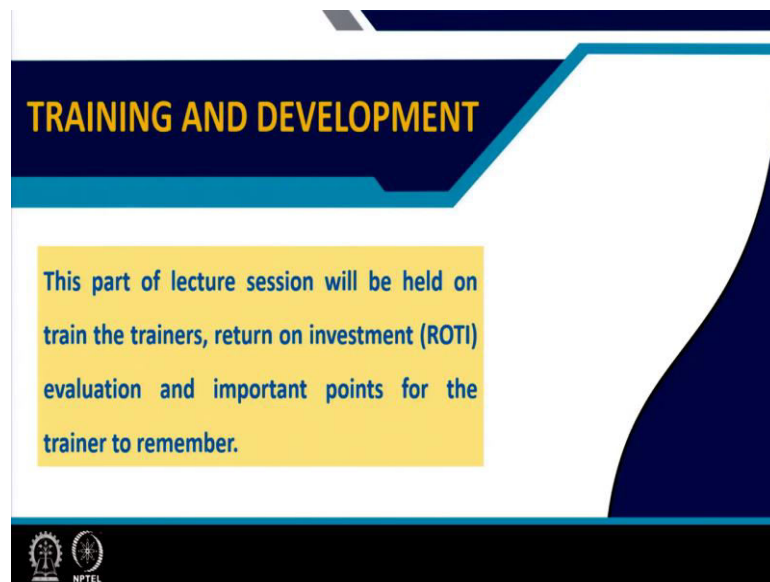


Training and Development
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Vinod Gupta School of Management
Indian Institute of Technology, Kharagpur

Module - 11
Lecture - 56
Train the Trainers

Welcome to the training sessions on Training and Development. Today we are going to discuss on a very important topic which is Train the Trainers.

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So, let us see what this lecture covers. This part of the lecture session will be held on train the trainers, return on investment evaluation and important points for the trainer to remember.

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Why Train the Trainer?

This question usually comes out of a need to justify the time and money expenditures involved in training. Naturally we want to demonstrate that there are measurable benefits and sound reasons to support the decisions to train.

Some possible reasons are:

- Cost savings
- Increased sales/services
- Improved productivity, competitiveness, and profitability
- Regulatory compliance

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Now, why it is important to train the trainer? This question usually comes out of a need to justify the time and money expenditures involved in training. Naturally we want to demonstrate that there are measurable benefits and sound reasons to support the decisions to treat. Some possible reasons are cost savings, increased sales and services, improved productivity, competitiveness and profitability and regulatory compliance.

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Why Train the Trainers?

Sometimes the reasons do not appear to be connected to a monetary value. Perhaps they relate to:

- Improved customer satisfaction
- Improved technological expertise
- Increased understanding of your organization and markets
- Better staff morale and management-staff relations
- Greater staff flexibility and loyalty
- Enhanced decision making

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Sometimes the reasons do not appear to be connected to a monetary value also. Perhaps they relate to improve customer satisfaction, improve technological expertise, increased understanding of your organization and markets. Better staff morale and management staff relations, greater staff flexibility and loyalty enhanced decision making.

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Why Train the Trainers?

Train the trainer initiatives can be training programs that equip experienced trainers with the skills necessary to deliver content such as new technologies or a fresh HR program.

Train the trainer programs equip trainers and instructional designers with the skills they need to provide the best learning experience to employees.

The slide features a blue header and footer with the NPTEL logo. The background is white with faint icons of gears, a hard hat, and a brain. A woman in a pink and white patterned shirt is visible in the bottom right corner.

The train the trainer initiative can be training programs that equip experienced trainers with the skills necessary to deliver content such as new technologies or fresh HR program. Train the trainer programs can equip trainers and instructional designers with the skills they need to provide the best learning experience to employees. We have touched upon some of these skills in the previous discussions.

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Who Can Join in Train-the Trainers?

- Anybody who is planning a career in training and development.
- Newly appointed trainers, teachers and training designer, .
- On the job trainers.
- Trainers, instructors, soft skill trainers who need to up-skill
- Team leaders.
- Staff involved in administration, management, delivery, design and assessment.

The slide features a blue header and footer with the NPTEL logo. The background is white with faint icons of gears, a hard hat, and a brain. A woman in a pink and white patterned shirt is visible in the bottom right corner. An inset image shows a group of people in a meeting.

Now, who can join in train the trainer sessions? Anybody who is planning a career in training and development, newly appointed trainers, teachers and training designers on

the job trainers. Trainers, instructors, soft skilled trainers, who need to up-skill themselves, team leaders, staffs who were involved in administration, management, delivery, design and assessment.

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The slide features a central yellow box with a list of curriculum elements. To the left, an orange arrow points to the title. To the right, an illustration shows a trainer at a screen with two audience members. The background includes icons of gears, a hard hat, and a molecular structure. The NPTEL logo is at the bottom left.

Major Elements of Train-the-Trainers

It is found in general, Train-the-trainers cover important elements in the curriculum such as:

- Team building
- Basic Presentation and Facilitation Skills
- Training Design Principles
- Visualization
- Learning Space Design
- Classroom Management
- Group Facilitation, Interaction and Group Dynamics,
- Experiential Learning
- Logistic and learning environment
- Evaluation and impact assessment of training

Now, the major elements of train the trainer program is like it covers important components in the curriculum. Such as team building, basic presentation and facilitation skills. Training design principles, visualization, learning space design, classroom management, group facilitation, interaction and group dynamics, experiential learning, logistic and learning environment, evaluation and impact assessment of training.

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Sample Contents of Train-the-Trainer

The International Training of Trainers Forum of International Labour Organization (ILO) has designed contents for its generic training, which may be important for the learners, such as:

- defining learning and training and the characteristics of adult learning styles;
- learning needs analysis - the learning management cycle: from needs analysis to evaluation;
- get started as trainer: coaching, managing a group of learners;
- knowledge sharing techniques;
- facilitation skills;
- action-oriented learner-centred training;
- writing our own "Trainer's Manual";
- participatory instructional design;
- the different phases of evaluation.

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Now, we will discuss some of the sample contents of training the trainer the international training of trainer's forum of International Labour Organization ILO has designed contents for its generic training, which may be important for the learners.

Like defining, learning and training and characteristics of adult learning styles, learning need analysis the learning management, cycle: from needs analysis to evaluation get started as a trainer which is coaching, managing a group of learners, knowledge sharing techniques, facilitation skills, action-oriented learner centred training. Writing our own trainers manual, participatory instructional design, the different phases of evaluation.

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Trainers Development Programme

Recognizing the importance of trainers in the training function, the Trainers Development Programme was started by Government of India, Department of Personnel and Training in the early 1990s. It was for developing a cadre of professional trainers and resource persons in the country to create a cascading and multiplier effect by developing the Central / State / Union Territories employees as Master Trainers and Recognized Trainers of various "Training of Trainers (ToT)" packages.

NPTEL

Now, trainers' development programme is very important. Recognizing its importance in the training function, the trainer's development program was started by Government of India, Department of Personnel and Training in the early 1990s.

It was for developing a cadre of professional trainers and resource persons in the country to create a cascading and multiplier effect by developing the central state and union territories employees as master trainers and recognized trainers of various training of trainer's packages.

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Types of Trainers Development Programme

The following ToT programmes are sponsored by Government of India under Trainer Development Programme at various training institutions across the country:

- Training Needs Analysis (TNA)
- Design of Training (DOT)
- Direct Trainer Skills (DTS)
- Evaluation of Training (EoT)
- Management of Training (MoT)
- Experiential Learning Tools (ELT)
- Mentoring Skills
- Facilitation Skills
- Introduction to SAT (System Approach to Training) courses

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Now, types of trainer's development programmes. There are various trainer development programmes so which have sponsored by government of India under trainer development program at various training institutes.

This could be training need analysis, design of training, direct trainer skills, evaluation of training, management of training, experiential learning tools, mentoring skills, facilitation skills, introduction to system approach to training courses. So, you can take this whole package or you can even go for a part capsules of each one of this.

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How to Design a Train-the-Trainer Programme?

To build a train the trainer program, it is critical to take into consideration what the learner needs to know to perform well on the job - both the technical expertise and the soft skills. There are four-step process such as:

- Purpose and assessment
- Planning and preparation
- Presentation and facilitation
- Performance and evaluation

Now, it is very important to understand how to design a train the trainer program. So, to build the train the trainer program like if you are training the trainers and how to design that program it is very important and critical to take into consideration. What the learner needs to know to perform well on the job? Both the technical expertise and the soft skills there are four steps approach such as purpose and assessment, planning and preparation presentation and facilitation, performance and evaluation.

