

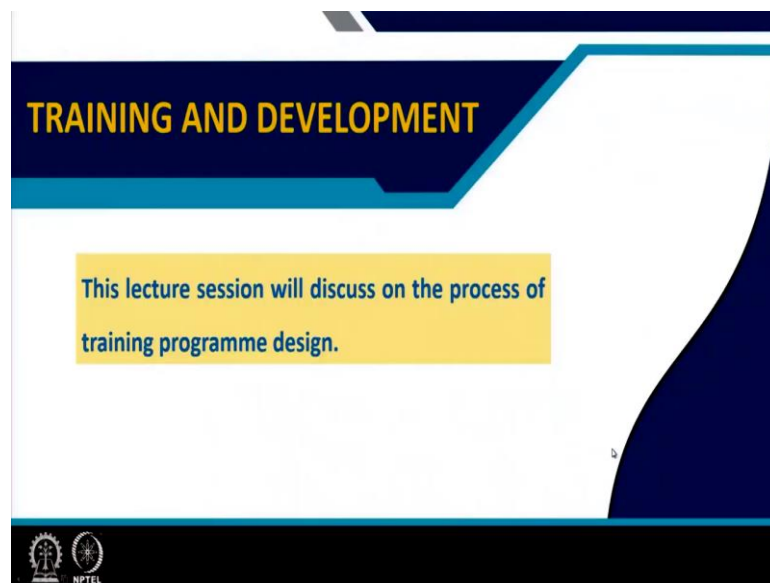
**Training and Development**  
**Prof. S. Srinivasan**  
**Vinod Gupta School of Management**  
**Indian Institute of Technology, Kharagpur**

**Module - 05**  
**Lecture - 23**  
**Steps/Process of Programme Design**

Welcome to lecture number 23, in the previous lecture we learnt about the training design and we also talked about, what are the contents of a training design and today's lecture we are going to talk about Steps and Processes of Programme Design. As we learned about the principles of learning training design and talked about a component of a training design.

Now, we are coming into the more important part which how what is the steps involved in training design and all the processes steps or a process of a training designs.

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**Introduction**

The different projects of a programme are complimentary and help the programme to achieve its overall objectives. Programmes tend to be split into phases and the benefits of a programme are the sum of the benefits of all projects. Designing and planning is important for projects and programmes alike.

According to UNDP (2009) it refers to the "process of setting goals, developing strategies, outlining the implementation arrangements and allocating resources to achieve those goals."

Handwritten notes on the right side of the slide:

- Programme → Benefit
- Project → Effectiveness
- Sum (1,2,3)
- A box containing:
  - 1 - Project
  - 2 - "
  - 3 - "

The slide also features a small video inset of a man in a light green shirt and a logo for NPTEL at the bottom left.

So, let us get into the lecture. So, ok when we talk about a programme, programme we already discussed, yes, it is a set of events or a series of events, which are part of a particular programme, which aim to develop or a meet the specific objective.

When we talk about you know programme, there are different projects of a programme which are complementary and help the programme to achieve its overall objective. For example, one specific programme which will have several events or a project into the same programme itself. So, each project together which will object to the larger objective of a particular programme.

So, the programme may be split into you know various phases or a several phases or various projects itself in a particular programme and the benefit of the programme is always the sum of the benefits of all the projects. Let us call a project or a programme. So, there is a programme which made the programme into few objective projects.

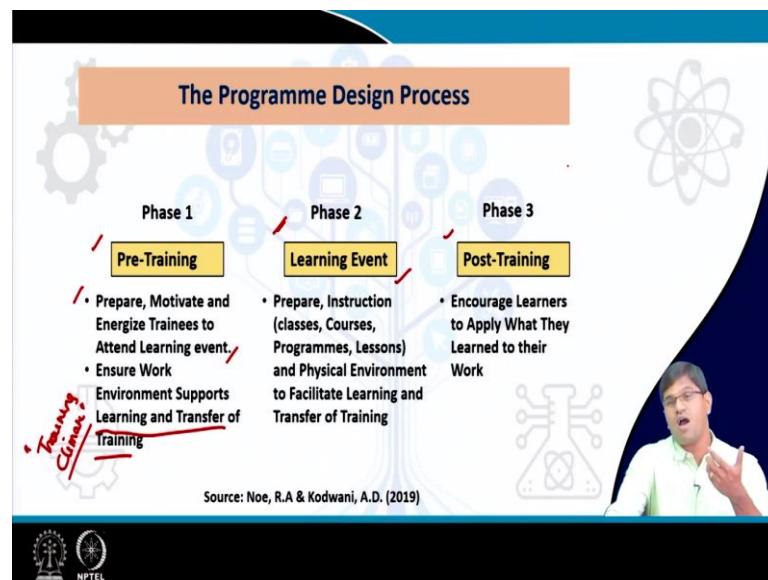
Let us say 1 2 3, these are the projects, project 1, project 2 and project 3. Now if you will want to identify the effectiveness of a particular training programme, it is always the sum of all 1 2 3. So, this is what the you know when you will it will determine the benefit or effectiveness of a particular programme, because this programme can be split into multiple phases or probably into multiple projects, the combined effect of the project benefit will become a reflection of the overall programme.

