

# HR LESSON 3

## TRAINING AND DEVELOPMENT

In this lesson you will learn about the key terms in the training and development process.



1. REVISION from the lesson 2
2. PART 1: READING & SPEAKING exercises
3. PART 2: Identifying the needs and SWOT analysis
4. PART 3: Delivery the training → choosing the right method
5. PART 4: Evaluating the training

Version without a key.



## REVISION FROM THE LAST LESSON:

- Explain the following words in English and Polish:

appropriate

range

carry out

insight

acumen



What are the key points to include in the job description?

## LESSON 3

# TRAINING AND DEVELOPMENT



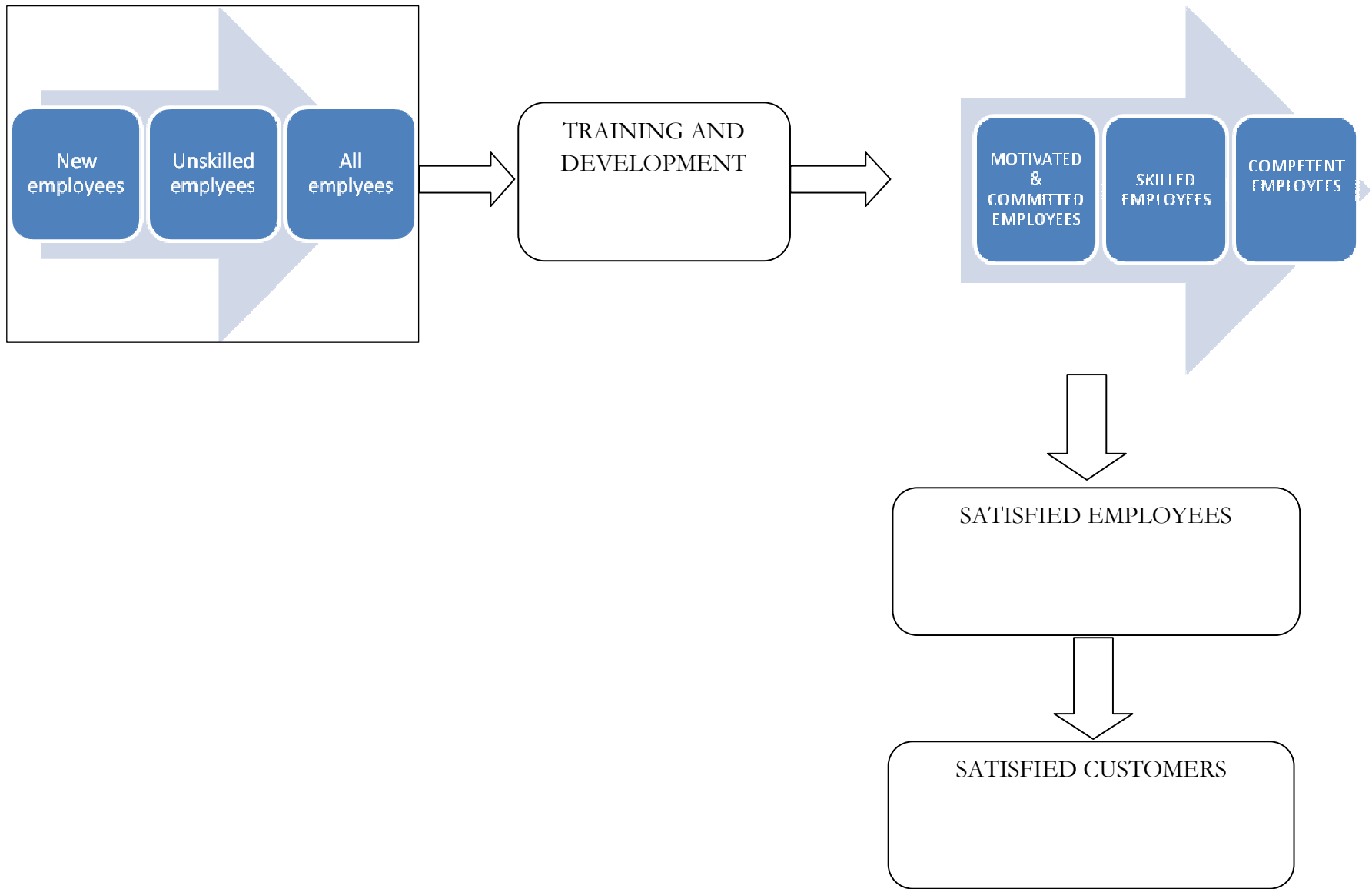
LEAD – IN ACTIVITY - speaking

- Look at the chart. Explain:

- ✓ What does the chart represent?
- ✓ Do you agree or disagree with? Why?
- ✓ How would you title the chart?

- Now answer the following questions:

1. How important is it to invest in the training of employees?
2. Does your company invest a lot of money in the trainings?



## EXERCISE 1 – SPEAKING

### THE TRAINING CYCLE



### THINK AND ANSWER

Which stage of the cycle do you find the most difficult?

## EXERCISE 2 – READING



Put the paragraphs in correct order according to the chart of the training cycle. Start with: identifying the needs.