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Corporate Strategy and Training & Development Activities

Porter	Miles and Snow	Training and Development Activity
Differentiation	Prospector	Hire and train high quality employees Institute development program for employee advancement and high potential employees
Cost Leadership	Defender	Train for job-specific skills and cost efficiency Develop managers in a cost-conscious culture

And it has to be kept in mind like when we are talking of train the trainers program. It is very important like the trainer gets to understand the corporate strategy and the training

and development activities. So, the train the trainer program should start with a brief understanding of the trainer about the corporate strategy.

And what kind of training should be given to achieve a particular corporate strategy. Like when we find over here according to porter the strategy is that of differentiation and in my sense know we find a prospectus strategy.

The training and development activity that gets connected to it is higher and trained. High quality employees, institute development program for employee, advancement and high potential employees. If it is cost leadership and defender then we get for trade for job specific skills and cost efficiency, developed managers in a cost-conscious culture. Now the trainer has to know these things and suggest these things to the organizations also.

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Porter	Miles and Snow	Training and Development Activity
Cost Leadership	Analyzer	Train employees around company core competency Focus on career development rather than growth opportunities
	Reactor	Offer outplacement services Retrain workers when there are reductions in force

In a cost leadership strategy where it is analyzer the training and development activity which are connected are train employees around company's core competency. Focus on career development rather than growth opportunities. And in reactor strategy it is offer outplacement services, retrain workers when they are reductions in force.

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The slide features a central yellow box with a list of stakeholders. To the left, an orange arrow points to the title. The background includes icons for gears, a person, a smartphone, a bar chart, an atom, a hard hat, and a flask. A small video inset shows a woman in the bottom right corner. The NPTEL logo is at the bottom left.

Who are the Stakeholders of Training?

- Participants / Audience
- Functional Heads / Employee's Managers
- Trainers / Subject Matter Expert / Instructors (Internal/external)
- Operations/Administration/IT/Logistics
- Training Managers + Team
- Content Developers
- Customers (Internal/External)
- Training Vendors
- Leaders/Managing Directors
- HR Business Partners
- Society/Community
- Finance Head -Budget

Now, we have to understand who are the stakeholders of training? The trainer has to understand very clearly who are the stakeholders of training. They are the participants or audience, functional heads or employees' managers, trainers, subject matter experts, instructors who could be internal and external. Operations and administrations IT logistics, training managers and team, the content developers, customers who could be internal or external to the organization.

Training vendors, leaders or managing directors. HR business partners, society, community, finance head and the budget. We have gone through the discussions of some of these topics earlier also we are indeed summarizing it over here. So, that we know like if you have to train the trainer that what are the aspects which are must to be remembered and must to be known by the trainers and we can also design programmes accordingly.

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Tools for Trainers

Training tools are all those programs, platforms, or templates that help trainers deliver their training to their learners. We can find four categories of training and development tools required for trainer:

- Learning management system(LMS)
- Content authoring tools
- Video editing software and
- Social media

The tools for trainers, the training tools are all those programs’ platforms, or templates that help trainers deliver the training to their learners. We can find out four categories of training and development tools required for trainers like learning management system, content authoring tools, video editing software and social media. Discussion on this have already been done in the earlier lectures.

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Tools for Trainers

- Learning management system(LMS)

The best training tool for trainers who want to create courses, manage users, and track the performance of their training and learners is Learning Management System. It is easy to use and easy to go for live online that helps to achieve a much shorter on training investment.

Learning management system the best training tool for trainers who want to create courses manage users and track the performance of their training and learner is the learning management system. It is easy to use and easy to go for live online training that helps to achieve a much shorter on training investment.

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The slide features a blue header and footer with the NPTEL logo. A central yellow box contains the following text:

- **Content authoring tools**

There are many Learning Management Systems that come with built-in authoring tools so we don't have to switch between platform to deliver high-quality training. We can simply create an account, access training hub, and start building our course right away. In essence, authoring tools are software platforms that let trainers add a variety of media and multimedia files to create engaging training.

An orange arrow on the left points to the text. An inset image shows a network of icons representing various media types. A small video inset in the bottom right shows a woman speaking.

Content authoring tools there are many learning management systems that come with built in authoring tools. So, we do not have to switch between platform to deliver high quality training. We can simply create an account, access training hub and start building our own courses right away.

Now some of the publishers are also giving the teachers, these opportunity also to create their own courses in their platform. In essence, authoring tools are software platform that let trainers add a variety of media and multimedia files to create engaging training.

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The slide features a blue header and footer with the NPTEL logo. A central yellow box contains the following text:

- **Video editing software**

One of the most overlooked training tools for trainers is video editing software. Now, it can be done by smartphone, that's never been easier to make courses more fun and captivating. Play around video types to rock the courses, there are some common formats of video editing such as- Talking head video, screen recording, video presentations, documentary and many more.

An orange arrow on the left points to the text. An inset image shows a computer monitor displaying a video editing interface. A small video inset in the bottom right shows a woman speaking.

Video editing software, one of the most overlooked training tools for trainers is video editing software. Now, it can be done by smart phone that is never been easier to make courses more fun and captivating. Play around video types to rock the courses, there are some common formats of video editing such as talking head video, screen recording, video presentations, documentations and many more.

So, it is becoming very evident like the trainer needs to be updated about the technology upcoming technology animations maybe video editing to make training sessions more interesting.

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The slide features a blue header and footer. On the left, a blue box contains the text 'Tools for Trainers'. A central yellow box is titled 'Social Media' and contains the following text: 'Social media can be really powerful training and development tools. there's an overwhelming surge in popular social media platforms like Twitter, Instagram, TikTok, Pinterest, Facebook, YouTube, etc. This, alone, means that this is where the learners like to hang out when they have some time to spare. As a trainer, connecting with learners on their favorite platforms is an excellent way to personalize the learning experience.' To the right of the text is a graphic of a person surrounded by social media icons. In the bottom right corner, there is a small video inset showing a woman with glasses and a floral shirt. The footer includes the NPTEL logo.

Social media can be really power powerful training and development tools. There is an overwhelming surge in popular social media platforms like Twitter, Instagram, TikTok, Pinterest, Facebook, YouTube etcetera. This, alone, means that this is where the learners like to hang out when they have some time to spare. As a trainer, connecting with learners on their favourite platforms is an excellent way to personalize the learning experience.

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Role of the Trainers in Training

The role of a trainer is to develop a competency and skill sets in an individual to perform his/her job effectively and efficiently in the work place. The trainer should communicate to the trainees about what is expected out of training in a simple and professional way.

The slide features a blue header and footer with the NPTEL logo. The background is white with faint icons of gears, a hard hat, and a circuit board. A woman in a pink and white patterned shirt is visible in the bottom right corner.

Now, what is the role of trainer in the training session? This needs to be discussed in details. Because sometimes we like we are confused like should we play only be lecturing, should be interacting what. What will be the role of the trainer or should we be facilitating? Let us see.

The role of a trainer is to develop a competency and skill sets of the individual to perform his or her job effectively in the workplace. The trainer should communicate to the trainees about what is expected out of a training in simple and professional way.

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Role of the Trainers in Training

The role of a trainer includes

- Training plan
- Timing of different training sessions
- Choosing the relevant training methods
- Preparing the training materials and aids
- Conducting training sessions and
- Evaluating the post training session

The slide features a blue header and footer with the NPTEL logo. The background is white with faint icons of gears, a hard hat, and a circuit board. A woman in a pink and white patterned shirt is visible in the bottom right corner.

The role of a trainer includes training plan, timing of different training sessions, choosing the relevant training methods, preparing the training materials and aids, conducting training sessions and evaluating the post training session.

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Emerging Trainer Role

The new role of the trainer in training includes

- Knowing more and more about peoples learning styles.
- Training line managers how to train.
- Guiding executives in establishing strategic directions for the organization.
- Facilitating process improvement and/or teaching line managers how to do it.
- Constantly being in touch with employees and work processes and be aware of their skill needs.
- Acquiring in-depth knowledge of the organization and its mission/goals.
- Knowing information technology and explore the use of electronic training opportunities, including development of multi-media training programs (where feasible and appropriate).
- Entrench training as an integral activity in the organization.
- Facilitate problem-solving teams.
- Help managers to think through performance and solve them either through training or otherwise. • Help trainees to think over their jobs.

