learning, and also types of learning engaging managers at a deeper personal level in their learning.

5.8 Components of Management Development Programmes

There are four important components of a management development programme are as given below:

- Ascertaining development needs: These needs call for an evaluation of the future growth. This will include the expansion policies of the organisation as well as the competitive situation the organisation is in, as far as the managerial techniques are concerned.
- An appraisal of present management talent: This would include a complete and comprehensive file on each manager with his talents, his potential for growth. An objective analysis of his personal traits is also made.
- Planning of individual development programmes: Individual attention is paid and each development programme is tailor made to meet the needs of different individuals, keeping in view their differences in their attitudes and behaviour and in their physical, emotional and intellectual qualities. In general, some comprehensive development programmes are prepared in the form of concentrated brief courses and these courses may be in the field of human relations, creative thinking, time and motion studies, memory training decision making, leadership development, etc.
Evaluation of development programmes: The evaluation of the effects of these training programmes is an attempt to obtain feedback on the effects of the training programme and to assess the value of the training in the light of this feedback. This evaluation is helpful because:

- It discloses the relevance of the programmes to an organisation’s needs
- It reveals whether the programmes have contributed to the effectiveness of an organisation
- It ascertains whether the programmes be continued, modified or placed

### 5.9 Steps of Management Development Programme (MPD)

The steps of a good MDP may be listed as follows:

- To look at the organisations’ objectives
- To ascertain the development needs
- To appraise the present performance of managerial staff
- To prepare manpower inventory
- To plan for individual development programmes
- To establish training and development programmes
- To evaluate different programmes

### 5.10 Building a Management Development Program

There are some practices that can be followed for building a successfully management development program.

- Identify who is going to participate in your program: Instead of spending on come-one, come-all programs, many organisations are taking a more prescriptive approach that seeks to match high-potential employees with development initiatives that tackle very specific strategic business issues. This means programs are targeted to select employees with the highest likelihood of being able to impact business initiatives.

- Base your program on a competency model: Before any training or development activities can take place, it is critical to identify the skills and competencies that will be developed as a result of the effort. Core leadership competencies like communication, critical thinking, negotiation, decision making and business ethics should provide the foundation of your training and development efforts. Whether your organization has an established competency model that has been institutionalized or not, it is critical to spend some time defining the management and leadership skills that program participants are expected to develop.

- Involve senior management: Top management must be involved in the development of the curriculum, the selection of attendees, and in the presentation of the program. Executive support is critical for the success and long-term relevance of any management or leadership development program.

- Content is King. Blended learning should rule the day: To be effective, the curriculum that makes up your management development program must be as audience-specific as possible. This means providing learning content that is not only relevant to the workplace and engaging, but also appropriate for the knowledge and experience levels of the participants.

- Don’t underestimate the importance of financial acumen: Having a firm grasp of the economic and business models and financial metrics used within the organisation is critical to long-term success because it directly impacts just about every high-level decision. Financial acumen should be a core competency your training program works to develop.

- Integrate feedback, development planning and coaching: 360-degree survey tools provide feedback enabling leaders to realise strengths and areas for development based on their own and other’s perceptions. Gathering feedback from participants’ direct supervisors, direct reports and peers can easily be facilitated online with comprehensive feedback reports. Feedback should be delivered in tandem with opportunities for one-on-one coaching and mentoring. In addition, participants should be expected to develop individual development plans that address needed competencies. The individual development plan then becomes the blueprint for the participant’s ongoing management development efforts.
Leverage “action learning” as part of the process: Action learning is an approach whereby participants learn by addressing real-life issues that are impacting their company. The format is built around groups of colleagues working on a project or problem together with the goal of accomplishing a work-related initiative.

Adjust, adapt and improve over time: The first version of any comprehensive leadership or management training program is unlikely to be perfect. It is important to continually modify the program based on the feedback received not only from the participants, but from their managers as well. By continually improving the program, it will meet the needs of the organisation, even as the organisation changes.

Measure and Track outcomes: While each organisation determines the level and extent to which the results of a leadership development program are measured, a variety of tools can be used to determine the impact of the program:
- Skill improvements as measured by pre- and post assessments.
- Changes in perceived skills as measured by feedback tools over time.
- The number of participants retained and promoted over time.

However you decide to evaluate the outcomes of your development efforts, the measurements should be established prior to the start of the program. Such measures will allow you to make appropriate adjustments to future programs and assist in demonstrating the impact of the effort on strategic objectives.
Summary

- Management Development is best described as the process from which managers learn and improve their skills not only to benefit themselves but also their employing organisations.
- Building the skills of managers through management development options is critical to the effective functioning of your organisation.
- Internal management development has advantages over external seminars and classes.
- The selection of individuals for a management development program is made on the basis of the kind of background they possess.
- By the results of the performance appraisals that indicate the strengths and weaknesses of each of the executives the activity of planning of individual development program can be performed.
- The HR department has to identify the existing levels of skills, knowledge etc of various executives and compare them with their respective job requirements.
- Program evaluation will cover the areas where changes need to be undertaken so that the participants would find the same relevant and useful or enriching their knowledge and experience in future.
- Problem-solving often involves decision-making, and decision-making is especially important for management and leadership.
- The main job of manager is to make both strategic and routine decisions;
- The Indian economy is composed of three important organs: government, public sector and private sector.
- Training programmes for workers, supervisors and junior executives are organised in-house.
- For the middle level personnel the programmes are arranged in house with a mix of internal and external faculty.
- For senior and top level personnel, slots are provided for training in external institutions and abroad.
- There is an urgent need to develop technical and managerial skills and bring about attitudinal changes in the work behaviour of the executives.
- The Department of Public Enterprises is the nodal agency for central public enterprises.
- Management training given by employers in the form of courses and, more recently, through e-learning.
- Management training provided through a wide range of professional bodies as part of accreditation and continuing professional development.
- The evaluation of the effects of the training programmes is an attempt to obtain feedback on the effects of the training programme and to assess the value of the training in the light of this feedback.

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Recommended Reading

Self Assessment

1. In organisational development (OD), the ___________ of management is recognised as one of the determinants of organisational success.
   a. training
   b. effectiveness
   c. practices
   d. development

2. ___________ management development reinforces the organisation’s culture and addresses the norms and expectations of the manager’s workplace.
   a. Senior
   b. Middle level
   c. External
   d. Internal

3. Which process begins paying for itself very rapidly?
   a. Management development
   b. Training
   c. Process development
   d. Employee training

4. Executive development programs consume a lot of time, ________ and effort.
   a. money
   b. knowledge
   c. surveys
   d. interviews

5. Which of the following statements is false?
   a. In-basket technique focuses on building decision making skills.
   b. In-basket technique focuses on development of communication and interpersonal skills.
   c. In-basket technique focuses on development of technical knowledge.
   d. In-basket technique focuses on development of strategic knowledge.

6. ___________ development is an investment in human capital to enhance intrapersonal competence for selected individuals.
   a. Process
   b. Management
   c. Leader
   d. Product

7. For the middle level personnel the programmes are arranged ________.
   a. in house
   b. in abroad
   c. external institutions
   d. in department
8. The ________ sector banks form the lifeline of the financial system in the country.
   a. private
   b. government
   c. public
   d. international

9. What does DPE stand for?
   a. Department of Private Enterprises
   b. Department of Public Enterprises
   c. Department of People’s Enterprise
   d. Department of Programme Enterprise

10. ________ activities and development project lead to frequent human interference with the balance of nature
   a. Training
   b. Economic
   c. Political
   d. Environmental
Chapter VI
Training Evaluation

Aim

The aim of this chapter is to:

- explain the concept of training evaluation
- elucidate the evaluation designs
- explore the purpose of evaluation

Objective

The objectives of this chapter are to:

- define post-training evaluation
- explicate management briefing and management de-briefing
- enlist evaluation model and approaches

Learning outcome

At the end of the chapter, you will be able to:

- understand the features of evaluation models
- identify the various types of evaluation
- describe the concept of programme evaluation
6.1 Introduction
Training is an investment whose results are not evident immediately. So, the justification of all training programmes can be made only when they are critically evaluated in terms of the advantages that an organisation gets in comparison to the investment made. While the investments can be measured in terms of money, the advantages can be both monetary as well as non-monetary. Being an activity, which involves a great degree of human factor, the evaluation to training has always been difficult. Generally, trainers have not liked the idea of other people auditing what they do. They have not been very happy with the evaluation techniques that have been applied.

![The training cycle](Source: www.ddegjust.ac.in/studymaterial/mba/obh-412.pdf)

The lack of effective evaluation can be seen as responsible for keeping training in a subordinate, non-strategic role within many organisations. Most aspects of business come under the scrutiny of the top management from time to time. They have been interested in looking at costs in relation to benefits delivered by marketing, finance, research and operation divisions. They have largely been unable to do so in relation to training.

There has been a lack of management information, which has contributed to a lack of belief in the ability of the training function to contribute at a strategic level into business as a whole. All managers and trainers have always been curious to know the benefits of training. They have been seeking to devise various systems of measurement, which can assist in the assessment of the benefits.

Before looking at various techniques of training evaluation, it is important to look upon evaluation as an integral part of the training cycle, as shown in Fig. 6.1. Evaluation may appear to be the final phase of the training cycle, but due consideration should be given to it in each stage. It is also important to build it in as a phase on its own in order to evaluate the total process.

6.2 Evaluation Models and Approaches
The following models and approaches are frequently mentioned in the evaluation literature.

1. Behavioural Objectives Approach: This approach focuses on the degree to which the objectives of a program, product, or process have been achieved. The major question guiding this kind of evaluation is, “Is the program, product, or process achieving its objectives?”
6.2.1 The Four-Level Model

This approach is most often used to evaluate training and development programs. It focuses on four levels of training outcomes:

- **Reaction:** A measure of satisfaction (what the trainees/fellows thought and felt about the training); evaluation here focuses on the reaction of individuals to the training or other improvement intervention.
- **Learning:** A measure of learning (the resulting increase in knowledge or capability); evaluation here assesses what has been learned as measured with end of course tests.
- **Behaviour:** A measure of behaviour change (extent of behaviour and capability improvement and implementation/application); evaluation here measures the transfer of what has been learned back to the workplace.
- **Results:** A measure of results (the effects on the institutional environment resulting from the fellows’ performance); evaluation here measures (at least tries to) the impact of the training on overall organisational results (in the private sector on business results).

6.2.2 Hamblin’s 5 levels

Hamblin was one of the first to modify Kirkpatrick’s model. The first three levels in his model correspond closely to Kirkpatrick’s model. However, the final level is split into two: organisation and ultimate value. The five level models are therefore:

- **Level 1:** Reactions
- **Level 2:** Learning
- **Level 3:** Job behaviour
- **Level 4:** Organisation – the effects on the organisation, from participant’s job to performance change
- **Level 5:** Ultimate value – the financial effects, both on the organisation and the economy

6.2.3 Guskey’s Critical Levels

Thomas Guskey (2002) has also elaborated Kirkpatrick’s 4 levels into 5: This levels may be of relevance as he had “students” and educational environments in mind:

- **Level 1:** Participant reaction. Purpose: To gauge the participants’ reactions about information and basic human needs. Technique: Usually questionnaire; Key questions: Was your time well spent? Was the presenter knowledgeable?
- **Level 2:** Participant learning. Purpose: Examine participants’ level of attained learning. Technique: Test, simulation, personal reflection, full-scale demonstration. Key question: Did participants learn what was intended?
- **Level 3:** Organisational support and learning. Purpose: Analyse organisational support for skills gained in staff development. Technique: Minutes of district meetings, questionnaires, structured interviews or unobtrusive observations; key questions: Were problems addressed quickly and efficiently? Were sufficient resources made available, including time for reflection?
- **Level 4:** Participant use of new knowledge and skills. Purpose: Determine whether participants are using what they learned and using it well. Technique: Questionnaires, structured interviews, oral or written personal reflections, examination of journals or portfolio, or direct observation. Key question: Are participants implementing their skills and to what degree?
- **Level 5:** Student learning outcomes. Purpose: Analyse the correlating student learning objectives; Technique: Classroom grades, tests, direct observation; key question: did student show improvement in academic, behaviour or other areas?
6.2.4 Industrial Society Stages
The Industrial Society (now the Work Foundation) developed a six stage circular model which starts with a planning phase. The stages are:

- Stage 1: Identify the business need
- Stage 2: Define the development objectives
- Stage 3: Design the learning process
- Stage 4: Experience the learning process
- Stage 5: Use and reinforce the learning
- Stage 6: Judge the benefits to the organisation (quality measures, customer satisfaction and financial benefits provide the main measures at this level)

The Industrial Society differentiated between stages 3 and 4 which aim to validate the training, and stages 5 and 6 which aim to evaluate it. True evaluation needs to take place long before and after training has taken place and the process of identifying the business need is an essential component of the evaluation model.

6.2.5 Kearns and Miller KPMT Model
The four-stage KPMT model starts at the beginning of the training cycle by identifying the business need rather than the training need. The emphasis is on clarifying objectives from a business perspective rather than that of the trainees. Despite this, the evaluation levels look very similar to Kirkpatrick’s:

- Reaction to training and development
- Learning
- Transfer to the workplace/behaviour
- Bottom line added value, measured in relation to the base level measures taken

Where Kearns and Miller differ from some of the other models is in their belief that return on investment can only be looked at in hard terms. They state that if a business objective cannot be cited as a basis for designing training and development, then no training and development should be offered.

Responsive evaluation
This approach calls for evaluators to be responsive to the information needs of various audiences or stakeholders. The major question guiding this kind of evaluation is, “What does the program look like to different people?”

Goal-Free evaluation
This approach focuses on the actual outcomes rather than the intended outcomes of a program. Thus, the evaluator has minimal contact with the program managers and staff and is unaware of the program’s stated goals and objectives. The major question addressed in this kind of evaluation is, “What are all the effects of the program, including any side effects?”

Adversary/Judicial approaches
These approaches adapt the legal paradigm to program evaluation. Thus, two teams of evaluators representing two views of the program’s effects argue their cases based on the evidence (data) collected. Then, a judge or a panel of judges decides which side has made a better case and makes a ruling. The question this type of evaluation addresses is, “What are the arguments for and against the program?”

Consumer-Oriented approaches
The emphasis of this approach is to help consumers choose among competing programs or products. Consumer Reports provides an example of this type of evaluation. The major question addressed by this evaluation is, “Would an educated consumer choose this program or product?”
Expertise/Accreditation approaches
The accreditation model relies on expert opinion to determine the quality of programs. The purpose is to provide professional judgments of quality. The question addressed in this kind of evaluation is, “How would professionals rate this program?”

Utilisation-Focused evaluation
According to Patton (1997), “utilisation focused program evaluation is evaluation done for and with specific, intended primary users for specific, intended uses”. As such, it assumes that stakeholders will have a high degree of involvement in many, if not all, phases of the evaluation. The major question being addressed is, “What are the information needs of stakeholders, and how will they use the findings?”

Participatory/Collaborative evaluation
The emphasis of participatory/collaborative forms of evaluation is engaging stakeholders in the evaluation process, so they may better understand evaluation and the program being evaluated and ultimately use the evaluation findings for decision-making purposes. As with utilisation-focused evaluation, the major focusing question is, “What are the information needs of those closest to the program?”

Empowerment evaluation
This approach, as defined by Fetterman, is the “use of evaluation concepts, techniques, and findings to foster improvement and self-determination”. The major question characterising this approach is, “What are the information needs to foster improvement and self-determination?”

