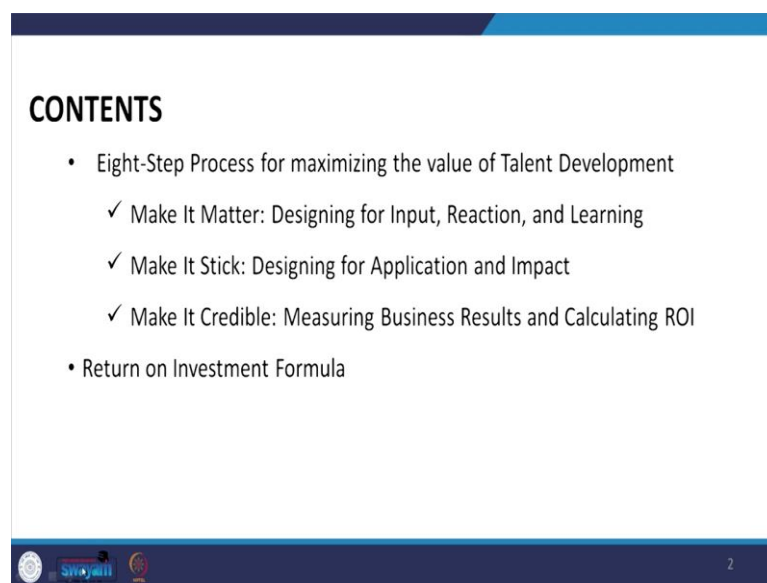


Talent Acquisition and Management
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Lecture - 37
Talent Development - II

So, here in this particular session, we will talk about how we are developing the talent and what activities are required to be performed. And in these, there will be the contents.

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The first will be the eight-step processes for maximizing the value of talent development. Make it better; that is a design for the input, reaction, and learning. Make it stick; that is a design for application and impact. And make it credible that is measuring the business results and calculating the return on investments or the ROI. And that how we can calculate that ROI that formula we will be discussing.

So, here when we are talking about these eight-step processes what we have to keep in mind that whenever we want to develop the talent, then always designing for input, that is what input you are looking for. Now, I will like to give an example. For any organization nowadays, there are so many issues; in the corona time and the post corona now we will see that is stress management, right that will be a very important aspect.

And therefore, when we talk about the make it better, right, so what input you will like to make. I have got one offer that is about the fear that is a psycho fear is there, about the loss of the job, or the future or the performance, managerial performance, effective performance. So, here that is the designing for input for the development of the talent that will that is to be decided by the organization.

On what factors should it be decided? And majorly, it will be decided from the organizations' culture, what is the culture system is there, what is the value system is there and on the basis of that, that is input will be decided. Second is the reaction that how the participants will react to this particular development process. Many times it is acceptable because it is based on the need.

I have talked at the beginning that is whenever we are developing the talent, talent is looking for the need, and then we do the need assessment. So, that reaction will be if it is required definitely there will be a positive reaction is there. If it is not required, if it is not needed, then definitely, it will not be that nomination or participation will be there. In that case, you have to see that is what changes are required, and then you are identifying the need if something is going wrong.

The third one is that is the learning process is there that is the in this make it better we will find that is the how we are going for this particular aspect.

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Step 4. Make It Matter: Designing for Input, Reaction, and Learning

The key to making it matter is to develop a program with content that is relevant, meaningful, and important to the individuals and the organization, is action-oriented, and is something usable. This requires prospective participants to decide if this is the right program for them, making sure that they are attending at the right time and the right place, with the proper support.

Now, here these how we are going to the designing is the, a program with content that is the relevant is there. Here because of these situations we have to see the situations, because it is not only the corona is there, or there may be the competitiveness will be there, there may be the sustainability, there may be the growth or there nowadays a lot of emphasizes on the developing the talent in the MSMEs, right.

Like for example, these IITs, IIMs students, earlier they were going for ten years of experience, and then they start their own enterprise. But now we see they are of technology that is the very short period, maybe then some of them are starting with after the three years and however, the number is less, but they are starting immediately after their learn, educational learning is there and they are starting their startups.

So, if you want to make this encouragement, then definitely that is relevant that relevancy that becomes very important and that is the need assessment is there. Now, that need how it is meaningful is there? Because there might be certain needs that may not be caring for a long period of time, and if it is not caring for a long period of time, then it will not be that meaningful. So, we have to decide the development for the short term, or it is for the long term is there.

And if it is for the long-term aspect is there, then we have to find out that is the how the talent retention will continue with the organization, right. If it is continuing with the organization for a long time, then this type of development will be meaningful there, but if talent is already decided or we know that is in average it is two years with one organization, and after that, they are going for the different organization turnover is high.