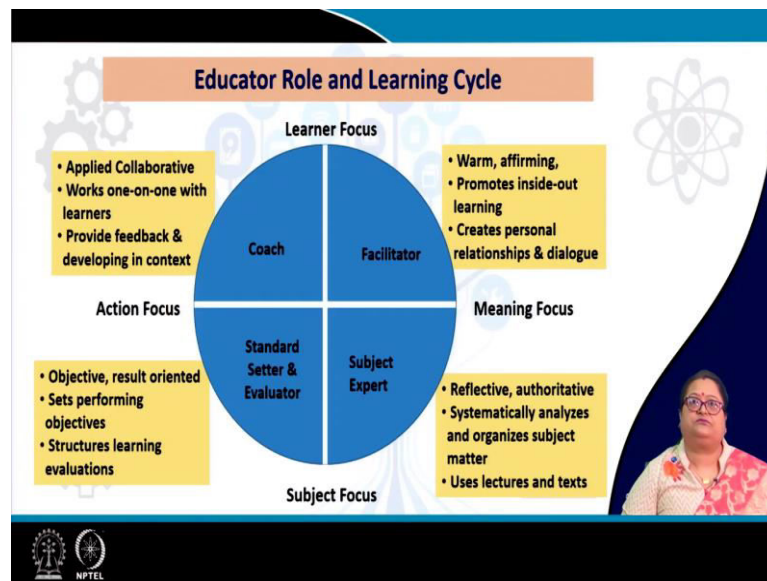
The slide features a blue header, a yellow text box, and a small inset photo of a woman in the bottom right corner. The NPTEL logo is visible in the bottom left corner.

There are some emerging training roles which have been listed over here. Like knowing more and more about people learning styles. Training line managers how to train, guiding executives in establishing strategic directions for the organizations, facilitating process improvement and or teaching line managers how to do it.

Constantly being in touch with the employees and work processes and be aware of their skill needs, acquiring in depth knowledge of the organization and its mission and goals, knowing information technology and explore the use of electronic training opportunities, including development of multimedia training programs where it is feasible and appropriate.

Entrench training as an integral activity in the organization, facilitating problem solving teams, help managers to think through performance and solve them either through training or otherwise. Help trainees to think over their jobs.

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Now, it is very important to know about the learning styles of the learners and also the educator's role and the learning cycle. So, first here we will focus on the educator's role and the learning cycle. So, what we can see in the learning cycle? Your style could be either learner focus or subject focus; it could be action focus or meaning focus.

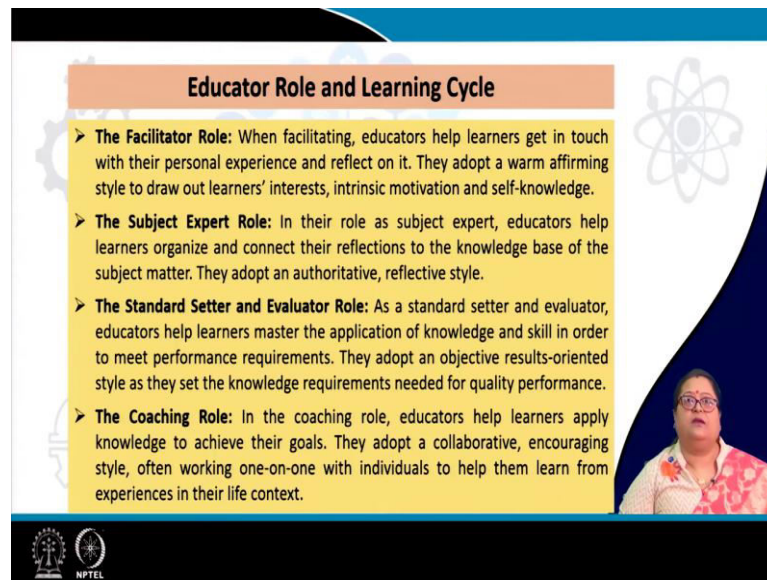
So, when you learner focusses on action focus your role is that of a coach where you applied collaborative work one to one with the learners provide feedback and development in the context, where it is subject focus and also action focus it is a standard setter and evaluator.

Objective, result oriented sets performing objectives structures learning evaluation. Where it is subject focus and meaning focus the role of trader is that of a subject expert where it is reflective, authoritative, systematically analyzes and organizes subject matter, uses lectures and texts.

Whether it is meaning focus and learner focus it is again the role is that of a facilitator which is warm, affirming, promotes inside out learning, creates personal relationships and dialogues. So, what is the focus?

Like whether you want to be focusing on the learner on the subject or the action the meaning the you have to be flexible with the different kinds of role that you need to play as per the need of the situation, need of the organization and the task given to you. So, we can like see which role we are going to play at what time as a trainer.

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Educator Role and Learning Cycle

- **The Facilitator Role:** When facilitating, educators help learners get in touch with their personal experience and reflect on it. They adopt a warm affirming style to draw out learners' interests, intrinsic motivation and self-knowledge.
- **The Subject Expert Role:** In their role as subject expert, educators help learners organize and connect their reflections to the knowledge base of the subject matter. They adopt an authoritative, reflective style.
- **The Standard Setter and Evaluator Role:** As a standard setter and evaluator, educators help learners master the application of knowledge and skill in order to meet performance requirements. They adopt an objective results-oriented style as they set the knowledge requirements needed for quality performance.
- **The Coaching Role:** In the coaching role, educators help learners apply knowledge to achieve their goals. They adopt a collaborative, encouraging style, often working one-on-one with individuals to help them learn from experiences in their life context.

The slide features a blue header with the title, a yellow background for the text, and a video inset of a woman in a pink floral shirt. The NPTEL logo is visible in the bottom left corner.

The facilitator role when facilitating, educators help learners to get in touch with their personal experience and reflect on it. They adopt a warm affirming style to draw out learners interests intrinsic motivation and self knowledge. The subject expert role in their role as subject expert, educators help learners to organize and connect their reflections to the knowledge base of the subject matter. They adopt an authoritative reflective style.

As a standard setter and evaluator, educators help learners master the application of knowledge and skill in order to meet the performance requirements. They adopt an objective results-oriented style as they set the knowledge requirements needed for quality performance.

The coaching role, in the coaching role educators help learners apply knowledge to achieve the goals. They adopt a collaborative, encouraging style, often working one on one with the individuals to help them learn from their experiences in the life context.

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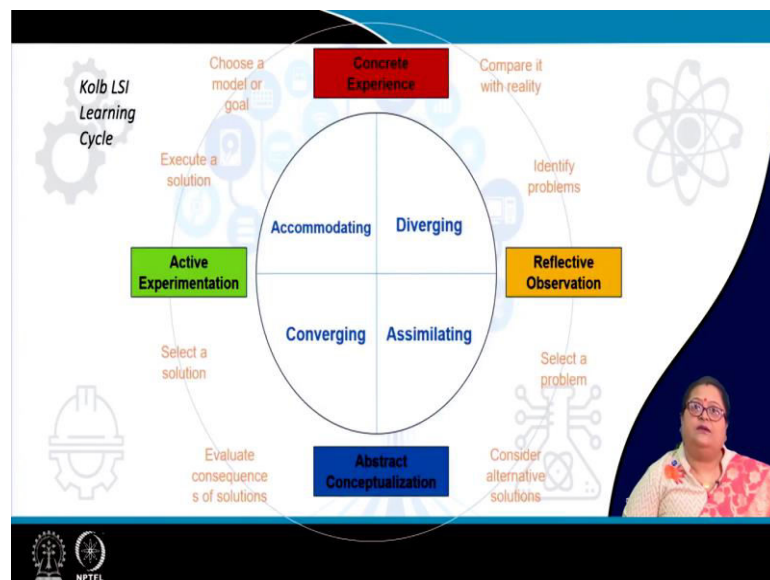
New Skills Required for Trainers

The new skills required for trainer includes

- Listening
- Negotiating
- Coaching
- Facilitating small group interaction
- Awareness of different learning styles.
- Measuring and evaluating
- Strategic planning
- Problem solving
- Facilitating organizational change and
- Communication Skills

Some new skills which are required for trainer this we have discussed earlier. But again we are emphasising on it because these are very important skills which are that of listening, negotiating, coaching, facilitating small group interactions, awareness of different learning styles. Measuring and evaluating, strategic planning, problem solving, facilitating organizational change and communication skills.

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So, we have discussed like awareness of the learning styles is very important for the trainer to know about the learning styles of the trainings. So, here we have the Kolb's learning cycle where we find like the learner can learn by either concrete experience or abstract conceptualization or by active experimentation or reflective observation.

