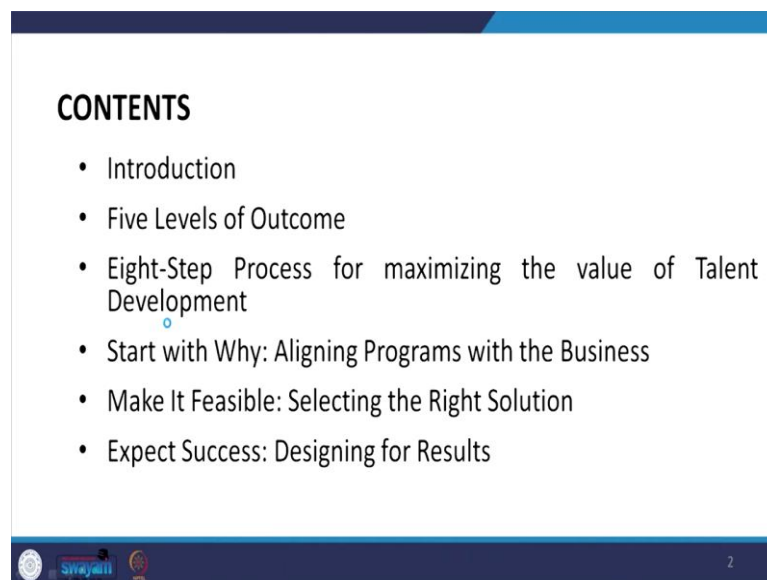


Talent Acquisition and Management
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Lecture - 36
Talent Development - I

Now, in the development process, we will see that is how we are developing that particular talent, and first, we will understand that is how to develop the talent. We talk about the training and development and training and development, in general, we are talking about the different techniques and methods which I already talked into the ToT course also.

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But when you are talking about talent development, then naturally, there has to be a specific customized approach that we will talk about in the introduction. Then the five levels of outcome will be there. As we put the input, then the how the output with will vary from the from one level to the fifth level.

Eight-step process for maximizing the value of talent development. Start with a why, aligning the programs with the business that is the developing a linkage between the vision, goal, and actions. Make it feasible, selecting the right solution, and expect the success that is designing for results.

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MEASUREMENT is necessary in order to uncover success and failure. With measurement, changes are made, adjusting the program to make it better in the future, thus maximizing the return on investment (ROI) in talent development. Maximizing ROI makes a strong case for investing in talent development in the future, often attracting more investment.

Diagram illustrating the feedback loop:

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graph LR; INPUT --> OUTPUT; OUTPUT -- Feedback --> INPUT;
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The diagram shows a feedback loop where 'INPUT' leads to 'OUTPUT', and 'OUTPUT' leads back to 'INPUT' via a 'Feedback' loop. The text on the slide is partially circled in red, highlighting 'adjusting the program to make it better in the future' and 'maximizing the return on investment (ROI) in talent development'.

Now, measurement is necessary in order to uncover the success, and the failure is there right. We are always talking about the output, which should be measurable otherwise, how we will understand that there is an impact or not. Especially whenever we are talking about the development processes there and whether the employee. Because the development is done at the knowledge level, at the skill level, at attitude level and at the habit level K.A.S.H. model.

So, therefore, if we want to measure that is whether it has been the really output or there is a development or not, that has to be the uncover the success and failures are there. And we find that is knowledge level simple example is of the examination that is whenever we want to test the knowledge level. And then that time, we are taking the examination and then, we are giving the A, A plus, B, B plus and all.

Whenever we are talking about that is the measurement of the attitude, and then we find that it is the team project whether that has been done successfully or not. If the team projects are done successfully, that is a measurement; that is the yes, the leader, the leader has that capability to work together.

With measurement, changes are made, adjusting the program to make it better in the future. Now, we know that is the process; how do we plan? We plan like this that is the input, and there will be output right, and here is the feedback. So, whenever we are talking to make adjusting the program to make it better, this is directly linked with this

particular process that is the input process and output. An input process and output, it is the feedback that is adjusting the program to make it better right.

