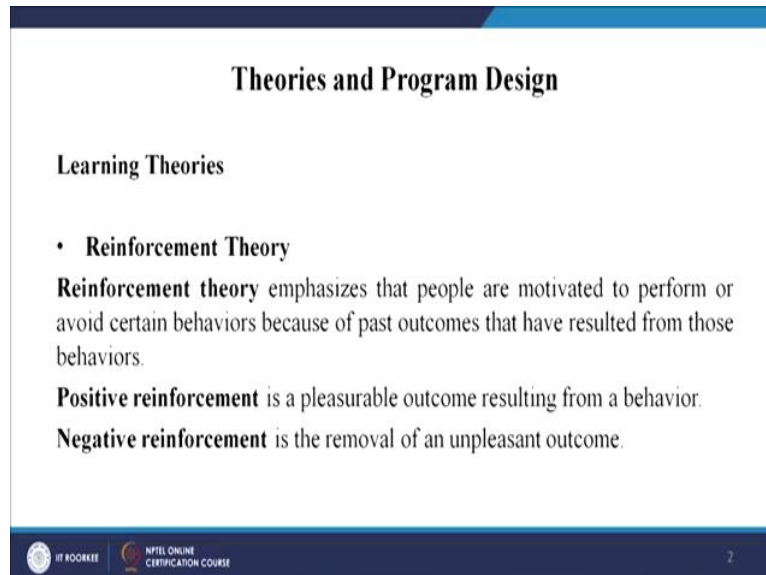


Training of Trainers.
Professor Santosh Rangnekar.
Department of Management Studies.
Indian Institute of Technology, Roorkee.
Lecture-11.
Training Design & Types of Training - III.

(Refer Slide Time: 1:01)



Theories and Program Design

Learning Theories

- **Reinforcement Theory**

Reinforcement theory emphasizes that people are motivated to perform or avoid certain behaviors because of past outcomes that have resulted from those behaviors.

Positive reinforcement is a pleasurable outcome resulting from a behavior.

Negative reinforcement is the removal of an unpleasant outcome.

IT Roorkee NPTEL ONLINE CERTIFICATION COURSE 2

So far we have discussed about in earlier modules about how to design a particular training program. Now in designing the training programs, we have to also taken to consideration the theories in designing the training programs. What type of theories are important in designing the training program? The learning theories are there. In learning theory, the first theory is the reinforcement theory. The people, they demonstrate different types of behaviour, this reinforcement theory talks about people are motivated to perform or avoid certain behaviour because of past outcomes that they have resulted from those behaviours.

In this case it means that that is, whatever is the past experience, if there has been positive consequences, then the person will be repeating that particular behaviour and repetitive nature of that task will be done. But if the person is having the negative behaviour, negative consequences, then in that case he will avoid that type of behaviour. Then there are the different parameters in this reinforcement theory. One parameter is the fixed reinforcement behaviour. Fixed reinforcement behaviour means that is whenever there will be a particular behaviour, there will be reward, every time.

So, every time that reward will be given or there will be every time the punishment will be given, that will be negative reinforcement theory. But with the fixed, there is an interval also.

Interval reinforcement behaviour. Interval reinforcement behaviour means that is every quarterly the best employee award will be given. Who is having the highest attendance at the workplace, that reward will be given or the person who has demonstrated the best productivity at the workplace, that every monthly, monthly the best performer reward will be given.

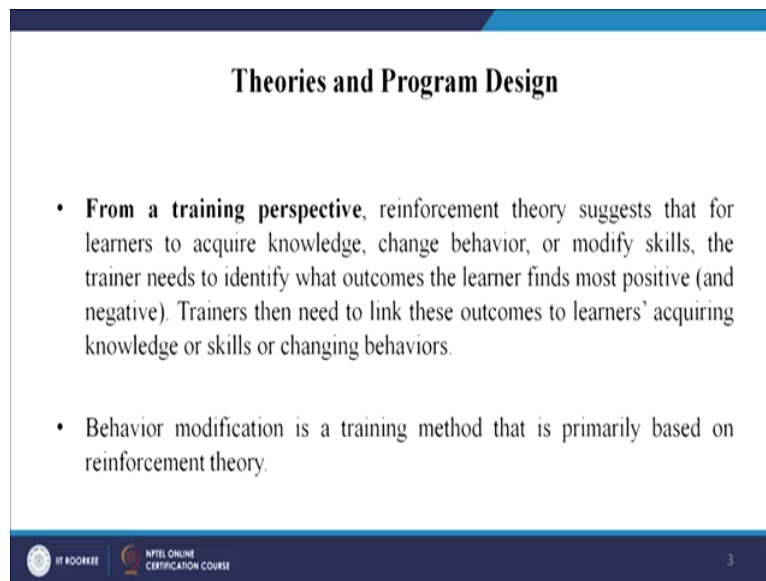
So, this will be with the interval, with every one month or every 3 months, quarterly, this type of rewards will be given and then if this type of rewards are given, then we will say that it is the interval reinforcement behaviour is there. And this interval is also fixed. For example, after every 3 months, so therefore in that case definitely you will find that is the positive reinforcement is there and there will be the pleasurable outcome resulting from a particular behaviour. However, in case of the negative reinforcement, because sometimes it is also important to control that particular behaviour or that the person should not repeat that particular behaviour, avoid the certain behaviour and for that purpose negative reinforcement is to be there.