So, when the learner has been to learn by concrete experience and reflective observation this style is called the diverging style. So, how they do it is compared it with reality and then identify the problems. If the learner is learning through reflective observation and abstract conceptualization this style is called the assimilated style. They select a problem and then try to consider alternative solutions for it.

Abstract conceptualization and its active experimentation this is a converging style in which evaluate consequence of the solution select a solution active experimentation and concrete experience this is called accommodating. So, where we execute a solution and choose a model or goal.

So, we can have people who are more focused on either of these styles or we can find like these other this moves around in a cycle where we start with the like concrete experience then reflective observations then abstract conceptualization. Then we go on for active experimentation and then again we try to map it with the concrete experience.

So, this moves around in a cycle where like we it starts with identifying the problem select a problem considering alternative solutions evaluate consequence of a solution select a solution then execute a solution and choose a model or a goal.

So, we can move fine like every person will move through different phases of it. And the cycle is completed as you learn or we may find people who would love to learn in certain ways some people love by love to learn by reflective observations, some may be more active experimenters.

So, they have their own learning styles and you are a combination of learning styles which they would prefer. So, as a trainer what we need to understand how to play like design our training material. So, that we come closer to the learning styles of the individuals and they are more able to learn in a proper way.

So, it is very important as a trainer to understand the learning styles of the learners we can this is a learning style inventory and we can administer it on our learners to find out what is the combination of the learning styles. Maybe the majority of the training group that we are having people are having and accordingly we can design our like training materials all deliverables also.

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Learning Style: DIVERGING
Concrete Experience + Reflective Observation

“Facilitator/Motivator”

- Generates ideas
- Works well with people
- Shares ideas
- Very involved with learning
- Asks: “Why?” or “Why not?”

The slide features a background with a stylized tree of icons and a presenter's video feed in the bottom right corner. The NPTEL logo is visible in the bottom left corner.

Now, we will discuss this learning styles in details. The learning style which is diverging which is concrete experience plus reflective observation is known as a facilitator or motivator. The generate ideas, works well with people, share ideas, very involved, with learning, asks why or why not it is important for trainers to know these details. So, that they can identify the learning styles very quickly.

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Diverging (Creating)

- Dominant learning modes: CE and RO
- Learners view concrete situations from many points of view.
- They perform better in “brainstorming” sessions, or situations that call for looking at things from many angles.
- Approach is to observe rather than take action
- Prefer to work in teams to gather information. Listen with an open mind and receive feedback.

The slide features a background with a stylized tree of icons and a presenter's video feed in the bottom right corner. The NPTEL logo is visible in the bottom left corner.

The diverging and the creating style the dominant learning modes are like CE and RO, learners view concrete situations from many points of view. They perform better in

brainstorming sessions, or situations that call for looking at things from many angles. Approaches to observe rather than take action, prefer to work in teams to gather information, listen with an open mind and receive feedback.

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Learning Style: ASSIMILATING
Reflective Observation + Abstract Conceptualization

“Theoretical/basic scientist”

- Theoretical interests
- Combine diverse ideas
- Create models
- Analytical/Inductive
- Asks: “What do I have here?”

The slide features a background with a tree-like diagram of icons, gears, and a chemical flask. A small video feed of a woman is in the bottom right corner. The NPTEL logo is at the bottom left.

Learning style is assimilating which is reflective observation and abstract conceptualization. They are called theoretical or basic scientists. Theoretical interests, combine diverse ideas, create models analytical or inductive. Ask what do I have here?

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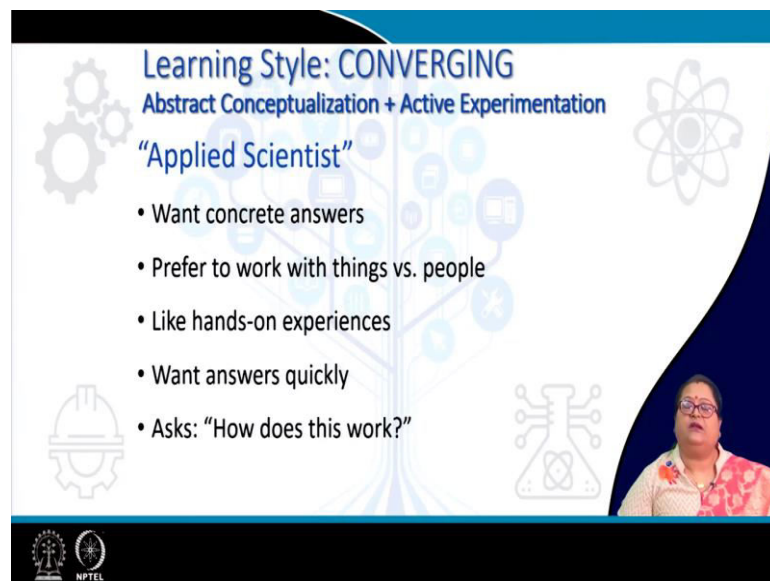
Assimilating (Planning)

- Dominant learning modes: RO and AC
- Use inductive reasoning and assimilating disparate observations into an integrated explanation.
- Theories need to be more logically sound and precise than of practical value.
- If theory doesn't fit the “facts” they might disregard or reexamine the facts.
- Prefer lectures, reading, exploring analytical models.
- Need time to think things through.

The slide features a background with a tree-like diagram of icons, gears, and a chemical flask. A small video feed of a woman is in the bottom right corner. The NPTEL logo is at the bottom left.

Assimilating which is planning dominant learning modes are RO and AC, use inductive reasoning and assimilating disparate objective observations into an integrated explorations. Theories need to be more logically sound and precise than of practical value, if theory does not fit the facts they might disregard or re examine the facts. Preference lectures, reading, exploring analytical models, need time to think things through.

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The slide features a blue header with the text "Learning Style: CONVERGING" and "Abstract Conceptualization + Active Experimentation". Below this, the title "Applied Scientist" is displayed. A bulleted list of characteristics is provided: "Want concrete answers", "Prefer to work with things vs. people", "Like hands-on experiences", "Want answers quickly", and "Asks: 'How does this work?'". The slide is decorated with icons of gears, a hard hat, a beaker, and an atom. A small video inset in the bottom right corner shows a woman speaking. The NPTEL logo is visible in the bottom left corner.

Learning style is converging abstract conceptualization plus active experimentation. Their applied scientist wants concrete answers prefer to work with things versus people, like hands on experiences, wants answers quickly. Ask how does this work?

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Converging (Deciding)

- Dominant learning modes: AC and AE
- Knowledge is organized through hypothetical-deductive reasoning, focus on a problem and converge on an answer.
- Best at finding practical uses for ideas and theories.
- Rather deal with technical tasks/problems than interpersonal issues.
- Prefer experimenting with ideas, simulations, lab assignments and practical applications.

The slide features a background with a gear icon on the left, a tree-like diagram in the center, and a chemistry flask icon on the right. The presenter is a woman with glasses wearing a red and white patterned top.

The converging or the deciding the dominant learning modes are AC and AE, knowledge is organized through hypothetical deductive reasoning, focus on problem and converge on an answer. Best at finding practical uses for ideas and theories, rather deal with technical task problems than interpersonal issues, prefer experimenting with ideas, simulations, lab assignments and practical applications.

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Learning Style: ACCOMODATING

Active Experimentation + Concrete Experience

"Practitioner"

- Take risks
- Focus on doing
- Adapt well to change
- Like new experiences
- Integrate application with experience
- Asks: "What will this become?"

The slide features a background with a gear icon on the left, a tree-like diagram in the center, and a chemistry flask icon on the right. The presenter is the same woman as in the previous slide.

Learning style is accommodating active experimentation and concrete experience they are called practitioners. Take risks, focus on doing, adapt well to change, like new experiences, integrate application with experience. Asks what will this become?

(Refer Slide Time: 26:04)

Accommodating (Acting)

- Dominant learning modes: AE and CE
- Interested in doing things, in carrying out plans, and involving themselves in new plans.
- Risk takers, excel often where one must adapt or accommodate.
- If the plan doesn't fit the facts, often will disregard the facts.
- Rely heavily on others for information than on own technical analysis.
- Prefer to work with others to get assignments done, set goals and test different approaches.

The slide features a blue header and footer with the NPTEL logo. It includes decorative icons of gears, a hard hat, and a molecular structure. A small video feed of a woman in a pink floral shirt is visible in the bottom right corner.