Then in your nature of the industry, you have to find out that is what is the turnover is there. If it is a manufacturing industry, definitely the retention period is much more. So, here it has to be meaningful and important to the individuals for that particular learning development.

If it is action-oriented, that is, it is not just the knowledge base, but it is a skill base because the skills are there learning is there. So, every time we have to see, there is whatever the learning is there that leads to the action orientation. And if the action orientation is there, that will be implemented.

However, I understand whenever you are implementing this type of issue, there will be certain difficulties, but the talent we are defining the person's talent. It means that he will identify the solution to the problems. So, that is the requires that this requires that prospective of the participant to decide, that is, if this is the right program for them.

And then they find, yes, it is relevant, it is meaningful, it is important, then definitely they will join the more and more training programs your that talent development programs are there. They are attending at the right time and the right place. Now you see this is the model's language, but nowadays, when we are talking about the online programs and learning from them through the technology, and therefore, the right time the let them decide themselves like this NPTEL program.

You are watching this program at your convenient time. So, therefore, that is the right time. For, let the participant decide the right time. In spite of we put the timetable and we ask the participant to come and attend then there, might be the certain problems to the participant, right might be the personal issues, might be the professional issues, might be the meeting timings, might be the family requirement and therefore, they may end with the imbalances into the work and life.

So, to manage their balances, let the participant decide about the right time. And the right place again here you find that is the anywhere, wherever you want to watch the video and learning development programs you can go through that with the proper support is there.

So, that the support will be the technology support is there, and we are lucky that is the those who are watching, so definitely they have that particular support to exercise this type of the programs.

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This helps the developers provide examples, activities, and exercises that reflect not only what the participants are learning, but also what they will do with what they've learned and the impact it will have.

The measures that are the most important are:

- Relevant to my work. ✓
- Important to my success. ✓
- Content that I will use. ✓
- Something I will recommend to others. ✓

Handwritten notes:
Job Profile + Personality = Fitness.
- experience

This helps the developers provide examples. So, therefore, it becomes very easy to have direct contact and to make the relevancy of the learning, activities which are to be conducted and the exercises, right. That reflects not only what the participants are learning but also what they will do with what they are learned.

So, therefore, in that case, it is the by choice. This is the most important point. That is, whenever I say about the relevancy of the program, it is to be selected by choice by those particular participants and the impact it will have, so what type of the impact they are having.

The measures that are the most important are relevant to my work, and that is why I always connect that is the job profile is important. In the case of this job profile, whenever we are talking about that is how we are going for this important to the success, then here we will find that is it is relevant to my work. How to make the relevance to work?

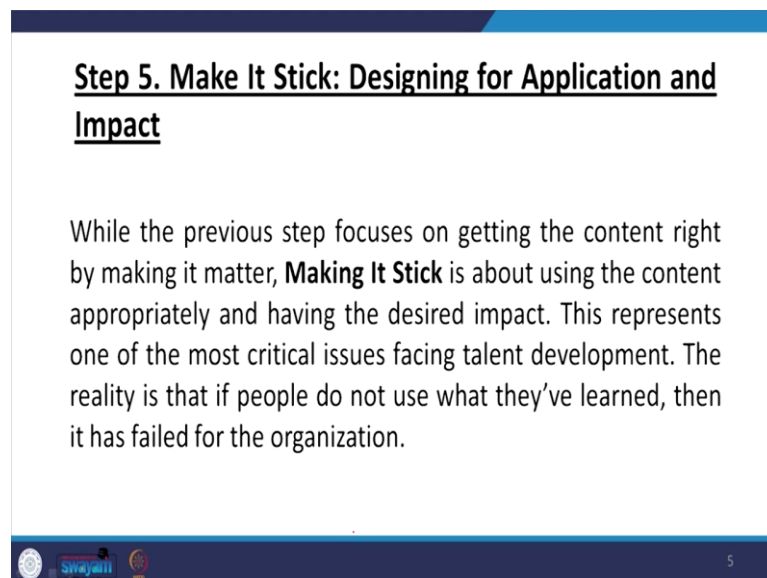
Always link the job profile plus personality, right, and that will give you the fitness. What is that fitness is? Fitness is the work fitness that will give you work fitness. Whenever we are matching this particular job profile and personality and, so, therefore, it will lead the fitness. And if it has the fitness, so it will be lead to the success, success of that particular employee.