Organisational learning
Some evaluators envision evaluation as a catalyst for learning in the workplace. Thus, evaluation can be viewed as a social activity in which evaluation issues are constructed by and acted on by organisation members. This approach views evaluation as ongoing and integrated into all work practices. The major question in this case is, “What are the information and learning needs of individuals, teams, and the organisation in general?”

Theory-Driven evaluation
This approach to evaluation focuses on theoretical rather than methodological issues. The basic idea is to use the “program's rationale or theory as the basis of an evaluation to understand the program’s development and impact”. By developing a plausible model of how the program is supposed to work, the evaluator can consider social science theories related to the program as well as program resources, activities, processes, and outcomes and assumptions. The major focusing questions here are, “How is the program supposed to work? What are the assumptions underlying the program’s development and implementation?”

Success case method
This approach to evaluation focuses on the practicalities of defining successful outcomes and success cases and uses some of the processes from theory-driven evaluation to determine the linkages, which may take the form of a logic model, an impact model, or a results map. Evaluators using this approach gather stories within the organisation to determine what is happening and what is being achieved. The major question this approach asks is, “What is really happening?”

6.3 Evaluation Designs
Evaluation designs that collect quantitative data fall into three categories:

- Pre-experimental
- Quasi-experimental: The quasi-legal approach is infrequently practiced, but is uses an actual court-of inquiry format to present evidence, take testimonials, and evaluate an intervention or product.
- True experimental designs
The following are brief descriptions of the most commonly used evaluation (and research) designs:

- **One-Shot design:** In using this design, the evaluator gathers data following an intervention or program. For example, a survey of participants might be administered after they complete a workshop.

- **Retrospective pre-test:** As with the one-shot design, the evaluator collects data at one time but asks for recall of behaviour or conditions prior to, as well as after, the intervention or program.

- **One-group pre-test-post-test design:** The evaluator gathers data prior to and following the intervention or program being evaluated.

- **Time series design:** The evaluator gathers data prior to, during, and after the implementation of an intervention or program.

- **Pre-test-post-test control-group design:** The evaluator gathers data on two separate groups prior to and following an intervention or program. One group typically called the experimental or treatment group, receives the intervention. The other group, called the control group, does not receive the intervention.

- **Post-test-only control-group design:** The evaluator collects data from two separate groups following an intervention or program. One group typically called the experimental or treatment group, receives the intervention or program, while the other group, typically called the control group, and does not receive the intervention. Data are collected from both of these groups only after the intervention.

- **Case study design:** When evaluations are conducted for the purpose of understanding the program’s context, participants’ perspectives, the inner dynamics of situations, and questions related to participants’ experiences, and where generalisation is not a goal, a case study design, with an emphasis on the collection of qualitative data, might be most appropriate. Case studies involve in-depth descriptive data collection and analysis of individuals, groups, systems, processes, or organisations. In particular, the case study design is most useful when you want to answer how and why questions and when there is a need to understand the particulars, uniqueness, and diversity of the case.

### 6.4 Training Evaluation Techniques

The commonly used training evaluation techniques are:

#### 6.4.1 Post-Course Assessments

Post-course assessments are often conducted immediately after the end of a training programme and are the most frequently used method for evaluating a training programme. This evaluation is based on the fact that if the training has been effective and has been delivered in and acceptable manner, the trainees shall respond positively. However, it has been observed by some researchers that the positive response of the trainees is not so much because of the effectiveness of the learning process, but because of their enjoyment of it.

Hence, the trainers should not place too much emphasis on individual comments taken from a post-course assessment. However, complete analysis of a set of assessment forms can provide useful insights into those parts of the programme, which the trainees believe to have been the most effective. Despite this limitation, the views and opinions of the trainees should not be discarded lightly, particularly if a consistent view is expressed by a range of people.

This method can be especially useful in assisting the trainer to evaluate and assess the effectiveness of particular instructors or presenters, especially if evidence about similar sessions or courses being presented by other people is available. It may well be that one of the most useful benefits of a post-course assessment is in assisting the trainer to assess the skill of the instructor.

#### 6.4.2 Pre- and Post-Course Tests

An ideal way of measuring learning is to measure it before (i.e. at the start of a programme) and then to measure the same set of knowledge when it is over. It is often helpful in deciding what needs to be built on, particularly when teaching a specific skill. The gains made by training are quite visible by such an evaluation. However, the problem is that reliable techniques for pre and post evaluation might not be available.
6.4.3 Management Briefing

In this technique, the trainer moves out of the area within his own responsibility and becomes much more reliant on the trainee’s line manager. Ideally, training should always be the responsibility of the line manager, but in actual practice, they are reluctant to accept this as part of their responsibility. They prefer to pass it on to the trainer. Management briefing can be a useful way of involving line managers, as well as assisting the trainer in the evaluation process. The commonest way of conducting a management briefing is for the trainer to provide the manager with a detailed set of objectives and an outline of the content of a particular programme. The manager then discusses this with the trainee, and together they work out some personal and specific objectives which may be related to the trainee’s knowledge, skill or attitude. The trainee who attends a programme having been fully briefed by the manager and who is fully committed to achieving personal objectives will be well prepared for the learning process.

6.4.4 Management De-Briefing

This method of evaluation also requires the complete commitment of line managers. They should review the learning process with the trainee after the programme. However, it is important to note that it is but the application of the learning within that the job the trainee is expected to do have to be evaluated and not merely the learning process itself. A fundamental problem, identified by the vast majority of people who attend training programmes, is that there is little or no opportunity for them to apply the learning gained when they return to an inevitably busy work situation. Management debriefing can overcome this problem, not only by reviewing the learning, but also by assisting the trainee to understand how to apply it in the work situation.

6.4.5 Questionnaires

Questionnaire is a very useful instrument to gather information about the effectiveness of training. Any systematic training evaluation must involve the Training Department in following up, at various intervals, people who have attended specific programmes. If the objective is to assess retention and application, the questionnaire should be designed primarily to assess the level of skill or knowledge which the trainee has retained during the period following the training – after three, six or twelve months, whichever period the trainer deems to be appropriate. Trainees should be encouraged to answer honestly and openly without reference to notes or handouts.

A second but no less important use of questionnaires is to identify how and how well the learning has been applied. A trainer might seek answers to the following questions:

- What benefits have trainees gained and what opportunities do they now have for increasing their learning?
- Considerable benefit can also of course be obtained from negative responses. The trainer would want to know what learning has not been applied and why:
  - is it because the learning has not been relevant?
  - is it because the timing was not opportune?

On the basis of such responses, the trainer can assess whether or not the training being delivered is relevant and applicable to the particular circumstances which need to be evaluated. Questionnaires allow the flexibility of covering up a large number of responses. The respondent might feel free to respond on a questionnaire than a face to face dialogue.

6.4.6 Training Appraisals

An essential part of any training appraisal system should be to assess the effectiveness of training delivered during the previous period, and also to assess training needs in relation to future objectives. The application of training effectiveness for the previous period can be assessed by a few simple questions. This applies whether training has been carried out on formal programmes, by the process of self-development or by learning on the job. Because the immediate supervisor of the trainee usually conducts the appraisal, it should be possible for the two people working together to assess the applicability of the training needs of the trainee. This method provides a very effective feedback, both in terms of evaluation and in terms of the value of the training, which has been delivered.
6.4.7 Training for Promotion

One of the major objectives of any training is to train the prospective managers after promotion. A manager has to perform newer roles after being promoted to a higher position. Leaders’ role might be quite difficult for some. The degree of effectiveness of a manager after promotion can be an indicator of an effective training. The value of this method depends partly on who is responsible for promotion procedures within an organisation. If they are the one-off responsibility of departmental line managers, for example, it may be less valuable. Decisions maybe dismissed as particular idiosyncrasies of the manager.

On the other hand if promotion procedures are well considered and involve some objective form of assessment, the training experience of individuals who are promoted is likely to have some relevance to an evaluation of training procedures. Trainers should track and monitor the career progress of trainees, relating their promotion back to course performance. If people who attend programmes are not coming through in terms of promotion some serious questions must be asked about the value of the training being given.

If, on the other hand, those having undergone training are promoted on a regular basis, the trainer will get a better response to training. This method also assists the trainer in assessing whether the training is genuinely associated with, and related to, business needs. In a company with well-considered promotion procedures, only those people who are capable of meeting business needs are likely to be promoted.

6.4.8 Assessment/Development Centres

Many companies now run centres designed to assess employees’ potential, also called as assessment centres. The practice to provide people with an opportunity to assess their own development needs along with skilled assessors’ development centres is also becoming popular. Both these exercises provide a lot of useful information to the trainer, which can be of relevance to the processes of evaluation. In assessment centres, the potential identified frequently relates back to previous training experience and assists the trainer in evaluating how effective previous training programmes have been.

Development centres enable the trainer to find out whether the identified training needs of individuals are being met or not. Trainers cannot say it with proof that they are responding to the direct and individually identified needs of a group of trainees. Evidence which emerges from development centre work, however, provides an ideal basis on which to build evaluation programmes designed to test the effectiveness of training delivered against a check list of specifically identified needs assuming that other techniques of evaluation are applied to the training given.

6.4.9 Repertory Grids

Grid analysis helps trainers assess performance on two dimensions simultaneously. Usually, the trainer is concerned over assessing performance both in relation to the skill level and the motivational level. Many people who have the necessary degree of skill to do a job effectively lack the motivation, and vice versa. Grid analysis assists the trainer to evaluate both factors and to plot them on a grid. Working with line managers, this type of approach enables the trainer to assess real training requirements and also to follow up the delivery of the training once it has been completed.

6.4.10 Surveys

Many organisations conduct a lot market research into customer attitudes. Even surveys into employee attitudes and communications audits are a common management experience. Such information provides a useful base on which to assess current performance and to build future performance. On similar lines, surveys are being conducted to the find out the organisations’ training needs and they apply with equal force to the evaluation of training delivery. A full-scale or even a shorter, more qualitative survey can be carried out effectively in most of organisations.

Sometimes the information the trainer is seeking may be of a more confidential nature. Then, it may be necessary either to employ he services of an external consultant or to allow people to respond anonymously. Questionnaires can also be used to find out how people perceive the benefits from training experiences in the past and also to identify what they believe would be the most valuable training experience for them in the future. This method of survey is often most effective if it is followed up by shorter qualitative interviews based on the initial findings.
6.4.11 Trainer Interviews
Interviewing the former trainees provides useful insights into their experiences with training. Structured interviews are more effective, with each interviewee being asked the same set of questions. This allows effective analysis of response, and also helps in keeping the interview on track. Interviewing is time consuming and needs a lot of resources. So, a proper assessment of the costs and benefits must be done before using them as an assessment tool.

The greatest benefit of interview-based evaluation is that the trainer can gain a great deal of information through a mixture of closed and open questions designed to probe in detail the trainee’s responses. Such an approach can cover knowledge, skill, and attitude assessment, both in the initial and latter phases of evaluation. If this approach is linked with a more quantitative approach, as outlined earlier, it can provide trainers with a good feel for the effectiveness of the programmes they have been responsible for delivering.

6.4.12 Trainer-Observed Behaviour
This evaluation method is most valuable in relation to action-based learning, including role-plays and simulations. The trainer can observe how behaviour has changed as a result of learning and feedback, and can reinforce this with additional feedback to the trainee after a particular exercise or experience. It should be noted that feedback is an essential part of this type of evaluation, and the trainers cannot expect sound behaviour they observe to be repeated unless they provide some kind of positive reinforcement. Putting the learnt behaviour into practice can contribute to the success of such a training programme.

6.4.13 Participant Observation
Observation is a good method of any evaluation programme. As with trainer observation, trainees learn a great deal from their colleagues who can observe and give opinions, particularly about the behaviour identified with the training. However, an objective feedback is an essential aspect of such an exercise. Observation is most effective where the trainer or participant is concerned with immediate evaluation of the learning, and has less application to the long-term benefits of training.

6.4.14 Records of Performance
Many organisations keep a record of the performance, either through detailed appraisal systems or through the use of effective personnel reports. In such a situation, it is possible to use them to identify training needs and or to evaluate the training delivered. Working closely with the line manager, the trainer needs to identify through performance records how effective an individual employee has been in relation to the training received. As with all methods of evaluation, the relevant performance records only can provide a real measure of training effectiveness.

If, the trainers can identify those people who have been most successful after the training, they can assume it to be a clear indication of training effectiveness. It is also possible for the trainer in this situation to identify those people with low performance levels who perhaps pave not received the same training experiences as the others. Again, this can provide evidence of training need, as well as a measure of the effectiveness of training within that department.

6.4.15 Action Plan Follow-Up
It is a common practice that after most training experiences, trainers usually asks the participants to complete an action plan. However, these action plans (which can be in the form of projects, etc.) are not referred by the trainee or the trainer. If used judiciously, such plans can be used effectively as a means of evaluating the training effectiveness. It requires a joint effort by the line manager and the trainers who can follow up by interviews, a survey, or just a brief letter to all participants to assess whether or not the action plans so ‘enthusiastically’ made on the final morning of the course have now been implemented – and if not, why not. What, in other words, have been the barriers to implementation? If this method of follow-up is to be effective, trainers must develop close relationships with line managers and must be seen to have a genuine desire to assist and evaluate rather than to forcibly impose their own solution which, in any event, are unlikely to be as effective as if they had been undertaken willingly.
6.5 Types of Evaluation

The most basic difference is between what is known as the formative and the summative types of evaluation. In more recent years the concepts of confirmative and meta evaluation have received much attention as well.

Formative evaluations strengthen or improve the object being evaluated – they help form it by examining the delivery of the programme or technology, the quality of its implementation, and the assessment of the organisational context, personnel, procedures, inputs, and so on. Summative evaluations, in contrast, examine the effects or outcomes of some object – they summarise it by describing what happens subsequent to delivery of the programme or technology; assessing whether the object can be said to have caused the outcome; determining the overall impact of the causal factor beyond only the immediate target outcomes; and, estimating the relative costs associated with the object.

6.5.1 Formative
Formative evaluation includes several evaluation types:

- Needs assessment determines who needs the programme, how great the need is, and what might work to meet the need
- Evaluability assessment determines whether an evaluation is feasible and how stakeholders can help shape its usefulness
- Structured conceptualisation helps stakeholders define the programme or technology, the target population, and the possible outcomes
- Implementation evaluation monitors the fidelity of the programme or technology delivery
- Process evaluation investigates the process of delivering the programme or technology, including alternative delivery procedures.

6.5.2 Summative
Summative evaluation can also be subdivided:

- Outcome evaluations investigate whether the programme or technology caused demonstrable effects on specifically defined target outcomes
- Impact evaluation is broader and assesses the overall or net effects – intended or unintended – of the programme or technology as a whole
- Cost-effectiveness and cost-benefit analysis address questions of efficiency by standardising outcomes in terms of their dollar costs and values
- Secondary analysis re-examines existing data to address new questions or use methods not previously employed
- Meta-analysis integrates the outcome estimates from multiple studies to arrive at an overall or summary judgement on an evaluation question.

Full-scope evaluation integrates four types of programme evaluation – formative, summative, confirmative and meta into the training programme evaluation plan. Working together, the four types of evaluation help to determine the value of a long-term training programme and develop the business case or rationale for maintaining, changing, discarding, or replacing the programme. Full-scope evaluation introduces the concepts of the confirmative and the meta type of evaluation. These concepts may not be of priority interest to other than evaluation practitioners but deserve at least the brief mention below.