Accommodating or acting dominant learning modes or AE and CE. Interested in doing things, in carrying out plans, and involving themselves in new plans. Risk takers, excel often where one must adapt or accommodate. If the plan does not fit the facts, we often disregard the facts. Rely heavily on others for information than on own technical analysis, prefer to work with others to get assignments done set goals and test different approaches.

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HR Transformation in Business and Learning of Trainers

- Partners cooperate with each other**
Cooperation between and within Shared Services, Centers of Expertise and HR Business Partners is important for the organization to be successful.
- Managers and staff are empowered**
Managers and staff are empowered to make appropriate decisions and resolve issues in line with individuals' roles and areas of responsibility.
- Global expectations are adhered to**
Adherence to global expectations is tracked, monitored, and managed globally and by each group with business-specific requirements.
- Issues are only escalated when needed**
Significant decisions should be escalated upwards, in which case the proper chain of command and escalation process need to be followed.
- Shared accountability is understood by all**
There is an understanding of shared accountability and responsibility for all HR processes and services shall rest with a clearly defined owner.

The slide features a blue header and footer with the NPTEL logo. It includes decorative icons of gears, a hard hat, and a molecular structure. A small video feed of a woman in a pink floral shirt is visible in the bottom right corner.

So, what are the HR transformations in business and learning of the trainers? How like it is connected together like with the business objectives and manure trainers. The partners cooperate with each other, cooperation between and within shared services, centres of expertise and HR business partners is very important for the organization to be successful.

We have discussed at length on this in the earlier lectures managers and staffs are empowered, managers and staffs are empowered to make appropriate decisions and resolve issues in line with individual's roles and areas of responsibility. Global expectations are adhered to, adherence to global expectations is tracked, monitored, and managed globally and by each group with business specific requirements.

Issues are escalated only when needed. So, significant decisions should be escalated upwards in which case the proper chain of command and escalation process needs to be followed. Shared accountability is understood by all, there is an understanding of shared accountability and responsibility, for all HR processes and services shall rest with a clearly defined owner.

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Business Partners and Training Expertise: Critical Points

- Facilitate the mind-set change of the line-manager, who may not be initially willing or ready to team with colleagues in these newly defined HR roles.
- Focus on the skills and experience it takes to be credible and trusted as either a HR Business Partner or Center of Expertise colleague.

The slide features a blue header and footer with the NPTEL logo. The background is white with faint icons of a gear, a tree, and a flask. A video inset in the bottom right corner shows a woman with glasses speaking.

Business partners and training expertise critical points it is very important to facilitate the mind set change of the line manager, who may not be initially willing or ready to team with colleagues in this newly defined HR roles. Focus on the skills and experience it

takes to be credible and trusted as either a HR business partner or centre of expertise colleague.

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Business Partners and Support of the Training Programme

The training program focused on the behaviors that most effectively support the following competencies:

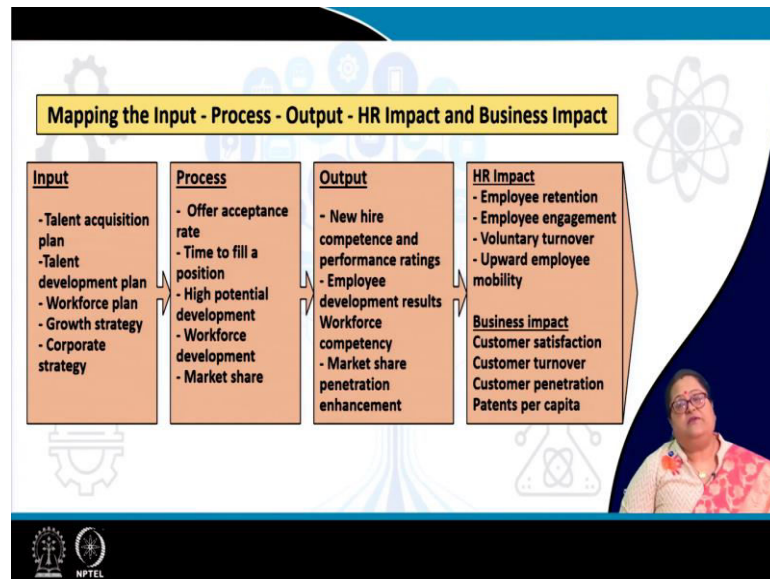
- Understanding what delivering value means to today's business leaders
- Managing talent demands and challenging the business to innovate around talent
- Working with analytics for better related decisions
- Developing "trusted advisor" skills
- Enhancing interview and presentation skills

Business partners and support of the training program it is very important like as business partners. They support the training program the training program which is focused in the behaviours that most effectively support the following competencies. Understanding what delivering value means to the today's business leaders.

Managing talent demands that challenging the business to innovate around talent. Working with analytics for a better related decisions, developing trusting trusted advisor skills, enhancing interview and presentation skills.

So, the both the ways the trainers have to develop in themselves the HR partners also have to develop in themselves these competencies. So, that they can work hand in hand with the business leaders for the improvement of the business.

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So, here we have tried to map out the input process output HR impact and business impact in their input. It is talent acquisition plan, talent, development plan, workforce plan, growth strategy, corporate strategy. In the process it is offer acceptance rate, time to fill a position, high potential development, workforce, development, market share. Output is new hire, competence and performance ratings, employee development results, workforce competency, market share penetration enhancement.

The HR impact is that of employee retention, employee engagement, voluntary turnover, upward employee mobility and business impact is of course, customer satisfaction, customer turnover, customer penetration, patents per capita. So, what we need to understand like the trainer has to understand this whole scenario of how the HR processes the inputs and the outputs they are connected with the business impact.

And what are the HR impact also and they need to like when they are training also the another set of trainers. They can train people or how to acquire talent properly or how to design a proper workforce plan like how to understand like the potential development, needs of the employees, career development needs of the employees.

We have already covered that in employee development and career growth needs. So, if this whole picture is clear in front of the trainers. Then they can make the training that they deliver more meaningful and connected to the business objectives.

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Talent technology strategy aligned to their talent management strategy in business

Trainers should keep the strategies in mind that -

- The attention is that the talent technology market and leading vendors are receiving too many organizations who are deploying such solutions without clear requirements.
- More importantly, many organizations have unrealistic expectations for the impact these solutions will have.
- Organizations will find, as is the case with any technology, that these solutions are just tools — they won't resolve broader talent management objectives without requisite attention on other critical dimensions, such as service delivery design, process design, change management, and governance.

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Talent technology strategy aligned to their talent management strategy in business. This is very important like these two-technology strategy gets aligned with the talent management strategy in business.

The trainer should keep the strategies in mind that the attention is that the talent technology market and leading vendors are receiving too many organizations who are deploying such solutions without clear requirements. More importantly, many organizations have unrealistic expectations for the impact of these solutions that they are going to have.

Organizations will find, as is the case with any technology that these solutions are just tools they will not resolve broader talent management objectives without requisite attention on other critical dimensions, such as service delivery design, process design, change management and governance.

Why we have put forth this point over here? Sometimes we become too much technology dependent and fine like every answer to the problem lies with the technology and it is going to like deliver accordingly. But we need to understand it is an aid in the whole process it is one of the tools which is aiding us to take a major decision or to run a training programme to under to a particular training design.

It is not going to answer solutions for every kind of problems that we are having. Because we sometimes we need to understand what should be the blend, what is the what

type of technology should be adapted, based on the learning styles of the individuals and maybe the other connected factors which may be there.

So, yes it is very good that we know about the technology, but we should be prudent enough and we should be taking the decision very wisely. Technology should be used to what extent and where and the control should lie with the trainer the delivery of the training programme.

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Steps of Evaluation of Training by the Trainers

Trainers should keep in mind about five steps of training evaluation: -

- Purpose of Training Evaluation
- Selection of Evaluation Methods
- Design of Tools to Implement
- Collection of Data
- Analyse and Report Results

3 Stages are : Planning -> Implementing -> Reporting

There are certain steps of evaluation of the training programme by the trainer. like the trainers should keep in mind above five steps of training evaluation which is the purpose of training evaluation, selection of evaluation methods, design of tools to implement, collection of data analysis and report results. The three stages are planning, implementing and reporting.