Dear friends, this is very important because what the people are looking for, the learners are looking for their success and therefore, for that success that relevancy and competency mapping that becomes important. And by doing this all this the understanding the job profile and personality, and then with the examples and activities then here you are creating the success for yourself that is becoming important.

Now, in this case, the what are the contents are there, like in this program we are talking about the talent acquisition and management, so, therefore, how you are going to that management, management means that is the recruiting, hiring, then developing retaining, right and progressing of these employees. And naturally, there will be the separation also at the end. The content that I will use will be decided.

Something I will recommend to others, right, and here it is the experience basically. So, because rest of the material you may get from Google you may get from the internet's different sources, but what is important is that you cannot get, you cannot buy, that experience from this particular content and therefore, it becomes important that you are going for that experience of the particular program or that content and relevancy, right. So, that is, this will be the recommendation to the others will be there, right.

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Step 5. Make It Stick: Designing for Application and Impact

While the previous step focuses on getting the content right by making it matter, **Making It Stick** is about using the content appropriately and having the desired impact. This represents one of the most critical issues facing talent development. The reality is that if people do not use what they've learned, then it has failed for the organization.

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Now, whenever we are talking about that is they make it stick, designing for application and impact. While the previous state focuses on getting the content right by making it matter, making it stick is about using the content appropriately. Now, what is the

appropriateness? Now, for the appropriateness is that is the mechanisms, tools which you are using.

So, you can use the theory or lectures, and you can use the business game, you can use the case studies, you can use the different exercises and therefore, as there are two types of development programs on the job training off the job training. So, therefore, for the desired impact right, here, when you are expressing your content and then that action orientation that will create the desired impact.

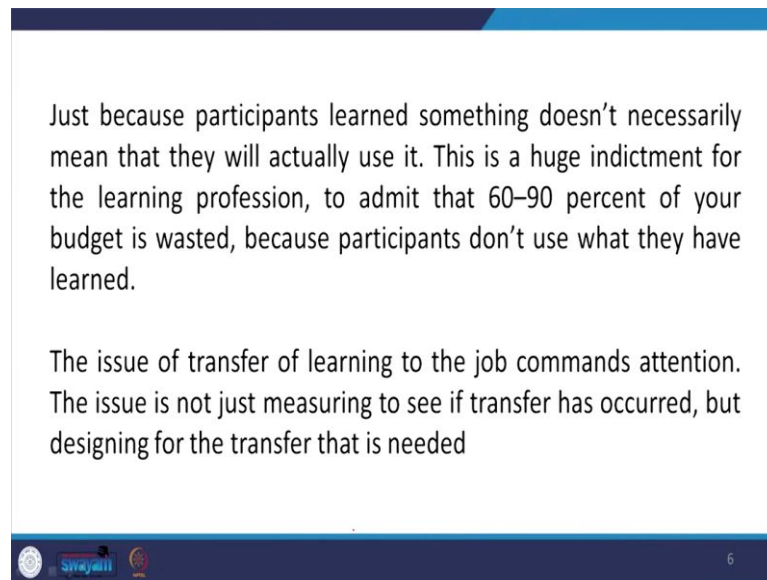
If your content and actions are connected together, that connection is important. If you are able to connect that together, then definitely you will be having the desired impact. This represents one of the most critical issues facing talent development. In talent development so, these two issues are very important, that is the are the contents they are making the success of the learner, and second is how you are using that particular content that is becoming an important aspect.

The reality is that if people do not use what they have learned, then it has failed for the organization, and that is why many organizations keep on crying that is the even after the so many training programs that is the knowledge level or the skill level or the output of the organization that has not been increased. The reason is why the organizations have failed.

So, here are the two important aspects that are there as per this model, one is the content, and the second is the impact of this particular content making using the desired results. And then if you are making this, you are stick to then your development process, and there will not be any failure.

Just because participants learn something does not necessarily mean that they will actually use it. Now, here I would also like to mention about the education system and in the education system in our school days, we have learned so many subjects, but are we using that? In many of those subjects, we are not using that. So, therefore, in that case, it becomes important that is it is not that is if they have learned something, they will use it.