So, according to UNDP, they defined the process of a programme which is it is a, process of setting goals, developing strategies which we are trying to understand the you know programme designing, which is the starts the first activity of setting goals, developing strategies, outlining the implementation arrangements and allocating resources to achieve the goals.

So, if you look at the programme design which always begins with the goal setting if you remember you know learning objective in the previous lecture yes, similarly you have to setting the goals, then develop a strategy, how will you achieve its about you know designing on the learning content and the learning method.

Then, outlining the implementation arrangement then provide necessary resources which is very important, in terms of you know materials, in terms of you know accessibility, in terms of infrastructure, in terms of tool or a technology whatever we are talking about, you have to provide necessary tools. So, that you will be able to achieve the goals which you are set in the beginning of a programme design or a training design ok.

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So, let us understand the programme design process. There are three phases in a training design process which is a, first phase is a pre training now before a training, learning event itself the training itself which is the learning event when we talk about a learning event which is nothing but a training itself, during the training programme then comes the post training after when we complete the training programme.

Now, talk about what is the pre training. Here we prepare motivate and you know create lot of enthusiasm among the trainees to attend the learning event which is very important and also create or ensure that, they are your work environment supports the learning and transfer of training which is about you know, does your company provides or creates a climate which is a training climate, wherein my wherein the supervisor, co worker, peer are promoting this learning or a training to happen where they encourage their fellow colleagues to go and participate in a training programme.

And also, you have to ensure that yes send a signal to the participant, that yes, this learning programme or a training programme will offer lot of insight. It will improve your skill level; it will improve your knowledge level so that there is more interest among and enthusiasm among the learners to participate in a training programme.

Then comes the learning event it is a training itself, prepare delivery of the instructions how the physical environment you know facilitate the training and transfer of training to occur, how will you deliver the programme, the content of a programme, a lesson been taught, experience is being provided or demonstration being conducted, hands on practices are been given all this become part of the phase 2 of a training programme.

Then, post training: are you providing any post follow up training after the training programme, are you conducting any refresher courses for people who have attended the training programme. So, encourage the learners to apply what they learnt in the workplaces which is the kind of you know post training support what you are giving.

It is about are you ensuring the transfer of training to occur in a workplace wherein yes, employees participate in a training programme and does my organization creates an opportunity for them to go back and you know implement what they learnt during this specific training period.

For example, maybe somebody would have learnt a new tool or a technology, when they go back it does the organization provides them opportunity to use this skill they learned or a tool they learnt, can you create an opportunity for them to use in the particular project or the workstation they are working this is what talks about a post training phase.

So, we will see in detail about all these three phases because which is very important. So, that you will be able to know how is the training process flows goes through ok.

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The slide is titled "The Programme Design Process" in an orange box at the top. Below the title is a large yellow text box containing two bullet points. The first bullet point states: "The Diagram in prepage shows that programme design has three phases like-pretraining, learning event and post-training." The second bullet point states: "Pretraining mainly deals with information collected during assessment of training needs. It is important in identifying pretraining activities, designing the learning event and helping to ensure that transfer of training occurs after training is completed." To the right of the yellow box, there is a handwritten note in red ink that says "TNA: Information" with an arrow pointing down. In the bottom right corner of the slide, there is a small video inset of a man in a light green shirt. The slide also features decorative elements like gears and an atom symbol, and logos for NPTEL at the bottom left.

Now pre training as we have already seen there are three phases which is pre training learning event and then the post training. When we talk about a pre training which also deals with you know information collected during the assessment of a training need which we are also talking about before a training programme.

We also talk about you know training need assessment we focus on the information which are you know which are arrived from the various training need assessment you have conducted either through an interview or a focus group or observations or from survey method multiple method we discussed in training need assessment.

It also talks about the information collected from the training need assessment and it is important to identify the pre training activities. What are the pre training activities you have to do? You know designing the learning event, helping to ensure the transfer of training occur after it has been completed. What we are talking about is pre training activities it will also include about brainstorming and discuss about what is the content of a training programme.