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Integrated Models and Methods of Evaluation

Popular Models and Methods of Training Evaluation are as follows: -

- Kirk Patrick Model
- Jack Phillip's Model-5th level - ROI
- Robert Brinkerhoff's Model (Success Case Study)
- CIRO Model - Context, Input, Reaction, Outcome
- CIPP Model - Context, Input, Process, Product
- Kaufman's Model - 5th level is Client/Society/Community Response
- Learner Transfer Evaluation Model - LTEM

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Integrated models and methods of evaluation popular methods and models of training evaluation are as follows Kirk Patrick model, Jack Phillips model which is the 5th level ROI. Robert Brinkerhoff's model which is also called success case study, CIRO model which is context, input, reaction, outcome.

CIPP model which is context, input, process, product, Kaufman's model which is 5th level is client or society or community response and learner transfer evaluation model which is LTEM. So, based on the purpose like what purpose the training was given we can understand the correct method of evaluation and adapt it for evaluation of the training program.

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Kirk Patrick - Phillips Model of Training Evaluation (During and Post Training)

- Level 1**
Reaction
Participant Satisfaction
- Level 2**
Learning
Knowledge, skills and other attitudes
- Level 3**
Behaviour
Application and on-the-job Learning
- Level 4**
Results
Participant Business Impact
- Level 5**
Return on Investment

These have been discussed in the week 6 lecture which are very relevant in this context also

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The Kirk Patrick and the Phillips model of training evaluation which is during and post training has a level 1 reaction which is the participants satisfaction. Level 2 is learning knowledge, skills and other attitudes, level 3 is behaviour which is application and on the job training. Level 4 is results which is participants and business impact and level 5 is return on investment. This has been discussed in week 6 lecture, but these are very relevant in this context also.

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The slide features a central yellow box with a list of evaluation tools. To the left, an orange arrow-shaped box contains the title 'Designing Training Evaluation Tools'. To the right, a cartoon illustration shows two men in suits holding large magnifying glasses over a large exclamation mark and a question mark. The background includes faint icons of gears, an atom, and a hard hat. The NPTEL logo is visible in the bottom left corner.

Designing Training Evaluation Tools

Various Evaluation Tools can be selected by the trainers depending on the purposes and methods of evaluation:

- Questionnaires
- Survey Forms
- Tests
- Interviews
- Focus Group Discussions
- Observations
- Performance Records

It is very important for designing the training evaluation tools. These tools could be like questionnaire, survey forms, tests, interviews, focus group discussions, observations and performance records.

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Developing Training Evaluation Feedback Form

In light of Kirkpatrick's model of training evaluation, we can think following measures for developing training feedback form:

- Keeping it short
- Staying on the topic
- Asking actionable questions
- Making questions easy to answer
- Providing multiple choices
- Making it part of the program

The slide features a blue header and footer with the NPTEL logo. The background is white with various icons like gears, a lightbulb, and a person. A woman in a red and white patterned shirt is visible in the bottom right corner.

It is very important again to develop training evaluation feedback form. In the light of Kirk Patrick's model of training evaluation we can think following measures for developing training feedback form. Like keeping it short, staying on the topic, asking actionable questions, making questions easy to answer, providing multiple choices, making it a part of the program.

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Jack Phillip's Model-5th level Return on Investment of Training

Return on Investment (ROI) is the relation between financial benefits gained from a training programme and the total cost of that programme estimated. The purpose of an ROI analysis is generally to see whether the benefits outweigh the costs, i.e. to see whether the investment was worth it.

The slide features a blue header and footer with the NPTEL logo. The background is white with various icons like gears, a lightbulb, and a person. A woman in a red and white patterned shirt is visible in the bottom right corner.

Jack Phillip's model discusses return on investment of training it is the relation between the financial benefits gained from a training program and the total cost of that program estimated. The purpose of an ROI analysis is generally to see whether the benefits outweigh the costs, that is to see whether the investment was worth it.

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The slide features a central yellow box with a list of conditions for calculating ROI. To the left, an orange arrow-shaped box contains the question. The background is white with blue decorative elements like gears and a molecular structure. A small inset photo of a woman is in the bottom right corner. The NPTEL logo is at the bottom left.

When the Return on Investment of Training is Calculated?

There are certain conditions for calculating ROI of a training programme, such as-

- the training programme requires a significant financial investment
- the training objectives are clearly defined and their achievement is likely to impact on areas of strategic or operational importance
- there are enough learners to make an impact on business performance and draw financial conclusions
- learners have good opportunities to apply their learning to the workplace

Like when it is calculated there are certain conditions for calculating ROI of a training program such as, the training program requires a significant financial investment, the training objectives are clearly defined and their achievement is likely to impact on areas of strategic or operational importance.

There are enough learners to make an impact on the business performance and draw financial conclusions. Learners have good opportunities to apply their learning to the workplace this is a very very important part.

Sometimes people are sent to training, but when they come back to the organization the organizations is not ready or equipped enough or prepared enough to assimilate within itself a what people have learned from the training and they are not able to like practise it in the actual work situation. So, it is very important that the learners have good opportunities to apply their learning to the workplace.

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When the Return on Investment of Training is Calculated?

There are certain conditions for calculating ROI of a training programme, such as (continued...) -

- data on relevant changes to performance is available
- changes in performance can be attributed credible financial values by key stakeholders
- training factors can be isolated from non-training factors and the financial benefits apportioned accordingly
- direct and indirect costs of training can be identified
- an ROTI analysis is likely to be meaningful/important to the program's sponsors.

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The data on relevant changes to performance is available changes in performance can be attributed credible financial values by key stakeholders. Training factors can be isolated from non training factors and the financial benefits apportioned accordingly. Direct and indirect costs of training can be identified. An ROTI analysis like return on training investment analysis is likely to be meaningful or important to the program’s sponsors.

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Quality Check Point in Calculating Return on Investment of Training

ROI Analysis must be -

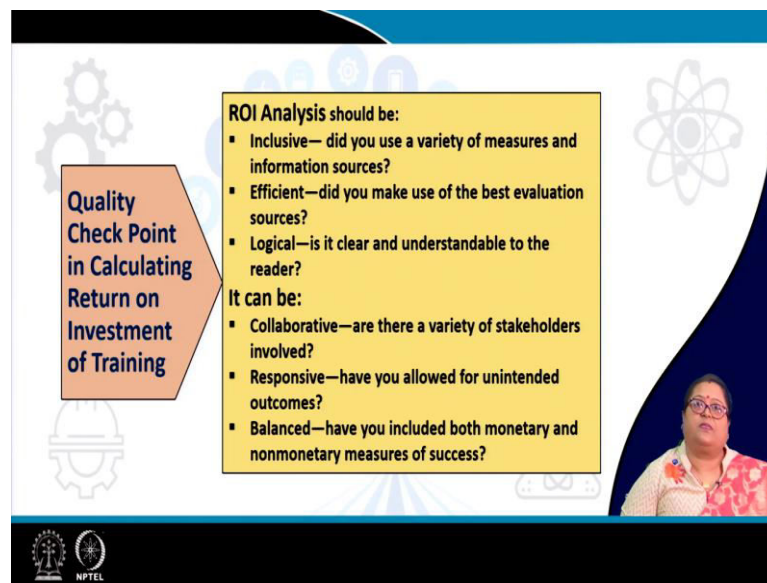
- Accurate - is it based on actual data or professional estimates?
- Ethical - is it respectful of legal/business issues and research standards?
- Effective - is the information what you need and will use?
- Credible - is it verifiable, defensible, and objective?
- Well-planned - have you gathered baseline data before the training begins?

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The ROI analysis must be accurate that is it based on actual data professional estimates? Ethical is it respectful of legal and business issues and research standards? Effective is the information what you need and will use? Credible is it verifiable, defensible, and objective? Well planned have you gathered baseline data before the training begins?

So, we have to do a proper design like before training, after training, during training and then we need to have a controlled groups. So, we need to understand controlled variables in the context which are changing, so that we can see like the change is only and only due to training.

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The slide features a central yellow box with a list of criteria for ROI analysis. To the left, an orange arrow-shaped box points towards the central box. The background includes faint icons of gears and an atom, and a small inset photo of a woman in the bottom right corner. The NPTEL logo is visible in the bottom left corner.

Quality Check Point in Calculating Return on Investment of Training

ROI Analysis should be:

- Inclusive— did you use a variety of measures and information sources?
- Efficient—did you make use of the best evaluation sources?
- Logical—is it clear and understandable to the reader?

It can be:

- Collaborative—are there a variety of stakeholders involved?
- Responsive—have you allowed for unintended outcomes?
- Balanced—have you included both monetary and nonmonetary measures of success?

Now, some of the quality checkpoints in calculating training on investment like return on training investment are like continuing with the previous one it should be inclusive like did you use a variety of measures and information sources? Is it efficient did you make use of the best evaluation of the sources?.