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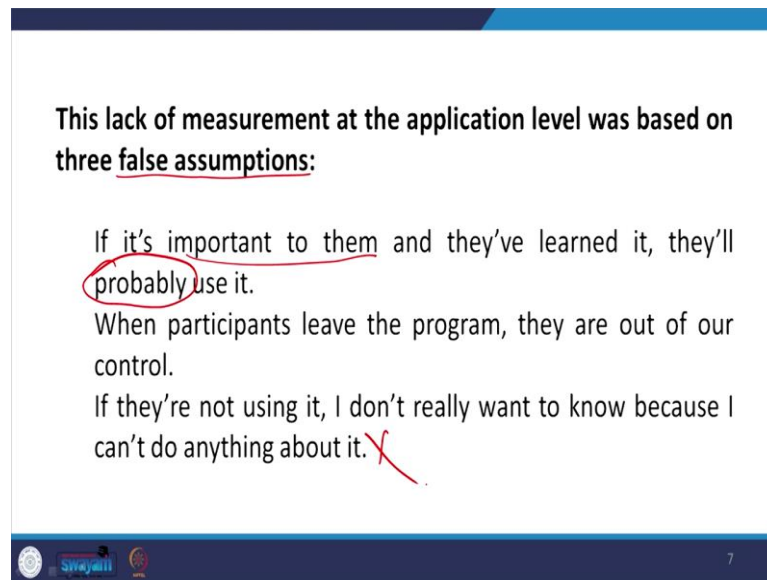
This is a huge indictment for the learning profession to admit that 60 to 90 percent of your budget is wasted because the participant does not use what they have learned. You are putting the manpower, you are putting the money, you are putting the machinery, right and therefore, man, machine, material, money, method and minutes you are putting the time also and then you find that there is no use.

People are the learners, or trainers the talent who has learned that particular something, but they are not using it. So, what is it? That is that process whole process of the investment has huge money, right. So, that is wasted; the budget is wasted. So, what is to be required? The issue of transfer of learning to the job commands attention.

So, therefore, in that case, again, the point is of whatever the job commands you are having, then you are supposed to have the transfer of that learning. The issue is not just measuring to see if the transfer has occurred, but designing for the transfer that is also needed.

So, articulation of your design or content that becomes very important is there. So, whenever we are using the online classes also and therefore, in online classes also, it is not that a transfer has occurred, but it is a design of that how the transfer has been knowledge has been transferred that is to be emphasized.

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This lack of measurement at the application level was based on three false assumptions:

If it's important to them and they've learned it, they'll probably use it.

When participants leave the program, they are out of our control.

If they're not using it, I don't really want to know because I can't do anything about it. ~~X~~

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This lack of measurement at the application level was based on the three false assumptions. So, it is important to them, and they have learned it they will probably use it. So, here the important word is probably and who has decided that is it is important to them; it is not; that they have decided important to them. The trainer has decided this is important for you. Here is the difference between education and training.

Now, we are in the in this case we have to understand that is what is important to them that has to be decided by themselves as I have mentioned in the previous slide. It is not that we decide what is important. Once they say what they want to learn then what important aspects will be there to learn that particular knowledge that will be the contribution of the trainer. And so, therefore, it is not that is it is important, so they have learned.

When participants leave the program, they are out of our control, right. So, therefore, in that case, it is also a false assumption. Please see these are the false assumptions. And when we are talking about the false assumption that is they are out of our control. It is not out of our control, rather than we can support them even after their training program is over. If they are not using it, I do not really want to know because I cannot do anything about it.

This is also a very practical aspect is there, and in this practical aspect, we find that is we whether we have done our job, that is the yes, we have taught them, and it is our job. It is

finished, and it is now whether they learn or they do not learn it is not my concern. No, this is very wrong.

So, what is required? That is, we have to show our concern, even after the program is over, even after that is the understanding that yes, even they are not asking us, but now I can contribute and what I can do after the program also. So, that access that outreach to the participant that should be connected, that connect with the participant that is very much necessary.

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Cont....(Transfer of Learning)

It's helpful to think of the transfer of learning issue as a process that occurs over time, and it involves all the stakeholders as they design for application and results.

The three most important groups that can really make the difference are in the transfer of learning are: the participants, the managers of participants, and the facilitators.

Now, in the case of transfer of learning, it is helpful to think of the transfer of learning issue as a process that occurs over time. It is not instant. It is not just you have taught, and out of the classroom, they just start exercising; no, it is too early. Rather than, it involves all the stakeholders as a design for application and results, and that is a beauty.

