



**Training and Development Program:
The Effectiveness On Human Resource Development.**

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Abstract

Training is said as a catalyst and also a learning process whereby people acquire skills or knowledge to aid in the achievement of goals. Because learning processes are tied to a variety of organizational purposes, training can be viewed either narrowly or broadly. In a limited sense, training provides employees with specific, identifiable knowledge and skills for use on their present jobs. Training is an investment in a person. The employer invests money and the employee invests time. Because of a changing workforce, process redesign and new work relationships, training is no longer a supplementary activity but is essential for survival. This paper will discuss in detail on how important the training and development program is. The paper's content will also focus on planning training effectiveness because the writer strongly believe that the training plan is the blueprint and guide for training. This paper will be covering the issues of the important of training program in order to up grade level of human resource development within organization and the planning training effectiveness such as the effectiveness training approaches, the evaluation process, training and development design and analysis of training needs.

Introduction

Training needs often take a back seat to other company objectives. For instance, when profit slips, training is often the first function to be scaled back. At the other end of the scale, when business is brisk, scheduled courses get canceled because employees cannot be spared. Another persistent problem with training is inadequate planning. Employees performance evaluations often include general discussions of future training needed to develop a worker's skills. but, frequently, the courses required to meet these needs are not identified and scheduled. This leaves employees thinking performance evaluations are meaningless and diminishes their motivation for self-development.

Obviously, a company cannot ignore training costs, but basic ground rules can be established to keep expenses within reasonable limits. However, when limits are set, employees should be fully informed of any restrictions. after policies objectives are set, plans should be developed to provide employees with the skills they need for current performance and to meet future company needs. Incidentally, training, to be effective, does not need to be expensive. For example, some managers who think nothing of routinely signing approvals for costly seminar often neglect inexpensive training needs, such as those needed to bring new hires up to pick operating efficiency. In terms of providing training, there are several pitfalls that can be avoided.

If the training is to be done in house, make sure the people are doing the training. Effective trainers must possess patience and good communication skill along with their technical knowledge.

I do strongly believe that it is not an easy task for a company to initiate a well-conceived training program that is compatible with its needs and budget, but it is necessary to meet the educational needs to employees. An equal burden lies with employees to take advantage of educational opportunities. Many workers, particularly those further along in their careers, display little or no interest in education. But technology changes at a rapid pace and on going learning experience are important for anyone, at any stage of their work life. Therefore, employees should be reminded that company is interested in each worker's personal development but that the initiative rests with the employees. And when both employers and employees work toward that common goal, then the company, community and employee will all reap the benefits of a well-trained work force.

Training Plan

The training plan is the blueprint and guide for training. It tells the trainer what to do when. The training plan is designed for specific use by the trainer. It is usually designed by the trainer as he/she is developing the course. The plan may also be used by another trainer who assists in teaching the course or another trainer who might teach the course in a different location to a different group of participants. Actually, the plan incorporated:

- Objectives
- Content Outline
- Training Methods
- Time Estimates
- Needed Training Resources
- Participants Assignments
- Evaluation Method

When the training plan is complete, it provides a logical organization for the course. The completion of each of the segments of the plan provide a record of the entire curriculum. Therefore, the training plan represents the curriculum. The training plan, in addition, to documenting the curriculum, provides a guide to the trainer as he/she prepares to teach the course and as he/she presents the course. The training plan, even though, prepared in advance of training, must also be flexible. If certain learning difficulties are encountered, if new ideas and topics are revealed during instruction or if participants needs are clarified, the training plan can be adjusted accordingly. Also, if the course is taught more than once, the plan can be revised for the second offering to reflect what was learned in the first course offering.

Effective Training Approaches

A training program must take into consideration how trainees will learn, not just one trainers should teach. Too often training program are designed based on what the trainer wants to present. Elaborate preparation is given to content handouts and location. These themselves are important element contributing to make a program flow smoothly, but they are not enough to make it successfully. A successful training program is measurable by a post training evaluation audit of the subsequent results it generates in the work environment and the lift in productivity.