6.5.3 Confirmative
Confirmative evaluation goes beyond formative and summative evaluation; it moves traditional evaluation a step closer to full-scope evaluation. During confirmative evaluation, the evaluation and training practitioner collects, analyses, and interprets data related to behaviour, accomplishment, and results in order to determine the continuing competence of learners or the continuing effectiveness of instructional materials and to verify the continuous quality improvement of education and training programmes.
While formative and summative evaluations comprise two initial levels, confirmative evaluation assesses the transfer of learning to the “real world”:

- Level one: Evaluate programmes while they are still in draft form, focusing on the needs of the learners and the developers;
- Level two: Continue to monitor programmes after they are fully implemented, focusing on the needs of the learners and the programme objectives;
- Level three: Assess the transfer of learning to the real world.

Even level four of Kirkpatrick’s four levels of evaluation is confirmative evaluation by another name. Level four measures the results of training in terms of change in participant behaviour and tangible results that pay more than the cost of training.

6.5.4 Meta

Formative, summative, and confirmative evaluation are all fodder for meta evaluation. Meta evaluation is all about evaluating the evaluation. The evaluator literally zooms in on how the evaluation was conducted. The purpose of meta evaluation is to validate the evaluation inputs, process, outputs, and outcomes. It serves as a learning process for the evaluator and makes the evaluators accountable.

There are two types of meta evaluation: type one and type two. Type one meta evaluation is conducted concurrently with the evaluation process. It is literally a formative evaluation of evaluation. Type two meta evaluation is the more common approach. It is conducted after formative, summative, and at least one cycle of confirmative evaluation is completed. Some evaluation specialists have also defined the several types of evaluation more thematically, as below.

6.5.5 Goal-based

Goal-based evaluations are evaluating the extent to which programmes are meeting predetermined goals or objectives. Questions to ask when designing an evaluation to see if the goals have been reached include:

- How the programme goals (and objectives, if applicable) were established?
- Was the process effective?
- What is the status of the programme’s progress toward achieving the goals?
- Will the goals be achieved according to the timelines specified in the programme implementation or operations plan? If not, then why?
- Do personnel have adequate resources (money, equipment, facilities, training, etc.) to achieve the goals?

6.5.6 Process-based

Process-based evaluations are geared to fully understanding how a programme works – how does it produce that results that it does. These evaluations are useful if programmes are long-standing and have changed over the years, employees or customers report a large number of complaints about the programme, there appear to be large inefficiencies in delivering programme services and they are also useful for accurately portraying to outside parties how a programme operates.

There are numerous questions that might be addressed in a process evaluation. These questions can be selected by carefully considering what is important to know about the programme. Examples of questions include:

- On what basis do employees and/or the customers decide that products or services are needed?
- What is required of employees in order to deliver the product or services?
- How are employees trained about how to deliver the product or services?
- How do customers or clients come into the programme?
- What is required of customers or client?
6.5.7 Outcomes-based Evaluation

Evaluation with an outcomes focus is increasingly important for nonprofits and asked for by funders. An outcomes-based evaluation tries to ascertain if the organisation is really doing the right programme activities to bring about the outcomes it believes to be needed by its clients. Outcomes are benefits to clients from participation in the programme. Outcomes are usually in terms of enhanced learning (knowledge, perceptions/attitudes or skills) or conditions, e.g. increased literacy, self-reliance, etc. Outcomes are often confused with programme outputs or units of services, e.g. the number of clients who went through a programme.

6.5.8 Programme Evaluation

Programme evaluation is carefully collecting information about a programme or some aspect of a programme to make necessary decisions about it. Programme evaluation can include any or a variety of at least 35 different types of evaluation (according to Patton, others have identified even more). The type and model of evaluation one undertakes to improve one’s programmes depends on what one wants to learn about the programme. One should worry less about what type/model of evaluation one needs and worry more about what one needs to know to make the programme decisions one needs to make, and worry also about how one can accurately collect and understand that information. Patton notes that among the key questions to consider when designing a programme evaluation the following are of priority:

- For what purposes of the evaluation being done, i.e. what do you want to be able to decide as a result of the evaluation?
- Who are the audiences for the information from the evaluation, e.g. customers, bankers, funders, board, management, staff, customers, clients, etc.
- What kinds of information are needed to make the decision you need to make and/or enlighten your intended audiences, e.g. information to really understand the process of the product or programme (its inputs, activities and outputs), the customers or clients who experience the product or programme, strengths and weaknesses of the product or programme, benefits to customers or clients (outcomes), how the product or programme failed and why, etc.?
- From what sources should the information be collected, e.g. employees, customers, clients, groups of customers, or clients and employees together, etc.?
- How can that information be collected in a reasonable fashion, e.g. questionnaires, interviews, examining documentation, observing customers or employees, conducting focus groups among customers or employees, etc.?
- When is the information needed (so, by when must it be collected)?
- What resources are available to collect the information?

6.6 Purpose of Evaluation

Evaluation is an instrument that predominates in the national and international public sectors as a means to ensure substantive (rather than financial) accountability of the investments made, and as a basis for learning to improve the relevance and quality of future actions.

Within the specific context of the UN, evaluation helps to ensure the accountability of the various UN bodies, their managers and staff, to the General Assembly (GA) and/or their respective Governing Bodies, as well as to national stakeholders (particularly national governments). At the same time, it supports reflection and learning by the Member States, Governing Bodies, management and staff, as well as national stakeholders, on the relevance, effectiveness, efficiency, impact and sustainability of UN activities, so as to be able to improve on them.

Evaluation serves this dual purpose through the provision of reliable and credible evaluative evidence, analyses and information to Member States, the Secretary-General, programme managers, staff, and national stakeholders, on the activities of the UN system and their impact. These evaluation outputs are provided in the form of evaluation reports, briefings, various information exchanges and other evaluation products; including the act of conducting or participating in the evaluation itself. In order to be of use, they have to be provided in a timely manner, in relation to the different organisations’ programme planning, budgeting, implementation and reporting cycles. Because
evaluation has to simultaneously support both accountability and learning at different levels of governance, oversight, management, and operations, the conduct of evaluation has to be carried out at these different levels within each organisation. Typically, in large, complex organisations with decentralised, global operations, evaluation is divided between centralised and decentralised functions. Due to the fragmented nature of governance in the UN, with various subsidiary organs and independent boards responsible for the various funds, programmes and specialised agencies, there is no single centre for the production or consumption of evaluation.

6.7 Post Training Evaluation

Training is a human phenomenon. So, there is a large variation in its results. The results of training can show themselves in both long-run as well as short-run. There can be varying effect of training on the trainees. So, post-training becomes a very tedious exercise for the trainers. Any mistake can lead to wrongful conclusions and even hamper the training process in future.

In general terms, post-training evaluation can be understood in terms of three distinct phases:

- **Immediate effect of training:** This relates to changes in knowledge, skill or behaviour immediately after a training experience. Such an evaluation attempts to assess whether or not training has been effective in communicating the message. Immediate evaluation helps in answering the following questions:
  - Do the trainees understand what is now required of them?
  - Have they acquired the necessary behavioural skills to be able to implement the learning?

- **Intermediate:** This phase of evaluation is conducted after some time period has elapsed after the training. During this period, the trainees would have put the skills learnt during training into practice. This evaluation shows whether the knowledge, skill and behaviour, which have been learned during the training, is being put into use on the job. In other words, the evaluation seeks to find whether the change in behaviour, skills and attitude as a result of the training can be identified.

- **Long term:** This refers to the long-term effectiveness of the training on an individual, the unit and/or even the organisation. This evaluation is determines the value of the training delivered and assesses:
  - The effectiveness of the training towards achievement of the training objectives.
  - The effectiveness of the learning process - in other words, whether the trainees have learned what was set out to teach them.
  - Whether the learning has been applied into practice or not.
  - Whether the applied learning has brought about the changes required in relation to attitudes, skill or behaviour.
Summary

- The investments in training can be measured in terms of money, the advantages can be both monetary as well as non-monetary.
- The lack of effective evaluation can be seen as responsible for keeping training in a subordinate, non-strategic role within many organisations.
- Behavioural objectives approach focuses on the degree to which the objectives of a program, product, or process have been achieved.
- The four levels of training outcomes: reactions, learning, behaviour, and results.
- Industrial Society needs to take place long before and after training has taken place and the process of identifying the business need is an essential component of the evaluation model.
- If a business objective cannot be cited as a basis for designing training and development, then no training and development should be offered.
- Goal free approach focuses on the actual outcomes rather than the intended outcomes of a program.
- The emphasis of participatory/collaborative forms of evaluation is engaging stakeholders in the evaluation process.
- Evaluation can be viewed as a social activity in which evaluation issues are constructed by and acted on by organisation members.
- The quasi-legal approach is infrequently practiced, but is uses an actual court-of inquiry format to present evidence, take testimonials, and evaluate an intervention or product.
- The experimental or treatment group, receives the intervention or program, while the other group, typically called the control group, and does not receive the intervention.
- Case studies involve in-depth descriptive data collection and analysis of individuals, groups, systems, processes, or organisations.
- Post-course assessments are often conducted immediately after the end of a training programme and are the most frequently used method for evaluating a training programme.
- Management briefing can be a useful way of involving line managers, as well as assisting the trainer in the evaluation process.
- The application of the learning within that the job the trainee is expected to do have to be evaluated and not merely the learning process itself.
- The questionnaire should be designed primarily to assess the level of skill or knowledge which the trainee has retained during the period following the training.
- Questionnaires allow the flexibility of covering up a large number of responses.
- An essential part of any training appraisal system should be to assess the effectiveness of training delivered during the previous period, and also to assess training needs in relation to future objectives.
- The degree of effectiveness of a manager after promotion can be an indicator of an effective training.

References


**Recommended Reading**


Self Assessment

1. _______ evaluation is conducted after some time period has elapsed after the training.
   a. Long term
   b. Intermediate
   c. Temporary
   d. Short term

2. Who proposed the Four-Level Model?
   a. Hamblin
   b. Guskey
   c. Kearns and Miller
   d. Kirkpatrick

3. Match the following

| Consumer oriented approaches | A. Relies on expert opinion to determine the quality of programs |
| Utilisation-focused evaluation | B. Calls for evaluators to be responsive to the information needs of various audience or stakeholders |
| Expertise approaches | C. Help consumers choose among competing programs or products |
| Responsive evaluation | D. Done for and with specific, intended primary users for specific intended uses |

   a. 1-B, 2-C, 3-A, 4-D
   b. 1-C, 2-D, 3-A, 4-B
   c. 1-D, 2-A, 3-C, 4-B
   d. 1-C, 2-D, 3-A, 4-B

4. In _______ the evaluator gathers data following an intervention or program.
   a. One-shot design
   b. Retrospective pre-test
   c. Time series design
   d. Case study design

5. _______ method of evaluation also requires the complete commitment of line managers.
   a. Management briefing
   b. Management De-briefing
   c. Pre and Post-course tests
   d. Post course assessment

6. _______ allow the flexibility of covering up a large number of responses.
   a. Training appraisals
   b. Training for promotion
   c. Development centres
   d. Questionnaires
7. ________ interviews are more effective, with each interviewee being asked the same set of questions.
   a. Unstructured
   b. Scheduled
   c. Trainers
   d. Structured

8. ________ is a good method of any evaluation programme.
   a. Records of performance
   b. Action Plan follow up
   c. Participation observation
   d. Trainer observed behaviour

9. Which of the following statements is false?
   a. Formative evaluations strengthen or improve the object being evaluated.
   b. Summative evaluations examine the effects or outcomes of some object.
   c. Process evaluation investigates the process of evaluating the programme.
   d. Confirmative evaluation goes beyond formative and summative evaluation.

10. The purpose of ________ evaluation is to validate the evaluation inputs, process, outputs, and outcomes.
    a. formative
    b. meta
    c. summative
    d. confirmative
Chapter VII
Training and Development Techniques for Organisational Performance

Aim
The aim of this chapter is to:

• explain the techniques of training and development for improving organisational performance
• elucidate the concept of knowledge creation and conversation
• explore the action for performance improvement

Objective
The objectives of this chapter are to:

• define HPT and Total Quality Measurement
• explicate the concept about learning organisation
• enlist the measures of organisational performance

Learning outcome
At the end of the chapter, you will be able to:

• understand the relationship between learning organisation and transfer of training
• identify the strategies for improving organisational performance
• describe performance based instructional design
7.1 Introduction

Training has the distinct role in the achievement of an organisational goal by incorporating the interests of organisation and the workforce. Now a days training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organisation. The employee performance depends on various factors, but the most important factor of employee performance is training. Training is important to enhance the capabilities of employees. The employees who have more on the job experience have better performance because there is an increase in the both skills & competencies because of more on the job experience. Training also has impact on the return on investment.

The organisational performance depends on the employee performance because human resource capital of organisation plays an important role in the growth and the organisational performance. So to improve the organisational performance and the employee performance, training is given to the employee of the organisation.

Thus, the purpose of this study is to show the impact of training and the design of training on the employee performance. Training and development increase the employee performance like the researcher said in his research that training & development is an important activity to increase the performance of health sector organisation. Another researcher said that employee performance is the important factor and the building block which increases the performance of overall organisation. Employee performance depends on many factors like job satisfaction, knowledge and management but there is relationship between training and performance. This shows that employee performance is important for the performance of the organisation and the training and development is beneficial for the employee to improve its performance. The main objective of our study is how the training increases the employee performance. A researcher said that training increases or develops the managerial skills. Despite focusing on efficiency and cost control the spending on training should increase because organisation get more efficiency, effectiveness out of the training and development. This shows that training increase the efficiency and the effectiveness of the organisation.

Training and development is very important for an organisation to compete with this challenging and changing world. Training and development is basically directly related to employee but its ultimate effect goes to organisation because the end user is organisation itself. This study will help organisation to understand the importance of Training and Development. It will also help organisation to understand which factors are important to keep in mind during the training and how a good training can be delivered to their employees. It will help them to understand that it is very necessary for them to give training to their employees so that they could perform the assign task in a better way.
7.2 Strategies for Improving Organisational Performance

The dynamics of global competition, technological advancements, corporate restructuring and unstable economic conditions are converging on business and making it more important than ever for organisations to learn and adapt to make improvements in performance. A common theme of the most popular strategies is a focus on intellectual capital or the knowledge of people as an important strategic resource for gaining and maintaining a competitive advantage. In recent years, the level of interest in the fields of organisational learning, intellectual capital, and knowledge management has been phenomenal. Knowledge has become the primary source of competitive advantage for organisations operating in turbulent environments.

The importance placed on learning, knowledge management, and a knowledgeable workforce has increased emphasis on the advantages of operating as a learning organisation and improving transfer of training as valuable strategies for facilitating learning at both the micro and macro levels, and for enabling organisations to benefit from all aspects of learning. The emphasis on the learning organisation and transfer of training results from previous studies that focus on the need for formal and informal learning; learning of tacit and explicit knowledge; and learning at the individual, group, and organisational levels. Studies also suggest the learning organisation and training are the keys to learning and developing human capital and that training plays an important role in a learning organisation.

Research suggests that the learning organisation and transfer of training are both critical tools for learning and managing knowledge in organisations. Furthermore, the learning organisation and transfer of training are considered to be important competencies for organisations to develop in order to succeed in today’s turbulent marketplace. The learning organisation is a valuable tool for facilitating learning and knowledge management, and has been described as an important strategy for making improvements in organisational performance and maintaining a competitive advantage. Emphasis has been placed on the need for organisations to improve the effectiveness of training programs to ensure learning and transfer as a means of increasing the knowledge base of workers and improving performance. Despite agreement on the importance of practicing transfer of training and becoming a learning organisation as strategies to gain and maintain a competitive advantage, it is commonly accepted that many organisations fall short of success in either area. The achievement of either could lead to improvements in individual performance and organisational performance. Emphasis on the learning organisation and transfer of training as strategies to enable organisations to maintain a competitive advantage warrants additional research in both areas.