And also talk about ok what is the required support post the training event. So, that my learners will go back and use those, what they learnt during the training period. So, these are all have to be should be taken care during the pre training phase.

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The slide is titled "The Programme Design Process" and focuses on "Phase 1: Pre-Training". It describes the importance of the work environment and lists several key steps for starting the programme. Handwritten red notes and arrows provide additional context to the first two steps.

**The Programme Design Process**

**Phase 1: Pre-Training**

This stage involves ensuring that the work environment (i.e., climate, managers and peers) supports learning and transfer of training.

In this stage some measures are taken to start the programme:

- Carrying out thorough training need analysis *Need/Requirement/Challenge/Problem, etc.*
- Identifying the purpose of training *←*
- Align learning outcomes with business goals and on-job tasks.
- Plan to provide in-time learning using most appropriate delivery method
- Meet the learners.

When we talk about a pre training phase which also you know involves ensuring that work environment, we talked about you know training climate managers and peers supports the learning and transfer of training occurs when the learners go and participate.

And at this stage some measures has to be taken to before we start the programme. What is that? Carrying out thorough planning training need analysis which is very important yes you have to conduct a training need analysis. So, that you will be able to determine, if you look at you know this is a sequential step yes when you have a proper training need analysis you would have identified a need or probably you know issues or challenges or problems whatever may be ok so, etcetera.

So, this will act as an input to identify the purpose of a training what is that purpose I need to come up with so, that I will be able to determine my learning objective of the training programme. Now I need to align the learning outcomes with the business goals and the on the job task which is very important. You need to align your, you know learning outcomes with their organizational larger goals and their on the job task ok.

And plan to provide in time learning use most appropriate delivery methods. So, that you are ensuring that yes that learning occurs within the stipulated training period using the most appropriate training method.

So, that you know you will be able to generate better learning and you also have to meet the learners. So, meeting the learners is very important so, that you will understand who are your participants, how you have to design your training programme. So, that it actually makes you will be able to design it properly unless otherwise you do not know your learners, it will become very difficult for you to design what type of a method will be effective with the particular set of audiences or the participants ok.

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The slide is titled "The Programme Design Process" and is part of a presentation. It features a yellow box with the following content:

**Phase 1: Pre-Training**

- **Carrying out thorough training need analysis**  
A comprehensive training needs analysis exercise with the trainees will help assess what skills and knowledge they need to excel in their job responsibilities and the gaps in their existing knowledge and skillsets
- **Identifying the purpose of training**  
This ensures that all team members are on the same page, work towards a common goal, and focus their efforts to achieve similar objectives

The slide also includes a small inset photo of a man in a light green shirt in the bottom right corner. The background of the slide has a blue and white color scheme with gear and atom icons. The NPTEL logo is visible in the bottom left corner.

So, when you talk about a carrying out a thorough training need analysis yes organization has to spend lot of resources and time in conducting this training need analysis with the specific set of employees who for whom you are going to provide a training programmes what skill or a knowledge you know they are good at what skill and knowledge they are short off. So that you can focus on those aspects on your training programme.

Then identifying the purpose of the training. So, this will ensure that all team members are in the same page which you. So, that you know you are going to work toward a common goal focus their efforts to achieve the similar objective because it is very important everybody in organizations have a very clear idea on what is the purpose of the training programme, what are we aiming to address or what are we trying to develop through this particular training programme.

So, that I am going to offer a specific skill set for my employees and you know all of them share a very similar objective and there is no dilemma or conflict between the members in an organizational setup ok.

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**The Programme Design Process**

**Phase 1: Pre-Training**

- Align learning outcomes with business goals and on-job tasks.

This is to establish a clear association between company business goals and the skills the learners will learn and develop by the time they complete the course.

- Plan to provide in-time learning using most appropriate delivery method

To ensure that the training has the maximum impact on learners and to provide training just when they are in need of it.

Diagram: Training → Growth of Org.  
Skill Dev. → Org. Goal → Very Impressive

Then comes aligning the learning outcomes to the business goals and on the job task it is you know establish a very clear association that yes what we are training trying to create through a learning outcome has lot of implication for an organizational goal. What is it what are we trying to understand by this?

Which means see I am not offering a training ok which is let us say training I am conducting a training programme I need to ensure this actually contributes to the growth of organization, which meaning that you need to ensure that this training is in alignment with my organizational goal. So, that it will contribute I do not want to spend my resource or take away times of my employees in a training programme which may not align with the needs or a goal of an organization ensure that yes, your learning outcomes.