Evaluation sources is it logical is it clear and understandable to the reader? It can be collaborative are there are a variety of stakeholders involved? Responsive have you allowed for unintended outcomes?

Balanced have you included both monetary and nonmonetary measures of success? So, along with these previous points discussed over here which are also the quality checkpoints. These are the other quality checkpoints that we have for calculating return on investment of training.

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Business Impact and Return on Investment of Training

Based on Kirkpatrick's model, Dr. Jack Phillips added a fifth step which gave a practical way to forecast the return on investment (ROI) of a training initiative.

ROI can be calculated by following a seven-stage process:

- Step1. Collect pre-program data on performance and/or skill levels
- Step2. Collect post-program data on performance and/or skill levels
- Step3. Isolate the effects of training from other positive and negative performance influencers
- Step4. Convert the data (hard and soft business measures) into a monetary value (i.e. how much actual value is the change worth to the organization).
- Step5. Calculate the costs of delivering the training program
- Step6. Calculate ROI(= program benefits in currency /program costs in currency)
- Step7. Identify and list the intangible benefits e.g., job satisfaction, stress reduction, community image etc.

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What is the business impact and return on investment of training based on Kirk Patrick's model? Dr. Jack Phillips added a few step which gave a practical way to forecast the return on investment of training initiative. According to him it can be calculated in a seventh stage process.

Step 1 collect pre programmed data on performance and or skill levels, step 2 collect post program data on performance and or skill levels, step 3 isolate the effects of training from other positive and negative performance influencers. Step 4 convert the data which could be hard and soft business measures into a monetary value that is how much actual value is the change worth to the organization.

Step 5 calculate the cost of delivering the training program, step 6 calculates the ROI which is equal to program benefits in currency by program cost in currency and step 7 is identify at least the intangible benefits that is job satisfaction, stress reduction, community image etcetera.

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Calculating Return on Investment of Training

The function of ROI Calculation can be used as follows:

$$\frac{\text{Benefit (Rs.)} - \text{Cost (Rs.)}}{\text{Cost (Rs.)}} \times 100 = \text{ROTI \%}$$

Notes on ROI Results:
As a general guideline, ROTI levels below about 20% are usually considered to be low. In practice, however, it is quite common for ROTI percentage figures to be very high, e.g., 500% or more.

Calculating the return on investment in training what we find over there the following function that benefits minus cost by cost into 100 is equal to the return on investment in training percentage. As a general guideline the return on training investment levels below about 20 percent are usually considered to be low. In practice however, it is quite common for return on training investment percentage figures to be very high example 50 percent or more.

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Cost-Benefit Analysis for Measuring ROI of Training

Typical Benefits

- Increase in production
- Reduction in errors
- Reduction in absenteeism
- Reduction in employee turnover
- Less supervision needed post training or coaching
- Attitude change
- Ability to use new technologies
- Reduction in complaints
- Reduction in adverse incidents / cases etc.

Typical Costs (Fixed & Variable, Direct & Indirect)

- Trainers' salary and time
- Trainees' salary and time
- Training Materials
- Expenses for Trainers and Trainees
- Cost of Facilities and Equipment
- Lost productivity
- Travel costs, accommodation, logistics, etc.

Now, when we are doing a cost benefit analysis for measuring return on investment of training it is very important to understand the typical benefits and the typical costs. The typical benefits are increase in production, reduction in errors, reduction in absenteeism,

reduction in employee, turnover, less supervision needed post training or coaching, attitude change, ability to use new technologies, reduction in complaints, reduction in adverse, incidents and cases etcetera.

The typical costs are fixed and variable costs, direct indirect costs like trainer's salary and time, trainings salary and time, training materials, expenses for trainers and trainees, cost of facilities and equipments, lost productivity, travel costs, accommodations, logistics, etcetera.

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Check Lists to Identify Cost and Benefit for ROI Analysis

<u>Training Costs</u>	<u>Tangible Benefits</u>
<ul style="list-style-type: none">•Cost of needs analysis/surveys•Course design, development, or purchase•Salary of instructor and/or consultant•Offsite travel, lodging, and meals•Facilities rented or allocated•Equipment and hardware•Instructional and testing materials•Course/training evaluation•Other	<ul style="list-style-type: none">•Increased sales•Improved overall quality•Improved competitiveness•Improved productivity per staff•Improved profitability•Improved customer satisfaction•Improved personnel relations•Improved safety record•Compliance with regulations•Broadening the range of workers' tasks•Meeting a shortage of qualified labour•Implementation of new ideas•Other

The training costs also include a costs of needs and analysis surveys, course design, development or purchase, salary of instructor and or consultant, offsite travel, lodging, and meals. Facilities rented or allocated, equipment and hardware, instructional and testing materials, course and training evaluation and other.

The tangible benefits are increased sales, improved overall quality, improved competitiveness, improved productivity per staff, improved profitability, improved customer satisfaction, improved personnel relations, improved safety records, compliance with regulations, broadening the range of worker's tasks, meeting a shortage of qualified labour, implementation of new ideas and others.

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Check Lists to Identify Cost and Benefit for ROI Analysis

Intangible Benefits

- Improved understanding of new technologies
- Remediation of workers' inadequate pre-employment preparation
- Improved understanding of markets
- Improved staff morale
- Greater co-operation amongst staff
- Better management-staff relations
- Better staff understanding of the organization
- Greater staff flexibility
- Greater staff loyalty
- Improved staff work ethic
- Improved staff motivation
- Improved staff perceptions of job responsibilities
- More problems solved
- Conflicts avoided
- Increased use by staff of performance measures and standards, benchmarking, and quality control methods
- Other

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What are the intangible benefits are improved understanding of new technologies remediation of workers inadequate pre-employment preparations, improved understanding of markets, improved staff morale, greater cooperation between the staffs, better management staff relations.

Better staff understanding of the organization, greater staff flexibility, greater staff loyalty, improved staff work ethic, improved staff motivation improved staff perception of job responsibilities, more problems solved conflicts avoided. Increased use by staff of performance measures and standards benchmarking and quality control methods and some other benefits that we may think off.

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Calculating Return on Investment of Training

Some commonly used time period for ROI Calculation

There is no fixed period over which you should calculate the ROI of a training programme. Some commonly used examples include:

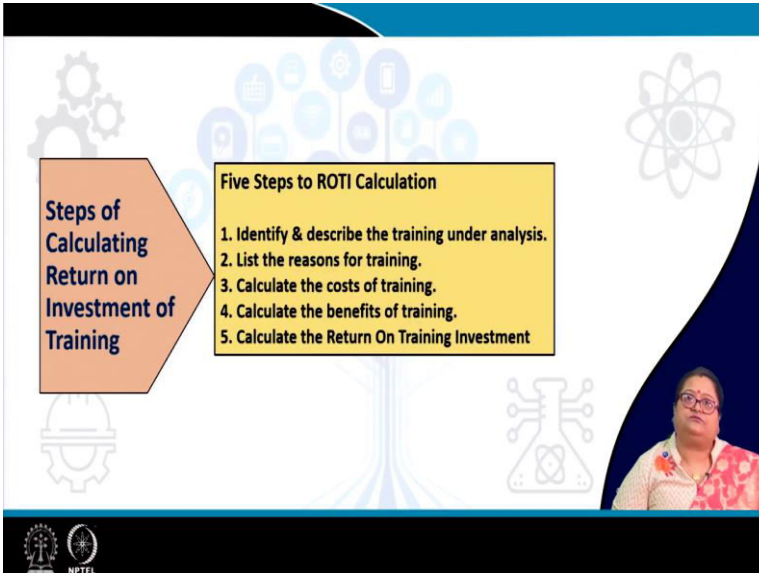
- from 3 months to 12 months after a training has been completed (allows time for transfer of learning to the workplace)
- the period of a product cycle
- one financial year (audit period)
- 2 to 4 financial years (depreciation period)
- average time of target audience employees remaining in the organisation.

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Now, calculating the return on investment of training. Some commonly used time period for ROI calculation is like there is no fixed period over which we should calculate the ROI of a training programme. Some commonly used examples include from 3 months to 12 months after a training has been completed.

It allows a trial time for transfer of learning to the workplace the period of a product cycle, one financial year which is the audit period 2 to 4 financial years which is the depreciation, period average time of target audience employees, remaining in the organisation.