The focus of this study is on the relationship between the learning organisation and transfer of training based on similarities identified in the literature including: the importance on both as strategies for a competitive advantage, focus on learning and knowledge, emphasis on taking action to improve performance, the link between individual learning and organisational learning, and the focus of previous studies. Despite the similarities, the relationship between the two and implications for research and practice have not been explored. This paper proposes that organisations that exhibit the dimensions of a learning organisation are more likely to facilitate transfer of training. The proposed relationship suggests that fostering a learning organisation can improve transfer of training, and that both can lead to performance improvements enabling organisations to remain competitive in the face of fierce global competition, a constantly changing environment, and unstable economic conditions.

7.3 Learning Organisation

As coined by Peter Drucker we are in “The Knowledge Society” which places emphasis on knowledge and organisations compete for knowledge workers. The importance placed on learning, knowledge management and a knowledgeable workforce has increased emphasis on the advantages of operating as a learning organisation. The learning organisation is a valuable tool for facilitating learning and knowledge management, and has been described as an important strategy for making improvements in organisational performance and maintaining a competitive advantage. Learning Organisations have been defined in literature from several viewpoints. Some authors define it from the perspective of a living organism, which is continuously learning and transforming itself, not just by the learning of members within the organisation but also by members outside the organisation like customers, suppliers and other stakeholders have defined it from the perspective of building a culture and climate that supports learning and transformation.
Nonaka (1991) defines from the perspective of knowledge creation. A common thread of the definition encompasses three key components: learning, changing and improving. The learning aspect includes gaining of new knowledge, continuous learning, learning from mistakes and learning by all members of the organisation. The change aspect includes change in behaviour and change in the processes used based on the knowledge gained. The improvement aspect includes improvements in individual performance and organisational performance from actions taken because of the learned information. Role of Leadership in Learning Organisation Peter Senge who popularised the concept of Learning Organisation has identified different roles for leaders in learning organisation as compared to leaders in traditional organisation. In the role of “designers,” “teachers,” and “stewards” leaders are responsible for articulating and communicating a shared vision and creating environments where learning can flourish. Marquardt also identifies six different roles for leaders of learning organisation. In his view the role of “instructor,” “coach,” “mentor” is the most important aspects of leadership in learning organisation. They are responsible for motivating followers to perform at their best.

Brown and Posner proposed a strong relationship between leadership and learning and suggested that leadership is a highly complex ongoing learning process. Leadership is the factor to affect organisational learning and leaders can improve the process and result of organisational learning activities. Leaders can enhance the capability of organisational learning by creating a vision and providing learning opportunities to the subordinates. The roles of leaders of learning organisation identified by various authors are suitable to a transformational leader. In this age of rapid change and global turbulence, leaders must be able to respond to constant change and lead their organisations in not simply surviving but transforming their structure, functions, funding and methods of delivery to effectively advance the mission. The construct of transformational leadership has evolved to describe the characteristics of leaders who are most effective in navigating turbulent circumstances and facilitating dramatic organisational change. Learning organisations are also operating under conditions of environmental uncertainty hence transformational leaders provide the vision and enable members to cope with change.

Through intellectual stimulation and individualised consideration, transformational leaders encourage followers to become more innovative and creative. The leaders themselves engage in innovative, novel, unconventional and counter normative behaviours and hence encourage followers to think creatively and become innovators. These leaders are champions of technological innovations. Risk taking and innovative behaviours are encouraged in learning organisation. Transformational leaders change long held assumptions, values and beliefs and encourage employees to learn new behaviours and they are learners themselves and make use of a variety of strategies for learning from experience and create the climate for organisational members to learn. As identified by Coad and Berry learning orientation is the desirable characteristic of the members of the learning organisation therefore the preferred leadership style is transformational leadership. Chang and Lee in their study of business organisations in Taiwan show that transforming to learning organisation without a transformational leader would result in a failure.

7.4 Knowledge Creation and Conversation

The interactions between tacit and explicit knowledge are called knowledge conversion. Through the conversion process, tacit and explicit knowledge expands in both quality and quantity. There are four odes of knowledge conversion - socialisation, externalisation, internalisation, and combination. The knowledge creation and conversion processes are modelled below in the Fig. 7.2
Training Methodology in BPO Organisation

Fig. 7.2 Knowledge creation spiral

- Tacit to tacit: Happens when two or more human beings interact, and tacit knowledge is expressed in a social way and passed from human to human which is called socialisation.
- Tacit to explicit: Happens when human captures tacit knowledge by writing it down or capturing it on computer (digitising/codification) and is called externalisation.
- Explicit to explicit: This happens when multiple sources of external knowledge are brought together within a new context, like researching multiple sources, or when computers reference different data sources and is called combination.
- Explicit to tacit: Happens when a human consumes explicit knowledge by reading/viewing/hearing from the media it was externalised, and this process is called internalisation.

7.5 Transfer of Training

Garavaglia defined transfer of training as the effective and continued application to trainee’s job of the knowledge and skills gained in training. Saks defined transfer as the impact of instruction on the trainees’ subsequent job performance. Another definition by Gist described transfer as the knowledge used after training is complete. Gist emphasised the fact that employees must not only practice the appropriate behaviour in training, but should perform the right behaviour in the workplace. Gumuseli and Ergin define transfer as the process of implementing knowledge, skills, attitudes, and other qualities acquired in the training program into the workplace. The authors emphasise that training is more than learning the information covered in a training program, the information must be generalised to the job and maintained over a period of time.

Previous research on transfer emphasises the fact that it is multi-faceted. A common thread of the research depicts transfer as involving a three-step process: learning or mastering the information covered during a training program, using the new skills and knowledge on the job, and maintaining the change in behaviour over time. Although most definitions focus on the actual transfer from training to the job, training cannot be transferred unless learning has occurred, and any benefits or gains of transfer can only be realised if the transfer is maintained over time.
7.5.1 Relationship between Learning Organisation and Transfer of Training

This proposes a relationship between the learning organisation and transfer of training based on the numerous similarities identified in the literature. The similarities or connections between the two are relevant to the importance of each as a strategy for competitive advantage, the focus on learning and knowledge, the emphasis on taking action for performance improvements, the link between individual learning and organisational learning.

7.6 Strategies for a Competitive Advantage

The need to become learning organisations by focusing on continuous learning and use of knowledge to improve performance is considered a critical key to success for organisations to facilitate individual, team, and organisational learning leading to continuous improvement and innovation in business operations. The level of interest in the dimensions of a learning organisation and how to facilitate transition to becoming one is worldwide and unparalleled. Researchers and practitioners have stressed the importance of the learning organisation as a strategy to improve performance, and as the only sustainable competitive advantage for organisations responding to an increasingly unpredictable and turbulent business environment.

Emphasis has also been placed on effective training and specifically on transfer of training as a strategy for competitive advantage. The turbulent environment has increased emphasis on transfer of training as organisations are forced to curb corporate expenditures, improve performance, and be held accountable for results. US organisations spend over $100 billion annually on learning and workforce training in an effort to improve individual and organisational performance. However, the return on investment (ROI) for the training dollars spent is seldom realised due primarily to a failure to transfer the skills and knowledge from the training session back to the job. Early estimates put the loss on the investment in training at about 87 to 90 percent, indicating that only about 10 percent of the investment in training actually results in transfer of the training or improvements in performance. Many organisations have expressed concerns over the added value of training programs and the return on investment from training.

Research indicates that transfer of the training to the job may be a critical factor impacting a return on investment for training, and that lack of transfer maybe one of the most important issues facing organisations.

7.6.1 Focus on Learning and Knowledge

Much has been written about the importance of learning as a strategy for competitive advantage. A key component of both the learning organisation and transfer of training is the emphasis on learning. Transfer of training focuses on learning by requiring individuals to learn and retain information covered in a training program. The learning organisation focuses on learning by requiring individuals, teams, and the organisation as a whole to be involved in continuous learning and sharing of learning. Studies have also focused on knowledge as an important resource for organisations. Studies on knowledge distinguish between explicit knowledge and tacit knowledge.

7.6.2 Action for Performance Improvement

The learning organisation and transfer of training focus on learning and taking action based on learning to improve performance. The learning organisation emphasises the need to take action and make changes based on learning that has occurred, and transfer of training requires the participants in a training program to take action by actually using or applying the learned skill or knowledge to the job. So both are focused on the transfer or action that occurs after learning has taken place. In addition, the learning organisation and transfer of training are both ultimately aimed at making improvements in performance. The learning organisation is an effort to continuously learn and make changes in order to improve performance, and transfer of training is important so that members of the organisation learn, retain, and apply valuable skills and knowledge to improve performance. So ultimately, both are aimed at improving individual and organisational performance through learning and taking action on the learning.
7.7 Measures of Organisation Performance

Organisation Performance can be defined as an analysis of a company’s performance as compared to goals and objectives. Within corporate organisations, there are three primary outcomes analysed: financial performance, market performance and shareholder value performance.

- **Financial performance**: A subjective measure of how well a firm can use assets from its primary mode of business and generate revenues. This term is also used as a general measure of a firm’s overall financial health over a given period of time, and can be used to compare similar firms across the same industry or to compare industries or sectors in aggregation.

- **Market performance**: The behaviour of a security or asset in the marketplace. In the securities business, the Market Performance Committee is a division of the New York Stock Exchange which monitors how effective specialists are in conducting an orderly market for stocks. The committee is also responsible for listing and assignment of new issues.

- **Shareholder value performance**: The value delivered to shareholders because of management’s ability to grow earnings, dividends and share price. In other words, shareholder value is the sum of all strategic decisions that affect the firm’s ability to efficiently increase the amount of free cash flow over time.

7.7.1 Customer Satisfaction

Customer satisfaction measures are often used to assess business performance, especially in service sectors where other outcomes are difficult to measure. Customer satisfaction measures may be most appropriate for particular types of training, such as customer service training and training with the aim of changing customer service levels. They are also likely to be most useful to industries in the service sector. One expert interviewee reported that while customer satisfaction is a better performance measure for some sectors, the measure is difficult to compare across organisations as methodologies for conducting these surveys vary between organisations.

The DTI’s Benchmark Index and diagnostic tool uses a range of measures of customer satisfaction – or rather customer dissatisfaction. It infers customer satisfaction by calculating the number of complaints divided by orders and the number of complaints divided by the number of customers. This makes the number of complaints, relative to the size of the company and the number of interactions it has with customers. This means that the measure can be compared across organisations and sectors.

Measures of complaint are likely to under-estimate customer dissatisfaction, as a proportion of dissatisfied customers are unlikely to make the effort to submit a written complaint. In addition, this measure does not capture the proportion of customers who had their expectations met or who were fully satisfied with the service of product they received, but who yet may have been able to suggest alterations to improve the service to better meet their needs. It is these previously satisfied customers who are most likely to return and use the company again. Therefore, seeking customer feedback from all customers may be a more effective way of establishing overall satisfaction, rather than simply measuring negative feedback.

However, this may be difficult to benchmark between organisations unless a common survey methodology is used, and it is likely to involve data collection costs. Turnover and sales Since profitability can be influenced by a range of external and accounting factors often more fundamental measures based on turnover or sales are used. One expert believed that businesses are likely to understand turnover, but that as a measure it simply captures quantity and not quality, which is likely to be the increasingly important variable in the service industries and for companies that compete on the basis of quality rather than cost.

Although it may be a good measure of business performance for some sectors and for some types of training, eg. Sales training, using changes in turnover or sales will not capture the depth or longer-term impact of training investment. It is a short-run measure and one expert felt that the longer-term benefits such as repeat businesses and the development of client-relationships would not be picked up by assessing changes in turnover. Another expert from a business advice and support organisation thought that turnover measures have the advantage of being understood by businesses of all sizes, as many already collect, monitor and analyse this information.
Private sector concentrates on four sectors:

- Retail
- Call Centres
- Manufacturing
- Banking

While call centres are classified as an industry in themselves, it is also likely that organisations located in other sectors will have incoming or outbound call centres to deal with customer enquiries or to sell their products. So measures discussed in this section could be used outside the specific sector. Blatt and Moynihan examined the call centre industry and suggested that while in some cases speedy service may be synonymous with high quality, in other cases providing quality and customisation may depend on increasing the amount of time spent with a customer. Therefore maximising labour efficiency by answering and dealing with as many calls as possible in a given time may be at odds with maximising quality and customisation. Their study analyses performance metrics such as call handling time, revenues per call, costs per call, and service quality data through a customer satisfaction survey carried out by an external agency to customers after they had received a call centre service. The range of measures and issue of quantity and quality is likely to mean the measures to capture both are required to get a balanced view of business performance. Some of these metrics may be best suited to certain kind of inputs, e.g., revenues per call may be affected by sales training whereas customer satisfaction by customer service or communication skills training. Their findings suggest that call centres which provide employees with training, allow discretion to use their own judgement with customers, and give rewards to do so, have significantly higher service quality and higher net revenues. Although applied to the call centre industry, the measures in this section seem to be largely borrowed from the manufacturing sector.

7.8 Successful Models of Training

There are many models of training and development that have made greater progress into organisational settings, which have began to have a greater impact on instructional design. Specifically, Instructional Systems Design (ISD), Human Performance Technology (HPT), Performance-Based Instructional Design (PBID), and Total Quality Management (TQM), all of which originate from research in the area of organisational development.

7.8.1 Instructional System Design (ISD)

Instructional system design (ISD) was created by the United States military as an efficient and effective way to train soldiers. The goal of ISD is to improve human performance. It is based on the assumption that learning should not be developed in a random practice, but should be occurred in correspondence with organised processes, be organised to the target audience, and have outcomes that can be measured. There have been many different versions of the model published, but the common model has been the ADDIE model.

This study critically analyses the ADDIE model, which is a term practically synonymous with Instructional system development, which not only generates practical application of skill level improvement, but also is useful for training and development.
The word ADDIE is an acronym formed from the first letter of each key word. In the Analysis stage job needs are analysed to identify the performance problem or the gap between the current and the desired performance. To better understand, the trainer begins by finding facts that are needed to make informed training and development decisions. To begin, this process reveals reliable information on effective and safe work practices. The results are analysed, organised, and structured to form the basis of the training program.

In the Design stage process is performed to determine the learning objectives, both in knowledge and performance. The objectives are determined by using the task requirements and performance information collected during analysis stage to specify the knowledge, skills, and attitudes that are provided in the training. It is important to identify how the employee will know if the objectives have been met and what measures will be used. The trainer provides written statements to define exactly when, what, and how well the employee must perform during training. The trainer will test employee to ensure that the competencies are reliably evaluated, and the design process will conclude when all the tools for development of a training program are defined.

During the Development stage, the trainer will organise the knowledge and performance objectives, instructional materials, course design, and model from the design stage are put together for employees to achieve learning objectives. During this stage, existing materials will be reviewed lesson plans will be selected and new ones will be produced. In the review process, critical input is essential to ensure that the training materials are clear, concise, and effective in addressing objectives. The objective will describe how the trainer and employees will perform during training to achieve the learning objectives. The results of the training materials are reviewed for technical accuracy; it will be tested with a group of employees, and revised as necessary. The Development stage ends when the validation demonstrates that the instruction meets the performance standards specified by the objectives, and the employer accepts the final product.