Always there is a scope to make it better and better, and the basis of this the maximizing the return-on-investment R.O.I. in the talent development. So, whenever we are conducting the training program so, what we do? That is, we have to concern with the R.O.I., return-on-investment, whether it is properly done, conducted and output is there or not.

So, I was just talking about my colleague that is the whenever we are putting the efforts, efforts results into performance, but when you talk about the measurement of the performance, then it has to be in the quantitative and qualitative both. So, as you do the Ph.D. and then you find your results, you discuss not only the empirical study. But you also support with your qualitative or case studies are there.

So, what are we concerned about? We are concerned of the R.O.I. return-on-investment; investment means not only monetary, but here I am talking about the investment of emotions also. So, whenever we have those emotions, then we are finding that is in talent development whether really our population means those who have got the training, whether they have been developed or not or they have learned or not.

If they have learned, they have educated, but may not be learned it, be careful; then there is no R.O.I. Because the education unless and until it is not converted into the practice, the person does not learn, it is not learning, and it is the educating only. So, therefore, in talent development, it is becoming the maximization in the talent development practices with the R.O.I.

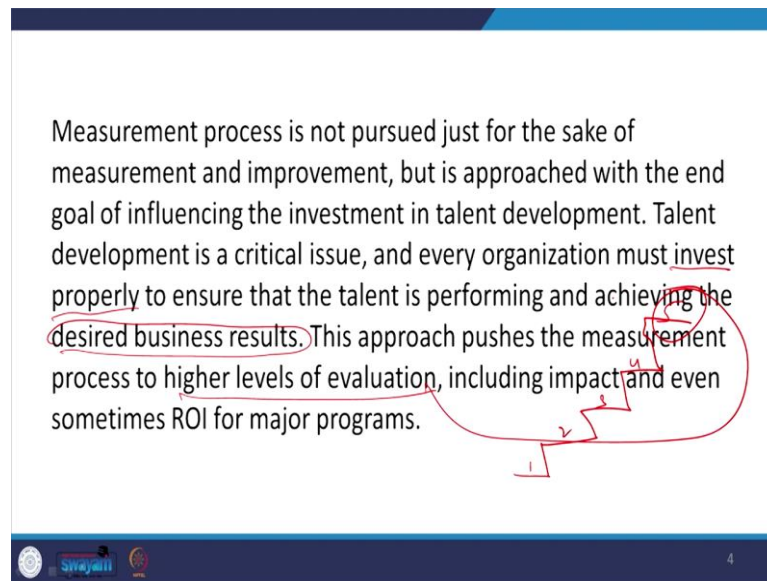
Maximizing R.O.I. makes a strong case by investing in talent development in the future. Now, here, of course, this is what motivates you know. When you are having the high R.O.I., it motivates you and when it motivates you. Again often attracting more investment so, you are making the more investments are there. Simply I was giving the example of the emotions.

So, whenever there are the emotions, you are making the investments, and then, in the region also you get the emotions, may not be more. But the at an equal level so, then you continue to make the investment. But you keep on making the investment, and there is no

return. What you will do? Will you do the input the emotions? If somebody may say yes, I will do.

So, they are some great people, we are not talking about those people, but normally, we are talking about the R.O.I. that is yes, often at it in the more investments are there.

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The measurement process is not pursued just for the sake of measurement right. So, here, it is not just for that is the showing that this much percentage is increased. This much output has been developed; this is the productivity has compared to the last year, last quarter, last week this has been increased no, it is not like this just for the measurement of the end that showing the result that is this is a result and there is these much of the development.

But it is the approach with the end goal, please understand. So, many organizations are doing talent development, but they are doing the talent development on the documents and the charts. This charts have been developed, that chart has been developed right and this particular training program is conducted. But what is the conversion rate of the performance? So, it is the for the meeting the end goal for which the training has been given.

Simple example is computer training. If you are giving the computer training and the person is learning about that particular computer right and then, able to perform yes,

your goal, the end goal has been achieved. But if you are given the training and after that he is not able to even do the job right, simple jobs on the computers no.

So, he might be having the certificate that he has done that particular course, but he does not know how to on and off the computer. So, what is the point? So, with the end goal of influencing the investment in talent development. Talent development is a critical issue, and every organization must invest properly, this is an important investment properly. Justify your investment and if you are able to justify your investment, then the talent is performing and achieving the desired business results, justification right.