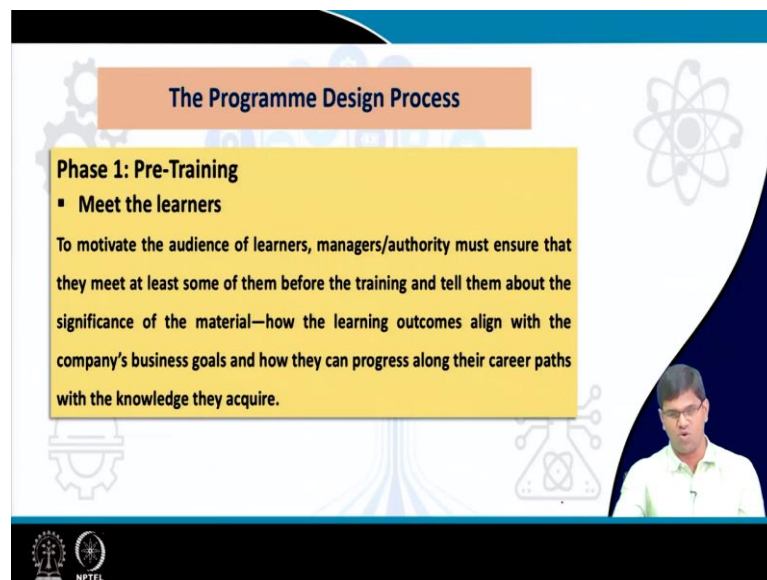
Let us say out of the training programme you wanted to train employees on a specific skill or on a tool. Now you need to see this skill and tool is very important for achieving my organizational goal. So, this is how you are creating the alignment. So, you are developing a skill or you know abilities of handling a tool which is very significant activity for an employee to achieve the organizational goal.



So, that is how we are aligning these learning outcomes with the organizational goals. Now plan to provide in time learning using most appropriate delivery method because the training has to ensure that they has maximum impact on learners and provide a training just when they are in need of it.

You have to ensure that yes you are offering training when they are really required; meaning that when they suffer when they encounter a problem and challenge, you have training programme has to be directed towards those specific shortcomings and when they needed it actually ok.

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The slide is titled "The Programme Design Process" in an orange header. Below it, a yellow box contains the text: "Phase 1: Pre-Training" followed by a bullet point "Meet the learners". A paragraph below the bullet point reads: "To motivate the audience of learners, managers/authority must ensure that they meet at least some of them before the training and tell them about the significance of the material—how the learning outcomes align with the company's business goals and how they can progress along their career paths with the knowledge they acquire." The slide features a background with faint icons of a gear, a lightbulb, and a network diagram. A small video inset in the bottom right shows a man in a light green shirt. The NPTEL logo is visible in the bottom left corner.

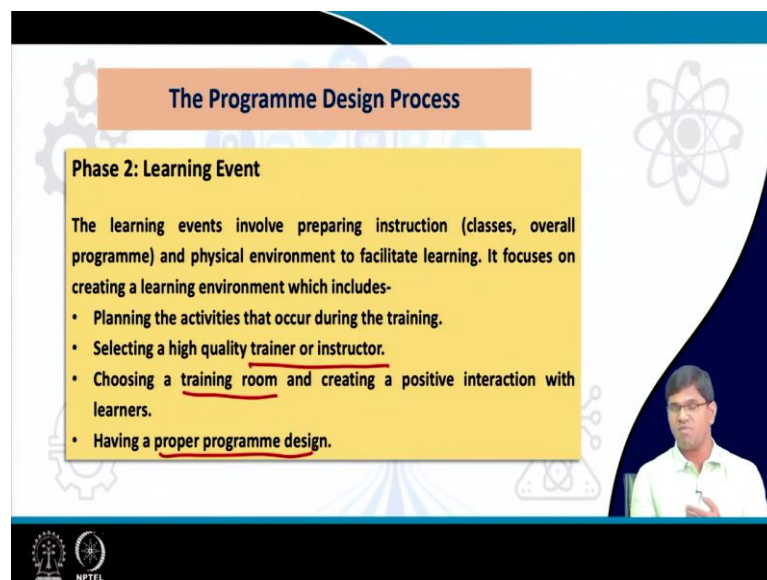
Then comes meeting the learners; why it is important? Why do you wanted to meet the learners before a training programme? Because two things; one is about you have to motivate the learners or authority to ensure that yes, they will the training programme will meet you know will provide what they really require and it will also help them to have a greater contribution which will improve their performances which will be supporting their or achieving them organizational goals.