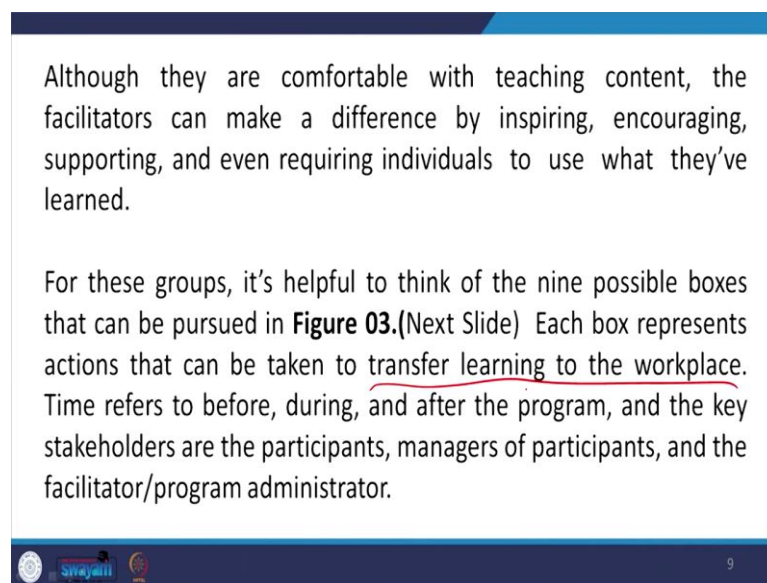
The beauty is that whenever we are introducing something to the stakeholders right, or the participants and we are connecting the participants to the stakeholders and stakeholders to the participants and when we are designing this type of content that learning process then definitely there will be the results will be there.

The three most important groups that can really make the difference are in the transfer of learning are the participants, the managers of the participants, and its facilitators. So, this is there and here the managers, who are the managers? They are the stakeholders.

Stakeholders are having their stake because the participants they find the relevancy, the facilitator is providing that particular knowledge transfer of learning, but the management of these that is the participants that are the facilitator and this is the manager.



So, therefore, in that case, this integration is very important is there. So, unless and until this integration is not there, then there will not be the output of that particular development process.

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Although they are comfortable with teaching content, the facilitators can make a difference by inspiring, encouraging, supporting, and even requiring individuals to use what they've learned.

For these groups, it's helpful to think of the nine possible boxes that can be pursued in **Figure 03.**(Next Slide) Each box represents actions that can be taken to transfer learning to the workplace. Time refers to before, during, and after the program, and the key stakeholders are the participants, managers of participants, and the facilitator/program administrator.

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Although they are comfortable with teaching content, the facilitators can make a difference by inspiring, encouraging, supporting, and even requiring individuals to use what they are learned. So, as I was mentioning in the previous slide, that is just sharing the knowledge does not end the role of the facilitator.

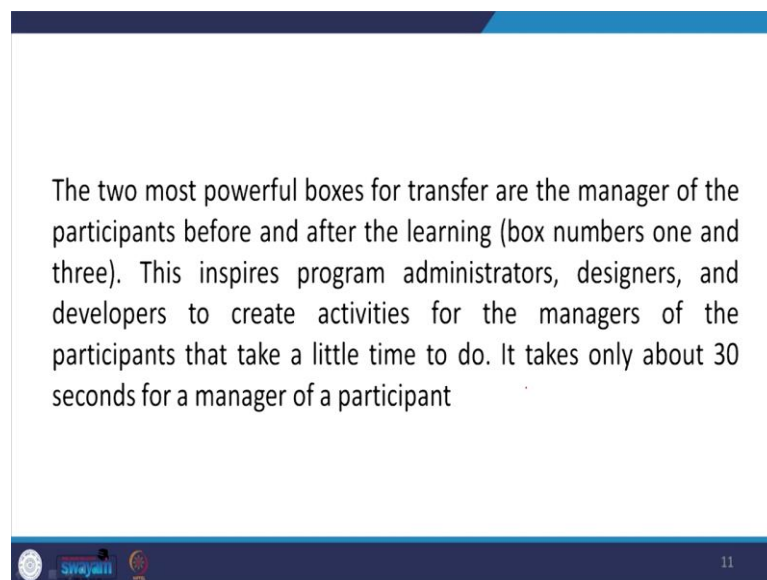
Rather than facilitator can be more effective, right by putting them into the inspirational position, motivating them talking to them about not only of the contents but the relevant situations with the contents. Encouraging them, that is yes, you can because many times what they learn in the classroom they are not able to practice. So, what is required? Encouragement is required. Supporting them and even requiring individuals to use what they are learned.

For these groups, it is helpful to think of the nine possible boxes that can be pursued, as we will talk about in this next slide also. Each box represents the actions that can be taken to transfer learning to the workplace, and that is also a reason for the gap in the industry and academia. The reason for this gap is that we are not able to transfer that learning to the workplace, we have to transfer that learning to the workplace, and that is by the relevance, that relevance we are making.