The Implementation stage is the process that cannot be taken for granted. This is when conditions are determined (who, what, when, where) under which the training will be offered and the solution implemented. This is done by reviewing the data collected during the life of the project, reviewing the lessons learned about field conditions from the validation, and discussing with employees who are knowledgeable about conditions at the job. The outcome
of this step defines the guidance and support needed to ensure successful training plan. Next, the availability of employees, facilities, and resources is confirmed and used to create the training program schedule. Training will be delivered as planned, and employees and trainers performance is evaluated. The evaluations will serve two purposes: first, should verify that employees have achieved the learning objectives; second, trainers’ performance and method of presentation problems are identified and resolved. This stage ends when the company is prepared to carry out the tasks required to provide and support the product and administer the materials independently.

The purpose of the Evaluation stage enables the trainer to determine if the training methods and material were effective and successful as well as accomplishing the goal and objective that were established. Following, project how and when to evaluate the effectiveness of the training program. To evaluate the program effectively, data will be gathered from participants and the results will be carefully analysed to identify any unforeseen problems or changing conditions. It is also essential to monitor the return on investment in the training program where productivity issues are the driving factor.

7.8.2 Human Performance Technology (HPT)
HPT is a training and instructional system that many businesses use to enhance productivity and to achieve the business goals of the organisation. Combined with learning and instructional technology, HPT provides a strategy for focusing directly on performance improvement. HPT is drawn from many disciplines such as behavioural psychology, instructional systems design, organisational development, and human resources management. This allows organisations to identify the cause for the performance gap, offers a wide range of interventions to improve performance, guides the change management process, and evaluates the results.

**Human**
Performers in organisational and work settings.

**Performance**
Measurable outcomes, accomplishments, valued by the system done Technology: a scientific study of practical matters. The total performance improvement system is actually a merger of systematic performance analysis with comprehensive human resource intervention.

These are governed by a set of underlying principles that serve to differentiate it from other disciplines and to guide practitioners in its use and explain the principles in depth.

**Systematic**
This process determines the deficiencies or performance gaps that are to be remedied. The outcome describes the current state, the projected future state, and the rationale or business case for action or non-action. Performance is seen as the result of a number of influencing variables (selection, training, feedback, resources, management support, incentives, and task interference) all of these must be analysed before appropriate, cost-effective interventions are selected and deployed.

**System value**
Focusing on the results (outcome), this allows questioning, confirming, and reconfirming that people share the same vision and goals, that the job procedures support productivity, efficiency, and quality, “worthy performance” and that people have the knowledge, skills, and motivation they require” by both the performer and the organisation in which she or he perform”.

**Scientifically**
This step will determine what needs to be addressed in order to improve performance. The outcome is a statement of why performance is not happening or will not happen without some intervention. Job task analysis will identify the important tasks that employees must perform and the knowledge, skills, and abilities to perform those tasks. The outcome will be performance objectives, which will describe the desired performance, delineate the conditions under which the performance will be done, and will identify the criteria for successful performance.
By all means, methods, and media: This is “not limited by a set of resources to technologies that it must apply. Human performance technology is constantly searching for the most effective and efficient ways to fill gap in employee performance. According to Rothwell (1996), there are six causes of performance gaps:

- Consequences, incentives, and rewards
- Data, information, and feedback
- Resources, tools, and environmental support
- Individual capacity
- Motives and expectations
- Skills and knowledge

Once the performance gap and the causes have been determined, the appropriate training program is then designed and developed. These may include measurement and feedback systems, new tools and equipment, compensation and reward systems, selection and placement of employees, and training and development. The program is then implemented and the desired outcome is achieved.

### 7.8.3 Performance-Based Instructional Design (PBID)

PBID is designed to help learners perform more effectively in the workplace. PBID was designed by David J. Pucel, a professor from the University of Minnesota. Dr. Pucel specialises in the development and evaluation of training and development. He has done extensive work with business and industry on selecting, training, and evaluating personnel to enhance personal and job-related performance. PBID is a system that has seven major components is as follows:

- Program description
- Content analysis
- Content selection
- Content sequencing
- Lesson structuring
- Lesson delivery formatting
- Evaluation and feedback procedures development

The system’s output is an integrated plan of the instruction, and each system component contributes to the output. “Because it is a system and each component is directly related to each other components, the relationships among the components must be understood for the system to be used effectively”.

The design of the PBID starts with the program description. The content includes:

- Level of program (e.g., secondary, postsecondary, adults, or industry training)
- Expected length of program (e.g., hours, days, or months)
- Program focus (e.g., upgrading, initial preparation, remediation, retaining, or exploration)
- Instructional setting (e.g., instructional format used such as a self-paced course; location; resource restrictions; and/or personal available)
- Relationships to other programs (e.g., which courses will follow, or which are prerequisites)
- Special learner characteristics (e.g., handicapped, disadvantaged, or employed).

The content analysis determines the exact content of the program to be taught. Basically, content analysis concentrates on the psychomotor behaviour and cognitive behaviours. This is accomplished in three stages and is as follows:

- Function identification
- Behaviour analysis
- Behaviour detailing (process and knowledge-based identification)
This allows the learner to experience hands-on exercises which should be similar to the real job. This will help recognise potential problems and verify specific causes of the problems.

The Content Selection determines what information is to be selected. It can be complex depending upon selecting the behaviour to be taught, and identifying process and knowledge. These should include what the intended audience wants to know and the degree of detail that the intended audience requires.

Content selection is accomplished using a five step procedure:

- Determine the important of each behaviour
- Estimate the instructional time each required to teach each behaviour
- Determine the instructional time that can be devoted to the program
- Prioritise the behaviours based on importance and time
- Select high-priority behaviours that can be taught within the time available

In the Content Sequencing, learning strategy is important behaviours to be taught are incorporated in the order in which they will be taught. It must be characterised as dependent or independent. Dependent behaviours are those that must be taught in a certain order because they build upon one another, or because they are usually performed together. For example, one must be able to “operate a microcomputer” before being able to “maintain a database with a microcomputer”.

Independent behaviours are those that can be taught at any time during the program because they are not the basis for learning other behaviours in the program or because they are not performed together with other behaviour”.

The Lesson structuring examines the design of the program content and how it will be presented to the learners, and how it will be evaluated. This involves the tentative selection of the type of lesson delivery format that will be used to implement the lesson as well as the type of methods, media, evaluation tools, and feedback procedures that will be used”.

The lesson must be structured, to be delivered through the format as follows:

- Develop the behavioural objective
- Develop the less flow
- Specify the content to be taught or evaluated at each lesson-flow stage
- Select the lesson delivery format
- Select instructional methods for each stage
- Select instructional media for each stage
- Select evaluation procedures
- Select feedback procedure

The Lesson Delivery Formatting is a step-by-step process for carrying out the lesson plan, how it is presented to learners and how it can be evaluated. The format includes the decision to develop, specific methods, media, evaluation tools, and feedback procedures that will be used to carry out the lesson.

**7.8.4 The Purpose of Evaluation and Feedback Procedures**

Development is to determine if the lesson has been structured, the delivery format selected, and resource materials are accomplishing the goals and objectives that were established. Assess learning progress as a basis for adjusting instruction and providing feedback to learners during the process of instruction. It takes place through self-checks, tutorial questioning, and tutorial observation. These are aimed at identifying learning difficulties during the learning process, and helping the learner correct those difficulties.
7.8.5 Total Quality Management (TQM)

Total Quality Management is a management style based on a structured system for producing quality service for both internal and external customers, continuous improvement, and growth potential. These outcomes are a breakthrough with development, team driven, improving the quality of an organisation’s customer service, products, services, and profits.

Total Quality Management was implemented by W. Edwards Deming, an American statistician and management theorist who helped the Japanese improve their war torn economy in the 1950s. Deming has been credited for being an important contributor to the Japanese quality improvement programs. Deming has said that higher quality leads to higher productivity, which in turn leads to long-term competitive advantage. Based on this, Deming outlined 14 steps that managers in any type of organisation can take to implement a total quality management program. Deming’s 14 Points for Management are as follows:

- Create constancy of purpose for improvement of product and service. Constancy of purpose requires innovation, investment in research and education, continuous improvement of product and service.
- Adopt the new philosophy throughout the organisation (everybody).
- Cease dependence on mass inspection. Inspect products and services for process improvement and cost reduction.
- End the practice of awarding business on price tag alone. The lowest priced goods are not always the highest quality; choose a supplier based on its record of improvement and then make a long-term commitment to it.
- Improve constantly and forever the system of production and service. Improvement is not a one-time effort.
- Institute training and retraining. Workers need to know how to do their jobs correctly even if they need to learn new skills.
- Teach and institute leadership. Managers have the responsibility to discover the barriers that prevent staff from taking pride in their work.
- Drive out fear. Create trust. Managers need to create an environment where workers can express concerns with confidence; create a climate for innovation.
- Break down barriers between staff areas. Managers should promote teamwork by helping staff in different areas/departments work together.
- Eliminate slogans, exhortations, and targets for the workforce. Managers need to learn real ways of motivating people in their organisations.
- Eliminate numerical quotas. Workers need the flexibility to give customers the level of service they need.
- Remove barriers to pride of workmanship. Give workers respect and feedback about how they are doing their jobs.
- Encourage education and self-improvement for everyone. With continuous improvement, this will result; employees need to be successful at new job responsibilities.
- Take action to accomplish the transformation. Management must work as a team.

TQM is a way of achieving and maintaining excellence used in establishment of organisation. Many organisations in the United States, such as IBM and Ford Motor Company; in Great Britain such as the Department of Trade and Industry and South Bank University; and also in Japan such as Toyota Motor Co. Ltd. and Fuji Photo Optical Co. Ltd. all successfully adopted TQM. Research has shown that through TQM methods, the organisations have shown improvement in communication, employee morale, productivity, process efficiency, and have also reduced cost and waste. By and large the effects of TQM in organisations have shown positive results. The following recommendations can be taken into account:

- Train people and help them in recognising suggestion opportunities, and making suggestions.
- Act as a team leader in the directing subordinates.
- Practice delegation through participation and involvement.
- Reinforce the benefits of company’s customer service training program and ensure that specific programs respond to identified customer needs.
Employees should appreciate diverse cultures that may be contrary to their own.

Promote use of work incentives – profit sharing, recognition programs and competitive benefit package.

Creative and innovative – provide employees with opportunities to use their skills. Develop skills and increase the knowledge of employees, thereby enhancing awareness. By assessing and developing attitudes and behaviours, this will ensure that all people develop ways to achieve their full potential and secure organisational and personal success.

Cross-functional teams work on improvements that promote efficiency and respond to customer requirements.

Do things right the first time by planning carefully.

Refine the criteria for approval of training classes to ensure consistency and fairness for all employees.
Summary

- The employee performance depends on various factors, but the most important factor of employee performance is training.
- Training also has impact on the return on investment.
- The dynamics of global competition, technological advancements, corporate restructuring and unstable economic conditions are converging on business and making it more important than ever those organisations learn and adapt to make improvements in performance.
- The learning organisation is a valuable tool for facilitating learning and knowledge management.
- Knowledge creation encompasses three key components: learning, changing and improving.
- The interactions between tacit and explicit knowledge are called knowledge conversion.
- Training is more than learning the information covered in a training program, the information must be generalised to the job and maintained over a period of time.
- Transfer of the training to the job may be a critical factor impacting a return on investment for training, and that lack of transfer maybe one of the most important issues facing organisations.
- Customer satisfaction measures may be most appropriate for particular types of training, such as customer service training and training with the aim of changing customer service levels.
- Profitability can be influenced by a range of external and accounting factors often more fundamental measures based on turnover or sales are used.
- ISD is based on the assumption that learning should not be developed in a random practice, but should be occurred in correspondence with organised processes, be organised to the target audience, and have outcomes that can be measured.
- The trainer will test employee to ensure that the competencies are reliably evaluated, and the design process will conclude when all the tools for development of a training program are defined.
- The purpose of the Evaluation stage enables the trainer to determine if the training methods and material were effective and successful as well as accomplishing the goal and objective that were established.
- Job task analysis will identify the important tasks that employees must perform and the knowledge, skills, and abilities to perform those tasks.
- The content selection can be complex depending upon selecting the behaviour to be taught, and identifying process and knowledge.

References

- Holman, V., Performance Management: 10 Steps to Improve Organisational Performance, [Video online] Available at: <https://www.youtube.com/watch?v=WASN-R75jik> [Accessed 18 December 2012].
Recommended Reading

Self Assessment

1. The term “The Knowledge Society” was coined by ___________.
   a. Nonaka
   b. Peter Senge
   c. Peter Drucker
   d. Brown and Posner

2. Knowledge creation encompasses of learning, changing and ___________.
   a. manipulating
   b. balancing
   c. formatting
   d. improving

3. ___________ and Innovative behaviours are encourages in learning organisation.
   a. Imaginative thinking
   b. Risk taking
   c. Problem solving
   d. Creative mind

4. Which one of the following is not an order of knowledge creation spiral.
   a. Formalisation
   b. Externalisation
   c. Internalisation
   d. Socialisation

5. Match the following

<table>
<thead>
<tr>
<th>1. Explicit to tacit</th>
<th>A. Happens when human captures tacit knowledge by writing it down or capturing it on computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Explicit to explicit</td>
<td>B. Happens when two or more human being interact</td>
</tr>
<tr>
<td>3. Tacit to explicit</td>
<td>C. Happens when multiple sources of external knowledge are brought together within a new context</td>
</tr>
<tr>
<td>4. Tacit to tacit</td>
<td>D. Happens when a human consumes explicit knowledge by reading from the media</td>
</tr>
</tbody>
</table>

a. 1-C, 2-A, 3-B, 4-D
b. 1-C, 2-D, 3-B, 4-A
c. 1-B, 2-D, 3-A, 4-C
d. 1-D, 2-C, 3-A, 4-B
6. Which of the following statements is false?
   a. A key component of both the learning organisation and transfer of training is the emphasis on learning.
   b. Human captures tacit knowledge by writing it down or capturing it on computer (digitising/codification) and is called internalisation.
   c. The level of interest in the dimensions of a learning organisation and how to facilitate transition to becoming one is worldwide and unparalleled.
   d. Leaders can enhance the capability of organisational learning by creating a vision and providing learning opportunities to the subordinates.

7. What does ISD stand for?
   a. Institutional System Development
   b. Instructional Schedule Development
   c. Instructional System Design
   d. Institutional System Design

8. How many stages comprise the ADDIE model?
   a. 4
   b. 5
   c. 6
   d. 3

9. __________ is a training and instructional system that many businesses use to enhance productivity.
   a. PBID
   b. ISD
   c. TQM
   d. HPT

10. __________ is a way of achieving and maintaining excellence used in establishment of organisation.
    a. TQM
    b. HPT
    c. ISD
    d. PBID
Chapter VIII
Training Techniques in Top 10 BPO Organisations

Aim
The aim of this chapter is to:

- explain the scenario of Indian BPO industry
- elucidate the training techniques at Genpact
- explore the reasons behind India’s success in BPO industry

Objective
The objectives of this chapter are to:

- define training at Tata Consultancy Services
- explicate the training methodologies at Infosys BPO
- enlist the training techniques of top BPO companies

Learning outcome
At the end of the chapter, you will be able to:

- understand the concept of training and development being business partners
- identify the challenges faced by Indian BPO industry
- describe the famous training programs of Aditya Birla Minacs
8.1 Introduction

The emergence of the Business Process Outsourcing or BPO industry in India in the 1990s and its phenomenal growth ever since had mainly been spurred by economic reforms focused on privatisation and liberalisation, especially the telecom sector in 1994. India today has become one of the driving forces as far as outsourcing is concerned with the production of robust world class IT services. Over the years with information technology driving the leading business modules across the globe, the meaning of outsourcing has assumed a whole new meaning altogether. Focusing on their core competencies, today Indian companies are also able to outsource various non core functions which were not possible earlier. The major players in today’s BPO industry are third party service providers and the captive units. In India the BPO industry is second only to the IT/ITES industry in terms of size, growth and scope. While Customer Care Services are the biggest contributors to the BPO industry, the KPO or Knowledge Process Outsourcing has tremendous potential for growth as well. The industry in India as well as our key global destinations has seen a significant shift since its inception, as a primary low-cost destination for data entry and voice-based roles.