But as I mentioned that is this desired business results for the measurement is why it is becoming the a very critical issue. I know that is very easy to say here, but it is very difficult to do in the field right. So, when I was these Labor Officer in H.R. head and that time that is the cost and benefit analysis of the training.


So, it is the tangible and intangible both, and if it is intangible, how will you measure, and how will you justify right? Then there are the psychometric test, and on the basis of the psychometric test evaluation, you will do it better.

This approach pushes the measurement process to higher levels of evaluation is their right. So, there as I mentioned, this is this will be continuous growth, it will be like this, then you are reaching these 1, 2, 3, 4, and 5, right. So, therefore, in that case, it is achieving the desired business results, and measurement process to higher levels of evaluation, including the impact and even sometimes R.O.I. for the major programs, are there.

And dear friends, if there are the very major programs where you are developing your technical skills, you are developing the modernization of your organization, and for that purpose, if you have made a huge investment, an example is like the ERP and all. When you are making huge investments and definitely, what are you looking for? You are looking for that there is the return on investment is there. If it is done, then it will be the motivation, and you will continue to make the efforts.

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Measurement process is being used to capture data and improve programs brings a process-improvement mentality to the evaluation. To achieve this, a new approach is necessary to actually design for results. We don't just measure our ways to success, we design our way to success.



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The measurement process is being used to capture data and improve the programs' rights. So, statistical analysis will be done that is the this, so many people have been the trend, and this is the output is there. And brings a process improvement mentality and H.R. people, they are very much after this, and they put there the whole effort that is a training program is to be successful.

The training program should give satisfaction to the trainees not only just immediately after the training program, but they will be able to continue that learning aptitude in future also. So, it is the mentality to the evaluation, right yes. So, normally, what we do is at this particular age.

I will be at level 1 of the organization, then I will conduct this type of training and skills development and then, I will go to level 2, then I will be crossing these parameters, by learning those parameters, I will perform, and I will go to the level 3. So, therefore, it is necessary to actually design for results. So, we have to find out in quantitative terms whether this has been done or not.

We do not just measure our ways to success; we design our way to success right. So, therefore, we it is not just we are making the measurement of our way to success whether we have done or not done and then, we say that is it is a satisfactory and we have done no right. Rather than it is the pre, preprocess to design a way to success is there and that is to be taken care of.

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


Five levels of outcomes		
Level	Measurement Focus	Typical Measures
0: Inputs 	<ul style="list-style-type: none">Inputs into programs including indicators representing scope, volumes, times, costs, and efficiencies	<ul style="list-style-type: none">Types of topics, contentsNumber of programsNumber of peopleHours of involvementCosts
1: Reaction and planned action 	<ul style="list-style-type: none">Reaction to the programs including their perceived value and planned action	<ul style="list-style-type: none">RelevanceImportanceUsefulnessAppropriatenessIntent to useMotivationalRecommended to others
2: Learning 	<ul style="list-style-type: none">Knowledge gained, learning how to develop concepts and how to use skills and competencies at work	<ul style="list-style-type: none">SkillsLearningKnowledgeCapacityCompetenciesConfidencesContacts

Image Source: Developing Your Workforce, Measurement Makes a Difference, Jack J. Phillips & Patti P. Phillips ROI Institute, Inc. The Talent Management Handbook Edited by Lance A. Berger & Dorothy A. Berger

Now, as I mentioned in the beginning that there is a five-level right. So, how do we are going from the level 1, 2, 3? So, first is the will 0 level input is there or the beginning levels or O level is there. Inputs into programs, including the indicators representing the scope, volume, times, cost and efficiencies, are there.

So, always when you it is also helpful, this content will be helpful for you for the designing the program. Then, if you want to develop the talent so, first what will you find out? What is a scope? What is the scope? Scope means whether this program is required are not required, and if it is required, who will be the participants, what will bet the number of participants.

What they will be getting their particular volume means the number that is there and how many times this particular training will be required so, that is a duration basically.