So, that is helping whatever they learned; they that knowledge is required them to perform in a better way or to increase the efficiency. So, therefore, this transfer of learning to the workplace is becoming important. Time refers to before, during, and after the program. So, that is when you are talking about inspiring, encouraging, supporting. So, it is not during the program only, right.

It is even after the program is there. And before, during, and after the program and the key stakeholders are the participants, managers of participants, and the facilitator program administrators. So, all these will be taking these issues of that particular relevancy.

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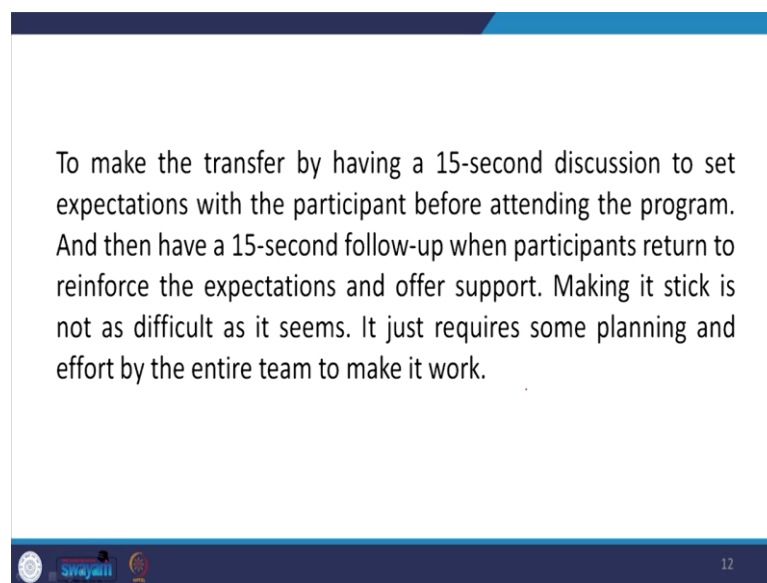
The two most important powerful boxes for transfer are the manager of the participants before and after learning 1 and 3 that we will be talking about. And this inspires program administrators, designers, and developers to create the activities for the managers of the

participants, and that makes a little time to do. It takes only about 30 seconds for a manager of a participant.

So, therefore, it is not like this if somebody thinks like that is it will be a huge investment of time because people are facing this scarcity of time. So, it is not that is a time, but rather that it is where a facilitator is able to provide the activities which will support the learning methodology of the participants are there.

To make the transfer by having a 15 second discussion to set expectations the first 15 seconds, right, there is what they are going to attend the program. And then have a 15-second follow-up when participants return to reinforce the expectations where they will talk about because whatever has been told they will like to see it is practically implemented and to see their practical implementation they will go for this particular aspect.

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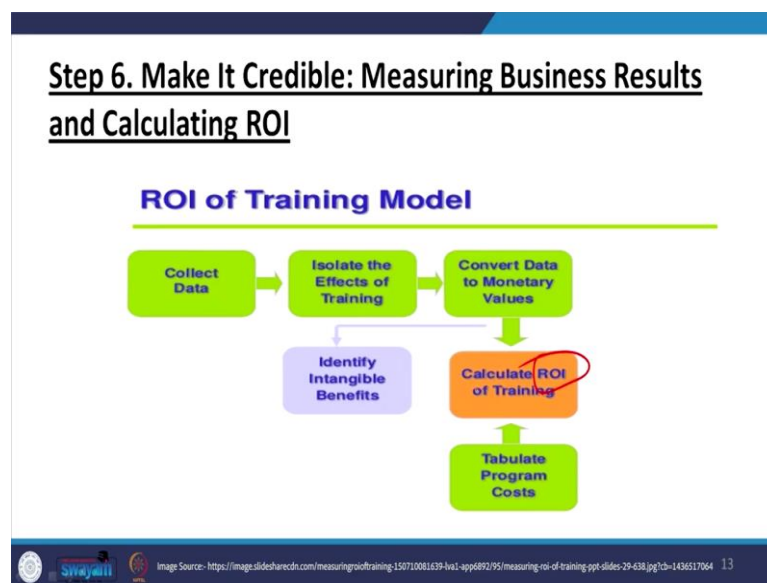
So, therefore, in that case, it is 15 seconds will be there to follow up when the participant returns to reinforce the expectations and offer support. So, it is you are making the transfer of learning in a very systematic way. And when you are going through the very systematic ways, the first system that is you are making them comfortable, expectations with the participants before attending the program is there.

It just requires some planning and effort by the entire team to make it work. And there it will be just very carefully that will be planned and the whole team, the team is those participant facilitators, the manager, the different stakeholders, the entire team has to very carefully work on this particular development process.