It meaning that you are sending a message or ensuring or giving promises to the audiences that yes, this training programme is going to be beneficial for you in developing so on so, skill set or improve your knowledge level skill level on the specific aspects of the training. And also, if you look at another perspective is that meeting the

audience will also provide more insight on who are your participants what is their characteristics.

When we if you remember the programme design learning. Learning is dependent also on trainee characteristics. When you meet your learner, you will be able to understand who are your participant, what are their characteristics, what are their experiences, educational level, qualifications, their you know the routines of their employees who are going to participate in a training programme, this will act as a more input in order to design or a customize a training programme such a way that yes your training content are customized to the specific set of participants that is why meeting the learners is also an important pre training exercise that every organization has to carry out.

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The slide is titled "The Programme Design Process" and is divided into two main sections. The top section is a blue header with the title. The bottom section is a yellow box titled "Phase 2: Learning Event". Inside this box, there is a paragraph describing the phase and a bulleted list of tasks. The tasks are: "Planning the activities that occur during the training.", "Selecting a high quality trainer or instructor.", "Choosing a training room and creating a positive interaction with learners.", and "Having a proper programme design". The slide also features a small video inset of a man in a white shirt and glasses, and a logo in the bottom left corner.

### The Programme Design Process

#### Phase 2: Learning Event

The learning events involve preparing instruction (classes, overall programme) and physical environment to facilitate learning. It focuses on creating a learning environment which includes-

- Planning the activities that occur during the training.
- Selecting a high quality trainer or instructor.
- Choosing a training room and creating a positive interaction with learners.
- Having a proper programme design.

Then comes the phase two where is the learning event. Learning event is nothing, but you know delivery of the training programme itself. So, learning events are involved preparing the instructions you know classes overall programme and ensuring the infrastructure the physical environment in which the learning takes place.

So, it also focuses on creating a learning environment which include planning the activities that will be happening during the training programmes or what are the activities you will do part of a training programme, are you going to do any exercises, are you going to give any in class exercises, are you going to only do a lecture or you will have a

demonstration you will have an experienced learning instance. So, you have to decide what is the activity you will do during the training programme.

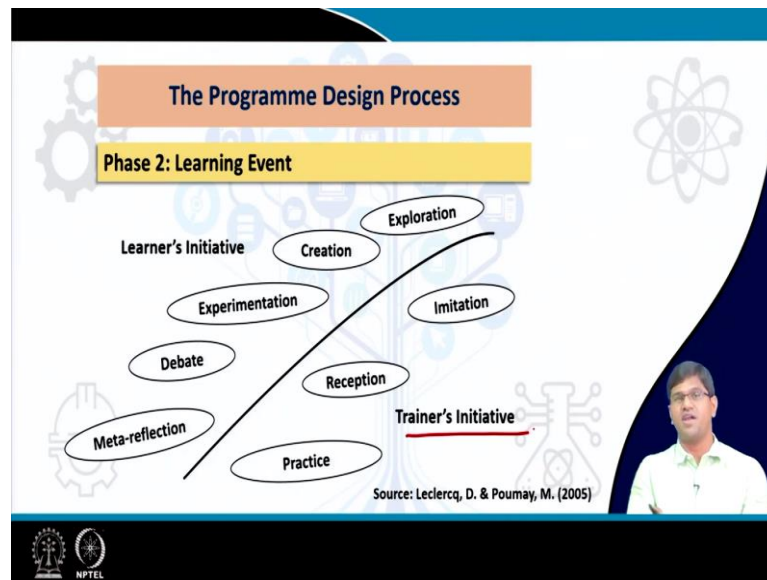
And selecting a high quality trainer or instructor which is important who is going to be the trainer, is my trainer have adequate experience on what the content we are talking about or my instructor is really skilled enough in teaching my learners, will they be in a position if my learners ask questions will they be able to in a position to clarify those doubts or a question arising during the training programme.

And choosing a, you know training room creating a positive interaction with the learner, you will be surprised to look at you know what is there to you know talking about a training room. Because this also facilitates the connection the learners will have on the training programme itself. So, what type for example, you are going to develop a soft skill programme. So, how your classroom should look like how many you can accommodate for a training programme can I if I wanted to develop a specific soft skill can I run a training programme for 100 members at a go.

Will it be possible can I do an effective imparting of a particular skill set for the employees so, and what type of a room I should choose, what should be the lighting facility and what should be the you know seating arrangement for my participants these all matters a lot when you are delivering a training programme. Because the proximity you create with the instructor will also have lot of impact on the learner's ability to learn connect with the training programme, which is very important; you cannot ignore that perspective.