There is the negative reinforcement behaviour normally if there is a punishment. So, if the punishment is there, then there will be the negative reinforcement behaviour. My suggestion is, that is the, between the positive reinforcement and negative reinforcement, there is one more reinforcement and that is the corrective action. Corrective action is not necessarily positive, corrective action is required whenever there is a negative behaviour. When we talk about the corrective action, then we have to be creative, because there is no solution in theories for the corrective action is there.

You have to judge the particular person that is what type of misconduct that particular person has done. And what type of personality he is having. So, this type of the new reinforcement behaviour practices, then that will be the creative practice because when you are going for the corrective action, you have to think about it, that what will make this particular person correct because the situation normally corrective action is applicable where normally negative reinforcement is applicable.

So, have a patience as a trainer and HR person, one has to keep the patience and then see, that is okay, negative reinforcement is okay but can we avoid negative reinforcement and then we can go for the corrective action also and then that type of situation, that will help for the reinforcement of the behaviour.

(Refer Slide Time: 5:20)



The slide is titled "Theories and Program Design" in bold black text. It contains two bullet points. The first bullet point discusses reinforcement theory from a training perspective, stating that trainers need to identify positive and negative outcomes for learners and link them to acquiring knowledge or skills. The second bullet point states that behavior modification is a training method primarily based on reinforcement theory. The slide has a blue header and footer. The footer contains the IIT ROORKEE logo, the text "NPTEL ONLINE CERTIFICATION COURSE", and the number "3".

Theories and Program Design

- **From a training perspective**, reinforcement theory suggests that for learners to acquire knowledge, change behavior, or modify skills, the trainer needs to identify what outcomes the learner finds most positive (and negative). Trainers then need to link these outcomes to learners' acquiring knowledge or skills or changing behaviors.
- Behavior modification is a training method that is primarily based on reinforcement theory.

From a training perspective, when we talk about the reinforcement behaviour, then the reinforcement theory suggests that for learners to acquire knowledge, change behaviour or modify scales, the trainer needs to identify what outcomes the learner finds most positive. That is in that particular case, that is to acquire the knowledge. So, to acquire the knowledge, there will be positive reinforcement. I would like to share one story. There were 2 brothers, they were into the elementary school and then the elder brother was very sincere and serious and younger one was naughty.

But whenever they were going to school and coming back, the mother finds that the elder one is with empty hands but the naughty boy is with the chocolate. So, she asks who has given you this chocolate, and then he said that the teacher has given me this chocolate. So, why the teacher has given you the chocolate, what good thing you have done, he said nothing, that is because I created noise in the class and the teacher says that is, okay, you keep mum, I will give you a chocolate.

Now, this reinforcement of behaviour, that is those who are more disruptive, then they are getting the rewards and those who are sincere, they are not getting the rewards. How do you see this situation, what is your answer? But here the question is who will be more successful, the person, naturally the elder one will be successful. Why he will be successful? Because he is sincere, he is keep on doing his studies and therefore, whenever there will be examination, in examination the elder one will score the more marks.

And the naughty boys who was having this type of temporary awards and then he was getting this particular chocolate and all but at the time of examination, because he has not studied, so if he has not studied, he will not get the reward. So, ultimately that theory, that is who will be making the hard work, who will be performing, who will keep calm, cool and collective, then they are supposed to be successful and they will be successful. It may appear for a short period of time, that is they are not successful, rather than these disruptive people are getting the rewards.

But this is a short-term, in the long-term and in the true sense, not only in the long-term but also in true sense you will find those who are honest, sincere, keep on working their jobs, keep on doing, so therefore, sometimes they make it these setbacks but in the long run, because they are strong in their work, they are performing, they know their jobs, so therefore, in that case they will be successful. So, in a reinforcement of behaviour that is to acquire the knowledge, like the trainee group is there and 1 or 2 are disruptive, and then the trainer may give more attention to them.

And then just to, sometimes maybe to make them please and this thing. But it will not be the long-term, in the end of the training program, you will find, those who are sincere, those who have come to learn, they will take their important points what they want to learn and they will execute at their workplace. So, therefore, this type of acquiring knowledge and change in behaviour or modifying the scales, the trainer needs to identify what the learner finds more positive.

And therefore the positive enforcement that will work. But here if you see, that here it is one more point has been written and that point is, that is and negative, and outcomes the learner finds most positive and negative also. So, therefore sometimes the trainers, they become strict. Interestingly, sometimes to be very strict, that also gives the result. So, but we need not to get confused because the positive reinforcement, that will sustain for long, I already mentioned by telling you that particular story, that is positive reinforcement, that will sustain for long.