For a training program to be effective, learners must have some ownership of the training process (Laird, 1985). For companies that do not have their own in-house training facilities, depending on external training may be the only resource. Great care must be given when choosing an external trainer or selecting external training program. Review the course carefully. Check out the firm that is providing training. Go through the training brochure carefully. See what the objectives are. Are they using the andragogical or pedagogical approach? What do people in business say about the courses and so forth. Trainees learn through various ways depending on their age, gender, education, social background and orientation at work (Alex K B Yong, 1996). In the work place, the composition of people is not homogeneous. With each one's differences, it can be a minefield for the trainer, especially when a training program aims at transferring knowledge to a broad cross-section of people. This cross-sectional training, often practiced by very large organization because of the belief that training is cost effective, really serve very little useful purpose.

One of the greatest challenges facing business is to provide the basic skills for workers to efficiently perform their daily duties. This requires top management commitment to on-the-job training requirements. The basic training required by the new employees is usually delegated to the lowest possible management level and the forgotten. However, if the lower level managers are not training oriented, few effective skills will be taught to new workers. This results in employees learning by doing. As a result, it takes a much longer period of time for new employees to reach an acceptable level of performance. In addition, this can cause morale problem, since other workers have to pick up the slack of poorly trained new hires. And not to be overlooked are the quality and the productivity problems associated with inadequate training. To counteract this lackluster approach, we should insist the line managers provide adequate on-the-job training and follow up to make sure this mandate is being carried out.

Planning For Training Effectiveness

Planning for training is said by Tracy (1992) as a keystone of effective and efficient management. It is particularly crucial in training and development, because without careful and complete planning, resources are certain to be wasted. Without sound planning, training program are not likely to support the plans and objectives of the enterprise as a whole. Planning is a particularly important factor in designing effective development program, which must be based on a searching look at the organization and on study of plans for its growth. Programs must reflect audits and inventories of employees that identify the managerial talent already on the payroll. They must be based on personnel needs forecasts that are regularly updated. Finally, they must be based on the real staffing plans and must include specific procedures for obtaining the skilled personnel needed to meet projected job requirement. (Tracy, 1992).

In her previous study, Tracy also focused on some factors that have important implications for training and development programs such as :

- Goals, objectives and plan.
- Scientific and technological change.
- The nature of enterprise operation.
- The composition of the work force.
- Enterprise policies.
- The training and development staff.
- Facilities for training.
- Costs.

Meanwhile, Mitchel (1993) declared that in developing a training program as well as to ensure the effectiveness, we have to control the training environment which encompasses three stages of the training program:

- 1) The Pre-training Stage.
- 2) The Training Stage.
- 3) The Post-training Stage.

The Pre-training Stage.

The trainer needs to become active in three areas like:

- a) Needs Analysis.

By monitoring government regulations, labour, management planning, customers response and technological advance, we can gain greater control over the pre-training process by anticipating and preparing for new training thrusts.

- b) In-House Networking.

By meeting with all managers and supervisors and determining what they want their people to learn and explore the best produce results for them. So, we can gain the opportunity to shape their expectation and build their support.

- c) Public Relation.

The Training Stage.

Four aspects should be considered :

- a) Agenda.

By setting the agenda, we can control over time.

- b) Personal Leadership.

Exercised consistently, with confidence, sound leadership can exert a powerful and subtle control over the learning environment.

- c) Methodology.

There are a great variety of methods can be used. By carefully blending the methods and by matching the appropriate methods to the materials to be covered, we will gain tremendous control over the learning environment.

- d) Physical Space.

The Post-training Stage.

Consideration is emphasized on:

- a) Formal evaluations.
- b) Evaluation Sessions.
- c) Additional Public relation.