And duration will be maybe once in a week, maybe twice in weeks, maybe continuously for one month and like this. So, therefore, whether it is required right, how much is required, what will be the volume, what will be the time, what will be the cost, and what will be the output that is the efficiency.

Now, how to measure, typical measures are there. Types of topics or contents are there. So, that content will decide about the scope that is the whether there is a scope or not.

The number of programs and that number of programs will be decided on the basis of that volume that how many numbers of programs are there.

The number of people that is the again, it will be a question of that is a volume. Hours of involvement so, therefore, it is how many times it is to be done, and the cost is there. So, you will measure. When you will answering this particular column, there is a typical measures column, then measurement focus at this particular level that will be decided.

Now, reaction and the planned action are there. Reaction to the programs, including their perceived value and the planned action, is there. Here, it becomes very important that is once you have announced the program, you have to make the measurement, then the whether it is the people or how they perceive that particular program in the employees, employees of the organization because you are introducing this particular program for the employees of the organization.

And when you are talking about these employees of the organization that is the how they have to be perceived valued and planned action, then here, it is output is important. You include their perceived values, and the planned actions are there. Then they are having certain expectations, like you have certain expectations learning from this particular course. And then, you are planning that is the how you will be going through the different sessions as per your the time scheduling and all.

So, therefore, that reaction and planned actions are there. How to measure? That is a relevance, you know. For your area of specialization, like most probably the H.R. so, is it relevant or not. How is this knowledge important to you? Whether it is useful or not? Because after learning this, are you able to develop the value, value addition to your job profile or not.

Appropriateness, intent to use how will you use, then the motivational your willingness to join this particular program and recommended to others that are then you say that is there is also yes, this is the program which way you can join. So, therefore, in that case, this is the reaction, and the planned actions are there, and by this, how many references are made? How many people have recommended this program to others? And then, you will find that is the one that will talk about the measurement of the program.



Then, the learning is there. Knowledge gain, learning how to develop the concepts and how to use the skills. Whatever the knowledge you have been gained, then it is how to then whether that has been increased, develop the concepts right and how to use skills, the people are. Now, these are H.R. skills, human relations skills.

Last time, we had talked about the managerial skills in the earlier other programs right. So, therefore, in that case, when whether you are able to use this talent management knowledge development and acquisition have been used skills and competence at work, whether you have been then the equally competent or not.

Now, the typical measures are skills, learning whether the skill level, whether the skill level has been increased or not, learning is done and knowledge has enhanced, the capacity of doing the job that has been increased, competencies have been developed, confidence has raised, and the contacts have emerged.

So, therefore, in that case, whenever we are talking about this particular focus of the learning right at development, then in that case with these measures that it can be justified that is the yes, there has been learning, or there has not been learning.

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3: Application 	<ul style="list-style-type: none"> • Application and use of knowledge, skills, and competencies in the work environment, including progress with implementation 	<ul style="list-style-type: none"> • Behavior change • Extent of use • Task completion • Frequency of use • Actions completed • Success with use • Barriers to use • Enablers to use • Employee engagement
4: Impact 	<ul style="list-style-type: none"> • The impact of the programs and processes expressed as business impact and effectiveness measures 	<ul style="list-style-type: none"> • Productivity • Revenue • Quality • Time • Efficiency • Accidents, incidents • Retention • Customer satisfaction
5: ROI	<ul style="list-style-type: none"> • Comparison of monetary benefits from the program to program costs 	<ul style="list-style-type: none"> • Benefit cost ratio (BCR) • ROI (%) • Payback period

The third one is the application. Application and use of knowledge in that particular training program, skills and the competencies K.S.C.'s right and therefore, in the work environment including the progress with implementation. Now, this is another important

aspect. What is aspect is there? That is the in that given organization. Is there any behavior change that is a measurement?

If you are able to go by the extent of use, that is a particular the use of this particular knowledge, skill, and competencies? Frequency of use, whether you have user frequencies or not? Actions completed, success with use that is yes, you are using that, but then whether you have got the success or not and are there are the barriers to use naturally, no process at your workplace that will be barrier-free, whether this or that and therefore, what is required?