And having a proper training design which is very important what type of a method you are going to choose what type of a content you will have for your training programme; you know ok.

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So, when you talk about a learning event where there are two things; one is about you know trainers' initiative what are the you know trainer has to do. So, a trainer has to create do a practice reception which they have to receive the inputs from the participants being opened for you know the questions from the participants and imitations.

For example, replication of their work actual workplace environment which will have lot of impact on creating a better learning experience for the trainees and from a learner side what are the initiatives that you know participant has to have. One is about they have to participate you know they get into the debate, new questions and then they have to do a meta reflection of what they are actually going through as when they experience a particular set of training programme.

They have to reflect upon ok how it has been connected with my workplace, how can I use, what I am listening from here is there any alignment or a connection between these two aspects of it and experimentations can they during a training programme they can actually experiment you know try to learn try to you know experience it how to operate it how to use the particular tool or a skill.

And so, that know they will be able to have their doubts or any issues if they encounter, they will be have a better opportunity to get clarified when there are an expert or an instructor available. And also, they have to explore things during a training programme,

they have to be made initiation creation of a certain event situations during the training programme.

These are all going to contribute for having a higher learning which is essentially the important for both the learners and also from a trainer perspective you have to facilitate better learning to occur during a training programme.

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**The Programme Design Process**

**Phase 3: Post Training**

Post training refers to transfer of training or getting learners to apply what they have learned to their work. Most effort, attention and financial resources tend to be devoted to designing and choosing the learning event itself.

However, both the pretraining and post training phases are equally important in order to determine whether learners are motivated to learn, acquire new knowledge and skills as well as to apply, share and use what they have learnt.

Resource  
Annual 2  
Annual 1  
Outcome  
ROI

Then comes a post training; see the post training we are always referring to the transfer of training getting learners to apply what they have actually learnt during the training programme. So, the most effort the attention and financial resource resources are tend to be devoted towards designing and choosing a learning event itself.

Because if you look at you know any training programme, what is our intervention we want them to go back and use the particular skill what they learned during the training programmes. And if you look at you know lot of resources been spent for you know pre-training events and also the learning events. You know; the content and materials, paying the instructor, experts, using the infrastructure so much of resources being spent on those two events, but how do they reap the benefit it is only post training on organization will reap the benefit.

How do they do it? Through transfer of training to occur when they go back to their workplace are they learning are they implementing what they have learnt in the

workplace. So, both the pre-training and post training are equally important. Organization cannot stop the you know feeling that yes, we have designed a very good training programme and that we have delivered exceedingly well the training programme ok.

Then can we stop no because pre training and training event and post training. All these three are equally important. When we talk about post training, how can we focus provide equal importance to the pre training? Because see; the pre training is important for what reasons? Are we coming up with the right approach right method and are we identifying a right objective to deliver.

And if you look at a post training, this is where actual you know outcome starts right. Because my organizations spends resources can be both physical and you know financial resources ok. So, now, let me say some x amount of let us say companies spend 20 lakhs on a particular training programme ok. It also includes time also for their employees being spent.

Now, what is the intention they would have felt that yes, I am going to improve my employee performance, now comes the post training. This is where I am organization is going to reap what is the return on investment. I have spent 20 lakh rupees and also the time of my thirty employees who underwent training am I reaping it; that is why post training becomes equally important as like a pre training.

Because organization started to count their outcome is that actually making improvement. So, you know it is important to determine whether the learners are motivated to learn they acquired a new skill and when they also as well as they apply and share what they have learnt during the training programme. So, they have to come back and implement what they have learnt and they have to also share their experience with the other peers who are working or a co-worker who are going to work with them that is why post training is important.

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The slide is titled "The Programme Design Process" and focuses on "Phase 3: Post Training". The text describes opportunities to help learners, such as supplementing training with social learning and providing refresher courses. A diagram on the right shows a flow from "5-10 Days" to "Retention of Information" and then to "Longer Period Impact".

**The Programme Design Process**

**Phase 3: Post Training**

This period holds many opportunities that can be tapped to help learners such as –

- **Supplement the training with social learning:** Social learning connects learners to one another and the trainers so that they can discuss and share stories.
- **Provide refresher courses:** Trainees often report being unable to retain key learning points after the training is over or recall these concepts when needed.

Diagram: 5-10 Days → Retention of Information → Longer Period Impact

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So, what do you do in the in the post training period? So, because as I said here is equally important. Supplement the training with the social learning. So, social learning connects the learners to another and the trainer so, that they can discuss and share stories you know.