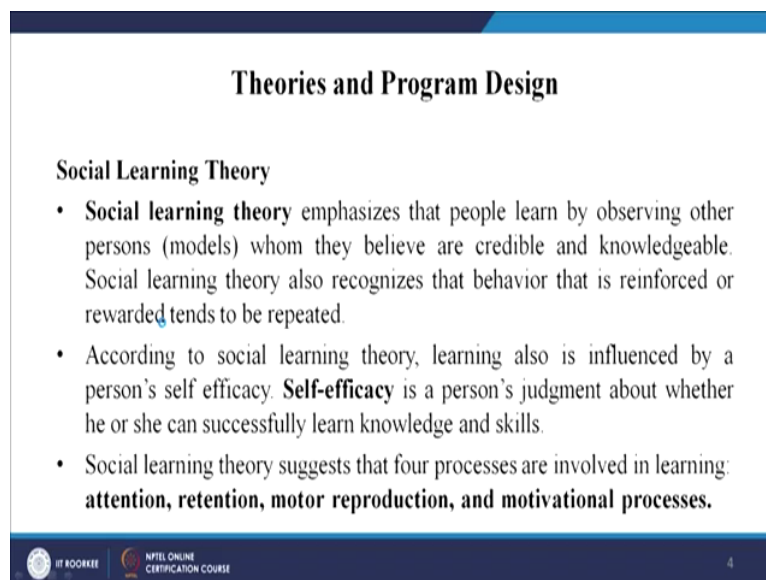
Negative reinforcement that will sustain for a short period of time. And then later on again the disruptive person will become disruptive, right. So, therefore, in that case we have to be very careful that is in the training perspective, right, we have to go through the positive enforcement and try to avoid or ignore the disruptive personalities and we should carry on

with our objective and goal to train the persons. Trainers then need to link these outcomes to learners acquiring knowledge or skills or changing behaviours.

So, therefore, but as we understand, that is the personality, the situation, personality of the trainee, personality of the trainer, that situation, work environment, legislation, all factors, that will have to be integrated and finally there will be the outcome. It does not depend only on the trainee or the trainer but it depends on the environment also, it depends on the legislation also, it depends on so many other factors also. But the approach, so in a nutshell, what should be the approach? So the approach is required to be very positive reinforcement behaviour is required.

Then behaviour modification is a training method that is primarily based on the reinforcement theory. So, naturally whoever are the participants and the change agents, the change agents are required to adopt for the primarily based on that is reinforcement theory. And then the positive or negative or corrective action, one more which I have mentioned, please do not forget that, that is about the corrective actions and you have to go for the corrective action.

(Refer Slide Time: 12:02)



The slide is titled "Theories and Program Design" in bold black text. Below the title, the section "Social Learning Theory" is introduced. It contains three bullet points: 1) Social learning theory emphasizes that people learn by observing other persons (models) whom they believe are credible and knowledgeable. Social learning theory also recognizes that behavior that is reinforced or rewarded tends to be repeated. 2) According to social learning theory, learning also is influenced by a person's self efficacy. Self-efficacy is a person's judgment about whether he or she can successfully learn knowledge and skills. 3) Social learning theory suggests that four processes are involved in learning: attention, retention, motor reproduction, and motivational processes. The slide footer includes the IIT ROORKEE logo, the NPTEL ONLINE CERTIFICATION COURSE logo, and the number 4.

Theories and Program Design

Social Learning Theory

- **Social learning theory** emphasizes that people learn by observing other persons (models) whom they believe are credible and knowledgeable. Social learning theory also recognizes that behavior that is reinforced or rewarded tends to be repeated.
- According to social learning theory, learning also is influenced by a person's self efficacy. **Self-efficacy** is a person's judgment about whether he or she can successfully learn knowledge and skills.
- Social learning theory suggests that four processes are involved in learning: **attention, retention, motor reproduction, and motivational processes.**

IIT ROORKEE NPTEL ONLINE CERTIFICATION COURSE 4

Now, after this reinforcement theory, another theory now we will talk about his social learning theory. Social learning theory emphasises that people learn by observing other person models whom they believe are credible and knowledgeable, role models. So, therefore there was a trend during our days that is people were talking who is your role model. Nowadays the generation says that we ourselves are our own role model. But there was a

time when there was a particular role model and that role model was having very high credibility and very high knowledgeable person.

And then I remember when I have shifted from the industries to the Academia, that time also I wanted to be that 22 years back I wanted to be the trainer, and who was my role model, role model was Sheru Rangnekar, S. Rangnekar, like my name is also S. Rangnekar and Sir's name is also Sheru. Rangnekar Sir. So therefore, in that case you will find, that is that was the role model, that is credible and knowledgeable and then trainer like him, then one would like to be leading in his career path.

So, therefore in that case this emphasise the people by observing the others and this will be the social learning theory from the society. I saw him, I attended his training program and then I found that similar name of the personality is such dynamic and high-level trainer. So, therefore in that case that has motivated me, the is yes, should continue in the training. And that we may find, that is the social learning theory was applicable. Social learning theory also recognises that behaviour that is reinforced or rewarded tends to be repeated.