With close to a million people in India building rewarding careers with the BPO industry, the dynamic economic climate is expected to fuel further demand for the industry to not only deliver cost savings and but to deliver higher level of performance and results in form of innovation and business advantage thereby strengthening market positioning of the clients the BPO organisation are serving. Thus outsourcing as a discipline is expected to become even more sophisticated.

Over the last many years, the sector has seen a paradigm shift towards increasingly complex processes involving rule-based decision making and research and analytical services requiring informed individual judgement. The clients expect their service providers to create innovative solutions for their businesses moving beyond the ‘transactional’ services they provided.

With an increased focus on value added services as against standard back office operations in the Indian BPO space, there are immense opportunities for the new breed of BPO workforce. As the industry is looking at new markets for outsourcing servicing and exploring areas where outsourcing never existed before, it requires its workforce to have a mix of generic and high-end skills with a creative and solution focused mindset.

Many organisations today are also discovering the power of analytics to out-think and out-execute the competition. These market-leading companies see their ability to exploit analytics as their distinctive capability—the integrated business processes and capabilities that together serve customers in ways that are differentiated from competitors. In order to enable this shift, the hiring in the BPO industry has evolved from mass hiring to a more demand specific, job oriented recruitment.

As the world’s biggest BPO destination accounting for over 34 per cent of total global sourcing, India is slated to consolidate its position as the market leader for outsourcing services and would require an army of skilled professionals with qualifications in array of fields such as medicine, law, manufacturing, engineering, technology, business administration, chartered accountancy, pharmacy and actuarial sciences to enable it for the growth ahead. These professionals will need to be skilled in aspects like foreign language skills, global business process knowledge, sales and marketing skills, research and business analytics in order to be successful in the field.

Employees in the BPO industry are increasingly managing complex pieces of work and are expected to not only deliver outcomes but also offer continuous improvement with a keen eye on the client’s profitability and success. They are also expected to continuously invest in their own skills and industry knowledge to be able to conceptualise and implement large-scale changes in their processes.

The new generation of BPO employees needs to have good communication skills, professional and cultural ethos to be able to collaborate with similar professionals across the globe, deep industry knowledge and a desire to learn and invest more towards building their careers in the industry. Over the next few years, the industry will continue to build a voracious appetite for professionals with deep industry skills and service line knowledge.
As it expands into new unseen fields, the individuals who have razor sharp focus, are flexible and agile, have genuine interest in bringing about change and are able to use their creativity and evolve their own and team’s capabilities to build, maintain and continuously evolve client processes enabling client partners achieve market-leading outcomes will become industry leaders in times to come.

8.2 Reasons Behind India’s Success in BPO Industry

Initially the emergence of the BPO industry was primarily a result of the liberalisation of the telecom industry in the year 1994. Gradually the leading IT giants stepped in to make things better with a keen focus on the development of the BPO sector. But how was it possible for India as a nation to scale such giant strides in outsourcing in such a short period of time? Why is it so that the foreign companies are still so eager to establish and extend their outsourcing units in India? Come let’s find out:

• Availability of cheap and highly skilled (tech-savvy) labour
• A wide base of English-speaking workforce
• Better Risk Management Devices
• Stress on performance standards
• Better guarantee of quality
• Twenty four hours customer support
• Desirable turnaround times
• Better telecom facilities
• Infrastructure at par with global standards
• Favourable Tax environment
• India’s geographic placement which is favourably tuned to differences in time zones
• Constant efforts to improve operational efficiency and innovative services

The Indian BPO industry initially dealt into medical billing, data processing, medical transcription, etc. Now it has penetrated into Insurance Processing, technical support and web research etc as well. With the global economy already grappling with two key financial setbacks via Recession and Eurozone crisis it would be interesting to find out how the Indian BPO industry is faring at present. According to CNBC the BPO industry is meeting challenges far better than the IT or ITES industry by bringing about effective adjustments in their business models to ensure positive results for them. Key BPO units are investing more on onshore units than offshore ones, thus building on their global delivery model which in turn has resulted in clients investing more on high value transformation projects. Here are some other highlights:

India is ready to ink a free trade agreement with the European Union provided it is granted the recognition of a data secure destination (Economic Times) The financial year 2012 is hailed as a milestone year for the IT-BPO industry by NASSCOM with revenues crossing the 100 billion USD mark. However, at this point going by the growth records of the four major BPO companies in the quarter that ended June 2012, it is difficult to estimate the average growth attainable in near future:

• Infosys- Disappointing figures thereby forcing the giant to reduce its guidance to only 5% for the 2012-2013 as opposed to NASSCOM’s growth prediction for FY2013 which stood at 11-14%
• HCL Technologies- Raked in revenues of more than $4 billion
• Wipro- Reported 1.4% QoQ losses in quarter revenue
• Tata Consultancy Services- Registered a growth of 5.3% witnessing overall boom in service lines, industries and markets
8.3 Challenges Faced by the Indian BPO Industry

As much as it is difficult to estimate the future of the BPO industry in India, we can still believe that things can be better if we are able to resolve some needling issues faced by the industry:

- Lack of commitment: It is a huge problem faced by the industry at present. The industry though is able to tap a pool of talent in the initial years of their career; there are very few people who are ready to render long term services to this industry. In short there are not many who are willing to consider it a long term career option.

- High competition: Philippines, Pakistan, Eastern Europe, Egypt, China are a real threat to India’s one-upmanship in the industry

- Third party outsourcing: The third party outsourcing companies are dealing with serious financial constraints owing to which they are unable to invest properly in training.

- Indian BPO industry, however, isn’t free from challenges. Although the industry has enjoyed unprecedented growth in the past years, the flip side can’t also be ignored. Following challenges are recognised to affect the growth rate of Indian BPO industry:

  - Restricted growth opportunity: The nature of the industry is restricting the growth opportunity of youngsters.
  
  - High attrition rate: The attrition rate of the industry varies between 20% and 40%. Currently, the Indian BPO sector is facing 55% attrition rate which is higher than any other industry of the country.

  - New BPO destinations: The monopoly of India as an offshore service provider is being challenged by new entrants like Eastern Europe, Philippines, Morocco, Egypt, South Africa, and China. Pakistan is also emerging as a potential player in the market.

  - Affecting lifestyle: The demand of flexible timing of the industry, especially night shifts is causing both mental and physical issues among workers. It is also contributing towards reclusive lifestyle and stressed relationships. These factors are also leading to higher attrition rate of the industry.

  - Infrastructure: India lags behind in offering the type of infrastructural facilities required to grab the increasing volume of outsourcing projects.

  - Global economy: The BPO industry is highly dependent on the performance of the global economy, especially that of USA. The current economic crisis of America has affected the revenue generation of Indian BPOs as well.

- Limited growth potential, high attrition rates, lack of experienced employees are other issues of concern

According to Nasscom, in the fiscal year 2011-12 the following companies were ranked as top BPO companies.

- Genpact India Pvt. Ltd.
- Tata Consultancy Services BPO
- Aegis Ltd.
- Wipro BPO
- Firstsource Solutions Ltd.
- Aditya Birla Minacs Worldwide Ltd.
- WNS Global Services (P) Ltd.
- Infosys BPO
- Hinduja Global Solutions Ltd.

We shall individually go through each of the companies listed above and see their training strategy.
8.4 Genpact India Pvt. Ltd.

Genpact provides a wide range of services in various business segments namely, BPO, KPO, e-learning, re-engineering, software and IT services. The company’s process engineers and technology specialists deliver services from its 30+ state-of-the-art delivery centres located across the globe. It has identified banking & finance, insurance, manufacturing, transportation and business services to be its key focus verticals. It also serves the aerospace, automotive, consumer goods, healthcare, logistics, media and the retail verticals. Genpact manages business processes for its clients around the world using its global delivery platform. It serves eminent companies across the globe from top US and Australian banks to Europe’s top general insurers, UK’s top health insurers, and top logistics companies, among many others. It catered to more than 80 clients in FY07.

Genpact offers a number of services in business services and technology solutions. Services include business research, card processing, contact centre, customer care, eCRM, human resource services, tele-marketing, B2B lead generation, CBT/WBT content creation, content management, data capture/management, email support, inbound/outbound voice, re-modelling, taxation, cheque processing, course designing & modelling, document management, insurance claim processing, market analysis, retail analysis, technical support, among many others.

Genpact is committed to enhancing the skills and competencies as well as personal growth and development of its employees. We provide our people with multiple opportunities to enrol for world-class leadership development programs and also encourage cross-functional movement to gain meaningful experience and exposure. Performance management is a critical area for Genpact and we invest in planning each employee’s career and aligning their goals with larger organisational goals. When every goal an employee is appraised on is linked to a bigger organisational goal, accountability and ownership gets driven on the job every single day.

8.4.1 Training & Development

It is important to equip employees with the right tools and skills in order to facilitate continuous improvement and to help them build domain expertise. Genpact has created a robust training mechanism and has over 5,000 learning modules, world-class training facilities, some of the best trainers in the business and strategic partnerships to further bolster the training mechanism.

8.4.2 Learn While You Earn

Genpact’s Education@Work program provides employees the option to learn while they earn with professional courses from globally recognised as well as premier educational institutions and get certified in their specific work areas. There is a clear demarcation between generic courses and domain expertise courses under these programs. Classes are held within the office premises and are organised around employee work schedules.

8.4.3 Leadership Development

Leadership development is a key priority on employee agenda. Genpact believes that with the right platform and encouragement, high-potential employees can be groomed into influential leaders, who will lead us to success in the future.

Our Leadership Curriculum includes several development programs designed to broaden leadership skills and business acumen. These are focused towards developing middle managers for Leadership roles through an 18-month structured program and help cultivate operational and technical depth in employees and include job rotations across businesses, functions and regions, as well as classroom training and senior leadership interactions.

They also offer executive education programs for employees, focused on strategy, customer focus, leadership, talent management, execution, finance and commercial skills. Each of these programs is a critical part of investment in their people to bring out their best. This provides the foundation for building Genpact’s leadership gene pool.
8.5 Tata Consultancy Services BPO

All campus hires begin their careers with TCS at the Initial Learning Program (ILP), a fully-paid training program designed to provide you with the information and training necessary to succeed at TCS and excel at client sites.

The training programs take place at our advanced facilities at our Global Delivery Centre (GDC) in Milford, OH. Software engineers attend the ILP for six weeks and all other entry-level associates, for one week, receiving additional post-ILP training at their specific client sites. Topics covered during the ILP include (but are not limited to) the following:

- TCS orientation
- Inter-cultural effectiveness
- Product development lifecycle
- Case studies
- Technical training specific to customer requirements

After completing the training program, associates join their onsite teams to work on pre-selected assignments with clients who offer a variety of medium- or large-sized projects. All campus hires are assigned mentors and given project-specific on-the-job training, but the learning does not stop there! Access to numerous web-based training courses in multiple disciplines is available 24X7, and associates can also earn technological and professional certifications.

8.5.1 The Challenge

TCS identified a need to grow their programme management capabilities in order to enhance their ability to run large client programmes. TCS already had an existing community of programme managers with a range of experience, but without in most cases any prior programme management formal training or development.

8.5.2 The Solution

Provek designed a tailored training and support programme for the TCS Programme Managers. This involved the following four key steps:

- Step 1 - Training needs analysis: Using a combination of tools including Provek’s market-leading PMA5 online project & programme management assessment tool, Provek’s Scored CV tool, CV review and 1 to 1 structured interviews with each programme manager, as well as other key TCS stakeholders.

- Step 2 - Training design & development: From the understanding gained in step 1 of areas of programme management strengths and areas for development, and considering the nature and demands of TCS programmes, Provek then designed and developed a training programme tailored to TCS needs.

- Step 3 - Training delivery: Provek facilitated tailored hands-on workshops with delegate pre-course reading to maximise the value of the face to face time together as a group.

- Step 4 - Coaching support: Provek provided support, advice and guidance to the programme managers through 1 to 1 coaching sessions and availability of remote tutor support to aid their deployment of the learning back in to the work place on real programmes.

8.5.3 The Benefits

As a result of the tailored training, development and coaching support within the Provek programme, the following benefits were identified:

- More effective programme management community sharing knowledge, experienced and good practice.
- All participants in the programme, even those with 20+ years experience gained in confidence and competence to manage programmes.
- Participating programme managers really appreciated the access to confidential coaching support and advice, and felt that it had helped them in their roles.
AEGIS London is committed to the training and development of our people. We believe that for employees to maximise their potential and contribution to the business, they must be supported by a wide range of training and development opportunities. We provide a variety of technical, personal effectiveness and management skills training to our employees to ensure they are equipped to excel in our results-focused environment. We offer a variety of flexible solutions, tailored to individuals and delivered by carefully selected external training providers.

8.6.1 Induction
All employees receive a personal induction during their first few weeks of joining. The induction is designed to introduce employees to the AEGIS London culture, provide them with an overview of the organisation and support them to ensure that they establish a solid foundation for their career. The induction also provides employees who have no previous insurance experience with an opportunity to learn about the insurance industry through formal courses and spending time with our own technical experts.

8.6.2 Technical Training
To ensure all our people achieve and maintain the required level of technical competence, AEGIS London encourages employees, where appropriate, to attend relevant technical training events. These can range from internal lunch-and-learn sessions to external training courses, on-the-job training and industry conferences.

8.6.3 Professional Development
AEGIS London actively encourages all employees to undertake relevant professional qualifications. We have a professional study package in place which outlines our approach to study leave and support, together with a reward structure to recognise successful completion of professional qualifications.

8.6.4 Management Development
We are also committed to offering tailored management and leadership training courses to support and develop employees with supervisory and managerial roles and responsibilities.

8.6.5 Personal Effectiveness
Training in areas such as presentation skills, time management and negotiation skills are also available to the staff.

Aegis Aspire is a global learning and development organisation involved in the creation and delivery of learning modules and learning solutions for over 15 years. It delivers bespoke learning interventions across multiple disciplines and multiple geographies.

In Australia, our team consists of 70 professionals working across functions including learning and development, human resources, and business. As a registered training organisation, Aegis Aspire is dedicated to helping organisations embed high quality accredited training within their human capital.

We partner with organisations to create learning that has meaningful impact for business and for the individuals we interact with.

8.6.6 Our Solutions
Aegis Aspire provides wholly-customised learning solutions for organisations that help them achieve their organisational goals. Broadly, we assist organisations along the following lines:

- Improve business growth
- Support business transformation
- Develop skills and capabilities across varied workforces
- Create a differentiated talent capability across the business
• Manage the experiences of learning and development outsourcing
• Design and facilitate accredited and regionally recognised training
• Align existing training programs to recognised frameworks
• Assist in the creation of an in-house registered training department

The solutions are underpinned by a robust project management methodology that ensures business alignment, governance, and best-in-class quality management and measurement. Aegis Aspire offers its clients a range of learning and development services that include:

• Planning and alignment of learning to organisational outcomes
• Expertise in training need analysis
• Instructional design and development
• Learning delivery and facilitation
• Management of learning back-end administration (student management systems), auditory requirements, and compliance processes

8.7 Wipro BPO

At Wipro BPO, trainings are conducted in phases and each phase aims at developing a particular competency. The various training phases comprise of:

• New hire training: It is carried out in four different phases such as Induction, Pre-Process Training, Process Training and On-Job Training. Training is typically instructor led (in most of the business processes) and focuses on classroom sessions, group activities, role plays, demonstrations and hands-on practice.
• The image below highlights the salient features of each phase of training.
  • Induction
  • Pre-Process Training
  • Process Training
  • On-Job Training
  • Refresher Training
  • Remedial Training
  • Development Training

8.8 Competency Mapping to Create Individual Development Plans

There is a growing trend to customise training and development at an individual level creating specific learning path unique to each learner’s own strengths and weaknesses. With individual development plans, it is easy to target specific gaps and challenges – so that each participant involved in the training and development initiatives is able to dedicate their efforts to areas where skill gaps and challenges exist.