It is required that is you have learned to overcome those barriers. How to overcome those barriers? That you know. Enablers to use, how these enablers are there, and employee engagement right. So, this employee engagement will increase the vigor, absorption, and dedication; these three dimensions have been mentioned by Schaufeli. And here, you will find that is this employee engagement has been increased at the workplace because of this training and development.

What is the impact? The impact of the programs and the process expressed as business impact and effectiveness measures are there right. So, here, it is the whatever the processes are there, then its overall impact on the business. Because unless and until it is not affecting your business. Why? Because we have talked about R.O.I., then why there will be the investment. Investment is there because there is an impact, and effectiveness measures are there. So, whatever the effectiveness measures are there.

The productivity, the measures, the revenue, the quality, the time, the efficiency, accidents, and incidents right. Now, you see many programs are there where the talent has to control the accident rates for safety purposes. So, safety rules are there, under the factories is also the safety provisions are there.

But what is important is this the manager, the H.R. executive, who is exercising this whether he is he has learned the I.R., industrial relations, whether he has understood the labor laws. And then he is making that particular control over the health, safety, and welfare measures.

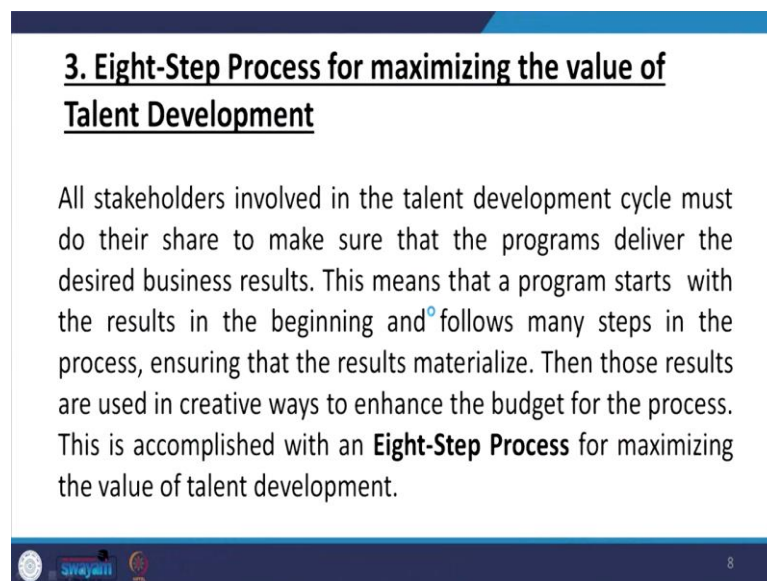
Then the retention, retention of the employees, and the customer satisfaction. Ultimately, what is the goal? Goal is the customer is God. So, whether the customer is satisfied or

not. The R.O.I., the last one which I was talking about comparison of the monetary benefits, it is an investment and return from the program-to-program cost is there. So, whatever the cost is there.

Now, if you are reduced the number of accidents, now you see how these safety training programs have been justified that is this were the causes, simple example is the fire. The fire, how to use the fire extinguisher? A simple, very simple program, and therefore, that type of program has been used.

And here, they are making this particular use of these fire extinguishers, and the number of the damage by the fire has been reduced. The amount has been reduced; the cost benefits cost ratio that is the B.C.R. that is giving you the monetary benefit, and naturally, the R.O.I. and the payback period is there ok. R.O.I. is there, but how many years? So, that is also those who are from finance; they know it is directly relevant. So, if it is relevant, you are successful.

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3. Eight-Step Process for maximizing the value of Talent Development

All stakeholders involved in the talent development cycle must do their share to make sure that the programs deliver the desired business results. This means that a program starts with the results in the beginning and follows many steps in the process, ensuring that the results materialize. Then those results are used in creative ways to enhance the budget for the process. This is accomplished with an **Eight-Step Process** for maximizing the value of talent development.

8

So, when we are talking about the eight-step process by maximizing the value of talent development. All stakeholders involved in a development cycle must do their share to make sure that the programs deliver the desired business results. This means that a program starts with the results at the beginning that is a vision, goal, or scope.

So, therefore, it must be known to all the stakeholders that are what type of these outputs is likely to be given by this particular program. And in the beginning, and follows many steps in the process, ensuring that the results materialize. Whatever the results are there, they are finalized that this will be the output, this will be the investment, this will be the activities.