Further for this discussion, I do also like to propose that Dr. Azahari Ismail of UPM declared that to ensure the effectiveness of the training program, we should implement it in the non formal situation. He also did introduced three stages and the concerns in every stage to be considered so that we can plan the effective training for the sake of the employees, the employers and the organization as a whole. The stages and the concerns as follow :

Pre-training Stage.

Concerns:

- Sense of direction.
Emphasizing on objectives, history of the program, instruction and the 5 P's which are indicated as Philosophy, Principle, Policies, Program Plan Project, And Procedures.
- Training process.
- Spouse and family.

- Trainers.
- Trainees.
- Organization.
- Rituals.
- Training organization.
- Training place.
- Accommodation and foods.
- Back up security, religious and health emergency.

In Training Stage.

Concerns :

- Stage setting.
- Classroom environment and management.
- On-going evaluations.
- Instructional approach (treatment).
- dealing with the unexpected.
- Practice (assignments).
- Content.
- Lesson plan.
- Participants interaction.
- Instructional aids.
- Back up.

Post training Stage.

Concerns :

- Outcome effect, impact.
- Immediate, short term, long term.
- Certification and recognition.
- Follow up - coaching, consultation etc.
- Data collection, feed back planning.
- Adjustment action plan.
- Alumni - network.
- Report, record and documentation.

Steps In The Evaluation Process

From my point of view, the evaluation plan of the training program that have to be implemented and designed depends on the objectives of the training program and the methods of the training program and also the content of the training program that had been designed previously. It is all depends on the organizations how to evaluate, and may be execute and use several models to support the evaluation plan. The methods and techniques may vary, based on the types of the training program that implemented. The Evaluation Process involves four steps:

1. Identifying Evaluation Goals.

This is a critical stage because it determines the overall structure of the evaluation effort and establishes the parameters that influence later stages of the evaluation. Some evaluation goals are qualitatively different from others. For example, some goals may relate simply to measuring students reactions subjectively, while others may be concerned with measuring changes in trainee performance back on the job.

2. Developing An Evaluation Design And Strategy.

The next set of activities centers on selecting appropriate measures, developing a data collection strategy, matching data types with experimental design, allocating the data collection resource and identifying appropriate data resource. The choices made at this stage are critical because they determine the likely cost, time and resources.

3. Selecting And Constructing Measurement Tools.

At this stage, we have to select and construct the measurement tools that best fit the data requirements. Establishing a match between the data and the tools requires the evaluator to judge in advance the tools' reliability and validity. Reliability answers the question, "Does the tools provide the consistent and accurate measure of the behavior being assessed?" Validity is a much more complex concept and therefore is much more difficult to establish. A measurement tool is valid if it meets several criteria. The criteria include face validity, content validity and construct validity. Some of the tools currently in use:

- questionnaires
- performance assessment
- tests
- observation checklist
- problems simulations
- structured interviews
- performance records.

The type of measurement tool that selected will vary according to the level of evaluation that we need to carry out.

4. Analyzing Data.

This stage of the evaluation process involves the ability to tie the results of the data gathering effort to the original goals of the evaluation. The following questions come to mind :

- Is the information collected really " need-to-know" information?
- Is the evaluation strategy gathering the right amount of information to answer the key question raised?
- Is the measurement procedure distructive to the education activities?
- Are the analytical procedure appropriate for answering the question raised?

After the data are analyzed, we need to make conclusions and recommendations and presents the findings. A key issue at this stage may involve the potential cost of additional data analysis, especially if the result fail to answer the questions originally posed. As with the original evaluation plan, the cost must be weighed against the potential benefits of the additional effort.