So, supplement the training with the social learning because they will be able to get an experience of discussing with a trainer, a similar instance and they go back and share their learnings with their co-workers and peers. So, that they also create a better learning environment and also proper transfer of training to occur and also provide refresher courses.

So, for example, you have conducted a training programme for 5 days; let us say let us say 5 to 10 days ok. So, 10 days is relatively a longer period and so much of content, so much of information during the 10 days since it is a learning phase all possible information are provided. Now when we talk about you know retention of information; retention of information is always a challenging concept.

So, now to ensure you know the concepts learnt are the, you know inputs which are given during the training programmes are stays for a longer period. You know we are interested in creating a longer period impact right. So, how do you do it? Now you can do a refresher course, which will be able to make them to reflect upon their learnings may be a short duration maybe 1 day refresher course. So, that whatever they learnt and

all these 5 to 10 days can be quickly touched upon. So, that you know that information is fresh again they will be able to retain that information and use it in the workplace.

So, a post training organization has to ensure you provide a refresher course for those employees who underwent a training programme after a certain period of time which is important. So, that they that information you know remind with employees and they reuse and then they use it in the workplace also ok.

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The slide is titled "The Programme Design Process" and focuses on "Phase 3: Post Training". It contains the following text:

- ✓ **Arrange post-training follow-up sessions:**  
Post training follow up emails can be sent and also post training follow up session can be arranged to reinforce key learning points.
- **Create opportunities for practice:**  
Employees should be provided ample opportunities at the workplace to practice the skills they have learned from the training program.

Handwritten notes in red ink include:

- "Skill" → "Implement" → "New Skill/Knowledge"
- "Machinery" → "Tool" → "No Available Tool" → "Information" → "Not Remain"
- "5-10"

A small video inset shows a man in a light green shirt speaking. The NPTEL logo is visible in the bottom left corner.

Then arrange a post training follow up sessions the post training follow up through emails and also you know do some follow up sessions can be some just you know reflection of a learning you may ask the participants to share their experiences. After a one week of a training, you ask them to share their feedback on the training programme, how are they able to use the learning, are they facing any challenges or are they encountering any difficulty in implementing what they have learnt during the training programme, can we address them.

So, that you know this reflection gives them the opportunity that yes you know you are been you know regularly being followed up with by from the organization side or from the trainers that yes you can reflect upon your learning you can also email the instructor or the training learning and training department that yes you are able to share what any challenges you face. For example, you have learnt a particular skill. Now after one week



you went back to your workplace right you are trying to implement you will be able to you are implementing.

Now, when you implement, they may face some challenges. Now they can actually reflect back and say ok this is what we are encountering, we are using we are doing the similar stuff, but we still encounter some error this is happening. So, this follow up will what does it actually, it is reassuring the learners that yes there is a support system available which ensures that you will be able to correct yourself and continue to implement your new skill or knowledge which is very important that is why this activity is important exercise post training.

Then create opportunities for practice. So, employees should be provided you know ample opportunities at the workplace to practice the skills they have learned from a training programme. So, what happened in you know many instances? Organizations spend lot of resource in providing training, but where they fail is they may not create opportunities. Let us say if it is only on you know let us say you are trained an employee two set of training ok training one and training two.

Let us say training one focused on machinery ok where you are already working on the particular machinery there are observations that yes people are you know frequently there are workplace malfunctioning happening because of improper maintenance or improper use of that particular machinery. So, now, you have been trained when you go back you are already working on the machine you will be able to work on it you will improve upon that the number of events of malfunctioning may be reduced this is 1.

Another is you imagine a situation where you are talking about uses of a news tool ok. Now some let us say some employees 5 to 10 employees are trained on this new tool. When they go back this new tool is not available because it is not part of the existing workplace practices or maybe existing workplace routines.

Now, what should an organization do? If these 5 to 10 employees who learnt on a tool when they go back there is no tool available to practice or at least try out, then what will happen? This information which are learned through a training over a period each will become do not it will not remain ok; it will not remain with them. So, it is very important that you know you have to create an opportunity.

Tools are provided for those people to practice it that is why you need to create opportunities for a, this is just an example which I am trying to demonstrate. So, that you will relate to the concept which what you are referring to. So, organization has a responsibility to create opportunities for them to practice unless otherwise that learning cannot translated into a transfer of training in the workplace that is why post training; this is very important.

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**The Programme Design Process**

**Case Study: Procter & Gamble (P&G) Company.**

The company relies on three phases of training popularly known as "Li-La-La" to ensure that learning and transfer of training have been occurred.