Then, those results are used in creative ways to enhance the budget for the process is there. So, whether it is in the family or in the organization so, you prepare the activities and then, you prepare the budget. This is accomplished within the eight-step process for maximizing the value of talent development.

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S.No.	Eight-Step Process	
1	Start with Why:	Aligning Programs with the Business
2	Make It Feasible:	Selecting the Right Solution
3	Expect Success:	Designing for Results
4	Make It Matter:	Designing for Input, Reaction, and Learning

What are those eight-step processes? Start with why, whether aligning programs with the business, business strategy, and the H.R. strategy. This training development strategy, talent strategy is related to the H.R. strategy; this is called the H.R. strategy. So, H.R. strategy and business strategy, there is a club. So, if you are able to develop that, then definitely you are justifying that is why this program.

So, somebody H.R. executive goes to the chairman and asks that is I want to start this particular program. So, he will ask why? Why is there a need, right? And then, you justify that is by doing this, there will be an impact on the business, and business will be flourished. So, that is the why.

Make it feasible, selecting the right solution. So, therefore, in that case, it is whatever the right solution is there that you have to select right and what is the right solution? There will be a number of techniques, a number of methods right, number of ways to do this particular to achieve the goal. And then, you are selecting that is which way will be the right way.

Expect the success, of course, designing further results that this much impact is expected. Make it matter, designing for the input, reaction, and learning. So, definitely, there will be the input, there will be the reaction, and the learning process will be there.

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5	Make It Stick:	Designing for Application and Impact
6	Make It Credible:	Measuring Business Results and Calculating ROI
7	Tell the Story:	Communicate Results to Key Stakeholders
8	Optimize the Results:	Using Black-Box Thinking to Increase Funding

So, next is to make it credible, measuring business results. I already talked in the previous slides about the measurement. Because you see the criticism for the training program will be whether the output is measurable or not and if the H.R. executive does not have the answer for this, the chairman will not accept it.

So, your homework should be very strong, and that in homework, you should be able to tell what the measurements. However, this particular measurement learning comes at the end of the program, but then it becomes very important whether you are able to give those business results or not and calculating the R.O.I.

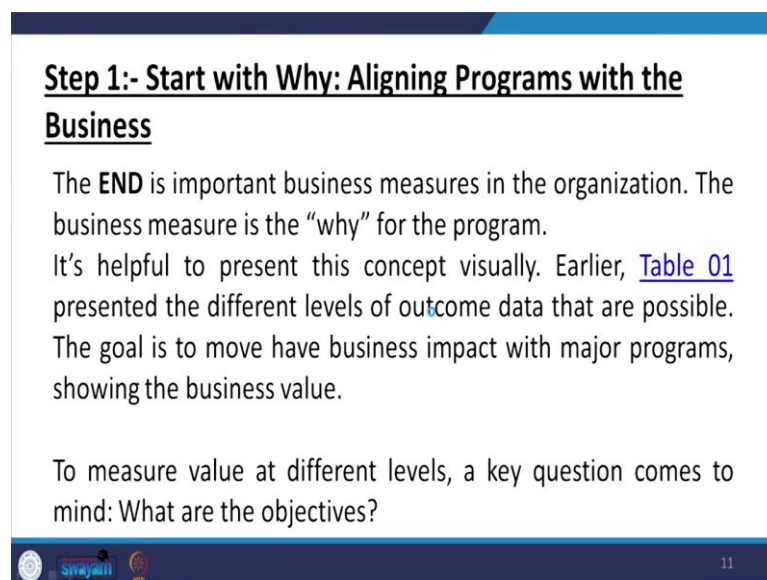
Tell this story, communicate the results to key stakeholders that whatever the results are there so, the stakeholders we have to say. Optimize the results, using the black-box

thinking to increase the funding is there. And therefore, see that is what has been successful, what has not been, and many things you may not know that is why in these eight steps right.

So, whenever you are talking about the results to key stakeholders that is telling the story about this, that is yes, this will be done, that will be done, this will give this output, this will be measurable, this will enhance the company and all.