Now, make it credible, measuring the business results and calculating the ROI. Now, here ROI of the training model that is becoming these the collect the data, right. So, what is the data? Data is for example, and we are talking about talent development. So, therefore, in that case, who are the participants, those who require this particular training development process, is the learning process is required.

Naturally, whenever there is a leader by virtue of position, leader means who is leading a team, and then if the team is there, then those participants or the members of the team and facilitator will become this particular data.

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Isolate the effect of training that is the whatever the training programs they are having then whether it is making them the proper effect or not and then the convert data to monetary values. So, whatever the monetary values are there, why? Because we are talking about the ROI of training, calculation of training this ROI.

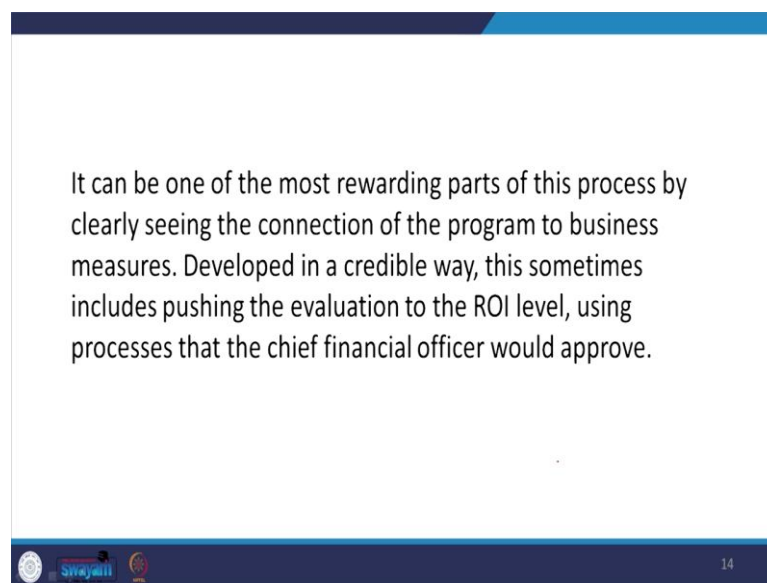
Dear friends, please understand here every step, every effort which we are designing, planning, acting, supporting, ultimately the objective is this that is we are having the

return on investment for this particular aspects. And the basis of this, it is also identifying the intangible benefits; the simple intangible benefit is commitment, loyalty.

So, if during the training program when they learn they are also developing the loyalty towards the organization because that particular training program which is designed for their benefits, for their betterment. So, when this training program is conducted, they are having that is the better ROI.

Tabulate the program cost and there, but ROI (Refer Time: 26:35) because first, you should know what the investment is. And on the investment, there will be the return on investment and therefore, tabulate the program cost is there. So, in the role of the training model, the data, the effects of training, and the data to monetary values that is the how impactful they are, and then they will be able to perform in the way that is the how this program has been converted.

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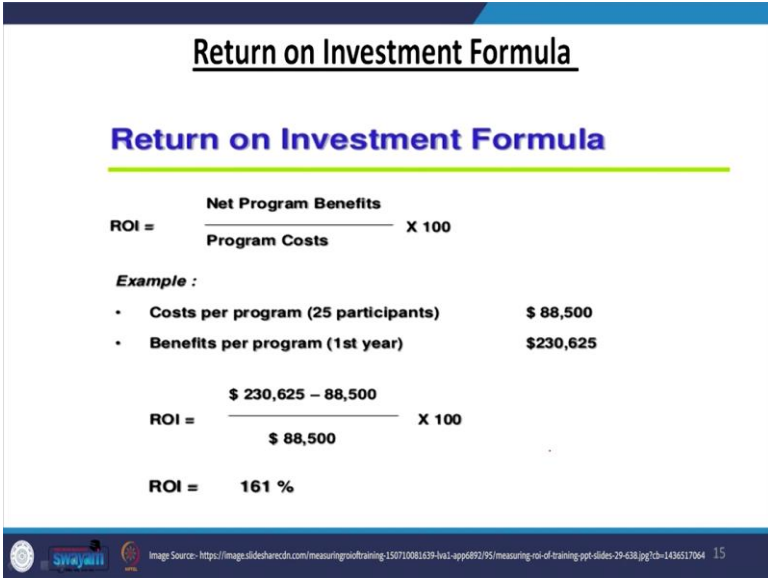


It can be one of the most rewarding parts of this process by clearly seeing the connection of the program to the business measures. Whatever the business measures are there that they will be decided. Developed in a credible way, this sometimes includes pushing the evaluation to the ROI level, return on investment level, and using the processes that the chief financial officer would approve.