Competency mapping allows organisations to identify an individual employee’s strengths and weaknesses in order to provide a conclusive and honest picture of where each employee’s current skill gaps exist and providing the employee’s with clear directions towards a career development plan.

Competencies are grouped in skill areas such as customer service, leadership, decision-making, communication and team work, in addition to the skill and domain knowledge competencies. Competencies are mapped to relevant training interventions to create a learning track to guide employees towards achieving competency in a particular sequence and skill area.

On-Job Training (OJT) models are rolled out so that the new hires undergo a standard and structured learning path, which helps them progress on the learning curve faster. During OJT the new hire would buddy up/shadow with the floor trainer/SME and understand the hands-on case processing as per the On-Job Training matrix for their track queue and also processes cases (assisted/hand hold by the SME).
OJT durations should be defined based on the complexity of the process and the expected competency & skill levels from the new hires. In addition, one should also look at historic data (if available) to analyse the learning trends of new hires and based on these findings the OJT duration should be decided. The Key measurable parameters during OJT should be a combination of quantitative and qualitative aspects:

8.8.1 Quantitative Targets
One key parameter that revolves around minimum number of cases to be processed on a week-on-week basis during OJT is quantitative targets. The number of cases increases as the trainee progresses in OJT. The number of cases might vary from one track / queue to the other on a week on week basis the complexity & the nature of the job.

8.8.2 Qualitative Targets
The type of case a trainee processes during OJT (week-on-week) is clearly defined for every track / queue and it progresses from simple to complex type of cases to provide the trainee with adequate learning opportunities. The second qualitative parameter is the quality score / transaction monitoring score on the audits done by the quality analyst (QA) or the SME and the team lead. The expected quality percentage is defined in the OJT sheet for each work stream for the type of case the trainee processes. The quality percentage or the accuracy percentage increases as the OJT progresses.

8.9 Firstsource Solutions Ltd.
Firstsource is a global business process outsourcer, providing customer focused services to leaders in the Healthcare, Communication, Publishing, Banking, Financial Services and Insurance industries. The company’s services Customer Management, Data Processing and Collections complemented with best-of-breed processes, intellectual property (IP) assets, and quality of service help clients not only improve customer satisfaction but also reduce operational costs, achieve process improvements and more importantly focus on core competence.

Comprehensive training is essential if you are to do your job well and we provide a rigorous programme of training to ensure that you are properly equipped for your role. As well as formal class room training using the latest learning techniques, we follow up the initial programme with on the job training to help you keep your skills up to date. To support you as you move through your career with Firstsource, we have mentors – more experienced colleagues – who can guide you and give you advice to enable you to succeed.

After joining Firstsource, you will receive your own personalised learning and development programme that will ensure that your talents are nurtured and you will achieve your full potential. This will enable you to track your progress on your career path with the company. We encourage continual learning and many of our employees undertake further education programmes which are supported by the company. Firstsource’s leadership training programme designed to fast-track those people who have been identified as our potential leaders of the future, is well renowned throughout the industry. This programme is a structured ‘mini MBA’ to give delegates the tools they will need in their leadership journey with Firstsource.

8.10 Aditya Birla Minacs Worldwide Ltd.
Aditya Birla has numerous training programs for its employees to ensure holistic managerial development and organisation performance at its best. Some famous training programs are mentioned below:

- **Gyanodaya:** The Aditya Birla Institute of Management learning, established to strengthen the management capabilities of our managers has successfully managed to achieve more. Gyanodaya conducts more than 80 programs a year and to date. As many as 7000 managers have successfully completed at least one Gyanodaya program and now see business ventured in a new light. To provide quality programs it collaborates with some of the best learning institutions and experts across the world.

- **LEAD:** Leadership Program for the Experienced is an intensive six-month, on-the-job training program. In the training, assignments are given which are matched based on business goals & the participant’s interests, strengths and development needs which are finally reviews by the senior management.
LEAP: Leadership Associate Program, is an intensive 1-year, on-the-job training program. Assignment matched based on business goals and the participant’s interest, strengths and development requirements. The assignments expose participants to a variety of disciplines and business functions within their area of specialisation.

8.11 WNS Global Services Ltd.

In the early days of outsourcing, the primary focus of Training and Development (T&D) was to provide accent training and comprehensive technical training. Traditionally, the job of the T&D team ended with new hire training, apart from being intermittently called upon to fix performance gaps identified on the work floor. The focus was to ensure that go-live timelines were maintained and performance sustained. However, with the changing market dynamics and emergence of new technologies, the paradigms for T&D have changed. T&D can no longer function as a separate department; it is a critical element of the supply chain for any business.

8.11.1 T&D as a Business Partner

Although T&D is not a revenue centre, it is imperative that it partners with the business to manage performance and own delivery. T&D itself needs to function like a business and this can be achieved in the following ways:

- Craft and align the T&D strategy with the business strategy and values – key output measures need to mirror the business requirements instead of existing in isolation
- Create proactive systems to identify potential challenges and risks and provide appropriate and sustainable resolutions
- Adopt a metric-driven approach and establish strong governance
- Re-define the role of T&D specialists
- Identify and implement best available technology solutions to transform training practices

The trainer has become extinct; today is the age of the ‘Learning Professional’ – technology-savvy innovator, agile, networked and ready to lead the change. While mastery of the T&D concepts is essential, failure to use technology and adapt to business dynamics may spell doom. The Learning Professional needs to play a multitude of roles with ease: He is the business partner to operations; has his eye on training practices globally; can provide tangible solutions; and most importantly, keeps adding to his repertoire of training capabilities, whether it is consultation, diagnosis, content design, delivery or evaluation.

In April’07, WNS Global Services entered into a partnership relationship with The Chartered Institute of Management Accountants (CIMA) to establish a framework for the development of a CIMA Training programme, leading to the accreditation of WNS as a CIMA Quality Training Partner. This initiative facilitated study for candidates within WNS and practical experience support in their profession development. WNS also invested into developing a Centre of Excellence to deliver learning and training facilities, to current and potential employees on earn as you learn basis. Students qualifying through this programme were absorbed by WNS Enterprise Services, Finance and Accounting division to support its growth.

8.12 Infosys BPO

The training, continuing education and career development programs are designed to ensure our technology professionals enhance their skill-sets in alignment with their respective roles. Most new student hires complete approximately 14 weeks of integrated on-the-job training prior to becoming billable to our clients. They continually provide technology professionals with challenging assignments and exposure to new skills, technologies and global opportunities. Infosys has instituted an appraisal program that incorporates a 360-degree feedback system recognising high performers and providing constructive feedback and coaching to under-performers.

As of March 31, 2009, Infosys employed 185 faculty members in our training division, including 115 with doctorate or masters degrees. Our faculty conducts the integrated training for new employees, as well as approximately 150 different two-week continuing education courses in technology and management skills for all employees.
Training and development initiatives are available at each milestone and cover the following- technical training by Education & Research department:

An entry-level technical training program is for duration of 14 weeks. This program has been certified by educationists as being equivalent to a BS program in the US. The Education & Research (E&R) department at Infosys offers a variety of training programs on a regular basis for Middle level employees as well.

Leadership development is a core part of our training program. We established the Infosys Leadership Institute on a 314 acre campus in Mysore, India to enhance leadership skills that are required to manage the complexities of the rapidly changing marketplace and to further instil our culture through leadership training. We have also completed an employee training facility in Mysore, India which is able to house 4,500 trainees at any one time and is able to provide training facilities for approximately 12,000 employees annually. We provide a challenging, entrepreneurial and empowering work environment that rewards dedication and a strong work ethic.

8.12.1 Training in Infosys
In-House training team is present. Training based on Competency is taken into consideration like soft-skills training - Communication, presentation, cultural sensitivity, client interface, MIND-mentoring, innovating, negotiating, developing. Transactional analysis is done for understanding your own personality. Technical training includes:

- E-mail etiquettes
- Excel training
- Presentation skills

8.13 Hinduja Global Services Ltd.
Hinduja Global Solutions (HGS) was established in India under the name ALIT (Ashok Leyland Information Technology), providing information technology services in 1993 with just one client and 25 employees. ALIT merged with Hinduja Finance Corporation (HFC) in the year 2000, to form HGS. Between 2000 and 2003, HGS won businesses of major international clients, who were among the leaders in the Insurance & Telecom industries, thus establishing itself as a major player in the contact centre industry. 2003 also marked the company’s entry into international markets, with the establishment of its centre in Manila.

With an aggressive acquisition strategy in place, HGS acquired Customer Contact Centre Inc., a leading call centre company located in the Philippines. In 2006, HGS acquired AFFINA LLC, a contact centre and database management and marketing research company. In 2010, U.K.-based Careline Service, a contact centre management services provider, was acquired. By virtue of these acquisitions, HGS today offers its clients nearly four decades of contact centre experience and leadership dating back to 1973.

HGS has an inclusive and receptive work environment based on the highest standards of integrity. We are committed to creating rewarding careers and cultivating an inventive and forward thinking culture. We merge operational excellence with human development. The employees here get a supportive platform with multifaceted opportunities for growth and development. We have the best HR practices in place for attracting, engaging, retaining and growing talent.
Summary

- In India the BPO industry is second only to the IT/ITES industry in terms of size, growth and scope.
- The new generation of BPO employees needs to have good communication skills.
- The Indian BPO industry initially dealt into medical billing, data processing, medical transcription, etc. Now it has penetrated into Insurance Processing, technical support and web research etc as well.
- The third party outsourcing companies are dealing with serious financial constraints owing to which they are unable to invest properly in training.
- Genpact provides a wide range of services in various business segments namely, BPO, KPO, e-learning, re-engineering, software and IT services.
- Genpact manages business processes for its clients around the world using its global delivery platform.
- Genpact has created a robust training mechanism and has over 5,000 learning modules, world-class training facilities, some of the best trainers in the business and strategic partnerships to further bolster the training mechanism.
- After completing the training program, associates join their onsite teams to work on pre-selected assignments with clients who offer a variety of medium- or large-sized projects.
- Aegis provides a variety of technical, personal effectiveness and management skills training to our employees to ensure they are equipped to excel in our results-focused environment.
- Training in areas such as presentation skills, time management and negotiation skills are also available to the staff.
- New Hire Training is carried out in four different phases – Induction, Pre-Process Training, Process Training and On-Job Training.
- There is a growing trend to customise training and development at an individual level creating specific learning path unique to each learner’s own strengths and weaknesses.
- Competency mapping allows organisations to identify an individual employee’s strengths and weaknesses in order to provide a conclusive and honest picture of where each employee’s current skill gaps exist and providing the employee’s with clear directions towards a career development plan.
- On-Job Training (OJT) models are rolled out so that the new hires undergo a standard and structured learning path, which helps them progress on the learning curve faster.
- Comprehensive training is essential if you are to do your job well and we provide a rigorous programme of training to ensure that you are properly equipped for your role.
- The training, continuing education and career development programs are designed to ensure our technology professionals enhance their skill-sets in alignment with their respective roles.
- Leadership development is a core part of our training program.

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- Mark, J., Infosys Consulting Training and Development, [Video online] Available at: <https://www.youtube.com/watch?v=zPVTgKq4mXU> [Accessed 19 December 2012].
Recommended Reading

Self Assessment

1. What does KPO stand for?
   a. Knowledge Process Outsourcing
   b. Knowledge Procedure Outsourcing
   c. Knowledge Product Outsourcing
   d. Knowledge Promotion Outsourcing

2. The nature of the industry is _________ the growth opportunity of youngsters.
   a. promoting
   b. enhancing
   c. demoting
   d. restricting

3. The BPO industry is highly dependent on the __________ of the global economy.
   a. development
   b. performance
   c. enhancement
   d. evolution

4. __________ development is a key priority on employee agenda.
   a. Employee
   b. Leadership
   c. Management
   d. Financial

5. What does ILP stand for?
   a. Internal Learning Program
   b. Introductory Learning Program
   c. Initial Learning Program
   d. Inclusive Learning Program

6. Match the following

   | Training needs analysis | A. Understand areas of programme management strengths and areas for development |
   | Training Delivery       | B. Provided support, advice and guidance to the programme managers         |
   | Coaching Support        | C. Pre-course reading to maximise the value of the face to face time together as a group |
   | Training design and Development | D. Use of programme management assessment tool                             |

   a. 1-D, 2-A, 3-B, 4-C
   b. 1-C, 2-A, 3-D, 4-B
   c. 1-D, 2-C, 3-B, 4-A
   d. 1-B, 2-C, 3-D, 4-A
7. The ____________ also provides employees who have no previous insurance experience with an opportunity to learn about the insurance industry.
   a. training
   b. development
   c. guide
   d. induction

8. Which of the following is not a phase of new hire training?
   a. Induction
   b. Pre-Process Training
   c. Process Training
   d. Post-Process Training

9. Competency mapping allows organisations to identify an individual employee’s ________________
   a. weakness & threats
   b. strengths & weakness
   c. strengths & opportunities
   d. weakness & opportunities

10. The quality percentage or the accuracy percentage ___________ as the OJT progresses.
    a. decreases
    b. remains unaltered
    c. increases
    d. demotes
Case Study I

How Accenture Learning Business Process Outsourcing (BPO) Services Helps to Drive High Performance for Accenture?

Accenture experienced a series of dramatic challenges that began to affect the company’s ability to continue to provide world-class learning experiences for our own employees. By outsourcing to Accenture Learning BPO Services, Accenture transformed our training function to support our drive to achieve high performance.

Accenture, one of the world’s leading management consulting, technology services and outsourcing companies, has also been a traditional leader in the area of training and development. Both for our clients and for our own employees, Accenture has been an award-winning developer of advanced learning programs. The company has been at the forefront of many innovations in the field of corporate education that are now accepted as standard.

Beginning in 2001, Accenture experienced a series of dramatic challenges that began to affect the company’s ability to continue to provide world-class learning experiences for our own employees. Faced with worldwide economic turmoil following the bursting of the Internet bubble, the broad effects of global terrorism and the rapidly changing needs of our clients, Accenture found that the rules of the training game had changed—and changed permanently.

As the company invested more power in our individual industry groups and service lines-strategy, technology and change management—Accenture’s distinctive approach to core training had ebbed in strength. Large-scale business changes also were affecting the training curriculum. Accenture was transitioning from a pure consulting organisation, one with a fairly large homogeneous workforce, to a consulting and outsourcing company with several different kinds of workforces depending on how the work was to be sourced. Cost was also a looming issue as Accenture historically invested large amounts in our employee training programs.

Accenture’s Capability Development group initiated a sweeping transformation of our internal training and development programs, reinventing the way we supported our workforce with world-class learning services, as well as knowledge sharing and collaboration capabilities.