Training And Development Design

Probably, the most significant investment that the employers can make is training. Organizations that have successfully linked training strategies to the corporate strategy of the firm find that the quality of the training improves and the results more closely support corporate goals. Because of a changing work force, process redesign and new work relationships training is no longer a supplementary activity but is essential for survival. All organization must maintain or increase productivity. They cannot wait for an individual to return to school to learn new skill. They can't rely on apprentice systems. On-the-job learning no longer suffices to provide the competency needed for quality work. Traditionally, training activities have been organized and carried out by professional trainers in the corporate or site training department who possess little or no

knowledge of the corporation's overall business strategy. Unfortunately, a lot of money is wasted on ineffective training. Therefore, it is essential that a systematic approach be used when organizing training program. Who is actually responsible for training? Like many other personnel function, training is a shared task, for example, where the organization has the Human Resource Department, clearly, the department will be incharge a training but there must be a constant discussion and liaison with the line managers who know the needs of their department and can identify the type of program beneficial to workers.

In private sectors, which is a very competitive world, do need a training program to up-grade level of productivities, skills and attitude change of their workers. Training is said as a process that has a role to play in helping organizations be competitive. The role has always been there, but it's much larger role today than ever before and it is expanding. Both private and public sectors now hold the training operation accountable for learning and performance improvement. On-the-job training and learn-as-you-go are tactics that no longer work.. So, formal training has become necessary.

Training Effectiveness

The effectiveness of training depends on many factors such as course contents, training methodologies, course duration, course design, the quality of trainers and the motives of trainees, for instance, their reason for attending the course.

In post-entry training, the factors having the greatest impact in determining the effectiveness of training are the methodologies employed, the quality of trainers and the motives of the trainees. Of these three the last factor has not been given sufficient attention and yet it appears to be the most critical in ensuring the success or failure of a training program. The motives of the trainees can be classified as rational or non rational.

Rational Motives:

- To broaden knowledge.
- To acquire new skill.
- To upgrade skill.
- To prepare for the future responsibility.
- To improve chances for promotions or career prospect.

Non Rational Motives:

- To satisfy curiosity.
- To get away from office routines.
- To avoid losing face due to ignorance of new concept.

There are also trainees who attend courses because they are asked to by the superiors who give no reasons for doing so. The motives of the superiors for nominating their subordinates for training courses can vary from preparing those subordinates for future responsibilities to simply getting rid of them.

Analysis Of Training Needs

Effective training is tied to the achievement of predetermined goals(George S.Ordorne, 1970). Certain types of performance are necessary to help the organization reach its objectives and training assists by providing organizational members with the tools to get the job done. It has been suggested that the determination of the training needs in an organization must contain three types of analyses (William Mc Gehee, Paul W. Thayer, 1961):

- 1) Organizational Analysis
- 2) Operations Analysis.
- 3) Man Analysis.

Organizational Analysis centers primarily upon the determination of the organizational goals, it's resources as they relate to organizational goals. The analysis of organizational objectives establish the framework in which training needs can be defined more clearly. Meanwhile, Operation Analysis focuses on the task or job regardless of the employees performing the job. This analysis includes the determination of what the workers must do. Man Analysis reviews the knowledge, attitude and skills of the incumbent in each position and determines what knowledge, attitude or skills he must acquire and what alteration in his behavior he must make if he is to contribute satisfactorily to the attainment of organizational objectives.

In effect, the analysis process raises three questions:

- 1) What is the organization going in terms of objectives?
- 2) What performance is necessary from each job incumbent if he is to contribute effectively to the achievement of the organization objectives?
- 3) Is each incumbent adequately prepared in knowledge, attitudes and skills to perform his role effectively?

The description of training needs an the basis of the operations analysis reveals the desirable abilities and competencies each managerial incumbent must have in terms of leadership, motivation, communication, group dynamic, conflict resolution, change implementation and the many other attributes reviewed earlier, in addition to a number of technical and decision making skill. These needs are discovered not only by analyzing the activities involved in the job, but also by creatively projecting optimum performance requirements. An analysis of the past performance records of the perspective trainee may provide many clues to specific inter personal skills that may need development. Observation by his superiors and self analysis by the trainee may identify another training needs. The training program then follow a general sequence aimed at supplying the trainee with the opportunity to develop his skills and abilities. The sequence is as follow:

Identification Of Training Needs.