And therefore, in that case, whatever the investment is there that it has to be taken into the with the consultation of our finance officer. There is whatever the business measures are there and in this business measures, right, because we want the ROI in a particular measurement. What is a particular measurement? It may be in the percentage, maybe in terms of output.

So, if we are looking for the output that is the productivity and you are the A grade items that are the best items that production has been increased, B grade items have been minimized. Yes, there is an ROI is there. Or that you have to take into it is in terms of the finance please also connect with your chief financial officer and therefore, he will able to give you the input that is your efforts are in the right direction or not.

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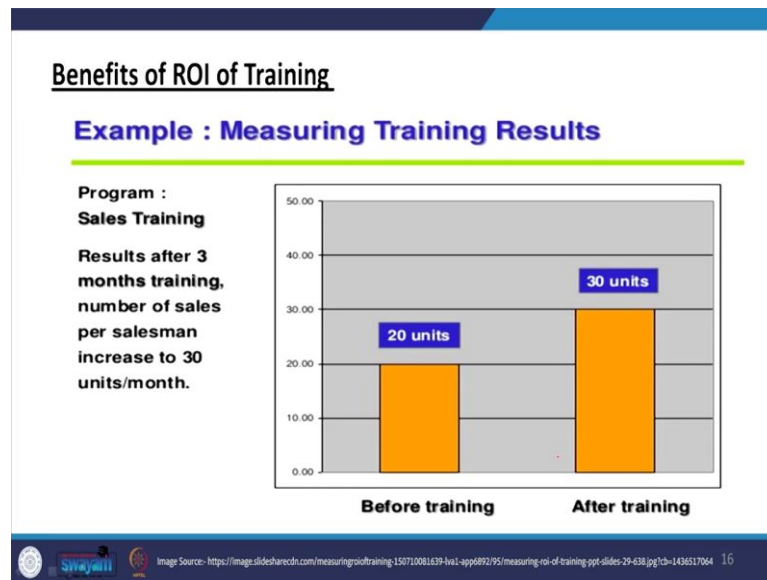


The slide is titled "Return on Investment Formula" in a blue header. Below the title, the formula is presented as
$$ROI = \frac{\text{Net Program Benefits}}{\text{Program Costs}} \times 100$$
. An example is provided with two bullet points: "Costs per program (25 participants) \$ 88,500" and "Benefits per program (1st year) \$230,625". The calculation is shown as
$$ROI = \frac{\$ 230,625 - \$ 88,500}{\$ 88,500} \times 100$$
, resulting in
$$ROI = 161 \%$$
. At the bottom left, there are logos for "swayam" and "e-governance". At the bottom right, a small text line reads "Image Source: <https://images.scribdcdn.com/measureoftraining-150710081639-4x1-app0892/95/measure-of-training-ppt-slides-29-638.jpg?cb=1436517064> 15".

So, the net program benefits the formula, the net program benefits and program cost, right, and then you taking the percentage of that, that is the cost per program for 25 participants is dollar 88500. And benefits per program for the first year that is a dollar 230 million then, in that case, the total multiplied by the 100 net program benefit divided by the cost. So, then we are getting the 161 percent ROI is there.

However, this example is on the very higher side, so, therefore, do not jump on this thing that is the yes this much benefit will be there because it will depend on so many circumstances. But yes, you have to calculate the ROI and identify that is what benefits you are going to take.

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So, finally, I would like to mention that these benefits of the ROI of training are that measuring the training results by this example. Like the sales training was there and that is before training that is 20 units are there, and after the training, there are 30 units, as I was giving the example of the productivity.

So, after three months of training, the number of sales per salesperson increases to 30 units per month. So, if you are conducting that training development program for the purpose of that is how the sales have been increased, and therefore, this is increasing the ten units per salesperson.

So, here there is a tangible, but dear friends, before I end, I would also like to mention that it is the intangible benefits also. So, being the HR person, you have to also understand if you are developing loyalty, if you are developing that commitment, if you are developing that punctuality, you are developing that organizational climate and culture, where the more the sincerity, seriousness, and the commitment is there for the job then definitely your ROI is there.

So, many times we talk about the ROI in terms of the naturally the tangible, but also do not forget to calculate and mention to the top management that is how the intangible benefits are also there, right. So, if this type of these issues is done, I am sure that we will be able to get this training and development talent development in a proper, through proper training and there will be enough return.

Thank you.