PARAGRAPH TITLE	CORRECT ORDER
Identify the need	
Delivery the training → choosing the right method	
Evaluate the training	

1. Training and development at any level wastes resources unless it correctly meets a need. The only way you can determine whether it has met a need is to evaluate the learning, **taking into account** the learning cycle. Evaluation can exist at a number of levels, and unless you understand and use this you will not fully implement training that will **meet the overall needs** of the team.
2. **Weigh up** the **pros and cons** for each type of training before deciding which type, or types, to provide for your employees. Consider the cost, space, and time needed, as well as the return on investment, for each type of training. The choice of training will also depend on what you want your employees to learn and the number of employees that you wish to train, for example: seminars, workshops, role-playing.
3. The need for staff training can be identified in a number of ways, such as during interviews, through **feedback** from colleagues, by competence or knowledge tests, by observing work taking place, or from appraisal documents or CVs. Skills and knowledge audits and a SWOT analyses are well-known techniques that can be used for self-assessment as well as for identifying the needs of individuals and groups.

### EXERCISE 3 – VOCABULARY



Complete the dialogue with the words and phrases from the box in a correct grammar form:

take into account

meet the need

weigh up

feedback

pros and cons

- Hi Jane! What are you doing?
- I'm just \_\_\_\_\_ the \_\_\_\_\_ and \_\_\_\_\_ of the Assertiveness Skills training.
- Have you \_\_\_\_\_ the overall needs of all departments?
- I am just considering this. I think I have to conduct the interviews with managers to find out whether the training will \_\_\_\_\_ of all departments.
- That's a great idea! If we manage to conduct the training we will definitely have to get \_\_\_\_\_ in the form of evaluation of the training by the participants.



## IDENTIFYING THE NEEDS AND SWOT ANALYSIS

A simple self-assessment tool is the **SWOT analysis** or analysis of **STRENGTHS, WEAKNESSES, OPPORTUNITIES and THREATS.**

This can be used on its own or with the skills and knowledge analysis. It is a good technique for helping staff identify their own training needs with or without support.

### EXERCISE 4 – READING COMPREHENSION



Decide which sentence is a Strength, Weakness, Opportunity or Threat and put them in the correct place.

1. I am unfamiliar with project management software.
2. I have a strong background in management techniques.
3. Other candidates may have worked with manual workers – I need to improve my leadership skills.
4. Growth in the path industry may mean that there are more higher level jobs available.

#### The project team leader training

Strengths	Weaknesses
<ol style="list-style-type: none"> <li>1.</li> <li>2. I have used a pc competently in previous jobs.</li> </ol>	<ol style="list-style-type: none"> <li>1. I have not worked to any degree with groups of manual workers.</li> <li>2.</li> <li>3. Health and safety training did not cover construction regulations.</li> </ol>
Opportunities	Threats
<ol style="list-style-type: none"> <li>1. There will be a number of candidates selected for a higher level qualification in Project Management.</li> <li>2.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lack of project management skills can hamper progress.</li> <li>2.</li> </ol>

## DELIVERING THE TRAINING

### → CHOOSING THE RIGHT METHOD FOR THE TRAINING.

#### EXERCISE 5 – READING COMPREHENSION.



Match the methods of training with their descriptions:

<b>Coaching</b>	Formal or informal way of helping a new employee to settle down quickly in the job by introducing them to people, the business, processes etc.
<b>E-learning</b>	A group of employees train together under the supervision of a trainer typically involves explanation examples, trying out the skill or method, reviewing what happens, and considering developments and alternatives
<b>Evening classes</b>	By talking through a problem or task with a coach/manager, employees can arrive at a solution or better method of working
<b>Workshops</b>	Training through classes held in the evenings
<b>Study leave</b>	One employee observes another employee going about their job
<b>Induction</b>	Employees are given paid leave to attend courses and attain a recognised qualification
<b>Job shadowing</b>	A more senior person typically supports an executive by providing advice, support and a forum for discussing problems manager/director
<b>Mentoring</b>	Typically employees in a particular department (e.g.: sales) come together to take on roles to help work through possible scenarios (e.g. customer complaint)
<b>Simulation/role-playing</b>	Employees follow courses online

## EVALUATING THE TRAINING

### EXERCISE 6



Choose the name of each form of evaluation of the training:

pre-briefing	de-briefing	learning
organisational learning	team learning	instant evaluation

- \_\_\_\_\_ evaluation sheets are given out to the participants at the end of training courses. While these can be useful in an overall picture, they are generally of limited use as they only describe feelings at that time. They may also reflect what the learner has enjoyed rather than what he/she has actually learned.
- \_\_\_\_\_  
It is more meaningful if team members are briefed by a manager before any training event to talk over the content of the training, to determine expectations and to set the scene for a debriefing.
- \_\_\_\_\_ is a good way to ensure that the learner is focused and able to implement the training as soon as possible after the course. It is also a vehicle for the manager to evaluate whether this was the right training and whether it was value for money.
- \_\_\_\_\_  
Many people attend courses or other training sessions but do not learn as efficiently as they could. There can be many reasons for this, including lack of motivation or poor teaching. You must determine whether any training and development is effective in assisting the learner to learn. This can be done through tests or examinations, but the most effective way in the workplace is to allow the learner to put the new knowledge into practice as soon as possible.
- \_\_\_\_\_  
If you are concerned not only about the learning experienced by the individual but about the team, you have also to ask whether the training has had an effect on developing the team through either learning skills or changing attitudes.
- If the evaluation of team learning is important, so too is the evaluation of \_\_\_\_\_ This can be compiled from team evaluation reports and take the form of a report on the overall impact of training and development on organisational objectives.