(Through the organizational, operation and man analysis.)

Selection Of Training Method

Creation Of Desire To Train And To Change Behavior

Application Of Training Techniques

Performance

Reward And Feedback.

After training needs have been identified, training methods like lectures, group conference, case analysis etc are chosen according to their ability to supply the needed training. The trainee is stimulated to undertake the appropriate training. If the trainee is willing to be trained, he participates in the training program. Through the training program, new knowledge and skills are acquired. If the training program is carried to its proper completion, the trainee is rewarded for his performance in keeping with his post training behavior. The trainee also receives detailed. Feedback on the level of his performance and the continuing adjustments his performance may require. The support and guidance given after the formal training program has been completed are extremely vital to the continued usage by the trainee of newly acquired abilities.

Evaluating Process

To execute a process, training must have tools and a place to perform the process. Two of these requirements bear directly on whether quality can be achieved.. If people are unskilled or poorly motivated, quality suffers. Also, if the amount of time is insufficient or too generous, quality also suffers. A process is efficient if it uses skilled people, in the right kind of ways and provides personal satisfaction when the work is done well. It is effective if it produces what it is supposed to produce to the standard set. efficiency and effectiveness lead directly to quality for the customers.

Efficiency is often associated with economic matters. An operation is considered efficient if it produces products or services and makes a profit. That is a direct reflection of how well people in an operation perform. To be efficient, an operation must have skilled people. Not everyone has to be exemplary in their skills, but some should be. Others should have enough skill to avoid waste and loss of time. Unskilled workers wreck any process quickly and completely. Trainers in particular, should be sensitive to this fact because trainers are after all responsible for providing the skills. If a process produces poor outcomes, the failure is usually blamed on the workers. However, perhaps the worker should point their fingers at management. If lack of skill leads to poor results, may be the training function should accept the responsibility.

Management also share the responsibility. It does not matter how skilled workers are, if they are used improperly or not allowed to exercise their skill to the best of the abilities. A manager's job has become primarily the recruitment, development and assignment of people to job for which they are suited. When these things are done well, workers usually produce to the best of their ability without much need for supervision.

Designing a training program takes time. There is no exact formula that can tell us how much design time is needed for each hour of learning. There are those people who have anxiously and eagerly searched for such a formula. As time passes, during the design process, things change. There is nothing startling in that statement except to recognize that what are design for may no longer be the need by time it was finished. The organization and the problem do not freeze just because the designer has started the design process.

Conclusion

Training program to be effective must have elaborate follow-up action which are change oriented. Malaysia's National Institute Of Public Administration (INTAN) experimented action-training which is an open-ended and continuous training program consisting of a series of classroom and workshop session to be follow up by specific action program in between the session. Research activities, implementation of new ideas, organizational changes comprises the follow up action program. For a conclusion, I think it is not an easy way to plan the training effectiveness. It is actually need full commitment and collaboration those who are involve like the trainer, the trainee, the organization, the environment, the costs and so forth. The most important thing is, it deals with behavioral change like what some scholars said that the singular function of training is to produce change. When it does, it is successful, when it does not, it fails. In this phenomenon, the trainer is said as an agent for change. So, to ensure the trainer possess certain qualities and qualification, we should put some considerations on some criteria like their experiences, seniority in certain discipline, capabilities, accountabilities when conducting the training programs, communication skill, management skill, patience, self motivated, leadership and so forth. Training is expected to prepare the trainees for higher responsibilities. This meant only those with potentialities. At the same time, training is regarded as a method of overcoming inefficiencies in management and organization. The conventional methods of training are inadequate to ensure the effectiveness of the training program in terms of the realization of the ultimate objectives. The beneficiaries of training program for government employees are not the employees themselves but the people or the public.

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