**Li (Learning intent)** includes the managers and employees agreeing to contract. Employees agree to take responsibility for achieving learning objectives and managers agree to help employees improve their performance and relate to business outcomes.

*Emp. & Manager*

NPTEL

Let us explain one of the case studies of company which is a Procter and Gamble. So, how do they do this you know learning in their training component in their workplace, they follow a principle which is called Li-La which is Li refers to learning intent which includes managers and employees agree to a contract that yes you know employees will take responsible for achieving the learning objectives. Similarly, manager will also agree that yes, they will help the employees to you know improve their performance and the related business also.

So, both the employee and manager will agree with the contract that yes, we both will be equally participating one employee will say, I will implement the learning and manager will provide support to ensure that learning outcomes are you know improved these learnings are taking place in the workplace.

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**The Programme Design Process**

**Case Study: Procter & Gamble (P&G) Company.**

**La (Learning action)** focuses on how the employee will learn. P&G Company uses a blended model of learning which includes web-based, classroom and experimental learning that allow employees to access courses they have planned to take as well as to learn as needed.

The slide features a blue header with the title 'The Programme Design Process'. Below the title is a yellow box containing the case study text. The background is white with faint icons of a gear, a hard hat, a circuit board, and a chemical structure. A small video inset in the bottom right shows a man in a light green shirt speaking. The NPTEL logo is visible in the bottom left corner.

Then comes what is the La, which is a learning action which focuses on how employee will learn. So, you know where Procter and Gamble provide a blended experience, where we are talking about a training method you know. So, what type of a method they follow? They followed a blended model wherein they provide web-based content classroom and experimental learning which kind of a combination of blended approach where in classroom and then web-based materials also provided.

So, that you know the employees can learn about what is specifically on skill set or a knowledge or a tool. So, this way you know a company is providing a learning action. So, they provide continue to provide inputs to learn on the specific requirements of the job.

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**The Programme Design Process**

**Case Study: Procter & Gamble (P&G) Company.**

**La (Learning application)** focuses mainly on transfer of training. Managers and employee discuss what they was learning in learning action phase and identify on-job behaviour needed to enhance business outcomes.

The slide features a blue and white background with various icons: a gear, an atom, a hard hat, a circuit board, and a tree. A small video inset in the bottom right corner shows a man in a light green shirt speaking. The NPTEL logo is visible in the bottom left corner.

Then the last one is the learning applications. They focus mostly on a transfer of training where in both the managers and employees, they will discuss what they were learning in learning action phase and identify on job behaviour needed to enhance the business outcome.

They can look at ok what did they learn can they also want to identify what type of a learning which I can reflect in my workplaces; so that my outcome can be supportive for an organization, this is how some of the used case where the transfer of training occurred in an organizational setup ok

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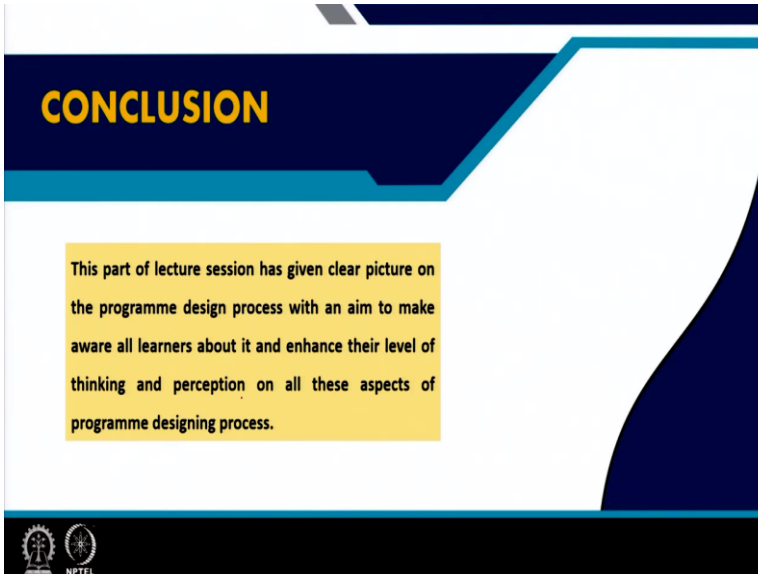


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## CONCLUSION

This part of lecture session has given clear picture on the programme design process with an aim to make aware all learners about it and enhance their level of thinking and perception on all these aspects of programme designing process.



So, today we know we discussed about the process of you know training design we talked about a pre training learning event itself and then come the post training what are the important activities organization has to do in pre training, during the training event and also the post training event. So, we will be seeing the other aspect of our training design in the rest of the lectures.

Thank you.