Following the advice that Accenture provides to our own clients, the Capability Development Group looked to improve both the quality and efficiency of our training programs by pursuing an outsourcing model. In an innovative move, Accenture created a separate learning outsourcing service offering—Accenture Learning BPO Services—consolidating our learning, design and delivery resources to serve clients as well as Accenture’s own internal training organisation.

Accenture Learning BPO Services and Accenture work together today to annually serve more than 125,000 learners through more than 200,000 classroom learning days and more than 1,000 virtual learning sessions. As the outsourcing provider, Accenture Learning BPO Services has ongoing responsibilities for content development, delivery, technology development (application development, hosting and maintenance), and help desk support and vendor management. Nearly 8 million hours of training are supported through a global learning management system called myLearning. Accenture Learning BPO Services collaborates with Accenture to deliver world-class experiences in classroom training, e-learning, virtual classrooms and decision support.

The learning transformation program at Accenture was boosted by a major research study conducted by the team into the return that Accenture receives on our investment in learning and training programs. The team discovered that for every dollar Accenture invests in learning, the company receives that dollar back plus an additional $3.53 in measurable value to our bottom line—in other words, a 353 percent return on learning.

Learning at Accenture is now successfully aligned with business strategy and the core curriculum has been upgraded to meet the needs of Accenture’s workforces. Consistent, reliable and efficient delivery of training is another positive outcome of the outsourcing relationship. Additionally, Accenture is now saving more than 40 percent on learning and development compared to five years ago, even as the size of our workforce has grown by 50 percent.
Questions
1. What challenge was faced by Accenture?
   Answer
   Beginning in 2001, Accenture experienced a series of dramatic challenges that began to affect the company’s ability to continue to provide world-class learning experiences for our own employees. Faced with worldwide economic turmoil following the bursting of the Internet bubble, the broad effects of global terrorism and the rapidly changing needs of our clients, Accenture found that the rules of the training game had changed—and changed permanently.

2. What was the solution provided to the problem?
   Answer
   Accenture’s Capability Development group initiated a sweeping transformation of our internal training and development programs, reinventing the way we supported our workforce with world-class learning services, as well as knowledge sharing and collaboration capabilities.

3. What are the features of Accenture Learning BPO services?
   Answer
   Accenture Learning BPO Services and Accenture work together today to annually serve more than 125,000 learners through more than 200,000 classroom learning days and more than 1,000 virtual learning sessions. As the outsourcing provider, Accenture Learning BPO Services has ongoing responsibilities for content development, delivery, technology development (application development, hosting and maintenance), and help desk support and vendor management. Nearly 8 million hours of training are supported through a global learning management system call myLearning. Accenture Learning BPO Services collaborates with Accenture to deliver world-class experiences in classroom training, e-learning, virtual classrooms and decision support.
Case Study II

Delivering Value-Added Contact Centre Services that Leverage the Voice of the Customer to Improve Customer

About Wipro BPO
Wipro Business Process Outsourcing (BPO) is a leading provider of BPO services focusing on the complex, voice and non-voice based segment of customer-care services. Wipro BPO’s front office operations currently handles more than 15 million transactions. Services are provided from a total of 19 global delivery centres in North America, Central and Eastern Europe, India, China and Latin America.

The Objective
Wipro’s main objective was to expand its service offering to customers seeking to improve productivity and agent performance; identify and eliminate root causes of business challenges and customer dissatisfaction; and add value to existing client processes.

The Solution: From Intent to Impact
At the heart of Wipro’s services is an integrated solution approach providing enhanced value to its customers through process standardisation, simplification and optimisation. As a BPO, Wipro leverages on a broad range of enterprise services joining varied domains, such as manufacturing, retail, financial services, telecom, energy and utilities, and healthcare, with existing technology and functional requirements. With best-in-class solutions, they empower their enterprise customers to achieve operational excellence. Having NICE Interaction Recording and NICE Quality Management already integrated in the organisation, Wipro added NICE First Contact Resolution, NICE Handle Time Optimisation and NICE Customer Satisfaction business solution to further strengthen and expand their service offering. These solutions which are powered by NICE Interaction Analytics are part of the NICE SmartCenter suite, helped Wipro identify, validate and quantify their customers’ policy and procedural issues using categorisation as well as root cause analysis capabilities. Gathering this essential information enabled them to then take the appropriate corrective action.

With NICE SmartCenter Operational Efficiency solutions, Wipro could minimise operational costs; maximise both the efficiency and effectiveness of customer interactions without compromising customer satisfaction. Integrating the NICE First Contact Resolution business solution empowered them to identify the drivers of repeat contacts across their communication channels and recommend the necessary actions to their customers so they could resolve customer questions and concerns in a single interaction. With the NICE Handle Time Optimisation business solution, Wipro was able to provide a detailed analysis and educate their customers about how to optimise average handle time (AHT) during customer interactions. This was achieved without sacrificing desired outcomes of improving customer satisfaction.

The NICE Customer Satisfaction business solution helped Wipro uncover the drivers of customer interactions and the root cause of dissatisfaction to align their customers’ business goals with actual performance. Wipro’s Customers could then adjust agent scheduling, rectify shortcomings and amplify strengths in processes and service delivery to transform the customer experience into a competitive differentiator.

Success Story of a Wipro Utilities Customer
One of Wipro’s major Energy and Utility customers providing utility services to retail customers noticed an increase in customer dissatisfaction. This had resulted in a shortfall in meeting their target KPIs for first contact resolution.

By using the NICE Customer Satisfaction business solution, Wipro was able to proficiently identify major drivers of customer dissatisfaction. They discovered that some company policies were unfavourable and inappropriate for servicing customers. One policy was the shutting off of gas supply without prior notification to the customer. Additionally, they determined that there were several inefficient internal procedures, such as not providing the agent with a specific timeline for the arrival of service representatives and no call-ahead facility. This caused a long waiting time before customers received a return call, up to an entire day. Another driver of customer dissatisfaction was a lack of agent empathy when handling distressed callers.
With the NICE First Contact Resolution business solution, Wipro identified the main drivers of low first contact resolution. The primary causes for repeat calls were order status enquiries such as rescheduling a service call, unclear reconnection processes, as well as agent miscommunication.

“By performing in-depth analysis of customer interactions using NICE Customer Satisfaction and NICE First Contact Resolution, we were able to empower our customer with valuable tools to help implement necessary internal changes for improving customer satisfaction by a resounding 13 percent,” said Rajesh Sehgal, Process Excellence Leader, Wipro BPO.

Once Wipro was informed of the key drivers causing the customer’s challenges, they were able to promptly recommend the appropriate changes and improvements. Based on Wipro’s in-depth analysis, the customer’s Board of Directors are now reviewing new policy changes to better service customers. In addition, internal procedures were fine tuned to better suit their customer’s requirements and preferences. Agents were coached effectively and given a more polished script, which encouraged them to show more empathy during interactions with customers. The changes implemented resulted in a remarkable 13 percent increase in customer satisfaction.

(Source: Sehgal, R., Delivering Value-added contact centre Services that Leverage the voice of the Customer to Improve Customer, [Pdf] Available at: <www.nice.com/apac/eImpac.../WiproCaseStudy-New.pdf> [Accessed 20 December 2012]).

Questions
1. What is Wipro BPO into?
2. What are the features of NICE Customer satisfaction business solutions?
3. How did NICE Customer satisfaction business solutions provide help to Wipro?
Case Study III

Nestle: Training and Development

Introduction
Nestlé is today the world’s leading food company, with a 135-year history and operations in virtually every country in the world. Nestlé’s principal assets are not office buildings, factories, or even brands. Rather, it is the fact that they are a global organisation comprised of many nationalities, religions, and ethnic backgrounds all working together in one single unifying corporate culture.

Culture at Nestlé and Human Resources Policy
Nestlé culture unifies people on all continents. The most important parts of Nestlé’s business strategy and culture are the development of human capacity in each country where they operate. Learning is an integral part of Nestlé’s culture. This is firmly stated in The Nestlé Human Resources Policy, a totally new policy that encompasses the guidelines that constitute a sound basis for efficient and effective human resource management. People development is the driving force of the policy, which includes clear principles on non-discrimination, the right of collective bargaining as well as the strict prohibition of any form of harassment. The policy deals with recruitment, remuneration and training and development and emphasises individual responsibility, strong leadership and a commitment to life-long learning as required characteristics for Nestlé managers.

Training Programs at Nestlé
The willingness to learn is therefore an essential condition to be employed by Nestlé. First and foremost, training is done on-the-job. Guiding and coaching is part of the responsibility of each manager and is crucial to make each one progress in his/her position. Formal training programs are generally purpose-oriented and designed to improve relevant skills and competencies. Therefore they are proposed in the framework of individual development programs and not as a reward.

Literacy Training
Most of Nestlé’s people development programs assume a good basic education on the part of employees. However, in a number of countries, we have decided to offer employees the opportunity to upgrade their essential literacy skills. A number of Nestlé companies have therefore set up special programs for those who, for one reason or another, missed a large part of their elementary schooling.

These programs are especially important as they introduce increasingly sophisticated production techniques into each country where they operate. As the level of technology in Nestlé factories has steadily risen, the need for training has increased at all levels. Much of this is on-the-job training to develop the specific skills to operate more advanced equipment. But it’s not only new technical abilities that are required. It’s sometimes new working practices. For example, more flexibility and more independence among work teams are sometimes needed if equipment is to operate at maximum efficiency.

Nestlé Apprenticeship Program
Apprenticeship programs have been an essential part of Nestlé training where the young trainees spent three days a week at work and two at school. Positive results observed but some of these soon ran into a problem. At the end of training, many students were hired away by other companies which provided no training of their own. It’s not only a matter of learning bakery; we also learn about microbiology, finance, budgeting, costs, sales, how to treat the customer, and so on.

Local Training
Two-thirds of all Nestlé employees work in factories, most of which organise continuous training to meet their specific needs. In addition, a number of Nestlé operating companies run their own residential training centres. The result is that local training is the largest component of Nestlé’s people development activities worldwide and a substantial majority of the company’s 240000 employees receive training every year. Ensuring appropriate and continuous training is an official part of every manager’s responsibilities and, in many cases; the manager is personally involved.
in the teaching. For this reason, part of the training structure in every company is focused on developing managers’ own coaching skills. Additional courses are held outside the factory when required, generally in connection with the operation of new technology.

The variety of programs is very extensive. They start with continuation training for ex-apprentices who have the potential to become supervisors or section leaders, and continue through several levels of technical, electrical and maintenance engineering as well as IT management. The degree to which factories develop “home-grown” specialists varies considerably, reflecting the availability of trained people on the job market in each country. On-the-job training is also a key element of career development in commercial and administrative positions. Here too, most courses are delivered in-house by Nestlé trainers but, as the level rises, collaboration with external institutes increases. “As part of the Young Managers’ Training Program I was sent to a different part of the country and began by selling small portions of our Maggi bouillon cubes to the street stalls, the ‘sari sari’ stores, in my country. Even though most of my main key accounts are now supermarkets, this early exposure were an invaluable learning experience and will help me all my life.” (Diane Jennifer Zabala, Key Account Specialist, Sales, Nestle Philippines).

Through its education and training program, Nestlé manifests its belief that people are the most important asset. In my case, I was fortunate to participate in Nestlé’s Young Managers Program at the start of my Nestlé career, in 1967. This foundation has sustained me all these years up to my present position of CEO of one of the top 12 Nestlé companies in the world.” (Juan Santos, CEO, Nestlé Philippines)

Virtually every national Nestlé company organises management-training courses for new employees with High school or university qualifications. But their approaches vary considerably. In Japan, for example, they consist of a series of short courses typically lasting three days each. Subjects include human assessment skills, leadership and strategy as well as courses for new supervisors and new key staff. In Mexico, Nestlé set up a national training centre in 1965. In addition to those following regular training programs, some 100 people follow programs for young managers there every year. These are based on a series of modules that allows tailored courses to be offered to each participant. Nestlé Pakistan runs 12-month programs for management trainees in sales and marketing, finance and human resources, as well as in milk collection and agricultural services. These involve periods of fieldwork, not only to develop a broad range of skills but also to introduce new employees to company organisation and systems. The scope of local training is expanding. The growing familiarity with information technology has enabled “distance learning” to become a valuable resource, and many Nestlé companies have appointed corporate training assistants in this area. It has the great advantage of allowing students to select courses that meet their individual needs and do the work at their own pace, at convenient times. In Singapore, to quote just one example, staffs are given financial help to take evening courses in job-related subjects. Fees and expenses are reimbursed for successfully following courses leading to a trade certificate, a high school diploma, university entrance qualifications, and a bachelor’s degree.

International Training
Nestlé’s success in growing local companies in each country has been highly influenced by the functioning of its international Training Centre, located near our company’s corporate headquarters in Switzerland. For over 30 years, the Rive-Reine International Training Centre has brought together managers from around the world to learn from senior Nestlé managers and from each other. Country managers decide who attends which course, although there is central screening for qualifications, and classes are carefully composed to include people with a range of geographic and functional backgrounds. Typically a class contains 15–20 nationalities. The Centre delivers some 70 courses, attended by about 1700 managers each year from over 80 countries. All course leaders are Nestlé managers with many years of experience in a range of countries. Only 25% of the teaching is done by outside professionals, as the primary faculty is the Nestlé senior management. The programs can be broadly divided into two groups:

Management courses: These account for about 66% of all courses at Rive-Reine. The participants have typically been with the company for four to five years. The intention is to develop a real appreciation of Nestlé values and business approaches. These courses focus on internal activities.

Executive courses: These classes often contain people who have attended a management course five to ten years earlier. The focus is on developing the ability to represent Nestlé externally and to work with outsiders. It emphasises industry analysis, often asking: “What would you do if you were a competitor?”
Conclusion
Nestlé’s overarching principle is that each employee should have the opportunity to develop to the maximum of his or her potential. Nestlé do this because they believe it pays off in the long run in their business results, and that sustainable long-term relationships with highly competent people and with the communities where they operate enhance their ability to make consistent profits. It is important to give people the opportunities for life-long learning as at Nestle that all employees are called upon to upgrade their skills in a fast-changing world. By offering opportunities to develop, they not only enrich themselves as a company, they also make themselves individually more autonomous, confident, and, in turn, more employable and open to new positions within the company. Enhancing this virtuous circle is the ultimate goal of their training efforts at many different levels through the thousands of training programs they run each year.


Questions
1. How is the work culture at Nestle?
2. Describe the different types of training programs held at Nestle?
3. How is the international training conducted?)
Bibliography


• Mark, J., *Infosys Consulting Training and Development*, [Video online] Available at: <https://www.youtube.com/watch?v=zPVTgKq4mXU> [Accessed 19 December 2012].


Training Methodology in BPO Organisation


Recommended Reading

Self Assessment Answers

Chapter I
1. a
2. d
3. c
4. b
5. d
6. b
7. a
8. c
9. b
10. a

Chapter II
1. b
2. a
3. d
4. a
5. d
6. c
7. b
8. b
9. d
10. c

Chapter III
1. d
2. b
3. a
4. c
5. b
6. b
7. c
8. a
9. b
10. d

Chapter IV
1. a
2. d
3. b
4. b
5. c
6. d
7. c
8. a
9. c
10. b
Chapter V
1. b
2. d
3. a
4. a
5. c
6. c
7. a
8. c
9. b
10. b

Chapter VI
1. b
2. d
3. d
4. a
5. b
6. d
7. d
8. c
9. c
10. b

Chapter VII
1. c
2. d
3. b
4. a
5. d
6. b
7. c
8. b
9. d
10. a

Chapter VIII
1. a
2. d
3. b
4. b
5. c
6. c
7. d
8. d
9. b
10. c