So, using the black-box thinking to increase the funding is there because you are optimizing the results. So, here in these eight steps, you will find that is how we are going to be developing these particular training programs and the talent development programs for these employees.

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Step 1:- Start with Why: Aligning Programs with the Business

The **END** is important business measures in the organization. The business measure is the “why” for the program.

It’s helpful to present this concept visually. Earlier, [Table 01](#) presented the different levels of outcome data that are possible. The goal is to move have business impact with major programs, showing the business value.

To measure value at different levels, a key question comes to mind: What are the objectives?

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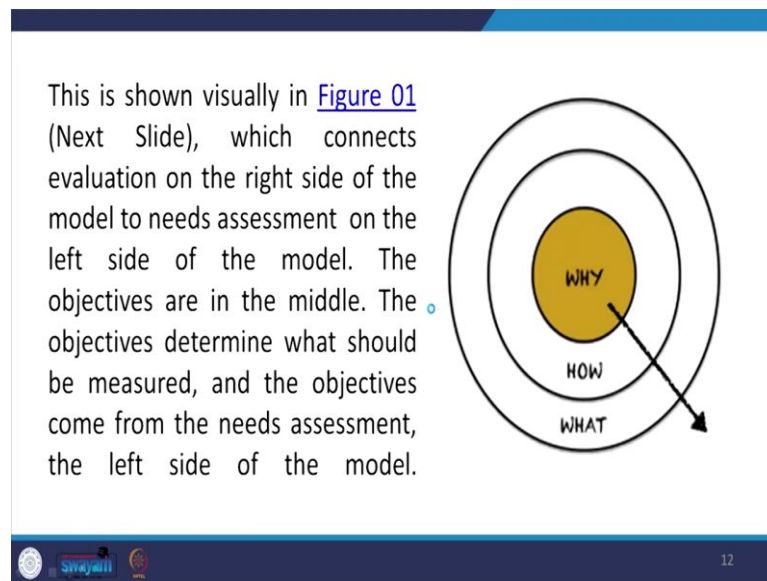
The business measure is why for the program is helpful to present this concept visually earlier, as it has been mentioned and the different level of outcomes data are possible. The goal is to move they have a business impact with the major program; this is the point. Ultimately, what are you looking for? Are impact and impacts measurable? You have to. You cannot say this is behavioral training so, it cannot be yes; you have to.

Showing the business values right that is how they are related with the business values. Business value is a brotherhood, the business value is synergy, working together, and by

giving the training programs, you find there is better coordination in the augments the departmental heads, and therefore, there is less conflict.

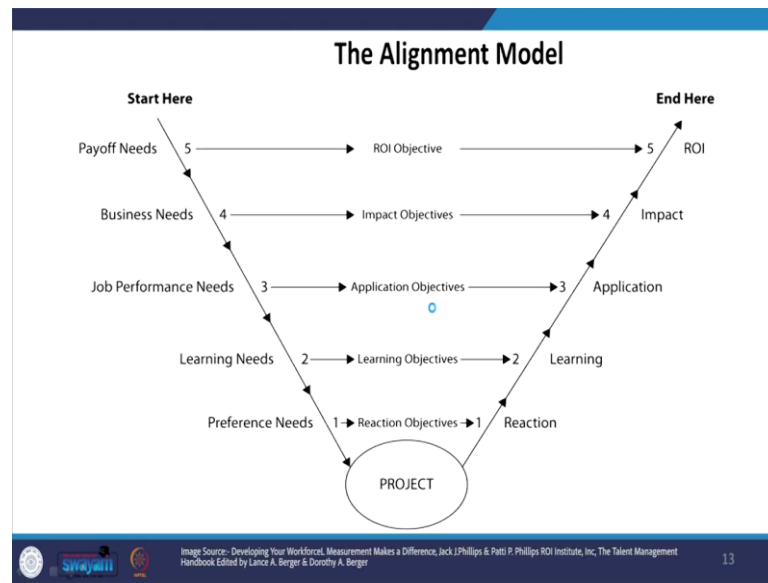
When the number of conflicts is reduced, that is your output. To measure a value at different levels, a key question comes to mind what are the objectives are there? Accordingly, you will decide.