So, naturally whenever we are adopting those models of the model and what we do? We are making the repetitive nature. Then I started attending programs in 95 with Gasim Nagda. So, that is about 23 years, 22-23 years back. That type of training programs I have started conducting the training program. However, I was the in-house trainer in Shriram and Raymond's also but in spite in addition to that, when I shifted into the academics, then these particular repeated behaviour, because it was also a role as a mentioned the academician has to be in the teaching, research, training, projects and administration.

So, that was also a role, that is there should be a reinforcement or rewarded system is to be there and that rewarded system is very nice. And that encouraged the people to repeat the behaviour. And according to social learning theory, learning also influenced by person's self-efficacy. Earlier also I mentioned about the self-efficacy, now you see that whenever we talk about the motivation, there is a strong relationship between the motivation and the self-efficacy.

Self-efficacy is a personal judgement about whether he or she can successfully learn knowledge and skills. So, high self-efficacy, it means that he or she can successfully learn knowledge and skills, that is own judgement. Because he is own, self-efficacy is very high. Now, why some people have high self-efficacy and some people have low self-efficacy? Why

some people believe that yes, they can successfully learn knowledge and skill while the some people believe that no they cannot learn knowledge and skills.

What factors? Is it the heredity, then there are 2 brothers, then the 2 brothers, one feels, yes he can successfully learn knowledge and skills, while the other feel no, I cannot learn knowledge and skills. So, what is making them different? And that is the environment and situation. Both the brothers, they come across a different environment and different situations and different societies, friends are different, society is different, the family is same. Family, friends and society, when we talk about the environment, social environment.

So, therefore, family is same but the friends and society are different and therefore in that case both the brothers, they are coming from the same family but their self-efficacy maybe high and low, it depends on the interaction with the environment. And according to the social learning theory, it is influenced by a person's self-efficacy. So, can I learn or I cannot learn, so therefore what the surrounding environment which motivates a person was? And this is the concept of the social learning theory.

The way, because that is why our parents keep on saying, keep the good friends, good company, good company will keep on motivating you, right. But if you are not having a good company, then there are the chances that the people may not learn from you, rather you will learn from the other people. So, be careful about it. So, social learning theory suggests that four processes are involved in learning attention, retention, motor reproduction and motivational process is there.

So, from the childhood itself the friends, from the school days itself, we are having the attention about our society, what is surrounding to us, how our uncles, aunties are behaving, how our parents are behaving, how our neighbours are behaving, how our friends are behaving and therefore the full attention is there and mind is very-very keen to learn at that age and they are making the observations. And that particular attention, still we have the childhood memories more. We may forget in between the years but the childhood we still remember.

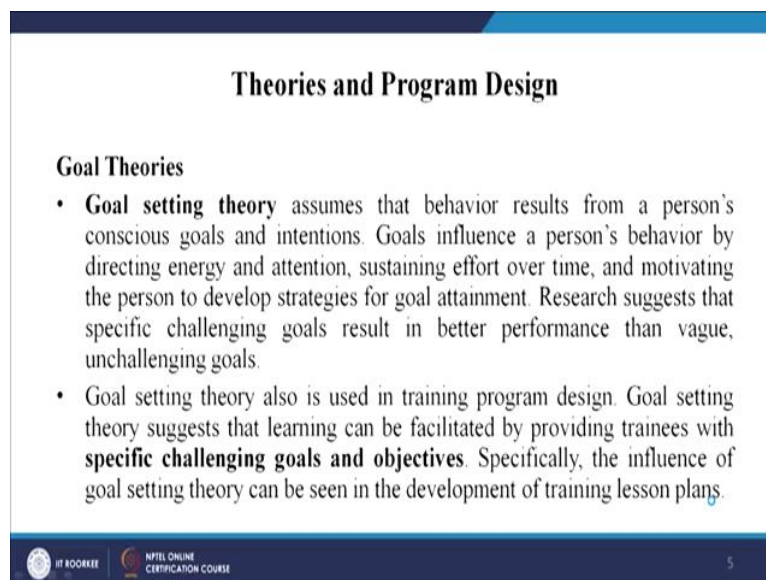
So therefore the retention is very high. And when we have that retention, naturally it will reflect in our behaviour and that is called the motor reproduction. So, therefore the higher is the attention, more is the retention and more will be the motor reproduction will be there. But in some aspects it is high, but in some aspects it is low, why? And the answer is motivational

processes. So, whenever we talk about the motivational processes, and these motivational processes, they are making whether the reproduction will be there and no reproduction process will be there.

Many things in the childhood, we are not able to reproduce. But some of them or whatever we liked and, motivation, whatever we have liked, then we are having that particular reproduction. And therefore as a result of which this particular reproduction is always there. But this is not only case of the childhood. Learning is a continuous process and therefore in that case when we are conducting the training program and the trainees, learners are there, they also learn. They learn from the peer group, other trainees those who are with them.