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The slide features a blue header and footer. The main content area is white with a blue curved border on the right. On the left, an orange arrow-shaped box contains the text 'Steps of Calculating Return on Investment of Training'. To its right, a yellow box titled 'Five Steps to ROTI Calculation' lists five numbered steps. The background includes faint icons of gears, a tree with nodes, an atom, a microscope, and a person. The NPTEL logo is in the bottom left corner, and a small video inset of a woman is in the bottom right corner.

Steps of Calculating Return on Investment of Training

Five Steps to ROTI Calculation

1. Identify & describe the training under analysis.
2. List the reasons for training.
3. Calculate the costs of training.
4. Calculate the benefits of training.
5. Calculate the Return On Training Investment

The five steps to calculate the return on investment on training are identify and describe the training under analysis. List the reasons for training, calculate the cost of training, calculate the benefits of training, calculate the return on training investment.

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Steps of Calculating Return on Investment of Training

1. Identify & describe the training under analysis.

WHAT: Curriculum
skills and knowledge, and source
e.g., professional standards

WHERE: Delivery and rationale if applicable
e.g., classroom, e-training, on the job

HOW: Instructional approach
e.g., individualized or group, self study or instructor-led

WHEN: Duration, timeframe, and incidence
e.g., short term or long term; once-off or continuous; dates; actual hours of training

WHO: Participation
e.g., voluntary or mandatory, number of trainees.

ROTI: Unit of ROTI analysis
e.g., per person, per session, per year

It will elaborate more on this identify and describe the training under analysis is what which is the curriculum skills and knowledge and source example professional standards where delivery and rationale if applicable example classroom, e training, on the job.

What an instructional approach example individualizer group, self study or instructor led when duration time frame and incidents example short term or long term, once off or continuous, dates, actual hours of training who participation example voluntary or mandatory, number of trainees. ROTI unit of ROTI analysis is example per person per session per year.

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Steps of Calculating Return on Investment of Training

2. List the reasons for training.

Business and industry context
e.g., challenges and/or opportunities

ROTI analysis perspective (if applicable)
e.g., employer, employee, government

Tangible outcomes
e.g., decreased costs, increased volume and time savings; increased retention and decreased absenteeism

Intangible outcomes
e.g., acknowledging benefits that cannot/will not be measured

External circumstances
e.g., events that directly impact on the perceived benefits to training

Payback period
e.g., immediate, short term, or long term

Number 2 list the reasons for training. Business and industry context example challenges and or opportunities, ROTI analysis perspective, if applicable example employer perspectives, employee’s perspective, governments perspective. Tangible outcomes, example decreased cost, increased volume and time savings, increased retention and decreased absenteeism.

Intangible outcomes example acknowledging benefits that cannot or will not be measured. External circumstances events that directly impact on the perceived benefits to training and payback period example immediate, short term or long term.

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The slide is titled "3. Calculating Cost of Training." It features a table with two columns: "COST ITEM" and "TOTAL COST/UNIT ANALYSIS". To the left of the table is a blue arrow pointing right with the text "Steps of Calculating Return on Investment of Training". The table lists various cost items, each followed by a series of dashes in the analysis column. At the bottom of the table, "Total training cost" is listed with a series of dashes. A presenter is visible in the bottom right corner of the slide.

COST ITEM	TOTAL COST/UNIT ANALYSIS
Needs assessment and training plan	--
Curriculum and materials development	--
Registration or tuition fees	--
Trainer and consultant fees	--
Materials and equipment	--
Facilities	--
Refreshments	--
Travel costs: food, transportation, lodging	--
Assessment and certification fees	--
Salary replacement cost	--
Other	----
Total training cost	-----



Number 3 is calculating the cost of training. So, the cost item as listed over here, as we have already seen the training cost like needs assessment and training plan curriculum and materials development registration or tuition fees trainer and consultant fees materials and equipment facilities refreshment travel costs like food, transportation, lodging, assessment and certification fees, salary replacement costs and other things which will count towards the total training costs.

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Step 4. Calculate the benefits of training

Tangible Returns Categories	Calculation	Total
Time savings (e.g., reduced supervision, absenteeism, downtime) • Hours x wage x number of employees		
Productivity increase if applicable (e.g., quality/quantity changes due to training) • Reductions in complaints • Increase in sales, customer satisfaction		
Personnel savings (e.g., reduced recruitment costs, grievances, accidents) • Cost of individual interventions x incidence		
Other		
Total Return		

Steps of Calculating Return on Investment of Training

Calculate the benefits of training in which the tangible returns categories are like time savings example like reduced supervision, absenteeism which is hours into wage into number of employees.

Productivity increase if applicable example quality or quantity changes due to training which is reductions in complaints, increase in sales, customer satisfaction. Personnel savings like reduced recruitment costs, grievances, accidents. Cost of individual interventions multiplied by the incidents and other leading to the total return.



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Step 5. Calculate the Return On Training Investment
(The calculation is discussed earlier)

Particulars	Calculation
Total benefits in INR value	
Total cost in INR Value	
Divide the benefits by the costs and multiply by 100 for a percentage	

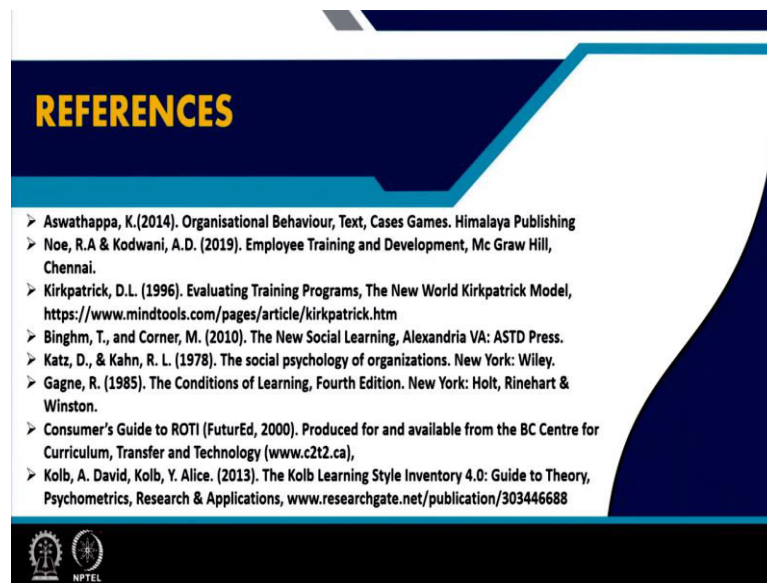
$\text{Value of benefits} \div \text{Cost of training} \times 100 = \text{ROI}$

Steps of Calculating Return on Investment of Training

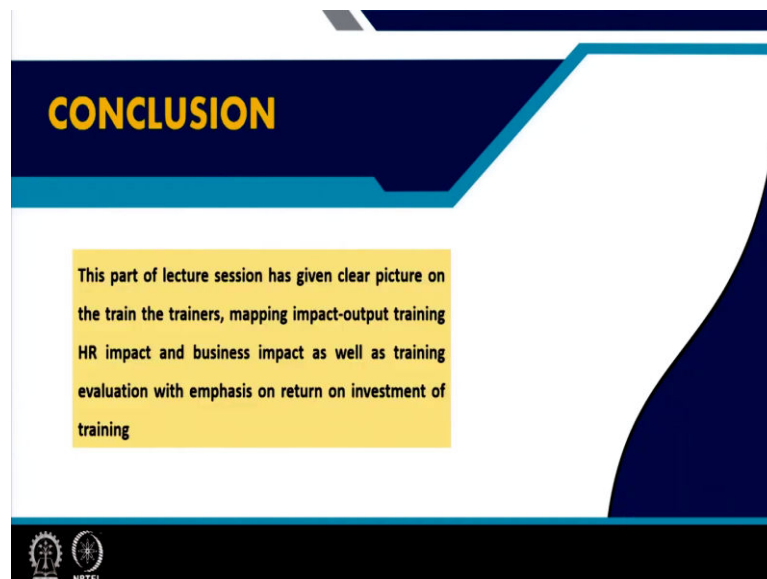



Step 5 is calculating the return on training investment which is the total benefits in INR value total cost in INR value divide the benefits by the cost and multiply by 100 for the percentage. So which is the net benefit; so value of benefits divided by the cost of training into 100; is giving the return on training investment percentage.

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So, these are the references that we have used for these discussions. So, we hope like this part of the lecture session has given a clear picture on the train the trainers, mapping impact output training, HR impact and business impact as well as training evaluation

with emphasis on return on investment of training. In the next module, we will come up with the disruptions in the training program and disruptive training and more interesting topics in session 12. Stay tuned with us.