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So, here, it is a why, how, and what side is the model to need of the model object in the middle. The objective determines what should be the measure, and the objective come from the need as assessment from the left side of the model is there. So, whatever is there that will be done.

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Now, we are the final, we come to the alignment model, and that is a start here, and the end here is there right. So, it is the need assessment, preferring the needs, then the learning needs that is what are the different learning needs are there accordingly right. And for the from the organization, it is a payoff that needs R.O.I. right. So, R.O.I. is becoming an achievement. So, you start with the R.O.I. and goes to the R.O.I. Start with the objective as the R.O.I., ends with the achievement of the R.O.I. right.

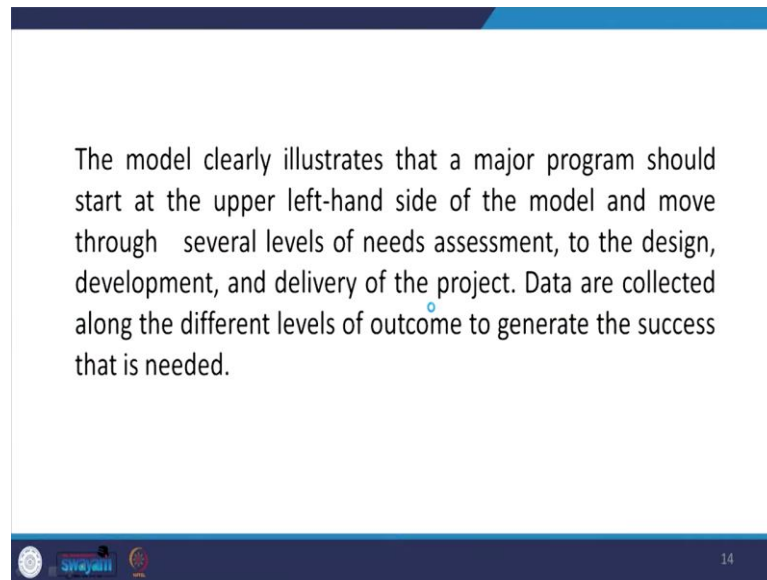
Then, the business needs are there, that is, whether it has been affected the business impact or not, and it is the impact is there right. So, here, we start by the. Here, when you are making the proposal, please be sure you quantify; try to quantify that is the how business needs can be satisfied.

For example, skill development. So, how to quantify? This particular program will be used for talent development. As a result, these skills will be developed, if it is a technological skill. As a result, these 3 employees will be developed. So, therefore, in that case, when you say these three employees as three objectives so, definitely that will be the satisfying the business's needs.

Job performance needs when you are making the performance appraisal. So, you identify that certain employees lack in certain aspects, and therefore, you are making them the job performance needs are there, and then, you say that is they are able to perform.

Learning needs are there of an individual, and then, he wants to learn something new and therefore, he develops, and that ends here. Preference need is thereby the individual that is I want to develop this particular skill, and then, there is a reaction.

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So, finally, we can say the model clearly illustrates that a major program should start at the upper left-hand side of the model. Which is the upper left-hand side? From here, pay off needs, upper left-hand side. So, the upper left-hand side means payoff needs and pay off deeds; there is an end here.

So, therefore in that case, whenever we are talking about the talent development programs, please focus on the left-hand side top why and that is why is increasing the R.O.I. So, start at the upper left-hand side of the model and move through several levels of need assessment. You know business strategy need is there one of the examples to the design, development, and delivery of the project.

So, whenever you are designing any particular talent development program, start from the left-hand side, understand why it is important, develop and how it is to be; it is to be developed right and when it is to be done. And when you are going through this is that is the what, how, why so, then data are collected along the different level of outcomes to generate the success that is needed.

If it is a structured one, efforts are there; if you make the structured one efforts for your organization. Because there are L.E.'s, large enterprises and if the large enterprises are able to develop that particular the efforts right, I am sure that there will be the success will be generated as per that is what is the needed by the organization.

To get the needed of the organization, adopt these talent development structure model, and I am sure you are the proposal. In the organization is an H.R. executive that will be well accepted by the chairman, and you will be able to make the investment and achieve the return-on-investment. This is all about the talent development strategies.

Thank you.