So, they learn from them that is how they are doing, now again same thing, positive and negative, high self-efficacy, low self-efficacy. So the person will filter, the mind will filter, filter will be applicable, that is the good things and bad things and in that case both are available, both are there in the society. But what we adopt, that our filter will decide. And in that case it becomes very-very important, that is what type of the filter and what is that filter motivation, what motivation.

(Refer Slide Time: 19:49)



The slide is titled "Theories and Program Design" in bold black text. Below the title, the section "Goal Theories" is introduced. It contains two bullet points. The first bullet point describes the "Goal setting theory" as assuming that behavior results from a person's conscious goals and intentions, influencing behavior by directing energy and attention, sustaining effort over time, and motivating the person to develop strategies for goal attainment. It notes that research suggests specific challenging goals result in better performance than vague, unchallenging goals. The second bullet point states that goal setting theory is also used in training program design, suggesting that learning can be facilitated by providing trainees with **specific challenging goals and objectives**. It concludes that the influence of goal setting theory can be seen in the development of training lesson plans. The slide footer includes the NPTEL logo, the text "NPTEL ONLINE CERTIFICATION COURSE", and the number "5".

Theories and Program Design

Goal Theories

- **Goal setting theory** assumes that behavior results from a person's conscious goals and intentions. Goals influence a person's behavior by directing energy and attention, sustaining effort over time, and motivating the person to develop strategies for goal attainment. Research suggests that specific challenging goals result in better performance than vague, unchallenging goals.
- Goal setting theory also is used in training program design. Goal setting theory suggests that learning can be facilitated by providing trainees with **specific challenging goals and objectives**. Specifically, the influence of goal setting theory can be seen in the development of training lesson plans.

NPTEL ONLINE CERTIFICATION COURSE 5

And then how this motivation is there and therefore in that case it is the goal theory comes into the picture. In the goal theory, goalsetting theory assumes that behaviour results from a person's conscience goals and intentions. What is the goal, what is the purpose of life? In the school days also it has been asked, that is what specialisation you want to take, you want to

take the mathematics, or science or commerce or you want to take arts, biology, mathematics, so these all branches, what you want to be, what is your goal?

And interestingly many people, even in the later age also, they are not very clear what is the goal, they do not understand that is why they are alive. Here I would also like to mention, because I am talking about the goal, that is at the life stage of the 50s and 55, when the children are independent and they are away and now the question arises what is the goal of your life, what you want to do now. And if the person is clear that what he wants to do, he will spend the rest of the years happily.

But after a certain stage of life, when there is nothing to do for the family and the routine is there only and in that case if there is no goal, there is no purpose, there is no challenge, then in that case the person will lose interest. And then it may go up to that extent that he will ask why am I alive, for what purpose. So, therefore it becomes very clear that the person should have a goalsetting theory. Many people have a goal up to retirement, professional goals of your retirement. But many people, they have second innings that is goal after retirement and they are working for that and they plan for that.

So, before getting retirement, they will be working on this. So, therefore in that case it will be the goal because goal influences the person's behaviour, that direction, what I want, I want this particular position, I want a particular status, I want a particular achievement. And that achievement or goal, unless and until it is not achieved, the person is restless and therefore is after that and then it will not let him take rest. So, he will not take rest unless and until the goal is achieved at whatever age, right.

But in the case short-term goals are there and they are achieved, what next and what next will be a big question. So, because the goals in directing the energy and attention, sustaining efforts over time, keep on doing, keep on doing, no, I want to be this, I want to reach this particular milestone and then that will be making the sustaining efforts over time and motivating the person to develop strategies like how I can achieve, what should I do, what I can contribute, how I can make this particular difficult milestone to be achieved, how this challenge is to be met.

And they develop the different - different strategies for the goal attainment. Research suggests that the specific challenging goals result in better performance. Comfort zone does not create the better performance, comfort zone does not create the best results and miracles,

it does not come from the comfort zone, it comes from the challenges. More is a challenging situation, then better will be the performance, right. And as compared to whatever is the way can an challenging goal, so the life is moving, keep on doing, everything is there, nothing new is happening, then there is no charm in life.

So the trainees are to be told that if there is a challenge, it shows that you are enough alive to take that challenge and you are enough alert and agile to take that particular challenge, you are enough deserving person to accept that particular challenge. Because the people, those who are not very much agile, competent and they are not taking interest in work, performance, they are not concerned with the performance, then they will not accept the challenge. For them there is no challenge in life. But if there is no challenge, there is no goal, and if there is no goal, no challenge is there, then the life will be becoming very much idle and that may be a problem.

So, goalsetting theory is used in training program design. Therefore, whenever we designed the training programs, goalsetting theory suggests that learning can be facilitated by providing trainees which specific challenging goals and objectives. That is the end of the day, they should be able to achieve that particular goal and the challenging goal is there and that should get noticed by the trainees. Specifically the influence of goalsetting theory can be seen in the development of the training lesson plans and therefore whenever we are designing the training lesson plans, there should be the challenging goals and that should be there.



You will also have the challenging goals of the assignments and those assignments will be based on this type of model and you have to achieve those goals and solve those assignments. So, there is, but who will feel motivated? There are very-very long sustainable theories that is the need theory. Who will be motivated, who has the need. Earlier also I had mentioned, that is unless and until there is a need, the personal will not move.

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Theories and Program Design

Need Theories

- A **need** is a deficiency that a person is experiencing at any point in time. A need motivates a person to behave in a manner to satisfy the deficiency.
- Need theories suggest that to motivate learning, **trainers should identify trainees' needs and communicate how training program content relates to fulfilling these needs.** Also, if certain basic needs of trainees (e.g., physiological and safety needs) are not met, they are unlikely to be motivated to learn.

  6

So, therefore a need is a deficiency that a person is experiencing at any point in time, that is, no I should have this and when he is having that feeling of deficiency of that particular source, and then in that case the person will be feeling motivated. Need motivates a person to behave in a manner to satisfy the deficiency.

Read, number of stories are there in the training programs, in which one person was sitting idle under the tree and another person came and asked him, why you are sitting like this, then he said what should I do, then he said you should do hard work like me, day and night I am working and then I am achieving this much, then he asks by achieving this much what you will do, he says that I will take rest, I will live comfortably, he said I am already living comfortably.

So, you are doing so many things and then you are living comfortably. Now, here is how a manner a person satisfies his deficiency that is a very big question. Unless and until a specific manner is not adopted, please understand that what is the criticism of this story is that the manner. The manner in which a person, he meets his deficiency. So, therefore a respected, a recognised, the status, if that is deficiency, then only the person will be motivated. Otherwise the person will not be motivated and he will compare himself with rest of the elements.

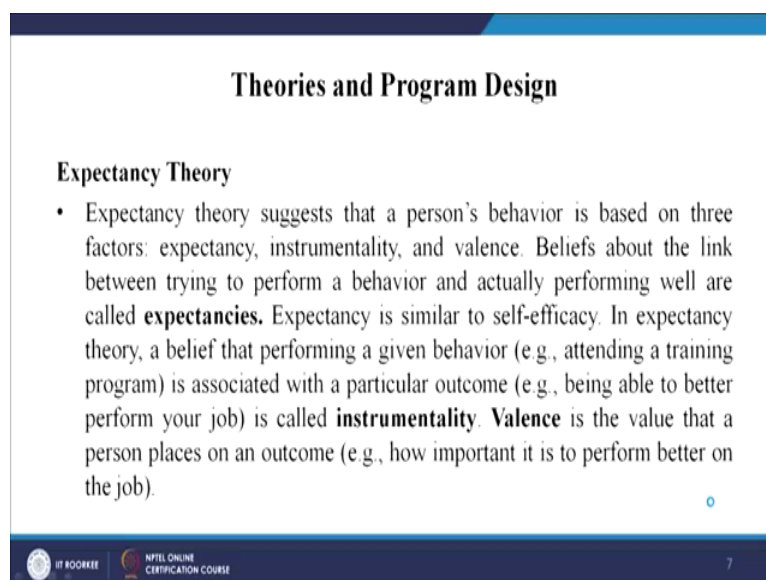
Need theory suggests that to motivate learning, trainer should identify trainees need, that is exactly what they want, what will be useful to them. And communicate how training program content relates to fulfil these needs that relevance has to be maintained. That is what is your need and what type of training program, this training program, what type of, it will be like for

this particular course that will help you to understand what exactly the training means, what exactly the education means, what exactly the development means, how to do need assessment, how to identify the needs of the training in the organisation and then how to design that particular template, that is for the training program.

And then how these theories and programs are there to be integrated, so far we have discussed so much till this module. Also certain basic needs of trainees, example like the physiological and safety needs are not met, they are unlikely to be motivated to learn. So, therefore many times it is the job that is you should have good food arrangement during the training program. It is not like they are coming for the food but the question is yes, a respectable and due respect is required to them, to the trainees.

And therefore in that case that is also a need, that is proper food, proper accommodation for staying arrangement, the comforts are to be created while they are in the training. So, therefore trainees are required to make comfortable so that they can learn. If they are uncomfortable, then their physiological need and safety needs are not fulfilled, then how they will be able to concentrate in the training program. And that is the purpose. A lot of thing can be said about the need theories but basically we are focusing with the need theory with the training. So, I will restrict there only.

(Refer Slide Time: 29:39)



The slide is titled "Theories and Program Design" in a bold, black font. Below the title, the section "Expectancy Theory" is highlighted. A bullet point explains that expectancy theory is based on three factors: expectancy, instrumentality, and valence. It defines expectancy as the belief in the link between effort and performance, instrumentality as the belief that performance leads to a reward, and valence as the value of the reward. The slide includes logos for IIT Bombay and NPTEL at the bottom.

Theories and Program Design

Expectancy Theory

- Expectancy theory suggests that a person's behavior is based on three factors: expectancy, instrumentality, and valence. Beliefs about the link between trying to perform a behavior and actually performing well are called **expectancies**. Expectancy is similar to self-efficacy. In expectancy theory, a belief that performing a given behavior (e.g., attending a training program) is associated with a particular outcome (e.g., being able to better perform your job) is called **instrumentality**. **Valence** is the value that a person places on an outcome (e.g., how important it is to perform better on the job).

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But so now we will come to the next theory, and that is the expectancy theory. Expectancy theory suggests that a person's behaviour is based on the 3 factors expectancy, instrumentality and valence, right. And therefore it is the belief about the link between trying to perform a

behaviour and actually performing well are called the expectancy are there. So, everyone is having certain expectancy, whether it is a superior or subordinate, both are having certain expectancy. And therefore these particular expectancies, that drives them to work.

Expectancy is similar to self-efficacy and in expectancy theory a belief that performing a given behaviour, attending a training program is associated with the particular outcome. That example is being able to better perform your job, if you are able to better perform your job, then definitely you will be making some more and more efforts to get the usefulness of that particular training program and that is called the instrumentality.

So, therefore in that case what is the expected and then conducting the, attending the training program and then learning from that training program and that is called the instrumentality. And what is the valence, valence is a value that a person places on an outcome. So, therefore how important it is to perform better on-the-job. So, you have started with, that is I have to perform come under your expectancy is there to do the job.

From there you come for this particular instrumentality, that is attending the training program and valence says that what you perform of the training program. So, therefore this expectancy theory talks about, that is while designing a training program, first try to understand the expectation, then understand the instrumentality, that how will you conduct the training program and make ensure that it is useful after going return to the training program to their workplace and that is the valence will be there.

(Refer Slide Time: 31:32)

The slide is titled "Theories and Program Design" in bold black text. It is divided into two main sections. The first section is titled "Expectancy" in italics, followed by "Effort → Performance" and a bulleted list: "• Does the trainee have the ability to learn?" and "• Does the trainee believe he or she can learn?". The second section is titled "Instrumentality" in italics, followed by "Performance → Outcome" and a bulleted list: "• Does the trainee believe training outcomes promised will be delivered?". At the bottom left, there are logos for "IIT ROORKEE" and "NPTEL ONLINE CERTIFICATION COURSE". At the bottom right, the number "8" is displayed.

Theories and Program Design

Expectancy
Effort → Performance

- Does the trainee have the ability to learn?
- Does the trainee believe he or she can learn?

Instrumentality
Performance → Outcome

- Does the trainee believe training outcomes promised will be delivered?

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So, expectancy is going with the efforts to performance, does the trainee have the ability to learn, does the trainee believe he or she can learn. Instrumentality is performance related to the outcome and does the training believe training outcomes promise will be delivered.

(Refer Slide Time: 31:47)

The slide is titled "Theories and Program Design". It discusses the concept of Valence, which is the value of the outcome. It lists "Value of Outcome" as a bullet point and asks "Are outcomes related to training valued?". A second bullet point explains that from a training perspective, expectancy theory suggests that learning is most likely to occur when employees believe they can learn the content of the program (expectancy); learning is linked to outcomes such as better job performance, a salary increase, or peer recognition (instrumentality); and employees value these outcomes (valence). The slide is part of an NPTEL Online Certification Course, as indicated by the footer.

Theories and Program Design

Valence

- Value of Outcome

Are outcomes related to training valued?

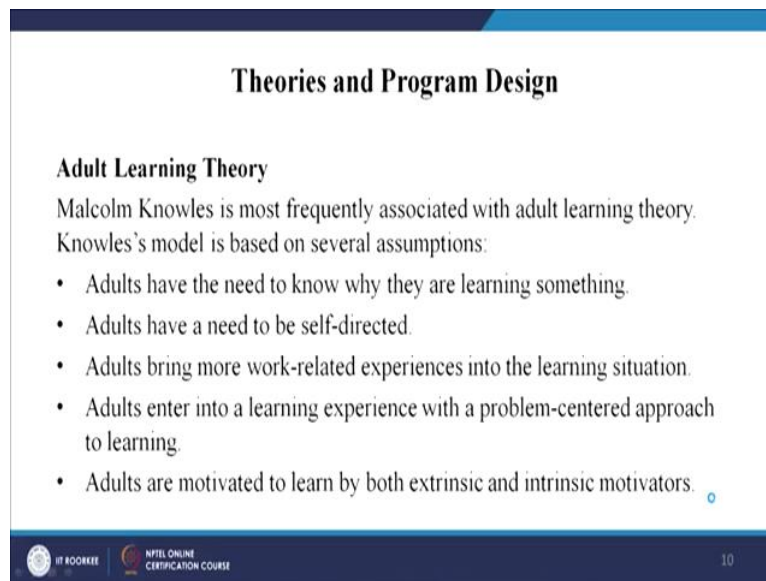
- **From a training perspective**, expectancy theory suggests that learning is most likely to occur when employees believe they can learn the content of the program (expectancy); learning is linked to outcomes such as better job performance, a salary increase, or peer recognition (instrumentality); and employees value these outcomes (valence).

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Valence, value of outcomes. Value of outcomes are the outcomes related to the training valued. From a training perspective, expectancy theory suggests that learning is most likely to occur when employees believe they can learn the content of the program. So, their belief is there, they have come with a purpose, they want to learn something and they believe that yesterday can learn from this particular program.

The learning is linked to the outcome, such as better job performance and a salary increase because better job performance is linked to the increase in the reward system, recognition or peer recognition, instrumentality. And employees value these outcomes. When they come back and then the employees, they value these outcomes, as a result of which they find that yes they are going to be making the better performances.

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Theories and Program Design

Adult Learning Theory

Malcolm Knowles is most frequently associated with adult learning theory. Knowles's model is based on several assumptions:

- Adults have the need to know why they are learning something.
- Adults have a need to be self-directed.
- Adults bring more work-related experiences into the learning situation.
- Adults enter into a learning experience with a problem-centered approach to learning.
- Adults are motivated to learn by both extrinsic and intrinsic motivators.

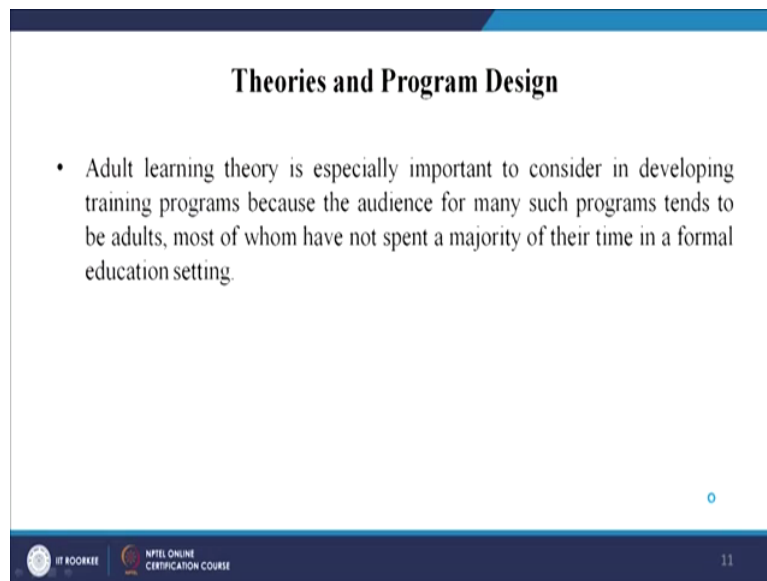
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Adult learning theory. Malcolm Knowles is most frequently associated with adult learning theory. That is Knowles' model is based on the several assumptions. Malcolm Knowles has most talked about this adult, as I have already discussed in the previous lecture that is how the adult learning theory is applicable. So, adults have the need to know why they are learning something, right at this stage. And this is somewhat is applicable to the middle and senior level executives also. Adults have a need to be self-directed. That is very much important because at this stage one can feel contented.

That is okay, I have learned enough and now I am at the stage and this is enough for me, no, there is need to be self-directed to learn more and more. Adults bring more work-related experiences into the learning situation and then in that case if they are able to relate experience into the learning situation, they will be in a better status. Adults enter into a learning experience with the problem centred approach to learning. So, therefore if there is a particular problem, they want, that is how this problem has to be solved. And therefore in that case they will be going through this problem centred approach of learning will be there.

Adults are motivated to learn by both extrinsic and intrinsic motivators. And therefore, in that case it is always, that is the need to learn at that particular age and stage or there is an inner willingness is there, so it can be both, intrinsic and extrinsic, both type of motivational factors that can be there. If both the type of extrinsic factors and intrinsic factors are there, then they will be going for this particular type of training programs.

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The slide is titled "Theories and Program Design" in bold black text. Below the title is a single bullet point: "• Adult learning theory is especially important to consider in developing training programs because the audience for many such programs tends to be adults, most of whom have not spent a majority of their time in a formal education setting." The slide has a blue header and footer. The footer contains the IIT ROORKEE logo, the text "NPTEL ONLINE CERTIFICATION COURSE", and the slide number "11".

Theories and Program Design

- Adult learning theory is especially important to consider in developing training programs because the audience for many such programs tends to be adults, most of whom have not spent a majority of their time in a formal education setting.

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Adult learning theory is especially important to consider the developing training programs because the audience for many such programs tends to be adults and therefore most of whom have not spent a majority of their time in a formal education setting. Now, this is related to that adult where they have not gone through a formal. For example the senior engineers. So, if they have not gone through the MBA courses, then later on they want to go through the training programme which will develop the managerial skills and then in that case they will be going, tends to be the time, they would like to spend the time for this type of formal educational setting also and some of them go for Ph.D. and this type of courses also.

So, this all will be considered into this particular module. So, therefore all these aspects are there in this module that is how to design the training programs and what type of the theories are to be taken into consideration while designing a particular template. So, this is about the relationship of the theories and designing a training program. Thank you.